

Athena SWAN Silver Department award renewal application



Name of institution: Sheffield Hallam University

Date of application: November 2015

Department: Biosciences and Chemistry/Biomolecular Sciences Research Centre

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Date of previous award: April 2012

Date of university Bronze and/or Silver SWAN award: November 2013

Level of award applied for: Silver



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List of abbreviations

AS	Athena Swan
BMRC	Biomolecular Sciences Research Centre
BMS	Biomedical Sciences
DMG	Department management group
E&D	Equality and Diversity
ECR	Early Career Researcher
ECU	Equality Challenge Unit
EOS	Employee Opinion Survey
FHEA	Fellowship of the Higher Education Academy
FT	Full-time
FTE	Full-time equivalent
HESA	Higher Education Statistics Agency
HoD	Head of Department
HoRC	Head of Research Centre
HWB	Faculty of Health and Wellbeing
KIT days	Keeping-in-touch days
LICC	Local Information Consulting Committee
LTA	Learning, Teaching and Assessment
PDRA	Post-doctoral Research Assistant
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate taught
PhD	Doctor of Philosophy
PL	Principal Lecturer
PT	Part-time
SAT	Self-Assessment Team
SHU	Sheffield Hallam University
SL	Senior Lecturer
STEM	Science, Technology, Engineering and Maths
UG	Undergraduate
WiSET	Women in Science, Engineering and Technology

1. Letter of endorsement from the Head of Department

As Head of Department of Biosciences and Chemistry and a member of the Department's Athena SWAN Self-Assessment Team, I am delighted to endorse this application to renew our Athena SWAN Silver Award. The Department is extremely committed to the Athena SWAN cause; I have taken on leadership of a Faculty Athena SWAN Support team, while Professor Nicola Woodroffe, who is head of the Biomolecular Sciences Research Centre sits on the University Self-Assessment Team.

We were delighted and proud to receive a silver award in 2012, and since then have made considerable progress in advancing opportunities for women within the Department. Key areas of success are the number of women stating that they are actively engaged in initiatives in the Department, which has increased from 29% to 45%, while the number of women stating that they are personally benefitting from department initiatives has increased from 12% to 45% (ASSET survey). The percentage of female applicants short-listed for academic jobs has increased from 10% to 37% and six out of eight academic appointments since 2012 have been female. There is increased awareness of Athena SWAN within the Department; it is a standing bimonthly item on Departmental staff meetings, and the Athena SWAN logo is used throughout the Department including job adverts. We are particularly proud of our track record on flexible working; since 2012 five members of staff have requested either flexible working or part-time working, all of which were granted. Similarly we have maintained our 100% return rate after maternity leave for academic staff. We enhanced the career awareness of our PhD students with an annual PhD careers day, and provided them with opportunities to develop skills required for employment. We are now extending this further by giving them more formal opportunities to be involved in teaching and linking this to their application for associate fellowship of the HEA.

Obviously there are still challenges. For example the number of women promoted in the 2011-14 period was low (only one to Principal Lecturer). However, in the last year (2014-2015) three of our female Senior Lecturers have been promoted; two to Reader and one to Principal Lecturer. We also had concerns about the proportion of female students on our Chemistry degree, which we re-introduced in 2011. Initially this attracted considerably more male students than female. However we have increased the involvement of female staff in the Open Days and recruitment process, and the proportion of females enrolling on the course has increased substantially. This is still an area that we need to monitor and work on. Although we increased the number of females short-listed and recruited to academic posts, the proportion of female applicants to advertised positions is still lower than males; we are committed to exploring the reasons for this and working to improve this.

I fully support the Action Plan submitted with this application which will address these issues, and am confident that the department has the commitment and strategy to continue to make significant progress in promoting Athena SWAN principles.

Yours faithfully



Dr Susan Laird
Head of Department of Biosciences and Chemistry
500 words

2. The self-assessment process

2.1 The self-assessment team

The self-assessment team (SAT) was established early in 2011, and after our Silver award in 2012, the team was refreshed and expanded to include a broader range of representatives from across the Department. It now includes the Head of Department, Head of Research Centre, and representatives of Senior Management, academic staff, technical staff, administrative staff, post-doctoral researchers, PhD students and undergraduate students. Academic, technical, administrative and research staff, and PhD students were invited by email to join the SAT and individuals from each of the groups were selected based on their expression of interest reflecting their commitment to the AS agenda. Undergraduate students were recruited to the SAT by inviting course representatives to express an interest, and selecting representatives of bioscience and chemistry courses. The SAT is made up of 11 women and 3 men. In addition to the core group, the SAT has associate members who are invited to attend specific SAT meetings to discuss particular sets of data or issues. The associate members include a representative of the Faculty Equality and Diversity team, the Departmental International Lead, and members of the Senior Management team.

Table 2.1 The self-assessment team

Name and Departmental role	Details / experience of work-life balance	Role as part of the SAT
Shazia Ansari, Undergraduate student	Second year student studying Chemistry	Undergraduate representative – chemistry courses UG/PG students sub-team member
Dr Rob Bradshaw, Post-doctoral researcher	Studied Forensic Bioscience at SHU then his PhD, co-funded by the BMRC and the Home Office. Currently a post-doctoral researcher.	Post-doctoral representative ECR/PDRA sub-team member
Professor Neil Bricklebank, Professional Lead Chemistry and Forensic Science	3 children (secondary school age), dual career family.	Senior Management representative UG/PG students sub-team member Academic staff sub-team member
Dr Caroline Dalton, Senior Lecturer/ Researcher	Academic staff member since 2000. 0.5 FTE, 3 children (primary and secondary school age), dual career family.	SAT Lead, departmental Athena SWAN champion UG/PG students sub-team member Academic staff sub-team member
Dr Laura Cole Post-doctoral researcher/lecturer	One child, studied at SHU as mature UG student and parent. Technician then studied for PhD at SHU, now lecturer.	ECR representative ECR/PDRA sub-team member

Alice Stevens Technician	Member of technical staff since 2009. Dual career partnership.	Technical staff representative Technical staff sub-team member
Karin Glockle BMRC administrator	0.8FTE, 1 child	Administration team representative
Dr Susan Laird, Head of Department of Biosciences and Chemistry. Faculty Athena SWAN lead.	Member of staff since 1990, progressing to HoD. Maintained active research career alongside teaching and management responsibilities. Dual career partnership.	Head of Department UG/PG students sub-team member Academic staff sub-team member
Dr Christine Le Maitre, Reader, postgraduate tutor Case study 2	1 primary school child, about to take maternity leave with 2 nd child, promoted to Reader in 2014. Dual career family.	Postgraduate tutor PhD students sub-team member
Molly MacCormack Undergraduate student	Third year student studying Human Biology	Undergraduate representative – Biosciences courses UG/PG students sub-team member
Dr Jillian Newton Research staff – Senior Technician BMRC commercial services	Member of research staff since 2009, 2 children (secondary school age). Dual career family.	Technical staff and commercial services representative Technical staff sub-team member
Ekta Patel PhD student	Studied Forensic and Analytical Science at SHU, is currently studying for her PhD	PhD student representative PhD students sub-team member
Professor Tom Smith Unit of Assessment coordinator for REF for BMRC	Staff member since 2001, Professor since 2011. Serves on the University Research Degrees Sub-Committee. Experience of care of elderly parent.	ECR/PDRA sub-team member Academic staff sub-team member
Professor Nicola Woodroffe, Head of Biomolecular Sciences Research Centre	Staff member since 1994, Professor since 2001. Researcher Concordat Sub-Committee (Chair) & University's Athena SWAN SAT member. Worked PT for 8 years with 3 periods of maternity leave, before moving to SHU FT.	Head of BMRC. PhD students sub-team member, ECR/PDRA sub-team member Academic staff sub-team member

2.2 Details of the self-assessment process

The SAT initially met every 3 months to ensure progress of the actions from the previous 2012 action plan, the frequency of meetings increased to every 8 weeks during 2014-2015 in preparation for the resubmission. The SAT considered any areas of concern with regards to E&D, proposed actions for improvements and evaluated the impact of these actions; the

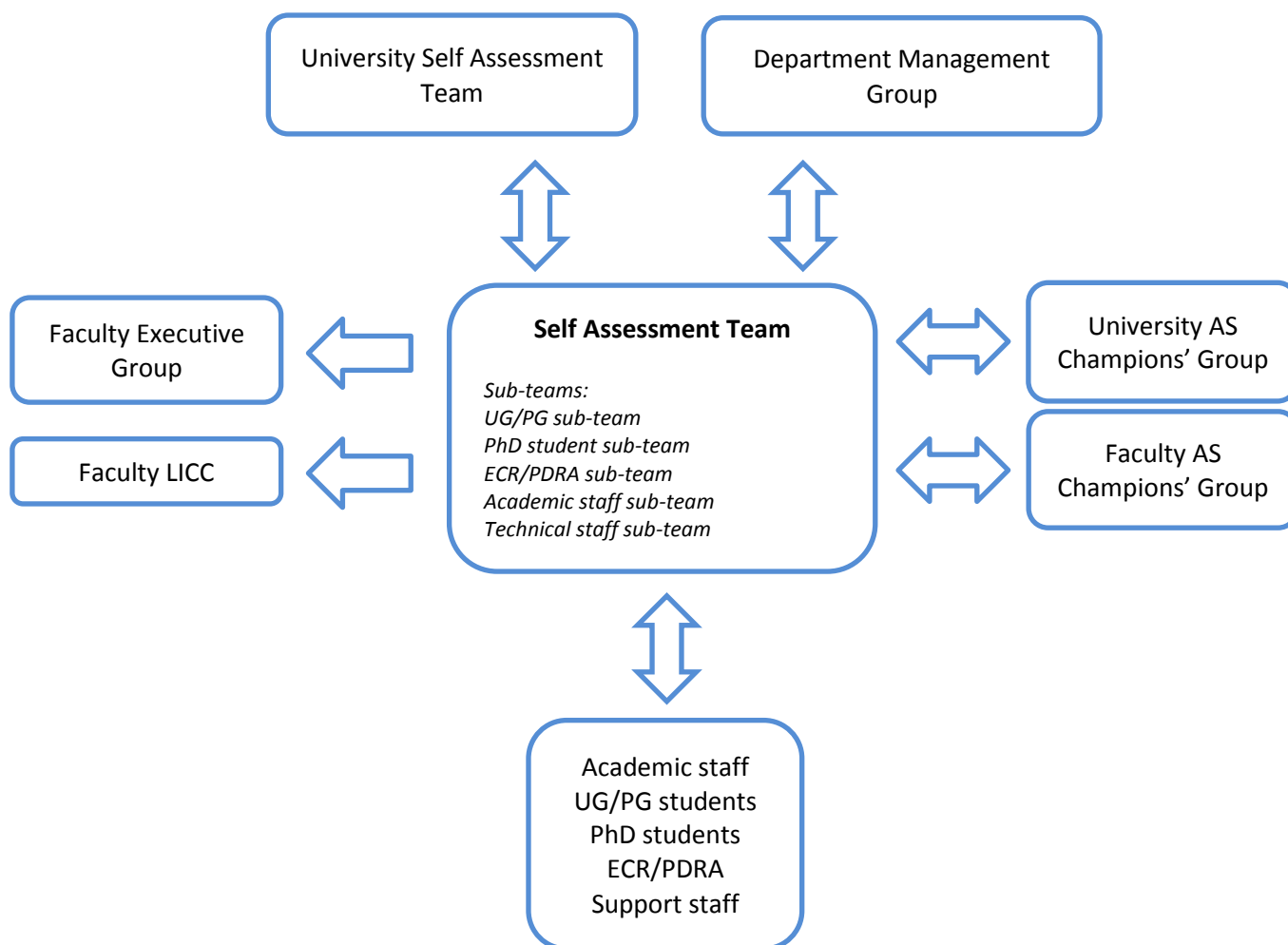
2012 action plan was followed to ensure allocated tasks were completed. The SAT is divided into a number of sub-teams (UG/PG students, PhD students, technical staff, ECR/PDRA, Academic staff); these teams take responsibility for considering the data and issues in their delegated area, making recommendations and reporting back to the SAT. The SAT lead (CD) is allocated 0.1FTE staff time within the department's workload plan, for leading the Athena SWAN work. The SAT has a budget of £1000 which has funded travel expenses for members to go to external meetings, and refreshments for events such as the focus groups and Athena SWAN events hosted at SHU.

The activities of the SAT are disseminated to the department in a number of ways. The SAT lead (CD) updates all academic staff on the progress of the SAT on a bimonthly basis at the staff meeting. To improve communication and raise the profile of AS all academic, technical, administrative and research staff, post-doctoral researchers and PhD students are attached to the Athena SWAN Blackboard site. This provides information on the activities of the SAT, minutes of the SAT meetings, departmental policies, links to university policy information and external links to relevant resources.

The SAT lead (CD) reports to the Department Management Group (DMG) (figure 2.1); this is the forum where policies and actions proposed by the SAT are presented and discussed and implementation decisions are taken. The SAT lead also reports to the University's AS SAT team on at least an annual basis. In addition the Head of Research (NW) reports to the Local Information Consulting Committee (LICC, which considers faculty staffing issues) on behalf of the SAT. NW is also a member of the University's AS SAT, where the University Bronze Action plan is monitored for the Institution; this application incorporates the departmental actions required within that action plan. The HoD (SL) is the Faculty AS lead and reports to the Faculty Executive group on behalf of the SAT.

AP2.1	<i>Raise the profile and use of the Blackboard site, and measure its impact by tracking the number of views. Review its effectiveness by surveying staff and students.</i>
AP2.2	<i>Improve the dissemination by members of the SAT to their specific staff/student groups by formalising this process; set out an annual timetable for SAT members to report and consult with their groups, and to feed back into the SAT meetings.</i>

Figure 2.1 Department of Biosciences and Chemistry Self-Assessment Team reporting structures



During the three years since our Silver award in 2012 the SAT and the department took part in and hosted a number of internal and external activities directly related to AS. These activities supported and informed this application and are summarised in Table 2.2

Table 2.2 List of AS activities 2012-2015

Activity	Frequency/dates	Notes
University AS Champions' Network meetings	6 times a year	Head of SAT (CD) attends, as champion of the only Silver department in the university she takes a mentorship role to help other departments to develop their AS agendas.
Faculty AS Champions' group	Every 6 weeks	Led by Faculty AS lead Susan Laird (HoD of Biosciences and Chemistry). Head of SAT (CD) also attends. This group has worked together to develop staff consultation strategies, run joint data analysis workshops, and develop faculty-wide policies to share expertise and good practice across the university. CD assisted another department by running their staff focus group and a Champion from another department did likewise within the Biosciences and Chemistry Department.
North-East Regional AS Forum	Quarterly	Head of SAT or another SAT member attends. At one event in 2014 CD gave a presentation on the department's experience of applying for an achieving a Silver award.
AS Silver award workshop, Manchester	May 2014	CD attended
Royal Society of Chemistry AS workshop	June 2014	CD attended
SHU annual Athena SWAN lecture	March 2014	Lecture at SHU as part of Science week by Professor Dame Athene Donald, Cambridge University
UK-wide symposium, Belfast	September 2014	Prof Nicola Woodroffe attended; meeting on best practice in promoting science to primary school girls
AS 'Going for Gold' workshop, University College, London	March 2015	CD attended
SHU annual Athena SWAN Lecture:	March 2015	Lecture at SHU as part of Science week by Professor Tom Welton, Imperial College, London
Athena SWAN networking event	April 2015	Hosted at SHU, attended by AS colleagues from Imperial College and King's College, London, Dundee University, Sheffield University. Colleagues shared examples of initiatives and good practice, and discussed challenges and solutions including mentoring programmes.

