

HR Web Site and Workspace Works Request

Name

Mrs Zoe Goodwin

Email Address

zoe.goodwin@nottingham.ac.uk

Details of the changes required

Where is the change required?

Web

URL

<http://www.nottingham.ac.uk/hr/equality-diversity/athena-swan/athena-swan.aspx>

Category of Change Required

Maintenance Changes (links, typos etc)

What needs to be changed?

Please can you update the School of Life Sciences's link under the 'University of Nottingham Awards' to their new application? I've attached their new application. The old one can be deleted. Thanks very much.

Has the change been approved by the Senior Team or your Manager/Team Leader?

N/A

Name of person approving the change**Date change is required**

14/02/2018

Please upload any relevant document(s) connected to this change

Life Sciences 2018.pdf



Department Application
Bronze and Silver Award

School of Life Sciences
University of Nottingham
Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

academic groupings with different names, sizes and compositions. The definition of a

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Dear Tamsin,

Thank you for your email. I can confirm that the School of Life Sciences at the University of Nottingham may have an extra 1000 words as outlined in your email below. The school may use the words anywhere in the application but it must be made clear when these additional words have been used via the word count totals.

Please include this email when submitting your application to account for the extra word count.

Best regards,
James

[James Lush](#)
Equality Charters Development Manager
Equality Challenge Unit
T: 020 7269 6547
M: 07889 757 390
E: james.lush@ecu.ac.uk

From: Tamsin Majerus <Tamsin.Majerus@nottingham.ac.uk>

I am writing to ask if it would be possible for us to be granted an additional 1000 words for our application. The School of Life Sciences is the third largest Unit in the University after The Faculty of Engineering and the School of Medicine. We comprise over 400 staff (currently 427), split over three main buildings. The School was formed in 2013 and recently was reviewed. This review has initiated changes to our substructure and included 109 recommendations in 28 major categories. In addition there have been two programmes of University structural change which have resulted in relocation and altered roles for the majority of what until approximately ago were our major group of student-facing administrative staff in the School. Finally (but trivially in the context of the rest of this) we have a small number of clinical staff, which I believe would qualify us for additional words, as we intend to try and account for them separately to the main body of staff.

Best wishes,

Tamsin

Name of institution	University of Nottingham	
Department	School of Life Sciences	
Focus of department	STEMM	
Date of application	28 th April 2017	
Award Level	Silver	
Institution Athena SWAN award	Date: November 2012	Level: Silver
Contact for application <small>Must be based in the department</small>	Dr Tamsin Majerus	
Email	tamsin.majerus@nottingham.ac.uk	
Telephone	0115 82 32041	
Departmental website	http://www.nottingham.ac.uk/life-sciences/	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

Ruth Gilligan,
Athena SWAN Manager,
Equality Challenge Unit,
First Floor, Westminster Tower ,
3 Albert Embankment ,
London ,
SE1 7SP

Faculty of Medicine and Health Sciences
School of Life Sciences

Medical School

Nottingham
NG7 2UH

Tel +44 (0)115 823 0101
Fax +44 (0)115 823 0142

www.nottingham.ac.uk/life-sciences

Head of School:
Professor I A Macdonald

Dear Ruth,

I am very pleased to fully support this application for Athena SWAN (AS) Silver status. It is an honest, accurate and true representation of the School.

Soon after SoLS was formed in August 2013, we obtained a Silver award. I remain fully committed to the AS principles and apply them to bring equality into all we do. I believe it is important that all staff can combine the development of their careers with fulfilling their family /caring responsibilities. My commitment to these principles is shared by the School Management Team and is illustrated by my membership of the SAT and their inclusion in our REF2014 Environment statement.

I was delighted the staff embraced changes which occurred in forming SoLS and were enthusiastic to incorporate AS principles into our working culture. Creation of a mentoring hub and an online appraisal form ensure all staff have access to support, to achieve their potential. Individual, tailored goals set after discussion between reviewer and reviewee, focus on development and training needs. Our online system is being used as a model for the University-wide process. It will also ensure realisation of my commitment to compulsory dignity, equality and diversity and unconscious bias training, by including these as mandatory goals, with on-line training available to all staff. This will ensure 100% completion this year.

Actions in our current award aim to address gender imbalance across the pipeline. Progress includes:

Female academic staff appointment +17%; promotion success +40.9%, including 100% female Level 4 staff promoted, leading to +10.8% level 5 and +5.9% level 6 female staff.
Increased female student recruitment, +26.5% onto our Sciences Foundation course, +4% undergraduate and +14.9% PGR.

I am determined to sustain these improvements, aiming for further recruitment and success of highly talented female staff and students, continuing our upward trajectory towards equality/gender balance.

We have developed a flexible approach to maternity/family leave. This has meant more contented staff. A dedicated space for breastmilk expression has facilitated a happier return to work. A bridging fund has ensured contract extensions for 8 fixed-term staff post maternity leave.

Examples of incorporation of AS principles into the working lives of female academic staff are provided by Kate Durrant, Sara Goodacre and Lucy Donaldson. Kate was promoted to level 5 while on maternity leave. Sara and Lucy to levels 6 and 7, following family/personal illness, respectively. These important examples illustrate that career-breaks are not barriers to proper recognition and promotion.

ensure that the AS principles will be applied to all SoLS staff. An external School Review, in 2016, concluded that our commitment to AS has been central to the development of the new School structures and practices. The Review report

we strive towards gold and are working to broaden our impact beyond the School and University.

Yours sincerely,



Ian A Macdonald

499 words

Abbreviations and Definitions Used in this Application

%F	= Percentage Female
%M	= Percentage Male
APM	= Administrative, Professional and Managerial
APPLE	= Academics' and Administrators' Professional and Leadership Experience
AS	= Athena SWAN
ASP	= Athena SWAN Principles, e.g. ASP1 refers to the first principle
BMS	= Biomedical Sciences/ Former School of Biomedical Sciences
BS	= Biological Sciences (benchmark)
CBS	= Centre for Biomolecular Sciences
DTP	= Doctoral Training Programme
EC	= Extenuating Circumstances
ECR	= Early Career Researcher, includes (as below), independent fellows and junior/new lecturers
ED&I	= Equality, Development and Inclusion Committee
F	= Female
FEDIG	= Faculty Equality, Diversity and Inclusion
FMHS	= Faculty of Medicine and Health Sciences
FTE	= FullTime Equivalent
HoS	= Head of School
HoT	= Head of Teaching
HR	= Human Resources
L	= Level e.g. L5=lecturer/assistant prof, L6= senior lecturer/associate prof, L7=professor
M	= Male
M&D	= Medicine and Dentistry (benchmark)
MEC	= Management Executive Committee
MOL	= Molecular Medical Sciences
O&F	= Operations and Facilities
PDPR	= Personal Development & Performance Review
PG	= Postgraduate
PGR	= Postgraduate Research
PGT	= Postgraduate Taught
PI	= Principal Investigator
QMC	
SAT	= SelfAssessment Team
SoLS	= School of Life Sciences
SoM	= School of Medicine
SoP	= School of Pharmacy
TS	= Technical Services
UG	= Undergraduate
UNMC	= University of Nottingham Malaysia Campus
UoN	= University of Nottingham
USAT	= University SAT
WAND	= W Advancement Networking and Development
WiN	= Women in Nottingham committee WinSE Women in ScienceEngineeringandTechnology committee

2013SAP = Our previous (2013) silver action plan

2017SAP = Our new (2017) action plan

Postdoc=Postdoctoral researcher = research staff or research staff

Workspace = School intranet

2. DESCRIPTION OF THE DEPARTMENT

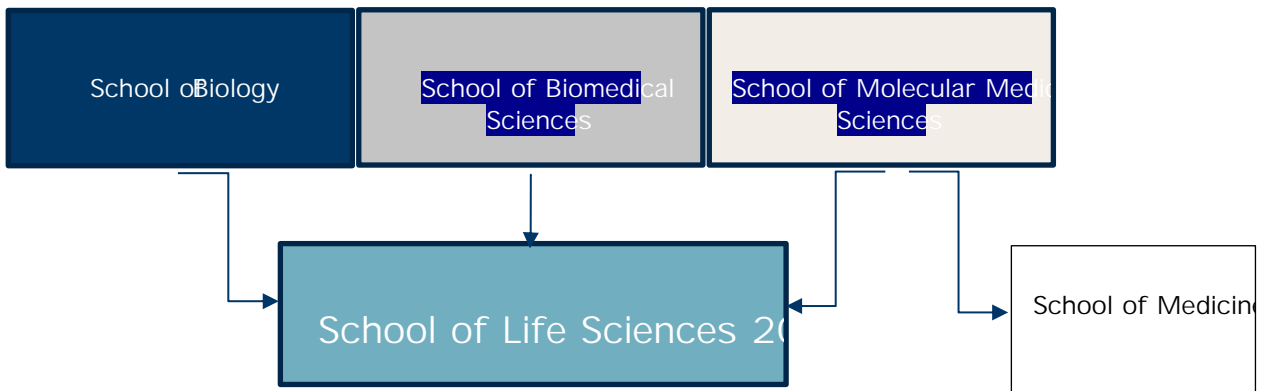
Recommended word count: Bronze: 500 words | Silver: 500 words

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

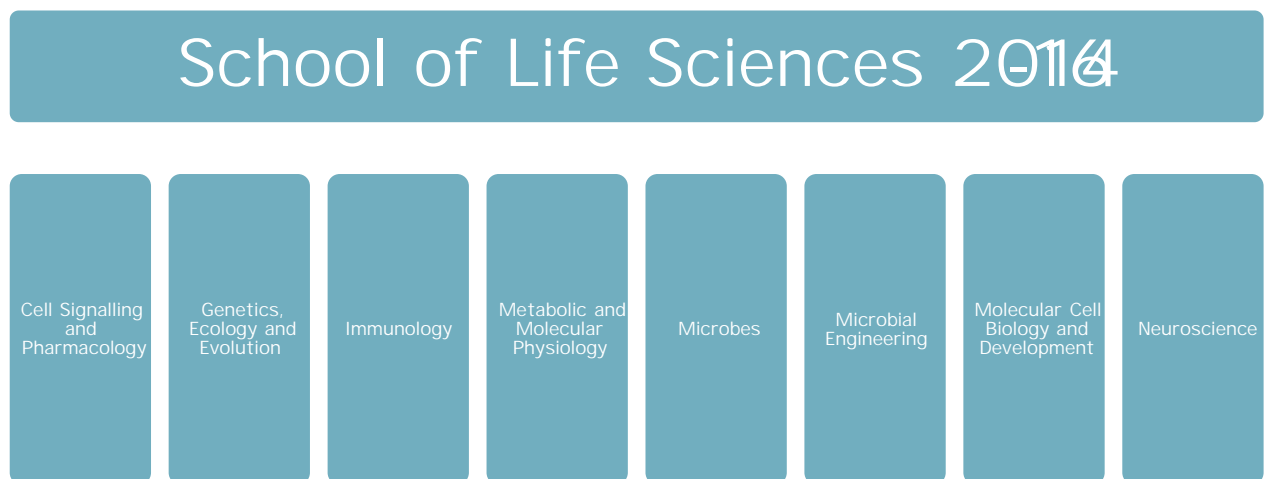
The School of Life Sciences (SoLS) was established in August 2013, bringing together Biomedical Sciences (BMS), Biology, and (most of) Molecular and Medical Sciences (MMS). We currently have 427 staff (Figures 2-2,3) making us the third largest unit in the University after the School of Medicine (SoM) and Faculty of Engineering.

Our research was structured into 8 Research Themes, with single or joint Professorial leadership (7M:2F) reflecting our strategy per REF 2014 Recommendations of a major external School Review (summer 2011), and extensive staff consultation prompted restructuring to create 3 (currently untitled) research and 1 cross-cutting Education Divisions (Figure 2-1), providing improved platforms for mentorship, development, performance support and targeted investment.

a)



b)



c)

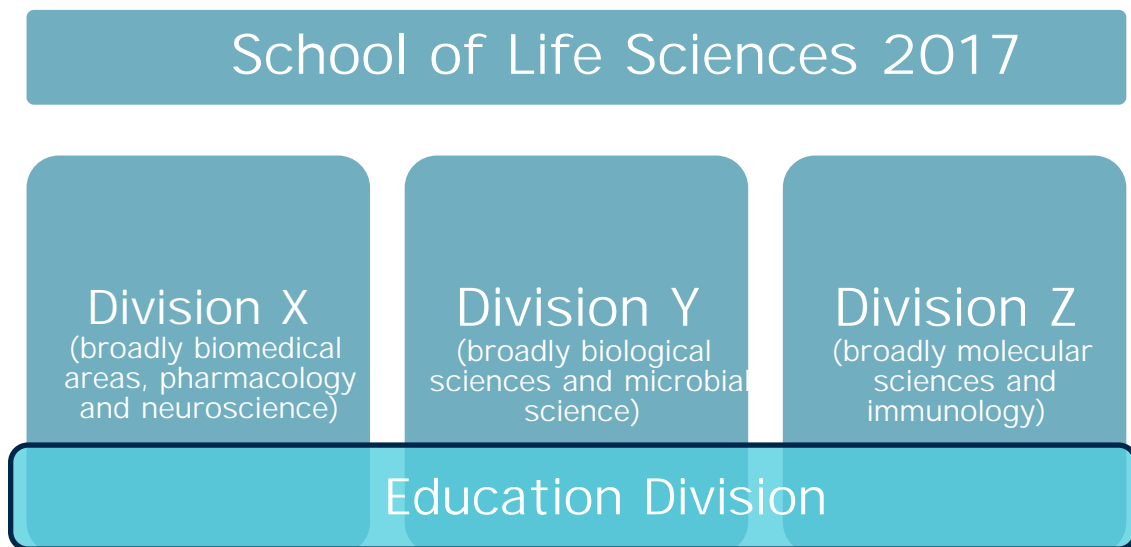


Figure 2.1 The Evolution of SoLS

Since formation of SoLS, the University has made major changes to administration. This moved most student-facing administrative staff out of Schools and into Student Service Centres to harmonise student experience. The Faculty of Medicine and Health Sciences (FMHS) has increasing remit to oversee many of our activities. A particularly relevant is the creation of Faculty Equality, Diversity and Groups (FEDIGs) which provide a link between School and University Athena SWAN, ensuring best practice is shared across the University (Figure 2.5).

SoLS hosts life

and scientists through our collaborative and innovative teaching programmes. SoLS has evolved research, teaching and governance structures, building on the framework of previous schools, but tailoring arrangements to better reflect the needs of size, complexity and disciplinary breadth. We have sought to build SoLS identity, and to ensure representation from across the former schools in our leadership and committees.

SoLS Graduation reception



Degree Prize winners L-R: Tara Stirland, Jennifer Shrimpton, Alexander Wignall, Harry Sherman, Tahlia Sharples, Jennifer Page, Aoife O'Donohue, Adam Jeyes, Amy Shearer.



Left to right: Ian Mellor, Angus Brown, Ian Duce, Sara Goodacre, Becky Trueman, Maria Toledo, Andy Bennett

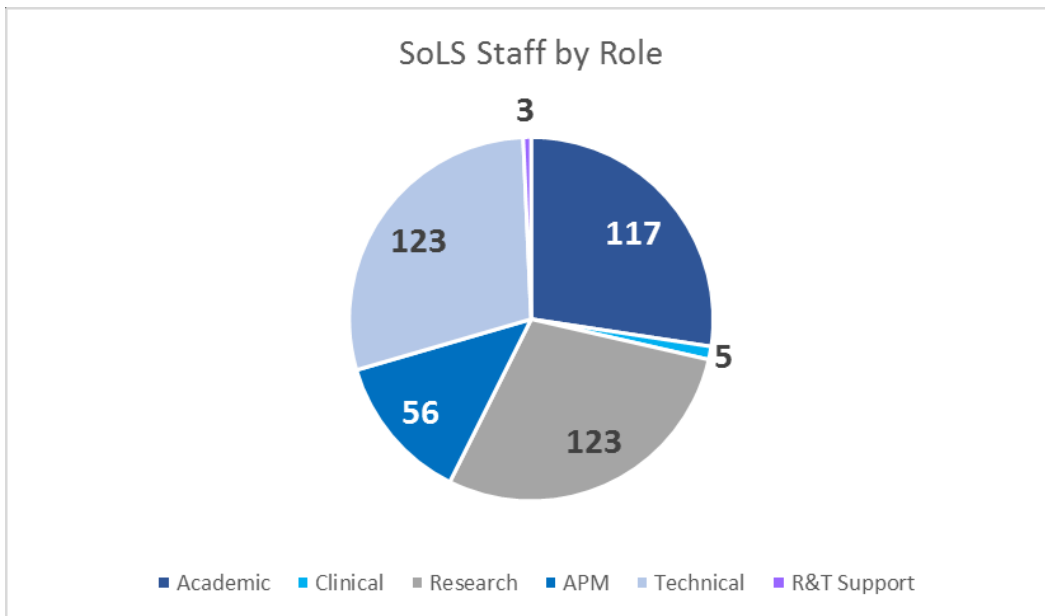


Figure 2.2

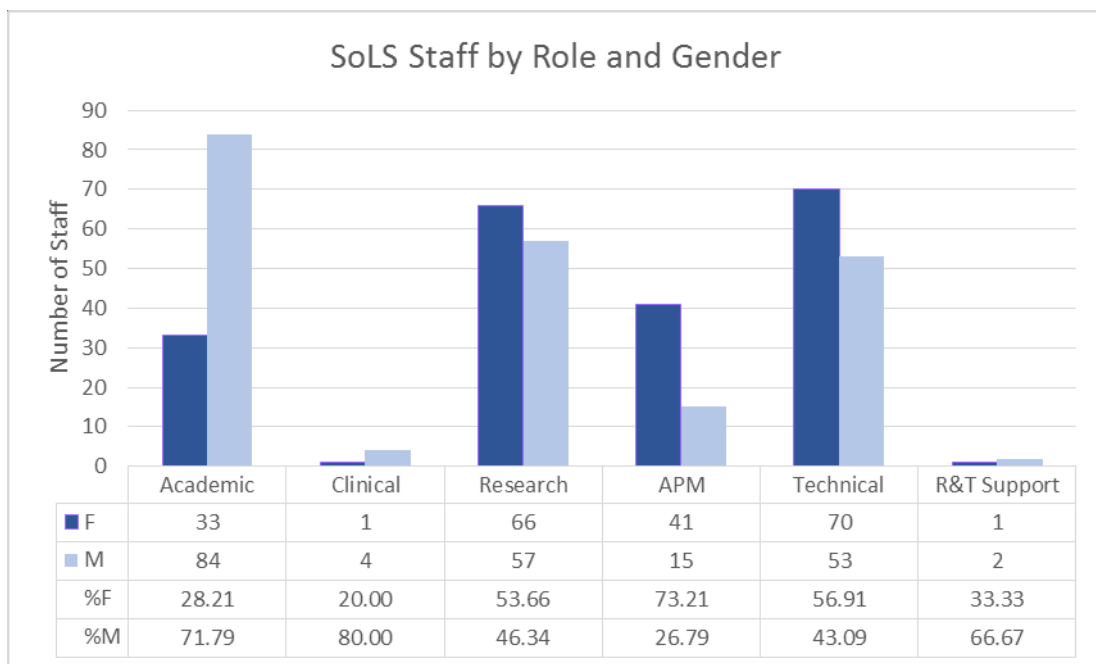


Figure 2.3

SoLSs split across three buildings (Figure 2.4)

a)

b)



c)

Figure 2.4) The Clostridia Research Group, the largest research group in the School of Life Sciences, is based outside the for Biomolecular Sciences building (CBS)

Figure 2.5) University ED&I Structures

SoLS leads the Foundation course in Science, which feeds into undergraduate (4.1i) teaches Undergraduate science degrees in Biochemistry, Biology, Genetics, Neuroscience Zoology, and from Sept 2016 Tropical Sciences to BSc and MSc levels and deliver additional specialised Masters courses (Figure 2.6)

	Foundation	UG	PGT	PGR
Female	26	1287	117	137
Male	8	761	57	137
%F	76.47	62.84	67.24	50.00
%M	23.53	37.16	32.76	50.00

Figure 2.6

We contribute to teaching owned by other Schools, particularly 70% of the pre-clinical BMedSci (SoM); 25-30% towards the MPharm (School of Pharmacy), in the UK and Malaysia of the Natural Sciences degree.

