



1 \

2 **Athena SWAN Silver department award application**

3 **Name of university:** Cardiff University

4 **Department:** School of Biosciences (BIOSI)

5 **Date of application:** April 2016

6 **Date of university Bronze and/or Silver Athena SWAN award:** Cardiff University Bronze award
7 renewal April 2014 (School of Biosciences awarded Bronze November 2012)

8 **Contact for application:** Dr Matthew J. Smalley

9 **Email:** SmalleyMJ@cardiff.ac.uk

10 **Telephone:** 029 2087 5862

11 **Departmental website address:** <http://www.cardiff.ac.uk/biosciences/home>

12 <http://www.cardiff.ac.uk/biosciences/about-us#athenaswan>

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

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

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

21 **Sections to be included**

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

24

25

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

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

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

8 I am delighted to write to confirm my own, and the School of Bioscience's, absolute
9 commitment to this Silver Award application, to the Athena SWAN process and to gender equality
10 in the higher education and academic sectors.

11 Since my appointment in May 2015, on a platform which included a strong commitment to
12 Athena SWAN, I have had the opportunity to accelerate the progress made under our 2012 Bronze
13 Award action plan. That plan was strongly focused on equality and diversity training tailored to
14 specific roles (e.g. admissions tutors, recruitment panel chairs) and also equipping women for
15 successful career progression/promotion, through mentoring schemes and new approaches to
16 appraisal/review. The impact of these measures is shown by the increase in women promoted to
17 Professorial levels, which enabled wide-ranging changes in our senior management team. The
18 Deputy Head of School (Daniela Riccardi), two of our four Heads of Division (Rosalind John and
19 Helen White-Cooper) are now female. In 2013, female representation on the wider Management
20 Team was 18%; it is now 44%. Not only have these changes rebalanced perspectives on gender
21 equality within the School but they are a very visible sign of progress made since gaining our
22 Bronze Award.

23 Particular mention should be made of Professors Riccardi, John and White-Cooper for their
24 strong leadership and examples they set to all women across the School. Indeed, there have been
25 outstanding contributions made to the School by women at all career stages. For example, Dr
26 Hannah Shaw (Senior Lecturer) has been exemplary in her organisation and leadership of the
27 School anatomy courses (as well as receiving a University 'Rising Star' award) and Dr Maddy Young
28 (Postdoctoral Research Assistant) has been very active in representing the research staff
29 community. Female staff continue to achieve success in the wider academic environment. For
30 example, Dr Kelly Bérubé (Reader) recently won the Pioneer Award category of the
31 new Womenspire Awards, which recognises women providing strong role models in STEMM, and
32 Professor Paola Borri who holds an EPSRC Leadership Fellowship.

33 We have also seen improvement in a key stage of the pipeline where we have previously
34 experienced drop-out of female staff – the researcher/lecturer transition. We will ensure this is
35 sustained and further support the career progression success of all staff, using our new Action Plan
36 to implement a number of changes in policy/practice, including a new promotion-focused
37 performance appraisal system combined with a new workload model. Furthermore, the School
38 will be committing resources to ensure the Action Plan is successful.

39 In summary, a combination of actions implemented since 2012 and opportunities provided
40 by changes in leadership have had a dramatic impact in the culture of gender attitudes and the
41 wider equality agenda within the School. We fully recognise that there is more to be done;
42 however, I am proud of the impact the policy/practice changes we have made so far have had and
43 I am personally committed to build on the momentum we have generated to drive forward further
44 change.

45
46 Professor Jim Murray, Head of School
47 **(Word count 497)**

1 **2. The self-assessment process: maximum 1000 words**

2 *Describe the self-assessment process. This should include:*

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

5 The Cardiff School of Biosciences (BIOSI) Athena SWAN Self-Assessment Team (SAT), which
6 includes the Head and Deputy Head of School, is detailed in **Table 1**. SAT members have a three-
7 year term of office with a staggered turnover to ensure continuity. Replacements are found
8 through advertising vacancies across the school followed by a short interview process by the SAT
9 to ascertain suitability and role shadowing opportunities.

10 The BIOSI SAT reports to the Staff and Working Environment Committee and through its chair, the
11 Deputy Head of School, to School Management and the Head of School. Links to the College of
12 Biological and Life Sciences are through the Co-Chairs. Links to the University SAT are through
13 Hayley Beckett and to University management through the Head of School.

14 A position on the SAT is reflected in workload allocations in the staff activity profile (chairing a
15 school committee = 100 hours and committee membership = 30 hours in the activity profile).

16

Member (Gender)	Career/Study Path	Title	Charter role	Comments
Matthew Smalley(M)			SAT Co-Chair and liaison with College E&D team	
Ros John(F)			SAT Co-Chair	
Jim Murray(M)			Head of School and liaison with University Senior Management Team	
Daniela Riccardi(F)			Deputy Head of School and liaison with Staff and Working Environment Committee	
Sheila Amici-Dargan(F)			Division Lead (Neuroscience)	

Jo Cable(F)			Division Lead (Organisms and Environment)	
Mike Taylor(M)			Division Lead (Molecular Biosciences)	
Emyr Lloyd-Evans(M)			Division Lead (Pathophysiology and Repair)	
Karen Reed(F)			Experience as ECR panel member	
Maddy Young(F)			BIOSI Research Staff Lead	
Hayley Beckett(F)			E&D Lead; liaison with University SAT	
Karen Fitzgibbon(F)			HR Lead	
David McGonigle(M)			External member / critical friend	
Harleen Kaur Mandla(F)			Undergraduate Lead	
Bev Plummer(F)			Professional Services Lead and Admin Support to SAT	
Alvin Kwan(M)			Teaching Lead	
Emily Kirkham(F)			PGR Lead	

Table 1: The BIOSI Athena SWAN Self-Assessment Team. F/M indicates Female or Male. FT/PT indicates full- or part-time.

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

4 In May 2015, Professor Jim Murray took over as new head of school and instigated extensive
5 changes in school management, leadership roles and teaching portfolio aimed at improving
6 efficiency and work-life balance (**Sections 3 and 4** and **Figures 1 and 2**). The SAT was re-
7 constituted to cover a full spectrum of diversity with respect to gender, age, career stage and roles
8 now including undergraduate and postgraduate representatives. The SAT reports to the newly
9 established Staff and Working Environment (SWE) Committee, chaired by Professor Daniela
10 Riccardi, Deputy Head of School, which has overall responsibility for E&D issues, HR-related
11 matters, and wider issues relating to the working environment. Five SAT members, including the
12 co-chairs, are members of the SWE Committee.

13 Since September 2015 the SAT has met monthly. Consultation has taken place with other SAT
14 teams within Cardiff University and externally. The SAT co-chairs are part of a forum within the
15 College of Biological and Life Sciences which meets to discuss best practice. External individuals
16 (e.g. Professor Karen Holford, Engineering) have presented on best practice, SAT members have
17 visited SAT at Oxford Brookes and Athena SWAN Champions at Queen's University Belfast.
18 Quantitative data have been extracted from recent staff surveys and results of the Athena SWAN
19 survey from 2012 have been analysed quantitatively to identify key areas of concern (**Section 5**),
20 then explored in one-to-one semi-structured interviews with members of staff.

21 Student data for the assessment process were provided by Cardiff University Planning
22 Department. Staff data were provided by Cardiff University Management Information Services as a
23 cumulative report based on the Annual period ending each year on the 30th September.
24 Recruitment information was based on applications received within 12 monthly periods ending
25 each year on the 30th September. Maternity/paternity data were based on reporting between 1st
26 October and 30th September for each period. Cumulative data enabled staff numbers to be
27 benchmarked across the University. To supplement this, a point-in-time analysis of staff numbers
28 was carried out on the 31st of August annually from 2013 – 2016.

29 Sector benchmarking data for staff and students were obtained from the ECU website. UCAS
30 annual reports were used for benchmarking undergraduate application and acceptance data.
31 Postgraduate sector benchmarking data were not available.

32 *c) Plans for the future of the self-assessment team, such as how often the team will continue*
33 *to meet, any reporting mechanisms and in particular how the self-assessment team intends*
34 *to review implementation of the action plan.*

35 From May 2016, the SAT will meet every two months (**Action 2.1**) to review implementation of the
36 Action Plan, and implement new initiatives / examples of best practice. Regular consultation with
37 internal and external partners will be continued, including the College of Biological and Life
38 Sciences Equality and Diversity forum, the GW4 Athena SWAN group and the South West regional
39 meeting for Athena SWAN (**Action 2.2**). The SAT will annually review its own membership to
40 ensure balanced representation and where necessary recruit new members in addition to those
41 replaced through turnover on the committee (**Action 2.3**).

1 Athena SWAN has been made a standing item on all School committee agendas with discussions
2 fed back to the SAT (**Action 2.4**). The SAT will collect and analyse staff and student data annually
3 (**Actions 2.5 – 2.7**).

4 The SAT will implement an Athena SWAN communications strategy, which will be both ‘inward
5 facing’, to inform staff and students about our activities and to encourage a positive environment,
6 as well as ‘outward facing’ to encourage underrepresented groups to apply for jobs within BIOSI
7 (**Action 2.8**).

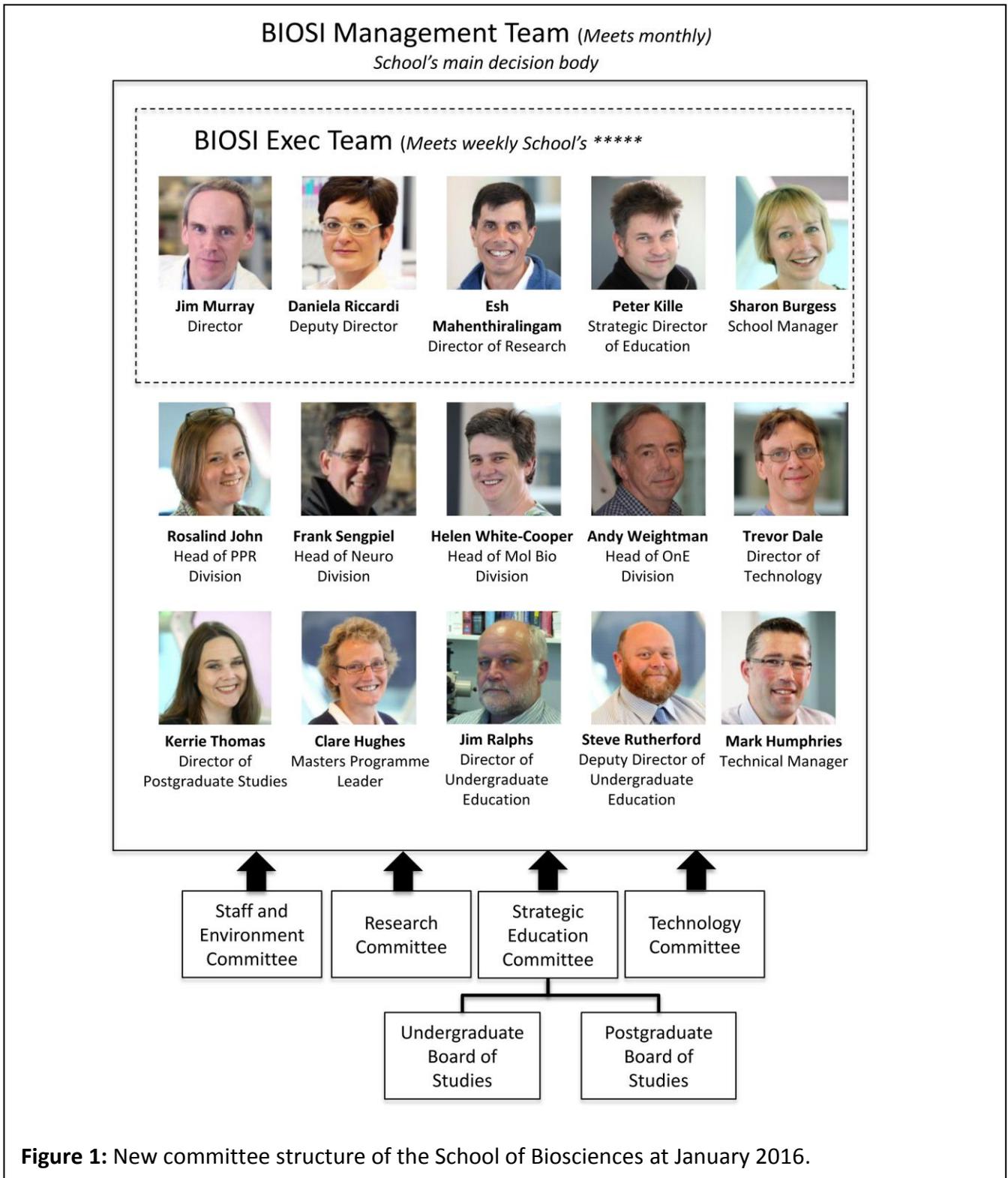
8 Finally, the Athena SWAN Action Plan will be incorporated into the School forward plan to ensure
9 that equality of opportunity with STEM subjects remains central to the ethos of the school (**Action**
10 **2.9**). The school has committed funds and resources to the SAT and to implement the Action Plan
11 going forward. These include workload allocations for time spent on the SAT; paying for a
12 postgraduate student to assist with data analysis; costs of unconscious bias training delivered by
13 an external provider; money for seedcorn funding of a grant application pilot scheme for early
14 career researchers (ECRs); contributing substantial funds for fellowship positions to help
15 postdoctoral researchers establish their independence and become more competitive for Lecturer
16 positions.

17 (**Word count 815**)

18

1 **3. A picture of the department: maximum 2000 words**

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



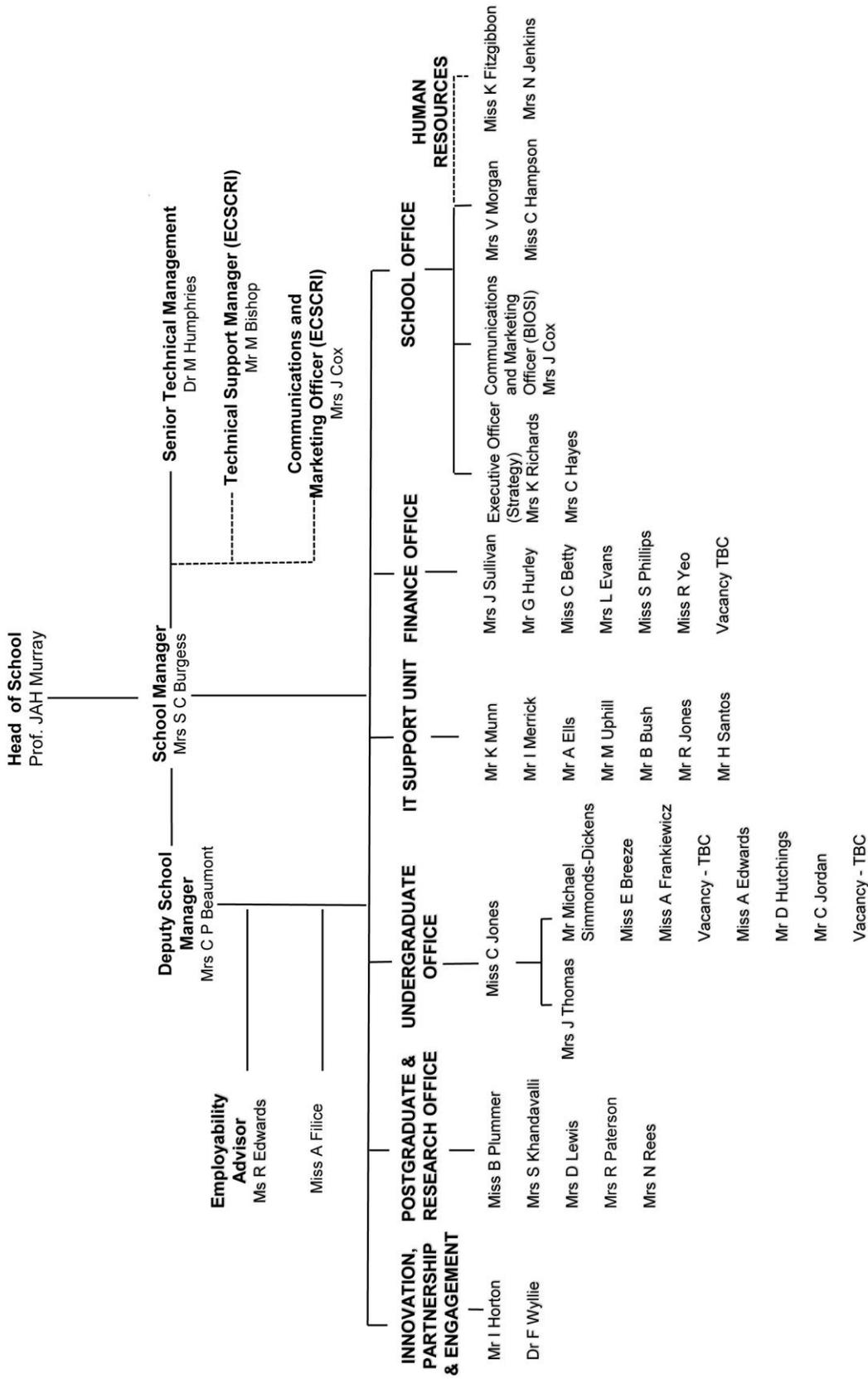
4

5 **Figure 1:** New committee structure of the School of Biosciences at January 2016.