This submission is informed by consultations and data drawn from a number of sources summarised in table 2.3:

Table 2.3 Summary of consultation activities and data sources

Data source	Date(s)	Notes
ASSET survey	Sept 2014	Completed by 68% of academic staff (23F, 9M)
Academic staff focus group	July 2015	Attended by 13 people (12F, 1M, 28% of academic staff) - run by people external to the department, local managers were not present
PhD student/research staff focus group	July 2015	Attended by 23 PhD students and research staff (16F, 7M, 48% of BMRC students and PDRA) - run by two postdoctoral staff who are members of the SAT, academics not present
Student data	Annual report in February	Obtained from the Strategic Planning and Intelligence Office.
Staff data	Annual report in June	Obtained from Human Resources (HR), AS champions worked with HR to develop a 'toolkit' to standardise AS data collection across the university
Employee Opinion Survey	November 2014	University-wide survey
Benchmarking data	Annual	Obtained from ECU HESA data
Feedback on draft Silver award renewal application	November 2015	A draft version of the renewal application was circulated to all SAT members, academic staff and senior technical staff, some minor changes were made in response to comments

Both staff and student data sets are compiled by Central University teams once the academic year has finished. These data are released some months later therefore we have presented data to 2013-14, the latest year we have data for. Where possible we have supplemented this in the commentary with data we have compiled locally in the department, from the 2014-15 academic year.

2.3 Review of progress since 2012

A comprehensive review of our progress since 2012 can be found in Appendix B - Update on Department of Biosciences and Chemistry/Biomolecular Sciences Research Centre Action Plan 2012-2015.

2.4 Future plans of the self-assessment team

The SAT will meet every 3 months to monitor the progress of the action plan. Membership of the SAT will be reviewed each year; current members will be given the opportunity to step down and an email will be sent to the whole department including support staff asking for new members; we aim for a turnover of 2-3 people per year to maintain continuity but also to include additional members of the department in AS activities. SAT volunteers will be selected to maintain the representation of the different groups in the department, and increase the proportion of men on the SAT, taking into account the widening remit of AS post May 2015.

AP2.3	<i>Recruit a taught post-graduate representative onto the SAT</i>
AP2.4	<i>Refresh SAT by inviting new members onto team</i>
AP2.5	<i>Create an administrator sub-team on the SAT</i>
AP2.6	<i>Develop the widening remit of AS by holding briefing workshops to engage technical and administrative staff in the AS process</i>
AP2.7	<i>Carry out surveys and a focus group to measure awareness of support staff of AS activities and to identify issues affecting these staff</i>
AP2.8	<i>Develop initiatives to address issues raised in consultation with the support staff affected</i>
AP2.9	<i>Repeat surveys and focus groups with support staff to measure the impact of the initiatives</i>
AP2.10	<i>Embed a structured timetable of SAT activities so that consultations with staff, data analysis and reporting processes follow a proactive rolling programme.</i>
AP2.11	<i>Ensure that all new SAT members undertake E&D and unconscious bias training</i>

Section 2: 827 words

A picture of the department

3.1 Short description of the department

The Department of Biosciences and Chemistry and the Biomolecular Sciences Research Centre (BMRC) are co-located on SHU's city-centre campus and is part of the Faculty of 'Health and Wellbeing' (HWB).

The Head of Department (HoD) is Dr Susan Laird (SAT member) and there are 47 academic staff (16FT and 9PT women and 19FT and 3PT men), many of whom are actively engaged in research within the BMRC, led by Professor Nicola Woodroffe (HoRC, also a SAT member). This close link between teaching and research, with staff translating their research into undergraduate and postgraduate curricula, provides an excellent student experience. We strongly support women returning to work from maternity leave and flexible working. Women work at all grades including Professorial. The Department is supported by a dedicated technical team (7FT and 2PT females; 10FT males), led by 2 female managers with doctorates (1FT, 1PT), and 2 Technical Officers (1PT female, 1 male) as well as 18 administrative staff, some of whom are shared with other departments (8FT and 6PT females, 2FT and 2PT males).

We provide BSc, MSci and MSc courses in Biomedical Science, Human Biology, Biology, Biochemistry, Molecular & Cell Biology, Biotechnology, Pharmacology, Pharmaceutical Analysis, Forensic Science, Chemistry and Analytical Chemistry, as well as PhD programmes. All degree courses offer a sandwich route and in 2014/15, 72 students (47F, 25M) went on placement. Since our 2012 Silver award the number of students on Chemistry-based courses has increased significantly, with a corresponding increase in the number of staff specialising in Chemistry. To reflect this the department has been renamed 'Department of Biosciences and Chemistry' (previously Department of Biosciences), and the Research Centre has been renamed 'Biomolecular Sciences Research Centre' (previously Biomedical Research Centre).

The HoD has overall responsibility for teaching activities and staff management. The senior management team consists of the HoD and the HoRC, three professional leads (1F, 2M), who directly line manage the majority of staff, and two academic delivery managers (1F, 1PT M), responsible for the taught programme. An additional Principal Lecturer (PL) (F) also acts as the international lead for the department. Departmental roles undertaken by Senior Lecturers include course leader, admissions tutor, placement and employment leads, and link tutors for our collaborative provision.

The HoRC is responsible for research, and manages financial targets. The BMRC has an income of £1m+ pa, and currently employs six PDRAs (4F, 2M), a senior technician (F) and a business development manager (M). There are 40 FT PhD students, (approximately 50% overseas, 50% female), 4 part-time PhD students (2F, 2M) and 7 Professional Doctorate students (3F, 4M).

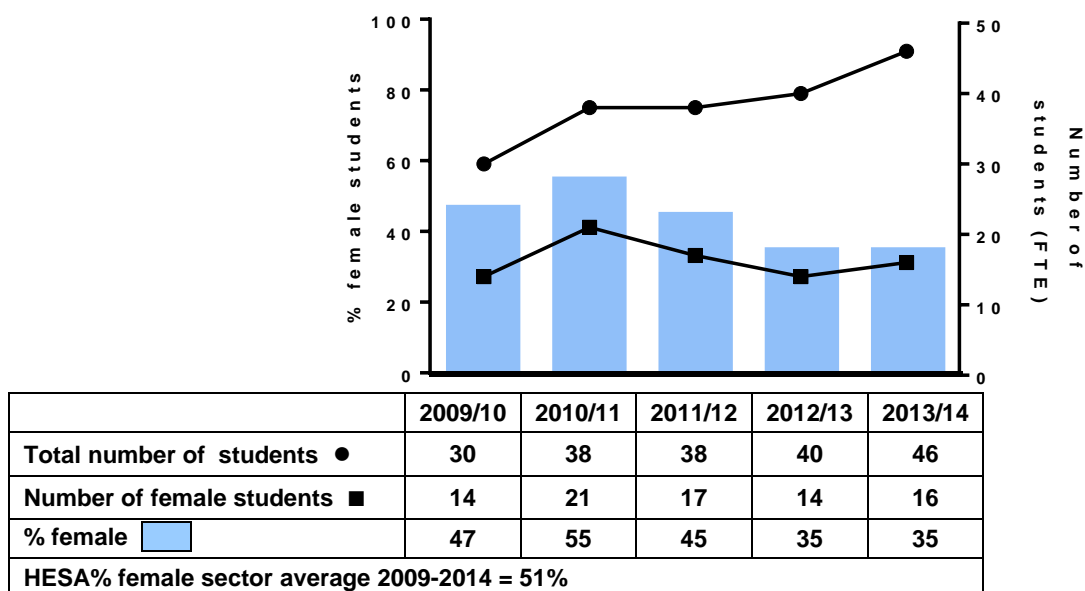
There are five research groups: disease mechanisms, bioanalytical science, molecular microbiology, biochemistry and chemistry. Disease mechanisms has a female lead, with the others led by men. We work with researchers at other universities including Sheffield, Manchester, Warwick, Leeds, Bradford, Aston and Imperial College, and have close collaborations with clinicians at Sheffield Teaching Hospitals NHS Foundation Trust. Our consultancy business provides analytical services to international companies, e.g. Unilever and GSK, as well as local SMEs.

For REF2014, the code of practice was updated in line with equality legislation and approved by the University REF Implementation Group, of which the HoRC (NW) is a member. In May 2012, staff involved in staff selection for REF2014 had REF-specific E&D training based on examples of complex staff circumstances, provided by the Equality Challenge Unit. For the BMRC, the decision about who was returned in UoA5 (Biological Sciences) in 2014 was taken by the BMRC leadership, Profs Woodroffe, Clench and Smith, (1F, 2M). 8 women (7FT, 1PT) and 9 men (all FT) were returned. The PT woman submitted reduced outputs in recognition of a period of maternity leave.

3.2 Student data

3.2.1 Numbers of males and females on Access or Foundation Courses

Figure 3.1 Students on the Extended degree Programme in Biosciences and Chemistry



The extended degree course is an entry route to our portfolio of undergraduate courses; if students pass the extended degree they are guaranteed a place on the degree course of their choice. The course attracts mature students and those who do not have sufficient qualifications for direct entry to the degree courses, particularly those who have not studied science to Level 3, but now wish to study it at university. Student numbers on the extended degree have risen over the last five years. The number of female students on the course has remained fairly stable, with the additional student numbers due to an increase in male students. One possible explanation for this rise in male students is the launch of the Chemistry course (discussed in the next sections).

- | | |
|--------------|--|
| AP3.1 | <i>Carry out data analysis to enable identification of factors influencing female student numbers on the extended degree (school, A-level achievement, course type)</i> |
| AP3.2 | <i>Carry out a survey of students on the Extended degree course to identify which UG degree courses they are aiming to join, and whether there are gender differences in their choices.</i> |
| AP3.3 | <i>Use the data from the analysis and survey to inform our Outreach strategy</i> |

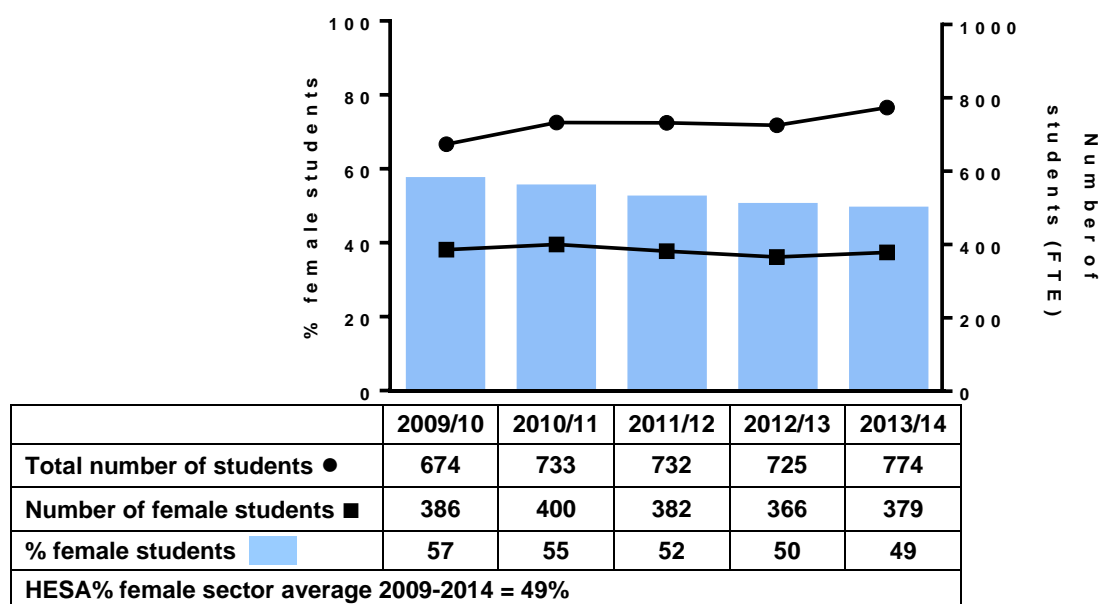
3.2.2 Undergraduate male and female numbers – full and part-time.

Our current undergraduate degree portfolio consists of Biochemistry, Biology, Biomedical Science, Chemistry, Forensic Science and Human Biology. During the last five years our undergraduate programme has undergone a number of changes. The main change has been to the 'Chemistry-based' courses with the closure of Forensic and Analytical Science in 2011 and Pharmaceutical Science in 2012, which were replaced by Forensic Science launched in 2010 and Chemistry launched in 2011.

The gender profile of students on these courses is different (Bioscience-based courses 5 year average percentage of female students is 55%; Chemistry-based courses 5 year average percentage of female students is 43%). Therefore we have presented data for all our undergraduate students together, and also separated into 'Bioscience-based' and 'Chemistry-based' groupings, based on the JACS codes for each degree course.

All undergraduate students

Figure 3.2 Students on all Undergraduate Courses

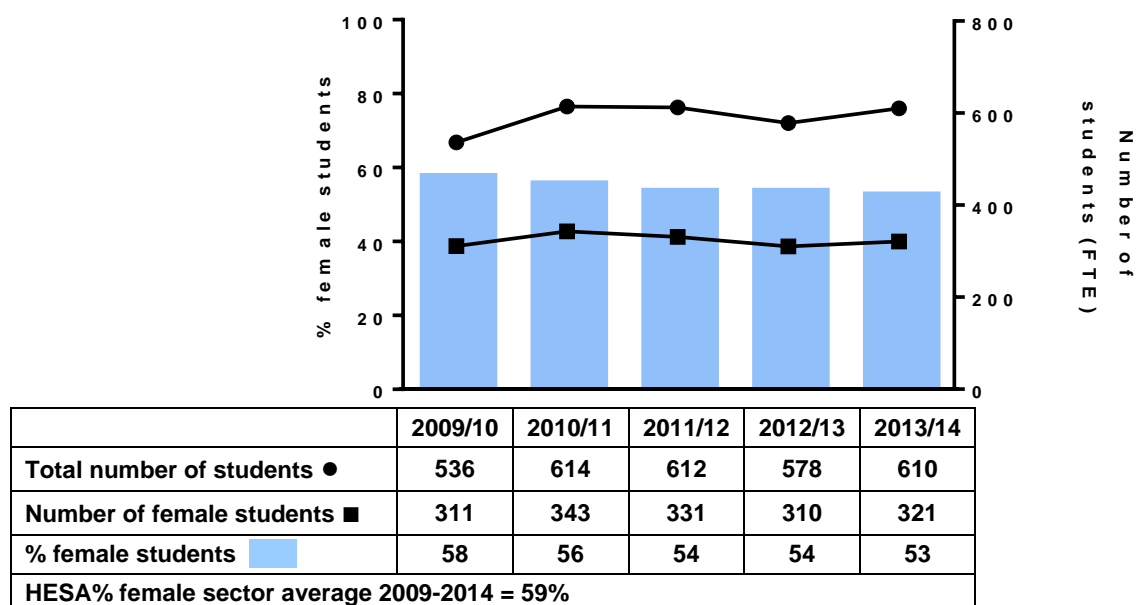


Our total enrolled undergraduate student numbers have increased over the past five years by about 100 students; the majority of our students are home full-time students. The number of female students has remained stable (range for 5 years 366-400), with the increase in overall numbers mainly due to an increase in male students. We have analysed our data by course to investigate underlying trends behind this headline observation. Closer examination of the data shows the majority of the rise in male student numbers is occurring in our chemistry courses. As discussed in section 3.3.2 above we have analysed and presented the data in the following sections as two groups in order to analyse these data in more depth.