SoLS has a sister Department Biomedical Sciences, the University of Nottingham Malaysia Campus (UNMC), which offers the 3-year Biomedical Sciences degree. The new Tropical Sciences degree includes one year of study at UNMC. There is regular administrative, technical and academic staff mobility between campuses, foster collaboration and exchange of best practice. Staff and students employed/registered at UNMC are not included in data presented here, but Section 7 describes a joint outreach initiative

432 words

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words; Silver: 1000 words

Describe the self-assessment process. This should include:

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

One School Review recommendation was to reduce our committee number. Reducing meeting overload was a key issue we identified during self-assessment process (2017). The

original SAT, E&D and Staff Development committees merged in September 2016 to form Equality, Development and Inclusion (EDI). Original committees contained 42 people with considerable overlap. Members were invited to continue and expressions of interest from other staff/students were encouraged via email. The resulting cohort was invited to contribute when appropriate. EDI has co-chairs (1F/1M) and Area leads (Equality and Diversity, Staff Development/HR). Core members are described in Table 3.1.

Member and Gender	Usual role/Staff Group	Experiences around Career Development and WorkLife Balance	Role on SAT	
Professor Miguel Camara (M)	Professor, Molecular Microbiology	Parent of 2, member of choir committee and organiser of annual choral days	Cochair of ED&I Committee, Member of FMH FEDIG	
Dr Kim Hardie (F)	Associate Professor Molecular Microbiology	Parent of 2, outside work interests: cooking, church, gym, sewing, painting, DIY, activities	Staff Development/HR Lead; Academic Director HR, E&D representative for the Microbiology Society and Royal Society of Biological Sciences Council.	
Shaun Hare (M)	Systems, Applications and Data Manager	External volunteer activities promoting women in technology, organiser of multiple technology groups.	Focus relating to technology accessibility and online PDPR	

Dr Alan Huett (M)	Assistant Professor	Parent of 2. Outside work interests: photography, art, gardening, DIY, cycling	Focus on induction and outreach activities	
Liaque Lati (M)	Research Technician	Married four children. Training children in TAGB Taekwondo myself a second Dan Blackbelt. Enjoy backyard farming, running, cycling and weight training (with and without children).	Registered scientist with the Science Council and Institute of Biomedical sciences. Focus P&S staff.	
Professor Ian Macdonald (M)	Professor of Metabolic Physiology; Head of School	Married with 2 children and 2 grandchildren. Interests include gardening, golf, walking (with and without the dog)	Wholeschool policy and strategy oversight	
Dr Natalie Mack (F)	Postdoctoral Research Fellow	Married with two children, working full-time flexibly.	Has experience of maternity and shared parental leave, and working whilst breastfeeding.	

Dr Tamsin Majerus (F)	Assistant Professor, Ecology and Evolution Dedicated 0.4FTE Athena SWAN Coordinator	Jobshare experience. Parent of 4, grandparent. school PTA/sporting activities; netball umpire; Parish Councillor.	Athena SWAN Area leadFaculty data champion, ECU panellist/chair, UoN SAT.	
Chidimma Mbadugha (F)	PhD student doing a research in Immunology.	Choir mistress of a small singing groupInterests travelling, cooking.	Represents student interests and perspectives	
Dr Yvonne Mbaki (F)	Assistant Professor in Medical Physiology	Resident Tutor in halls of residence in Sutton Bonington. Interests hiking/trekking	Equality and diversity a coordinator Senior Tutor medical students	
Di Mitchell (F)	Research Support Manager	Married with one daughter. Flexible working due to caring responsibility of elderly parent.	APM representative and vast experience of HR policies.	
Dr Sonali Singh (F)	Postdoctoral Research Fellow (4 years from PhD)	Following illness and caring responsibilities has successfully prioritised improving her worklife balance	ECRs career development activities and educational outreach activities.	

Professor Liz Sckett (F)	Professor of Bacterial Genetics	Carer responsibilities for parent and elderly friend, both with dementia	ECR/PD/PG care advice. Staff welfare/ Dignity advice	
Dr Alex Tarr (M)	Assistant Professor in Molecular Virology	Parent of 2 school aged children; Executive Chair a scout group;	Outgoing Chair of Staff Development Committee; Research Staff representative.	
Dr Jeanette Woolard (F)	Associate Professor, Cardiovascular Pharmacology	Parent of 2 school aged children, interests include halfmarathon running, netball (with daughter) football (with son).	Cochair of ED&I Committee; Chair of Athena SWAN Committee (2015-2016)	
Dr Clare Wydell (F)	Head of Operations	Parent of 2 adopted school aged children. Recently returned from adoption and shared parental leave.	Member of Management Executive and Faculty Board.	

Table 3.1

(ii) an account of the self-assessment process

Our self-assessment process has included capture and analysis of an extensive range of data covering activities, staff data, student data and information from reports and strategy documents produced as part of the School Strategic Plan. We have surveyed staff and student opinion and ideas in a number of different ways. This includes the Athena SWAN survey (94.7% response rate), a staff survey as part of the School Review, focus groups aimed at better understanding/particular issues, for example staff who had taken maternity leave or career break, postdoctoral staff; student groups, in particular

those with caring responsibilities and mature students; implementation of the School Review recommendations and subgroups APM and TS staff

Our previous Athena SWAN silver application, submitted in November 2013, covered the three former schools. Data were presented individually and also compiled into SoLS totals, to provide a baseline for future comparison. The silver award in April 2014 was therefore to SoLS. All the actions and impact described in this application have taken place since that submission, i.e. a SoLS, unless otherwise stated.

Following the submission, SAT continued to meet, but reduced our meetings from monthly to every 2-3 months until approximately 6 months before submission we re-established monthly meetings. As well as meetings involving the full SAT, several subgroups met more frequently to oversee implementation/progress of action plan, to hold focus groups with colleagues and students and during involvement in initiatives with other Schools, HR, Professional Development and colleagues and societies external to the University.

To facilitate the action plan implementation we set up an Athena SWAN section workspace containing relevant data and an Action Plan (DACSAP1A/1B). The latter facilitated timely reminders to action owners and enabled us to capture progress of each action.

The HoS, one deputy HoS and 11 SAT members have been involved in University ED&I committees including WFNHS FEDIG, SoSAT (external member) SAT/Athena SWAN Board, Support & Challenge panels and ever Royal Society of Biology, Royal Society Microbiology Society Athena Forum events and as critical friends for other Universities. We have received support/guidance from Professor Jane Hill, University of York, our critical friend, the University People and Culture Team. Review of this application Support & Challenge members from other Schools with extensive AS experience: Professor Ed Wilding (Psychology AS Panel Chair, silver department, USAT), Clare Jones (Careers Services AS panel, USAT) Drs Vicenta Rose (Social and Doreen Boyd (Geography) (AS Panel, silver department award SAT chair).

(iii) plans for the future of the assessment team

The SAT will continue as ED&I terms of reference set out our responsibilities. These include expected rotation of members, oversight of the action plan activity including surveying staff opinions, assessing impact of actions, effective consultation and communication of strategic and policy developments at University and wider level, identification of new issues throughout the broader ED&I. We anticipate meeting quarterly, but with working groups to take specific initiatives forward. SAT members will continue to be involved in AS activities at Faculty/University Level, ensuring we share good practice and lobby for change at the University level for matters beyond the control.

634 words

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

Life Sciences varies across the sector with a variety of disciplines under this umbrella. This makes benchmarking and cross-sector comparison challenging. For example, HESA Biological Sciences (BS) includes broad Biosciences subject and excludes medical and pharmacy elements core to SoLS activity. To address this we have used benchmark FPE data from HESA 13/14

students and 2014/15) as provided by EC but have referenced multiple benchmark values where the make of the group in question does not fit exactly with a single HESA group

Data are presented in graphs and tables. Numbers and % are both included however, the lines indicating % have been removed in places where numbers are small (generally < 5 values are unhelpful/misleading. The % values are provided in the data tables.

We made a significant contribution to the development of a new central database system, using Tableau (2013SAP:1A+1B). A working group comprising SoLS, SoM and SoP representatives guided the HR data analyst to ensure data content and analysis options encompassed all required for AS submissions and piloted the new system before delivery in 2016.

Throughout the application we have used Boxes to summarise the issues previously identified, actions taken and their impact. Where these still exist, new actions are presented in Action Boxes

4.1. Student data

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

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

Figure 4.1

This course has seen expansion in recent years, when recruitment responsibility moved from Engineering to a high %F. This resembles (benchmark 73.4%F) more than BS (31%F) mirroring our UG population and reflecting that these students can feed into our degrees in Biosciences, Pharmacy and Chemistry.

(ii) Numbers of undergraduate students by gender

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

We run 6 degree courses (Section) 2 School based teams comprising an academic lead and APM support have key recruitment roles, particularly via Open Days all our degrees and via interviews for MedSci and Pharmacy. We are not involved in recruitment of Natural Sciences Students.

Figure 4.1 includes both full and part time students
 Benchmark BS585%F, Medicine and Dentistry (M&D) 55.7%F.

	Year	F	M	%F	%M
FullTime	2012	1159	809	58.9	41.1
	2013	1181	824	58.9	41.1
	2014	1218	876	58.2	41.8
	2015	1261	788	61.5	38.5
	2016	1282	755	62.9	37.1
PartTime	2012	2	1	66.7	33.3
	2013	0	2	0.0	100.0
	2014	0	0	n/a	n/a
	2015	2	1	66.7	33.3
	2016	5	6	45.5	54.5

Table 4.1 UG FT/PT split, by gender

Pharmacy and Natural Sciences students are all fulltime. Medicine had a single part-time male student in 2011/12

Further analysis of student numbers by degree (Table 4.2) confirmed there has been an increase in %F on several degrees pleasingly including Biochem (2013 SAP:2) As since SOLS started Zoology %F has dropped although it was above 68%F in 2016 Numbers remain above the benchmark but we will pay close attention going forwards

	F	M	%F	%M
Biology				
2012	166	124	57.24	42.76
2016	189	113	62.58	37.42
Biochemistry				
2012	183	214	46.10	53.90
2016	227	186	54.96	45.04
Genetics				
2012	47	43	52.22	47.78
2016	39	15	72.22	27.78
Neuroscience				
2012	88	61	59.06	40.94
2016	133	57	70.00	30.00
Zoology				
2012	107	45	70.39	29.61
2016	86	58	59.72	40.28
BMedSci				
2012	605	483	55.61	44.39
2016	561	455	55.22	44.78
Natural Scienc				
2012	68	61	52.71	47.29
2016	102	98	51.00	49.00
Pharmacy				
2012	498	257	65.96	34.04
2016	508	234	68.46	31.54

Table 4.2

Figure 4.3

<p>Identified issue: Although %F across Foundation and UG is in line with/above benchmarks, historically, this varied by degree course, due to predominantly male staff on Biochemistry. Activities aimed at increasing female staff presence at Open Days and in marketing materials across all courses (2013SAP:2A).</p>
<p>Actions:</p>
<p>9 Proactive approach to female inclusion in visual imagery. Website/brochures now have a minimum of 50% F images. Increase from all -male for BMS.</p>
<p>9 Positive role-model visibility: addition of case-studies and quotations from former students to website/brochures, with images, 60%F.</p>
<p>9 The primary contact for Foundation Year students from Open Days, through enquiries and on arrival, is female.</p>
<p>9 Increased female staff and student presence at Open Days, average 64-73% female since 2013.</p>
<p>9 Increased female talks at open days increased from zero pre -SoLS to 33-50%.</p>
<p>9 ED&I training for 100% BMedSci student interview panel members.</p>
<p>Impact: Increase in %F of UG applications and offers +6%, overall UG %F +-4% since formation of SoLS. Increase in Foundation %F since we took over recruitment (year before School formation) +26.5%.</p>

Table 4.3 Summary of student recruitment issues identified, actions taken and the impact

Figure 4.4

Historically, our female students outperformed male students, with a proportion of female firsts in 2012 at 75.9%, consistently well above the benchmark 68.1%. Since 2013, the benchmark has dropped to 67% and our %F firsts remain high.

Whilst this is positive for female students, we wanted to understand this success and ensure we were supporting all students. Additionally, anecdotal evidence suggested overseas (OS) students may be achieving lower grades than EU students. Hence we reanalysed the results, splitting by origin as well as gender. We found that male students achieved significantly fewer firsts than female ($p=0.01683$) and OS students achieved significantly fewer firsts than H (p=0.04207). Further, it appears there is an intersectional effect, as OS male students fare least well with just 19% of these students achieving firsts compared to 27% of OS female and H male and nearly 38% of H male students. Action 2017SA101 Investigate this further and ensure we support all students to achieve.

Action Box	
Identified issue	Male and overseas students appear to achieve lower grades than their female counterparts
2017SA101	Investigate UG student outcomes, utilising insights from student feedback on teaching and breakdown by language barriers, kinds of assessment, attendance staff perceptions.

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

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

We run 7 PGT courses. These are overseen by our PGT team (4F:1M) and academic course directors/module convenors (5F:1M), who have responsibility for recruitment, progression and welfare of these students.

Numbers of students on each course are small so are pooled. Figures

Figure 4.5

Benchmark: BS 68.9%F, M&D 62.3%F

Figure 4.6

A high proportion of these students study part-time, indicating this is a popular choice, especially for female students, where our %F is well above the benchmark (67.8% FT, 69.8% PT).

Figure 4.7

All FT students have completed in 2 years. A small number of PT students (4.8%) take longer, due to difficult personal circumstances. Of these, three quarters are female. We support these students to complete wherever possible. In a previous application we mentioned a female PGT student who periods of maternity during her course. Since that application this same student has had a long period of illness and a third maternity leave. Due to the support provided by the BCo she completed the course and graduated with a merit in December 2016.

Without the understanding of the Head of School, support of the Welfare Officer and flexibility of the Course Director I would not have been able to continue with my course

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

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

Figure 4.8

Figure 4.9

The small number of part-time students included in the graph are evenly split by gender. Our %F remains below the benchmarks (BS=59%, M&D=57%). To investigate this further, we divided MRes and PhD students.

Figure 4.0

Numbers of MRes students are small and largely balanced. For PhDs there is a clear increase in student numbers since the start of SoLS. We are keen to understand if this is a result of the DT which makes up a sizeable fraction of our home students, recruitment of students reflects different demographic backgrounds and cultural differences between genders in terms of ability/wish to study. In 2017 SAP:02 will investigate and seek to address this issue.

Figure 4.1

An initial drop in %F is beginning to be reversed and the recruitment data shows a clear improvement with %F rising again for 2015 and 2016. This higher %F since the start of SoLS is an impact of our efforts to enhance female presence at open days and in marketing. %F increases through the process, and although acceptances are not always at the level of offer in all years except 2015 they have exceeded %F of the applications.

Since 2007 starters, there have been 12 female and 15 male withdrawals. Submission rates (Figure 4.12) benchmark for qualifiers BS 68.9%F, M&D 62.3%F, equal on average between the genders - year 75%F:76%M, year both 68%). Students taking longer than this are split evenly between the genders (12F:12M) since the start of SoLS.

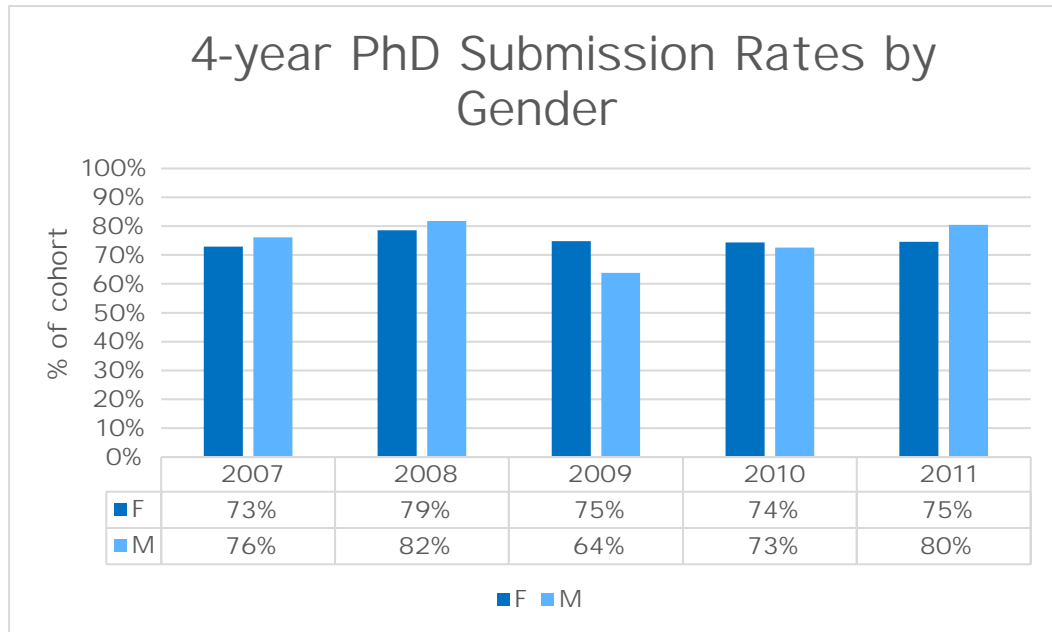


Figure 4.12

<p>Identified issue: Low %F in applications (40-43%F) and offers (37.5-42.5%F) from BMS and MOL. Activities aimed at increasing female staff presence at Open Days, in marketing materials and at interviews (2013SAP:2C).</p>
<p>Actions:</p> <p>9 As Table 4.3: 50-60% F images /case-studies/quotations; staff/student Open day presence 64-73%F and talks 33 -50%F.</p> <p>9 Proactive marketing of female project supervisors on website and FindaPhD.com.</p> <p>9 Interviews for prospective PGR students include male and female staff (previously often all-male).</p>
<p>Impact: %F of PGR applications +10%, offers +14.2%, acceptances +14.9% since formation of SoLS.</p>

Table 4.4

(v) Progression pipeline between undergraduate and postgraduate student levels

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

Some PG students are keen to stay in Nottingham for personal or academic reasons. Other students are keen to expand their experience of different research environments and hence choose to move elsewhere. In all cases we support students to achieve their goals. However, the numbers of students directly progressing from UG to PG with us are limited.