6

7

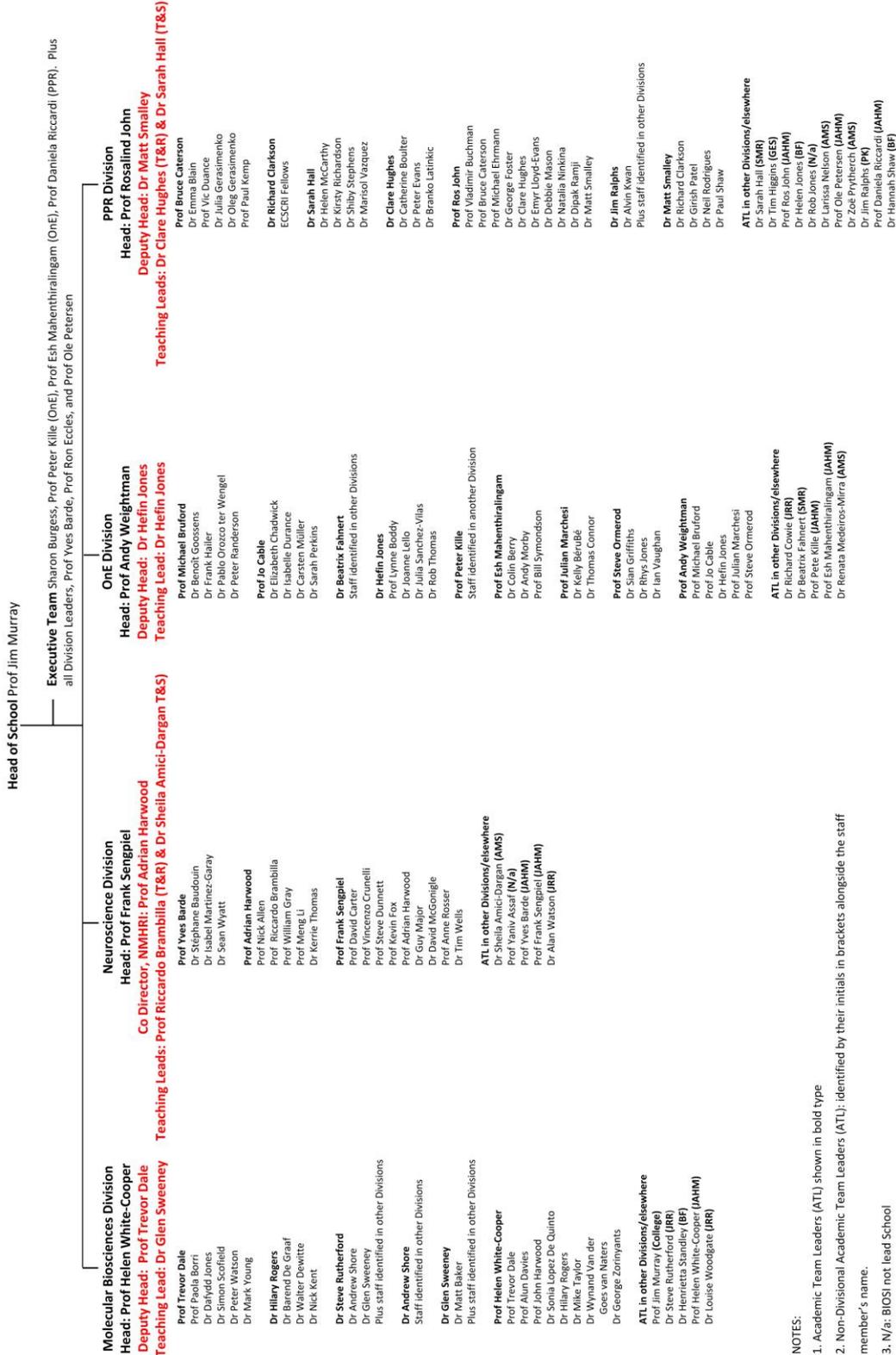
CARDIFF SCHOOL OF BIOSCIENCES CLERICAL & ADMINISTRATIVE STAFF STRUCTURE



Last updated 25/01/2016

Figure 2: Clerical and administrative staff structure

School of Biosciences Academic Staff Reporting Structure 2015/16



- NOTES:
1. Academic Team Leaders (ATL) shown in bold type
 2. Non-Divisional Academic Team Leaders (ATL): identified by their initials in brackets alongside the staff member's name.
 3. N/a: BIOSI not lead School
- v.0.03 22/01/16

Figure 3: Academic Team Leaders (ATLs) and their Teams. 19 (76%) of ATLs are male, 6 (24%) are female. Within Academic Teams as a whole (including the ATLs), 80 (66%) are male, 41 (34%) are female. This is discussed further below (**Section 4**).

1 Cardiff School of Biosciences is one of the largest UK Biosciences departments, pursuing a wide
2 range of internationally competitive research. In REF2014, the School achieved an overall grade
3 point average of 3.23* and a UK ranking of 13th.

4
5 The School comprises 111 academic staff (32% female), 142 Research staff (56% female), 106
6 Support staff (59% female), 164 postgraduate students (53% female) and 1488 undergraduates
7 (59% female). BSc degrees are offered alongside MPhil, PhD and MRes postgraduate degrees. In
8 the 2015 National Student Survey, the School had an 88% satisfaction rate for its Biology degree
9 schemes.

10 The School has four research divisions, Organisms and the Environment, Pathophysiology and
11 Repair, Molecular Biosciences and Neuroscience. The School also leads two research institutes:
12 The European Cancer Stem Cell Research Institute (ECSCRI) and WATER University Research
13 Institute. Since our previous Athena SWAN application, the School has been incorporated into the
14 College of Biological and Life Sciences, one of the three colleges at Cardiff University.

15 School activities are based at four sites on one city-centre campus: 'Main Building' and the Life
16 Sciences Building, both primarily for research, the adjacent Sir Martin Evans Building, where both
17 research and the majority of teaching takes place, and the European Cancer Stem Cell Research
18 Institute which is housed within the new Hadyn Ellis Building, approximately 10 minutes' walk
19 from the Sir Martin Evans Building. The data presented here include BIOSI staff at all locations
20 including the Research Institutes. All locations are represented on the SAT.

21 The School's committee structure changed in 2015. The new structure is shown in **Figure 1**, the
22 clerical and administrative staff structure in **Figure 2** and the new Academic Team Leader structure
23 in **Figure 3**. E&D remain fundamental considerations of all School processes and activities. Under
24 the new committee structure, the SWE committee, chaired by the Deputy Head of School, has
25 scrutiny of E&D matters and reports directly to the School Management Team. The Deputy Head
26 of School also reports on Athena SWAN/E&D issues weekly at the Executive Team meetings and
27 monthly at the Management Team (the School's main decision body).

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

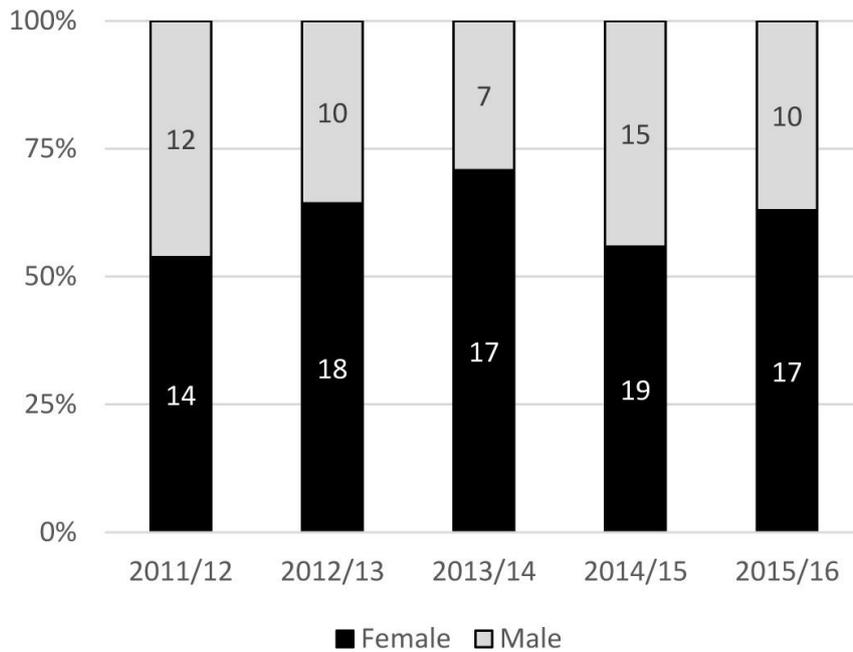
31 **Student data**

32 Consistent with our ambitions from our 2012 application and as stated as a success measure in our
33 2012 Action Plan, we meet or exceed national figures for female participation in biological degree
34 schemes. In order to ensure we maintain our excellent record, all admissions tutors have received
35 E&D training specifically tailor-made for admissions, we have continued to review annually levels
36 of female recruitment to our undergraduate and postgraduate courses (both offers and
37 acceptances, as well as outcomes) and to ensure success of our postgraduate students, we have
38 ensured all supervisors have appropriate training. All these initiatives were taken under the 2012
39 Action Plan and their impact is shown by the high level of female participation we continue to
40 have in our undergraduate and postgraduate courses. For more detailed comments and discussion
41 of new actions, see below and also **Section 4**.

42

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

3 The School offers a preliminary year as part of some undergraduate degree schemes. These attract
4 small numbers of students, typically more females than males. For the years in which comparative
5 data are available, the numbers show BIOSI had more female students on such courses than
6 national sector averages (2011/2012: proportion of female students on full time foundation
7 courses in BIOSI was 54%, nationally 28.2%; 2012/2013 in BIOSI 64%, nationally 29.1%) **(Figure 4)**.

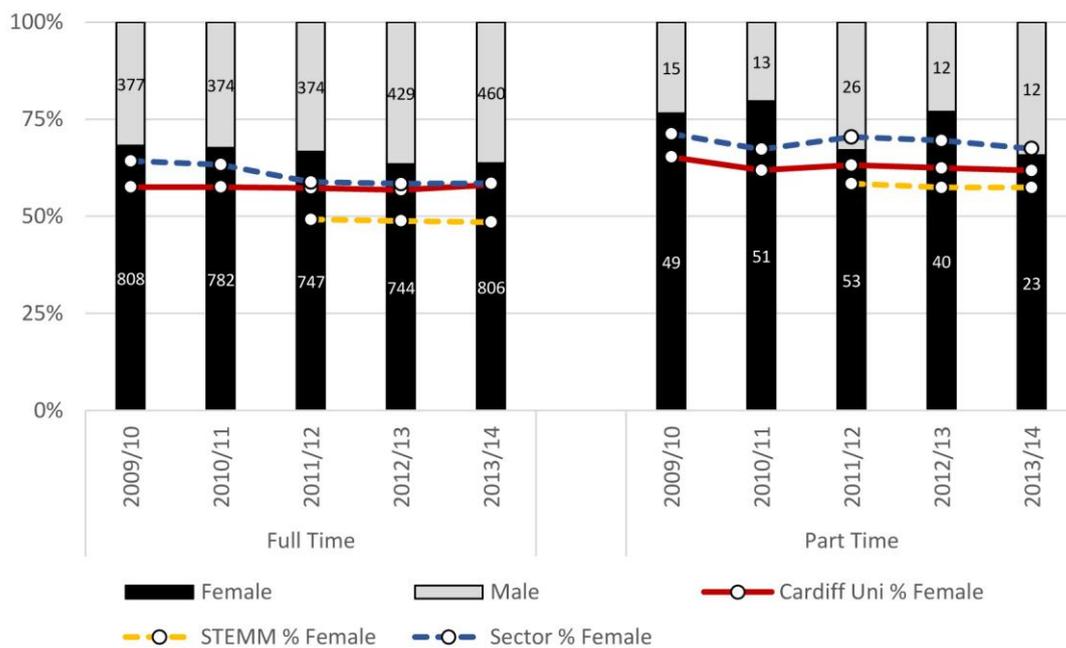


8
9 **Figure 4:** Proportions and numbers of male and female students enrolled on a preliminary year in
10 BIOSI, for the academic sessions 2011/12 – 2015/16.

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

16 The data on undergraduate numbers **(Figure 5)** show that we continue to attract males and
17 females to our courses in proportions equivalent with the national sector average.

1



2

3 **Figure 5:** Proportions and numbers of male and female undergraduate students (full and part
4 time) in BIOSI, compared to the sector average, for the academic sessions 2009/10 – 2013/14.

5

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

10 We do not have any students classed as postgraduate (taught).

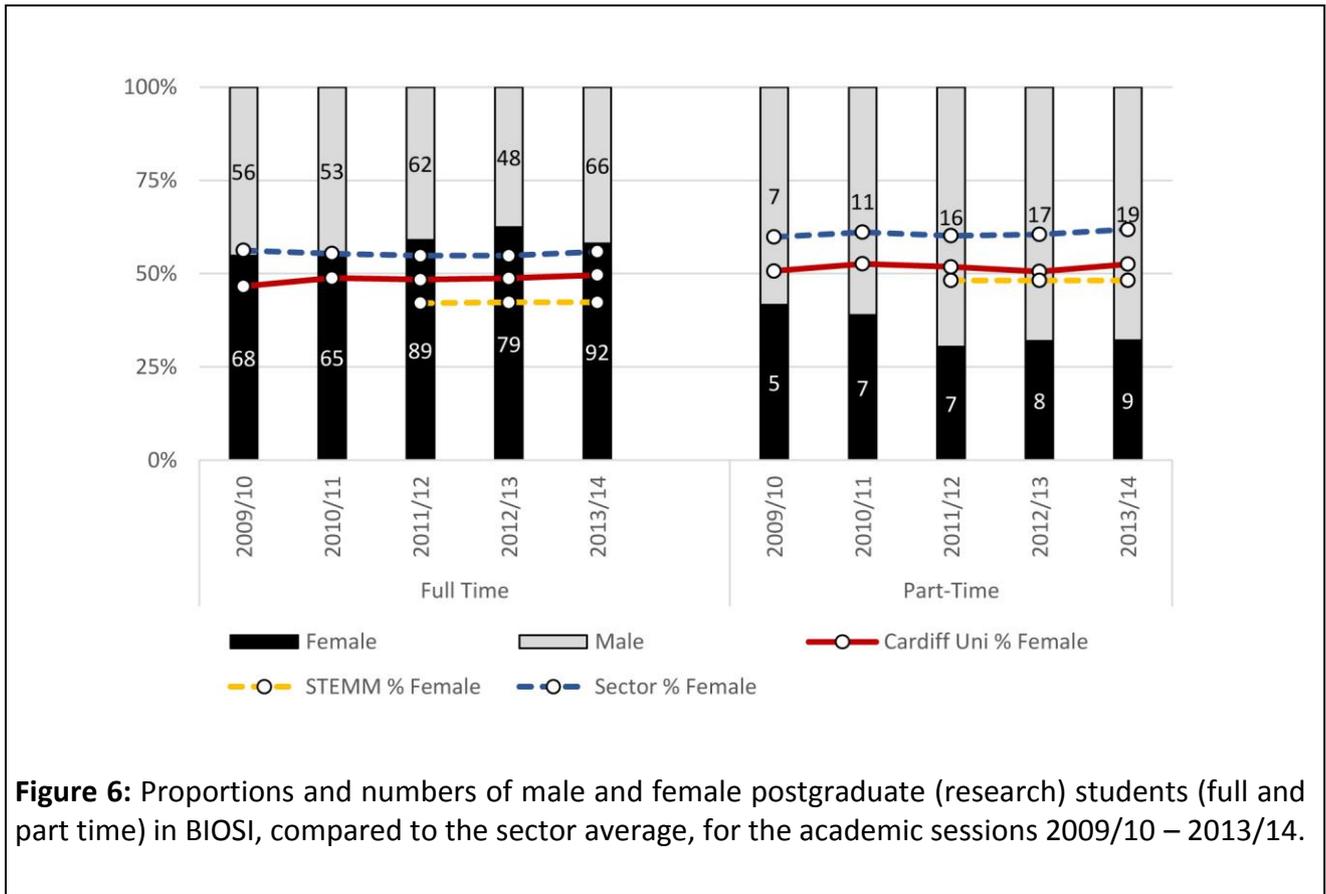
11 **(iv) Postgraduate male and female numbers on research degrees – full and part-time –**
12 **comment on the female:male ratio compared with the national picture for the**
13 **discipline. Describe any initiatives taken to address any imbalance and the effect to**
14 **date. Comment upon any plans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

15 The data **(Figure 6)** show that we continue to attract full-time postgraduate research students in
16 proportions equivalent with the national sector average, one of the success measures identified in
17 our 2012 Action Plan. There are, however, more male than female part time students. The reasons
18 for this are unclear. One possibility is that it may be easier to do part time PGR study in some
19 disciplines and not others and entry of postgraduate students to the different disciplines may be
20 gender biased. We will investigate the data further to understand the underlying causes and
21 identify any further actions that might be taken **(Action 3.1)**.

22

23

1



2

3 **Figure 6:** Proportions and numbers of male and female postgraduate (research) students (full and
4 part time) in BIOSI, compared to the sector average, for the academic sessions 2009/10 – 2013/14.

5

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

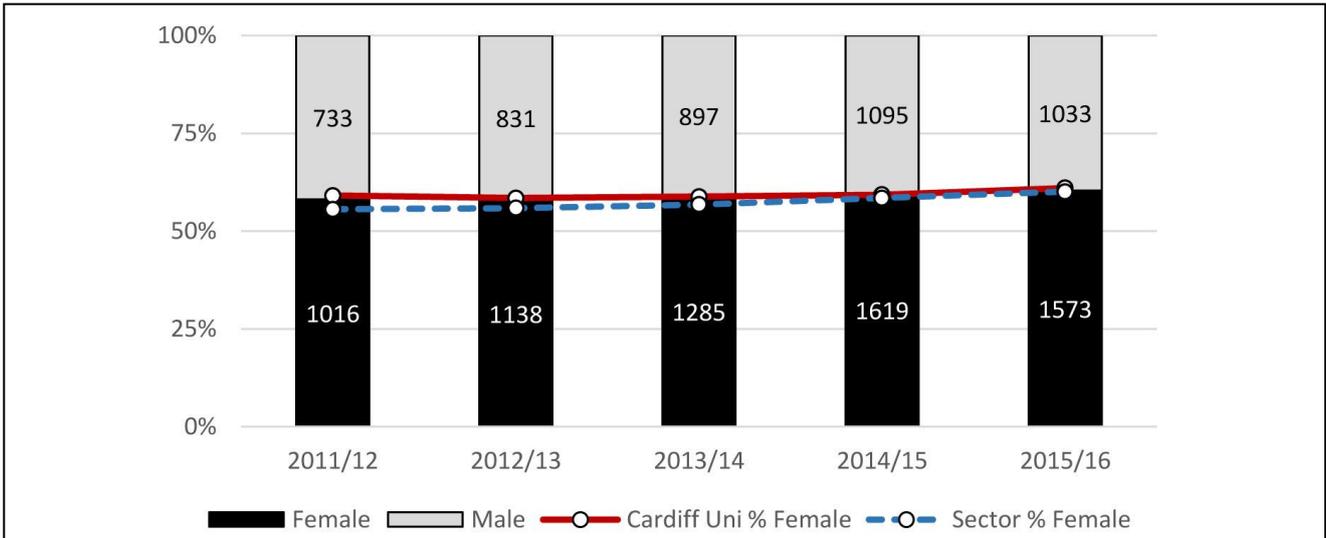
11 The data on applications, offers and acceptances for undergraduate and postgraduate research
12 degrees (**Figures 7 – 10**) show we continue to attract applications from prospective
13 undergraduates in line with national sector benchmarks and that offers and acceptances show no
14 gender biases. Similarly, postgraduate applications, offers and acceptances show no gender biases
15 and this gives us confidence in our current practices. We will continue to review these numbers
16 (**Action 2.5 and 2.6**).

17 The 2012 Action Plan included a programme of enhanced E&D Training for Admissions Tutors
18 tailor-made specifically for admissions. This had the desired impact of maintaining our excellent,
19 sector-comparable, gender balance in admissions. This will be continued under the new plan
20 (**Action 3.2**). Furthermore, to maintain the continued levels of female applications to postgraduate
21 research courses, final year tutors and students are being informed of postgraduate research
22 opportunities through emails, posters, digital display screens, announcements on Learning Central
23 and Postgraduate open day talks are embedded in the final year undergraduate timetable.

