



Department Application  
**Bronze and Silver Award**



## ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

## ATHENA SWAN SILVER DEPARTMENT AWARDS

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

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

## COMPLETING THE FORM

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

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

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

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

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

## WORD COUNT

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

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

We have provided the following recommendations as a guide.

CONTENTS	PAGE NUMBER	SILVER WORD COUNT LIMIT	SWANSEA UNVIERSITY BIOSCIENCES APPLICATION WORD COUNT
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2. DESCRIPTION OF THE DEPARTMENT	11	500	474
3. SELF ASSESSMENT PROCESS	17	1,000	951
4. PICTURE OF THE DEPARTMENT	24	2,000	1,979
5. SUPPORTING AND ADVANCING WOMEN'S CAREERS	40	6,500	6,236
6. CASE STUDIES	82	1,000	1,020
7. FURTHER INFORMATION	84	500	267
<b>TOTAL</b>		12,000	11,427

<b>Table of Abbreviations</b>	
AMP	Action Management Plan
AP	Action Plan
APECS	Development and Training Services
AS	Athena SWAN
ASSG	Athena SWAN Strategy Group
BAP	Bronze Action Plan
BIOSAT	Biosciences Athena SWAN Self-Assessment Team
BME	Black, Asian, Minority, Ethnic
CoS	College of Science
CoSSAT	College of Science Self-Assessment Team
CPD	Continued Professional Development
CSAR	Centre for Sustainable Aquatic Research
DLHE	Destination of Leavers in Higher Education Survey
ECR	Early Career Researcher
ECU	Equality Challenge Unit
F	Female
FT	Full-Time
FTA	Fixed-Term Appointment
FTE	Full Time Equivalent
GR	Grade (Pay)
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HoD	Head of Department
HR	Human Resources
KIT	Keep-In-Touch
PDR	Professional Development Review
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Teaching
PS	Professional Services and Support Staff
PT	Part-Time
PVC	Pro Vice Chancellor
M	Male
NSS	National Student Survey
OE	Open Ended
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RSB	Royal Society of Biology
SAILS	Swansea Academy of Inclusivity and Learner Success
SALT	Swansea Academy of Learning and Teaching
SAT	Self-Assessment Team
SEA	Swansea Employability Academy
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
STEMM	Science, Technology, Engineering, Mathematics, Medicine
SU	Swansea University
UB	Unconscious Bias
UCAS	The Universities and Colleges Admissions Service
UG	Undergraduate
WEMS	Women in Ecology Mentoring Scheme
WG	Working Group
WLM	Work Load Model

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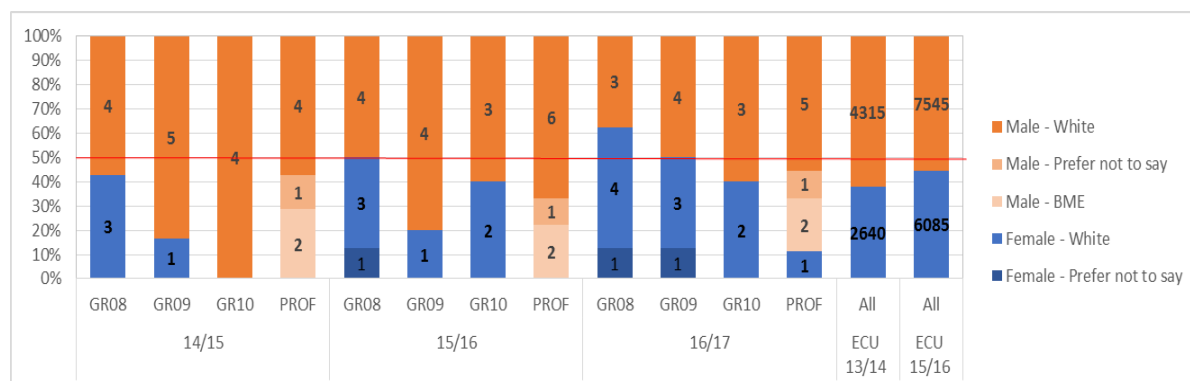
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<b>Name of institution</b>	Swansea University
<b>Department</b>	Biosciences
<b>Focus of department</b>	<b>STEMM</b>
<b>Date of application</b>	Applying for Silver Award - April 2018
<b>Award Level</b>	<b>Silver</b>
<b>Institution Athena SWAN award</b>	<b>Silver</b>
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## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

As Head of Swansea University Biosciences Department, and as a member of the Bioscience Self-Assessment Team (BIOSAT), I am wholeheartedly committed to the Athena SWAN Charter and to ensuring equality in the department. Athena SWAN has been pivotal to raising awareness of the importance and driving forward equality in the department. The Athena SWAN Charter is embedded in all activities at all levels across the department through from students and across academic and professional services staff. It has been reassuring to see the commitment given by all staff members to engage in the process of increasing respect for equality and diversity, and particularly the active participation by both staff and students in training, Departmental meeting discussions, workshops and in developing our action plan for our continuing goals to promote the Athena SWAN Charter.

Since our Bronze Award we have seen enormous growth in both student numbers and staff. In particular, we have seen successful career progress for female staff. Below **Figure 1** (copied from Fig.24) highlights this significant improvement showing the numbers of females we now have at Grade 8 and above. In 2016/17 we have 12 females and 18 males (40%F:60M) at Grade 8 and above, this compares to in 2014/15 where there were 4 females and 20 males (17%F:83%M). In 2011 (not shown) there were 7 academic staff with only one female (12%F:88%M).



**Figure 1: Highlighting increase in numbers of female academic staff**

Likewise, we have seen an increase in UG and PG Student numbers from 339 in 2014/14 to 772 in 2016/17, at the same time good gender balance has been maintained (2016/17 UGs 49:51%F:M and for PGs 61:39% F:M). Our very successful foundation year programme provides an entry route for people from diverse backgrounds. The proportion of female students electing to join our postgraduate programmes is extremely pleasing, as is the contribution of all students to the departmental culture and values.

A major achievement for the department is that all our undergraduate degrees have received Accreditation from the Royal Society of Biology (RSB), a Society that sets equality high on the agenda.



Our strong ethos of equality within the department is set within a strong University culture of equality. SU received an Athena SWAN Silver Award in 2017; the first Welsh institution to do so. As a department we are working to the Vice Chancellor's pledge to a 50:50 gender balance at senior decision making levels by 2020. Currently the Biosciences Programme Director, Director of Teaching, Taught Masters Programme Director and College Biosciences research lead are all female.

This application has resulted from the dedicated work of a strong diverse team led by Dr Carole Llewellyn. There's a 0.2 FTE within the WLM assigned to this for leading and a 0.1 FTE for Working Group Leads. There's a rolling budget of £2K/year. The application represents an honest, accurate and true reflection of our department.

I strongly believe our efforts have helped us to develop a culture in which all our staff and students flourish. I look forward to building on this momentum to drive further change.

*Daniel Eastwood*

Professor Dan Eastwood, Head of Biosciences

**WORD COUNT 500/500**

## 2. DESCRIPTION OF THE DEPARTMENT

The Swansea University (SU) Biosciences Department, based in the Wallace Building on the Singleton Campus, is part of the College of Science (CoS) (**Fig.2**). The CoS also includes Geography, Maths, Computer Science, Physics and more recently (since 2016) Chemistry. With recent growth in student and staff numbers, Maths, Computer Science and Physics are currently being relocated from Singleton Campus to the new Bay Campus.



**Figure 2:** Left: The Front of the Wallace Building home to the Biosciences Department. Top Right: Wallace Landing Science Central where staff and students in the Biosciences Department come together to work and for formal and informal meetings. Bottom left: Students in Science Central. Bottom right: Marine Biology students in the field.

Our department offers undergraduate (UG), postgraduate teaching (PGT- Masters) and research (PGR – Masters and PhD) degrees. There are three core UG degree programmes; Biology, Marine Biology and Zoology with Foundation, Year Abroad and Year in Industry UG degrees. There are three PG pathways, MSc, MRes and MPhil/PhD. UG courses cover a broad range of fundamental and applied bioscience. Emphasis is on laboratory and field-based topics with development of practical skills. Our degrees translate to high employability with our Department consistently being in the 90% percentile for employment in Biology (DLHE).