The Biomedical Science degree can be studied part-time. The numbers studying part-time are low; since 2009 16 students have enrolled part-time (12F, 4M) of which 11 have graduated (8F, 3M), 3 are still studying (2F, 1M) and 2 have dropped out (2F). We promote the part-time degree and work with students to design a route that suits their circumstances, allowing them to study part-time whilst working or fulfilling caring responsibilities.

Undergraduate Bioscience-based course students

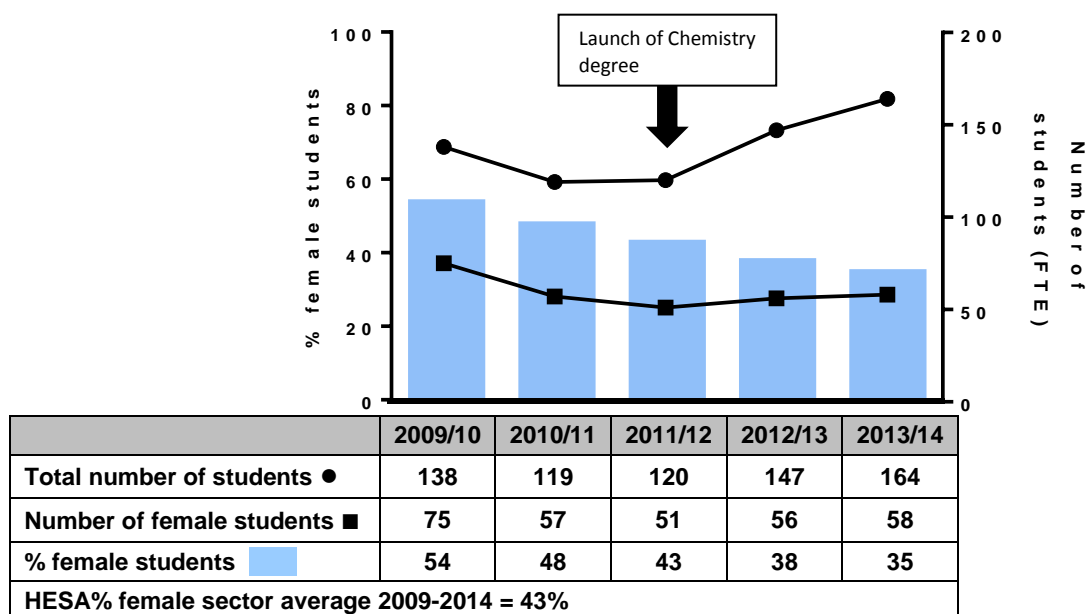
Figure 3.3 Students on Bioscience-based Undergraduate Courses



Our student numbers on Bioscience-based courses have been relatively stable over the last five years, although there is some small variability year-on-year. The percentage of female students decreased slightly at the beginning of this period, but has been stable for the last 3 years at 53-54%, slightly below the sector average.

Undergraduate Chemistry-based course students

Figure 3.4 Students on Chemistry-based Undergraduate Courses



There is a decrease in the percentage of female students on Chemistry-based courses over the last five years; in 2009/10 our percentage of female students was above the sector average, however by 2013/14 this had dropped below the sector average. In 2011 we launched our Chemistry degree, which initially attracted more male students than female students.

In order to investigate this trend we analysed the 1st year intake for our Chemistry-based courses over the period 2009-2015.

In the first year of the Chemistry degree (2011/12), recruitment was only through clearing due to the timing of the validation; the course was not included in the prospectus or on our website. That year, the percentage of female 1st year students on the Chemistry degree was only 19%. In the following years we recruited through our prospectus and website, with an increased presence of female staff and student ambassadors at open days. As potential students engaged with our recruitment material and attended the open days the percentage of female students began to increase. By 2013-14 our 1st year intake of female students on Chemistry-based courses had increased to 38%. This percentage intake has now risen above the sector average for the 2015 intake to 47%. As the data presented above is for FTE students across all years of the degrees, the impact of the increased percentage of 1st year female students will take a number of years to show in the data for total student numbers.

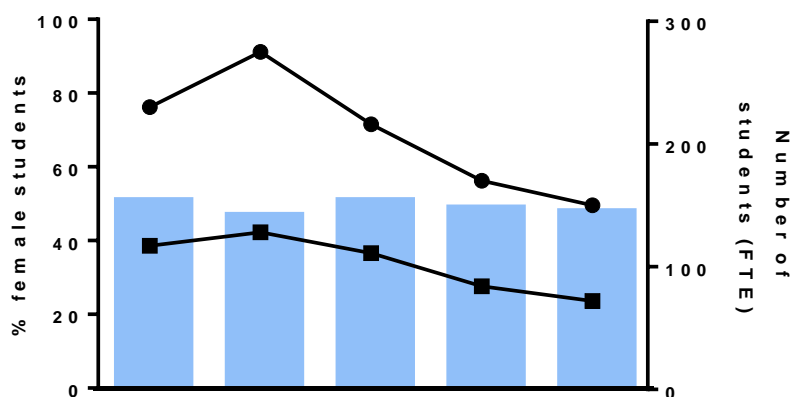
AP3.4 *Carry out a survey with female chemistry students to establish why they chose our course; use this information to better inform our outreach strategies.*

Figure 3.5 – Examples of images from our website promoting female role models



3.2.3 Postgraduate male and female numbers completing taught courses

Figure 3.6 Students on all taught Postgraduate courses

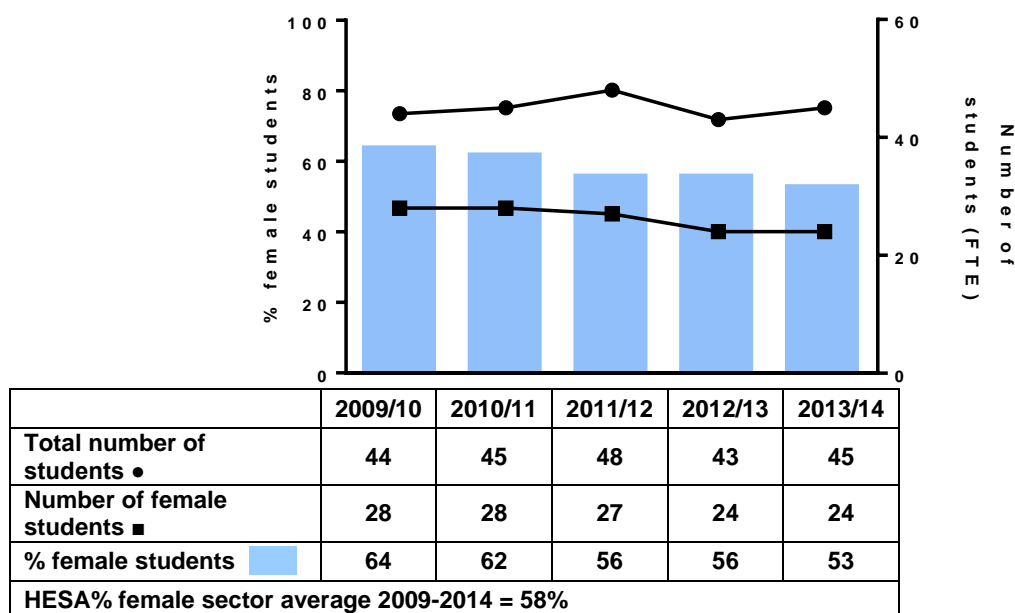


	2009/10	2010/11	2011/12	2012/13	2013/14
Total number of students ●	230	275	216	170	150
Number of female students ■	117	128	111	84	72
% female students ■	51	47	51	49	48
Total number of full-time students					
Number of female full-time students	78	80	57	31	45
% female full-time	48	40	42	44	45
Total part-time					
Number of female part-time students	39	48	54	53	27
% female part-time	57	62	68	53	55
HESA% female full-time sector average 2009-2014 = 61%					
HESA% female part-time sector average 2009-2014 = 68%					

94% of our MSc students are on Bioscience-based courses. All MSc courses can be studied by a full-time or a part-time route. The majority of our full-time postgraduate taught students are international students (76%), in contrast the majority of the part-time students are home students (63%), combining their studies with employment. The average percentage of female full-time students is 44%, in contrast the average percentage of female part-time students is 59%. The overall percentage of female students has remained constant at around 50%, however our numbers are below the sector average; this is due to the high numbers of international students who are disproportionately male.

3.2.4 Postgraduate male and female numbers on research degrees

Figure 3.7 Students on PhD degrees



The number of students on postgraduate research degrees is stable; the percentage of female students has dropped slightly, but the numbers are small so it is not yet possible to determine if this is significant. Currently 4 PhD students are studying part-time (2F, 2M), 3 whilst working in industry and 1 (F) whilst working as a member of academic staff. In the period 2009-2014 one other part-time student completed a PhD (F). We currently have 7 students enrolled on the DProf route (3F, 4M). These are all students working in the NHS combining their studies with their employment.

- AP3.5** *Monitor the percentage of female PhD students*
AP3.6 *If female student numbers continue to drop analyse data to investigate why this is the case and plan interventions*

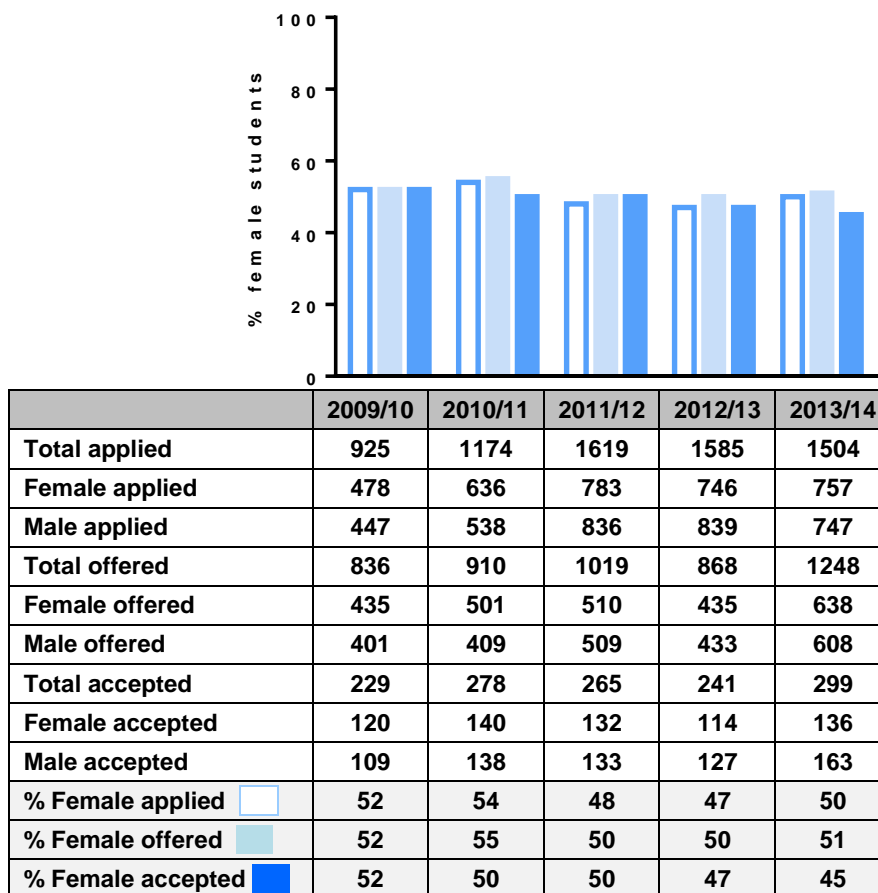
Female students are slightly more likely to complete their PhD programme within the allocated timeframe; there are no gender differences in the likelihood of students successfully completing or withdrawing from the programme (Table 3.1).

Table 3.1 Completion and withdrawal numbers for PhD programme

	Female	Male	Total
Total number of students completing or withdrawing from PhD programme 2009-2015	26	15	41
Number of students successfully completing PhD programme 2009-2015	23/26 (88%)	13/15 (87%)	36/41 (88%)
Number of students withdrawing from PhD programme 2009-2015	3/26 (12%)	2/15 (13%)	5/41 (12%)
Number of students completing PhD programme within allocated timeframe	18/23 (78%)	8/13 (62%)	26/36 (72%)

3.2.5 Ratio of course applications to offers and acceptances by gender for undergraduate degrees

Figure 3.8 Applications, offers and acceptances for Undergraduate Students

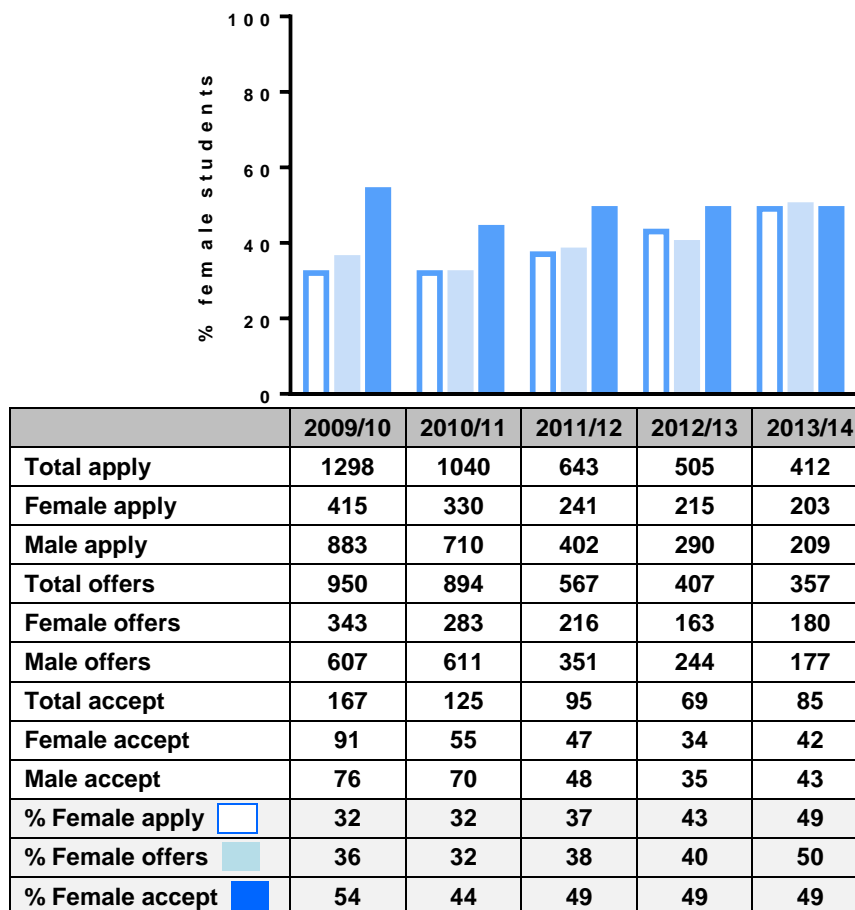


Undergraduate applications and offers across our Undergraduate portfolio are similar for female and male students. There has been a slight decrease in the percentage of female students who accept offers on our courses. One possible explanation for this decrease is that female students have become more likely to choose SHU as an insurance offer, achieved the grades required by their first choice university and accepted offers elsewhere.