24

25

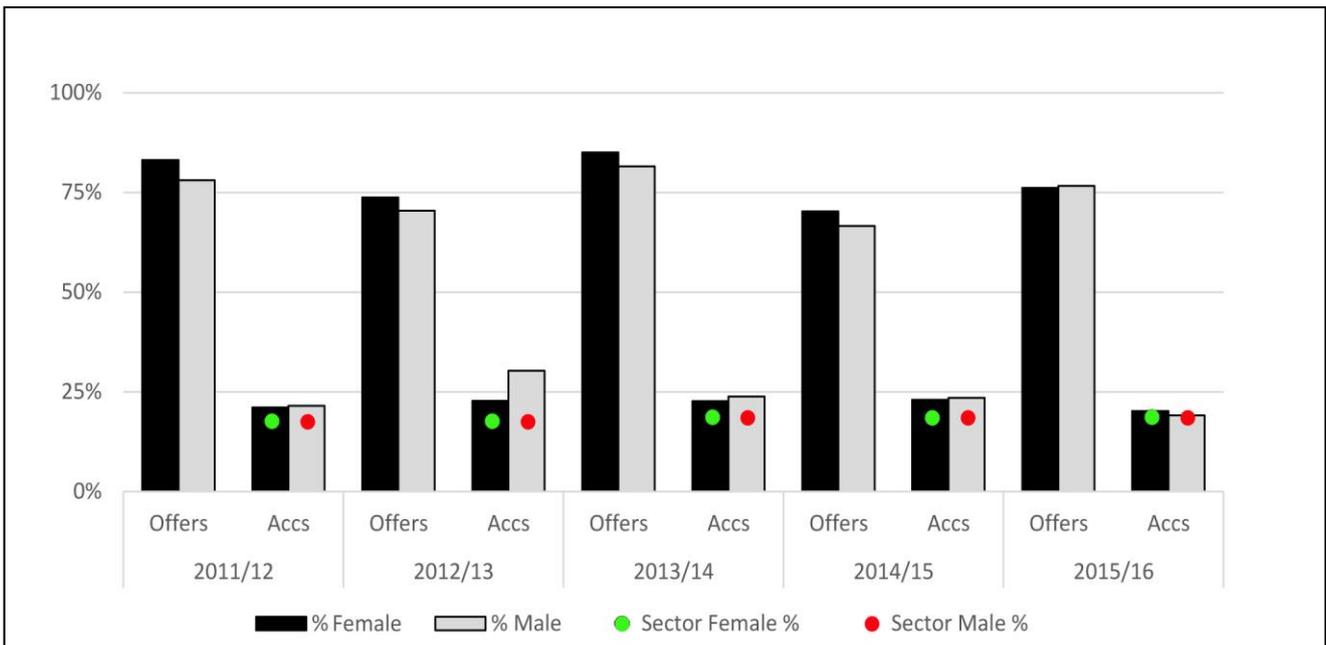
1



2

3 **Figure 7:** Applications by gender for undergraduate degrees 2011/12 – 2015/16 with University
4 and sector comparator data.

5

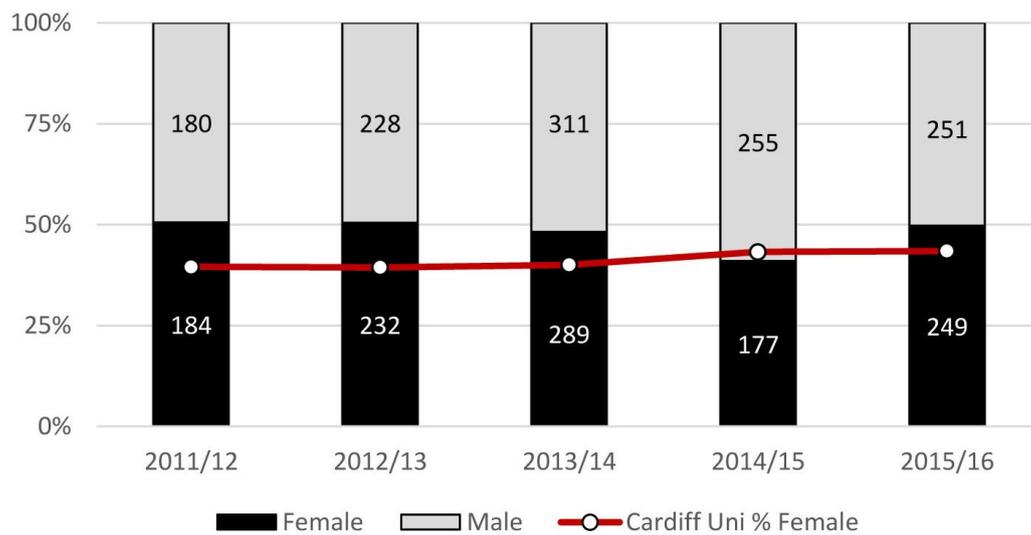


6

7 **Figure 8:** Course offers as a percentage of applications and acceptances as a percentage of offers
8 by gender for undergraduate degrees. Note sector benchmarking data are only available for
9 acceptances.

10

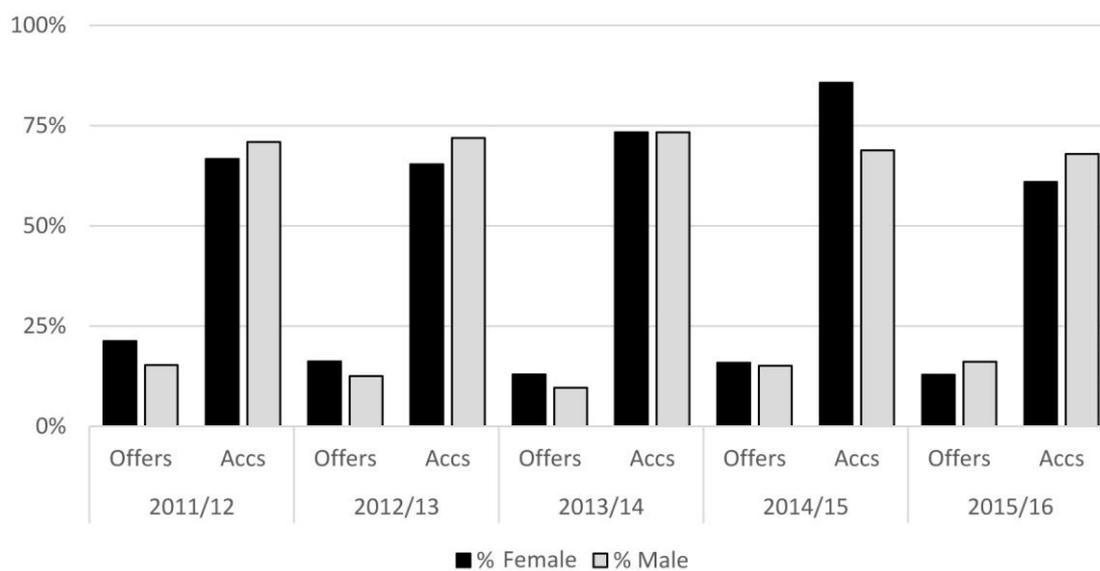
11



1

2 **Figure 9:** Applications by gender for postgraduate research (PGR) degrees 2011/12 – 2015/16 with
 3 University comparator data. Note sector benchmarking data are not available.

4



5

6 **Figure 10:** Course offers as a percentage of applications and acceptances as a percentage of offers
 7 by gender for postgraduate research degrees. Note sector benchmarking data are not available.

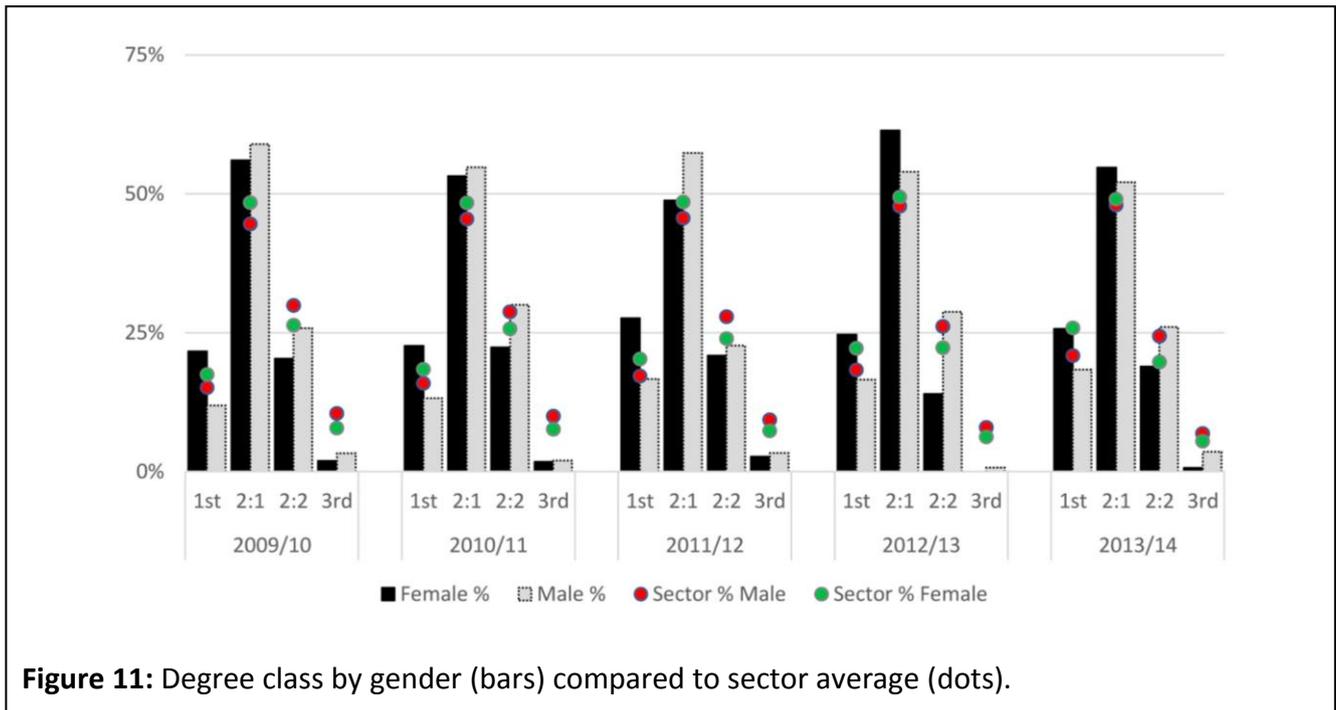
8

9

10

11

1 (vi) **Degree classification by gender** – comment on any differences in degree
 2 attainment between males and females and describe what actions are being taken
 3 to address any imbalance.



4
 5 **Figure 11:** Degree class by gender (bars) compared to sector average (dots).

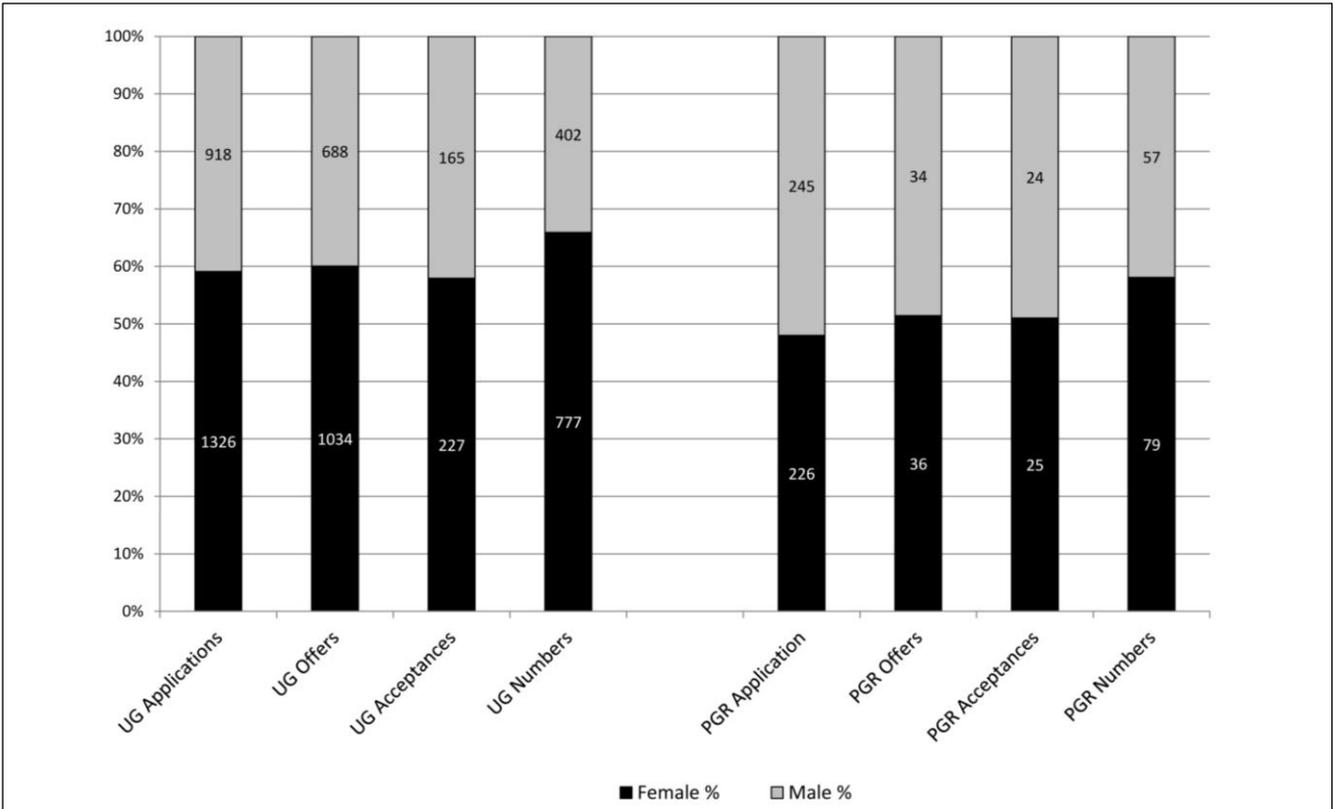
6 Degree class data (**Figure 11**) demonstrate that BIOSI students continue to perform at least as well
 7 as, if not better, than the national average. Female students consistently achieve a higher
 8 proportion of first class degrees than male students and in the last two academic sessions have
 9 also outperformed males in obtaining upper second class degrees. Considered as a whole
 10 therefore, BIOSI student data show that the School compares favourably with national comparator
 11 data and there is no gender bias against females. We will continue to review these data on an
 12 annual basis (**Action 2.5**).

13 The key data from above are summarised in **Figure 12** below, which shows the pipeline from
 14 undergraduate applications through to postgraduate student. This demonstrates that the
 15 proportion of females at the undergraduate application/offer/acceptance stages is remarkably
 16 consistent, at just below 60%. The overall proportion of female undergraduates is higher than this,
 17 at approximately 65%; however, the application/offer/acceptance data are for the five years to
 18 2015/16, whereas the available data for total student numbers are for the five years to 2013/14,
 19 so they are not necessarily directly comparable.

20 In contrast to the relatively consistent progression for females, the PGR data show that males
 21 outnumber females in PGR applications. However, offers and acceptances are more gender
 22 balanced with female applicants more likely to get offers (see **Figure 11**). Similar considerations
 23 relating to the time period being analysed apply to the PGR application/offer/acceptance and total
 24 student number data.

25 The difference in the gender balance between undergraduates and applications for PGR positions
 26 indicates that female undergraduates are less likely to apply to PGR positions than males. Females
 27 may perceive a PGR career less favourably than males. To address this, we will take actions to
 28 promote postgraduate research in BIOSI to our undergraduate students (see **Section 4**).

1



2

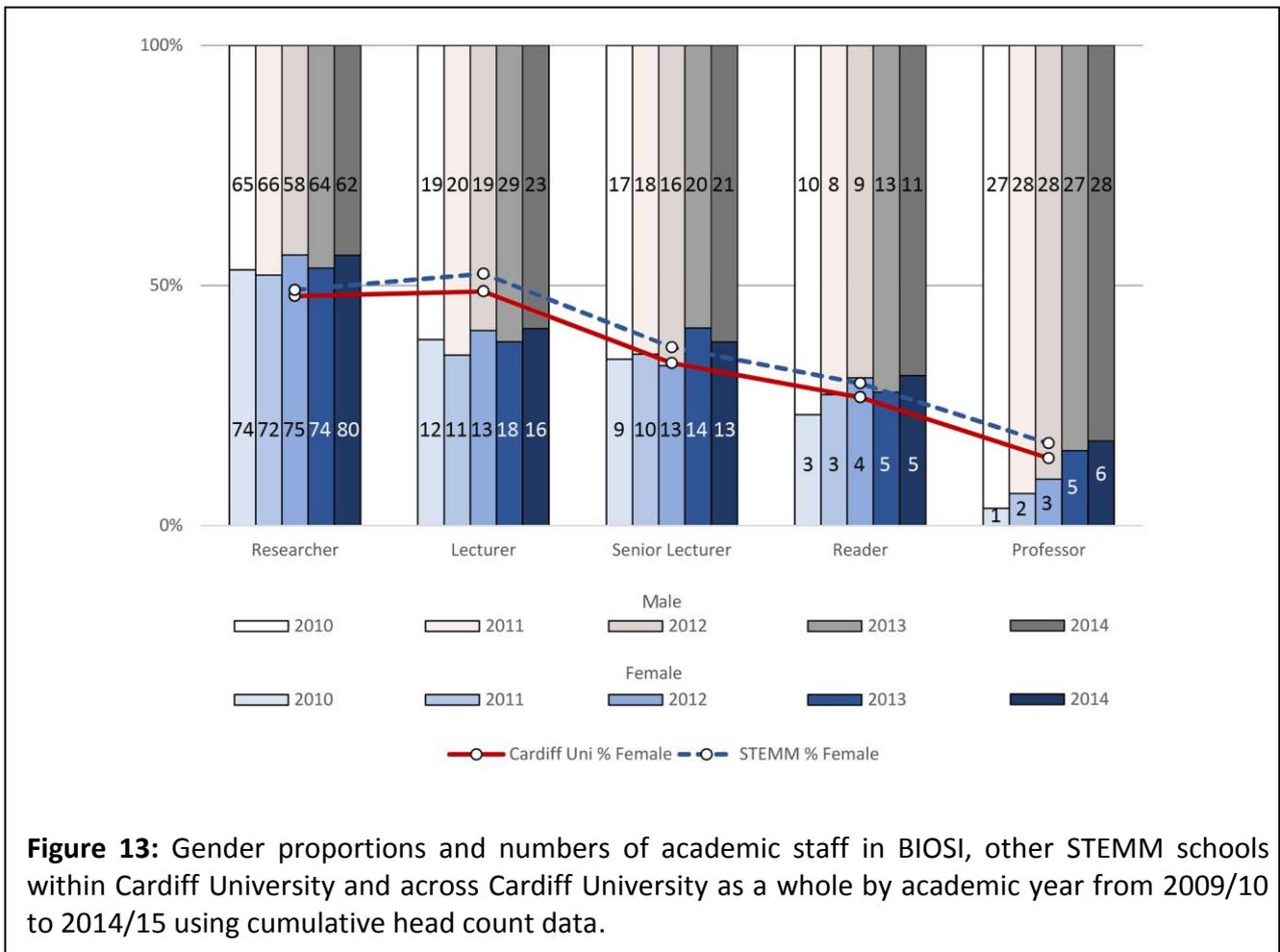
3 **Figure 12:** The student pipeline from undergraduate applications through to postgraduate
4 research student numbers by gender. Figure shows mean annual proportion of male and female
5 students, and actual numbers, at each stage. Means are averages of the most recent five years for
6 which numbers are available. Acceptances and offers are shown as gender breakdowns of the
7 total number of acceptances and offers (in contrast to Figures 8 and 10). Only full time student
8 data are shown.