The average pipeline for pre and post SoLS shows a clear increase in %F for UG to PG.

Figure 4.13

Action Box	
Identified aims	Investigate reasons for relatively low %F in PGR cohorts and improve application and cohort %F for PGR students.
2017SA02	We will conduct focus groups and data analysis to understand barriers and identify whether the gender imbalance is particular to a specific scheme or advertisement. We will further modify advertisement and recruitment process to enhance the attraction to OS female students, using insight from focus groups with current students, to ensure we attract all groups of students.

4.2. Academic and research staff data

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

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

Figure 4.14

Biosciences benchmark salary based, L5 36.1% FL6 20.8%F; academic starters Professors 14.7%F overall academic 48.5%F.

<p>Identified issue: Drop in %F across pipeline. Activities aimed at increasing staff %F (2013SAP: 3B).</p>
<p>Actions:</p>
<p>9 As Table 4.3: 50 -60%F images .</p>
<p>9 Positive role -model visibility e.g. our female dHoS is profiled on the University Research front page (Figure 4.15).</p>
<p>9 As Table 5.2: Improved adverts and 4 best papers focus for shortlisting.</p>
<p>9 More females on interview panels .</p>
<p>9 ED&I training for 100% shortlisting and recruitment panel members. Chair training for all panel chairs .</p>
<p>Impact: Increased %F from application to appointment (see 5.1i). Since formation of SoLS. L5 females +10.8%, L6 %F +5.9% (=impact of our improved promotions procedure (5.1iii)).</p>

Table4.5

Improvements have not yet carried forward, hence action 2017SAP:04

Figure 4.15

Action Box	
Identified aim	Build on improved academic staff application %
2017SAP:03	We will further modify advertisements and processes to increase applications from female candidates.
Identified aim	Increase numbers of L6 and female academic staff
2017SAP:04	Actions around support for career development and promotion support

Figure 4.6

The majority of Research (R) are postdoctoral research staff (mainly fixed term, see 4.2ii). The modest increase in % of both R and Research & Teaching (R&T) staff reflects impact of recruitment and promotion improvements (Tables 4.4.5, 5.2 and 5.5). Biosciences benchmarks (R 51.3%, R&B%FT, 54.4%) confirm our issues in the R&T group which is largely LL5 academics.

SILVER APPLICATIONS ONLY

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

We have a small but steady number of technical staff transitioning to other job families. Since records started in 2011, only 2 of these (both male) have been to academic posts, 7 (6 female) have moved into research PhDs and 1 (female) to an APM post.

Where staff express an interest in changing role we will support them by identifying relevant training actions (2017 SAP:1418), improving capture of training needs and awareness of training and support options (5.3.ii, 5.4.iii) will ensure this becomes more systemic. In addition, 2017 SAP:04 will ensure all staff have the opportunity to shadow colleagues with appropriate roles to gain insight into them.

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

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

We do not use zero hours contracts

Figure 4.7 FT indicates Fixed Term and OE Open Ended contracts

Virtually all academic staff are on OE contracts. Exceptions represent temporary posts, to cover, for example, maternity leave, improvement in academic staff. % Reflects the increasing in academic roles (Figure 4.1). The vast majority (70.75%) of staff on fixed term contracts are grant-funded research/postdoctoral staff, as tends to be the case for these posts in HEIs. Our % of these staff is above the Biosciences benchmark of 50.8%. A significant number of research staff are converting to OE contracts as a result of the University redeployment pool policy.

All staff on fixed term contracts are contacted by the School staffing administrator six months prior to the prospective contract end and invited to register for the redeployment pool. All job adverts are circulated to this internal pool prior to advertisement. Those meeting the essential criteria/qualifications are guaranteed interview. Once continuously employed by the University for 4 years, a contract becomes OE, in line with legal requirements.

<p>Identified issue: Short-term contracts and insecurity are major issues for postdoctoral/research staff (ASP 5/6).</p>
<p>Actions:</p> <ul style="list-style-type: none"> 9 Encourage use of University redeployment process . 9 Talks to postdocs on the Talent Pool . 9 Bridging funds to cover staff salary between grants . 9 Support School -funded Senior Research fellows (currently 8, 4F:4M) . 9 Regular careers, training and mentoring events for research staff. School funding for training and travel (5.3i -iii).
<p>Impact: Increase in proportion of research staff on OE contracts +10.4% (=11 people) and female academic staff +10% to 100% OE since start of SoLS.</p>

Table 4.6

SoLS -term staff, to avoid breaks in employment where current funding has ended, pending the outcome of a grant submission. Since SoLS formed, 8 staff (6PD, 2TS) (6F:2M) have

prepare a Welcome Trust Career Grant, prior to her appointment on success of the application.

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

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

Analysis indicates fixed term research staff constitute 46.5% of all leavers from 2011 and 87.4% of 4 leavers. The other large group of leavers are A&F, 70% of 3 leavers are TS, the rest being APM plus one O&F (not included in figures 4.18/4.19). The gender proportions are in line with the gender split of the staff group in question.

Turnover of research staff is an issue for the sector in general due to the fixed term funding for the majority of these staff (see 4.2ii). The TS leavers are split fairly evenly between fixed term and OE (43.6%:56.4%) suggesting that leavers are potentially to achieve career progression. Action 2017 SAP: 05 investigate this further.

Data on numbers and destination are collected centrally by HR. Requested to fill out a

low and there is no mechanism for analysing the responses or feeding the details back into School management. Action 2017 SAP: 05 develop a School process/work with HR to ensure this process becomes more robust

Figure 4.18

Figure 4.19

Action Box 4	
Identified aims	Investigate reasons for leaving and identify destinations of the numbers of TS staff on OE contracts in our data
2017-2018	Capture, analyse and understand reasons for leaving. Work with HR to improve central data capture/surveying process.

2006 words

5. SUPPORTING AND ADVANCING THE UNIVERSITY

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how

there is an underrepresentation (women) are encouraged to apply.

Recruitment and shortlisting take account of career break focus on quality, not quantity, e.g. by asking candidates to identify their 4 best publications. Despite higher numbers of applications, this produced increased female representation in shortlists and gender parity in appointments (12F, 10M) over the period. This approach has been fed into the University process and is being considered for rollout.

Overall the impact of FAS activities, in particular 2013 SAP B3, has been positive. Comparing pre- and post-SOLS while a similar % of applicants have been employed (pre-SOLS 31% this translated into 42 of interviewees and 50 of appointees compared to 31% and 38% pre-2013 (Table 5.1).

N.B. in 2014 there was an almost complete hiring freeze, hence the drop in applications and only a single appointment.

In general, the %F declines with increasing job level however for many posts there were small numbers of applicants and shortlisted candidates and these values should be interpreted with caution. Actions 2017 SAP:03 seek to improve %F at this crucial step in the pipeline.

2012	Post	F	M	%F	%M
Applications	RT5	99	204	32.67	67.33
Shortlisted	RT5	10	17	37.04	62.96
Offers	RT5	4	2	66.67	33.33
Acceptance	RT5	4	2	66.67	33.33
2013	Post	F	M	%F	%M
Applications	RT5	72	103	41.14	58.86
	RT6	2	10	16.67	83.33
Shortlisted	RT5	10	7	58.82	41.18
	RT6	0	3	0.00	100.00
Offers	RT5	3	2	60.00	40.00
	RT6	0	1	0.00	100.00
Acceptance	RT5	3	2	60.00	40.00
2014	Post	F	M	%F	%M
Applications	RT5	7	7	50.00	50.00
	RT6	2	9	18.18	81.82
	RT7	1	1	50.00	50.00
Shortlisted	RT5	2	1	66.67	33.33
	RT6	1	3	25.00	75.00
	RT7	0	1	0.00	100.00
Offers	RT5	0	1	0.00	100.00
	RT6	1	0	100.00	0.00
Acceptance	All posts	0	0		
2015	Post	F	M	%F	%M
Applications	RT5	79	153	34.05	65.95
	RT7	2	10	16.67	83.33
	Clin Acad	0	1	0.00	100.00
Shortlisted	RT5	10	15	40.00	60.00
	RT7	1	2	33.33	66.67
	Clin Acad	0	1	0.00	100.00
Offers	RT5	3	3	50.00	50.00
	Clin Acad	0	1	0.00	100.00
Acceptance	RT5	2	3	40.00	60.00
	Clin Acad	0	1	0.00	100.00

2016	Post	F	M	%F	%M
Applications	RT5	14	43	24.56	75.44
	RT7	0	9	0.00	100.00
	Clin Acad 7	1	3	25.00	75.00
	R5	5	9	35.71	64.29
Shortlisted	RT5	3	6	33.33	66.67
	Clin Acad 7	1	1	50.00	50.00
	R5	2	1	66.67	33.33
Offers	RT5	2	2	50.00	50.00
	Clin Acad 7	0	1	0.00	100.00
	R5	2	0	100.00	0.00
Acceptance	RT5	2	2	50.00	50.00
	Clin Acad 7	0	1	0.00	100.00
	R5	2	0	100.00	0.00
Post2013	Totals	F	M	%F	%M
Applications	All posts	185	358	34.07	65.93
Shortlisted		30	41	42.25	57.75
Offers		11	11	50.00	50.00
Acceptance		9	9	50.00	50.00

Table 5.1

Our job advertisement highlight Silver &

Moving forward 2017SAP:03 will

amend this to demonstrate our broader commitment to the ED&I agenda

<p>Identified issue: Low %F in applications, shortlist and appointments. Activities aimed at increasing female representation, gender balance for panels (particular issue for postdoc recruitment) (2013SAP: 3B).</p>
<p>Actions:</p> <ul style="list-style-type: none"> 9 Adverts request 4 best publications to be highlighted. 9 Adverts highlight our commitment to AS and link to our Silver Application. 9 Shortlisting criteria focus on quality not quantity of experience so as not to discriminate against candidates having taken career breaks. 9 Proactive check ensures shortlists maintain %F in line with or above applications. 9 All interview panels gender balanced. 9 UB and E&D training for shortlisting and recruitment panel members.
<p>Impact: Increase in application, shortlist and appointment %F: +4%, +12%, +17%, respectively since SoLS formation.</p>

Table 5.2

Action Box
<p>Identified aim: Improve application F%</p>
<p>2017SAP:03 will amend existing advert template to demonstrate our broader commitment to the ED&I agenda</p> <p>In addition to the complete application PDF we will provide a high level paragraph summary of key issues and priorities to regularly update highlighting key progress.</p>

(ii) Induction

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

The main aim of our induction process is to make staff feel welcome, enabling them to focus on their job from the outset. Pre-SOLS surveys suggested that all staff received an induction, and those that did, the experience was

The induction process now has a standard operating procedure covering activities before, after and on arrival. All new appointees receive personal induction, including safety and other mandatory training and induction handbook. The induction checklist ensures the new employee has: access to their rooms/workstation; an email account; their line manager and mentor; and been introduced to performance review and staff development processes.

Staff were trained to support the introduction of the new process. The induction handbook was improved by incorporating best practice from sister departments at UoN and other comparable institutions. ED&I members contributed ensuring insight from all job families and levels. The handbook contains a welcome, induction materials, links to key websites and is available on workspace and in hard copy.

Feedback on the new induction has been specifically collected from new starters and improvements to the handbook made following this. Annual review occurs with input from ED&I.

Responses from the 2016 survey identified that approximately 30% of staff do not remember having an induction. Analysis indicated the majority of these started working for University 20+ years ago, 10 had changed role during the last 2 years and had received no induction to their new role. Action 2017SAP:06 will address this.

Identified issue: Lack of uniform induction process (2013S AP:1C).
Actions:
9 New induction handbook created .
9 All new staff receive handbook , welcome email and link to online version .
9 Consultation with all staff groups via SDC /ED&I .
9 Input from new starters used to improve handbook/process .
9 Induction checklist created to ensure all relevant areas are covered .
Impact: 75% of new staff confirm they received a useful induction.

Table 5.3

Action Box
Identified issue: Staff changing role do not always receive an induction to their role.
Postdocs do not appear to be benefitting from inductions.
2017SAP:06 Ensure that all staff changing role are offered an induction to their new role.

Ensure that all PIs confirm this has happened within the first week of any
Identified issue: The key member of APM staff leading induction was unavailable for a period of time, during which we realised we needed to ensure cover was provided. School review has also highlighted a need for increased administrative support for the School.
2017 SP:07 Covers the set up of these new administrative support teams.
Identified issue: Training identified that we have no formal process for OS visit in/induction
2017 SP:08 Overseas visitor/research visitor induction process

(iii) Promotion

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

In our previous application we identified progression to and above as a major issue for our female academic staff. This is still an issue for (4.25) Since 2013 we have made some progress and are beginning to see the impact of activities designed to encourage and support staff to apply for promotion successfully

There are two issues. First female staff were reticent to apply (female success rates were lower than male average 36.86% and 49.44% respectively).

We have introduced a School promotion advisory panel. Staff are encouraged to apply with an outline expression of interest, and receive constructive feedback prior to formal application to the School promotions committee. Applications are assessed and additional feedback provided and those deemed strong enough recommended to go forwards to the University process.

All staff are contacted via email ahead of start of the process (Figure 5.1) to encourage them to consider applying and advise them of the deadlines.

Figure 5.1 Academic promotion process

The advisory panel members are 5-7. The HoS chairs the promotions committee (all L7). Since creating the advisory panel staff have sought advice (32% of academic staff), including two panel members, demonstrating direct impact on junior staff involvement in the panel process.

Three parttime staff (all female, 2 successful) applied for promotion combined with 11 in Tables 5.4 & 5.5

Promotion to Level	Female success rate	Male success rate (N)
5	100.0% (4/4)	N/A
6	33.3% (2/6)	56.0% (9/16)
7	100.0% (2/2)	75.0% (6/8)
Average Success Rate	77.77%	65.5%

Table 5.4

	Promotion to level	Female % of eligible	Male % of eligible
PreSoLS	5	16.67	0.00
PostSoLS	5	100.00	0.00
PreSoLS	6	4.60	7.70
PostSoLS	6	6.85	9.22
PreSoLS	7	3.33	3.70
PostSoLS	7	6.45	2.11

Table 5.5

Comparing responses to our 2014 and 2016 surveys there has been an improvement in opportunities for staff to discuss promotion. However, we identified a number of issues which actions 2017 SAP:09 seek to address (Action Box 7)

Identified issue: Lack of awareness of promotion process and criteria , particularly among female staff (2013SAP:3C) .
Actions:
9 Created pre-promotions advisory committee .
9 Pre-promotions panel widely advertised to staff via email and in staff meetings .
9 Promotion guidance training session run in 2016 .
9 Career development and promotion options discussion guidance included in PDPR .
9 PDPR forms include prompt to discuss promotion .
Impact: Improvement in staff reporting awareness (80.5%=+37.5%) and encouragement to apply for promotion (59%=+31%) since 2014. Numbers of promotion applications +23% comparing 2011-13 (pre-SoLS) to 2014-16. Female average success rates now higher than male and increased +40.91% since start of SoLS.

Table 5.6

Action Box 7

Identified issue: Despite improvements, female staff are still marginally less likely to apply than their male colleagues, particularly to level 6 (Table 5.5).
2017SAP:04 Our new PDPR system will ensure all staff have an effective mentor/PDPR reviewer structured mentoring/interim PDPR system will provide prompts. Career progression/development of those line managed to be included in expectations of Line Managers.
Identified issue: Despite raised awareness, many academics (41%) felt they had not received support to apply for promotion. Furthermore, staff who are unsuccessful at either the promotion or full application stage are often left to fend for themselves. Need to ensure we support all staff including those who do not apply, such as those expressing an interest are not reviewed specifically for applying, whilst those who do not are overlooked.
2017SAP:09 Actions around mentoring and support for promotion applications and readiness. Following best practice from our critical friend and University of York Bio to ensure the expectations staff will apply unless they can explain why not.
Identified issue: The T&L promotion route is not understood by staff on these contracts. Analysis of promotion success by role (R, R&T and T&L) showed that T&L staff numbers and hence applications are small, all successes (4F, 1M) whilst all applications (4M) to higher levels were unsuccessful.
2017SAP:10 Work with central Professional Development to develop support and training for promotion down route particularly to higher levels
Identified issue: Promotion is not well understood by postdoctoral research staff who see it as not relevant to them. Only 33% of postdocs (n=11) were aware of the promotion process and qualitative responses indicate that many of this group did not feel that/know how the promotions process applied to them.
2017SAP:11 Work with central PD and the Graduate School to develop support and training for promotion for this staff group.

Vignette Professor Vicky Chapman

Vicky joined BMS in 1998. Between then and 2000 she maternity leaves she has worked flexibly since balancing home life and work to be a supportive parent maintaining an active research career.

Since joining Nottingham have benefited from School and University collaborative environments, helping me expand my research capabilities and instrumental in the funding awards from the Wellcome Trust, MRC and externally funded ARUK Pa bringing together preclinical and clinical pain research. I was promoted to Reader and Professor in 2008. I have supervised over 25 PhD students and published peer-reviewed research.

Vicky continues to progress, becoming University Global Research Theme Lead and Wellbeing and deputy in 2016.

Vignette 1

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

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

SoLS was formed 4 months prior to the submission for REF, and submitted return to Unit of Assessment 5, Biological Sciences were ranked 9th for research power. SoLS submitted the seventh largest FTE return to REF. Overall, a higher % of eligible female staff were excluded, although this represents a small difference (11 versus 27%) as there are fewer female staff overall.

SoLS REF	Returned	Excluded	Total	% Returned	% Excluded
Female	19	11	30	63.33	36.67
Male	77	27	104	74.04	25.96
Total	96	38	134	71.64	28.36

Table 5. Chi squared of independence between gender and whether returned is not significant $\chi^2 = 1.314, p = 0.25$ (non $\chi^2 = 0.839, p = 0.36$ (Yates).

RAE 2008 happened a considerable time before SoLS was formed. We have Faculty level data, but do not have accurate data for which staff currently included under FMHS. Approximately 25% of the academic staff are FMHS part of SoLS.