AP3.7 *Carry out data analysis to identify why a lower percentage of female students accept offers, investigate whether there are gender differences in the selection of 1st choice and insurance universities*

3.2.6 Ratio of course applications to offers and acceptances by gender for postgraduate taught degrees

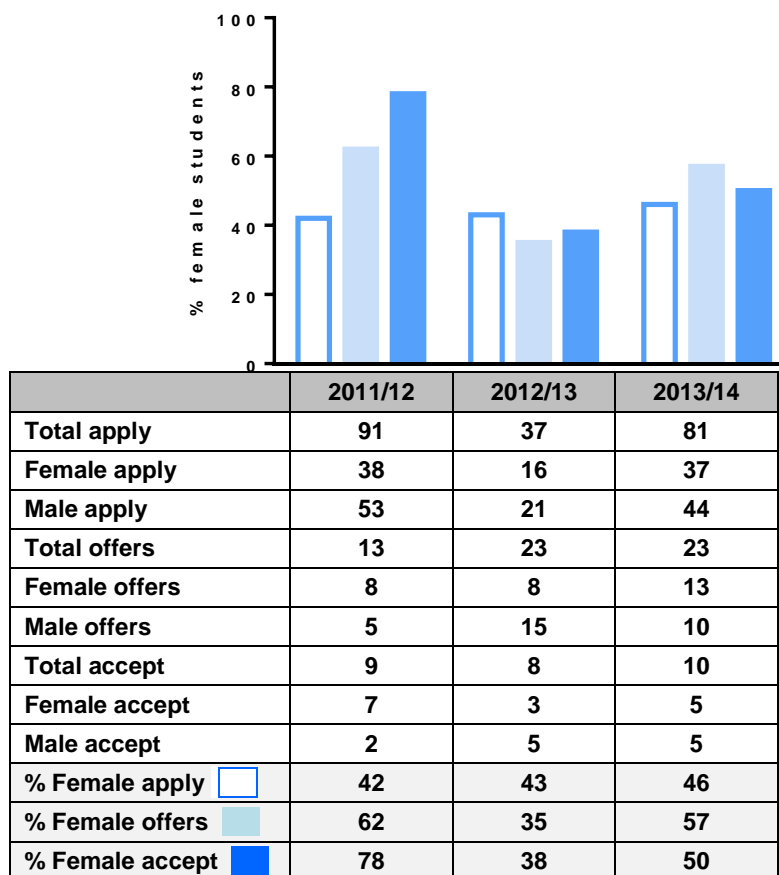
Figure 3.9 Applications, offers and acceptances for taught Postgraduate students



There has been an increase in the percentage of applications for taught postgraduate courses from female students since 2009, and an increase in the percentage of offers made to female students. Taught postgraduate applications, offers and acceptances are now similar for female and male students.

3.2.7 Ratio of course applications to offers and acceptances by gender for research degrees

Figure 3.10 Applications, offers and acceptances for Postgraduate Research students



We only have data on PhD applications and offers since 2011 when the university moved research student applications to an online system. Over the last 3 years we have made offers to 29 female students, and 30 male students; 15 female students and 12 male students accepted offers.

The split between international and home PhD students is approximately 50:50. We interview all prospective PhD students. International students are interviewed by the HoRC or Postgraduate tutor (both female), alongside members of the potential supervisory team, by teleconference if necessary. Home students applying for funded studentships are interviewed by a panel including the postgraduate tutor and the supervisory team. The female:male application ratio for funded studentships since 2011 is 51% female:49% male. Since 2009 we have appointed 21 students to funded studentships (15F, 6M).

3.2.8 Undergraduate degree classification by gender

Figure 3.11 Undergraduate student degree classifications

	2009/10	2010/11	2011/12	2012/13	2013/14
Total number of students	142	112	212	167	187
Total number of female students	90	72	123	88	97
Percentage of female students achieving 1st	24	29	24	23	32
Percentage of female students achieving 2i	38	47	37	48	44
Percentage of female students achieving 2ii	29	22	27	23	23
Percentage of female students achieving 3rd	9	1	11	7	1
Percentage of female students achieving good degree (1st/2i)	69	76	61	71	76
Total number of male students	52	40	89	79	90
Percentage of male students achieving 1st	23	10	16	23	34
Percentage of male students achieving 2i	25	43	31	48	41
Percentage of male students achieving 2ii	35	30	34	22	18
Percentage of male students achieving 3rd	17	18	19	8	7
Percentage of male students achieving good degree (1st/2i)	48	53	47	71	75

In the years 2009-2012 female students were more likely to achieve a good degree (1st/2i) than male students, over the last couple of years female student achievement has remained constant, while the achievement of male students has improved and is now similar to the achievement of female students.

3.3 Staff data

3.3.1 Academic and research staff by gender

Table 3.2 Biosciences and Chemistry academic and research staff by grade and gender

Academic staff	2009/10	2010/11	2011/12	2012/13	2013/14
Total number of Researchers	5	4	1	5	6
% female Researchers	80	75	100	80	66
Total number of Lecturers	3	2	3	7	7
% female Lecturers	67	100	67	71	57
Total number of Senior Lecturers	27	30	29	31	29
% female Senior lecturers	56	57	59	55	62
Total number of Principal Lecturers	4	4	5	5	5
% female Principal Lecturers	25	25	40	40	40
Total number Senior Staff Grade	1	1	1	1	1
% female Senior Staff Grade	100	100	100	100	100
Total number of Professors	5	5	5	5	5
% female Professors	20	20	20	20	20
Total number of staff	45	46	44	54	53
% female staff	51	52	52	50	57

Note: *Principal Lecturer is the equivalent grade to Senior Lecturer in pre-1992 universities; Senior Lecturer is the equivalent of Lecturer.*

The staffing profile of the department is stable, the percentage of female staff in the department for 2013/14 (57%) is above the HESA sector averages (43% for Biosciences, 27% for Chemistry).

The percentage of female staff at Professorial, Senior Staff, and Principal Lecturer grades remained stable throughout 2009-2014, with only one promotion from SL to PL (1F) in 2011/12. However, as discussed in section 4.1.2, since 2014 two female Senior Lecturers have been promoted to Reader, and another female Senior Lecturer has been appointed to PL.

3.3.2 Turnover by grade and gender

The department has a very low turnover of staff. In the period 2009-2015 seven permanent members of academic staff left the department. Four retired (1F, 3M), one emigrated (M), and two obtained academic posts elsewhere (1F, 1M).

Section 3: 2000 words

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

4.1 Key career transition points

4.1.1 Job application and success rates by gender and grade

Table 4.1 Applications and appointments to Biosciences and Chemistry teaching posts by gender from 2009-2014; appointments since 2012 highlighted

Academic Post	Year	F apply	% F	M apply	% M	Shortlist (% of applications shortlisted, F/M)	Appoint
Lecturer/Senior Lecturer in Biochemistry	2009/10	18	35	33	65	0F/8M (100M)	1M
L/SL in Biological Mathematics	2009/10	1	7	14	93	0F/8M (100M)	1M
Lecturer in Forensic and Analytical Science	2010/1	6	33	12	66	2F/2M (50/50)	1M
Lecturer	2011/2	2	40	3	60	1F/1M (50/33)	1F
Senior Lecturer in Chemistry (2 posts)	2011/2	24	29	60	71	2F/10M (8/17)	2M
Lecturer in Microbiology (2 posts)	2012/3	7	87	1	13	5F/0M (71/0)	2F
Senior Lecturer in Biosciences (3 posts)	2012/3	20	34	38	66	6F/7M (30/18)	3F
Senior Lecturer in Chemistry (3 posts)	2013/4	8	18	37	82	2F/11M (25/30)	1F, 2M
Overall 2009-2011/12		51	29	122	71	5F/29M (10/24)	1F, 5M
Overall 2012/13-2013/14		35	32	76	68	13F/18M (37/24)	6F, 2M
Overall 2009-2014		86	30	198	70	18F/47M (21/24)	7F, 7M

As part of our 2012 action plan we have made changes to our recruitment processes (see section 4.1.3). There has been a small increase over the 5-year period 2009-2014 in the percentage of women applying from 29% to 32%, however we still get twice as many applications from male candidates. The average percentage of women applicants that we shortlist has increased from 10% (2009-12) to 37% (2012-onwards), and this is now higher than for male candidates (24%). There has also been an increase in the number of women appointed; since 2012 we have appointed 6 women out of a total of 8 staff appointed (Female staff: 4 Senior Lecturers and 2 Lecturers; Male staff: 2 Senior Lecturers). Overall from 2009-2014 we appointed equal numbers of female and male academic staff.

AP4.1	<i>Increase the percentage of women applying for academic posts by making better use of informal networks to ensure suitable candidates are aware of vacant posts</i>
AP4.2	<i>Ask all academic staff for contact emails of collaborators, and ensure that these contacts are made aware of vacant posts and are asked to disseminate the information to potential female candidates e.g. PDRAs, women on fixed term fellowships.</i>
AP4.3	<i>Use publically available databases to identify and contact women awarded fellowships who may be potential candidates for vacant posts</i>

Table 4.2 Applications and appointments to Biosciences and Chemistry research posts by gender from 2009-2014

Academic Post	Year	F apply	% F	M apply	% M	Appoint
Research Assistant BMRC (Marie Curie fellowship)	2010	3	27	8	73	1F
Post-doctoral researchers (3 posts)	2012/13	9	64	5	36	2F, 1M
Post-doctoral researchers	2013/14	6	75	2	25	1F
Overall		18	55	15	45	4F, 1M

Over the 5-year period 2009-2014 we appointed 5 research staff. As the numbers are small it is difficult to identify any trends, but overall more women applied for these posts than men, and we appointed more women than men.

4.1.2 Applications for promotion and success rates by gender and grade

There have been limited opportunities for promotion in the department in the last 5 years.

During the period 2009-2014, 5 staff (3F, 2M) have progressed from Lecturer level to Senior Lecturer. When a member of staff reaches the top spinal point on the Lecturer scale they are automatically considered for progression to SL by their line manager who assesses whether they fulfil the requirements expected of a SL.

In the period 2009-2014, one female member of staff was promoted from Senior Lecturer to Principal Lecturer. Recently three female members of staff have been promoted from Senior Lecturer; two to Reader (See **Case study 2**), and one to Principal Lecturer, in addition one male member of staff has been appointed to a personal chair as Professor (these recent data are not included in table 3.2 as these promotions have all taken place in the last academic year). These five promotions are the only ones that have taken place 2009-2015 apart from the automatic progression from Lecturer to Senior Lecturer. The two female SLs promoted to Reader both took part in the 'Aspire' mentoring programme, and the female SL promoted to Principal Lecturer took part in the 'Aurora' programme (see sections 4.1.4 and 4.2 below).

**Table 4.3 Applications for promotion to Principal Lecturer 2009-2015
by gender**

	Female apply	% female	Male apply	% male	Appointed
Post 1	3	60	2	40	1F
Post 2	2	66	1	33	1F

AP4.4 *Continue to encourage women to take part in mentoring programmes including 'Aspire' and 'Aurora'. Line managers will specifically discuss these programmes at appraisals with female staff.*

4.1.3 Recruitment of staff

In our successful 2012 Silver application we noted that the department attracted more male applicants than female applicants for Lecturer and Senior Lecturer posts, there was a trend to shortlist more male applicants than female applicants, and we appointed more male staff than female staff. As detailed in our 2012 action plan:

- We have reviewed and revised our recruitment material to ensure the phrases included maximise their appeal to women, Athena SWAN branding is on our job advertisements with links to further information.
- Advertisements within our department highlight the 'Benefits of working for us' <http://www.shu.ac.uk/jobs/vacancies/Documents/benefits.html> this site includes details of flexible working, annual leave entitlements, parental and adoption leave and the Health and Wellbeing service.
- We offer all potential applicants the opportunity for an informal meeting to discuss the advertised post before they apply
- We reviewed and revised our website to increase the visibility of women.
- We now email all staff with vacancy details and encourage them to forward these to potential candidates
- All stages of the recruitment process from application to appointment, including interview panel composition, are now managed using an electronic system; this makes the system easier to audit and so allows for improved monitoring
- Shortlisting is carried out in accordance with the University's Equal Opportunities Policies which includes the use of skills and attributes matrices as set out in the Person Specification for the job.
- All staff involved in short-listing and interviewing have completed online E&D training and unconscious bias training. We are currently rolling this training out to all staff.
- All interview panels, including those for PhD studentships, are mixed gender.

Case study 1 illustrates our flexible working policy in action; a member of staff applied for a full-time position but requested part-time working and was appointed on that basis.

AP4.5	<i>Use the improved auditing of the recruitment process to increase the frequency of the data analysis, in order to measure the effects of our actions to improve the percentage of women applying for academic posts</i>
AP4.6	<i>Continue to ensure that all new and existing staff have completed E&D and unconscious bias training, by auditing take-up on an annual basis; ensure that staff involved in recruitment panels have updated their training</i>

4.1.4 Support for staff at key career transition points

Our 2012 data analysis and action plan identified the need to focus on three key career transition points:

- The transition from Senior Lecturer to Principal Lecturer/Reader
- Support for ECR, research staff/postdoctoral staff
- Support for new staff (discussed in section 4.2.2 induction and training)

The university has recently changed the criteria for the appointment of Readers, in part as a result of the actions resulting from the successful AS Institutional Bronze award process; Readerships are now awarded based on their academic profile instead of to a specific vacancy. Alongside this change, Professor Woodroffe has led the female Professorial group to set up the 'Aspire' programme, a mentoring scheme open to all female staff of grade 8 or above. The scheme has the explicit aim of helping female academic staff prepare their applications for Professor or Reader. Participants attend training events and are assigned a member of Professorial staff as a mentor. The mentor and mentee meet several times over a year to review CVs and to prepare the application. The training events help participants navigate the reader/professorship route, and provide a network to support candidates during the process, including encouragement to reapply if not successful at the first attempt. 4 members of departmental staff have participated in the scheme so far resulting in 2 female senior lecturers being promoted to Reader; these two women are the only members of staff promoted to Reader in our department since the criteria changed (**Case study 2**).

To support our PDRAs, we have used maternity cover appointments to give research staff the opportunities to obtain teaching experience. In several cases this has resulted in progression to a permanent academic staff post, either in the department or elsewhere. As stated in our 2012 action plan we now have annual career development workshops aimed at ECR and postdoctoral staff. All research and post-doctoral staff now have annual appraisals where career development and training is explicitly discussed.

4.2 Career development

4.2.1 Promotion and career development

Our 2012 application identified under-representation of women in PL roles and above; our 2012 action plan included a range of actions to support all staff in their preparation for promotion. In addition to the 'Aspire' programme discussed above, female members of academic staff are encouraged to take part in the national 'Aurora' leadership development programme, and the university's academic leadership programme. Currently 7 members of staff are taking part in the academic leadership programme (4F, 3M).

All staff, including PDRAs, have an annual appraisal with their line manager; the results from the ASSET survey show that around half of staff members find their appraisal useful and 74% of women and 78% of men state that senior colleagues are supportive. Since 2012 we have introduced an explicit discussion of career development during the appraisal. Staff are encouraged to keep up to date with their field, both in terms of teaching and research. They are encouraged to attend conferences and take active roles within professional bodies, as well as peer-reviewing activities and editorial roles. All staff are supported to attend at least one national or international conference a year with the BMRC and/or the department contributing to the cost. Staff are given the opportunity to deputise, or attend alongside, more senior staff at external meetings such as Heads of University Centres of Biomedical Sciences (HUCBMS) meetings.

Five out of the six UG course leaders are female, and two of the five PG course leaders are female. Three of the female course leaders are part-time, suggesting that being female and part-time is not a barrier to being appointed as a course leader.