9

1 **Staff data**

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

6 BIOSI is a large and complex school delivering high quality research and teaching across a broad
 7 range of biological/biomedical sciences. In order to effectively deal with our responsibilities and
 8 functions, academic career paths follow one of three career paths – Research, Teaching and
 9 Research (T&R) or Teaching and Scholarship (T&S). Research assistants, post-doctoral research
 10 associates and research fellows are employed on the research career pathway, with main
 11 responsibilities being research, applications for research funding, where appropriate for career
 12 stage, and supervision of undergraduates where appropriate (e.g. on final year projects). At the
 13 transition from researcher to Lecturer, individuals can be appointed to the T&R or T&S pathways.
 14 Progression from Lecturer through Senior Lecturer and Reader to Professor is possible on both
 15 pathways. T&R staff can also apply for promotion on the basis of excellence in teaching or
 16 innovation and engagement. Expectations of T&R staff are clearly articulated in the Cardiff
 17 Academic framework and include research, high-quality publications, achieving external grant
 18 income, undergraduate and postgraduate education, public engagement and administration. T&S
 19 staff expectations include undergraduate and postgraduate education, pedagogic research (and
 20 associated publications, income and impact), public engagement and administration.



21
 22 **Figure 13:** Gender proportions and numbers of academic staff in BIOSI, other STEM schools
 23 within Cardiff University and across Cardiff University as a whole by academic year from 2009/10
 24 to 2014/15 using cumulative head count data.

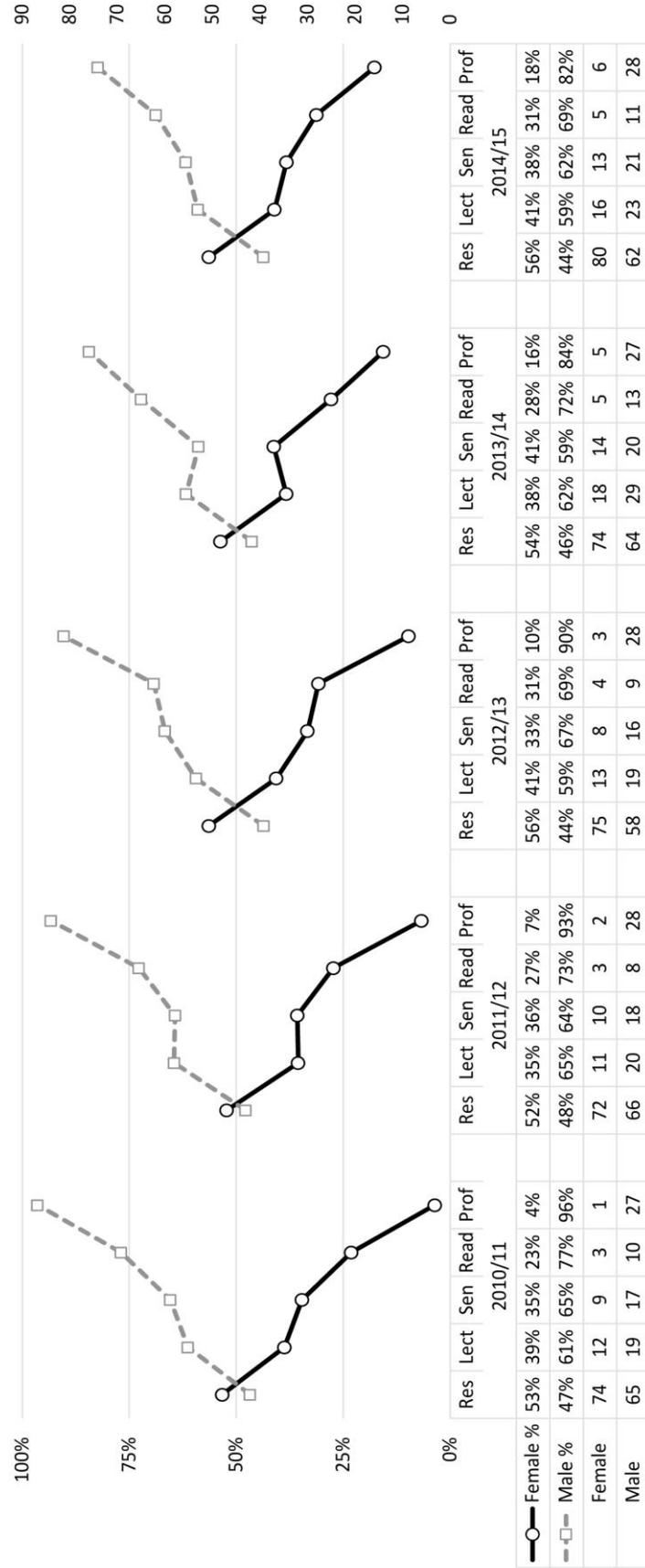
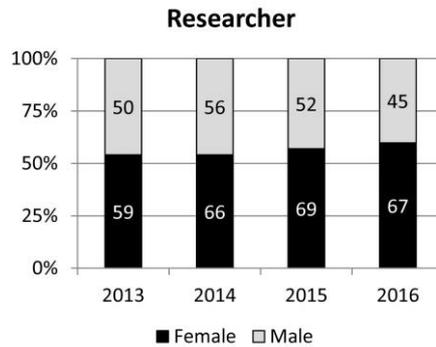


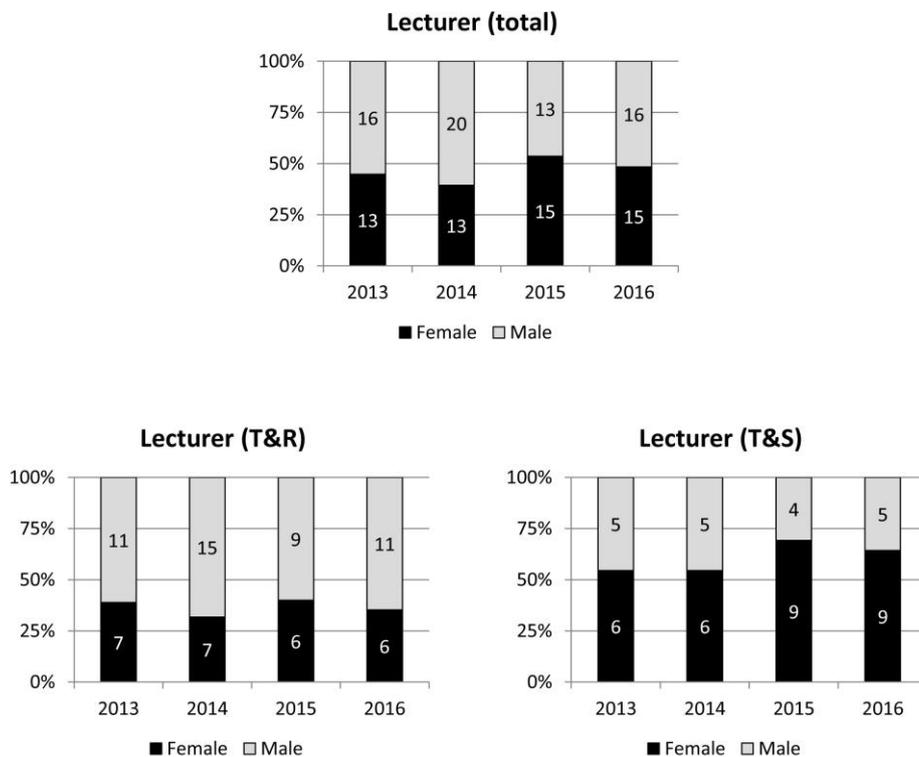
Figure 14: Proportion of female (solid line) and male (dashed line) academic staff in BIOSI expressed as line graphs, with percentages and actual numbers below. The narrowing of the gap between the lines demonstrates that staff numbers are converging towards gender balance.

1 **Figures 13 and 14** show the gender balance of BIOSI academic staff compared to other STEM
 2 schools in the University and the University as a whole, benchmarked using cumulative staff
 3 headcount data (see above **Section 2**). ECU sector benchmarks are not shown as they are provided
 4 as pay bands and therefore not comparable. Data are presented both as bar charts with the
 5 comparators and as line graphs which illustrate how gaps between male and female
 6 representation have changed over time.

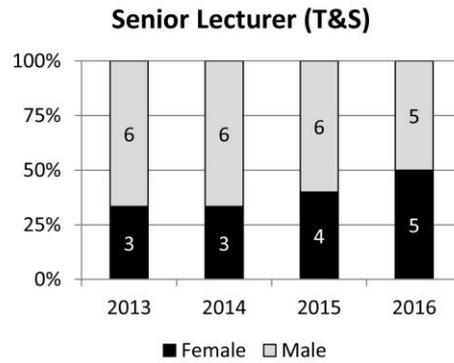
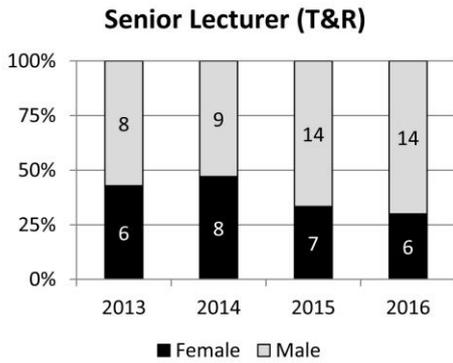
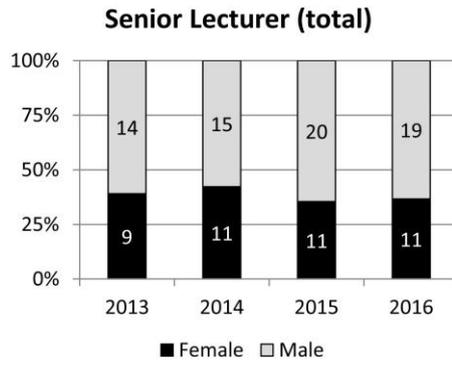
7 **Figures 15 - 19** show point-of-time staff numbers from 2013 – 2016, broken down by gender and
 8 career path where appropriate.



9
 10 **Figure 15:** Point-of-time Research staff numbers as censored at 31st of August 2013 – 2016 by
 11 gender (proportions and actual numbers).

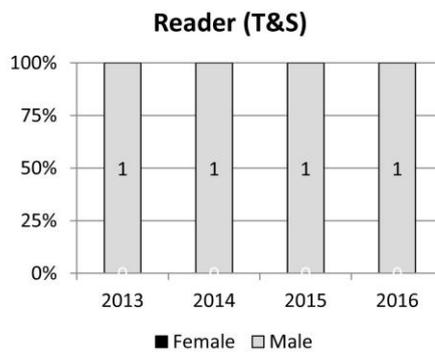
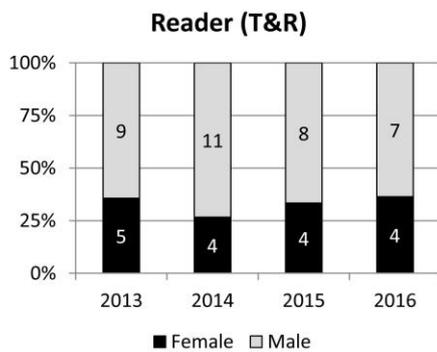
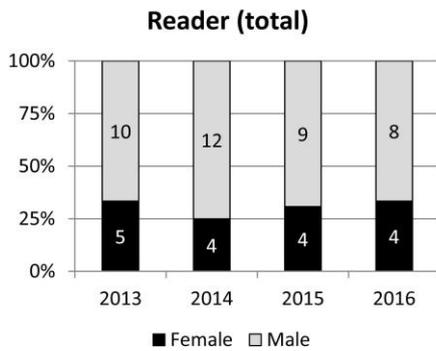


12
 13 **Figure 16:** Point-of-time Lecturer numbers as censored at 31st of August 2013 – 2016 by gender.
 14 Numbers are provided as total staff numbers as well as broken down by career path.



1
2
3

Figure 17: Point-of-time Senior Lecturer numbers as censored at 31st of August 2013 – 2016 by gender. Numbers are provided as total staff numbers as well as broken down by career path.



4
5
6

Figure 18: Point-of-time Reader numbers as censored at 31st of August 2013 – 2016 by gender. Numbers are provided as total staff numbers as well as broken down by career path.

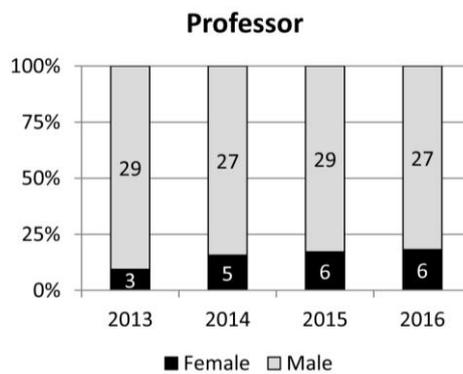
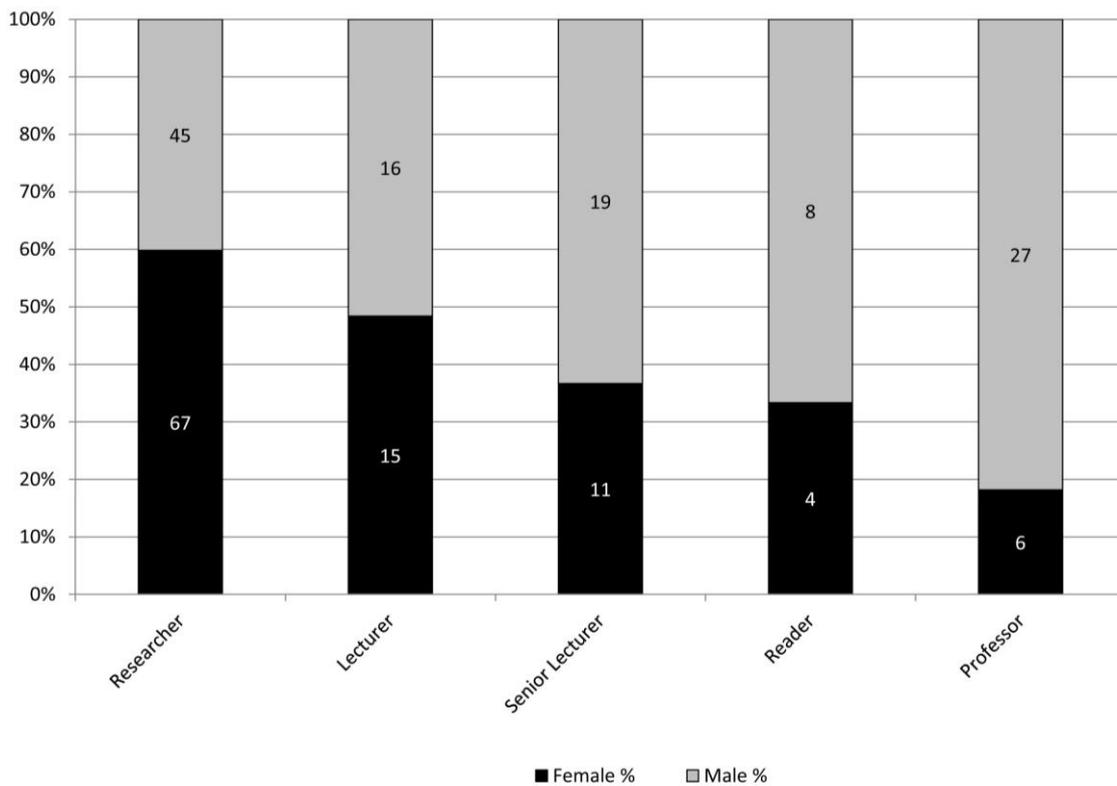


Figure 19: Point-of-time Professor numbers as censored at 31st of August 2013 – 2016 by gender. Numbers are not broken down by career path as during the time period available there was only a single T&R Professor, a male, in 2013.

A key impact of our 2012 Action Plan is the remarkable improvement in the proportion of female Professors within the school. This has more than doubled and is now comparable to University benchmarks. We are also seeing a modest rise in the proportion of female Senior Lecturers and Readers, which are also at comparable levels to University benchmarks. Sustaining and improving this progress requires suitable numbers of eligible staff coming through in the pipeline. We are also pleased to see, therefore, that the point-of-time analysis of staff numbers demonstrates that we have a much improved proportion of male and female lecturers (equal ratios). However, it is important to note that female lecturers are biased to T&S contracts. T&S staff are less likely to get promoted (see **Section 4**). Consequently, we have now put systems in place to address this inequality (see **Section 4**).

It is important to note that there are differences in the data collected cumulatively and the point-of-time data, with conflicting pictures for the Lecturer grade. The cumulative data are necessary to permit benchmarking across other STEMM schools and the University. However, because of the way they are collected (counting all contracted staff over the year) they can lead to statistical anomalies. For instance, an individual promoted from Lecturer to Senior Lecturer would be counted twice, once at each grade. Equally, an individual on a fixed term contract who has their contract renewed would be counted twice, once for each contract. Point-of-time and cumulative data need to be considered together and, going forward, we will collect both annually (**Action 2.7**). It is still important to note, however, that while the equal gender ratio of Lecturers is an important milestone, it is still below University benchmarks according to the cumulative data measure and also does not reflect the gender balance of BIOSI Researchers, which is comparable to University benchmarks (or possibly even more skewed to females). We therefore need to continue to strive to achieve a gender balance in our academic staff, which reflects the pipeline below and benchmarks (see staff pipeline **Figure 20**).

We are committed to further increasing the proportion of female Professors and the number of women in very senior management roles. To do this we must achieve an appropriate gender balance at each stage to increase the pool of individuals available to apply for Lecturer, Senior Lecturer, Reader and then Professor, with a particular focus on the challenging step of attaining a lectureship position. The Actions we will take to achieve these goals are detailed in **Section 4**.



1

2 **Figure 20:** BIOSI Staff pipeline from 2016 point-in-time data by gender showing proportions of
 3 staff at each grade and actual numbers.

