

Athena SWAN Silver Department award application

Name of institution: Queen Mary University of London

Date of application: April 2013

Department: School of Biological and Chemical Sciences

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Date of university Bronze Athena SWAN award: 2010

Level of award applied for: Silver



Acronyms

SAT = Athena Swan Self-Assessment Team

VP = Vice Principal leading College Athena Swan Initiative

HoS = Head of School

HoD = Head of Division (there are 4 divisions in the School)

RSG = Research Strategy Group

T&R = Teaching & Research

SL = Senior Lecturer

R = Reader

SWARM = web-based workload model

cv = curriculum vitae

S&E = Science and Engineering

SBCS = School of Biological and Chemical Sciences

DTP = Director of Taught Programmes

SMD = School of Medicine and Dentistry

WiSE = Women in Science and Engineering

HPLP = High Potential Leadership programme

Key

✓ Best practices implemented within the School

→ Future action planned

2nd April 2013

Dear Miss Sarah Dickinson,

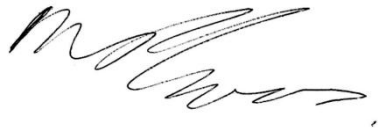
I have been Head of the School of Biological and Chemical Sciences (SBCS) since August 2011. Even before I formally joined the school I was aware of the small number of women on the academic staff – nine. Unfortunately the restructuring exercise we undertook in 2011/12 reduced the number of women still further, which to me was evidence that SBCS had struggled to provide the environment in which female academics could flourish. Creating such an environment has been the main task to be achieved during this phase of the school's development.

My partner is an academic and I have two teenage children, and I have seen first-hand the problems that are faced by parents in general and women in particular in developing careers in academia. My feeling is that we should encourage all staff to flourish and that success should be blind to gender. With this in mind I have personally engaged in the Athena SWAN process and have been a member of the SBCS SAT since its inception. Even before the formal initiation of our SAT I decided that we must change our recruitment practices and ensure that there was always a woman on all appointment and promotion panels, even when we had to draw one from outside the school to do so. I also agreed to find the funds necessary to pay for post-doctoral support for women who had taken maternity leave to support their return to work. These were just two of the most obvious steps that we could take quickly to allow female academics to succeed in the school.

It will take many years to achieve gender parity at all levels of the school but I am personally committed to the path that will take us to this point. Not to do so simply loses talent. Like many similar departments we have a female-biased undergraduate population and on average women out-perform men at undergraduate level. We should see increasing numbers of women coming into PhD and postdoctoral levels as well as a higher proportion of women at all levels in the school staff. My own PhD students and post-doctoral assistants have had a substantially female-biased gender balance. I am pleased to observe that the latest round of staff recruitment has seen a good number of women being recruited by SBCS following the changes we have implemented.

The College has very laudable strategies and policies on gender equality and I support them. However, it is the implementation of these policies at the school level that is important, along with the identification and steady removal of the obstacles that impede the progress of women and unintentionally create an environment that is less than conducive to the success of everyone irrespective of their gender. It is to this that I am personally committed in my capacity of head of school.

Yours truly,

A handwritten signature in black ink, appearing to read 'Matthew Evans', written in a cursive style.

Matthew Evans
Professor of Ecology and Head of School

484 words

2. The self-assessment process – maximum 1000 words

Please note additional personal information has been removed for publication.

a) A description of the self-assessment team (SAT)

| Name | Role SAT | University role | Additional information |
|---------------------------------------|--|--|---|
| Bertille Calinaud | Advising SAT | QM Diversity Manager | Extensive knowledge of gender equality issues and initiatives. |
| Sam Court | Technical staff representative | Technician | Manages two undergraduate teaching laboratories. |
| Dr. Anna Dulic-Sills | Professional representative support | SBCS Research Manager | Manages research application process, advising all academic and PDRA staff. Former Biomed PDRA |
| Professor Matthew Evans | HoS | Head of SBCS | Leads and manages the School |
| Dr. Alan McElligott | Biological and Experimental Psychology Division representative | Lecturer | Supervised female research UG, PG and Postdoc. Mentor for SBCS early career stage scientists. |
| Professor Richard William Pickersgill | Chair Athena Swan Self-Assessment Team | Head of Chemistry and Biochemistry Division Professor of Structural Biology | Manages Division of Chemistry & Biochemistry. |
| Kelly Peaston | Member of and Secretary to the SAT | PA to HoS | Coordinates mentoring, promotion and appraisal processes for academic staff. |
| Dr Marina Resmini | Division of Chemistry and Biochemistry representative | Reader | Has progressed within the School from Postdoc to Reader and currently up for promotion. |