We have recently introduced a targeted mentoring scheme. Staff can be assigned a mentor to help them to achieve a particular target such as writing a grant application, or applying for Senior Fellowship of the Higher Education Academy. Identification of a suitable mentor is a joint decision between the line manager and the mentee; female staff can request a female mentor.

Since 2012 the departmental Learning, Teaching and Assessment (LTA) group has become established. Two female members of staff (both PT) have taken on a leading role in LTA initiatives to disseminate good practice.

Analysis of the ASSET survey results from 2012 and 2014 shows that there has been an increase from 33% to 57% in the number of women stating that the department encourages them to undertake activities that contribute to their career. In our 2015 action plan we aim to build on this to ensure that all women are encouraged to develop their careers. We will carry out a survey to investigate why some women in the department are not fully participating in career-enhancement activities, and will follow this up with targeted strategies.

AP4.7	<i>Ensure all staff are aware of the mentoring opportunities in the department</i>
AP4.8	<i>Monitor the mentoring scheme to ensure it contributes to the confidence and readiness of women to apply for promotion (measured by a survey)</i>
AP4.9	<i>Continue to deliver annual career progression workshops to communicate the criteria for promotion, and monitor their effectiveness (survey)</i>
AP4.10	<i>Investigate why some women are not taking up career development opportunities (survey/focus group)</i>
AP4.11	<i>Consult with staff to investigate why some staff do not find their appraisals useful (survey)</i>
AP4.12	<i>Consult with line managers to develop processes to increase the effectiveness of the appraisal system, including the introduction of explicit discussion of career progression</i>

4.2.2 Induction and training

Induction of new staff includes a University programme run by the HR department, (including an E&D section), a Faculty program, and also local departmental and research centre inductions. There are Faculty and Research Centre induction checklists for new starters and an online induction module. As part of this process, a mentor within the department is appointed. Mentors are chosen as people able to provide the specific support the employee needs. For example, existing staff who have had success in areas such as initiating an independent research career, grant writing, publications or innovations in teaching provide mentorship to new staff in these areas. The mentorship is advised by the HoD and the HoRC. Success of mentorships is tracked through the appraisal system and further specific mentoring arranged through discussion. A new staff member receives considerable support from colleagues, since they are located in offices with experienced staff and most offices are mixed gender. In addition the HoD delivers annual workshops (3x 1hour sessions) for new staff to communicate information on local policies and procedures.

The University has a policy that all staff must complete an online equality and diversity training. Additionally, all departmental academic staff have been encouraged to undertake unconscious bias training. As part of the REF2014 and stated in our 2012 action plan, UoA coordinators and other staff involved in selection of staff for return in the REF attended specific Equality and Diversity training.

AP4.13	<i>Continue to deliver induction workshops for new staff, review induction programme to ensure that it meets the needs of new staff – (carry out survey of new staff)</i>
AP4.14	<i>Monitor the effectiveness of the buddy mentoring scheme for new staff – (survey)</i>
AP4.15	<i>Monitor uptake of unconscious bias training and ensure that all staff complete the training</i>
AP4.16	<i>Follow up issues raised by the unconscious bias training by consulting staff; hold a training workshop</i>

Research academics, who have not previously supervised PhD students, attend the new PhD supervisors training course (8 x 2.5h sessions) which examines issues relating to Equality and Diversity as well as good supervisory practice. This is enhanced by annual Departmental training which includes case studies based on the Every Researcher Counts resources. It is a requirement that staff wishing to apply for internal PhD studentships have attended this training within the previous year and >90% of staff comply with this requirement.

All PDRAs are encouraged to attend SHU staff development and training courses e.g. grant writing and manuscript preparation workshops. They are supported financially to present their work at national and international conferences. NW has acted as a reviewer for L’Oreal fellowships and is currently a grant awards committee member of the Daphne Jackson Trust and brings this expertise to mentorship of female PDRAs in BMRC. This year one of our commercial team staff has been awarded a Daphne Jackson fellowship, jointly funded by the BMRC and the Materials and Engineering Research Institute at SHU, following a 2-year period out of research after the birth of her second child.

AP4.17 Support PDRAs who are applying for grants and fellowships by widening the mentoring system so that staff who have previously applied can guide them in their applications

All PDRAs and PhD students are encouraged to follow the 'Vitae' programme; the university is an Institutional member which gives our researchers access to the wide range of training opportunities offered by the programme. PhD students can gain teaching experience as laboratory demonstrators and we have a training programme to support students who choose to do this. PhD students also have the opportunity to attend a Leadership course programme developed by SHU. In 2015, 6 of our students (4F, 2M) attended the course.



Figure 4.1 BMRC PhD students on the Leadership Course 2015 (with their 2 trainers, centre)

4.2.3 Support for female students

Undergraduate and taught postgraduate students

Undergraduate (Biomedical Science) and postgraduate courses (all courses) are validated in part time modes, allowing students to manage work and/or family commitments whilst studying for a degree.

All our undergraduate courses emphasise developing employability skills. About a quarter of students complete a placement year, more female than male students go on placement. There is dedicated support from a female administrator and a female academic to coordinate the appointment of students to placements and to help students with applications. All students have access to one-to-one advice, CV clinics, interview practice and job searches provided by career advisors based in the department (currently 1F, 0.5 FTE). The departmental employment lead and employment advisers organise an annual science employers recruitment fair which all students are encouraged to attend.

UG and PG students have an 'Academic advisor' who remains in this role for the student throughout their course. The advisor meets with the student twice a year to discuss their progress, students develop an ongoing 'career action plan', this facilitates them in identifying training needs, such as presentation and leadership skills, and helps the students to formulate a strategy to develop in these areas. Support is also available from two student support officers (1F, 1M), based within the department. They advise on pastoral issues, extensions to coursework deadlines due to extenuating circumstances, attendance and visa issues for overseas students.

All UG and PG students are allocated to a tutorial group (typically 12 students), usually led by the academic advisor. In the 1st year of the UG courses the groups meet each fortnight. Students are timetabled with their tutorial group for laboratory classes, workshops, lectures and group assignments to build up support systems from the start of the course.

We have carried out a survey of our undergraduate students to investigate the interest in a support group for students who are parents, carers, or mature students. Around 10% of the students expressed an interest in this type of group, so we plan to launch PACMAN (**PA**rents, **C**arers, **MA**tured students **N**etwork) as a support group during the current academic year. We hope that students in their 2nd and 3rd year will be able to pass on advice to the 1st year students, and act as mentors.

AP4.18	<i>Ensure that UG and PG induction includes information on AS</i>
AP4.19	<i>Increase visibility of AS activities</i>
AP4.20	<i>Measure awareness of AS in UG and PG students, solicit information on their concerns</i>
AP4.21	<i>Launch PACMAN and monitor whether it meets the needs of our target students by consulting with them (focus group)</i>

PhD students

Each PhD supervisory team has a director of studies and usually two other supervisors. A documented review process ensures students are making good progress, particularly in year 1. An individualised training programme is based on a 'training needs analysis' completed by the student with the supervisor's support, which assesses areas for personal development. The postgraduate tutor Dr Christine Le Maitre (member of the SAT) and HoRC offer students informal meetings to discuss their progress and careers as well as ensuring timely completion of PhD degrees.

Training and support for PhD students in transferable skills is provided at Faculty and Departmental level and organised by the postgraduate tutor, including career guidance, grant-writing and skills workshops. We organise an annual careers event which includes presentations from previous PhD students about their current jobs, including research in pharmaceutical companies, technical experts and sales in bioscience companies, NHS clinical scientist, university research support officers and teaching.

There is a weekly Bioscience Forum with internal and external speakers, which gives PhD students the opportunity to enhance their presentation skills. We monitor the gender balance of external speakers to ensure gender parity; since 2012 the ratio has been 55% female:45% male. We ask external speakers to share their career background during their talks, to emphasise that success can be achieved via a variety of career paths.

The annual student-led symposium aims to build transferable skills and confidence, and students take an active role in organising and chairing the conference. Each year we host a number of students on school placements in BMRC. This gives the PhD students the opportunity to supervise and mentor others which they also do during undergraduate and masters' research projects.

Figure 4.2 Emma Beasley, Vice-Chancellor's scholarship PhD student 2014-2017, Biomolecular Sciences Research Centre - quote from our website promoting AS



'Before applying for the Vice-Chancellors Scholarship I did a lot of research into Sheffield Hallam and the BMRC, mostly by looking on the website and press releases. One of the main reasons I decided to apply was the fact that the BMRC had been awarded the Silver Athena SWAN Award. It proved to me that Sheffield Hallam was committed to encouraging women into science and engineering, both within the University and also out in the community. This was especially important to me coming from a subject which is traditionally male dominated and is something which I look forward to being involved in in the future.'

4.3 Organisation and culture

4.3.1 Male and female representation on committees

We have examined departmental/research centre committees (table 4.4) and Faculty committees (table 4.5).

Table 4.4 Departmental committee membership by gender

	Female	Male	% female
Departmental Management group	6	5	55
Undergraduate course leaders group	10	3	77
Postgraduate course leaders group	4	4	50
BMRC management group	3	2	60
Genetic modification committee	2	8	20
REF group	3	4	43
Departmental management board	27	12	69

All departmental committees have a higher or equal proportion of female staff to male staff except the REF and genetic modification (GM) group, the head of the GM group plans to review the membership and invite new members to join.

Table 4.5 Faculty committee membership by gender

	Female	Male	% female
Local Information and Consultative Committee	11	4	73
Faculty Marketing Group	11	7	61
LTA Committee	14	7	67
Work-based and placement learning steering group	17	4	81
Research Ethics Committee	5	3	63
Faculty Academic Board	23	13	64
Faculty Executive Group	6	5	55
Faculty Health and Safety Management Committee	10	13	43
Technology Enhanced Learning Group	14	11	56
Estates Steering Group	5	6	45
Faculty Research Degrees Committee	4	13	24
Faculty Research and Innovation Committee	7	13	35

Four faculty committees have a higher proportion of male than female staff, the Research Degrees and Research Innovation committees are particularly important for the department as we have the most full-time PhD students in the Faculty; the high proportion of men is an issue requiring investigation. One factor is that 4 out of 5 Heads of Research Centre and the Head of Postgraduate Research students in the Faculty are male. The HoD is on the Faculty Executive Group and will raise the issue of gender bias on these committees.

AP4.22	<i>Review the membership of the GM and REF committee and recruit new members to improve the gender balance</i>
AP4.23	<i>Raise issues of gender bias of committees at Faculty Executive Group</i>

4.3.2 Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts

The only members of academic staff who are employed on fixed contracts are those who cover maternity leave. Currently we have two members of staff who are covering maternity leave (1F,1M). During the period from 2009 we have employed 7 PDRAs (5F, 2M) on fixed term contracts (usually for 3 years).

4.3.3 Representation on decision-making committees

Where possible the department has a policy of asking all academic staff for expressions of interest to fill roles, and this policy applies to allocating representatives on committees both within the department, and as departmental representatives on Faculty committees. Once staff have been invited to express an interest the relevant managers (line managers, HoD or HoRC) will decide how to allocate the role based on the skills and experience of the people who have applied, in some instances this involves an informal interview process. Where possible, deputies are identified (particularly for Faculty roles, or roles which are

associated with certain positions) to widen the participation and to allow staff to gain experience which will facilitate their appointment in the future.

AP4.24 <i>Monitoring allocation of roles, monitor gender distribution</i>

4.3.4 Workload model

The university's workload model has detailed criteria covering all activities including contact time, preparation and assessment, committee membership, PhD supervision, UG/PG project supervision, additional responsibilities e.g. AS activities and outreach. Our Department makes everyone's workload publically available online. The process by which staff are allocated to roles such as module leadership, course leadership and administrative roles is open and transparent and follows the same process detailed in the previous section; expressions of interest are requested by email and roles are allocated based on specific criteria, in some cases interviews are held for roles.

A key finding from the 2014 Employee Opinion Survey, the ASSET survey and the follow-up staff focus group was the concern of staff of heavy administrative and teaching loads. In response to this, and in collaboration with union representatives, the department set up a working party to develop a set of recommendations to address this issue. These included strategies to simplify and reduce the administration load, and a rationalisation of the organisation of our teaching load. We are piloting increased use of electronic assessment and marking, which may also reduce the administrative load. These recommendations are being implemented this academic year and will be monitored to measure their impact.

AP4.25 <i>Measure the effect of the workload changes by surveying staff on an annual basis</i>
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4.3.5 Timing of departmental meetings and social gatherings

Core hours for departmental meetings are between 9.30am-4.30pm; the days that staff meetings are held are rotated and the times vary. The first item on the staff meeting agenda is 'Good News', when we celebrate professional and personal success such as the publication of papers or birth of a child. In response to feedback from the ASSET survey and the EOS we have introduced a new structure to staff meetings to improve communication and ensure that all staff are able to contribute to the meetings. The documents relating to the items on the agenda are now available by email several days before the meeting. This allows staff to read the material in advance and prepare any comments, staff who are unable to attend the meeting contribute to the discussion by submitting comments by email. After discussion in the meeting, the minutes and any amended documents are circulated to all staff and a deadline given for any further feedback; this also allows staff who were not at the meeting to contribute their views on the discussion that took place in the meeting.

The weekly research seminars and Learning, Teaching and Assessment sessions are always at lunchtime.

There is an annual Departmental Awayday, the date is selected after consulting with staff on their availability, with the date chosen to maximise the number of staff who are able to attend. Documents and outcomes from the Awayday are circulated to all staff.

As stated in our 2012 action plan, we reviewed our range of social gatherings and now have a wider range of gatherings for staff, students and support staff. We have a fortnightly 'Coffee and communications' social gathering, always 10-11am, days vary. Refreshments are provided by the department in a meeting room adjacent to the academic staff offices. Staff drop in; there is no agenda, the Head of Department and one or more of the academic leads attends. It is an opportunity to chat, swap news and have informal discussions; attendance is usually 10-12 people, the people who attend vary and most of the staff attend at one time or another, including technical staff. Alternate Thursday afternoons at 4pm are 'cake' afternoons, staff meet in the communal space outside the offices with a hot drink; cakes are provided by the baking enthusiasts supplemented by bought contributions from everyone else.

A key finding from the PhD/PDRAs focus group was the wish of the PDRAs and students to have more informal contact with academic staff. We now have a PhD student social committee, including representatives from all years of the PhD programme, responsible for arranging social activities for the whole department. New in 2015 was a rounders match and picnic attended by a range of academic, technical and administrative staff.



Figure 4.2 August 2015 – the inaugural staff-PhD students rounders match and picnic.

The Christmas meal each year is a joint celebration including academic, technical, administrative and research staff, and PhD students; the PhD students organise the event and run the 'Secret Santa', this event is well attended with over 60 staff, students and partners. This year the PhD students have also arranged a lunchtime 'Winter holiday get together' for those staff and students who are unable to attend the Christmas meal.

AP4.26	<i>Carry out a survey of academic staff and students to consult on ideas to increase the opportunities for socialising</i>
AP4.27	<i>Carry out a survey of support staff to consult on ideas to integrate support staff more fully with the rest of the department with respect to informal social events</i>

4.3.6 Culture

We compared data from the 2014 ASSET survey with data from 2012, to measure the impact of the initiatives implemented in our 2012 Action Plan. We have made progress on developing and sustaining a female-friendly culture for staff and students. 91% of female staff now agree with the statements 'my peers are supportive', and 'my working environment is friendly' this is up from 80% in 2012. 61% of female staff agree with the statement 'successes in my working life are celebrated in the department' up from 55% in 2012. We attribute this rise partly to the introduction of the 'good news' item at the beginning of every staff meeting. However this score is still lower than that of male staff members at 78% (up from 44% in 2012). It appears that men may have benefited from this initiative more than women, we will therefore encourage more women to put forward their 'good news' items.