FMHS RAE	Returned	Excluded	Total	% Returned	% Excluded
Female	103	39	142	72.54	27.46
Male	245	60	305	80.33	19.67
Total	348	99	447	77.85	22.15

Table 5. Chi squared of independence between gender and whether returned is significant $\chi^2 = 3.41, p = 0.065$; (non $\chi^2 = 2.98, p = 0.085$ (Yates).

There is a decrease in the % of staff returned overall between the RAE and the REF, which primarily due to papering criteria set by the University. Whilst there is significant difference between the drop for male versus female staff, some selection of staff returned in REF2014 around co-authored publications. Additionally, the exact number of staff returned was limited by the number of impact case studies. Decisions were based on merit to maximise the overall return quality. Action 2017SAP:12 seeks to ensure all staff are supported to contribute papers to REF.

We analysed the REF return by ethnicity and found 44.40% BME staff were excluded as opposed to 28.70% white staff. These are small numbers of staff, but 2017SAP:13 seek to ensure we are supporting these staff effectively.

Action Box	
Identified aim	To ensure all staff are supported to contribute to REF 2020. An interim REF exercise ensuring conversations about being REF and about shared authorship are happening now.
2017SAP:2	Initiate writing weeks. Support staff to take sabbaticals via innovative approaches to teaching workload distribution e.g. team teaching with one of the team on sabbatical per semester. See also 2017SAP:23.
Identified issue	Identify any barriers that may be preventing our BME staff from contributing to the REF return.
2017SAP:3	Focus groups with staff from BME and disabled staff groups. Provide support to help overcome any barriers identified. NB this may simply be covered by 2017SAP:12 but we will not know until we have held focus groups.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

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

Our induction processes are the same for all staff, as described in the Faculty Handbook. It is reviewed from a feedback form in the induction handbook and discussed with new staff acted upon through E&L.

SILVER APPLICATIONS ONLY

(ii) Promotion

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

The promotion process for P&S staff involves movement to a different post or regrading of an existing post. A number of technical posts have been regraded. This involves a new job description with enhanced responsibilities and increased pay level.

Regrading applications/successes are not captured by Tableau data system. We will ensure we capture these records systematically. We have checked our own records and identified 4 examples of technical staff (all female) whose jobs were regraded across

Technical staff transfers to other job families are described additionally, postdoctoral/research staff on fixed term funding, may find the security provided by roles in other job families attractive. Although the movements of research staff are not captured centrally, we have identified a number of such movements since the formation of SoLS, indicating the School has been able to support staff in this way. During 2017 SoLS staff moved from postdoc to TS positions

SoLS reviewed technical structures, ensure alignment with the Research Division and to respond to changing teaching approaches/initiatives. SoLS created a full-time Technical Manager (female) and has sought to promote opportunities for increased flexibility and development for technical staff.

Figure 5.1 illustrates the regrading process. The panel includes senior managers from outside SoLS, trade union representatives, and School representative, (often manager).

An experienced technician writes:

Over the years I have witnessed successful applications. SoLS has regularly rewarded its staff for exemplary contributions

Figure 5.2

Action Box	
Identified aim	P&S staff may wish to develop their level of skill and responsibility, but there are currently no positions available
Identified issue	Records for regrading and movement into TS are not captured in SAP
2017 SAP 4	Create a structure and process that includes possibilities for regrading in with School Review Technical group and Central Support Technician road map
	Ensure these regrading and movement details are included in future Tableau datasets

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and ethnicity. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Training opportunities range from compulsory sessions around safety, fire, specific equipment and safeguarding for staff interacting with all students and training for career progression, such as promotion workshops. All staff have access to University courses and School runs sessions. SoLS staff have completed central courses targeting development of leadership skills the ECR Research Leaders Programme (with the

University of Birmingham)

We identified some trainings being crucial for staff career development etc. 2013SAP:4A highlighted the University APPLE programme for ECRs and female academics. Further there were areas needing whole staff training to ensure equality in our activities and a culture where all staff feel respected and valued. Consequently, we provide training in promotion process and research grant preparation (2013SAP:3C); PDPR roles and procedures, identifying and responding to students in need, supervisory relationships and pastoral care, student supervision (for postdocs); and compulsory training regarding: unconscious bias (UB), E&D, and dignity (2013SAP:5C). Attendance was monitored to promote optimal engagement. Three online UB related courses were added as compulsory PDPR objectives for all staff to be undertaken by mid-2017, to ensure 100% uptake.

We aimed to use the PDPR process (5.3i) to ensure awareness, encouragement and discussion of relevant training. We were aware training was not always discussed in PDPR and needs identified were not always captured or realised (2013SAP:4C). Training discussions have increased staff answering

24.8% in the 2014 survey reducing to 24.8% in 2016. Pleasingly, satisfaction levels were highest () for postdoc training needs identified via PDPR now passed E&D (see below). We also introduced a fund from which staff can apply for to pay for relevant external training. Applications are assessed E&D (Table 5.9)

Surveys identified a need for mentors. Staff interested in becoming mentors were retrained attendance across all groups and levels (50F:17M; 23R&T:13APM:9TS). The SDC created a Mentoring Hub workspace providing information about trained staff mentors, including their expertise/areas where they provide mentorship. This was promoted via School newsletters and emails. Despite the effort, the 2016 survey revealed 26% respondents were still not aware of the hub (60F:63M 2017SAP:19).

Identified issue: Lack of formalised process to collate training needs and completion , and support delivery (2013AP:4C) .
Actions:
9 Online PDPR forms facilitate capture of training needs .
9 Dedicated training sessions for all staff groups in appropriate areas .
9 Whole-school training in multiple areas carried out, including compulsory dignity/E&D/ UB.
9 Training fund available to all staff .
Impact: 63 training applications funded, £17,285; UB training uptake up from 40.9% to 100%. Staff reporting useful training up from 40.9% to 57%.

Table 5.9

Staff are encouraged to gain teaching qualifications. All new academic staff complete a PGCH Research, academic and TS staff involved in teaching can complete the University Associate Associate Fellowship. Focus groups with postdocs identified a desire for formal teaching opportunities and we implemented training for

postdocs involved in supervising PhD students. However, many are involved in UG supervision but receive no form to put this in place.

Action Box 10	
Identified aim/fashion	Training needs identified in PDPR to be acted upon by ED&I immediately. Needs are captured electronically, process is required to implement them.
2017SAP5	Review training needs identified in PDPR and develop plan/resource support as appropriate.
	Further improve the online PDPR interface/functions to ensure line manager capture the support they provided for progression/development of the staff line manager.
Identified aim	Establish a rolling 3 year training programme
2017SAP6	Create and implement a suite of core training sessions.

(ii) Appraisal/development review

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

All staff have a compulsory appraisal, linked to salary progression. It takes into account activities and provides an opportunity to discuss goals, training needs, work balance, promotion/regrading options, publications, grant writing and other issues. The reviewer is asked to raise training is provided for reviewers and reviewees. Staff can request an alternative reviewer. The system has at least one interim review focussing on progress, issues and change of role/focus

When SoLS formed we identified inconsistencies in PDPR and how development/training needs were captured and supported. The SDC was created following our Silver Award and has focussed on ensuring SoLS has robust online systems and processes to appraise and support all staff. This involved collaboration between the SDC, our School IT lead, HR representative and staff from different groups. We fed insight from all angles into the development. We aimed to ensure: all staff completed PDPR, key elements of their role were discussed, development for postdocs (2013-14) and training needs were captured and training implemented (2014-15):

The online system was successfully rolled out, confirmed by the 2016 survey 100% agreeing they had a PDPR in the last 12 months. SoLS invited the University Director of Professional Development to run PDPR training sessions for reviewees and reviewers. Following feedback, further development and additional training was recently implemented

This online PDPR system has a wide range of benefits and impact extending beyond SoLS to inform University review of this process as a PDPR moderation panel. Staff are graded 1-3 based on completion of objectives and additional activities/successes during the year. Staff graded 1 may receive a monetary reward, either as an Exceptional Performance Bonus, (EPB)

or in exceptional circumstances as a (Table 5.10) Previously only staff graded by reviewers were considered for these rewards leading to concerns that the system was inequitable due to variation between reviewers. The increased efficiency and central electronic capture of the new system has enabled the panel to review and moderate all forms in 2016. Encouragingly the panel reported high consistency demonstrating reviewers are operating to similar standards and training was effective in ensuring process.

Year	Rating	%F (N)	%M (N)	%FT (N)	%PT (N)	%White (N)	%BME(N)
2013/14	1	3.30 (6)	4.05 (7)	3.83 (11)	2.94 (2)	3.92 (12)	2.94 (1)
	2+EPB	6.59 (12)	2.31 (4)	4.88 (14)	2.94 (2)	4.58 (14)	2.94 (1)
2014/15	1	5.15 (10)	2.82 (5)	4.26 (13)	3.03 (2)	4.55 (15)	0.00 (0)
	2+EPB	6.19 (12)	4.52 (8)	4.92 (15)	7.58 (5)	5.76 (19)	3.57(1)
2015/16	1	4.04 (8)	4.52 (8)	4.52 (14)	3.08 (2)	4.95 (16)	0.00 (0)
	2+EPB	10.10 (2)	8.47 (15)	10.00 (3)	6.15 (4)	9.60 (31)	10.53 (4)

Table 5.10 The % values are given as % of the cohort. 20.4% of the PT staff received a 1, hence the same can be associated with a different N for gender versus FT/PT and ethnicity. In addition 14.29% (1) of disabled staff received a 1 in 2014/15 (only ethnicity unknown received a 2+EPB in 2013/14).

Staff expressed concerns that the central cap on financial rewards led to staff graded (exceeds expectations) being downgraded to (meets expectations) thereby damaging staff morale. We fed these concerns into the University review and lobbied the Faculty PVC with suggested change, resulting in communication to Faculty staff regarding:

although University quotas mean these cannot all be recognised by a monetary award, we intend to mark and celebrate those that are approved by School committees in a non way

Qualitative 2016 survey response provided mixed feedback regarding the introduction of KPIs for academic activities, including publications, PhD student recruitment, grant submission and teaching scores. Consequently KPIs are now tailored for staff who are: part-time, disabled and/or have caring commitments. Reviewers are identified during induction, and line manager automatically alerted ensuring new starters receive a useful PDPR.

Actions 2017 SAP 4/5/17 seek to address any remaining issues across different staff groups regarding the usefulness of DPER. DPER specific elements of their role.

Identified issue: Lack of uniform PDPR process : need to capture and implement staff training needs (2013SAP: 4C/4D). System perceived as inequitable no adjustment for part-time status (survey/staff-meeting feedback) .
Actions:
9 New online interface created .
9 Online forms include core discussion areas.
9 Training needs captured electronically, ensuring SDC oversight.
9 Self-checking elements and reminders in online system ensure compliance .
Impact: 100% PDPR completion and moderation. KPIs tailored to individual status. Our system helping develop University-wide process.

Table 5.1

Action Box 1

Identified aim to have an online PDPR driven interim PDPR interview between mentor and reviewee to adjust objectives via interim status/ change of role focus (R&T 2017SAP 7) Automated reminders to be added to online system updated annually Reviewees to receive automated reminders of their goals quarterly.

(iii) Support given to academic staff for career progression

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

Mentoring workshops are ongoing to support promotion case production (R&T/T&L) 20 attendees (L46) 40% For regrading (APMTS) 4 attendees, 50% to specifically help ECR in strategic career decisions. Strategic choice provides guidance on activity choices, sitting on a University committee versus external activities. Support is provided for publication, grant and fellowship writing (5.3v)

SoLS created two funds earmarked for research travel and training (5.3i). The former is available to all R/R&T staff to cover costs of conference attendance or other external events; the latter is open to all staff for APMIS staff can include costs broader career development opportunities (5.4.iii).

Our School Review identified a need to increase postdoc/ECR support. We hold bi-annual postdoc/PhD careers events but were aware that 10% attended. Consequently, we increased our communications, emailing all PIs research theme leaders, requesting they enable and encourage staff attendance. The most recent event focusing on university based careers, attracted 40% postdocs and received excellent feedback. Topics include progression to academic roles, applying for fellowships, core facility manager roles, building and citizenship, flexible working, surviving career breaks and part time working. The events focus on non-academic careers with input from HRN advisory service.

We have an ECR area on workspace but this is underused (2017SAP:19) Going forward more postdoc focused training will be provided through the mentoring workshops (2017SAP:19)

Our established mentoring schemes also facilitate career progression. All academics are provided with a mentor and 25% of academics postdocs have one (18.5% in 2014). Further 35% of academics and 50% of postdocs indicate they would like one. Mentoring (except routine PI activities) is not actively provided for postdocs but they can now seek a mentor via the mentoring hub. Some female postdocs have found mentorship through Action Learning sets and ample networking opportunities. 21 staff completing APPLE award (only L6 female staff eligible). Places are limited to 70 annually university wide. Hence we lobbied the University PD Director to increase places as fixed term staff may miss out.

It is assumed PIs mentor their postdocs however, this is not always the case. Focus groups revealed some PIs actually discourage postdocs from undertaking training. Whilst this is a minority, School Management is keen to ensure all postdocs are supported. The HoS has stressed to PIs, PDPR reviewers and Research Division leaders the importance of allowing time opportunities for postdoc career development and training. This is further reinforced by mandatory career development discussions during PDPR.

2017SAP:04+15 will ensure responsibility for career development lies with PI, demonstration of activity will be included in PDPR goal. Further, all postdoc PDPRs will include provision of mentoring needs, with PIs responsible for identifying mentors as required.

The 2016 survey identified low morale and general disengagement among postdocs (response rate 30%) and we are keen to enhance the peer support they provide for each other. One contributing factor is the large proportion of postdocs located within one building, isolated from the wider School. An active group meets regularly rotating the meeting location to incorporate the building in question considerably improved attendance.

Action 2017SAP:10 seeks to boost engagement by providing improved opportunities for postdocs to present their work at school or divisional levels.

The vast majority of staff did not believe any protected characteristic provided a barrier to their career progression or had resulted in any unfavourable treatment.

2017SAP:20 will investigate staff perceptions of barriers to progression identified in the 2016 survey. More female than male and more academics than P&S (30% vs 15% in both cases) thought gender could affect their success. More female (63% than male (46%)) believed pregnancy or caring could be a barrier. A small number (<5) of disabled respondents felt it impacted on their ability to be successful.

Identified issue: Lack of career progression discussions for ECRs. Variable awareness of training/career development opportunities. Limited availability of mentors (2013SAP:4A/4B/4D) .
Actions:
9 Career development discussion included in PDPR .
9 Careers events held regularly and widely publicised across SoLS .
9 Mentor training.
9 Mentoring hub created.
9 Training and travel funds to support career development .
Impact: 45 Mentors trained. Increase in staff with mentor +6.5%. 12 (£3,150) academics/postdocs funded to attend external training and 43 (£20,380) to attend conferences. 70% of postdocs report useful career development discussion in PDPR.

Table 5.12

Action Box 2	
Identified issue	Staff unaware of mentoring hub, despite multiple communications
2017SAP:18	Investigate alternative communication methods (e.g. flag on payslip), ensure mentoring discussed at induction and PDPR, possible staff wellbeing officer role
	Collate data from mentoring scheme participants, mentoring activities within the School and perform a mentoring survey
Identified aims	To understand barriers to postdoc engagement with School activities. More postdocs focused career development training opportunities for postdocs present at School or divisional level. To improve ECR section on workspace

Identified issue:	There is a general issue of too many seminars/lack of interesting topics (see 2017SAP:21).
2017SAP:	Run workshops focusing on specific issues publishing, CVs, grant/fellowship applications improve visibility and content of ECR workspace. Research Staff Symposium to be integrated into successful Postgraduate S with postdocs providing plenary talks.
Identified aim:	To better understand whether staff (across all groups) perceive a protected characteristic barriers to progression. Career progression of postdocs and PGR students is not routinely monitored (4.1iv).
2017SAP:	Perform survey by old focus groups. Obtain data for onward progression of postdocs and PGR

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

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

Support for UG student wellbeing is extensive. Personal Tutors, Senior Tutors (3F, 2M), Student Welfare Manager, Disability Liaison and Support (DOL) and S practice has been commended and mirrored across the University to support all our students.

Above University provision, SoLS created a full-time student liaison post (L5 female) to ensure optimal School-based support. Similar welfare support is available for PG students, but additionally, PGRs have 2 supervisors, an internal assessor and access to pastoral tutoring. The SoLS PGR team and the Graduate School training courses to support supervisors for any staff formally supervising PGRs including postdocs who are a second supervisor (5.3i).

Year 1 UGs benefit from our peer mentoring system during their first semester and first examinations. Mentors offer advice about good study habits, university resources, and signpost specialist support services. We currently have 42 mentors (6M/36F) plus 3 senior mentors (previous year returners, 2M/1F). Student feedback 90% was a 5 in reaction with this scheme, and consequently is being rolled out to PGRs. Natural Sciences peer mentors have been trained by SoLS and the scheme has been disseminated in Maths, Physics, Chemistry Schools.

Web-based career resources (also relevant for postdocs), plus numerous careers events are organised by both the School and University to aid awareness of career options. UG students interested in a research career can undertake an MSci. This includes a formal section on grant writing.

PGRs develop presentation skills at an annual Research Symposium which has a whole School audience to encourage daily attendance. Second year students present posters and third years talks. There are networking sessions and prizes for the best talks and posters, judged by academic postdocs. Feedback is always very positive from across SoLS.

We encourage students to apply/engage with numerous central opportunities and funding schemes presented at oneLink16, a student-led University-wide research conference for PGs showcasing different research career options and M/F career profiles for post students

SoLS pay towards learned society student subscriptions creating opportunities for subject based career support and providing access to additional funds. These require an academic membership, but in several cases such funding has been obtained and used to support summer studentship

Concerns were raised via Tutors mature students and those with caring responsibilities, including inability to join off-hour social events and difficulties with 9am and 5pm lectures. Staff on the SAT liaised with relevant lecturers, including those outside core lectures were recorded

Our student SAT member created a SoLS student support group, linked with the University Mature Students Association. This includes a Facebook group (Figure 5.3) for informal peer support, which now has over 500 members. We raised awareness of this group at WIN, ultimately leading to the creation of Young WIN, providing student input to the University SAT.

Figure 5.3

ECRs can benefit from appointment with the dedicated Research Staff Careers Advisor who provides careers guidance/support throughout their employment/degree/after graduation.

2017SAB3 seeks to formalise and recognise the valuable teaching experience gained by many PGRs and postdocs through supervising UG project students and demonstrating in group practicals.