4

5

6

7

8

9

10

11

12

13

14

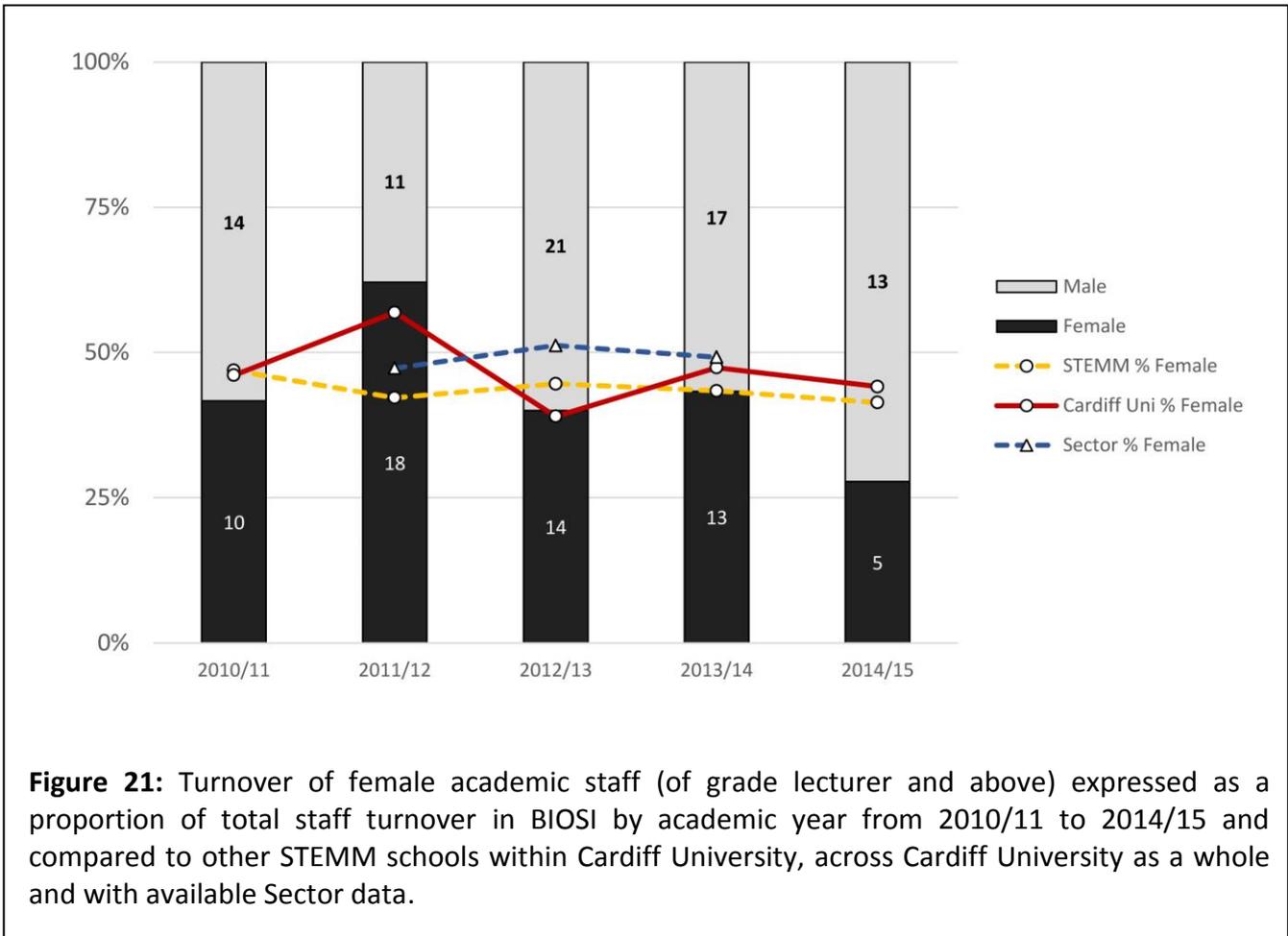
15

16

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

4 Staff turnover data for BIOSI is presented in **Figures 21** and **22** and **Table 2**. Due to the small
 5 number of staff turnover at Lecturer level and above, data for all female academic staff have been
 6 combined in the figures. Individual numbers are given in **Table 2**.

7



8

9 **Figure 21:** Turnover of female academic staff (of grade lecturer and above) expressed as a
 10 proportion of total staff turnover in BIOSI by academic year from 2010/11 to 2014/15 and
 11 compared to other STEMM schools within Cardiff University, across Cardiff University as a whole
 12 and with available Sector data.

13

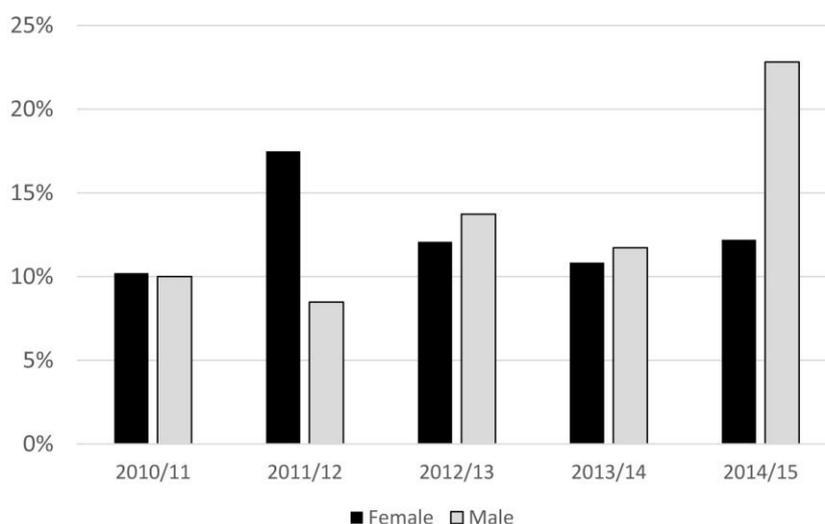


Figure 22: Staff turnover as a percentage of total staff of each gender by academic year from 2010/11 to 2014/15.

	Research		Lecturer		Senior Lecturer		Reader		Professor		Sum Totals	
	F	M	F	M	F	M	F	M	F	M	F	M
2010/11	10	11	0	1	0	1	0	1	0	0	10	14
2011/12	17	10	1	0	0	0	0	0	0	1	18	11
2012/13	12	12	0	5	2	1	0	1	0	2	14	21
2013/14	12	14	0	2	1	1	0	0	0	0	13	17
2014/15	5	10	0	2	0	0	0	0	0	1	5	13
BIOSI Total	56	57	1	10	3	3	0	2	0	4	60	76
BIOSI (Ave)	11	11	0	2	1	1	0	0	0	1	12	15
BIOSI (%)	50	50	0	100	50	50	0	0	0	100	44	56
STEMM (Ave)	78	83	29	30	5	7	1	3	1	15	114	138
STEMM (%)	48	52	49	51	42	58	25	75	6	94	45	55
Cardiff Uni (Ave)	112	107	68	66	7	9	2	4	4	28	193	214
Cardiff Uni (%)	51	49	51	49	44	56	33	67	12	88	47	53

Table 2: Actual numbers of staff of leaving BIOSI by academic session, grade and gender. Averages are average number of leavers per annum over the five year period, rounded to the nearest whole number. Percentages are average annual proportions of staff leaving by gender.

1 The gender balance of BIOSI staff turnover overall is similar to the University and STEMM averages
2 (44% female v 56% male). The data suggest that BIOSI is good at retaining staff, particularly female
3 staff, at these grades and that there is no apparent issue with staff turnover, male or female.

4 Overall turnover at the level of Researcher is higher, as might be expected from a large proportion
5 of staff on fixed-term contracts associated with Research Council and charity awards (**Section 4**).
6 However, Researcher turnover is gender balanced and consistent with other STEMM schools and
7 University data. The SAT will continue to review staff turnover on an annual basis (**Action 2.7**). We
8 will also implement exit interviews for staff to capture reasons for leaving (**Action 3.3**).

9 **KEY IMPACTS SECTION 3**

10 Summary of key impacts since 2012

- 11 • **Proportion of female Professors doubled**
- 12 • **Improving gender balance of Lecturers**

13 Key challenges going forwards

- 14 • **Provide greater opportunities for promotion of female academic staff at senior levels**
- 15 • **Ensure T&S and T&R staff have equal chances of successful promotion**
- 16 • **Achieve gender balance at Lecturer grade which reflects both benchmarks and pipeline**

17 **(Word count 2096 consisting of 1908 words of section allowance plus 188 words of the**
18 **additional 1000 allowance for departmental complexities, specifically the complexities of career**
19 **pathways and differences in promotion between them, page 18 lines 6 - 20, pre-approved by**
20 **ECU in attached e-mail)**

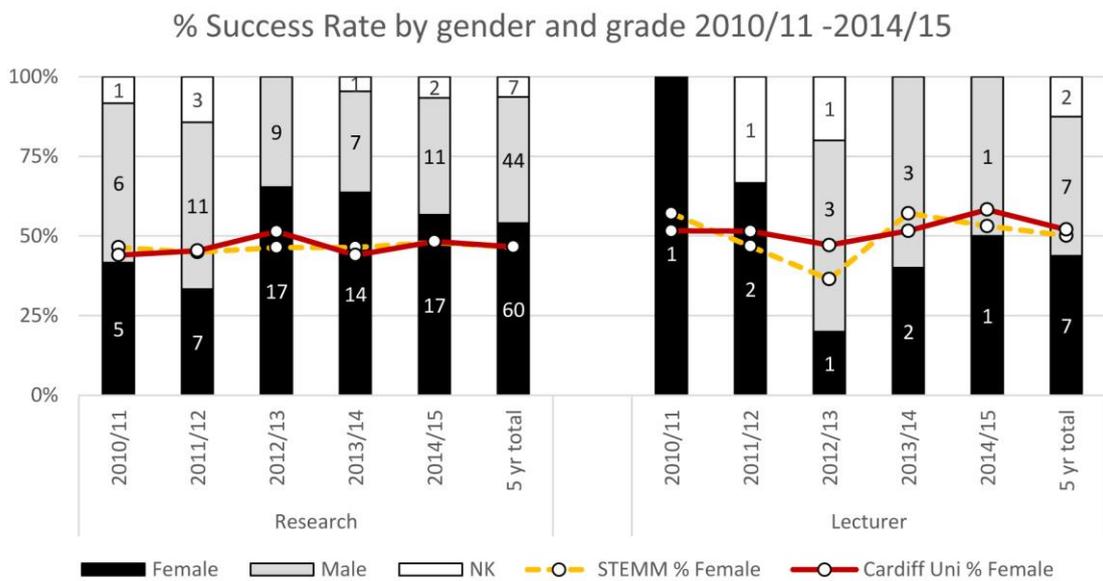
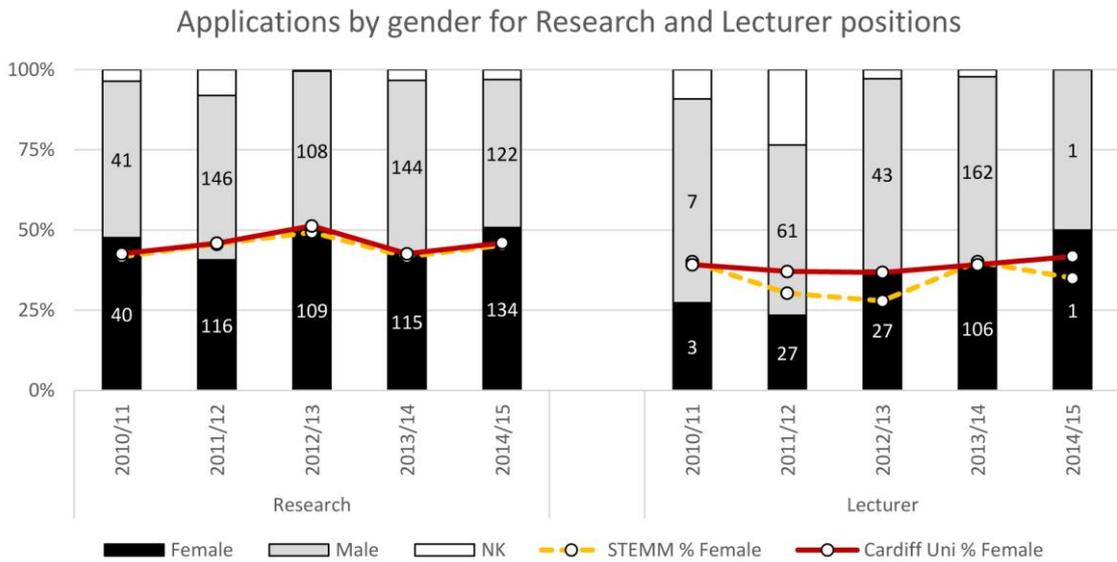
21

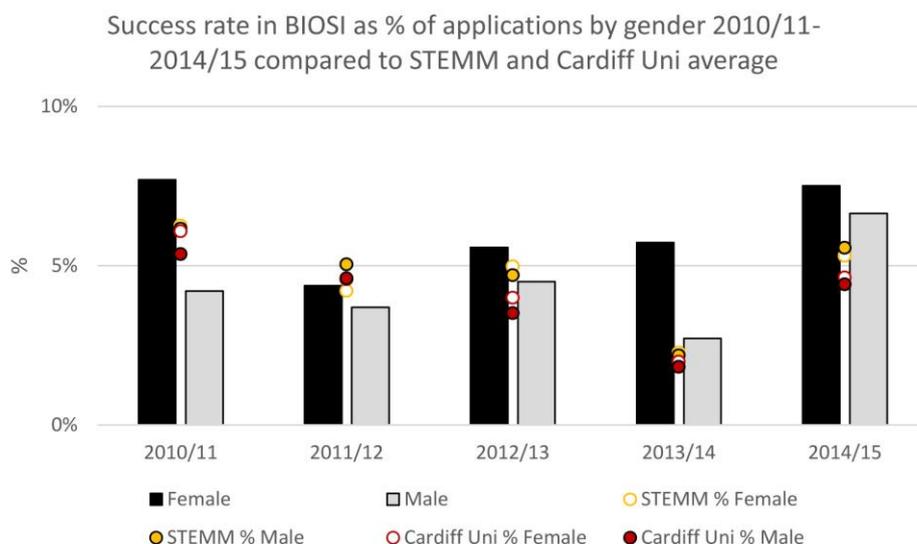
1 **4. Supporting and advancing women's careers: maximum 5000 words**

2 **Key career transition points**

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

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





1

2 **Figure 23:** Percentage of applications (top) for Researcher and Lecturer positions, percentage
 3 success rates (middle) and overall rates of successful job applications compared to other Cardiff
 4 STEM schools and the University as a whole (bottom) by gender from 2010/11 to 2014/15. NK
 5 indicates gender not known.

6 Applications and success rates for Researcher positions have been just above 50% for female
 7 applicants. In contrast, applications for lectureships over the last 5 years have been predominantly
 8 from men (62±8%; 5 year mean of percentage of total applications from males ± SD). A reduced
 9 number of applicants contributes to the drop-off in the pipeline of women achieving the
 10 Researcher-Lecturer transition. Measures to address this, including ways of encouraging and
 11 helping both internal BIOSI Researchers and external applicants apply for Lecturer positions,
 12 are discussed more fully below (**Recruitment** and **Support for staff at key career transition points**
 13 below). While the data for Lecturer appointees are limited, appointments have been gender-
 14 balanced. This indicates that we must focus on attracting more female applicants (see
 15 **Recruitment**).

16 The lack of bias in appointment panels is evidence that our 2012 Action Plan commitments to E&D
 17 training have had impact. As part of our continued commitment to ensuring that short-listing and
 18 appointments panels are unbiased, all staff undergo E&D training (**Action 4.1**). All staff acting as
 19 panel chairs for recruitment and selection and promotion panels will have tailored E&D training,
 20 including understanding unconscious bias and how to avoid bias in the work environment (**Action**
 21 **4.2**). This training covers all aspects of diversity and will be of value in achieving a full and
 22 appropriate spectrum of diversity in the workplace which, while not discussed in this application,
 23 is a clear priority of the School. We will continue to review applications and turnover to ensure
 24 that the measures we have taken are successful (**Action 2.7**).

25 Increases in the numbers of Senior Lecturer (SL), Reader and Professor since 2009/2010 have been
 26 primarily by promotion (discussed further below) rather than external recruitment. However,
 27 between 2009 and 2014, there were 18 external applications SL positions and above. Of these, 12
 28 were male, 4 were female and 2 were unknown gender. One male and one female SL were

1 appointed, and one male Professor. Given that no females applied externally for a Professorship,
2 these data support that picture that women are less likely to apply for senior jobs but just as likely
3 or more likely to be successful.

4 We will continue to review Lecturer appointments and promotion to higher grades (**Action 2.7**).
5 We will act to increase the proportion of women applying for Lecturer posts through mentoring
6 within the school and clearer processes. External applicants will be encouraged through improved
7 language in documentation and highlighting our Athena SWAN status. Front-loading the pipeline
8 over time will increase the proportion of women at more senior grades. We will put in place
9 measures to ensure a culture, work-life balance and workload which will continue to retain female
10 Lecturers. Actions are discussed more fully under **Recruitment** and **Support for staff at key career**
11 **transition points** below.

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

17 Promotion opportunities are available for Research staff on project-specific time-limited contracts.
18 Outstanding Contributions Awards for Service can be a one-off pay bonus or a sustained increase
19 in pay grade equivalent to promotion/regrading). In 2015, there were four OCAS applications,
20 three from females and one from a male. Two of the applications from women and the one
21 application from a man were successful.

22 Fellowship opportunities are also available. The European Cancer Stem Cell Research Institute, for
23 which BIOSI is the home school, has a fellowship programme which currently has three female and
24 four male fellows with one female and one male internally appointed from BIOSI. BIOSI has just
25 committed funds to support a new joint Welsh government-led initiative with the European
26 Union, COFUND, to support researchers looking to become independent. Application outcomes
27 are awaited but BIOSI is currently supporting 8 applications, 4 from males and 4 from females (a
28 potential investment of >£600,000; assuming only 3 or 4 are supported, >£250,000 over the next
29 three years).

30 We will take action to further support the career development of our researchers by introducing
31 fellowship application workshops for Research staff (**Action 4.3**), ensuring Researchers receive
32 career progression mentoring (**Action 4.4**) and coaching Research staff on achieving appointment
33 criteria for Lectureships (**Action 4.5**).