Departmental structure is shown in **Fig. 3**. We have 31 staff involved in various committees 14F, 17M (**Fig. 4**). The Professional Services (PS) consist of a team some working directly for Biosciences and others working across the CoS (**Fig. 5**).

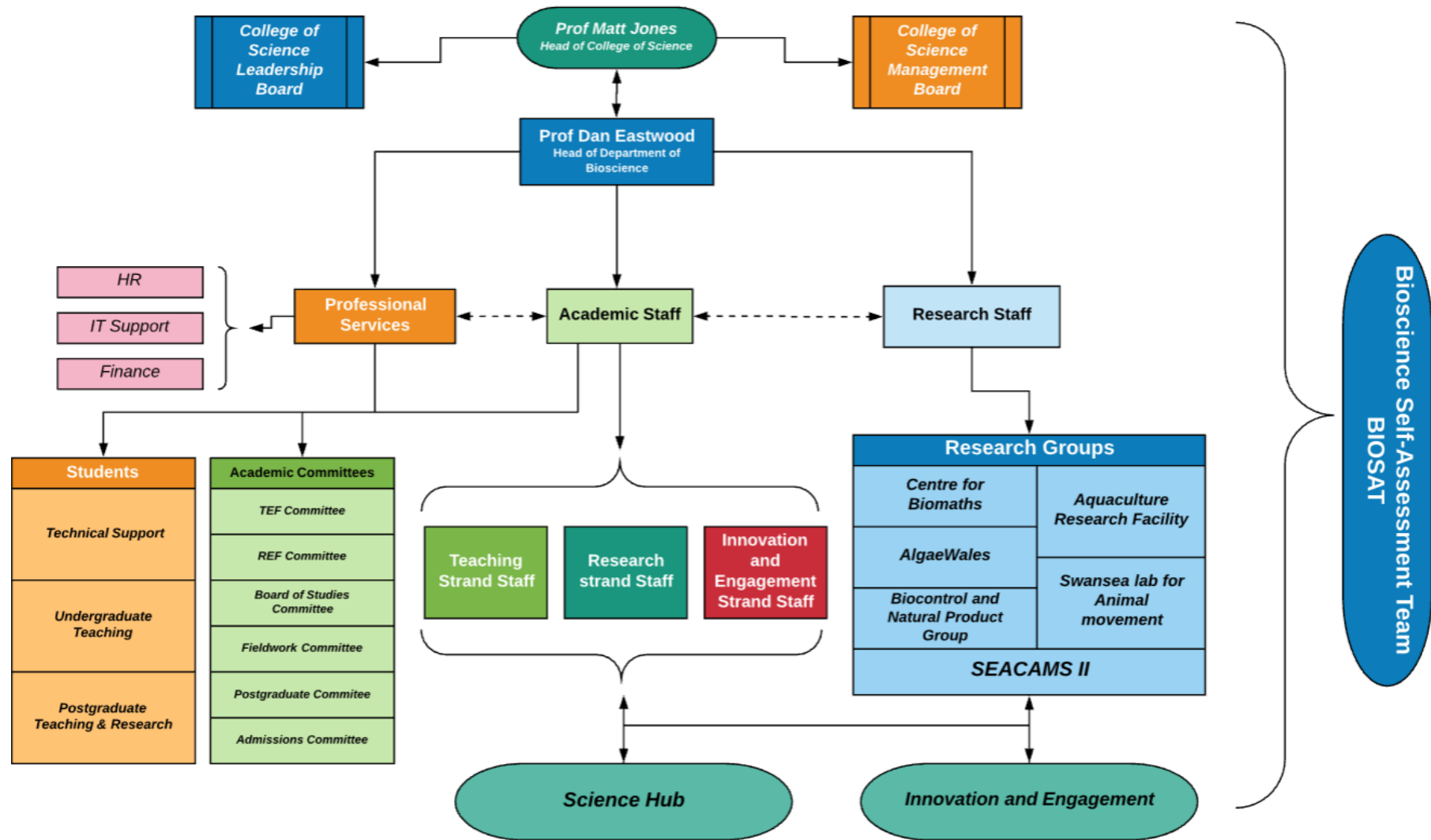


Figure 3: Links within Biosciences across staff groups, research groups and committees.