Identified issue: Variable career progression support. Students and postdocs often unaware of career options, including non-academic roles (2013SAP:4A/4D).
Actions:
9 Hold regular careers events with speakers from different career pathways.
9 Plenaries by alumnae at PGR symposium focussing on their own careers.
9 Timetabled careers sessions for PG students.
9 Creation of full-time Student Liaison Officer Post.
9 Establishment of peer mentoring scheme.
9 Trained peer mentors for other Schools.
9 Creation of Mature Students Group.
Impact: Students better informed of strategies/routes to enhance academic career progression and alternative career options. 80-90% satisfaction with peer mentoring scheme. School student wellbeing support commended and shared as best practice across the University. Creation of Young WiN.

Table 5.13

Action Box 3	
Identified issue	Attendance poor at fellowship workshops that have been run formally. School based support for postdocs applying for fellowships
2017SAP:19	Postdoc fellowship writing surgeries
Identified aim	Support for staff whose grant applications are unsuccessful
2017SAP:20	Our new research themes will include dedicated support for research (2017SAP:07) This may include additional grant writing support. Currently only successful grant outcomes are captured. The application process will include a dedicated review of the outcome and capture learnings from feedback
Identified Aim	Formalise and recognise the supervisory contributions of PGRs and postdocs.
2017SAB3	the School, which we hope will become a recognised addition to CVs of all

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

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

SoLS instigated measures and events to help support staff preparing research grants. These have been successful and have ensured staff have proportionately equivalent application and success rates by gender, with females applying for marginally more and securing significantly larger awards on average (Table 5.14).

Applications		Application Value		Award value		Success Rate	
Number	% by gender	Total Amount	% by gender	Total Amount	% by gender	Number	% by gender
Female 129	27.51	£616,374,333	2938	£8,142,214.4	34.55	29	27.62
Male 340	72.49	£148,137,789	70.62	£15,425,368.	6545	76	72.38

Table 5.14

Average value	Application	Award
Female	£477,809.56	£280,766.02
Male	£435,699.40	£202,965.38
Average Female value as % of average Male value	109.6%	138.3%

Table 5.15

Before the confirmation of SoLS, staff with heavy administrative loads (HOS) or on return from maternity leave were given dedicated support for writing applications. This support was limited to one day/week for specific periods but was clearly successful. Applications were submitted, grant funding was secured. Hence SoLS management decided to invest time in a full Research and Business Development Manager to provide such support. This has worked well, contributing to a major platform equipment bid supported by staff with childcare commitments to maintain work-life balance right up to submission deadline.

School Review implementation discussions identified a high level of demand for such support and the Review recommended more general administrative research support. Action 2017SAP:07 will deliver this support going forwards.

Further, Professor Bob Lloyd FRRC panelist was paid 0.2FTE by SoLS to review applications/provide advice to staff approaching retirement. Several other Professors provide grant mentoring to colleagues.

To provide less experienced staff with insight into the review panel process, a group of academics with extensive panel experience and grant success formed Grantclub. This informal group meets regularly and offers feedback on grant drafts as well as insight into the reviewing process/criteria.

Staff have attended grant writing training sessions run by Grantcraft (an external consultant) and the Graduate School staff in SoLS. In the School of Biosciences, a BBSRC Grant Academy, which meets regularly to share best practice insights from successful applicants. ECRs from SoLS (3F, 2M) were nominated for the University ERC Excellence Programme and trained in preparation for Horizon 2020s. The Graduate School offers mock panels, which staff can sign up for.

Postdocs are supported to prepare Fellowship applications via Fellowship workshops run by Senior academic staff. Staff who have secured Fellowships are low (2017 SAP 9), perhaps reflecting the hiring freeze and hence lack of opportunity for internal fellowships in 2014 years as SoLS 2014. These Fellowships have been advertised again and annual Fellows day was reinstated (last run in 2013). Applicants for UoN Anne McLaren and NRF fellowships were invited to meet academics and present their research.

Despite successes, staff find it increasingly difficult to protect time for grant (and paper) writing. Action 2017 SAP: 2 will implement the creation of meeting free weeks and will investigate the feasibility of organising teaching and/or sharing to protect blocks of time for writing/research.

Identified issue: Securing research funding is becoming significantly harder. We aimed to utilise the expertise within SoLS to support less experienced staff to be successful.
Actions:
9 and panel involvement.
9 Created a Research and Business Development Manager post to support these areas.
9 Fellowship writing workshops held .
9 Formation of Grant Academy .
9 81.3% reported discussion of grant applications in PDPR .
9 SoLS provides £40,000/year to pump -prime research/boost publication quality.
9 Staff nominated/encouraged to attend University grant -writing training and mock panels.
Impact: Staff agreeing grants discussed in PDPR +30.6% since 2014. Male and female staff show proportional success rates. Female share of award value +7% compared to applications.

Table 5.6

Action Box 4	
Identified aim	Postdoc Passport
2017 SAP 9	Postdoc fellowship writing surgeries
Identified issue	Staff lack time to carry out major writing tasks
2017 SAP: 2	Introduce reading weeks, support sabbatical, investigate possible funding sources (internal or external)
Identified aim	Support for staff whose grant applications were unsuccessful
2017 SAP: 2	Our new research themes will include dedicated support for research. Investigate possibility of additional Research and Business Manager posts. application process to include dedicated review of outcome.
Identified issue	Investigate grant success in more detail and consider how funding success links (if at all) to output success.
2017 SAP: 3	Investigate why the females are more successful than males in securing funding that males can increase grant applications by 30% increase would be better for the school. Also investigate the reasons of why (if the above is correct) number of females returned in REF given and not up?

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

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

Regular training is carried out for staff using equipment/reagents/techniques, as appropriate. All staff complete fire, health and safety, E&D and disability training. Training schedules are circulated to P&S staff and upcoming sessions highlighted in the Newsletter/Seminar Bulletin. Line managers flag sessions to relevant staff and discuss training needs in PDPR (see 5)3ii

The School training fund paid for 18 technicians to attend the Institute of Science and Technology 3-day course 'Leading your Technical Team'

We have identified issues which 2017 SAP address: Attendance/uptake varies by training type and staff group, e.g. a low turnout from TS staff at Promotion and recognition training (P&S staff attended mentoring only (5.3i), however very few P&S staff have mentors. Further, attendance has not been monitored at all sessions, although limited data suggest no bias or inequality for any staff group. Feedback regarding usefulness/effectiveness has not routinely been captured. Going forwards, 2017 SAP:15 will capture these details.

SILVER APPLICATIONS ONLY

(ii) Appraisal/development review

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

P&S staff complete PDPR, including training, described in 5.3ii. Uptake is 100% and P&S staff opinion of the process is sought via staff surveys. Further, P&S staff were consulted via SDC and invited to feedback following the introduction of the new process.

SILVER APPLICATIONS ONLY

- (iii) Support given to professional and support staff for career progression. Comment and reflect on support given to professional and support staff to assist in their career progression.

Staff have been funded via the Training fund to attend conferences. This has included winning poster at IST conference and significant National activities by Kelly Vere (section 7).

The Training Fund is part funding a L3 female Technician to complete an MSc Medical Education. This will provide a qualification encompassing the theory and practice of teaching, enhancing her effective delivery of her role and contributing to her ambition to progress to a higher level.

Identified issue: P&S staff have limited financial support to attend conferences . Staff report limited career progression opportunities (qualitative survey responses and focus groups).
Actions:
9 As Table 5.12: PDPR discussion, events and mentoring .
9 Training fund introduced to cover P&S conference attendance .
9 School pays Chartered Scientist, Registered Scientist or RTech registration for all TS staff requesting it.
Impact: 58 P&S staff funded (£14,135) for training/conferences. 56% APM, 51% TS report useful career progression discussions in PDPR; 87.1% APM, 80.7% TS encouraged to undertake activities to strengthen their CV.

Table 5.17

Action Box 15
Identified aim To further understand the issues surrounding P&S staff progression to identify appropriate training and support mechanisms to help them progress and appropriate career development.
2017SAP 4 Focus groups with staff in these groups at different levels. Work centre to improve process.
Create system to monitor/capture training uptake (interface with PDPR and 2017SAP 5).

5.5. Flexible working and managing career breaks

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

2011-2016 data provided (but see 5.5iv). Numbers reflect individuals who returned from leave in the year in question.

Survey results suggest female staff, particularly postdocs (42%) and academics (28%) felt a career break had negatively impacted their career progression. Our December 2016 careers event for postdocs included a speaker discussing their experience of managing par work and career break. Further increased visibility of appropriate role models may help to improve positivity regarding maintaining a career after a career break.

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

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

SoLS encourages flexible approaches to parental career breaks. One woman informally carried over annual leave accrued during pregnancy to the end of her maternity leave. This allowed her to focus on researching pregnancy, and then enjoy more time off with her baby.

The maternity returns survey and focus groups found managers are very supportive and accepting of the need for flexible working during pregnancy, accommodate medical appointments and temporary pregnancy associated health problems, sickness.

2017SAP:24 will investigate general lack of knowledge of new shared parental leave policies as identified during focus groups

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

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

SoLS funds replacements for staff on leave.

Most staff maintain regular contact with their line manager and colleagues via email, and short visits to the department with their baby. Many KIT days to facilitate this contact. However, we have identified some confusion regarding KIT days. Can they be used flexibly? On return? How are they claimed? All maternity and adoption leavers receive such information via email, but 2017SAP:24 aims to improve this.

2017SAP:24 will create a Parental Leave Knowledgeable School based contact plus implement dissemination of FAQs factsheet to help inform staff of their options and should further facilitate and encourage the use of KIT and SoLS facilities. Site childcare planning for parents will add information on the University Nursery Tax Scheme, off-site childcare providers, and government funded childcare payment schemes, to workspace.

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

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

Several staff used accrued annual leave flexibly.

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has been very helpful in adjusting to work and allowing my son to settle into nursery
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In at least 2 cases this period acted as a pattern of working which was formally continued thereafter. Our focus groups identified that asking for long term changes to working patterns can be a daunting topic to raise with a line manager. In future we will create a checklist to facilitate prompt discussions, thereby reducing anxiety.

Staff have been supported with their desire to breastfeed upon return to work. Space was provided for expressing breast milk for storage. One mother, who was thus able to express milk on an almost daily basis for months upon her return, said:

^]vP o š} }vš]vµ v Œ š} µ•µ massive difference in my return to work and my family, both emotionally and logistically, thereby making a happier return to work.

More recently permanent dedicated rooms have been found within 2 of our buildings that can be used by breastfeeding mothers. This progress was reported with prominence on the front page of the school newsletter.

Our HoO recently returned from a career break and has arranged a six month contract extension of her cover to ease her transition back into work. We feel this is a positive move to help with the considerably increased demands on her role since the School Review.

Recently teaching workloads have increased as a result of the impact of a number of retirements and the university wide hiring freeze. Unfortunately, one maternity returner was directly affected by this increase. We are currently working to address this important issue and hope that a workload protection policy could be introduced to help returners from career breaks.

We are pleased to identify the long term impact of support arranged for a 2010 maternity returner:

Vignette-Dr Sara Goodacre
<p>The School paid a postdoc 2FTE for 3 months to provide Sara with support focused on grant writing and submission following maternity leave. The impact of this was improved research funding. Over time this has led to papers, an improved record, a higher profile increased PhD student recruitment. This has led to more funding and promotion. Combined this contributed to a successful promotion to senior lecturer in 2016 on the basis of research and teaching.</p> <p>"I owe all recent scientific successes to targeted help when vulnerable and support over subsequent years"</p>

Vignette 2

(iv) Maternity return rate

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

Staff taking maternity leave span all job roles, fixed term and permanent FT and PT (majority fulltime). From May 2013 to 2017, 34 staff took maternity leave. 23 have returned, 7 remain on leave. Three fixed term staff contracts ended whilst on leave and 1 prior to leave however, 8 fixed term staff received contract extensions following maternity leave, demonstrating that continued employment is supported where possible. 100% of maternity leavers that could have returned did so.

Figure 5.4

Figure 5.5

Figure 5.6

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

Figure 5.7

The majority of maternity returners have remained in post for at least 18 months after their return (23/35). For 10 of these, this was due to return since the formation of the SSU. Not returning were on fixed term contracts that ended during that period. Of the other 12 left within 6 months of returning, it is clear that 5 of these were due to the end of their contract. This implies returners feel supported enough upon their return to remain in post long

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

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

Our 2016 survey indicated 26% of staff knew about shared parental leave changes with no differences between gender, working pattern or role. From May 2014 to Dec 2016, two female L5 staff have taken adoption leave. From May 2014 to 2016, 1 staff took Paternity leave. All were full time, spanning 1-35, across job families

Shared parental leave data are incomplete, due to HR recording the first instance of leave as maternity, meaning the shared component is not captured. Several instances of shared parental leave have happened including one where both partners work in SOLS. SOLS encouraged those who have wished to take shared parental leave. One couple is significantly benefited, each using the SPLIT days to work part and flexibly over a long period, allowing both to continue contributing to their roles effectively. They reported a much smoother transition back into full time work than might have otherwise been the case.

One woman transferred 8 of her statutory maternity pay weeks to her partner:

Transferring leave to my partner enabled me to return to research earlier, to make the most of my remaining contract time. This also made my transition back to work much easier, knowing my baby was cared for at home, and because my partner had more time available to offer me extra support than we would have had otherwise.

Actions 2017 SAP: 2.6 will support our key aim, facilitate staff choice as to how leave is structured, to allow it to work best for individuals.

Identified issues: Absence of School Maternity Policy/process/guidance. Ad hoc arrangements for staff taking maternity/paternity/adoption leave (2013SAP:6C) . No dedicated breastfeeding space.
Actions:
9 Surveyed maternity returners . Equality survey included career break and flexible working questions .
9 Held focus groups for female staff who had taken maternity leave .
9 Created breastfeeding room .
9 Links to relevant information on workspace .
9 School bridging -fund for fixed-term staff post-leave .
Impact: Flexible approach to return has meant more contented staff. Dedicated space for breastmilk expression facilitated happier return to work. Bridging fund ensured contract extensions for 8 fixed-term staff. Clear insights into what has worked and what has not, leading to plans for further improvement going forwards.

Table 5.18

Action Box 6
Identified aim: Need to provide clear process and options guidance checklist managers and prospective parents.

Identified issue	Lack of knowledge around shared parental leave use of KIT and SPLIT days	Confusion around
2017SAP:24	Introduce School maternity/parental leave lead/contact. Create Train Line manager	Confirm best practice with HR.
	Put details of site childcare induction handbook and mentoring website with links to systems.	
Identified aim	Reduce workload burden on staff returning to protect time for back up to speed	
2017SAP:25	Post leave reduction factor in workload	
Identified aim	To ensure new breastfeeding rooms are fully kitted out.	
2017SAP:26	Action to ensure suitability of fixtures and fittings in breastfeeding	

(vi) Flexible working

Provide information on the flexible working arrangements available.

Formal flexible working includes time, job share and change of FTE. Informally, staff vary arrival and departure times, days and are able to request working from home. SAP:6A introduced formal logging of the latter. This has allowed monitoring of frequency and facilitated flexible working into other planning, e.g. scheduling. 21 male and 27 female staff have requested and been granted home working periods ranging from half a day to 45 days over the last year. No-one has been refused flexible working

I am so grateful for freedom flexible working gives me. I love being able to attend a baby class on my day off in the week, whilst still maintaining research posts, working instead of some longer days and time at weekends

Annually staff fill out a timetabling availability. This allows specification of days/times where staff want to be free from teaching, accommodating caring responsibilities.

Identified issue: widespread informal flexible working but no formal recognition/capture. Variable practice across research groups (Actions 2013SAP:6A/6B) .
Actions:
9 Logging of home working.
9 Remote desktop software.
9 email circulation of policy to all staff encouraging flexibility where possible.
Impact: Generally messages supporting and encouraging flexible working have reached all research groups.

Table 5.19

2017SAP:27 will address the remaining issues for staff disabled so they were able to work flexibly. 28% of APM and 4 (12%) postdocs

Action Box 7

Identified issues: Flexible working is not always possible for APM staff.

A small number of postdocs still report lack of support for flexible working

2017 SA 27 Staff disagree that they are able to work flexibly. This may reflect of some APM roles, which need to be carried out within hours, restricting flexible APM staff were not part of the original action and we clearly need a offer for these roles

Postdoc responses may be reflect variable management. We will train all PIs to understand the benefits inherent in flexible working: happier staff, better p better working environment and consequent positive health be

(vii) Transition from parttime back to fulltime work after career breaks

Outline what policy and practice exists to support and enable staff who work parttime after a career break to transition back to fulltime.

We identified 53 (35 F 18 M) staff who have transitioned between full and parttime (often more than once) around career breaks. This includes FTEs as low as 0.2 and time in excess of 10 years before changing working pattern. Several have been promoted during the period in question.

5.6. Organisation and culture

(i) Culture

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

Our major challenges in establishing a unified School culture system from our large size, split sites, broad research and teaching across three historically different approaches have managed to develop a sense of community, although recognise it is challenging to bring everyone together. Postgraduate research symposiums are a good example of what works well (see 5.3iv)

The School views suggested substructure was needed. Network analysis was carried out, asking staff to name their 10 closest colleagues by research interests. This suggested 3 groups were most logical, but not the original three. We hope the new divisional structure (Figure 2.1c) will provide a greater sense of belonging and an effective information sharing, mentoring provision and other support

We created email addresses to facilitate clearer communication. Sending School for important messages direct from the HoS/School Marketing and Comms for general information e.g. social activities, seminars, University training opportunities. Weekly emails detailing upcoming seminars are widely circulated, with further bulletins regarding social events, workshops, funding and collaborative opportunities. A monthly newsletter is emailed to all staff, celebrating staff successes, highlighting relevant School news,

and introducing new staff. It reminds staff of committee contact details. EDI, mentoring and promotions. All committee minutes are posted on workspace

We have a central events calendar and regular school meetings and cross school meetings for each staff group to keep all staff updated on activities, strategic developments, initiatives and training opportunities.

SoLS is actively involved in social media and has Twitter and Facebook accounts to increase interactions between staff and students. To ease identification and encourage a sense of community, everyone was encouraged to add their photo to the email system.

All staff are encouraged to include the AS logo in email signatures. AS award is celebrated on the front page of our website and induction booklet, highlighting our pride in achieving this award.

SoLS holds social events to promote an inclusive environment (5.6v) which are celebrated in the newsletters under the heading . Staff are encouraged to participate in outreach, charitable activities such as bake sales for Comic Relief and Red Nose Day. Staff interaction has also been maximised through the creation of coffee rooms located strategically across the different sites to promote a positive culture of providing a with a view to address these issues.