We have increased the visibility of female role models in a number of ways; our website now features women from the department talking about their research and members of departmental staff are featured on the University's 'Inspirational women' webpage. We have displays of prominent female scientists next to the UG and PG laboratories. The BMRC is updated with news items which include descriptions of activities undertaken on behalf of the department by female staff.

AP4.28	<i>Audit the 'Good News' items to investigate any gender imbalance</i>
AP4.29	<i>Encourage women to submit items to the 'Good news' section</i>
AP4.30	<i>Increase visibility of female staff as role models by publicising their research talks to UG and PG students</i>
AP4.31	<i>Audit BMRC news items to investigate any gender imbalance</i>

4.3.7 Outreach activities

The Biosciences and Chemistry outreach team works with Faculty and University Schools and Colleges liaison staff and with local STEM networks. Two members of staff (both female, one part-time) are allocated 134 hours each on their workplan to organise and coordinate activities. Activities are delivered in our laboratories and taken out to local schools and colleges from primary to post-16. Outreach roles are discussed and reviewed during annual appraisals. These activities are valued by the Department, contributing to consideration for promotion. Staff are also engaged in public engagement activities (for example Professor Malcolm Clench delivers a STEM ambassadors careers day to schools several times a year), and the department regularly hosts work experience students, from partnership schools, we ensure a gender balance of students offered work experience.

The department takes part in the Sheffield Festival of Science and Engineering which runs each year, hosting an 'Explore Science and Engineering @ SHU' event run by academic and technical staff and students. This involves hands-on activities aimed at all ages; the sessions are always busy throughout the day, we monitor attendance by gender, with 200 participants in 2014, approximately equal numbers of adults and children, 50% M/F for both groups. In 2015, 3 academics (1F, 2M) also gave public lectures as part of the Festival. Two members of female staff have just been awarded £64K from the Wellcome Trust to extend our public engagement activities.

4.4 Flexibility and managing career breaks

4.4.1 Maternity return rate.

We have a 100% maternity return rate, with the majority of women returning on a part-time basis. Since 2009, four academic staff took maternity leave, one returned full-time and three have returned to work part-time (**Case study 1**). One member of academic staff is currently on maternity leave, with two more about to take maternity leave (**Case study 2**).

From 2009, four PhD students took maternity leave during the period of their PhD studies. Three returned full-time, one chose to return part-time.

4.4.2 Paternity, adoption and parental leave uptake

During the period 2009-2014, 1 senior lecturer and 3 PhD students were eligible for and took paternity leave. No staff have taken adoption leave. The department will promote the new parental leave legislation.

When children are ill, staff have flexibility to take time off at short notice and/or work from home. According to the 2014 ASSET survey, 90% of staff agree that they are able to request time off at short notice.

AP4.32	<i>Disseminate the department's policy on Parental leave using the Blackboard site and staff meetings</i>
AP4.33	<i>Monitor and record uptake of parental leave</i>

4.4.3 Numbers of applications and success rates for flexible working by gender and grade

During the last 5 years, three men and three women have asked for flexible working. All people who have asked for flexible working have been granted it, including those who applied for a full-time post but requested flexible working at interview/appointment stage. (**Case study 1**)

All staff work in a flexible way and manage their own time. Staff are asked to inform administrators of their availability in case students are trying to contact them; in addition staff make use of electronic Outlook calendars to indicate their availability, this facilitates the booking of meetings involving part-time staff as they can input their working pattern into the calendar. According to the ASSET survey, 83% of female staff and 67% of male staff make use of home/remote working.

Of the 47 permanent staff, 12 work part-time varying from 0.4-0.8 FTE. In addition one male member of staff has a formal arrangement to work flexibly from home on particular days to allow him to fulfil childcare responsibilities. Some part-time staff members work longer hours during term-time and work shorter hours during holidays to facilitate childcare. Part-time staff negotiate with their line managers to agree days of work, this information is added to the programming of timetabling which ensures that lectures are scheduled around the availability of part-time staff.

Table 4.6 Part-time staff by Grade

Part-time staff – Grade	Female	Male
Lecturer	1	0
Senior Lecturer	8	1
Principal Lecturer	0	1
Professor	0	1

The percentage of part-time staff in the department has significantly increased over the past 5 years. To quote Dr Mel Lacey (**Case study 1**) ‘There are quite a few women and men in my department who work part time. We’ve just got a culture of people working part time’. The Departmental Management group support this normalisation of part-time and flexible working but recognise that some adaptations to the management of the department may be required, in particular around issues of communications, meetings and work-planning. In consultation with the SAT a staff liaison group has been set up including the SAT lead, union representatives and representatives of Senior Management to facilitate the formation of Departmental policies in this area.

AP4.34	<i>The staff liaison group will develop policies to ensure that the management of part-time staff is of benefit to both staff and the department</i>
AP4.35	<i>Embed a system to monitor the training opportunities and conference attendance of part-time staff</i>

4.4.4 Cover for maternity and adoption leave and support on return

Staff about to embark on maternity leave are entitled to paid time off work to attend ante-natal care. Expectant mothers carry out pregnant worker risk assessments with their line manager or PhD supervisor. Respite rooms are available close to the department (on the next floor) for pregnant workers to rest and for breastfeeding mothers. The university has recently achieved the ‘Sheffield Breastfeeding Friendly’ award.

Members of staff and PhD students discuss plans for maternity leave with their line manager/supervisor. Staff accrue holiday leave during maternity leave and some choose to add this to their maternity leave, whilst others use it to stage their return to work.

Staff taking maternity leave have an increased awareness of support from colleagues, rising from 45% of staff in 2012 to 88% of staff being aware of support in 2015 (ASSET survey). All maternity leave is covered by an advertised appointment specifically to cover that post; cover and the arrangements around it are organised by the line manager. All PhD supervision involves a team of supervisors; where the Director of studies take maternity leave the rest of the supervisory team are allocated the work-planned hours to enable them to cover the supervision of the student. During maternity leave the university offers 10 paid keeping in touch days (KIT days) e.g. a senior lecturer currently on maternity leave has used KIT days to keep up with her PhD student's research. Since 2012, there has been an increase from 64% to 93% of staff making use of KIT days.

Staff who are on maternity leave, or planning to take maternity leave are able to apply for internal PhD studentships and are considered equally alongside other staff. This is exemplified by a member of academic staff who was recently awarded a PhD studentship shortly before taking maternity leave;

Following maternity leave, a return to work meeting with the line manager covers appropriate work-loading and how childcare arrangements fit into the person's work plan. As a result of the Athena SWAN process it has become apparent that although the systems are in place to enable staff to return part-time, there is a need to be more proactive in terms of onward career planning for these staff.

The results from the ASSET survey and the follow-up focus group indicated that some staff were still not fully aware of the department's policies around maternity leave. We therefore plan to make better use of the Blackboard site and if required, workshops and management training to ensure full communication of the departmental policies.

AP4.36	<i>Use the Blackboard site and workshops to increase awareness of the policies and support available around Maternity leave</i>
AP4.37	<i>Embed career planning into the Maternity return process</i>
AP4.38	<i>Develop a maternity-leave specific mentoring/buddy scheme in collaboration with other departments</i>

Section 4: 5000 words

5. Any other comments

In the three years since our 2012 Silver award the department has made significant progress in the development and implementation of policies that promote gender equality. Of particular note is the percentage of female staff reporting that they are aware of departmental initiatives and activities related to women and science; which has risen from 60% to 84%, the percentage of women in the department reporting that they are actively engaged in initiatives in the department and are personally benefitting from these has also risen (ASSET survey).

Three out of four of the promotions since 2012 to senior positions (Principal Lecturer, Reader, Professor) have been awarded to women. All three of the women involved took part in mentoring schemes, either 'Aspire' (**Case study 2**) or 'Aurora'; we are proud of the lead the department took, through Professor Nicola Woodroffe, in launching the 'Aspire' mentoring scheme. Since 2012 we have appointed eight new members of academic staff, of which six were women.

91% of female staff agree that their peers are supportive and their working environment is friendly. The number of part-time academic staff has increased since 2012 with more than a quarter of academic staff now working part-time; with part-time working being taken up by male staff as well as female staff, to improve work life balance. We are proud of the role models in the department who have set an example to newer members of staff, as a new lecturer says in **Case study 1** part of her confidence that she can sustain a career whilst working part-time is due to the example of other members of staff who have achieved this already.

Over the last three years we have increased the training and support that we offer PhD students. The BMRC is involved in the University Alliance Doctoral training programme as a founder member, this scheme will provide opportunities for our PhD students to carry out placements in the laboratories of other programme members.

We are looking forward to implementing our 2015-2018 action plan, in particular the launch of our student support group, the **Parents, Carers and Mature Students Network (PACMAN)** and the extension of mentoring to all academic staff and PDRAs in the department. We have already begun to extend the remit of Athena SWAN beyond academic staff and students, for example we asked members of our technical team to read these submission documents and give their input. The technical and administrative teams work very closely with the academic staff and their inclusion in the Athena SWAN process will enhance the co-operation between the teams.

The assessment process has highlighted areas that we need to address; we have concerns about the percentage of female students on some courses, and we need to work on encouraging more female applicants to apply for academic posts, specifically in chemistry. We believe that the sustained progress we have made so far has laid a foundation to make further advances in our equality agenda over the next three years.

496 words

APPENDIX A

Athena SWAN Silver Application Action Plan 2015-18 – Bioscience and Chemistry Department /Biomolecular Sciences| Research Centre, Sheffield Hallam University

Reference number (AP)	Planned action/objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
Action points - Section 2							
2.1, 2.2, 2.10	Continue to ensure that the Athena SWAN process has maximum ongoing impact within the department and involves all staff and students	ASSET survey results show that 84% of staff are aware of AS initiatives, and the percentage engaging and benefitting has increased from 12% to 45%, however there is still room for improvement.	<ul style="list-style-type: none"> Raise the profile and use of the Blackboard site, and measure its impact by tracking the number of views. Review its effectiveness by surveying staff and students. AP2.1 Improve the dissemination by members of the SAT to specific staff/student groups by formalising this process; set out an annual timetable for SAT members to report and consult with their groups and to feed back into the SAT meetings. AP2.2 Embed a structured timetable of SAT activities so that consultations with staff, data analysis and reporting processes follow a proactive rolling programme AP2.10 	2015	2018	SAT Lead	<ul style="list-style-type: none"> ASSET survey results (2016 and 2018) will show increased engagement and benefit (target - over 60%) Page visits to the Blackboard site will show active use by staff Sub-teams will have 2-way reporting structure established SAT meetings will include a rolling programme of agenda items
				2016	2016	SAT Lead	
				2015	2016	SAT Lead	
2.6, 2.7, 2.8, 2.9	Extend the AS process to fully include technical staff and administrative staff	Support staff should be included in the AS process from 2015, some work has been done with technical staff but this is not as extensive as with academic/research staff	<ul style="list-style-type: none"> Develop the widening remit of AS by holding briefing workshops to engage technical and administrative staff in the AS process AP2.6 Carry out surveys and a focus group to measure awareness of AS activities and to identify issues affecting support staff AP2.7 	2016	2016	SAT Lead, Technical staff subteam, Head of Technical services, Head of	<ul style="list-style-type: none"> Increased awareness, engagement and benefit related to AS in technical and admin staff teams as measured by ASSET survey (2016 and 2018).
				2016	2016		

			<ul style="list-style-type: none"> Develop initiatives to address these issues, in consultation with the staff affected AP2.8 Repeat surveys and focus groups to measure impact of the initiatives AP2.9 	2016-7	2018	business services HoD	
2.3, 2.4, 2.5, 2.11	Enhance the SAT membership	SAT membership is an opportunity for all staff and students to further engage in AS activities At the moment there is no taught PG representative on the SAT	<ul style="list-style-type: none"> Refresh SAT by inviting new members onto the team. AP2.4 Recruit taught PG representative onto SAT AP2.3 Create an administrator sub-team AP2.5 Ensure that all SAT members, including new members, undergo E&D and unconscious bias training AP2.11 	2015	2018	SAT Lead	<ul style="list-style-type: none"> Additional staff benefiting from development opportunity – aim is for 2-3 people to rotate each year SAT will be better prepared to submit to the new AS scheme in 2018.
Action points - section 3							
3.1, 3.2, 3.3, 3.4, 3.7	Explore/ analyse the data on UG, access and foundation courses including part-time to identify particular patterns which may be impacting on current recruitment and develop initiatives to address this trend	<p>Percentage of students who are female is static or decreasing on some of our courses.</p> <p>A slightly lower percentage of female students accept offers, compared to % applications and % offers made.</p>	<ul style="list-style-type: none"> Carry out in depth data analysis to enable identification of factors influencing female student numbers (school, A-level achievement, course type) AP3.1 Carry out a survey to identify which UG courses the students on the Extended degree are aiming to join, identify any gender differences AP3.2 Use the data from the analysis and survey to inform our outreach strategies AP3.3 Carry out data analysis to identify why a lower % of UG female students accept offers, investigate whether there are gender differences in the selection of 1st choice and insurance universities AP3.7 Carry out a survey with UG chemistry students to establish why they chose our course, use this information to better inform our outreach strategies. AP3.4 	2015	2016	SAT Lead/	<ul style="list-style-type: none"> Percentage of female students to at least match the sector average on all courses Increased percentage of female students on Extended degree (aim for 50:50 intake) Increased percentage of female students on Chemistry-based course (aim for 50:50 intake)
				2016	2016	UG/PG subteam	
				2016	2018	SAT Lead, outreach team	
				2016	2016	SAT Lead UG/PG subteam	
				2017	2018	SAT Lead UG/PG subteam	