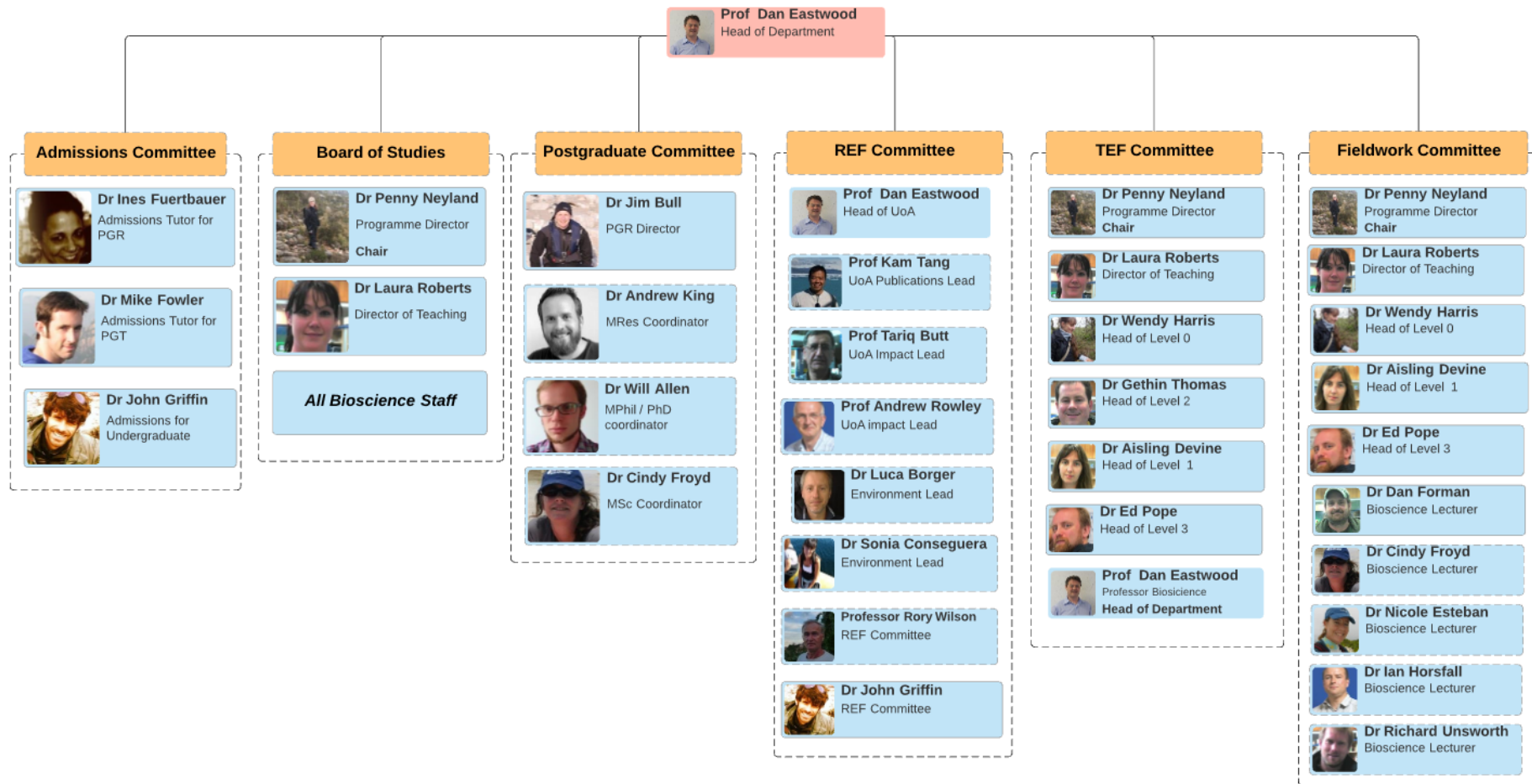


Figure 4: Schematic showing academic committee membership within Biosciences

### Bioscience / College of Science - Professional Services

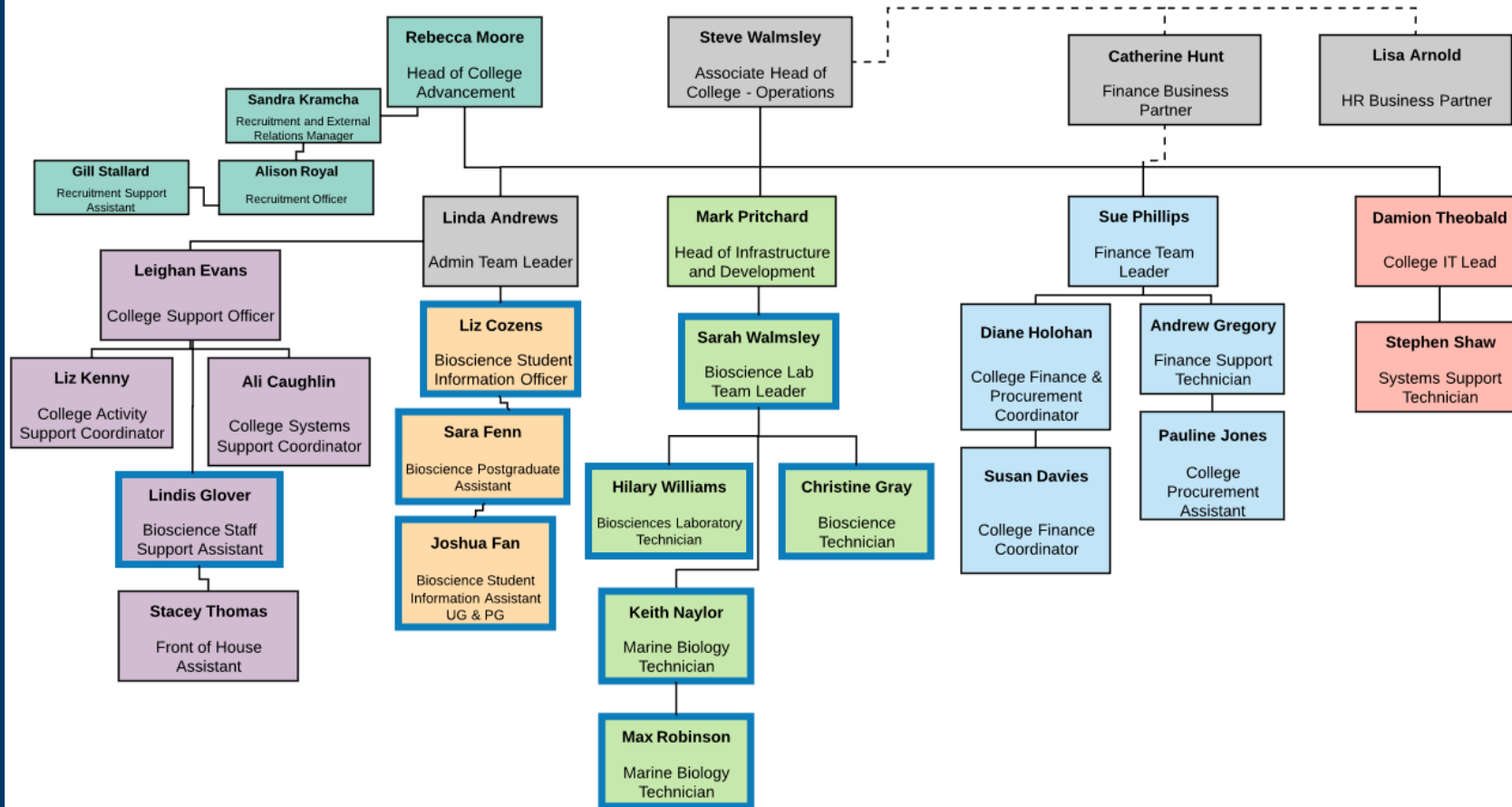


Figure 5: College Professional Services staff structure. Staff working directly for Bioscience outlined in blue

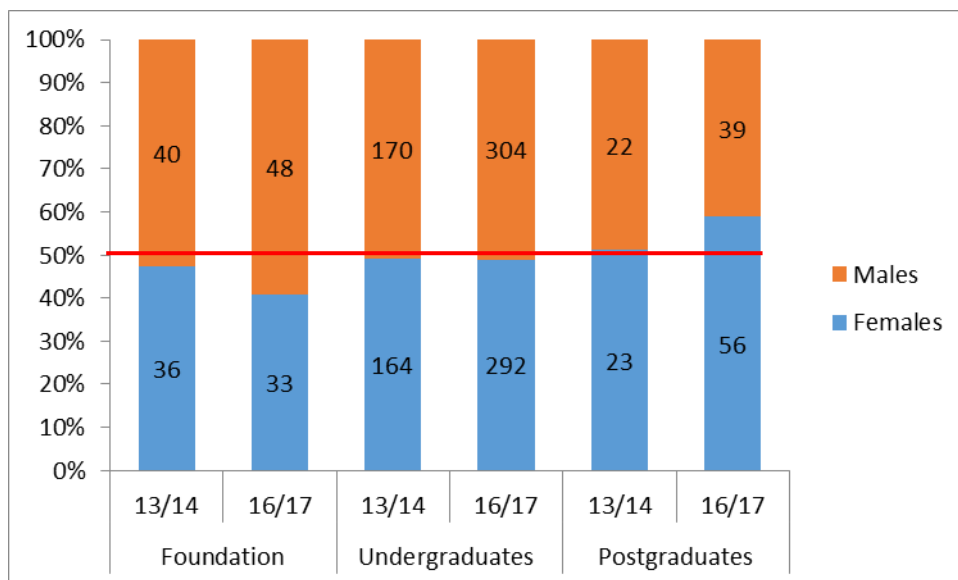
**Table 1** shows there is good overall gender balance for staff and students, however there are variances when broken down by staff type and discipline (Section 4).

**Table 1: Staff and student numbers in Biosciences for 2016/17**

	Total	Females	Male	% Female	% Male
<b>Total staff numbers</b>	57	28	29	49	51
<b>Academic staff</b>	30	12	18	40	60
<b>Research Staff</b>	18	11	7	61	39
<b>*Professional Services (including technical services)</b>	9	6	3	67	33
<b>Students (undergraduates including Foundation)</b>	677	325	352	48	52
<b>Students (postgraduates)</b>	95	56	39	59	41

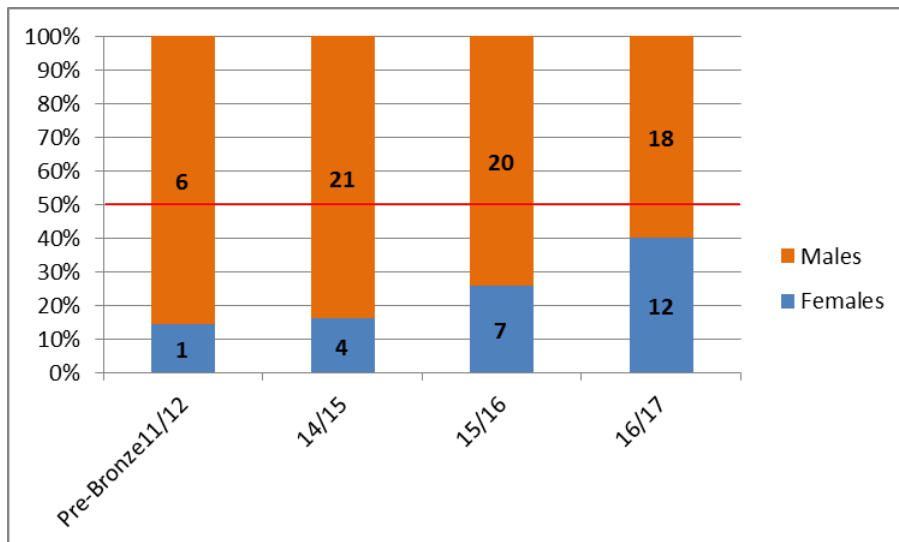
\*Additional PS staff work across the College (**Fig. 5**).