Figure 5.8

SoLS successfully lobbied Estates to provide additional parking spaces for later arrival of staff with caring responsibilities (Figure 5.9)

Figure 5.9

<p>Identified issue: 43.4% of staff were not aware of who to contact with regards to dignity issues (2014 survey) .</p> <p>Identified aims: Ensure all staff comply with School/ University dignity expectations (2013SAP:5D)</p>
<p>Actions:</p> <p>9 Created Equality and Diversity website linked to our established Athena SWAN website, listing processes involved, contacts, inside and outside SoLS for help and advice , plus information on support for all protected characteristics .</p> <p>9 Dignity communications in Newsletter, at staff meetings and via email.</p> <p>9 Instigated lecture -capture of meetings so those unable to attend can access them on Workspace.</p> <p>9 Created email for E&D and dignity enquiries .</p> <p>9 Developed dignity training workshops with PD, run in 2014 .</p> <p>9 Feedback on our dignity training was positive, although staff felt some content was too generic. Despite mandatory attendance, we identified some staff (inevitably perhaps those most in need of training) did not attend. Hence inclusion in PDPR (5.3i) .</p>
<p>Impact: Only 4% now not aware how to report issues (2016 survey); >80% staff across all roles aware of the School E&D policies, >85% agreed SoLS takes AS principles seriously.</p>

Table 5.20

Action Box 8	
Identified issue	Ensure technical staff who may not have access to computers are aware of dignity advisors and policies
2017SAP:28	Technical Forum meetings will include a regular reminder on this on how to access electronic resources more generally.
	An email communication to ensure all staff know about dignity advisors mechanism to ensure technical staff without access to a PC can get this information.

(ii) HR policies

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

SoLS has access to University HR specialists School based APM staff process HR documentation (1.3) and oversee HR procedures (5) with an Associate Professor ensuring they meet University standards SoLS strives to ensure the implementation of any new HR policies considers the School working environment.

Staff are trained as discussed in 5.3i and 5.8i.

Monitoring the consistency of application of University policies for equality, dignity at work, bullying, harassment, grievance and disciplinary procedures is undertaken by staff, identified senior staff with responsibilities for School Welfare, and Welfare Advisers for PGR students. These individuals are available to staff and PGR students to discuss problems they have encountered in the School or wider University. Any such issues reported to the HoS/HoQ They either investigate the problems directly and provide a solution meeting the expectations of the complainant, or consult HR and use the University processes to resolve the problems identified.

In addition to keeping staff with management responsibilities up to date SoLS endeavours to inform all staff about changes in HR policies. All new policy documents are circulated and details/links to them stored on Workspace

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to

men.

Management Executive Committee (MEC) is our most influential committee. Other committees with high levels of influence on School strategy, policy and career development are Research; Teaching; Promotions; PDR moderation and ED&I. All of these have representatives on MEC to facilitate direct input of recommendations and concerns.

Figure 50*Ethics also has 2 lay members external to the University.

MEC represents the evolution of our structures, changing from a separate Executive and a wide Management Committee. As with other committees, members are a mixture of volunteers and staff specified in the terms of reference due to another role. Following feedback from the 2014 survey, and informal routes, we sought to increase the transparency and representation from across

MEC meets weekly, and is chaired by the Head. It includes representatives from each job family. Expressions of interest were invited from all job families. Where there was more than one staff in the group being represented voted. In all cases there are chaired by 2 staff with 6 people experience of involvement, whilst limiting the number of meetings each has to attend. There are also portfolio members (again often >1 person sharing) other committees. The majority of these representatives are Professorial, providing valuable experience to more junior colleagues. MEC minutes are circulated to the whole School and shared through workspace.

To enhance transparency and wider involvement in decision making is a standing invitation to all staff to attend as observers. Observers are sent all relevant paperwork and invited to comment in any discussions. Since the beginning of 2016 recorded observers: 11 F and 1 M (repeat visits by 1 F and these over several months apart). No female observers volunteered to become reps for their staff group and joined the committee as a part of a staff survey. This indicates staff used the opportunity to investigate whether such a committee is appropriate for them.

The School Review required creation of 5 new posts: two deputy Hs (1M,1F) and three Heads of Research Divisions (2M, 1F). To implement the Review recommendations several new committees were created. All were invited to express interest and all offers of interest were accommodated (Table 5.21).

Committee	Female	Male	%F	%M	Chair
Implementation Exec	6	6	50.00	50.00	F
PGR WG	6	4	60.00	40.00	F
Staffing	7	3	70.00	30.00	F
Facilities/Infrastructure	6	5	54.55	45.45	M
Performance Management	5	6	45.45	54.55	F
Technical WG	6	8	42.86	57.14	M
Number of Different individuals	24	24	50.00	50.00	2F:2M

Table 5.21

<p>Identified issue: Only 10 -30% staff felt they could influence decision making in SoLS (2014 survey) . Many staff were on multiple committees and most committees comprised Professors (or senior staff only).</p>
<p>Actions:</p> <ul style="list-style-type: none"> 9 Introduced observer role to allow particularly junior female staff opportunity to understand what happens at committee meetings (2013SAP:5B) . 9 Increased representation on MEC, including reps from all job families . 9 Committee role sharing encouraged to reduce overload . 9 All -staff meetings recorded via lecture -capture. Slides and minutes shared via email and on workspace. Staff speak equally. 9 Introduced shadowing of senior roles to provide additional experience . 9 All staff sent School review report and encouraged to participate in the implementation process. Regular updates on progress provided via email and at Staff meetings .
<p>Impact: 2016 survey showed slight improvement: 22-44% feel able to influence decisions. 73-81% across all roles agree mechanisms available to raise issues. 143 different individuals sit on our committees across all roles/levels.</p>

Table 5.22

Action Bo19	
Identified issue	Majority of staff still feel unable to influence decision making
2017SAP:2019	Introduction of collegiate Research and Education Divisions, each with their own decision-making body.
Improvement to go	Improve governance structures to streamline committees and ensure relevant representation.

(iv) Participation on influential external committees

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

Staff are actively encouraged to be diverse faculty/diversity roles including: Senate and Council representatives; Research Board; teaching and learning networks; University research priority groups, School admissions committees and discipline graduate training centres. Most opportunities are not limited to professors.

Staff offered who identify opportunities external to University, such as RCUK grant funding panels, ECU panels, Learned Society Committees and International Conference organisations are supported/celebrated where possible (assuming the opportunity makes sense for the career progression/aspirations of the individual) we facilitate participation via our flexible working and external working policies. Such activities are factored into our workload model (see under citizenship).

Action Bo20	
Identified challenge	Workload vs gender equality. from finding our female staff opportunities to be involved in such activities, our problem is that many particular, our Professorial female staff overwhelmed with invitations. Some female academic colleagues are becoming increasingly burdened including with requests to speak and take part in committees and other activities, resulting in workloads.
2017SABO	Seeks to find ways to allocate workload including providing opportunities for ECR staff.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria.

Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The University has a Workload Planning Framework in 2012/13, introduced in 2013/14 and rolled out in 2014/15 to address workload pressure by:

- equitable and transparent allocation of work
- promoting fairer working practices
- preventing individual work overload
- improving work culture and staff satisfaction

The Framework covers all aspects of academic activity including teaching, research supervision, academic service and citizenship. Equity considerations were built into the development of the Framework. Workload is adjusted for working hours on maternity or paternity leave

Workload hours are calculated for each category according to published tariffs. Identified qualitative feedback was that tariffs do not accurately reflect the time tasks take. SoLS created a workload committee which responds to concerns about adjusting them as necessary. A second group considers individual workload and recommends task redistributions as appropriate. Individuals check their workload and raise workload issues at their PDR

Figure 5.11 Total workload by level and gender

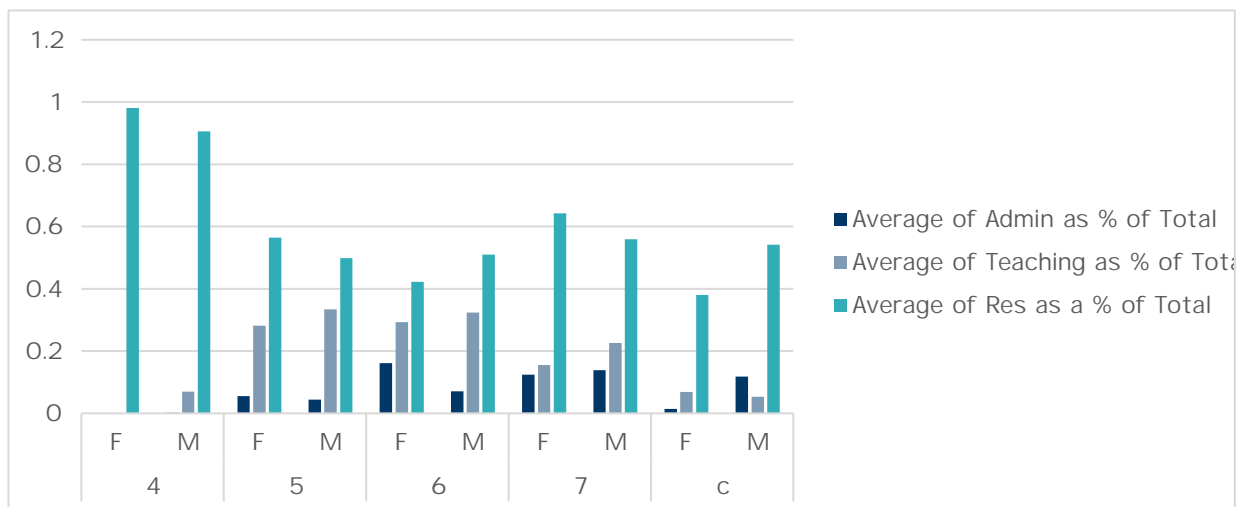


Figure 5.12

a)

b)

Figure 5.13) 20156 data; b) 2017 data.

Figures 5.11, 5.12 demonstrate there is an issue with overload, especially for L7, and to a lesser extent L6 and clinical staff. Workload reallocation and tariff correction have started to address this. Figure 5.13a,b compare 2015/16 with 2016/17. Workshops, tariffs and FAQs.

Two SAT members took part in a long University working group to assess the equality impact of the Workload Framework and make recommendations to improve it. These recommendations are being taken seriously by Senior Management. Recommended changes address the issues our staff have raised and we anticipate staff will find the model better reflects the workload they experience.

One example staff have 158 hours citizenship allocation but activities within this category not further itemised. This means staff with high levels of activity and have no activity, get the same allocation. Staff identified an issue regarding the capture of Open Day contributions. These were included as citizenship. The AS coordinator discussed this with the HoO and the tariff was changed. Open Day activities are now captured separately from bulk citizenship activities ensuring staff who contribute are credited.

<p>Identified issues: Staff identified (44.67% of responses) that would most improve their working environment (2014 survey). 65.8% disagreed workload allocation was clear and transparent (2016 survey). Increasing Open Day involvement to positively impact on recruitment of female students (see 4.1) produced female staff overload.</p>
<p>Actions:</p>
<p>9 Tariffs adjusted in response to staff feedback.</p>
<p>9 Open day activities separated from citizenship.</p>
<p>9 Postdoc involvement in Open Days.</p>
<p>9 Preliminary task reallocation.</p>
<p>9 SoLS staff concerns fed into University workload update.</p>
<p>Impact: Reduction in female academic staff Open Day overload. Female postdocs who contributed to Open Day lab demonstrations saw this as a useful experience. Changes to University workload framework as result of our input: change in how citizenship and research activities are reflected to capture what is actually done.</p>

Table 5.23

Action Bo21
<p>Identified challenge: High workload levels and the lack of dedicated staff to oversee reallocation has impacted negatively on staff morale.</p>
<p>2017 SAT BO Aims to increase the number of managers that have oversight of workload model to facilitate a more equitable distribution of activities, resources and ensure workload is fully recognised in PDPR and rewards.</p>

(vi) Timing of departmental meetings and social gatherings

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

Departmental meetings and social gatherings, almost exclusively take place during hours (9:30am-4:00pm). Retirement/leaving celebrations are frequently during School away day/sports and quizzes are also many seminars. We found moving seminars exclusively to lunchtime excluded many staff who are involved in cl

or daylong experiments. As a compromise we have intern seminars at lunchtime and External Seminar series at 4pm.

Identified issue: Local variation in meeting culture and difficulties for part-time staff. 2013SAP: 5C aimed to ensure all staff were happy that meetings were arranged at times they could attend.
Actions:
9 Meeting -times guidance circulated to highlight/remind staff of University Policy.
9 Social gatherings advertised well in advance, especially if outside core -hours.
9 Families invited to out -of-hours activities.
9 As Table 5.17 meetings recorded.
Impact: General compliance with policy: 96% agreed whole-School staff meetings and School training sessions occur within core-hours, always (52%) or most (44%) of the time. μ2WKHU PHHWLQJV LQFOXGLQJ ORFDO PHHWLQJV VXFK DV PDNH LW SRVVLEOH I Always-87%, Most-49%, Some-13%, never-1%.

Table 524

Action Bo22
Identified challenge Many attendees do not stay for seminar networking sessions which extend past 5pm.
Identified aim Room for improvement in local meeting times, including recognizing proportionately more part-time staff find they cannot always attend.
2017SAP:3Aims to increase seminar attendance and networking opportunities to ensure that Research Divisions investigate local variations within their then and investigate options for part staff.

(vii) Visibility of role models

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

Gender balance is considered in event organisation to ensure presenters, judges, session chairs and trainers include male and female staff/students. Wherever possible we include staff from all levels and roles to avoid over-relying on senior female staff. This provides opportunity for more junior staff to gain experience.

External speaker data indicates that it has declined since the start of SoLS (Table 502) SAP:32 will address this.

Year	Male	Female	%F	Host gender
2010	23	9	28	18M/3F
2011	18	12	40	15M/5F
2012	25	7	22	14M/3F
2013	20	6	23	21M/5F
2014	18	4	18	16M/6F
2015	14	10	42	16M/6F
2016	17	2	11	14M/5F
Average pre-SoLS	22	9.3	30	15.7M/3F
Average SoLS	17.25	5.5	24	16.7/5.5

Table 525

Identified issue: Lack of visibility of female role models .
Actions:
9 Successes showcased in Newsletter , including Staff Oscars, often won by female staff.
9 emails celebrating staff nominations/awards.
9 As Tables 4.3 -4.5: 50 -60%F images/case -studies/quotations; increased female staff/student Open day presence; positive role model visibility on web.
Impact: Female staff nominated for awards, invited to speak/participate in national events and media activities; increased female staff and student recruitment (section 4).

Table 526

Vignette Professor Liz Sockett
<p>Last summer Liz spoke Science and Engineering programme was invited by an ex-SAT member, now @MUL student Liz also featured in The Life Scientific (Figure 5.14) This demonstrates the far-reaching impact our activities have had on the visibility of female mentors at all levels, and illustrates opportunities to engage with committed members to enable them to carry best practices into other organisations.</p>

Vignette 3

Figure 5.14

(viii) Outreach activities

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

School outreach activities involve staff at all levels and roles and students include BBSRC funded PGR students who undertake outreach activity in their first year. Activities include: IntoUniversity, Sutton Trust Summer Schools, Ambition Nottingham and Nottingham Potential Summer School. Additionally, we have an ongoing relationship with a local academy and students and staff regularly organise and attend events at the school library. We are an active STEM ambassadors programme; student activities such as Pint of Science (initially funded and assisted by the University) and student members of faculty organisers of Outreach group. Other public engagement events such as Wonder and Science in the Park, features of the calendar are supported by staff, students and their families.

Outreach is included in citizenship workload. Those with large commitments specify additional workload. Citizenship activities are included in promotion criteria (see 5.1iii). Two female staff focus on outreach activities, partnering with the widening participation team and national schemes such as OPAL (Open Air Laboratories).

Vignette Dr Kim Hardie

Kim has been a STEM ambassador for 4 years and has undertaken activities in this role (Figure 5.13). These include two BBC radio interviews (antibiotic resistance), judging both East Midlands and National Big Bang science fairs, and regular contributions to N Wonder. In addition Kim has talked to several school groups and the Association of Science Education annual conference.

Vignette 4

Figure 5.15

Year	Female	Male	%F	%M
2013/14	10	18	36	64
2014/15	14	18	44	56
2015/16	14	14	50	50
2016/17*	12	7	64	36

Table 5.27 Historical staff data: These are minimum numbers as many activities have not been formally recorded. *Plus 28 male and 34 female staff and graduate students. **Plus 13 students and 5 male Professors*** to date.

Scheme	Year	Total F	Total M	%F
Science in Classrooms	13/14	15	7	0.68
	14/15	6	2	0.75
	15/16	4	1	0.80
Student Ambassadors	14/15	12	4	0.75
	15/16	9	5	0.64
	16/17	14	8	0.64
Sutton Trust Summer School	13/14	1	2	0.33
	14/15	3	2	0.60
	15/16	7	3	0.70
Into University	14/15	14	2	0.88
	15/16	22	0	1.00
	16/17	14	5	0.74

Table 5.27b Student Ambassador Volunteers.

Actions:
9 Staff encouraged to participate in outreach .
9 Outreach included in workload and promotion criteria .
Impact: %F +28% since start of SoLS.

Table 5.28

Action B023
Identified challenge Promoting visibility of female role models whilst not overburdening female academics
2017SAB2 Reduce number of external speakers, give prominence/opportunity to postdocs, thereby reducing seminar overload across the School as well as to include female staff. All speaker lists will require approval by the EDI Committee to ensure target gender balance is met.
Ensure diverse representation of staff in outreach and Open Day activities, but is proportionate to staff numbers within different groups.

8343 words (including 1000 extra)

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the

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

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

Case Study (REDACTED) SAT member

SoL has been tremendously supportive of my academic career since my initial appointment as Lecturer in 2010. Since the start, I have been supported in working flexibly. This has allowed me to also focus on my young children (aged 4 and 6 at the time of my appointment) one of whom has required additional learning support to meet her academic needs. Without the support of my School, I am unsure whether I would have remained in academia, as the challenges of supporting the needs of my children fall mainly to their primary care giver, and have proven challenging at times.

SoL has contributed to my research activities by providing me with a senior research technician who has particular expertise in my scientific research area. This has directly impacted on research outputs, ensuring I was REF returnable with a series of respected publications in my field. Indeed, I am already well on my way to being returnable for the next REF in 2020.

I have received tremendous mentorship from colleagues. In 2014, I was reluctant to submit my application for promotion and it was a discussion with both my mentor and which persuaded me to go forward. The direct consequence of these positive interactions was my successful promotion to Associate Professor in 2015. Since then, I have established myself as a leader in my field, securing funding from BBSRC and MRC, in addition to industry funding from Heptares Therapeutics Ltd and AstraZeneca. I have been invited to present at conferences nationally and internationally and have collaborations that are a direct result of these networking events. The School, via both the Training and Travel funding schemes, and my line manager have provided funds to support attendance of myself and members of my team at these meetings, which has also increased my international profile.

Recently, I was nominated by my Head of School to apply for a place on The University of a prestigious programme and now interface with key leaders across the whole institution. This has hugely improved my confidence, networking skills and understanding of University strategy.

Case Study-REDACTED Non-SAT member

I joined SoLS as it formed in late 2013, being appointed as an Associate Professor. I have been at this level since 2003, having been turned down for promotion in my previous appointment on three occasions.