| | | | |
|-------------------------|---|--|--|
| Dr Ruth Rose | Core facilities representative | Technician Runs a core research facility. | Over 12 years of research experience |
| Joanna Sacharz | PhD student representative | PhD student | |
| Dr Angelika Stollewerk | Division of Organismal Biology representative | Reader | Has progressed within SBCS from Senior Lecturer to Reader |
| Dr Jim Sullivan | Division of Cell and Molecular Biology representative | Lecturer | Supervised female scientists UG, PG and Postdoc. Mentor for SBCS early career stage scientists. |
| Barbara Tennis | Administrative Staff representative | School Manager | Line manager for 40 support staff in SBCS. Responsible for coordination of flexible working arrangements for members of staff with family responsibilities. |
| Dr Georgia Tsagkogeorga | PDRA representative | PDRA | Immigrant since 2005. Experience of working in a male-dominated field. Keen interest inequality. |

b) An account of the self-assessment process:

The SBCS SAT looks at current practices within the School and considers ways of improving these to ensure fairness for all staff and students. The HoS, a core member of the SAT, and the involvement of the University Athena SWAN Champion (Jeremy Kilburn, VP for Science and Engineering; previously Evelyn Welch VP Research) gives gravitas to the SBCS SAT and ensures that the generated ideas are put into action. The involvement of the Diversity Manager ensures SBCS SAT is aware of best practice across a wide range of Institutions. Representation on the SAT is across the four divisions of SBCS with PhD students, post-docs and staff represented (AP 1.1).

An ambitious SAT group was formed to assess the current position of women in SBCS and agreed as its primary goal to begin to address culture change as a necessary prerequisite for meaningful and long-lasting change. The SBCSSAT reports to the Academic Meeting of the School which is a standing

agenda item. These reports plus the wide membership ensure dissemination of the plans and ensure that all members of the School are apprised of and engaged in Athena SWAN best practice adopted by the School. Members of the School are invited to attend the SAT meetings should they wish to contribute. An all staff survey was carried out to find out more about gender equality within SBCS, (see section 8).The group met six times in 2012 and so far has met three times in 2013; the minutes of these meetings are published on our Athena SWAN webpages (<http://www.sbcs.qmul.ac.uk/79202.html>) along with our agreed Action Plan and the membership of the SAT (AP 1.2). These webpages are available for anyone, but are particularly aimed at our staff and students, and applicants. The data on gender balance have been discussed at several of our meetings and in smaller working groups with the results feeding back into subsequent full meetings of the SAT; the same procedure also facilitated development of the Action Plan (AP 1.3).

It was recognised that in addition to addressing culture change, the School needed to immediately address recruitment arrangements within a broad scope of institutional changes. Before the current recruitment rounds in the School, the College recruitment specialist provided advice and guidance on equality in recruitment which has been put into action at several levels. We have had the benefit this year of a talk by Paul Walton (former Head of York Chemistry and first school to win the gold Athena SWAN award) and members of the SAT have attended several Athena SWAN events (AP 1.4).

c) Plans for the future of the self-assessment team

We shall continue to meet on a regular basis and at least four times a year to review progress against the Action Plan and report back to the Academic Committee and Senior Executive. At the end of each meeting we shall produce an Athena SWAN Newsletter (all SAT members will contribute) to be circulated to all members of the School. This will ensure widespread promotion of our initiatives. We shall collect feedback from the recipients of this Newsletter (AP 1.1 & 2.4). This will ensure that best practice is and remains embedded in the School's activities. Data have been requested from HR and other sources to continue to monitor statistics and its analysis underpins the Action Plan (AP 1.3) and the development of new initiatives.

- ✓ SAT reports to SBCS executive & academic meetings
- ✓ SBCS SAT webpages
- ✓ Survey carried out with all staff
- ✓ Review of recruitment practices
- Athena SWAN newsletter and feedback

[985 words]

3. A picture of the department – maximum 2000 words

a) Provide a pen-picture of the department

The School is part of the Faculty of Science and Engineering (S&E) and was formed in 2005 when Biology and Chemistry were merged. Psychology was added in 2007, and its undergraduate programme accredited two years later. Four reviews of the School were undertaken in 2010/11 and in 2011/12; a restructuring of the School resulted in a reorganisation into four divisions:

- Cell and Molecular Biology,
- Chemistry and Biochemistry,
- Organismal Biology, and
- Psychology

Each division is planned to increase to approximately 20 staff by 2014, to a total of approximately 80 over three years which is an opportunity for implementation of principles adopted as a result of the Athena SWAN SAT analysis.