Student numbers have increased substantially since our Bronze Award: UG students from 334 in 2013/14 (49% F: 51% M) to 596 in 2016/17 (49% F: 51% M). PG students from 58 in 13/14 to 95 in 2016/17 (59% F: 41% M) (**Fig.6**).



**Figure 6: Comparison of student numbers at Bronze Award (13/14) with latest numbers (16/17).**

Academic staff numbers (Grade 8 and above) have increased from 25 in 14/15 to 30 with an increase in females 15% F: 85% M in 14/15 to 40% F: 60% M in 16/17 (**Fig.7**). This compares to in 2011 when there were 7 academic staff including one female.



**Figure 7: Percentage and numbers of academic staff (Grade 8 to Professor) for Pre-Bronze, Bronze (14/15) and current. Red line shows 50%.**

In the REF 2014 we were ranked 7<sup>th</sup> out of 45 Departments in the UK for Earth UoA, and top in Wales for research excellence. 93.8% of our research outputs were regarded as world-leading (4\*) or internationally excellent (3\*). In the 2017 National Student Survey (NSS) we were ranked in the top 10 in the UK, with a satisfaction score of 97%.

In May 2017 we were the first department in Wales to receive Royal Society of Biology Accreditation across all our UG degrees; this is in recognition of our academic quality and all-round best practice encompassing equality.

Our ethos is to be all-inclusive, promoting talent of all students and staff.

*"I have been welcomed into Biosciences like a new member of a family. It is a pleasure to work with welcoming and open colleagues"*  
 Kayleigh Rose; Lecturer

**WORD COUNT: 474**

### 3. THE SELF-ASSESSMENT PROCESS

#### (i) Description of the self-assessment team

**Formation of the BIOSAT:** Our CoS was awarded an Athena SWAN Bronze Award in 2014. In May 2015, Dr Carole Llewellyn took over leadership of the College Self-Assessment Team (CoSSAT). Panel Feedback in 2014 recommended splitting CoSSAT to Departmental level. After considerable discussions on the merits of this approach (considering expansion of the CoS and the split to 2 campuses) and a college vote, it was agreed to split.

In April 2016, Bioscience members within CoSSAT became founding members of the Biosciences Athena SWAN Self-Assessment Team (BIOSAT) and opened for expansion to ensure a well-balanced and representative team (**Fig. 6; Table 3**). The CoSSAT Bronze Action Plan (BAP) was modified to exclude non-departmental relevant actions. CoSSAT continues to exist at a smaller scale consisting of Department Leads meeting once a term to share best practice across CoS departments.

**BIOSAT operation:** The BIOSAT runs autonomously with departmental decision-making capability. This enables challenges specific to Biosciences to be addressed. The BIOSAT comprises of 21 members; 13 females (62%) and 8 males (38%) with representation across full and part-time academic grades, research staff, PS staff (including technical staff) and students (undergraduate and postgraduate) (**Fig. 8: Table 3**).

There are four Working Groups (WGs) focused around data management (Data WG), student engagement (Student WG), staff engagement (Staff WG) and changing the culture (Culture WG) (**Fig. 8**).

The SAT Lead has a Work Load Model (WLM) allocation of 0.2 FTE and Working Group Leads a Work Load Model 0.1 FTE. There is an assigned rolling budget of £2K/year to support events, focus groups and invited speakers.





Figure 8: Schematic of the BIOSAT structure showing involvement of academics, researchers, professional services and student members across the four Working Groups

**Table 2 Bioscience Self-Assessment Team and Roles: Professional Services (PS), Academic (A) according to enhanced career strand Teaching (T) Research (R) or Innovation and Engagement (I&E), Research (R), Student (S). Part-time (PT), Full-time (FT), fixed (FTA) or open ended (OA) included as University adviser/guide.**

BIOSAT member	Female/Male	Job title/Department role	Fixed-term appointment /Open-ended	Part-time/Full-time	Academic (career pathway), Research, Student or Professional Services	BIOSAT role	Work-life balance including parental/caring arrangements	Comments
Kevin Arbuckle	M	Lecturer	OA	FT	A(R)	Member of Culture Committee	Dual career family with young child	
Lisa Arnold	F	Head of Human Resources Science	OA	FT	PS	Staff Working Group	Parent	
Sofia Consuegra	F	Professor	OA	FT	A (R)	Staff Working Group	Dual career family	Member of original CoSAT
Liz Cozens	F	Student Information Officer	OA	FT	PS	Culture WG	Dual career family	
Dan Eastwood	M	Professor	OA	FT	A (R)	Culture WG		Head of Department
Dan Forman	M	Senior lecturer /Head of Zoology	OA	FT	A (T&S)	Student focused WG	Family	SAILS Management Board Member, SU disability WG chair
Mike Fowler	M	Assoc. Prof.	OA	FT	A (T&R)	Data analysis	Dual career family	Member of original CoSAT
Wendy Harris	F	Lecturer	OA	FT	A (T&S)	Biosciences champion, Student WG lead		
Liz Kenny	F	College Activity Support Coordinator	FTA	FT	PS	Staff Working Group	Future Parental role	
Bethan Kultshar	F	PhD student	FTA	FT	S	Data Working Group		
Carole Llewellyn	F	Associate Professor	OA	FT	A(E&I)	Chair	Previous parental role	University SAT, University AS Strategy Group
Anouska Mendzil	F	Research Assistant SEACAMS Project	FTA	FT	R	Data Working Group Lead/Deputy Chair		Member of original CoSAT,
Keith Naylor	M	Technical Support	OA	FT	PS	Staff Working Group	Dual career family	
Hanna Nuutila	F	Research Assistant	FTA	PT	R	Data Working Group	Parent	SEACAMS Research Project
Heidi Rehwald	F	Project manager – Bioscience	FTA	FT	PS	Work Group Lead	Caring responsibilities for elderly parent	University Organisation & Culture Work Group
Chloe Robinson	F	PhD Student	FTA	FT	S	Student Working group: Postgraduate representative		STEMNET ambassador; Dept. demonstrator; Dept. Outreach representative
Alex Singler	M	Undergrad student	FTA	FT	S	Student working group		
Emily Shepard	F	Associate Professor	OA	FT	A (T&R)	Student working group		Member of original CoSAT
Alla Silkina	F	Research officer	FTA	FT	R	Staff WG	Parent	
Gethin Thomas	M	Lecturer	OA	FT	A(T)	Staff Working Group	Parent	
Rory Wilson	M	Professor	OA	FT	A(R)	Culture WG	Parent	Deputy PVC on Culture and Values
*Huw Lewis	M	Equality Adviser	OA	FT	PS	University SAT	Father of two young children. Compressed hours.	University SAT, University AS Strategy Group, Race Equality SAT

## (ii) An account of the self-assessment process

**BIOSAT** meet every 6 weeks during core hours between 9.30am to 3pm and during term time with representation of at least one member from every WG group and two representative students reporting progress and outcomes. The four BIOSAT Working Groups meet ahead of BIOSAT meetings.

The main aims of BIOSAT meetings are to:

- Bring together the four Working Groups to assess achievement against the BAP
- Discuss and develop new actions.
- Act on Feedback and make decisions on necessary changes and ensure that they are delivered.

Key actions are minuted and acted on with communication to all, through from students to university senior management via a shared CoS intranet resource (SharePoint). The Chair of BIOSAT is currently Chair of the College SAT, a member of University SAT and on the College Leadership and Management Boards thus ensuring best practice is shared at all levels. Communication pathways are highlighted in **Figure 9** with the timeline shown in **Figure 10**.