Very soon after my appointment, in early 2014 my father was diagnosed with, and rapidly died from a terminal illness. My mother then came to live with us in Nottingham, adding to my caring responsibilities (I have 2 children, then 10 and 12 years old). Six months later I was diagnosed with cancer, and had to undergo surgery and treatment. This was a particularly stressful event, as due to my short length of service at the University, my pay would be halved after 3 months of absence through sickness.

Throughout 2014 the School, Head of School and my immediate manager gave me unquestioned support. Some of my responsibilities were passed to other staff, my immediate teaching load was taken up by colleagues, and if I needed additional time away from work this was accommodated without question. This was so that there was no effect on my salary, removing at least that source of stress. As a direct result of this support, I was able to concentrate on intensive post-treatment recovery with weekly physiotherapy, and could continue with many aspects of work, including writing, with the result of nine publications and three grant applications in 2014.

The School has also strongly supported my personal development, accommodating my external work in both the charitable sector as a Trustee of a Learning Society, and under of two spinout/startup companies, and putting me forward for personal development training within the institution. The ability to become engaged in these activities has contributed considerably to my understanding of translational and commercial work, and of national and international impacts on higher education, and of the inner workings, aims and ambitions of my Institution.

Despite considerable personal difficulties, my career has increased its upward trajectory over the last three years, recently was promoted to a personal Chair. I attribute the substantial changes in my career trajectory and personal development to the move to Nottingham, and the opportunities and support given by my colleagues and senior leadership. Science in Life

753 words

7. FURTHER INFORMATION

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

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

Whilst we do not feel we have reached Athena standard yet, we are ambitious to do so (2017 SAB3).

Identified aim: Develop beacon activity, expanding influence beyond SoLS (ASPs1 -10).
Actions:
9 Enthused, interacted with and influenced others.
9 Championing innovative schemes e.g. Schlumberger.
9 Young WiN enhanced student voice.
9 Empowering technicians.
9 Changing UoN policy/practice (Tableau data, PDPR, parking, workload).
Impact: Initiatives described below, impact boxes and Vignettes 3 and 4.

Table 7.1

Vignette Kelly Vere
<p>Kelly, a senior technician</p> <p>0.2 FTE 2013/16 role championing particularly female careers;</p> <p>worked with Science Council and Engineering Council on support to register as scientists and engineers</p> <p>2 live TV interviews about the importance of technical roles for women with Denise Christie (also SoLS) featured in #NotJustForBoys Campaign reaching >100,000 people.</p> <p>Nationally recognised as STEM Technician of the Year 2014.</p> <p>Presented at National Conferences</p> <p>Published results of BBSRC survey of ~800 technicians in 2016</p> <p>Performance metrics: Forge ahead Path for Technical Careers</p> <p>Nature.</p>

Vignette 5

Figure 7.1 the #NotJustForBoys Campaign

SoLS staff Sarah Pierce, Jackie Adams and Sara Good working on the National Lottery Funded Project, OPAL (Open Air Laboratories) reached 10,731 people, 683 of whom were disadvantaged. Engagement via the web (mostly YouTube) and local media reached 22,000 people. Nationally, reach amounted to ~1,000,000 including 245,000 disadvantaged people.

Professor Ian Macdonald (HoS) presented at the Inside Government: Women in STEM meeting. SoLS also paid for JW (then SAT chair) to attend.

A cross-campus, interactive outreach project involving SoLS SoM and UNMC BMS gave Malaysian Secondary school children opportunity to experience activities using a microscope kit and will disseminate microscope kits to other schools in Malaysia over the next few years.

Figure 5.16

Paul Goodwin (PhD student) and Dr Deborah Merrick received Vice Achievement awards (Figure 5.16), a community event involving UoN, national/local charities/community organisations and local schools to mark Brain Awareness Week.

Sirina Muntaka an ECR in SOL presented details of her work for the Schlumberger Foundation (support women from developing countries) to WIN promoting awareness across UoN.

333 words

8. ACTION PLAN

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

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

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

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

Key

The Reference column titles the action, e.g. 2017SAP:01, notes the Athena SWAN principles (e.g. SP1 = principle 1) which most closely align with the work, and cross references to related evidence in earlier sections.

The Priority column specifies either 1, 2 or 3 to indicate a combination of the importance and urgency of the action (rather than the speed at which it may be completed). Actions are distributed across the three categories to make the most priority.

The next two columns (Planned Action/Objective and Rationale) set out the actions or objectives we aim to address, and the evidence of disadvantage and what the causes may be (rationale).

The Key Outputs and Milestones column shows what will be produced by the activity

The Timeframe column either sets out a start and end date for the entire action, or where more helpful, timescales against discrete tasks contributing to each action.

The Person Responsible column shows who will oversee/drive progress. Where a team or group is mentioned, the team chair of that team is responsible. Roles are specified where appropriate. Names given are current role holders, which are subject to change as roles are rotated.

The Success Criteria and Outcome column shows metrics to determine whether the action met its aims.

The first page contains a chart illustrating the timelines for each action and expected times for annual surveys.

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Reference	Priority	Start	End	2017					2018					2019					2020					2021																																					
				May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr																						
Surveys	1	Dec17	Dec20										S																																																
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Ref	Priority	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
2017SAP: 01 4.1ii ASP1,2,3	2	Investigate UG student exam outcomes, utilising insights from student feedback on teaching and breakdowns by language barriers, kinds of assessment, attendance and staff perceptions.	Male and overseas students appear to achieve lower grades on average than their female counterparts.	Analyse exam grades to look for correlation with IELTS scores and investigate grades by degree course/module. Conduct focus groups with OS students to understand where their difficulties may lie. Ensure teaching methods are fully supporting all students to achieve their potential in exams.	01/18	09/18	Data champion (Tamsin Majerus) Head of Education Division (Michael Randall)	Analysis and focus groups conducted, clear data on extent of problem available. OS students performance in line with that of HEU students.
2017SAP: 02 4.1iv ASP1,2,3	2	Improve application %F for PGR students and increase %F in PGR cohorts.	Apparent lower %F in PGR cohorts	We will conduct focus groups with current students to better understand any barriers there may be for female students and data analysis to identify whether the gender imbalance is particular to a specific scheme or subject area. Identify whether recruitment of OS students reflects different demographic backgrounds and/or cultural differences between genders in terms of ability/wish to move OS to study. We will further modify our advertisements and recruitment process to enhance their attractiveness to OS female students, using insight	09/19	02/20	PGR Director (Strategy)	Focus groups conducted, involving the Global Engagement Office. Findings reported to MEC and shared with FMHS FEDIG and People & Culture Race Equality Team. %F in applications increase to line with BS benchmark (=59.9%F, currently 54.3).

				focus groups with current OS students to ensure we attract all of students.				Maintain acceptance %F in line with applications or above %F in PGR cohorts increases, +10% to in line with Benchmark.
2017SAP: 03 4.2i 5.1i ASP1,2,3, 5	1	Build on improved academic staff application % F.	Apparent lower %F in application to academic vacancies	<p>We will further modify our advertisements to enhance their appeal to female staff, specifically by providing greater context of the benefits of working in SoLs to females and using insight from social linguistics and psychology colleagues.</p> <p>Amend existing advert template to demonstrate our broader commitment to the wider ED&I agenda.</p> <p>In addition to linking to a PDF of our application in our adverts, we will provide a high level paragraph/summary of key issues and priorities regularly updated and highlighting key progress.</p> <p>Consider going back out to advert pool of applicants is too gendered.</p> <p>Investigate opportunities for direct communications with potential applicants.</p>	09/17	12/17	Head of Business Planning Staffing Administrator (Hilary Martin)	<p>Workshop held with Linguistics and Psychology staff.</p> <p>Guidance produced for School staff involved in recruitment.</p> <p>Adverts amended, activity summary in place.</p> <p>Application %F increased in line with appropriate benchmark for the role, e.g. academic starters would require ~15% increase from current 34%F to 48.5%F.</p>

2017SAP: 04	1	Increase numbers of level 6 and level 7 female academic staff.	<p>Low proportion of academic post holders at these levels and the lower proportion applying for promotion.</p> <p>Despite improvement, female staff are still marginally less likely to apply than their male colleagues, particularly to level 6.</p>	<p>Enhanced and strengthened mentor support through the new Research Education Divisions. Our new PDPR system will ensure all staff have a proactive mentor/PDPR reviewer structured mentoring/interim PDPR new system will provide prompts.</p> <p>Job shadowing for colleagues (incl P&S) to have an opportunity to work alongside senior post holders and better understand the nature of the posts (and undertake networking).</p> <p>Encourage a career focused element to key lectures and talks offered by speakers, to widen understanding the myriad routes to progression and promotion.</p> <p>Increase promotion round specific support steps, to include open invitations for colleagues in Division discussion promotion opportunities and strategies with senior leaders.</p>	08/17	07/18	<p>Heads of Division</p> <p>Head of Business Planning</p> <p>Seminar Programme lead</p>	<p>Full mentee pairings in place across Divisions. Online PDPR indicates mentoring and mentee status.</p> <p>100% of Line Managers have mentoring as an objective in online PDPR</p> <p>Online PDPR indicates 100% interim review takes place (see also 2017SAP:17)</p> <p>Job shadowing offered and undertaken, and established as an annual programme.</p> <p>Standard invitation issued to all speakers include a brief tour of their career.</p> <p>Open promotion meeting invitations to all Divisional staff.</p> <p>%F of L6 and L7 stay ahead of benchmark and increases lead, currently +5.5% and</p>
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								+1.9% respectively, target +10% and +5%
2017SAP: 05 4.2iii ASP1,2,3	3	Investigate reasons for leaving and identify destinations of the high numbers of TS staff or OE contracts in our Create a robust leaver data capture process.	Identified high numbers of leavers in the TS job family within the School.	Determine whether high number of leavers is an indicator of limited progression opportunities, or whether many of these staff secure new jobs in Nottingham, potentially in SoLS. Follow up steps as necessary. associated interview checklist for all staff. Develop a School process for analysing reasons for leaving. Work with HR to ensure surveying data capture around this becomes robust.	08/18 10/18	01/19 06/19	Technical Manager (Michelle Jackson) Staffing Administrator (Hilary Martin)	checklist created. Routine interview invitations issued. Data collected and analysed and presented to Management Executive and to the forum. Universitywide process in place.
2017SAP: 06 5.1ii ASP5,6	2	Further strengthen the induction, particularly for postdoctoral staff and those changing roles.	Postdocs do not appear to be benefitting from induction in all cases. Staff changing role do not always receive an induction to the new role.	Ensure that all staff changing role offered an induction to their new role. Ensure a consistent approach to the delivery of inductions to postdoctoral staff across the School. Ensure that all PIs confirm this has happened within the first week of new Postdoc arrival. Survey staff to confirm process is working.	05/17 12/18	04/18 01/19	Staffing Administrator (Hilary Martin) Academic Director HR (Kim Hardie) Heads of Division (Vinkemeier, Goodacre, Bellamy)	Induction added to checklist for PIs. Responses from Induction feedback all positive. Survey reports 100% staff changing role had a useful induction to their new role. Survey reports 100% postdoctoral staff had

					12/19	01/20		a useful induction to their new role.
					12/20	01/21		
2017SAP: 07 5.1ii 5.3iv 5.3v ASP9	1	Develop a more resilient and robust APM structure within the School.	There is a recognised need for increased administrative support across the School. The key member of APM staff leading on induction was unavailable for a period of time, plus the School review has also highlighted a clear need to enhance these structures.	Working through the Implementation structures around the School Review propose, consult upon and establish revised structure for APM support	05/17	12/18	Head of School (Ian MacDonald) Head of Business Planning Academic Director HR (Kim Hardie)	Identified APM individuals with HR delivery within their role profile. Three at levels 2-4 as cover, a pair of leads (level-5 & 6). An open workflow management system in place.
2017SAP: 08 5.1ii	3	To create a formal registration process for O/S visitors and speakers	Training identified that we have a variable process for OS visitor sign in/induction.	Overseas visitor/research visitor induction process established. Sign in for casual visitors is fully established to ensure full awareness of incoming speakers to the School.	05/17	04/19	Global Engagement Administrator (Susan Stelmak) Academic Director HR (Kim Hardie) EDI chairs (Jeanette	Bespoke Induction handbook with checklist and feedback form, SOP and training for nominated APM staff involved. Speaker sign in fully implemented
					12/18	01/19		

				Survey staff to confirm process is working.	12/19 12/20	01/20 01/21	Woolard and Miguel Cámara)	Staff survey responses show 100% compliance
2017SAP:09 5.1iii ASP2,5	1	<p>To establish a robust approach to next steps after unsuccessful / uncompleted promotion applications.</p> <p>Provide support to enable individuals to act on feedback from advisory panel.</p> <p>Ensure all staff are supported, not simply those applying.</p>	<p>Despite raised awareness, many academics (41% felt they had not received support to apply for promotion (56% male, in line with staff numbers), although only 6% cited lack of support as a reason for not applying for promotion in the last 5 years.</p> <p>An identified perception that staff who are unsuccessful at either the pre promotion or full application stages are often left to fend for themselves.</p> <p>Need to ensure we support all staff including</p>	<p>Target mentoring (peer and 1:1) to support staff with their preparatory case and development of readiness (see 2017SAP:04).</p> <p>Identify recently promoted staff to mentor colleagues thinking about applying.</p> <p>Schedule 2 staff meetings per year focus on promotions, the process the form.</p> <p>are encouraged to have a follow up meeting with their respective Head of Division.</p> <p>Provide resources for pump priming research or teaching, in the shape of consumables and/or staff support.</p> <p>Following best practice from our critical friend and University of York Biological Sciences we intend to ensure the expectation that</p>	05/17	04/21	<p>Academic Director HR (Kim Hardie)</p> <p>Head of School (Ian MacDonald)</p> <p>Chair of Promotions advisory panel (Paul Williams)</p>	<p>All staff who are unsuccessful report receiving support.</p> <p>P DPR and survey reports delivery of resources.</p> <p>Resubmissions successful for all the individuals within 3 years of original submission.</p>

			those who do not apply, such that staff expressing an interest are not rewarded specifically for applying, whilst those who do not are overlooked.	staff will apply unless they can explain why not.				Survey confirms all staff below L7 report satisfaction that promotion options have been fully discussed and considered.
2017SAP: 10 5.1iii ASP2,5	1	Increase staff awareness of the promotion route amongst T&L staff.	<p>The T&L promotion route is not well understood by staff on these contracts.</p> <p>Analysis of promotion success by role (R&T and T&L) showed that whilst T&L staff numbers and hence applications are small, all successes (4F, 1M) were to L5, whilst all applications (4M) to higher levels were unsuccessful.</p>	<p>Work with central Professional Development to develop support and training for promotion down this route particularly to higher levels.</p> <p>Repeat the mouse training that has been offered.</p> <p>Celebrate the successful promotion in this group, and invite colleagues to speak about their careers as part of Education Division forum.</p>	05/17	04/21	<p>Head of Business Planning</p> <p>Head of the Education Division (Michael Randall)</p> <p>Academic Director HR (Kim Hardie)</p>	<p>Increased proportion of T&L promotion applications that are successful, including at least 1 to L7.</p> <p>STOP PRESS! Recent promotions data confirm 2 T&L promotions to L6, 1F, 1M.</p>

2017SAP: 11 5.1iii ASP2,5,6	3	Increase staff awareness of the promotion route amongst postdoctoral staff. See also 2017SAP:04.	Promotion is not well understood by postdoctoral research staff who see it as not relevant to them	Work with central PD and the Graduate School to develop support and training for promotion for this staff group. Ensure PIs are aware of these career options and that no conflicts of interest prevent Postdocs from progressing. Implement training for PIs around supporting the career progression team members.	05/17	04/21	Head of Operations (Research and Teaching) Academic Director HR (Kim Hardie) Early Career group (Sonali Singh, Natalie Mack)	Successful promotion at least 1 postdoc Survey response indicates postdoctoral researchers are considering promotion seriously.
2017SAP: 12 5.1iv ASP1,2,8	1	To ensure all staff are supported to contribute to REF 2020. See also 2017SAP:23 investigating grant success and REF relationship.	Ambition to improve the return rate for the School to the next REF. Staff highlight the need for increased support in preparing to be REF ready.	Initiate writing weeks. Support staff to take sabbaticals via innovative approaches to teaching workload distribution e.g. team teaching with one member of the on sabbatical per semester (see Ac 2017SAP:21). REF preparation meetings to be held with staff to review activities, potential barriers, and to discuss support and opportunities available.	01/18	01/20	Heads of Division Deputy Head of School with responsibility for Research Head of Education Division (Michael Randall) Chair Workload Model Implementation (John Armour)	100% eligible research active staff REF returned. Clear recognition and celebration of different contributions in REF (across outputs, impact and environment)
2017SAP: 13 5.1iv	2	Identify any barriers that may be preventing our BME staff from	Ambition to improve the return rate for	Focus groups with staff from BME disabled staff groups.	05/18	04/19	EDI chairs (Jeanette Woolard and Miguel Cámara)	100% eligible research active BME staff REF returned.