The School currently has 70 academic staff, 40 postdocs, ca 130 post graduate students and 1300 undergraduates. The restructuring was designed to achieve greater research excellence commensurate with the University and Faculty strategic plans; feedback on the REF2014 submission suggests a step-change in the Schools research culture. There has also been a transformation in equality culture due to executing the Athena SWAN Action Plan: measures we have put into action have resulted in more female recruits, more female promotions, gender balance in seminar series and named lectures, improved mentoring schemes, and female representation on all committees.

In March this year we hosted an event entitled “A Celebration of Women in Chemistry to which all academic”, research and PGR students were invited, where Dr Marina Resmini spoke. She has a key role in the College promoting and supporting females in STEM subjects and facilitated the setting up of Women in Sciences and Engineering (WISE) at QMUL in 2007/08. WISE provides PhD and PDRA support and is an informal group of discussion/networking for QM Students interested in the role of female participation in science.



Dr Marina Resmini and Igor Larossa won QM Research Achievement awards in 2012 (picture on the left), which was celebrated in the School.

Strong commitment to high quality teaching is evidenced with staff in the School regularly being nominated for the College Drapers' Award for Excellence in Teaching. SBCS staff were successful in 2008-9 (Dr Caroline Brennan), 2010-11 (Dr Michael Proulx), 2011-12 (Dr Brendan Curran). In addition, Dr Nathalie Lebrasseur won a QM Excellence in Teaching award. Small grants have been won for teaching developments to

improve the student experience in 2012 (Dr Nathalie Lebrasseur) and 2010 (Dr Brendan Curran). We have an excellent peer assisted study support (PASS) scheme, which is a buddy scheme that is run by students for students and was championed in its early stages by Dr Caroline Brennan and Barbara Tennis, the School Manager. Students receive specialised training to act as mentors to their peers in problem solving, pro-active learning, etc. There is an annual teaching and learning conference organised by Professor Susan Dilly VP for Teaching and Learning with an opening address by the Principal.

- ✓ Events and celebrations of Women achievement in SBCS.
- ✓ Promotion of positive role models.

b) Provide data for the past three years

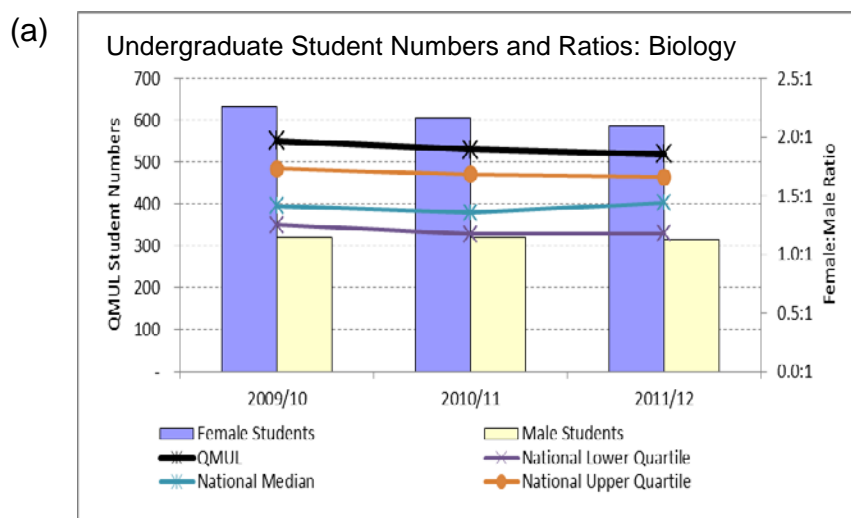
Student data

(i) Numbers of males and females on access or foundation courses

The data on foundation students are not available separately because of a software limitation (foundation courses are cross-School which adds complexity), but the numbers are included in the UG population below.

(ii) Undergraduate male and female numbers

UG male and female numbers and ratios are shown for Biology, Chemistry and Psychology in the three panels of Figure below (Fig. 1).