34

Applications and success rates for promotions by gender and grade

Year	Position	Total Applicants				Withdrawn				Successful				
		Female		Male		Female		Male		Female		Male		
2015/16	Personal Chair (T&R)	2	67%	1	33%	1	100%	0	0%	Awaiting outcomes				
	Personal Chair (T&S)	1	100%	0	0%	0	0%	0	0%					
	Reader (T&R)	1	50%	1	50%	0	0%	0	0%					
	Reader (T&S)	1	33%	2	67%	0	0%	0	0%					
	Senior Lecturer (T&R)	1	33%	2	67%	0	0%	1	100%					
	Senior Lecturer (T&S)	1	50%	1	50%	0	0%	0	0%					
	<i>Year totals</i>	7	50%	7	50%	1	50%	1	50%					
2014/15	Personal Chair (T&R)	1	33%	2	67%	0	0%	0	0%	1	0%	2	67%	
	Reader (T&R)	2	67%	1	33%	1	50%	1	50%	1	100%	0	0%	
	Senior Lecturer (T&R)	0	0%	4	100%	0	0%	0	0%	0	0%	4	100%	
	Senior Lecturer (T&S)	2	100%	0	0%	2	100%	0	0%	0	0%	0	0%	
	<i>Year totals</i>	5	42%	7	58%	3	75%	1	25%	2	25%	6	75%	
2013/14	Personal Chair (T&R)	2	67%	1	33%	0	0%	0	0%	2	100%	0	0%	
	Reader (T&R)	2	67%	1	33%	1	100%	0	0%	1	50%	1	50%	
	Senior Lecturer (T&R)	3	75%	1	25%	0	0%	0	0%	3	75%	1	25%	
	Senior Lecturer (T&S)	2	50%	2	50%	0	0%	1	100%	1	100%	0	0%	
	<i>Year totals</i>	9	64%	5	36%	1	50%	1	50%	7	78%	2	22%	
2012/13	Personal Chair (T&R)	0	0%	2	100%	0	0%	0	0%	0	0%	2	100%	
	Reader (T&R)	1	33%	2	67%	0	0%	0	0%	1	33%	2	67%	
	Senior Lecturer (T&R)	0	0%	2	100%	0	0%	0	0%	0	0%	1	100%	
	Senior Lecturer (T&S)	2	50%	2	50%	0	0%	1	100%	2	67%	1	33%	
	<i>Year totals</i>	3	27%	8	73%	0	0%	1	100%	3	33%	6	67%	
Totals by Grade 2012 - 2016	Personal Chair*	6	50%	6	50%	1	0%	0	0%	3	43%	4	57%	
	Reader*	7	50%	7	50%	2	67%	1	33%	3	50%	3	50%	
	Senior Lecturer (T&R)	4	31%	9	69%	0	0%	1	0%	3	33%	6	67%	
	Senior Lecturer (T&S)	7	58%	5	42%	2	50%	2	50%	3	75%	1	25%	
	Grand totals	24	47%	27	53%	5	56%	4	44%	12	46%	14	54%	
By career path 2012 - 2016	Teaching and Research	15	43%	20	57%	3	60%	2	40%	9	41%	13	59%	
	Teaching and Scholarship	9	56%	7	44%	2	50%	2	50%	3	75%	1	25%	
		Total T&R Applicants		Total T&S Applicants		Total T&R Withdrawn		Total T&S Withdrawn		Total T&R Successful		Total T&S Successful		
By career path, genders combined, 2012 - 2016		35	69%	16	31%	5	56%	4	44%	22	85%	4	15%	

* For Personal Chair and Reader, T&S and T&R data have been combined for 'Totals by Grade' as T&S applications to this grade have only occurred in the most current (2015/16) round of applications

Table 3. Total numbers of applicants for promotion, withdrawn applications and successful applications by gender for academic years since 2012/13.

1 Promotions data for academic staff seeking promotion to Senior Lecturer, Reader and Professor
2 are provided in **Table 3** (actual number and percentage breakdowns of numbers of applicants,
3 withdrawn applications and successful applications).

4 Year on year numbers are small so we have considered the aggregate data in particular
5 (highlighted in green in Table 3). These show that, when considered just by grade, there is no
6 evidence of gender bias in applications, withdrawals or successful applications since 2012.
7 Furthermore, when each career path is considered separately, there is no evidence of gender bias
8 against females within each pathway. In fact, women on T&S contracts are more likely to be
9 successful in promotions than men.

10 However, when considering the T&S and T&R career paths against each other, it is clear that T&R
11 staff, both male and female, are more likely to apply, and to be successful in applications, than
12 T&S staff. This is supported by one-to-one staff interviews conducted by the SAT. Historically, it
13 has been difficult for T&S staff to be promoted above Senior Lecturer. One of the key reasons we
14 have identified behind this issue is that T&S staff focus on teaching duties at the expense of
15 scholarship activities, a key benchmark for promotion.

16 The gender issue is relevant because more T&S Lecturers/Senior Lecturers are women - from the
17 2016 point-of-time data the ratio is approximately 1.5:1. Conversely, more T&R Lecturers/Senior
18 Lecturers are men - from the 2016 point-of-time data the ratio approximately 2:1.

19 Women are therefore disadvantaged in promotion to senior ranks as they are more likely to be on
20 T&S contracts. We will continue to review this situation going forward (**Action 4.6**). However, we
21 have already begun to take immediate action to address this inequality. We are using the staff
22 activity profile and workload model to identify which T&S staff need to rebalance their workload
23 to devote more time scholarship and achieve the benchmarks for promotion. The Performance
24 Development Review system will focus on promotion with T&S staff being reviewed by a T&S line
25 manager guiding them through process with pathway-specific advice. Furthermore, T&S
26 promotion mentors have been identified both inside and outside the School who will advise T&S
27 staff on how to reach the criteria for academic promotion (**Action 4.7**).

28 Our actions are already having a significant impact – in the current round of promotions we have
29 had two applications from T&S Lecturers (one male, one female) for promotion to Senior Lecturer
30 and three applications (two male and one female T&S Senior Lecturers) for promotion to Reader.
31 Increased numbers at Reader level will form a platform for promotion to Professor.

32 A key aspect of promotion is the application process. If females are less likely to apply for
33 promotion, on whichever career track, their progression to senior levels will be hindered. In our
34 2012 Action Plan, we identified this as an issue and successfully introduced training for appraisers
35 encouraging staff to review promotions criteria prior to appraisal. The impact of this has been the
36 very welcome increase in female staff holding personal chairs. However, while the system led to a
37 more in-depth discussion of promotion at appraisal, it also resulted in increased workload for
38 managers of academic staff (with Heads of Division appraising 20 – 30 individuals at Lecturer level
39 and above in addition to their own research teams). Consequently, these meetings only happened
40 annually. We have addressed this by revising the process with a new Performance Development
41 Review (PDR) system in combination with the introduction of a new academic team structure and
42 appointment of Academic Team Leaders. Academic Team Leaders (**Action 4.8**) are now
43 responsible for an annual detailed review of no more than 8 individuals (in addition to their own
44 research teams) together with regular 'light touch' follow-up meetings 3 times per annum. PDR

1 meeting specifically address readiness for promotion, and areas considered under the PDR system
2 directly map on to benchmarks for promotion for both T&R and T&S staff (**Action 4.9**). We will
3 continue to provide and promote annual in-house training sessions on academic promotion
4 procedures as implemented under the 2012 Action Plan (**Action 4.10**). In the 2013/14 session, 62%
5 of attendees were female; in the 2014/15 session, 45% were female.

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

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

13 Increasing equality across all groups within our school requires an unbiased advertising process
14 making it clear that we welcome diversity. All adverts include a statement of commitment to equal
15 opportunities and highlight the commitment of the School to flexible working (including
16 consideration of job share arrangements for all posts) and other family-friendly policies. These
17 statements are reproduced on the homepage of the School website. Application packs will be also
18 be assessed to ensure that language used is gender neutral in light of recent studies suggesting
19 certain terms act as a deterrent to specific groups (**Action 4.11**). Both our job application website
20 and the school website homepage include the Athena SWAN award logo, information on our
21 current award and a link to our 2012 application (**Actions 4.11 and 4.12**). We will also ensure that
22 recruitment and promotion panels are gender balanced (**Action 4.13**).

23 Senior members of School management, plus other staff involved in short-listing, recruitment and
24 promotion panels, have undertaken unconscious bias training. Panel Chair Training was
25 implemented under the 2012 Action Plan and chairs of interview panels are now required to have
26 undergone this training, which includes awareness of statutory requirements for interviews,
27 unconscious bias awareness and the understanding the importance of diversity in interview panels
28 as a way of diffusing perceived biases (**Action 4.2**). All panel chairs have now undergone this
29 training. All staff will undergo mandatory E&D training (**Action 4.1**) (current uptake is 53%) and the
30 new Academic Team Leaders will, as part of their training, have a refresher E&D course including
31 unconscious bias awareness (**Action 4.8**). All ATLs have undergone training.

32 We will continue to review applications and success rates broken down by gender (**Action 2.7**). We
33 will gather feedback on the application and interview process from interviewees to assess the
34 effectiveness of the steps we have implemented (**Action 4.14**).

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

41 Actions taken since 2012 have had a significant impact on the gender balance of staff, helping
42 improve the Lecturer gender balance and significantly increasing the proportions of female
43 Professorial staff. Nonetheless, while BIOSI Research staff are predominantly female, lecturers are

1 gender balanced and Senior Lecturers, Readers and Professors are predominantly male (**Figures 15**
2 **– 19**). This indicates a barrier to women making the Researcher – Lecturer transition. Addressing
3 this issue is key issue to the progression of women to the most senior roles. Our strategy must
4 have two strands. First, we must encourage more women, both from Cardiff and externally, to
5 apply for Lecturer posts. Within the School we can support this by equipping all staff for success in
6 their applications both internally and externally. Second, once appointed we must ensure women
7 are supported in their career progression and take a future-focussed, strategic approach to
8 promotion, i.e. a clearly defined development plan and mentoring support.

9 Lecturer positions are externally advertised and appointment is from a pool of local, national and
10 international candidates. We will ensure that the wording of adverts is gender neutral and clearly
11 encourages the full range of applicants. To address any internal barriers, we will foster a strategic
12 approach to planning careers and promotions among staff early in their careers. To improve
13 representation amongst researchers, BIOSI established the Research Staff Group (RSG),
14 represented on the SAT by Dr Maddy Young and Professor Ros John. We will take a stronger role in
15 career planning for individual staff through PDRs, a fair and open promotions process, with
16 mentorship specifically to support staff in writing promotions applications. In addition, promotion
17 and career development workshops and professional development, leadership and training
18 programmes shape an individual's career in a way that gives them the confidence to make
19 applications. BIOSI is already providing workshops ranging from training in confidence building,
20 specifically aimed at women (**Action 4.15**), workshops for all staff on how to write grants (**Action**
21 **4.16**) and on upskilling staff to apply for academic positions (**Action 4.17**). In addition there are
22 University-led initiatives like the “Cardiff Futures” programme, a leadership and development
23 programme run by the Vice-Chancellor's office. Four BIOSI staff (three male, one female) have
24 volunteered for the programme since it was established in 2012/13. It is important that this
25 opportunity is widely offered by senior management through a targeted process in dialogue with
26 SAT to exclude biases.

27 All staff with management responsibilities undergo performance development training (**Action**
28 **4.18**). A strong emphasis has been placed on promotions workshops (**Action 4.10**) and career
29 planning in PDR meetings (**Action 4.9**). Additional support is available through the BIOSI Careers
30 Advice Service and a recently instituted Careers Café, which provides a monthly careers clinic
31 (**Action 4.19**).

32 All our processes are supported by a strong mentoring programme, as set out in the 2012 Action
33 Plan. Mentoring in the School is achieved through both formal and informal mechanisms.
34 Informally, many senior staff offer an open door policy to junior staff seeking career advice outside
35 of normal line management. Formally, all new starters are also offered an official mentor on
36 joining. Anecdotally, many staff will attend a first meeting with their assigned mentor but not
37 pursue the contacts, preferring instead to find a mentor through informal contacts. The College of
38 Biological and Life Sciences have now established a new mentoring scheme (**Action 4.20**) based on
39 a platform hosted by an external partner (IBM). This allows individuals to sign up as both mentors
40 and mentees, and to receive mentoring training. The strength of the platform is that it enables
41 mentees to match their mentoring needs to the life experience and skills offered by the mentors.
42 Currently, 22 BIOSI Staff have been trained as mentors and received mentor training under this
43 scheme. The School also encourages participating in external mentoring schemes, for example the
44 scheme run by the British Ecology Society.

1 The RSG set up and ran the School's first internal grant application round for Researchers in 2015.
2 Research staff wrote short grant proposals which were assessed by the RSG panel which then
3 ranked and allocated £4000 between 5 proposals (four female and one male). In addition to
4 providing opportunities to develop research independence and gain experience of grant writing,
5 this exercise had the dual function of providing the RSG group, primarily populated by researchers,
6 with the opportunity to review and rank grant proposals using a mock 'BBSRC-style' process under
7 the guidance of Prof Ros John (BBSRC pool member). Unsuccessful applicants were given extensive
8 feedback on their application. Successful applicants have stated that this exercise was valuable in
9 developing their grant writing skills and gave them the confidence to seek out and apply for other
10 small grants. Data from two of the funded seedcorn projects have now been incorporated into
11 external grant applications. Participants of the funding panel (two female chairs, four female
12 members, three male members) found the experience interesting and useful, giving them real
13 insight into the decision-making process, and would feel more confident in applying for grants in
14 the future.

15 **Career development**

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

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

23 Under the new PDR system, led by the Academic Team Leaders (ATLs), teaching (and pastoral
24 work), research and administration progress of the individuals, as well as outreach work, will be
25 directly mapped onto benchmarks for promotion (**Action 4.9**). All ATLs have been fully trained to
26 ensure maximum benefit for staff in capturing all areas of activity, forward planning and a
27 strategic approach to career development. Quality of work is emphasised over quantity. Personal
28 circumstances such as Maternity Leave and career breaks are considered. Under an action from
29 the 2012 Action Plan, REF-specific E&D training was introduced for staff involved in REF2014
30 decision making. Of 61 staff returned to REF2014 by BIOSI, 17 were female (28%). At that time, 35
31 of 121 academic staff (29%) were female, therefore our return reflected the gender split of our
32 academic staff population as a whole.

33 (ii) **Induction and training** – describe the support provided to new staff at all levels, as
34 well as details of any gender equality training. To what extent are good
35 employment practices in the institution, such as opportunities for networking, the
36 flexible working policy, and professional and personal development opportunities
37 promoted to staff from the outset

38
39 Staff attend University induction and a New Starters meeting in the School. Both meetings provide
40 the opportunity to network with other staff, information on work-life balance policies, career
41 development activities and the Positive Working Environment. For line managers, the School
42 provides an Induction Pack plus guidance, alongside a Welcome Pack for new starters. The
43 Welcome Pack includes the School handbook, developed in consultation with staff and which
44 highlights opportunities for development activities and intranet resources which provide

1 additional support and information about flexible working, the positive working environment and
2 staff counselling.

3
4 As stated in the 2012 Action Plan and now fully implemented, all staff undertake E&D training
5 (online) to highlight their legal and ethical rights and responsibilities. Other development activities
6 are provided through the Staff Development programme. Bespoke training sessions are arranged
7 as required. The University's family-friendly policies such as the Work-Life Balance policy and
8 Dignity at Work and Study policy are promoted and supported within the School through
9 dissemination by email, links from the School's health and wellbeing webpage, and discussion at
10 staff meetings such as the Staff and Working Environment (SWE) committee. Utilising ideas from
11 staff, the weekly BioConnect seminar series provides bespoke, condensed training opportunities
12 in-house for staff and postgraduates followed by a weekly networking opportunity with free lunch
13 provided by the school. Staff and students are able to attend School seminars delivered by internal
14 and external speakers (speaker gender balance discussed below). The School also regularly hosts
15 national research meetings/symposia which allow free attendance by staff and students, providing
16 opportunities to network with a national audience.

17
18 All new and existing staff are provided with appropriate internal and external mentoring
19 opportunities. As proposed in our 2012 Action plan, all new Postgraduate Supervisors (of whom
20 26% are female currently, comparable to the overall proportion of female staff at Lecturer and
21 above although the two groups do not map exactly on to each other) must now attend centrally-
22 based preparation sessions for supervisors; experienced supervisors also attend regular refresher
23 courses (**Action 4.21**). The majority of new Lecturing staff undertake the Postgraduate Certificate
24 in Teaching & Lecturing (PCUTL), which is included in the workload model. Leadership and
25 Management training is provided for staff taking on line management responsibilities (**Action**
26 **4.18**) and discussed with staff at PDR meetings and/or key career transition points.

27
28 Postdoctoral researchers and fellows can request the opportunity to become more involved in
29 teaching to gain experience. In response, we are rolling out an expertise database for those
30 researchers who want to be involved in teaching and teaching-related activities within the School.

31

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

38 For undergraduates, the personal tutor is a key point of contact both for pastoral and career
39 advice; for postgraduates the supervisor provides this role. Students have the right to request
40 alternative tutors /supervisors without needing to provide a reason.

41 The BIOSI Employability Advisor (appointed following an Action from the 2012 plan) works with
42 undergraduate students to address questions relating to work experience and improving their
43 employability during their time at university. Regular drop-in sessions and individual appointments
44 are offered as well as signposting to events organised by the University such as 'Exploring Career
45 Options Beyond Academia (Biomedical & Life Sciences)' held in February of this year. Sessions
46 include advice on CVs, and applications for placements. BIOSI runs employability fairs, networking

1 events, host talks by guest speakers and provide tours of relevant partner organisations. The
2 Employability Advisor is responsible for embedding employability into the curriculum with sessions
3 as part of the year one Skills for Science module relating to employability and a session on
4 LinkedIn that is delivered in final year, along with additional optional sessions provided by the
5 Careers and Employability service. This service not only provides face-to-face career advice and
6 online resources but also acts a hub for work opportunities and organises events such as STEMM
7 careers fairs.

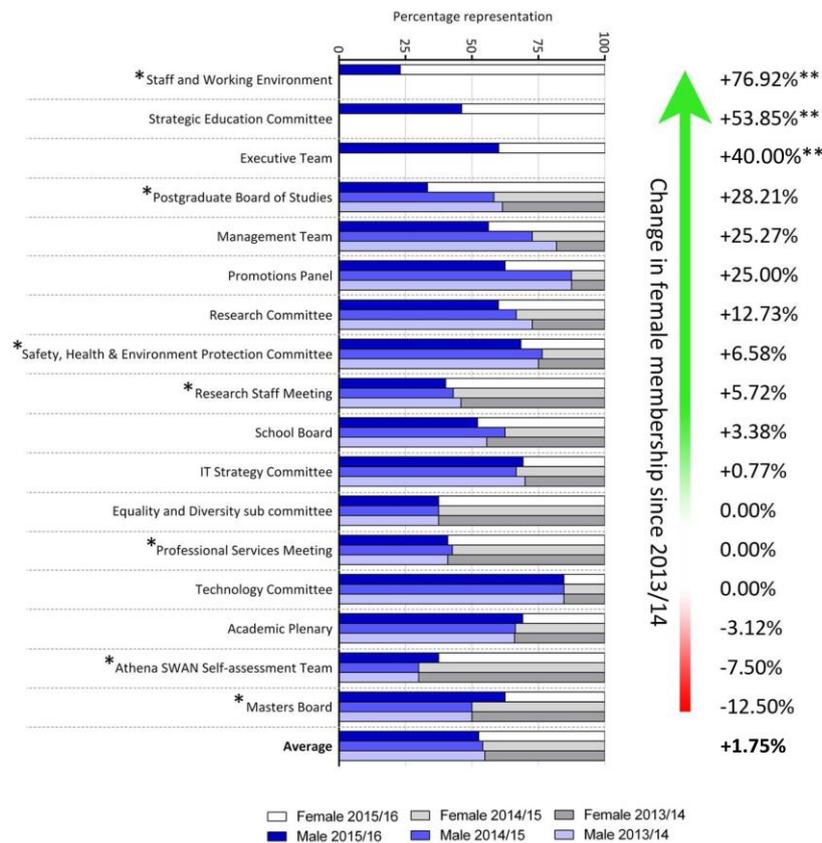
8 The School has a robust PhD reviewing system designed to provide support throughout and
9 encourage self-reflection. Each supervisory team includes a minimum of a main and second
10 supervisor and an independent assessor. Often a third supervisor, typically a postdoc who can
11 provide specialist technical supervision (and also gains supervisory experience in the process), is
12 also included. To improve the quality of postgraduate student supervision, all supervisors must
13 regularly attend centrally-based training sessions (**Action 4.21**). Postgraduates are trained on the
14 transition from Postgraduate student to Researcher, including (following on from an action in the
15 2012 Action Plan) talks from female Researchers (**Action 4.22**). Events such as mini-symposia
16 intended for, and run by, postgraduate and junior postdoctoral Researchers also give students a
17 chance to develop presentation skills in a 'low-pressure' environment. Such events have also
18 included career talks from junior and senior PIs, and talks that addressed work-life balance in
19 STEMM fields. In addition to School support, the Graduate Centre provides employability and
20 transferable skills training to equip PhD students for the transition to employment.