Communication pathways include:

1. **Biosciences Department:** Equality is a standing agenda item. Meetings enable the development, implementation and evaluation of equality policies across academic, research, PS staff and, UG and PG students.
2. **College of Science: Strategy Group (CoSSAT):** The CoSSAT composed of Departmental SAT leads and chaired by the BIOSAT Chair meets once a term after Departmental SATs. This intermediate level group enables the sharing of best practice across the departments within the CoS.
3. **College level: Leadership and Management Board:** The BIOSAT Chair is a member of both these Boards. Equality is a standing agenda item on both these Boards.
4. **University level: Athena SWAN Strategy and University SAT.** These two groups meet once a term to develop university strategy on equality and to deliver on the institutional Athena SWAN Silver AP. Minutes are accessible to all SAT members via a shared portal.

We have undertaken three all-staff Feedback Surveys (June 2015, June 2016 and November 2017). We have organised over 20 talks, training and network events and run monthly coffee meets and focus groups (**Section 5.6**).

We are grateful for external critical friend advice from Professor Tracey Chapman and Dr Gill Malin, University of East Anglia, Biological and Environmental Sciences and Dr Karen Reed University of Cardiff Biosciences, all three Silver departments. Internally we are grateful for advice from Prof Joy Merrell, Prof Diane Kelly (Colleges of Human and Health Sciences and Medicine) and from the SU Equality Team.

BIOSAT have led the way on sharing best practice with other CoS departments and externally including supporting Plymouth Marine Laboratory to achieve their Bronze Institute Award.

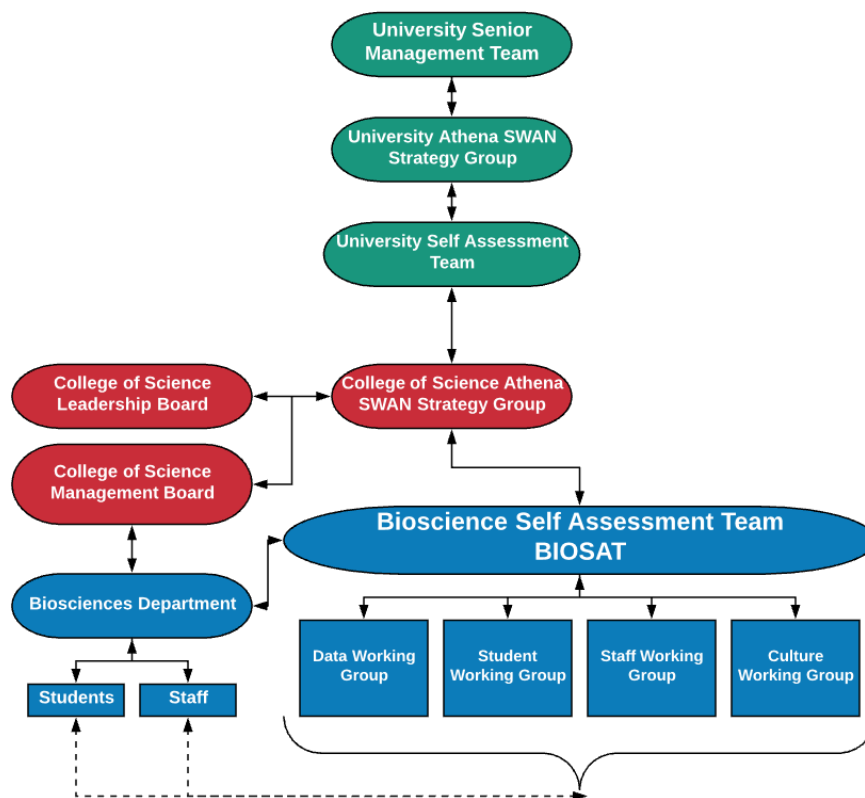


Figure 9: Schematic flowchart showing lines of communication and reporting between the Department, College and University.

*“Since Bronze Award, the BIOSAT has ensured that increased emphasis is put on promoting gender equality in everything we do.”*

Wendy Harris, Senior Lecturer

#### IMPACT

- Ensured equality is embedded in everything we do for all staff and students.
- Increased importance of equality for all staff and students
- Ensured equality as a standing agenda item on Departmental and College Leadership Board meetings.
- Ensured females with executive influence sit on all recruitment, selection and promotion panels
- Organised two ECU Unconscious Bias (UB) training courses for staff, the first to do so at the university, resulting in UB training being rolled out across the university.
- Ensured all job adverts include our Athena SWAN Bronze logo and positive action statements at the top of the page.
- Led Bioscience Department Staff on-line Equality Surveys to inform future action.
- Shared best practice internally with other departments and colleges.
- Shared best practice externally including with Plymouth Marine Laboratory recently awarded Institutional Bronze Award.

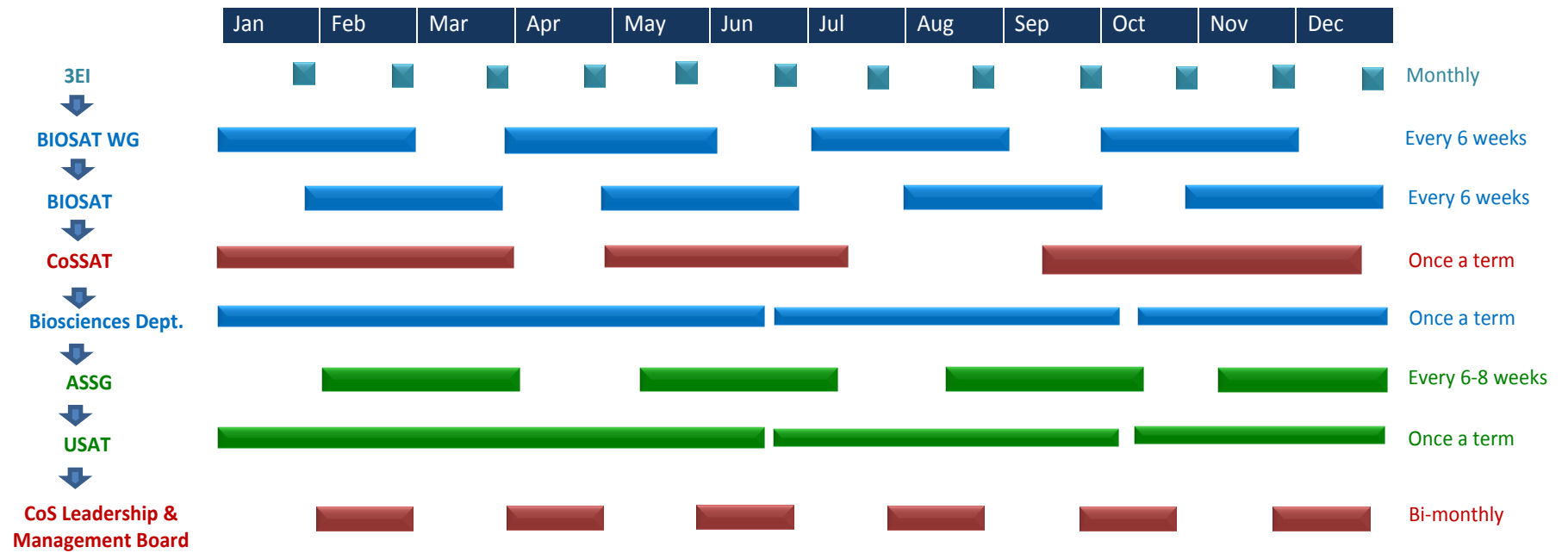


Figure 10: Timeline of BIOSAT related meetings.

### (iii) Plans for the future of the self-assessment team

BIOSAT will review its membership annually to ensure a balanced representation of gender, academic, research and PS staff and students (**Action 1.1**). The HoD, HR and students will continue to play an active role. Student representation succession planning is in place.

Members will usually serve for a period of four years. There is flexibility within this to recruit new members on specific actions and to provide opportunities for other members of staff. There is also the option to extend with a further two-year term. We however recognise that participation in equality initiatives can be time-intensive on top of one's usual workload; therefore, the four-year term is intended to support staff to participate in BIOSAT without unintended consequences on career.

The current Chair will ensure a smooth hand over to a new chair in January 2019. She will continue to be actively involved in supporting women across the career pipeline. A Deputy Chair will be appointed to support managing and organising. The current WG structure will remain, facilitating spread of the workload.