✓ Seminars held at 12 noon

(iv) Culture

The School has a reputation for being both friendly and sociable we have at least one annual party with plenty of notice given. There are a number of research-based seminar series and other informal social activities to which all are welcome. The culture reflects the environment in which the School is embedded, the vibrant and culturally diverse East End of London. The introduction of divisions has helped information to be filtered 'upwards and downwards' and the Head of School is always willing to see staff at short notice. The School has a dedicated space (the Hub) for staff to socialise. There is an away day once a year that is generally held off campus, but in London, to ensure all staff can attend. This year there are divisional away days too.

(v) Outreach activities

All staff participate in outreach activities and these activities are factored into individual workload models. Outreach events are aimed primarily at 2nd level school students, and involve Open Days, "getting into university" talks on campus, and also visits to schools. SBCS Outreach is coordinated at subject level; Biology, Chemistry and Psychology outreach are led by two male academic staff and one female academic, respectively. Pupils get a chance to engage in novel research in the Authentic Biology Project and we are active participants in the Salters Institute for the promotion of Chemistry.

One of the senior female academics is a fully trained STEM ambassador and she undertakes a number of outreach activities, targeting in particular female students at secondary schools, but also organising Science days in primary schools and hosting primary schools visits in SBCS. Two female postdocs and two PhD students are also trained STEM ambassadors and actively engage in outreach activities with schools. We have strong links to Drapers Academy and St. Pauls Way Trust School where members of staff are Chairs of the Board of Governors.

Very recently, SBCS put forward a chemistry female PhD student attended the SET for Britain event, held at the House of Commons, only one of 20 chemistry PhDs selected out of over 300 applications.

A member of staff will showcase her zebrafish neurobiology research at the Royal Society Summer Science Exhibition.

✓ Outreach sessions targeted at female students in schools.
→ Produce further promotional material featuring women in sciences.

7. Flexibility and managing career breaks

a) Provide data for the past three years

(i) Maternity return rate

The School has made arrangements for all staff who have requested maternity leave. Over the past three years 6 staff have requested maternity leave and **all have returned** to work after the period of leave. The offer of 12 months PDRA support while the female academic is on maternity leave can only help to maintain the return rate, but the major effect of this change is likely to be on career progression and promotion.

In the past two years, technical research support staff have requested maternity leave and the School has provided cover in their absence. Flexible working has been agreed upon their return where requested.

There is also support for PDRAs with regard to maternity leave and research support although the arrangements vary depending on funding source. PDRAs have access to QM on-site nursery to help them manage their work-life balance.

- ✓ PDRA support for academic staff on maternity and on their return. Also available for staff on long-term sick leave
- ✓ All staff return after maternity leave (academics & PDRAs)

(ii) Paternity, adoption and parental leave uptake

The data show that there has been uptake of paternity leave 4 in 2009/10, none in 2010/11 and 3 in 2011/12. Paternity leave is encouraged and the take up is reasonable reflecting the birth rate in the School. It is recorded through the HR online system. We will add information on our Athena SWAN webpage to ensure it is easy to access for staff.

(iii) Numbers of applications and success rates for flexible working by gender and grade

Flexible working for academic staff is agreed for all who request, likewise for support staff irrespective of grade or level. The Head of School approves request and it is recorded by the PA to Head of School, which a member of SAT and will be able to feedback on the need for future initiatives.

b) Key issues, steps taken and impact

(i) Flexible working

Flexible working is enjoyed by the academic staff and is reflected in one of the case studies. Arrangements for reduced teaching may be discussed and agreed with the Head of School and in several cases have been put in place

to accommodate return from maternity leave or in cases where family members are ill and require care.

In addition to the academic staff there are several members of support staff who have requested flexible working and this has been implemented successfully.

✓ Record centrally all request for flexible working and report to SAT to develop future initiatives
→ Continue to promote flexible working options. Increase awareness via Athena SWAN activities including the newly agreed Newsletter and the Athena SWAN SBCS webpage

(ii) Cover for maternity and adoption leave and support on return

Following on from action within the Athena Swan SAT group, the School has recently adopted a policy in which PDRA support will be available for 12 months to assist academic staff during maternity leave or long term sick leave (AP 3.4). This goal is to ensure that an active research profile is supported during leave and upon return.

Flexible working is available upon return to work and is agreed with the line manager and with support by the School (AP 4.1).

Arrangements are in place to facilitate the return to work of support staff after maternity leave of long term sickness.