ASP1,2,8,10		contributing to REF return.	the School to the next REF. Staff highlight the need for increased support in preparing to be REF ready.	Put in place support to help overcome any barriers identified. NB this may simply be covered by 2017SAP:12, we will not know until we have held focus groups.			Deputy Head of School with responsibility for Research Academic Director HR (Kim Hardie)	Clear recognition and celebration of different contributions in REF (across outputs, impact and environment)
2017SAP: 14 4.2i 5.2ii 5.4i ASP2,3	3	Enhance opportunities for P&S staff to develop new skills and progress their careers.	P&S staff may wish to develop their level of skills and responsibility but there are currently no positions available. Records for applications for regrading are not captured centrally	Create a more robust and resilient P&S structure, with career progression clearly established. Link in with School Review Technical group, the work on a more resilient administrative structure and Central Support Technician roadmap. Ensure these details are included in future Tableau datasets	05/19	04/21	Technical Manager (Michelle Jackson) Head of Business Planning	New structure implemented and shared with colleagues At least 2 successful regrade applications made.
2017SAP: 15 4.2i 5.3i 5.3ii 5.3iii 5.4i	2	Training needs identified in PDPR (including through interim meetings) to be acted upon by ED&I	Needs can be captured electronically, we now need a process to ensure they are provided and followed up. Current satisfaction with training 57%.	Review training needs identified in PDPR and develop plan/resources to support as appropriate. Further improve the online PDPR interface/functions to ensure line managers/PIs capture the support have provided for progression/development of the staff they line manage.	05/17	04/21	Staffing Administrator (Hilary Martin) Academic Director HR (Kim Hardie) EDI chairs (Jeanette Woolard and Miguel Camara)	Automatic feed from online PDPR to EDI Committee Standing EDI Committee agenda items correlating training with PDPR requests as reported using online PDPR

ASP2,5							WebApps team led by Shaun Har	70% staff survey response that training needs are being addressed
2017SAP: 16 4.2i 5.3i ASP2,5	3	Establish a rolling year training programme	As new staff are employed, memory fades and processes develop, training needs to be refreshed.	Compile a set of core training areas add to these on a rolling basis following each round of PDPR. This suite of training will include: PD training session on CV building for fellowship applications insight from grant fellowship panel experience to ensure support for career development is included, e.g. Liz Sockett to give training session on the content of MRC internal training events	05/18	04/21	Staffing Administrator (Hilary Martin) Academic Director HR (Kim Hardie) Early Career group (Sonali Singh, Natalie Mack)	As per 2017SAP:15, staff survey responses indicate training needs are being addressed regularly. Online PDPR reports training in core areas delivered.
2017SAP: 17 4.2i 5.3ii ASP2,5	2	To have an online PDPR driven interim PDPR interview between reviewer and reviewee adjust objective suitability in relation to changes to position status/ change of role focus (e.g. R&T to T&L)	Often interim reviews fail to happen because staff are busy at the time (as there is no set date for the major PDPR) or systematic reminder from the School.	Automated reminders to be added to online system. Continue to update in a timely fashion annually.	09/17	04/21	Head of Business Planning WebApps team led by Shaun Har	Automated reminders to be added to online system. 100% Interim PDPR for staff

2017SAP: 18	2	Ensure staff awareness of mentoring resources within the School.	High level of demand for mentoring, but staff are not taking advantage of the resources we have put in place.	Investigate alternative methods of communication (e.g. flag on payslip)	05/17	04/19	APM lead HR (Jo Wright, Hilary Martin)	85% of staff indicating active involvement with mentoring in survey
4.2i				Include mentoring needs discussion in induction and in PDPR.			Academic Director HR (Kim Hardie)	Clearly identified P&S post supporting these activities.
5.3i				Add mentoring to workload model.			Early Career group (Sonali Singh, Natalie Mack)	All staff desiring a mentor have one.
5.3iii				A member of P&S staff will support mentee-mentee pair matching database.				
ASP2,5			Staff not aware of mentoring hub, despite multiple communications	Increased advertising of Peer mentoring (Mentoring Mondays). Dates to be added to School calendar.				
			Currently 35% academics and 50% postdocs surveyed would like a mentor but do not have one.	Mentoring needs to be captured in PDPR and facilitated at Divisional level				
				Collate data from individuals who have taken part in mentoring scheme.				
				Survey of mentoring requirements from staff in all job families.				
2017SAP: 19	2	Increase the sense of belonging amongst research staff.	Research Staff feel they do not belong to the wider School.	School seminar series to be refreshed to incorporate ECR talks (these may be internal or prospective fellowship candidates) and external speakers invited by each Division in turn.	01/18	10/20	PGR Director (Strategy)	ECR seminars given to the school.
5.3iii							EDI chairs (Woolard and Cámara)	Postdoc plenary talks delivered at PGR day.
5.3iv		To understand barriers to postdoc engagement with School activities.	Disengagement/lack of awareness of some groups with Whole School activities	Induction to postdoctoral staff to be enhanced and monitored through Divisions (see 2017SAP:07).			Early Career group (Sonali Singh)	Staff attendance at PGR Symposium monitored and
5.3v								
ASP5,6								

		<p>and opportunities.</p> <p>Poor attendance at Research Staff symposium.</p> <p>Staff only attending for single talk from their lab, rather than engaging with the event for the day.</p> <p>May be a reflection of general overwork meaning staff cannot spare the time.</p> <p>General issue of too many seminars/lack of interest in seminar topics (see also 2017SAP:21)</p> <p>The 2016 School Review highlighted that this staff group felt disengaged and were not</p>	<p>Increase staff engagement with the Research Staff Sympos</p> <p>Research Staff Symposium to be integrated into successful Postgraduate Symposium, with PDs providing plenary talks.</p> <p>Improve visibility of the ECR section workspace by linking to the main School website improve its content.</p> <p>To ensure the Research Staff Group maintains representation within each Division.</p> <p>Representatives / designated Divisions lead to meet each Postdoc in their Division to identify barriers to participation.</p> <p>PIs to proactively encourage interaction and involvement.</p> <p>Provide more targeted events and training for postdoc staff, including writing surgery sessions, led by experienced and successful writers; workshops focusing on specific issues i.e. publishing, CVs, grant/fellowship applications.</p>			<p>Singh, Natalie Mack)</p> <p>Seminar series organizers (Alex Tarr, Thorsten Allers)</p> <p>Division Heads (Uwe Vinkemeier, Sara Goodacre, Tom Bellamy, Michael Randall)</p> <p>Research Staff Group</p>	<p>increasing across the period.</p> <p>Workspace for ECRs created, maintained and usage shown through survey results</p> <p>Link to workspace through the main School website.</p> <p>Postdoctoral representative on Research staff Committee from each Division.</p> <p>100% survey responses indicating meeting with Divisional leads.</p> <p>Writing surgeries held Attendance increasing year on year.</p> <p>Programme of postdoc tailored events published on ECR workspace, with attendance increasing year on year.</p> <p>Survey responses indicated increased engagement higher</p>
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			aware of some of the support available to them					response rate up from 30% to 80%, increase level of satisfaction, 70% DO spend enough time on career progression.
2017SAP: 20 5.3iii ASP5,6, 10	3	<p>Improve understanding of career progression opportunities and routes amongst PGR, postdoctoral colleagues and other staff groups</p> <p>To better understand whether staff (across groups) perceive any protected characteristics as barriers to progression.</p> <p>Ensure we are fully supporting disabled staff</p>	<p>Career progression of postdocs and PGR students is not routinely monitored.</p> <p>Perceptions around progression routes and the limited opportunities available to some staff groups.</p>	<p>Collate survey data on career progression for postdocs and PGRs</p> <p>Liaise with HR regarding information provided in exit forms.</p> <p>Use Destinations.nottingham.ac.uk. (although low response rates), also supervisors and line managers.</p> <p>Collate retrospective data from academics regarding postdoc career progression to date.</p> <p>Hold focus group discussion with disabled staff to understand and support their needs better.</p>	05/18	04/21	<p>Head of Business Planning</p> <p>Early Career group (Sonali Singh, Natalie Mack)</p> <p>Academic Director for HR (Kim Hardie)</p> <p>EDI chairs (Woolard and Cámara)</p>	<p>Destination map for post docs and PGR students kept in school and used to market the school profile.</p> <p>School guidance on progression placed and linked to from the online PDPR system.</p> <p>See also 2017SAP:19 and measures.</p> <p>Focus Groups held and recommendation taken to relevant stakeholders for action</p> <p>Positive feedback from disabled staff group.</p>
Action 2017SAP: 21	1	To increase staff time to carry out major writing tasks.	Staff lack time to write and/or attend to major pieces of work	We will implement the creation of meeting free weeks.	08/17	07/19	Head of Operations (Research and Teaching)	Meeting free weeks established.

3i 5.3iii 5.3v ASP2,5,9		(e.g. grants, papers, new modules, HEA/PGCE reports) as reported in the survey, in feedback about the workload model and anecdotally.	Dedicated research development support to help identify funding sources for sabbaticals. Investigate the feasibility of reorganising teaching and/or sharing teaching to protect blocks of time for writing/ research.			Workload Lead (John Armour)	Increase in the volume and quality of funding applications for sabbaticals. Staff confirm significant time protected for writing in workload.
2017SAP: 1 22 5.3iv 5.3v ASP2,5,9	Provide dedicated support for staff whose grant applications are unsuccessful	Declining success rates for funding bodies. feedback from funder panels	Our new research divisions will include dedicated support for research development (see 2017SAP:07). These role holders will introduce a new application process to include dedicated review of outcome, together with support for revision and resubmission or realignment to other funding body, where appropriate.	05/18	04/21	Heads of Research Divisions (Uwe Vinkemeier, Sara Goodacre, Tom Bellamy). Research Development managers	Research Development posts introduced in Research Divisions. Process for post outcome reviews introduced.
2017SAP: 3 23 5.1iv 5.3v ASP1,9	Increase lesson learning on grant application development across the School.	Females are more successful pro rata than males securing funding and may have insights to share so that males can increase grant capture.	Further investigate the data, in liaison with Research, Enterprise and Graduate Services. Identify any differences in practice between female and male applicants. Investigate the question of why (if above is correct), the number of females returned in REF is going down and not up?	05/18	04/21	Heads of Division (Bellamy, Goodacre, Vinkemeier) Research and Business Development Manager (Sara Sleight)	Data analysed, with reports discussed with Heads of Division. Increased grant success rates across the School.

2017SAP: 24 5.5i 5.5ii 5.5iii 5.5v ASP3,5,6	2	Provide a clear process and options guidance checklist for line managers and prospective parents around leave entitlements and Keep In Touch and SPLIT days	Lack of awareness amongst staff regarding leave entitlements, including new entitlements around shared parental leave. Confusion around use of KIT and SPLIT days.	Provide a designated school maternity/parental leave lead/contact point. Create and circulate a commonly used questions guide on these areas. Guidance confirmed/agreed with HR and provided on workspace and referred to in checklist. Investigate HR approach to ensure future applications for discontinued shared leave arrangements are fairly considered, and granted where in the interest of the parents as well as School Put details of on-site childcare in induction handbook and on the Mentoring website, with links to off-site as appropriate.	01/18	09/18	Staffing Administrator (Hilary Martin) EDI committee Chairs (Woolgar and Cámara)	Clear contact points staff identified in induction guide and School materials. Induction booklet updated. Guide produced and placed on workspace. Survey response indicates staff awareness of guidance
2017SAP: 25 5.5iii 5.5v ASP3,5,6	2	Reduce workload burden on staff returning to protect time for getting back up to speed.	Feedback from staff regarding the challenges faced in returning to roles following long periods of absence.	Introduce a workload protection plan for staff returning from a career break Post leave reduction factor in workload to be discussed in return to work preparation meetings.	08/18	04/21	Workload model lead (John Armour).	Workload model accounting for a return to work allocation. Survey indicates 100% returning staff have benefited from adjustments.
2017SAP: 26	3	Ensure new breastfeeding rooms in	Positive feedback regarding the creation of these	The spaces will be reviewed and updated to ensure they have, as a minimum: chair, plug sockets near	07/17	07/18	Facilities and Safety Manager (Kishan Jassi)	Rooms completed to the identified specification.

5.5v ASP3,5,6		the School are fully kit out and comfortable.	spaces, but with clear indications that more could be done to ensure that they are comfortable for use.	chair, small table, sink and small benchtop for washing/drying equipment and sterilising equipment, fridge to store milk, private no windows or with good blinds, and lockable door, free access so users can come and go at times that suit them and multiple times a day if needed.			Academic lead for Space (Paddy Tighe) Head of Business Planning	Staff survey confirms that the rooms are comfortable for use.
2017SAP: 3 27 5.5vi ASP1,2,5	3	Increase the understanding and usage of flexible working across the School.	<p>APM Staff feedback indicates they disagree that they are able to work flexibly. This may reflect the nature of some APM roles, which need to be carried out within core hours restricting flexibility.</p> <p>APM staff were not part of a previous AS action in this area and we clearly need a different approach for these roles.</p> <p>A small number of postdocs still report lack of</p>	<p>Develop clearer guidance around flexible working that is tailored to staff.</p> <p>APM line managers to run a briefing session on flexible working.</p> <p>Postdoc responses may reflect varied line-management. We will train all F to understand the benefits inherent in flexible working: happier staff, better productivity, better working environment and consequent health benefits.</p>	04/19	03/20	<p>Head of Business Planning</p> <p>Staffing Administrator (Hilary Martin)</p>	<p>Guidance produced.</p> <p>held.</p> <p>PIs delivering consistent induction, to include details on flexible working.</p> <p>APM and postdoc staff survey responses indicate an improved understanding of and access to flexible working, up to 100% postdocs, currently 88%, and 100% for A (where role permits it currently 72%.</p>

			support for flexible working.					
2017SAP: 28 5.6i ASP1,2,3	2	To increase awareness of dignity policies and advisors amongst technical staff.	Technical staff who may not have access to computers are aware of dignity advisors and policies.	Technical Forum meetings will include regular reminder on this and also cover how to access electronic resources more generally.	08/18	03/19	Technical Manager (Michelle Jackson)	Technical Forums include a regular update. Survey responses indicate 100% awareness among TS
2017SAP: 29 5.6iii ASP1,8,9	1	To improve structures enable clearer pathways to influence decision making.	Staff feedback (survey and School review) indicates that colleagues feel unable to influence decision making in the School.	Introduction of collegiate Research Education Divisions, each of which have a representative on key decision making body. Improvement to governance structure to streamline committees and ensure the most relevant representation.	05/17	04/21	Head of School (Ian Macdonald) Deputy Heads of School (Vicky Chapman and John Brookfield) Heads of Division (Randall, Bellamy Goodacre, Vinkemeier)	Divisions established and represented on Management Executive Committee structure streamlined. Improved feedback from staff.
2017SAP: 30 5.6iv 5.6v ASP1,2,5, 8,9	1	Address issues identified around workload allocation and gender equality.	Senior female academic colleagues are becoming increasingly overburdened, including with requests to speak and take part in committees and other activities,	Introduce a new Data Officer P&S position to support Workload model activities. Increase the number of managers have oversight of the workload model to facilitate a more equitable distribution of activities, resources to ensure workload is fully recognised in PDPR and rewards.	01/18	03/20	Workload lead (John Armour) Data Officer Deputy Heads of the Education Division Head of Business Planning	Data Officer post introduced. Deputy Heads of Education in post. Staff survey shows increased confidence in the workload model. Aim to reverse opinion to indicate at least 6

			<p>resulting in heavy workloads.</p> <p>The high workload levels and the lack of dedicated staff maintain the workload model and action changes has impacted negatively on staff morale.</p> <p>Staff dissatisfied with aspects of the workload model between 4360%</p>	<p>Introduce Deputy Heads of the Education Division to support the swifter reallocation of workload.</p> <p>Increase opportunities for ECR (e.g staff to become engaged with appropriate Committees / leadership opportunities, to promote career development.</p> <p>Reduction of School Committees (in number and in hours per annum).</p>				<p>satisfaction across the board.</p> <p>L6 and L7 F administrative workloads decreased.</p> <p>Increased L5 F participation in academic service activity.</p> <p>School Committees reviewed and decreased.</p>
<p>2017SAP: 31</p> <p>5.6vi</p> <p>ASP1,5,8,9</p>	<p>3</p> <p>To continue to improve the timing of events and activities to ensure participation is possible for all staff wishing to engage.</p>	<p>Many attendees do not stay for postseminar networking sessions which extend past 5pm</p> <p>There is room for improvement in local meeting times, including recognition that proportionately more parttime staff find they</p>	<p>Divisional events programme to encourage networking opportunities inside of hours wherever possible.</p> <p>Recording of events to be encouraged through the use of Echo360.</p>	01/19	06/20	<p>Heads of Division and aligned professional support colleagues.</p>	<p>Divisional workspaces to include recordings from events</p> <p>Survey confirms 100% agreement that staff can attend or access recordings of all core events and activities.</p>	

			cannot always attend meetings					
2017SAP: 32 5.6vii 5.6viii ASP1,5,6,8,9	3	Promoting visibility of external (as well as internal) female role models, to ensure there is no overloading of female academics.	Linked to 2017SAP:19 regarding speaking opportunities for ECRs/postdocs and 2017SAP:30 regarding workload allocation. Currently 50% across different roles report high workload.	To avoid the big fluctuations between male and female seminar speakers between years, we will reserve a proportionate number of slots for female speakers using benchmark gender figures for academic and research staff as guidance. Speaker lists will require approval from the EDI Committee to ensure that gender balance is met. Ensure outreach opportunities and Open Day staffing are proportionately shared across staff.	09/18	04/21	Chairs of EDI (Woolard and Cámara). The School Executive Office and External Relations team	Speaker lists achieve target ratio. Reduction in staff reporting significant overload in survey.
2017SAP: 33 5.3i 5.3iv 7 ASP1-10	1	Develop a clear School plan of Beacon activities with champion owners We will reach all parts of the career ladder, in particular focussing on the most teaky parts, such as the transition from postdoc to lecturer Champion formalising and better recognising supervision undertaken by Postdoctoral staff, in particular, we aim to	We are ambitious to develop our beacon activity, which so far has been due to activities of individual members of staff, rather than a concerted plan of action. Activities that have had most impact so far include those highlighted in	Internally celebrate our champions these initiatives with wider School communications regarding our activities, so as to encourage the participation of other colleagues. This will be initiated with the celebration of the Medal to Tamsin Majerus for her contributions to EDI initiatives across the sector. Our 'Postdoc Passport' aims to be a recognised accreditation for research staff demonstrating training/experience to future employers. It would include lecturing, design and supervision of and UG projects, committee and	05/17	04/21	Head of School (Ian Macdonald) EDI committee (Woolard and Cámara) Faculty data champion (Tamsin Majerus) USAT, EDIG and WiN representatives (currently those named above)	Regular spotlight communications and events celebrating our activities. A wider pool of EDI champions across the School. Creation of the Postdoc Passport. Year on year reduction in L7 pay gap.

	<p>introduce a Postdoc Passport.</p> <p>We aim to liaise with other Midlands Universities, initially The University of Birmingham, with whom Nottingham has strong links including joint EC training and events.</p> <p>Continue to lobby and proactively contribute to University practice and policy via USAT membership and participation in FEDIGS and working groups.</p> <p>Specific targets include gender pay gap, workload, PDPR, promotions, UB and dignity training and central data capture.</p>	<p>sections 5.6viii, and sharing of best practice via critical friend activities (TM with Kingston University and, in May 2017, with EdithCowan University, Perth as a University buddying programme initiative</p> <p>Initial analysis (not presented in this application) and staff feedback indicate a gender pay gap at L7 and a situation where increased responsibility of newly promoted L7 staff may not be reflected in increased pay.</p>	<p>administrative roles, grant and paper writing and reviewing.</p> <p>Working with colleagues in Birmingham and other Midlands Universities, we will develop a recognised value scheme for activities that can contribute to a strong CV, forming the basis of a successful application for a lectureship.</p> <p>Implement an Awards Scheme (similar to SoM) to celebrate people who have gone above and beyond their job role to ensure they feel valued.</p> <p>Work with the University to have a clear starting point for newly promoted L7 staff which represents a substantial material increase in salary.</p> <p>Ensure school involvement in agreed salary for new appointees.</p> <p>Work with the University to address current gender gap at level 7. Investigate pay gap at lower levels incorporating realistic adjustments in time at level and EPBs.</p>				<p>Further paygap issues identified and plan in place to address them</p> <p>Improvement in University level impact as a result of our input/activities.</p>
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