21 These services are run by both males and females. Tutors and supervisors are of both genders;
22 currently the Director of Postgraduate Studies and Employability advisor are both female.
23 Activities which provide support for students are captured through the Performance Development
24 Reviews and by the workload model.
25

1 **Organisation and culture**

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

5 (i) **Male and female representation on committees** – provide a breakdown by
6 committee and explain any differences between male and female representation.
7 Explain how potential members are identified.



8

Committee	2015/16		2014/15		2013/14					
	Male	Female	Male	Female	Male	Female				
Staff and Working Environment*	3	23.08%	10	76.92%	-	-	-	-	-	-
Strategic Education Committee	6	46.15%	7	53.85%	-	-	-	-	-	-
Executive Team	3	60.00%	2	40.00%	-	-	-	-	-	-
Postgraduate Board of Studies*	2	33.33%	4	66.67%	7	58.33%	5	41.67%	8	61.54%
Management Team	9	56.25%	7	43.75%	8	72.73%	3	27.27%	9	81.82%
Promotions Panel	5	62.50%	3	37.50%	7	87.50%	1	12.50%	7	87.50%
Research Committee	9	60.00%	6	40.00%	6	66.67%	3	33.33%	8	72.73%
Safety, Health & Environment Protection Committee*	13	68.42%	6	31.58%	13	76.47%	4	23.53%	12	75.00%
Research Staff Meeting*	45	40.18%	67	59.82%	52	42.98%	69	57.02%	56	45.90%
School Board	12	52.17%	11	47.83%	5	62.50%	3	37.50%	5	55.56%
IT Strategy Committee	9	69.23%	4	30.77%	6	66.67%	3	33.33%	7	70.00%
Equality and Diversity sub committee	6	37.50%	10	62.50%	6	37.50%	10	62.50%	6	37.50%
Professional Services Meeting*	36	40.91%	52	59.09%	38	42.70%	51	57.30%	36	40.91%
Technology Committee	11	84.62%	2	15.38%	11	84.62%	2	15.38%	11	84.62%
Academic Plenary	74	69.16%	33	30.84%	71	66.36%	36	33.64%	70	66.04%
Athena SWAN Self-assessment Team*	6	37.50%	10	62.50%	3	30.00%	7	70.00%	3	30.00%
Masters Board*	5	62.50%	3	37.50%	3	50.00%	3	50.00%	3	50.00%
Average	15	53.15%	14	46.85%	17	54.13%	14	45.87%	17	54.90%

9

10 **Figure 24:** Percentage representation of men and women on school committees over the past
11 three years together with percentage change in female representation on each committee since
12 2013-4. Actual numbers are show below the chart. *Committees with female chairs or co-chairs.
13 ** Committees new in 2015/16.

1 One of the major impacts of our Actions since 2012, and one of which we are most proud, is the
2 change in the proportion of women on school committees, especially key decision making
3 committees like the Management Team (now 44% female; was 18%) and Promotions Panel (now
4 38% female; was 12%)(**Figure 24**). This was made possible by our actions to improve rates of
5 promotion of women to senior positions, making them available for senior management roles.
6 Administrative responsibilities are a benchmark for such promotions and we have ensured that
7 women seeking promotion have the opportunity to gain experience on committees including the
8 Research committee and the postgraduate board of studies.

9 Overall, female representation on School committees is 48%. We will continue to act to improve
10 this (**Action 4.23**).

11 Committee members are identified on the basis of their roles and previous experience as well as
12 the constituency they represent and with reference to the workload model. For the new
13 management structure, individuals were identified on the basis of upward trajectory and inherent
14 abilities including experience of recent promotion and potential leadership qualities as evidenced
15 by research council funding and experience of research committees. Commitment to committee
16 work is now captured by the new workload model, enabling duties to be redistributed (discussed
17 further below under workload model). In addition, a programme of role-shadowing and
18 secondment is being instituted both to ease any potential cases of 'committee overload' and
19 ensure succession of posts.

20 (ii) **Female:male ratio of academic and research staff on fixed-term contracts and**
21 **open-ended (permanent) contracts** – comment on any differences between male
22 and female staff representation on fixed-term contracts and say what is being done
23 to address them.

24 There is no evidence for gender bias in the use of fixed-term contracts for Research Staff (**Figure**
25 **25**). The apparent recent steep increase in the proportion of female research staff on regular
26 contracts is a statistical anomaly resulting from a steep drop in the overall numbers of Research
27 staff on these contracts. For Academic Staff (**Figure 26**), while there is a clear bias against females
28 in terms of proportions of staff on both fixed and open-ended contracts, this actually reflects well
29 the overall proportions of female Academic Staff. Therefore, once in post female academic staff
30 are not being additionally disadvantaged by being more likely to be on fixed-term rather than
31 open-ended contracts. Nevertheless, we will continue to review these data annually to flag any
32 biases which may arise (**Action 2.7**).

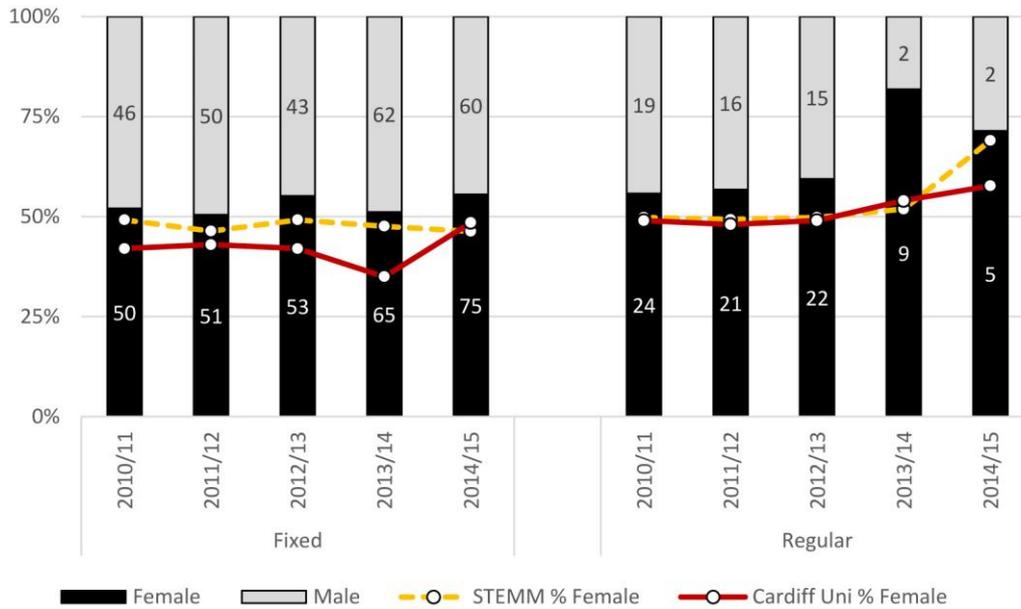


Figure 25: Proportions and numbers of Research Staff by gender, on fixed-term and regular (open-ended) contracts in BIOSI, other SET schools within Cardiff University and across Cardiff University as a whole by academic year from 2009/10 to 2013/14.

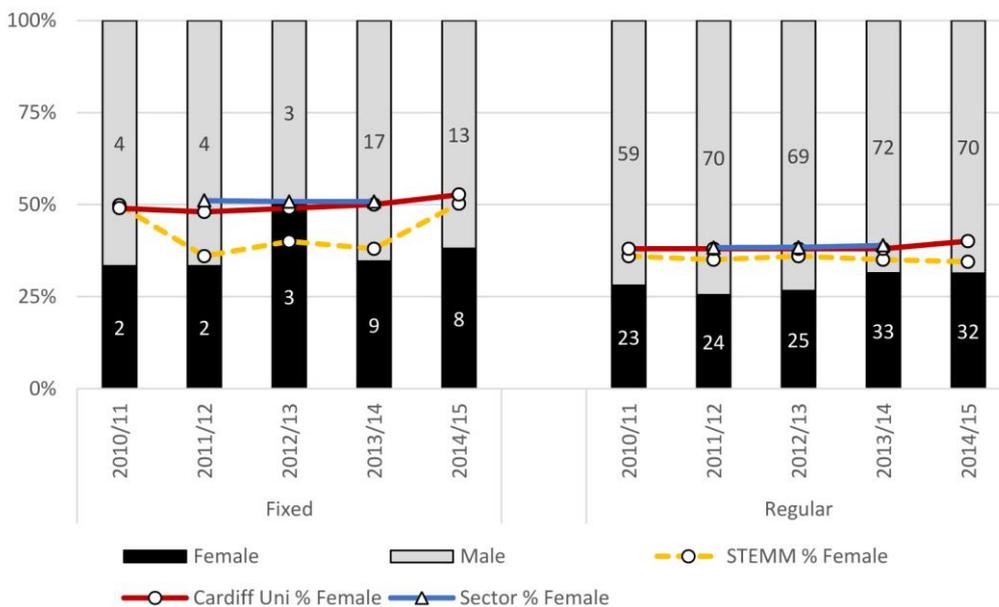


Figure 26: Proportions and numbers of Research Staff by gender, on fixed-term and regular (open-ended) contracts in BIOSI, other SET schools within Cardiff University and across Cardiff University as a whole by academic year from 2009/10 to 2013/14.

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

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

9 Female members of staff are members of numerous internal and external committees. Externally,
10 women from BIOSI are members of a number of panels, e.g. BBSRC grant review panel and ECU
11 Athena SWAN panel.

12 ‘Committee overload’ for staff members was an issue, particularly for female staff; this was due
13 primarily to small numbers of senior female academic staff (who tended to be asked to sit on
14 many committees) as well as a lack of representation by more junior staff. However, the actions
15 taken as a result of the 2012 Action Plan (in particular on appraisals and promotions) have led to
16 the promotion of more women to senior academic posts. The re-organisation of school
17 management and the broadening of committee membership to more junior staff has enabled
18 female committee membership to be drawn from a wider pool of individuals, with average
19 representation on school committees rising to 48% currently. Particularly notable is the increase in
20 female representation on the management team, one of the key decision-making bodies in the
21 school. **In 2013/14 it was 18% - it is now 44%**. Furthermore, as noted above, the staff activity
22 profile/ workload model combined with the flatter line management structure and introduction of
23 Academic Team Leaders (**Action 4.8**) helps to ease pressure of committee overload on individuals
24 and ensure succession of posts. For instance, the co-chairs of the SAT alternate their attendance
25 on the SWE committee.

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

32 As proposed under the 2012 Action Plan, a staff activity profile/workload model was rolled out in
33 January 2016 within the School (with tariffs set by the University) to ensure transparency and
34 fairness in the distribution of responsibilities and duties, including pastoral and administrative
35 responsibilities and the rotation of responsibilities which have a heavy workload (**Action 4.24**).
36 Furthermore, the introduction of the new system of Academic Team Leaders will ease the burden
37 of PDRs, ensure that PDRs and career development discussions can happen more frequently, as
38 well as distributing responsibilities for management more widely, strengthening the CVs of
39 individuals seeking promotion. The staff activity profile is being used to inform ATL/PDR reviews.
40 For instance, Dr Matthew Smalley, the Co-Chair of the SAT took on a heavy additional workload as
41 a result of the sad loss of Professor Alan Clarke in December 2015. This was flagged and quantified
42 by the activity profile and enabled some of his teaching and administration duties to be
43 redistributed to staff whose activity profile was below average for the division. Thus the activity
44 profile combined with PDRs are the tools which will enable responsibilities which carry a heavy
45 workload and those which benefit a career to be rotated.

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

5 A School calendar of meetings is available in advance of each Academic year. Departmental
6 meetings and seminars are often arranged for the lunchtime period, with a light lunch provided,
7 which is intended to encourage participation across all career pathways and create a more relaxed
8 atmosphere. Implemented following the 2012 Action Plan, BIOSI considers core hours for
9 departmental meetings to be 9.30 – 16.30, but these are often locally modified. This flexibility
10 within the system allows best working practices to be established and arranged locally for the
11 benefit of those individuals with particular responsibilities. Furthermore, there may be teaching
12 duties or symposia which occur outside of these hours due to constraints of timetabling. If staff
13 are unable to attend meetings, minutes, and more recently videos, are available on the School
14 intranet. Core working-hours policies will be regularly reviewed by the SWE committee (**Action**
15 **4.25**).

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

19 Feedback from the staff survey reveals a general consensus that there is good co-operation and
20 support between colleagues, staff feel trusted and line managers treat people fairly and
21 respectfully. The staff away-day (see below) questionnaire indicated a positive, and improving,
22 gender equality culture while overall feedback from the event was overwhelmingly positive, with
23 many staff requesting more social gatherings, e.g. a summer barbeque.

24 We will continue to improve the building, atmosphere and environment. A major refurbishment of
25 public areas in the Sir Martin Evans Building has just been started which will give more
26 comfortable and inviting social areas and relaxation spaces. Furthermore, plans are advanced for a
27 new staff common room together with weekly planned ‘coffee mornings’ where staff can meet
28 and interact and where senior management will be available for informal discussions. With respect
29 to documentation, with assistance from the newly appointed Communications & Marketing
30 Officer, as part of the communications strategy the SAT will review School documents and content
31 of the website to ensure that language used is not gender biased (**Actions 2. 8 and 4.11**).

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

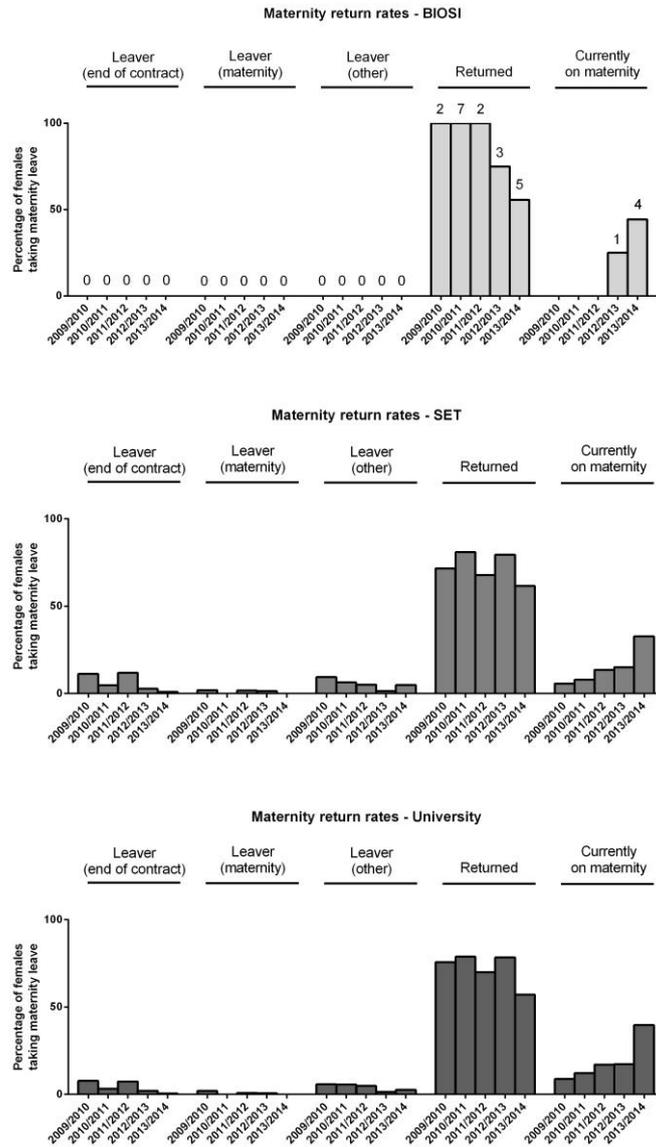
36 BIOSI has a strong culture of engagement and outreach activities such as school visits, open days,
37 public lectures, external industrial partnerships etc. Of current BIOSI members, 65 academic staff
38 (Lecturer and above; 37 male, 28 female; 57% vs 43%), 47 research staff (15 male, 32 female; 32%
39 vs 68%), 34 postgraduate students (10 male, 24 female; 29% vs 71%) and 3 technical staff (1 male,
40 2 female; 33% vs 67%) have taken part in such activities between November 2012 and November
41 2015. Engagement/outreach is captured as part of the staff activity profile. From March 2016, this
42 information is gathered more systematically and will be formally recognised as part of PDR
43 meetings (**Action 4.9**). As part of the promotions process, Innovation/Engagement is one of the
44 three areas of activity (alongside Research and Teaching) in which individuals must demonstrate

1 ability and effectiveness. Individuals can opt to apply for promotion on the basis of excellence in
2 Innovation and Engagement. Indeed, one Senior Lecturer was promoted to Reader in 2013 on this
3 basis.
4

1 **Flexibility and managing career breaks**

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

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



8
 9 **Figure 27:** Maternity return rates as a percentage of staff taking maternity leave, by academic
 10 session since 2009/2010.

11 BIOSI continues to maintain an excellent record of staff returning to work from maternity leave,
 12 outperforming other SET schools and the University as a whole. Numbers of returners will be
 13 reviewed to ensure performance is maintained (**Action 2.7**).

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

		2010		2011		2012		2013		2014		Totals (numbers/%)	
		F	M	F	M	F	M	F	M	F	M	F	M
BIOSI	Adoption	0	0	0	0	0	0	1	0	1	0	2 (100%)	0
	Dependent	10	4	6	4	0	0	12	8	11	7	39 (63%)	23 (37%)
	Paternity	0	2	0	6	0	0	0	4	0	3	0	15 (100%)
STEMM	Adoption	0	0	1	0	1	0	3	0	1	1	6 (86%)	1 (14%)
	Dependent	205	56	194	55	74	22	165	60	167	51	805 (77%)	244 (23%)
	Paternity	0	35	0	54	0	22	0	36	0	37	0	184 (100%)
Cardiff	Adoption	0	0	1	0	1	0	6	1	4	2	12 (80%)	3 (20%)
	Dependent	539	147	542	152	249	77	480	153	488	168	2298 (77%)	697 (23%)
	Paternity	0	64	1	100	0	40	1	71	2	69	4 (1%)	344 (99%)

Table 4: Number of staff taking paternity, adoption or parental leave by academic session since 2009/2010. Due to small numbers, data have been aggregated rather than being shown by grade and the totals over the five years provided.