3.5, 3.6	Ensure gender balance of PhD students	There has been a slight drop in the percentage of female PhD students	<ul style="list-style-type: none"> Monitor percentage of female PhD student AP3.5 If female student numbers continue to drop analyse data to investigate why this is the case and plan interventions AP3.6 	2016 2017	2018 2018	SAT Lead, PhD subteam	PhD student numbers will be gender balanced, aligned to sector norms
Action points - section 4							
4.1, 4.2, 4.3, 4.5	Increase the number of women applying for academic posts	At present 32% of applicants to posts in the department are women.	<ul style="list-style-type: none"> Increase the percentage of women applying for academic posts by making better use of informal networks to ensure suitable candidates are aware of vacant posts AP4.1 Ask all academic staff for contact emails of collaborators, and ensure that these contacts are made aware of vacant posts and are asked to disseminate the information to potential female candidates e.g. PDRAs, women on fixed term fellowships. AP4.2 Use publically available databases to identify and contact women awarded fellowships who may be potential candidates for vacant posts AP4.3 Use the improved auditing of the recruitment process to increase the frequency of the data analysis, in order to measure the effects of our actions to improve the percentage of women applying for academic posts AP4.5 	2015 2015 2016 2017	2018 2018 2018 2018	HoD, Line Managers SAT Lead SAT Lead, academic staff subteam SAT Lead, academic staff subteam	<ul style="list-style-type: none"> Increase in percentage of women applying for academic posts (aim for 50%)
4.6, 4.13, 4.14	Continue to develop induction processes to support new staff	We have recently introduced workshops delivered by the HoD for new staff We have a buddy system for new staff As new staff join they need to take part in E&D and unconscious bias training	<ul style="list-style-type: none"> Continue to deliver annual departmental workshops for new staff, review induction programme to ensure it meets the needs of new staff (survey of new staff) AP4.13 Monitor the effectiveness of the buddy mentoring scheme for new staff (survey) AP4.14 Continue to ensure that all new staff complete E&D and unconscious bias training by auditing take-up on an 	2015 2016	2018 2016	HoD, SAT Lead, ECR/PDRA subteam	<ul style="list-style-type: none"> New staff report high satisfaction with induction process (survey) Buddy scheme is effective (survey) All staff have completed E&D and unconscious bias training

			annual basis; ensure that staff involved in recruitment panels have updated their training AP 4.6	2015	2018	SAT Lead, HR	
4.7, 4.8	Promote new mentoring scheme for all staff	All staff can now be mentored as they work towards a specific goal	<ul style="list-style-type: none"> Ensure all staff are aware of the mentoring opportunities in the department AP4.7 Monitor the mentoring scheme to ensure that it contributes to the confidence and readiness of women to apply for promotion by carrying out a survey AP4.8 	2015	2018	Line managers	<ul style="list-style-type: none"> Staff report that mentoring scheme has increased their confidence and readiness to apply for promotion (survey)
				2017	2018	SAT Lead, academic staff subteam	
4.4, 4.9, 4.10	Continue to develop activities to support staff to prepare for promotion	Attendance on Aspire and Aurora programmes has led to promotion of female staff – need to build on this. Some female staff do not take up career opportunities,	<ul style="list-style-type: none"> Continue to deliver annual career progression workshops to communicate the criteria for promotion, and monitor their effectiveness (survey) AP4.9 Solicit feedback from staff on the content and effectiveness of these sessions AP4.9 Continue to encourage female staff to take part in mentoring programmes including 'Aspire' and 'Aurora'. Line managers will specifically discuss these programmes at appraisals with female staff AP4.4 Investigate why some women are not taking up career development opportunities (survey/focus group) AP4.10 	2015	2018	HoD	<ul style="list-style-type: none"> Increased number of female staff applying for promotion and being promoted Increased number of female staff taking part in mentoring schemes (ASSET survey) Increased number of staff taking part in career development initiatives (ASSET survey)
				2015	2016	SAT Lead, academic staff subteam	
				2015	2018	Line Managers	
				2016	2016	SAT Lead	
4.11, 4.12	Increase effectiveness of appraisals	Only 50% of staff report that their appraisal is useful	<ul style="list-style-type: none"> Consult with staff to investigate why some staff do not find their appraisals useful AP4.11 Consult with line managers to develop processes to increase the effectiveness of the appraisal system AP4.12 	2016	2018	SAT Lead Line Managers	<ul style="list-style-type: none"> Increase in staff reporting that their appraisal is useful (target 75%)
				2016	2017		
4.15, 4.16	Embed unconscious bias training	The university has launched a new online unconscious bias training module, all staff should engage with the training	<ul style="list-style-type: none"> Monitor uptake of unconscious bias training and ensure that all staff complete the training AP4.15 Follow up issues raised by the unconscious bias training by consulting staff; hold a training workshop AP4.16 	2015	2018	SAT Lead, HR	<ul style="list-style-type: none"> All staff will take the unconscious bias module Any further training needs will be identified and followed up with a workshop
				2016	2016	HR	

4.17	Continue to support PDRAs	We have made some progress on supporting PDRAs e.g. they have appraisals, but the support we provide could be more structured.	<ul style="list-style-type: none"> Support PDRAs who are applying for grants and fellowships by widening the mentoring system so that staff who have previously applied can guide them in their applications AP4.17 	2016	2018	HoRC, SAT lead, ECR sub-team	<ul style="list-style-type: none"> Increase in PDRAs having mentors Increase in PDRAs obtaining fellowships or grants
4.18, 4.19, 4.20, 4.21	Increase awareness of and impact of AS activities for UG and taught PG students	<p>Feedback from UG representatives is that there is limited awareness of AS among UG students</p> <p>A survey of UG 1st years demonstrated an interest in a support group for parents and carers</p> <p>We have carried out limited AS-related activities aimed at taught PG students</p>	<ul style="list-style-type: none"> Ensure that UG and PG induction includes information on AS AP4.18 Increase visibility of AS activities using student Blackboard sites, posters and information on student noticeboards, invitations to AS-associated events AP4.19 Carry out surveys of UG and PG students to measure their awareness of AS initiatives (2016 and 2018) and solicit information on their concerns AP4.20 Launch support group for parents, carers and mature students (PACMAN) AP4.21 Monitor whether PACMAN meets the needs of our target group by consultation using a focus group AP4.21 	2016	2016	SAT Lead UG/PG subteam	<ul style="list-style-type: none"> AS information will be included in course information given out at induction Students will have an increased awareness of AS (survey results) Successful launch and ongoing activity of the PACMAN support group (as measured by student feedback)
				2016	2018	SAT Lead UG/PG subteam	
				2016	2018	UG/PG subteam	
				2015	2015	SAT Lead, UG/PG subteam	
				2017	2017	UG/PG subteam	
4.22, 4.23	Address issues around committee memberships, especially Faculty Research Committees	Some committees, particularly those with a research focus have a male bias	<ul style="list-style-type: none"> Review the membership of the GM and REF committee and recruit new members to improve the gender balance AP4.22 Raise issues of gender bias of committees at Faculty Executive Group AP4.23 	2015	2015	HoRC	<ul style="list-style-type: none"> Faculty executive group will consider gender when opportunities to appoint committee members arise Research committees will have gender balanced membership
				2015	2015	HoD	
4.24	Increase monitoring of allocation to roles	System of allocation to roles is more transparent but there	<ul style="list-style-type: none"> Monitor allocation of roles, monitor gender distribution AP4.24 	2015,	2018	SAT Lead, Line Managers	<ul style="list-style-type: none"> Gender balance in distribution of roles and type of role

		may still be gender differences					
4.25	Improve work-life balance	ASSET and EOS surveys and focus group raised issues around worklife balance and overloading	<ul style="list-style-type: none"> Measure the effect of the workload changes by surveying staff on an annual basis AP4.25 	2015	2018	SAT Lead, academic staff subteam	<ul style="list-style-type: none"> Staff will report improved worklife balance (survey and focus group).
4.26, 4.27	Increase the opportunities for PhD supervisors and PhD students to have informal social contact	PhD student focus group fed back that they would like increased social and informal interaction with academic staff and with each other	<ul style="list-style-type: none"> Carry out a survey of academic staff and students to consult on ideas to increase the opportunities for socialising AP4.26 Carry out a survey of support staff to consult on ideas to integrate support staff more fully with the rest of the department with respect to informal social events AP4.27 	2015	2016	PhD student social committee	Staff, students and support staff will engage with a wider range of social activities
				2016	2016	PhD student social committee, technical staff subteam	
4.28, 4.29, 4.30, 4.31	Celebrate success of women, promote female role models in the department	We have made some progress in promoting female roles models, and we now have a 'good news' item at staff meetings	<ul style="list-style-type: none"> Audit the 'Good News' items to investigate any gender imbalance AP4.28 Encourage women to submit items to the 'Good news' section AP4.29 Increase visibility of female staff as role models by publicising their research talks to UG and PG students AP4.30 Audit BMRC news items to investigate any gender imbalance AP4.31 	2015	2018	SAT Lead	<ul style="list-style-type: none"> Increased number of female staff reporting that the department celebrates their success (ASSET survey)
				2015	2018	HoD	
				2016	2018	UG/PG subteam	
				2015	2018	SAT Lead	
4.32 4.33	Increase awareness of departmental policies on parental leave. Encourage the uptake of parental leave, particularly by men	The ASSET survey and departmental focus group indicated that there was some confusion over the departmental policies and the support available for people taking parental leave	<ul style="list-style-type: none"> Use the Blackboard site and staff meetings to disseminate departmental policies on parental leave AP4.32 Monitor and record the uptake of parental leave AP4.33 	2015	2018	SAT Lead	<ul style="list-style-type: none"> Increased awareness of support provided by the department for those taking parental leave (measured by ASSET survey) Increased uptake of fathers taking parental leave (ASSET survey)
				2016	2018	HR	
4.34, 4.35	Continue to support flexible	As the proportion of part-time staff	<ul style="list-style-type: none"> The staff liaison group will develop policies to ensure that the management 			HoD, SAT Lead, union	<ul style="list-style-type: none"> Part-time staff will report improved communication

	working and part-time staff	increases management of staff needs adapting	<p>of part-time staff is of benefit to both staff and the department AP4.34</p> <ul style="list-style-type: none"> Embed a system to monitor the training opportunities and conference attendance of part-time staff AP4.35 	2016	2018	reps, Line Managers	<p>and workplanning (ASSET survey)</p> <ul style="list-style-type: none"> Attendance rates for part-time staff at training and conferences will be equivalent to that of full-time staff
4.36, 4.37, 4.38	Ensure that support around maternity leave is robust	The ASSET survey and focus group raised some communication issues around maternity leave	<ul style="list-style-type: none"> Use the Blackboard site and workshops to increase awareness of the policies and support available around Maternity leave AP4.36 Embed career planning into the Maternity return process AP4.37 Develop a maternity-leave specific mentoring scheme in collaboration with other departments AP4.38 	2015	2018	SAT Lead,	<ul style="list-style-type: none"> Staff who go on Maternity leave will report increased support Staff who go on Maternity leave will have a similar career development profile to other staff
				2015	2016	Line managers,	
				2017	2017	Faculty Champions' group	

APPENDIX B

Update on Athena SWAN Silver Application Action Plan 2012-15 – Biosciences Department /Biomedical Research Centre, Sheffield Hallam University

No	Description of Action	Action Already Taken & Outcome At April 2012	Further Action Planned At April 2012	Success Measure(s)	Progress log
1					
1.1	Continue to report to and raise awareness of Athena SWAN issues in relevant planning and strategy meetings across the Department, Faculty and Institution and share good practice.	Departmental SAT already reports to University-wide SAT and EDB, and to Faculty HR committee and Faculty E&D committee	Embed Athena SWAN issues into Department's annual planning process which is approved by Faculty	Increased awareness of and buy-in to Athena SWAN principles in Dept/ across SHU	<p>Excellent progress</p> <ul style="list-style-type: none"> • H of D (SL) set up and chairs Faculty AS champions group to share good practice • SAT Lead (CD) attends Faculty and university champions meetings to share good practice • Awareness of departmental initiatives and activities related to women and science has risen from 60% to 84% (ASSET survey 2014) • Awareness of university initiatives and activities related to women and science has risen from 58% to 81% (ASSET survey 2014) • Increase of women stating they are actively engaged in initiatives in the department risen from 29% to 45% (ASSET survey 2014) • Increase in women stating they are actively engaged in university-wide initiatives from 17% to 33% (ASSET survey 2014) • Increase in women stating they are personally benefitting from departmental initiatives from 12% to 45% (ASSET survey 2014) • Increase in women stating they are personally benefitting from university-wide initiatives from 12% to 32% (ASSET survey 2014) • AS is now embedded into the Department's annual planning process
1.2	Repeat ASSET-based survey and focus group every 18 months- 2 years, feed back findings to staff and students and take appropriate action. Continue to ensure that Employee opinion survey (EOS) findings also inform the	Findings from ASSET-based survey and focus group held in July 2011, and Departmental level EOS findings have fed into this submission	Liaise closely with HR colleagues to ensure that relevant questions are asked. Refine survey/ review focus groups and make	Issues identified in ASSET-based surveys, focus groups & EOS continue to be addressed appropriately. Decisions/	<p>Excellent progress</p> <ul style="list-style-type: none"> • University champions meeting discussed the ASSET survey questions and modifications were made to reflect local needs. • ASSET survey and EOS survey have been repeated • Focus groups have been held with academic staff and with research staff and students

	self-assessment process and help to determine appropriate action.		changes ready for implementation	action will be informed by up-to-date staff / student feedback	<ul style="list-style-type: none"> ASSET survey results have been discussed in the SAT and staff meetings, data are accessible on the department AS Blackboard site. Findings have informed our 2015-8 action plan. EOS results have been discussed in the DMG and staff meetings, data are available to all staff. Findings have informed our 2015-8 action plan.
1.3	SAT members to attend relevant E&D training	2 members attended UKRC gender equality training in Jan 2012- actions included in this document & 8 members attended Every Researcher Counts supervisor training in Feb 2012	Every Researcher Counts materials to be embedded into training for all PhD supervisors in Department. Personal development objectives for all SAT members to include E&D training objectives	All SAT members have heightened awareness of E&D issues and can support colleagues with their understanding	<p>Excellent progress</p> <ul style="list-style-type: none"> All academic members of department have had E&D training, this is a mandatory requirement for all academic staff All SAT members have personal training objectives to have E&D training when they join the SAT, if they have not had this training already (may apply to non-academic staff) Every Researcher counts materials have been embedded into the training for all PhD supervisors; this is mandatory annual training >90% of supervisors attended
1.4	Rotate membership of SAT team and invite others to join including Faculty E&D lead	Membership of the group has grown since March 2011	Invite volunteers to join the group to help drive future action and monitor progress	More diverse membership of SAT and opportunities provided for development for more staff	<p>Excellent progress</p> <ul style="list-style-type: none"> Faculty E&D lead and International Lead are now associate members of the SAT SAT membership was reviewed each year, some SAT members from pre-2012 SAT have stood down, new members have joined SAT now includes representatives from technical and administrative staff SAT now includes undergraduate student representatives from Biosciences-based and Chemistry-based courses
2					
2.1	Collection and monitoring of relevant staff and student data	Strong links established with HR & SPI to ensure that this data is collected routinely and made available to the SAT	Continued liaison with HR and SPI to ensure timely and appropriate data is available	Strong representation of women at all staff levels & on all courses	<p>Excellent progress</p> <ul style="list-style-type: none"> SAT Lead (CD) in regular contact with designated HR and SPI personnel SAT Lead (CD) was involved in the development of a 'standard data pack' provided by HR for all AS departments across the university, this ensures that the required staff data is delivered to AS champions according to an agreed schedule

					<ul style="list-style-type: none"> SAT Lead (CD) involved in university Champions workshop with SPI staff to determine the data required and the timescale for student data. Increased representation of women at higher staff grades (2xReader, 2xPL promotions of female staff) There is gender parity across our course portfolio
3					
3.1	Monitor data on student enrolments to UG, Access and Foundation Courses	Information gathered in September 2011 and compared with sector norms in February 2012	Data to be collected and analysed in February of each year	Appropriate gender balance of students on UG, Access & Foundation courses	<u>Good progress</u> <ul style="list-style-type: none"> Data is collected and analysed annually, data is presented and discussed in this application There is gender parity across all our courses when taken together There is a drop in the percentage of female students on some courses (Extended degree, Chemistry)
3.2	Review admissions practice including attendance at Open Days and agree actions as appropriate		Liaise with SHU's Central Admissions Teams	Refreshed practice which will continue to support gender balanced admissions	<u>Good progress</u> <ul style="list-style-type: none"> Admissions practice has been reviewed to ensure gender balanced admissions. Data is presented on applications, offers and acceptances in this application. There is gender parity in applications and offers, however the percentage of female students accepting offers has dropped slightly Course leaders for our two Chemistry-based courses are now both female. We have increased visibility of female staff and student ambassadors at Open Days for Chemistry-based degrees.
3.3	Monitor PG student numbers to assess if a trend is emerging	Athena SWAN process has enabled us to benchmark	Student numbers will be collated and analysed each February against HESA data	Appropriate gender balance of students on taught PG courses	<u>Excellent progress</u> <ul style="list-style-type: none"> PG student numbers have been monitored – data and analysis are included in this application. There is gender parity on our PG courses.
3.4	Work with International office on how to impact on overseas recruitment, particularly of female students.		Meetings to be arranged with International Office	Recruitment practices and materials which support Athena SWAN principles	<u>Action not progressed</u> <p>International taught PG students are recruited via external agencies, we have little departmental influence on this process. International PhD students are almost all funded by their governments, we have no influence on the selection process prior to their applications to SHU. We have already ensured our recruitment materials and website support AS principles.</p>