Continuation of embedding equality in policies, practices and activities for staff (**Action 1.2**) and students will be requisite (**Action 1.3**). The BIOSAT will meet every 6 weeks to specifically evolve the AP, collect and reflect on qualitative and quantitative data and continue to set gender equality based aspirations and targets (**Actions 1.4 and 1.5**). The BIOSAT Chair and HoD will ensure that WG leads are monitoring progress towards achievement. Progress and reporting of the BIOSAT will continue to be reported as outlined above.

The BIOSAT will use its experience to continue to share best practice with; **1.** other CoS departments. **2.** across the University through ASAT and ASSG. **3.** externally with other universities and Research Organisations (**Action 1.6**).

**WORD COUNT: 1035/1000**

#### **ACTIONS**

- **Action 1.1** BIOSAT team is representative of all staff
- **Action 1.2** Equality for academic, research, professional services and support staff is embedded
- **Action 1.3** Equality for UG and PG students is embedded in policies, practices and activities.
- **Action 1.4** Collect and reflect on a range of quantitative and qualitative data to identify both challenges and opportunities
- **Action 1.5** Evolve the Action Plan
- **Action 1.6** Share Best Practice internally and externally.

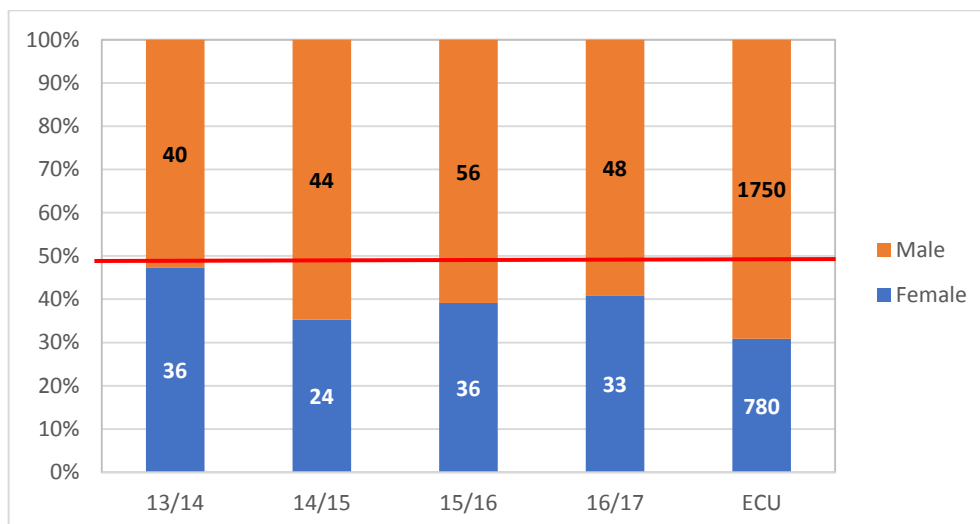
## 4. A PICTURE OF THE DEPARTMENT

Our data is expressed in bar chart format showing percentage and number of male and females within the bar (except for Feedback Survey Figs 57-59 where percentages across genders are expressed in bars). Benchmark data is for ECU14/15 and for 15/16 where available. The red line highlights 50%.

### 4.1. Student Data

#### (iv) Numbers of men and women on access or foundation course

Our BSc Integrated Biology Foundation degree was first introduced in 2013/14. Students enrolling on Foundation include those entering from non-traditional entrance routes including attracting more mature students enhancing our diversity of students. Whilst the gender balance is slightly male dominated (average for all years: 57% M: 43% F and in 16/17 60%M: 40% F), this is favourable compared to Benchmark Data where nationally there are 69% M: 31% F (**Fig.11**). This balance is likely to be caused by females performing better at pre-degree level and therefore not having to enter via the Foundation Year. We will explore data to understand why fewer females enrol on Foundation and implement appropriate actions (**Action 2.1**).

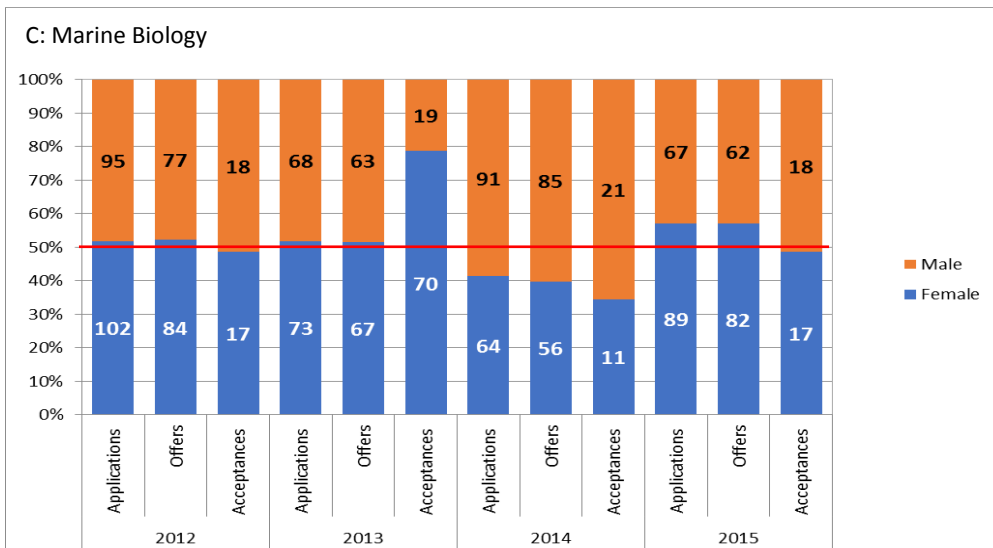
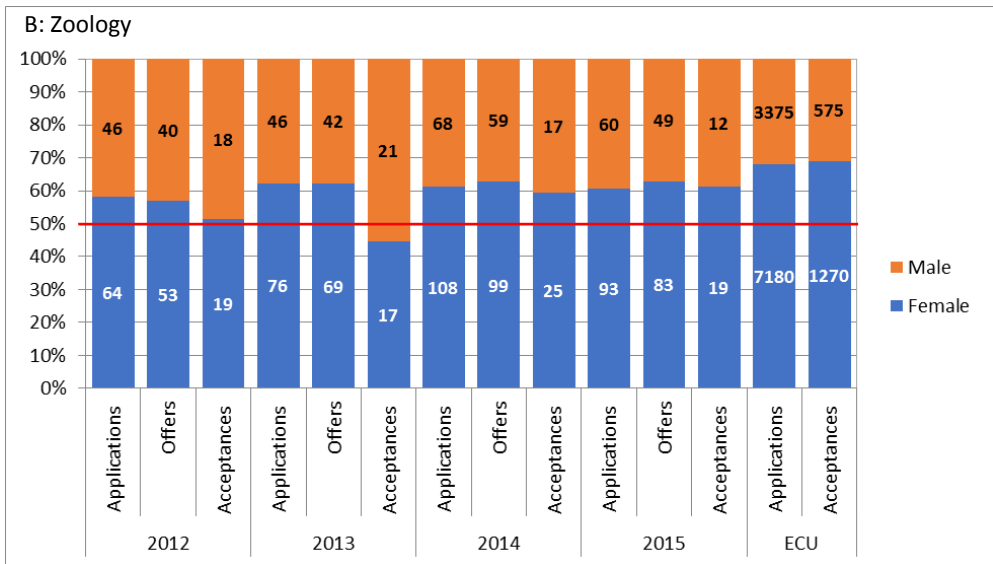
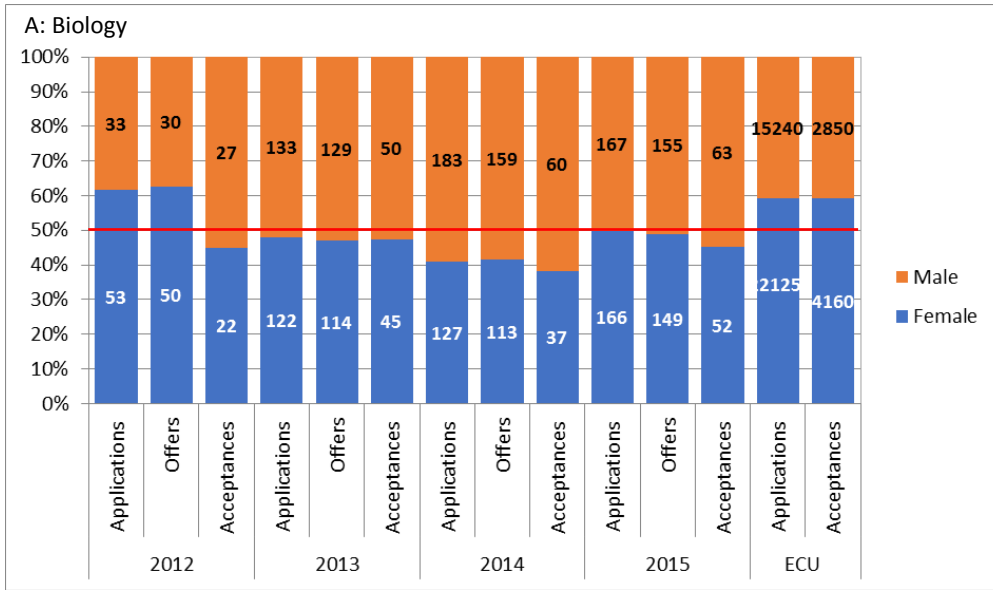