✓ PDRA support during maternity and on return
✓ Promotion of flexible working

[4850 words]

8. Any other comments – maximum 500 words

An independent and confidential survey of staff was undertaken in 2011. The problem with the survey is that the female cohort in SBCS is small and so the survey quickly gets down to the individual staff member when detailed questions are asked, so here only the broad conclusions of the survey will be discussed. Overall 67% of female and 57% of male academics in SBCS were satisfied with their current role and level of responsibility. Female academics were more than twice as likely to discuss work/life balance and to seek feedback from their line managers and were far more satisfied with the level of support that they received. These results suggested that improving mentoring schemes at all levels was likely to have a big impact on the female cohort who would engage and respond positively. This realisation helped fuel the SBCS Athena SWAN initiatives which we have discussed above and in the Action Plan.

While the School has had aspects of support in place for some time, such as flexible working which has benefitted staff (see the case studies below), the

SAT has taken a pro-active stance to promote culture change more broadly within the School so that women in SBCS will see their career opportunities realised. Several of the initiatives put in place have already been acted upon with positive outcomes. These include:

1. Improved recruitment procedures across the appointment process that has resulted in 50% of academic staff appointments in the last recruitment round being women (five out of 10 appointments made). There are female appointments across Biology, Chemistry and Psychology. [AP 2.3, 2.4, 3.8, 3.9]

2. Improved mentoring resulting in a doubling in application rate for promotion this year. [AP 3.1, 3.2, 3.5, 3.6, 3.11]

3. Uptake of our new support scheme for academic staff on and returning from maternity leave which promises improved career success for our female staff. [AP 3.4]

4. Female representation on all decision making committees within the School for the first time this year. [AP 3.3]

5. Gender balance in our speaker series and three out of four of our distinguished named lectures in 2012/13 were delivered by outstanding female scientists. [AP 3.7]

6. Promote development of female postdocs; all who chose to take part now have a mentor for the first time this year. [AP 2.5, 3.7, 3.10]

Circulating the newsletter to staff about Athena SWAN related matters is a commitment to continue building on the work we have already done and will continue to maintain awareness of Athena SWAN values at all levels of the School and among all staff. [AP 2.4]

[432 words]

9. Action plan

See appended document which is cross referenced to the above text.

10. Case study: impacting on individuals – maximum 1000 words

Please note case studies have been removed for publication to protect personal information.

SBCS Athena Swan Action Plan 2013-2015

Key to Action Plan:

1. SAT = Athena Swan Self-Assessment Team
2. VP = Vice Principal leading College Athena Swan Initiative
3. HoS = Head of School
4. HoD = Head of Division (there are 4 divisions in the School)
5. RSG = Research Strategy Group
6. T&R = Teaching & Research
7. SL = Senior Lecturer
8. R = Reader
9. SWARM = web-based workload model
10. CV = curriculum vitae
11. S&E = Science and Engineering
12. SBCS = School of Biological and Chemical Sciences
13. DTP = Director of Taught Programmes
14. SMD = School of Medicine and Dentistry
15. WiSE = Women in Science and Engineering
16. HPLP = High Potential Leadership programme

| Action | Description of action | Action taken already and outcome at April 2013 | Further action planned at April 2013 | Progress Log | Responsibility | Timescale | Start date | Success Measure |
|----------|--|--|--|---|---|---|-------------|--|
| 1 | Establishing the Athena SWAN Initiative | | | | | | | |
| 1.1 | Promote Athena Swan ethos within the School with the primary aim of culture change and gender balance within the School. | A series of well-coordinated initiatives across School as detailed below. | Continue to actively promote Athena Swan agenda within the School and through the School Athena SWAN Newsletter and website | Excellent as detailed below | HoS, SAT, School Manager, Division Heads, all staff | On-going | 01/01/12 | Well-coordinated initiatives across School. |
| 1.2 | Setup proactive SBCS Athena Swan SAT to examine data and determine and implement the Action Plan. Committee report a standing item on SBCS Academic Committee. | Athena Swan committee established with representation from all levels of the School. Draft Action Plan published on public website along with the notes from the Athena SWAN meetings. | Continue to monitor data and identify areas for improvement. Develop new policies/initiatives to address shortcomings in recruitment, retention and promotion of women in science. | Established Spring 2012 | SAT Chair, HoS | Committee will meet regularly in perpetuity | 01/01/12 | Proactive committee that connects across all areas of the School's activities and results in measurable promotion of women in science. |
| 1.3 | Review data with a view to setting an Action Plan. | Data from planning unit and HR used as evidence for areas to improve and Action Plan developed to address short comings. | Annual review of data. | Areas to improve identified and written into Action Plan. | SAT | Every year in Spring | Spring 2012 | SAT to review data, understand trends, and define plan to address equality issues. |