3.5	Continue to monitor gender ratios for enrolled male and female Doctoral students	Information gathered in September 2011 and compared with sector norms in February 2012	Data to be collected and analysed in February of each year	Appropriate gender balance within PhD student body	<p><u>Excellent progress</u></p> <ul style="list-style-type: none"> Gender ratios are monitored for Doctoral students, data and analysis are included in this application. We make a higher percentage of offers to female students than the percentage of applications from female students We have a higher percentage of female PhD students than male students; although the percentage has decreased slightly 2009-2014
3.6	Explore factors influencing choice of university for our International students and report to SAT, and take appropriate action	International Student Barometer points to a high degree of satisfaction with SHU's support structures and opportunities.	Focus group with International Students	Useful information gained to support existing students & help with future recruitment	<p><u>Action not progressed</u></p> <p>See action 3.4 above</p>
3.7	Arrange Equality and Diversity training for staff travelling to India (and elsewhere) for student recruitment purposes		Liaise with International Office to establish best method of delivering such training (to follow on from student focus group)	Staff involved in international recruitment drives will have enhanced E&D awareness	<p><u>Action not progressed</u></p> <p>See action 3.4 above</p>
3.8	Continue to monitor gender of applications and appointments for PhD studentships to identify m:f ratios and if issues arise, put plans in place to address	Information gathered in September 2011 and compared with sector norms in February 2012	Data to be collected and analysed in February of each year	Appropriate gender balance within PhD student body	<p><u>Excellent progress</u></p> <ul style="list-style-type: none"> Gender ratios are monitored for applications and appointments for Doctoral students, data and analysis are included in this application. All staff involved in interviews for PhD studentships have undergone online E&D training. All interview panels include female and male staff We appoint more studentships to female applicants than male applicants
3.9	Monitor degree classification by gender annually and compare with sector norm, explore issues which might lead to disparities between male & female achievement, investigate trends and take action	Information gathered in September 2011 and compared with sector norms in February 2012	Further analysis of reasons behind this trend such as impact of assessment strategies	All students supported in achieving their full potential	<p><u>Excellent progress</u></p> <ul style="list-style-type: none"> Data included in this application. Female students have high achievement, males students are improving so that there is gender parity in achievement
4					

4.1	Instigate a range of actions to support all staff, and particularly part time staff, to prepare themselves for promotion, with a focus on SL/PL progression. To include discussions in appraisal, taking up of training opportunities, and encouragement to take on positions of responsibility etc		Workshop to be delivered by HoD/ HoRC for all academic staff on career progression with support from an HR adviser	More women, including those who are PT in positions of responsibility, securing promotional roles	<p><u>Excellent progress</u></p> <ul style="list-style-type: none"> • We now have annual career development workshops for post-doctoral researchers, research staff and ECRs • New appraisal guidelines now include an explicit discussion of career development and progression • Female staff have taken part in 'Aspire (4)', 'Aurora (1)' programmes and the university academic leadership programme (4) • Female staff have been promoted to Reader (2) and PL (2) • 3 out of 6 UG course leaders are part-time women
4.2	Monitor process of appointments to and gender profile of people holding positions of responsibility, with particular reference to women in PT roles	Introduction of transparent mechanism to recruit to positions of responsibilities		More women, including those who are PT in positions of responsibility	<p><u>Fair progress</u></p> <ul style="list-style-type: none"> • All internal roles are now advertised • Further work required to embed monitoring • Further work required to ensure PT women are encouraged to take up positions of responsibility
4.3	Strengthen mentorship processes and monitor uptake and review practice at appraisal		Review existing practice & build in review at appraisal	Strengthened mentoring scheme and good take-up	<p><u>Good progress</u></p> <ul style="list-style-type: none"> • All new staff are assigned a mentor • New mentoring programme for all staff is now in place, discussed during the appraisal process • Further work required to monitor uptake and effectiveness
4.4	Investigate why more males than females are applying for particular posts in the Department		Convene a meeting to discuss issues and identify appropriate action	More equal distribution of applications to posts	<p><u>Fair progress</u></p> <ul style="list-style-type: none"> • Discussions identified an issue that female members of staff may have been allocated to or are applying for more 'pastoral' roles in the department • A decision was taken to carry out an analysis of current workplanned roles to identify any gender bias, this action point will be taken forward in our 2015 action plan
4.5	Explore ways of attracting more female applicants to particular posts, particularly technical posts.		Review recruitment material, ensure Athena SWAN principles are promoted, & offer informal meetings for all applicants	More equal distribution of applications to posts	<p><u>Fair progress</u></p> <ul style="list-style-type: none"> • We have reviewed and updated our recruitment material which now includes references to part-time and flexible working • Increased visibility of women on our website including departmental cases studies of flexible and part-time working • Applicants can now have an informal meeting before applying

					<ul style="list-style-type: none"> • Little change in the percentage of women applying for academic posts • Further progress required to increase the number and percentage of women applying for posts
4.6	Relevant BMRC staff to attend REF E&D training. Support staff in achieving outputs required for the REF	BMRC staff already engaged with the process	Staff to attend training in E&D	An increase in the proportion of staff with the necessary outputs for submission to the REF2014	<p>Good progress</p> <ul style="list-style-type: none"> • HoRC (NW) and other senior staff who were involved in the selection of staff for REF2014 attended E&D training specific to the REF. • 8 women and 9 men were submitted to the REF, including 1 PT woman, this is an increase in the percentage of women returned from 38% in REF2008 to 47% in REF2014.
5					
5.1	Review existing appraisal system to establish whether or not it supports career progression adequately and appropriately		Review and make changes in time for next round of appraisals	Sound appraisal system that supports career progression	<p>Good progress</p> <ul style="list-style-type: none"> • We have established a mentoring scheme • The appraisal system has been updated to include an explicit discussion on career progression and development • 59% of staff find their appraisal is useful • Further work required to increase the percentage of staff who find their appraisal useful
5.2	Continue to offer mentoring for staff to support their progression to professor status, and continue to monitor uptake by female staff	HoRC already offers mentoring to staff inside and outside the Department	Professoriate committee reviews at University level	More women in Professorial roles	<p>Excellent progress</p> <ul style="list-style-type: none"> • NW was instrumental in setting up the 'Aspire' programme aimed at mentoring female staff aiming to become Readers or Professors • 4 female staff from the department have taken part so far • 2 of these staff have since been promoted from Senior Lecturer to Reader • 1 member of staff took part in the 'Aurora' scheme and has since been promoted to Principal Lecturer
5.3	Monitor uptake of internal and external staff development to assess any gender gaps which will then be addressed by targeting women for conference attendance if appropriate/ necessary		Already discussed within appraisal process but monitoring of take up to be formalised	Increased uptake of opportunities, particularly by women, including PT staff	<p>Limited progress</p> <ul style="list-style-type: none"> • Although line managers discuss training opportunities in appraisals we have not yet embedded a system to formally monitor uptake of training opportunities and/or conference attendance • This action point will be taken forward in our 2015 action plan

5.4	Continue to encourage women to take on Faculty roles		Discussion within career development workshop (See point 4.1)	More women from Dept in Faculty roles	Fair progress <ul style="list-style-type: none"> • Opportunities on faculty committees are now advertised in the department • Limited opportunity for progress as turnover is low and some committee memberships are specified by role • Number of faculty roles is decreasing, policy is to embed most roles in departments
5.5	Repeat survey to assess whether actions taken have had the desired impact on satisfaction rate in relation to support from line managers		Survey to be repeated in Sept 13 and April 15	Achieve 100% satisfaction rate in terms of staff being happy with the support & encouragement received from senior colleagues/ line manager	Good progress <ul style="list-style-type: none"> • 75% of staff agree or strongly agree that senior colleagues are supportive (ASSET survey 2014) • 71% agree or strongly agree that Senior Departmental staff are accessible to them (ASSET survey 2014) • Further work required to increase these percentages
5.6	Deliver training for PhD supervisors (Faculty and departmental)	8 BMRC staff attended a supervisors training session in Feb 2012	Review uptake on an annual basis and repeat as necessary	PhD supervisors will have heightened awareness of E&D issues	Excellent progress <ul style="list-style-type: none"> • Training sessions which included E&D have taken place for PhD supervisors (>90% attendance), and will be repeated on an annual basis • These training sessions are now compulsory and potential supervisors who do not attend are not eligible for Departmental Research funding
5.7	Arrange an annual PhD career support day	This year's event is already planned		PhD students will have opportunity to explore career options/ networks etc	Excellent progress <ul style="list-style-type: none"> • We now have an annual PhD career day which includes previous PhD students from the department who are invited back to share their career journey
5.8	Support the students in the organisation of an annual student-led symposium		Finalise arrangements for event and support students in the delivery	PhD students will have enhanced employability and communication skills	Excellent progress <ul style="list-style-type: none"> • Final year PhD students now organise an annual conference-style day for the 1st year PhD students • 3rd years plan the schedule, chair the sessions, day ends with a social activity (juice and cake) • PhD students gain experience in communication skills • Experience of running a conference day enhances their employability

5.9	Put opportunities in place for PhD students to gain teaching experience	Agreement now reached with HR for PhD students to be given casual teaching assistant contracts assist with practical sessions	Offer this opportunity to all PhD students and tie in with appropriate teaching sessions	PhD students will have enhanced employability and communication skills	Excellent progress <ul style="list-style-type: none"> We have formalised the system for employing PhD students as teaching assistants by reaching an agreement with HR We have reviewed the delivery of our laboratory classes and from this have increased the opportunities for PhD students to assist with practical sessions All PhD students now have the opportunity to gain teaching experience All students who take up teaching roles now have formal training
5.10	Improve PhD student employability by offering opportunities for placements in other laboratories	Placements are already organised for students	Extend this practice	PhD students will have extended networks and enhanced skills	Good progress <ul style="list-style-type: none"> 2 PhD students have had month long placements in the USA at the National Cancer Institute, Bethesda Further work required to expand opportunities
6					
6.1	Investigate mechanisms of appointment to committees and make sure these are accessible to staff and not gender biased. Investigate how we can influence gender composition for committees, specifically Research Degrees Committee		Discussions between SAT members and HR staff to determine how this can be progressed	Improved gender balance on all committees	Good progress <ul style="list-style-type: none"> The majority of faculty and departmental committees are either gender-balanced or have a majority of female members Appointments to committees are now made by asking for expressions of interest, where appropriate Research Degrees committee and the Research Innovation Committee are still not gender-balanced, membership is based on roles, there is a wider issue of gender bias of senior research roles in the faculty which needs addressing, this action point will be taken forward in our 2015 action plan.
6.2	Explore issues affecting the uptake of course leadership roles, to gain an understanding of the gender bias		To be discussed in career dev workshop (see 4.1)	Gender balance of Course leadership roles	Excellent progress <ul style="list-style-type: none"> 7 out of 11 course leaders are female. 3 of the female course leaders are PT.
6.3	Provide support for early career staff involved in REF committee to ensure they will be able to take this forward and support succession planning	Early career staff already involved in the process	Senior colleagues in BMRC to provide coaching in relation to REF	Future REFs will be managed effectively	Good progress <ul style="list-style-type: none"> The REF committee has been maintained with a mix of experienced and less experienced researchers. Succession planning for REF2020 is already underway

6.4	Clarify the criteria for determining appointments to committees within the Department, Faculty and University, and work with HR to support the development of a long-term strategy to address gender imbalance and reduce committee overload.	HoRC (NW) already sits on the University's Research and Knowledge Transfer Committee	Liaison with HR colleagues re the development of a strategy	Reduced overloading for some senior female academics in Department and elsewhere in SHU	Linked to AP 6.1 above
6.5	Formalise arrangements and support for deputising on committees to provide opportunities for career development and increased visibility for staff	Informal deputising arrangements already exist but these will be reviewed and appropriate arrangements formalised	Management team to consult, identify and coach individuals to deputise on committees	Reduced overloading for some senior female academics in Department and elsewhere in SHU	Good progress <ul style="list-style-type: none"> Where faculty and university committees permit deputies to attend, people to act as deputies have been identified Further work required with the faculty to expand the opportunities for deputisation
6.6	Put in place mechanisms for monitoring allocations to staff to positions of responsibility, and develop open and transparent process and criteria for these positions		Meeting to be arranged to agree process and criteria	Good gender balance of staff in positions of responsibility	Good progress <ul style="list-style-type: none"> All positions of responsibility in the department including module and course leaderships are now advertised by email and expressions of interest sought Guidelines for process and criteria have been developed by line managers based on skills and attributes Further work required on monitoring of these processes
6.7	Review range of social gatherings available, investigate attendance, and take action to ensure inclusivity	Some reflection has already taken place as a result of Athena process	Gather information and consult with staff	A range of social gatherings in place which are inclusive	Good progress <ul style="list-style-type: none"> We have 'coffee and communications' once a fortnight, - informal social gathering; representatives of management present to facilitate two-way communication, no set agenda. Now have a PhD social committee responsible for organising departmental social events PhD students now organise a summer family BBQ/picnic with a staff vs students rounders match Further staff consultation required
6.8	Continue to offer support to male and female staff and students to enable them to develop their communication skills in relation to outreach.		Invite STEMNET director to talk to new staff and research students annually to explain this role	High proportion of staff and students active as STEM ambassadors	Good progress <ul style="list-style-type: none"> We have 24 female and 12 male STEM ambassadors in the department, made up of approximately equal numbers of academic staff and PhD students/PDRAs.

	STEM ambassadors. ensure a balance of m,f in events				<ul style="list-style-type: none"> The STEMNET director came to the department to give talks to staff and students and this will be repeated each year.
7					
7.1	Monitor all requests for flexible working and ensure that all existing and potential staff are aware of the option to request flexible working		Ensure that all recruitment materials highlight this option	Staff are aware of and taking up the option to request flexible working	<p>Excellent progress</p> <ul style="list-style-type: none"> All requests for flexible working have been granted, since 2009 5 members of staff have requested flexible working 83% of female staff and 67% of male staff make use of remote working from home 25% of staff now work part-time
7.2	Undertake an analysis of the experience of PhD students taking breaks from their studies, particularly for maternity leave and consider how best to support those students to maintain their studies. Discuss with / offer PhD students an initial PT return to work		Survey/ focus group	PhD students who take a break from their studies are fully supported in completing their qualification	<p>Fair progress</p> <ul style="list-style-type: none"> All PhD students who take maternity leave are offered an initial PT return to work Further work required to analyse the experience of PhD students
8					
8.1	Continue to deliver the Department's 'Biofest' event and invite WiSET team to disseminate information on Women in SET to staff and students		Information to be designed specifically for the Biofest audience	The Biofest event will provide an additional opportunity to raise women in SET issues	<p>Excellent progress</p> <ul style="list-style-type: none"> Biofest event now SciFest to include Chemistry students as well as Bioscience students UG and PG students have an opportunity to present posters and invite friends and family, prizes for the best posters WiSET are also involved in the annual Departmental outreach event during Science week.