**Figure 11: Students on our Integrated Biology Foundation Course. ECU benchmark using Biology Foundation degrees data from 14/15.**

#### (v) Numbers of undergraduate students by gender - Full- and part-time by programme.

**UCAS Applications, Offers and Acceptances:** Our numbers are fairly gender balanced for Biology and Marine Biology (**Fig.12 A and C**) and compare favourably to the benchmark where there are a higher percentage of females. This is likely linked to our demographics. For Zoology we are again closer to equality than the ECU benchmark: We have higher numbers of females than males on Zoology (**Fig.12 B: 60%:40%F:M**) but more males compared to ECU (65%:35%F:M). We will seek to further improve gender balance across our degree schemes (**Action 2.3**).

Notable from **Fig.12** is that there is a very slight bias towards males in our Acceptances compared to Applications. We will address this potential bias in our AP (**Action 2.6**).



**Figure 12: Bar chart showing percentage and numbers of UCAS applications, offers and acceptances. A. Biology, B. Zoology. C. Marine Biology. ECU 2014/15 data. No ECU data available for Marine Biology.**



**Total numbers of UG students:** Figure 13 shows UG student numbers have increased from 334 in the 13/14 to 517 in 16/17, with an increase in female UG students from 164 to 252. Overall, we have achieved a gender balance, 49%:51% F:M, in our UG programmes over the last four years, this is more gender balanced compared to the benchmark. Our numbers of PT students are low (only 1 or 2 F per year); while low PT enrolment is currently a sector wide problem, we will promote more PT options in the future (**Action 2.2**).

**UG by Subject:** Since 13/14 there has been a good overall gender balance across our UG programmes (**Fig.14**). The Year in Industry scheme is favoured by females. The BIOSAT has worked with the Recruitment, Marketing and Admissions Committee on a systematic review on recruitment communications to ensure positive promotion of diversity, particularly females.

Whilst overall our gender balance at UG level is well balanced, at individual degree level there are small differences. There are slightly more females in the Zoology degree across the three years and slightly fewer females on the Marine Biology and Biology degree programmes. Traditionally Zoology is a subject that attracts more females than males. In contrast Marine Biology is traditionally a subject that has attracted more males than females. Although our gender balance is favourable compared with benchmark ECU data (**Fig. 14**) we will investigate if, through marketing for example, we can attract more equal gender representation on our degrees (**Actions 2.3 and 2.6**).

We will continue to ensure that all our marketing and recruitment materials are inclusive in terms of gender and diversity and we ensure that we have both female and male staff providing talks, undertaking informal interviews and speaking with prospective students on Open and Visit days (**Action 2.4**). As part of this we will continue to ensure that Unconscious bias (UB) and Marshall Equality training is mandatory for members of Marketing and Recruitment Committees (**Action 2.4: 5.6: Table 2**).

To ensure good representation of staff at Open Days the BAP delivered free crèche facilities. We will ensure continuation of these free facilities for future Open Days (**Action 5.10**).

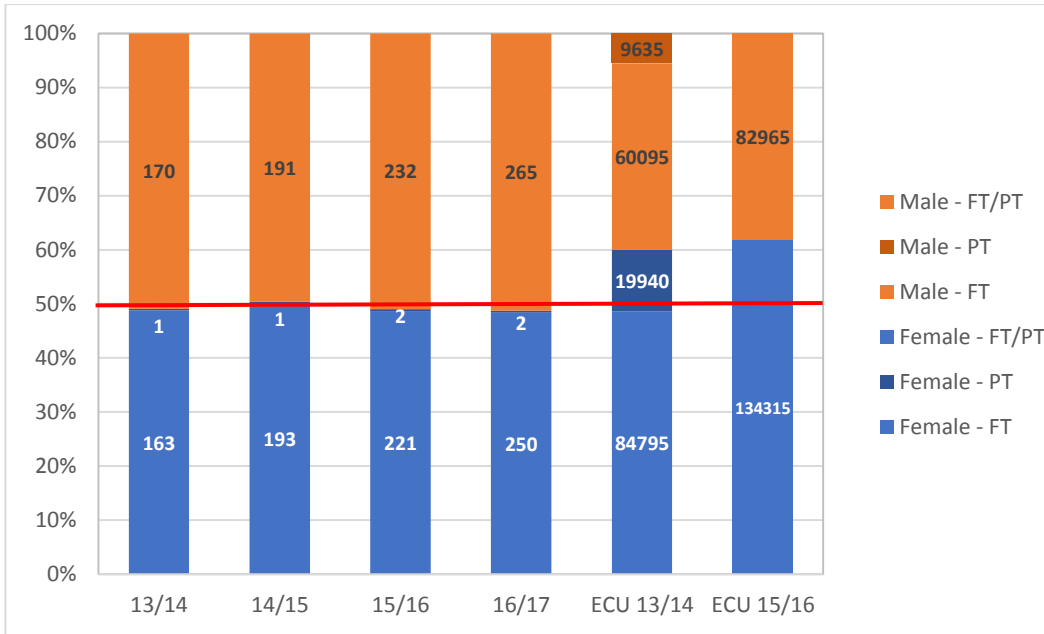


Figure 13: Bar chart percentage and total numbers of full-time (bottom number) and part-time (top number) of undergraduate students (numbers for ECU 15/16 are FT and PT combined).

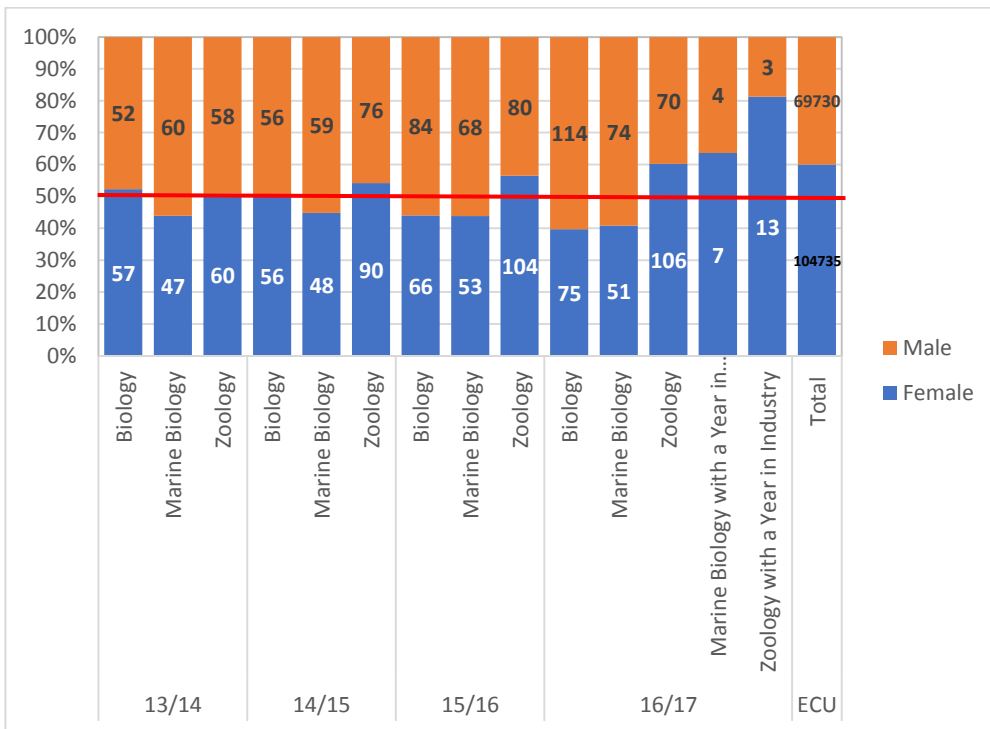


Figure 14: Undergraduate student by degree.