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| 1.4 | Establish best practice by attending Athena SWAN College meetings, talking to colleagues, and seeking expert advice. | Invite external representatives onto SBCS SAT. Paul Walton (York) gave talk on promoting women in science. QM WISE events. | Link to national subject networks promoting women in science. | York and Edinburgh used as examples of excellent practice. | SAT, Diversity Manager | On-going | Spring 2012 | Best practice to be implemented in the School |
| 1.5 | Develop communication of Athena SWAN in SBCS and SAT achievement | Webpage created and report at School meetings | Develop webpage with link to HR policies and benefits. Create SAT newsletter. | Webpage created, minutes published, needs to be enhanced | SAT | On-going | Summer 2012 | Members of the School and potential applicants have access to all the Athena SWAN initiatives and easy access to HR policies and benefits. |
| 2 | Promoting positive role models and attracting and supporting female students | | | | | | | |
| Action | Description of action | Action taken already and outcome at April 2013 | Further action planned at April 2013 | Progress Log | Responsibility | Timescale | Start date | Success Measure |
| 2.1 | School to monitor and report on UG and PGT numbers and ensure offering attractive to females. | Data analysed and reported on at SAT | New courses are being generated to increase the number of MSc students while ensuring gender balance. New PR and marketing team to be put in place. | UG numbers strong & female 70% of cohort. PGT similar. | Planning unit, SAT | 2015 | Spring 2012 | Robust numbers of females at all levels of UG and PGT. |

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| 2.2 | School to monitor PGR numbers and encourage female PGR. | Increased PGR cohort while maintaining gender balance. | Increase number of PhD students while ensuring gender balance. Aspiration is to have a female on PhD appointment panels. | Currently 50% PGR are female. | Planning unit, SAT, HoS | 2015 | Spring 2012 | Robust numbers of females in PGR (around the National average or better). |
| 2.3 | Ensure there are female role models at all levels. | Recruitment procedures and mentoring improved. Female staff on all committees. Gender balance achieved in seminar series. | Roll-out improved mentoring scheme for female staff (current pilot in SMD). | 50% of new T&R recruits are female. More women seeking promotion. | HoS, HoDs, School manager | Spring 2014 | Spring 2012 | Female staff taking part in all committees, panels, Open Days, public engagement & appraisals. |
| 2.4 | Produce promotional and marketing material featuring women in science. | All material reviewed for gender balance. | New website being developed, handbooks of outputs planned. Athena SWAN newsletter after each SAT meeting. | New website has gender balance in photographic material. | HoS, HoDs, SAT, School manager | By end of 2013 | Spring 2012 | Gender balance in promotional material. Greater awareness of Athena SWAN issues. |
| 2.5 | Promote opportunities for early career researchers e.g. support in preparing Fellowship applications. | Mentors appointed for all PDRAs to support their career aspirations. | Seek further training of mentors. | All PDRAs have had meetings with their mentors. | RSG | By end of 2013 | Spring 2012 | Female PDRAs have good mentorship & career advice. |

| 3 Enhancing Gender Equality: Attracting and retaining female staff and offering support to female staff in their career | | | | | | | | |
|--|---|--|--|---|------------------------------------|------------------|-------------------|--|
| Action | Description of action | Action taken already and outcome at April 2013 | Further action planned at April 2013 | Progress Log | Responsibility | Timescale | Start date | Success Measure |
| 3.1 | Mentoring and appraisal of staff. | Improve mentoring for female staff. Ensure new staff appraisal scheme is fair for women. | Link with College mentoring scheme in 2014 (currently being piloted in SMD). Implementation of New College appraisal scheme. | At least one notable success as a result of mentoring. | HoS, HoDs, DTP, School manager | Summer 2014 | Spring 2012 | Effective mentoring facilitating the promotion of female staff. |
| 3.2 | Arrange diversity and gender awareness training for appraisers | Appraisers also have to attend training on appraisal. | Encourage development of awareness module in PGCAP. Consider bespoke training within SBCS. | Appraisers received training. | VP, Diversity Manager, SAT | Summer 2014 | Spring 2012 | All appraisers have a clear and demonstrable awareness of gender and diversity issues. |
| 3.3 | Improve gender balance in decision making committees and positions of responsibility. | Ensure that all committees have a women representative. | Increased female representation on committees as more women are recruited. Invite junior/external members of staff on Committee to address unbalance | Arguably this policy has helped recruitment of female staff. | HoS, HoDs, DTP, School manager, VP | Autumn 2013 | Spring 2012 | Women on all committees including senior executive. |
| 3.4 | PDRA support for 12 months to assist academic staff during maternity leave or long term sick leave. | This support has been advertised to SBCS staff. | To ensure smooth running of this scheme when there is take up. | Partial provision to be made for an incoming member of staff. | HoS, HoDs, SAT | Autumn 2013 | Summer 2012 | Support provided leads to maintained research outputs. |