As elsewhere, paternity leave has had low levels of uptake but numbers have remained reasonably steady over the last five years. One individual in BIOSI, a female Senior Lecturer, has taken adoption leave since 2009/2010 (in the most recent academic session for which we have data, 2013/2014). Cover was provided by the appointment of a fixed-term member of staff. The numbers are too small to draw firm conclusions but we will continue to review numbers (**Action 2.7**). Note males and females receive the same adjustments and levels of support.

The numbers of BIOSI staff taking dependents leave in the period from 2009/2010 to 2013/2014 are small. Over this time five female staff and eight male staff took advantage of this opportunity. We will continue to review numbers going forwards to determine if any action is required (**Action 2.7**).

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

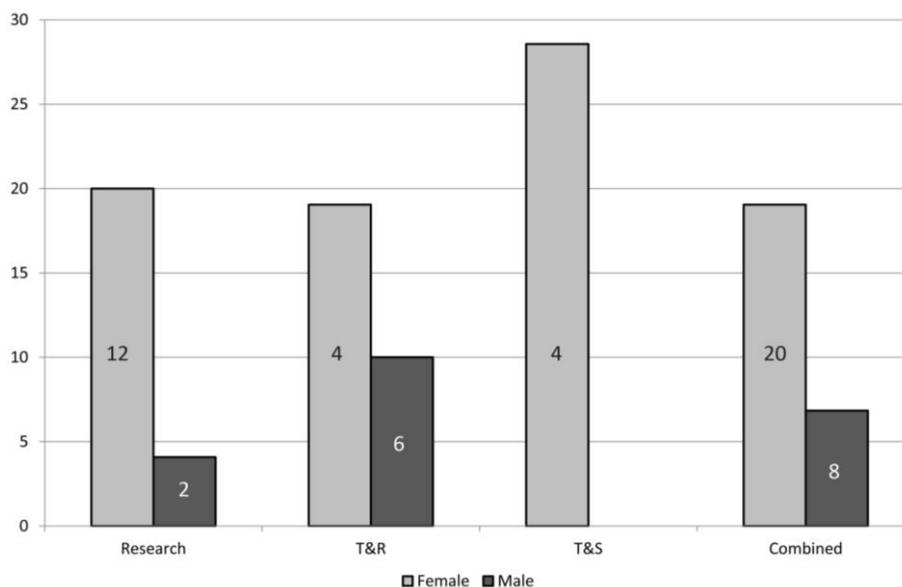
Year	Female numbers	Male numbers	Female %	Male %
Pre-2012	25	6	81	19
2012-13	2	0	100	0
2013-14	2	2	50	50
2014-15	2	1	67	33
2015-16	5	3	62	38
Totals	36	12	75	25

5 **Table 5:** Number of formal applications by staff for flexible working. All applications were
 6 successful.

7 More females than males make formal applications for flexible working, although more men are
 8 making such applications in recent years. Many staff have informal or semi-formal arrangements
 9 (excluding working from home).

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

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



17 **Figure 28:** Staff working formal flexible or compressed hours as a proportion of the total numbers
 18 of staff on that grade, by gender, together with actual numbers of individuals.
 19

1 Flexible working is available through both formal and informal arrangements. Information is
2 provided on the intranet (and highlighted in the staff welcome pack) as well as being discussed
3 with line managers. Proportions of staff working flexible hours formally are shown in **Figure 28**.

4 More female staff take advantage of formal flexible working arrangements. In the 2012 BIOSI
5 Athena SWAN survey, 50% of respondents reported that they were able to work flexibly indicating
6 that many individuals work flexibly through informal arrangements. In the 2014 staff survey, 80%
7 of females and 79% of males responded positively to the statement 'As long as I get the work
8 done, I have the freedom to work in a way that suits me' which is a positive indicator of a healthy
9 working environment.

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

15 In addition to University-specific policies implemented by the School, Research Divisions take a key
16 role in supporting staff on maternity and adoption leave to ensure their work is covered during
17 their absence and help them back into work. Meetings are conducted to determine needs prior to
18 the absence. Contact is made again prior to the return to work. Return-to-work arrangements are
19 founded on the School's flexible working practices.

20 To strengthen on our current practice, going forward we will capture examples of best practice
21 amongst the Research Divisions and incorporate them into School guidelines. We are also
22 implementing an extended leave scheme modelled on the University of Sheffield Maternity Leave
23 Planning Template which helps staff and managers plan for before, during and after periods of
24 extended leave (**Action 4.26**).

25 **KEY IMPACTS SECTION 4**

26 Impact since 2012:

- 27 • **Implementation of workload model / staff activity profiles**
- 28 • **Rebalancing gender representation on key school committees**

29 Challenges going forward:

- 30 • **Increasing numbers of female Research staff achieving Lecturer status**
- 31 • **Equal promotion opportunities for T&S and T&R staff**

32 **(Word count 5282 consisting of 4851 words of section allowance plus 431 words of the**
33 **additional 1000 allowance for departmental complexities, specifically peculiarities of effect of**
34 **different career pathways on promotion chances page 31, lines 1 - 31, pre-approved by ECU in**
35 **attached e-mail)**
36

1 **5. Any other comments: maximum 500 words**

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

6 **Seminar speakers**

7 The gender balance of seminar speakers in BIOSI (2011/12-2014/15; **Table 6**) falls below the
8 national average (43.8%; ECU HESA report 2013). To address this inequality, seminar organisers
9 will co-ordinate the invitation process via the SAT including requests for representation from ECRs
10 (more likely to be female)(**Action 5.1**).

11

Year	Female Total	Male Total	Grand Total	% Females
2011-2012	33	88	121	27.3
2012-2013	26	48	74	35.1
2013-2014	20	58	78	25.6
2014-2015	20	49	69	29.0
Grand Total	99	243	342	29.0

12 **Table 6.** Gender balance of BIOSI speakers.

13

14 **Analysis of 2015 Staff Survey results**

15 The 2015 University-wide staff survey identified support systems and work-life balance as two key
16 areas where improvements could be made (**Table 7; Figure 29**). In response, BIOSI developed a
17 School strategy, *Realising Potential*, which incorporates the Athena SWAN Action Plan 2016 and
18 uses the PDR process to identify individual strengths, training needs and career development
19 opportunities and also balance staff workload. Alongside streamlining and improvements in
20 efficiency of teaching and marking recently implemented by the school, this process supports a
21 direct link between the individual's potential and their workload.

22 Results of a more focused University-wide survey in 2016 (**Table 8**; data are not available by
23 gender) indicate improvements in many issues identified in the previous survey (highlighted
24 green) – particularly in work-life balance, the environment, support systems and staff view of
25 management. One area that did not improve, however, is the view that extended hours are
26 required to achieve work goals. The PDR process will address this with line managers reinforcing
27 the message that quality of work is more important than quantity.

28

29

30

31

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35

My line manager:

- Helps me to set and review clear objectives.
- Treats me fairly and with respect.
- Listens and takes appropriate account of my views and ideas.
- Provides me with help and support when needed.
- Recognizes and appreciates good performance.

Work-life balance:

- I am able to cope with the pressures I experience at work.
- I am able to take sufficient breaks during working hours.
- I can meet the requirements of my job without regularly working unreasonable hours.
- As long as I get the work done, I have the freedom to work in the way that suits me.

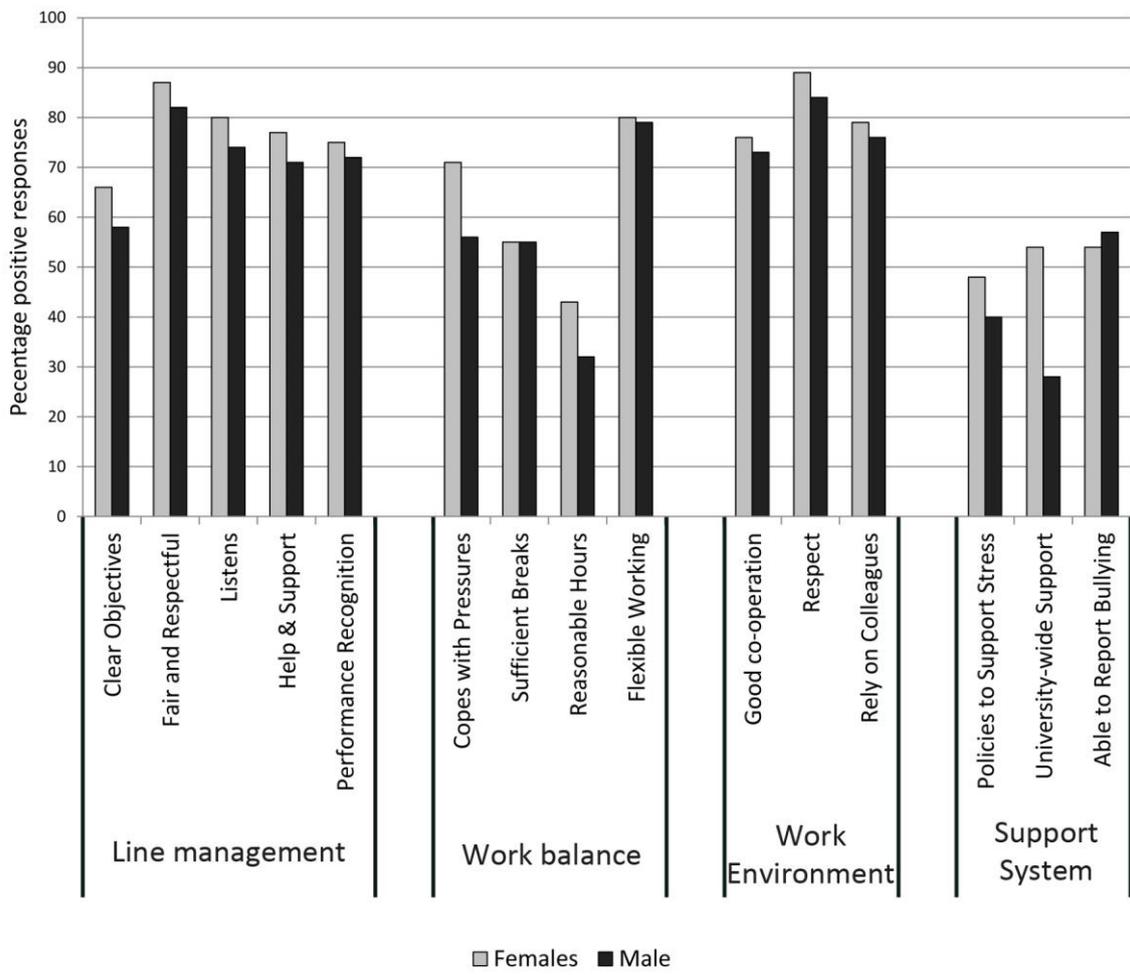
Work environment:

- There is good co-operation between my colleagues.
- I am treated with respect by my colleagues.
- My colleagues can be relied on to help when things get difficult at work.

Support system

- There are policies and practices in place to support me if I experience stress or pressure.
- The University demonstrates its commitment to supporting my well-being through the support services and events it offers.
- I would feel able to report bullying/harassment with feeling it would have a negative impact on me.

Table 7. SWAN-relevant questions analysed from 2015 staff survey.



1
2
3
4
5
6
7
8

Figure 29. Positive responses i.e. individuals who responded ‘agree’ or ‘strongly agree’ to the questions in **Table 6** (as a percentage of total responses) to SWAN-relevant questions from 2014 Staff Survey, by gender.

	% Positive (agree or strongly agree)		% Negative (disagree or strongly disagree)	
	2015	2016	2015	2016
Good performance is recognised and appreciated within my School, Professional Services Department or College	31	41.7	35	29.5
Poor performance is appropriately dealt with in my School, Professional Services Department or College	12	17.8	38	41.7
I have the opportunity for career development in the University	43	52.3	31	28.3
Major change is managed effectively in my School, Professional Services Department or College	21	38.3	38	29.4
I can meet the requirements of my job without regularly working unreasonable hours	36	33.3	52	56.1
I believe that action is being taken on issues identified in the 2015 staff survey	33	45	21	11.6
I believe that action will be taken on issues identified in the staff survey (2015)	33	61.7	25	8.3

Table 8: Comparison of survey results from 2015 and 2016. 56% of staff responded in 2016 compared to 68% in 2015. Green shaded boxes indicate improving opinions; red shaded boxes indicate opinions which have not improved.

2015 Staff Away-Day survey

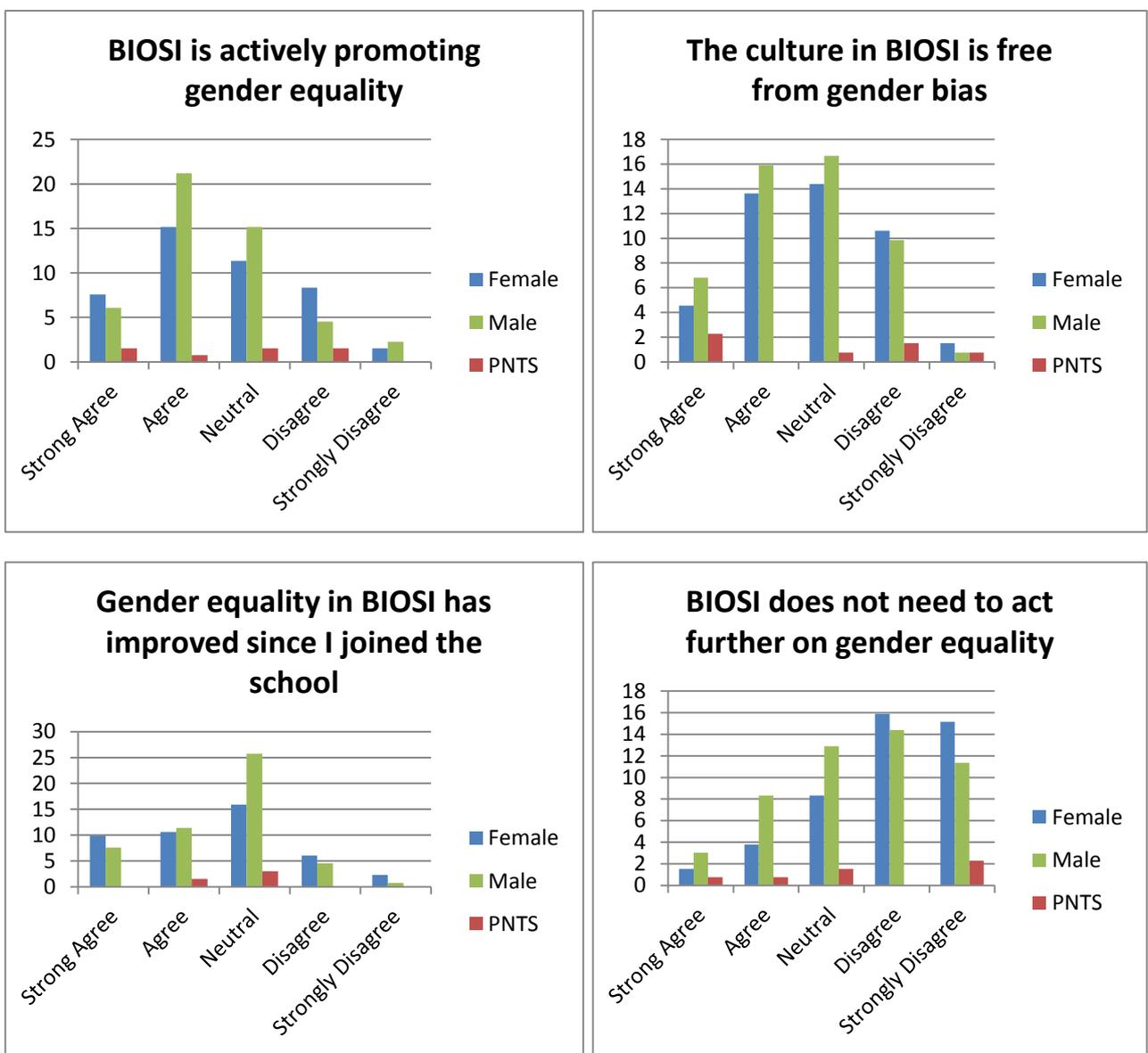
An important action taken by the SAT was the implementation of gender-specific survey at a staff away-day in December 2015 (**Table 9; Figure 30**). 132 of 173 attendees (66 male, 59 female, 7 prefer not to say) of all grades including Professional and Support Services, Research and Academic filled out questionnaires (76% response rate). Most staff strongly agreed, agreed or were neutral that BIOSI is actively promoting gender equality and that gender equality had improved. Just over 10% of both male and female staff felt that there were aspects of gender bias still within the School and approx. 30% that felt BIOSI could act further on gender equality. Most encouragingly, female staff in particular have the view that gender equality is improving.

To assess future progress, we will repeat the 'Attitudes to Gender Equality' survey towards the end of this Athena SWAN cycle to assess our continued progress (**Action 5.2**).

- 1 *BIOSI 'Attitudes to Gender Equality' Survey*
- 2 *1) I would describe myself as: Male / Female / Prefer not to say*
- 3 *2) BIOSI is actively promoting gender equality*
- 4 *3) The culture in BIOSI is free from gender bias*
- 5 *4) Gender equality in BIOSI has improved since I joined the school*
- 6 *5) BIOSI does not need to act further on gender equality*

7 **Table 9:** Survey questions from staff away-day. Available responses to statements 2 – 5 were
 8 'strongly agree', 'agree', 'neutral', 'disagree', 'strongly disagree'.

9



10

11

12 **Figure 30:** Responses to Staff Away-Day questions as a percentage of total responses, by gender.

1 **Summary**

2 Summary of improvements through last Action Plan:

- 3 • **Two-fold increase in female Professors**
- 4 • **Improving gender balance of male and female Lecturers**
- 5 • **Implementation of workload model**
- 6 • **More appropriate gender representation on key school committees**

7 Summary of future goals:

- 8 • **Support ECRs to increase pool of women available to progress to senior ranks**
- 9 • **Equalise career progression opportunities on T&R and T&S pathways**
- 10 • **Further increase number of female Professors through mentoring and clarity of processes**
- 11 • **Increase female Professors in very senior management roles**

12 **(Word count 459)**

13

1 **6. Action plan**

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

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

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

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

13 **Case Study 1:** 

14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29

30
31
32
33
34
35
36
37
38
39

40
41
42



1
2
3
4

5 **Case Study 2:**

6
7
8
9

10
11
12
13
14
15
16
17

18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34

35 **(Word count 892)**