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|------|--|--|---|---|-------------------|----------------------------------|--------------|--|
| 3.5 | Identify women suitable for promotion and provide support. | HoDs made aware of their responsibility to support and promote women. HoD role descriptor amended to reflect the support and development of staff. | Review of current initiative. | More women putting themselves for promotion. 2 in 2013 compared to 1 in 2012 and 1 in 2011. | HoDs, HoS | On-going at each promotion round | Autumn 2012 | More women at senior levels in the School. |
| 3.6 | Establish advisory panel for SBCS; one role is to promote women in science. | Agreed by senior executive. | Approach potential members of advisory board. | This is a work in progress. | HoDs, HoS | Spring 2014 | Summer 2012 | Advisory panel inaugurated. |
| 3.7 | Establish post-seminar meeting/lunch after seminars to promote and inspire our women scientists. | Two sponsored lunches per term promoted as part of Athena Swan Initiative. These were well attended. | Continue culture of inviting women speakers and sponsored lunches. | Gender balance achieved in seminar speakers 2012/13. | SAT | On-going | Spring 2012 | Good attendance at events. Positive feedback. Gender Balance in speakers. |
| 3.8 | Recruitment: Encourage female applicants and ensure at least one woman on recruitment panel. | Consulted with employment specialist, HR, and diversity manager. At least one woman on each recruitment panel. | Work towards gender balance on recruitment panels as female staff numbers increase. | 50% of new T&R recruits are female. | VP, HoS, HoDs | 2015 | Summer 2012 | More women employed in SBCS. |
| 3.9 | All panel members to complete recruitment and selection training (and refresher). | Compulsory. | Carry out refresher courses for panel members. | Good proportion of female academics recruited last round. | All panel members | On-going | Predates SAT | Staff are trained. Recruitment procedures judged to be fair by applicants. |
| 3.10 | S&E faculty postdoc forum to support career advancement for women. | Forum established. | Planning exit interviews to track career trajectory of PDRAs. | Forum up and running. | SAT | 2014 | Autumn 2012 | Improved outcomes for postdocs over coming years. |

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|---------------|---|--|---|--|-------------------------------------|----------------------|-------------------|--|
| 3.11 | Improve promotion chances for advanced-career female staff. | High Potential Leadership programme launched. College initiative on women into leadership launched. Faculty level workshop 'Pathways to promotion' launched. | Subject to review of current initiative. Promote & encourage next QM initiative. Organised CV workshop on the model of SMD. | Senior SBCS women scientists enrolled on course. New initiative, feedback from participants is positive. | VP, SAT, HoS, HoDs | 2013 | Predates SAT | More female staff at Higher Levels (SL, R, Professor). |
| 4 | Promote good work/life balance | | | | | | | |
| Action | Description of action | Action taken already and outcome at April 2013 | Further action planned at April 2013 | Progress Log | Responsibility | Timescale | Start date | Success Measure |
| 4.1 | Flexible working arrangements. | Procedures in place. | Promote flexible working to all staff via website, to new starters and at staff meetings. Record request and outcomes and feedback to SAT | Procedures in place, discussions at SAT reveal we need to continue to promote these opportunities. | HoS, SAT, School manager, PA to HoS | On-going, every year | Predates SAT | Staff taking advantage of flexible working. |
| 4.2 | School meetings at family friendly times. | Meetings to be held between 10 am and 4 pm. | Gather feedback from staff about meeting times and act appropriately. Organise at least one School social event during core-hours per year. | Many meetings now held in core hours. | HoS, SAT, School manager | 2014 | Winter 2012 | Meetings held within core hours. |