**Degree attainment:** Whilst there has been an equal increase in the numbers of male and female students from 2015/16 to 2016/17 (13%) the number of females receiving good degrees in 2016/17 has increased by 20% and the number of males receiving good degrees by 13% (Figs 15-16).

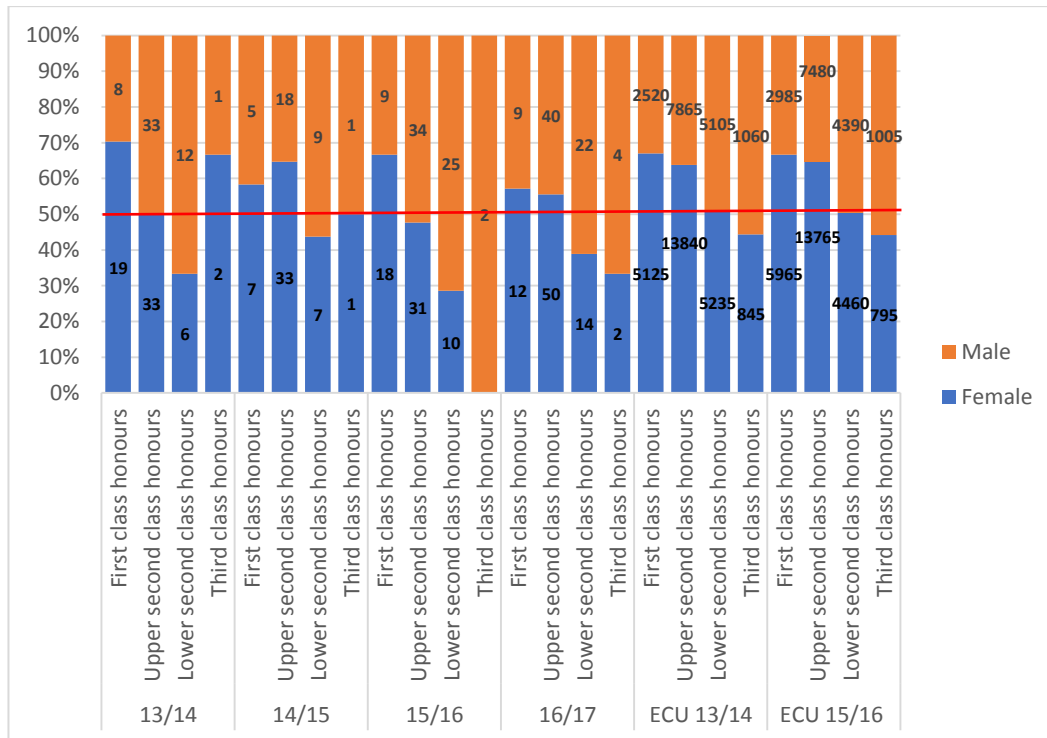


Figure 15: Degree attainment.

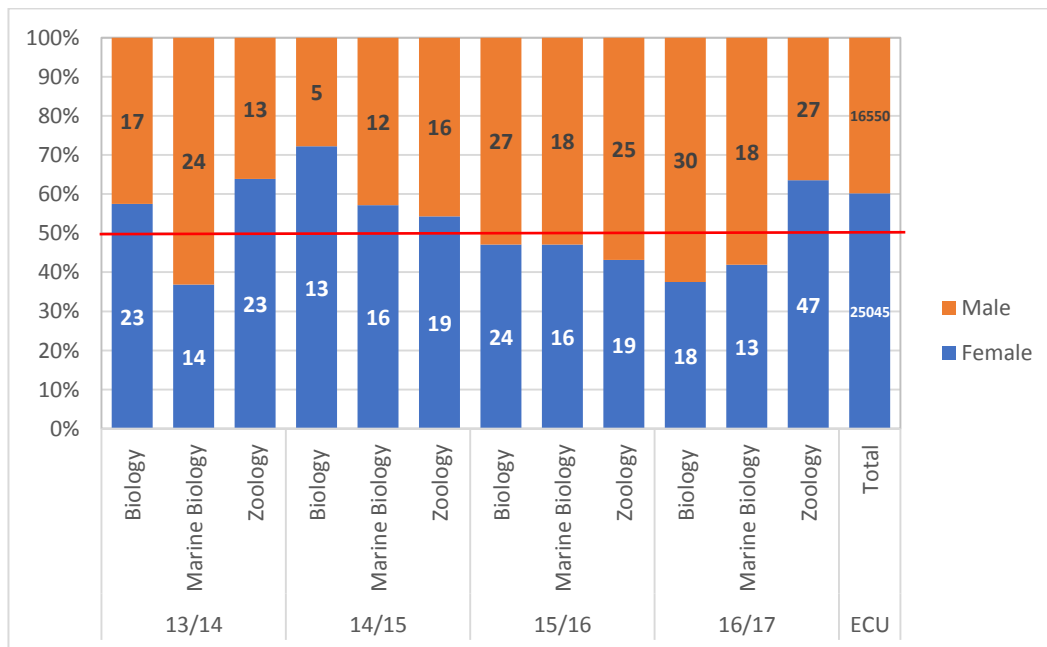


Figure 16: Degree attainment according to subject.

(vi) Numbers of men and women on postgraduate taught (PGT) degrees: Full- and part-time.

**PGT programmes:** More males apply than females (Fig. 17) but more females are accepted. (Fig.18). Our gender balance for the last four years, 60F:40M%, is favourable compared with the benchmark 69F:21M% (Figs. 18 and 19). Our PT PGT student numbers are low, so it not feasible to make meaningful gender benchmark comparison. As part of our plan to address the low PT recruitment, we are introducing a two-year PT MSc option (as well as maintaining the current three-year PT option), which we hope will attract new demographics, including mature students who may have caring responsibilities (Action 2.2).

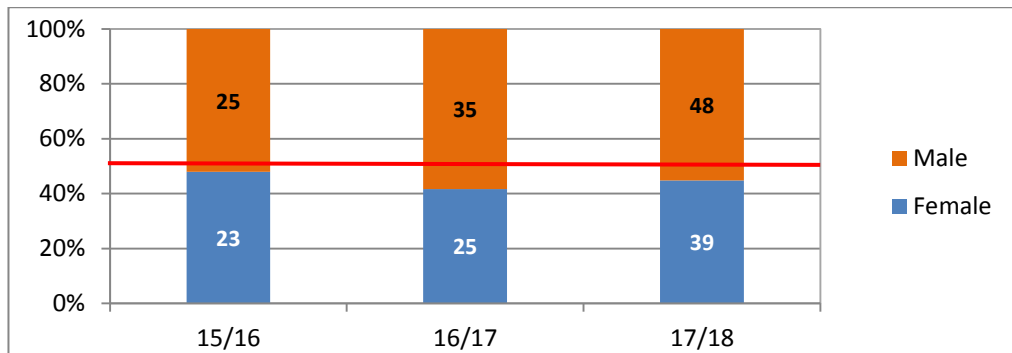


Figure 17: PGT applications.

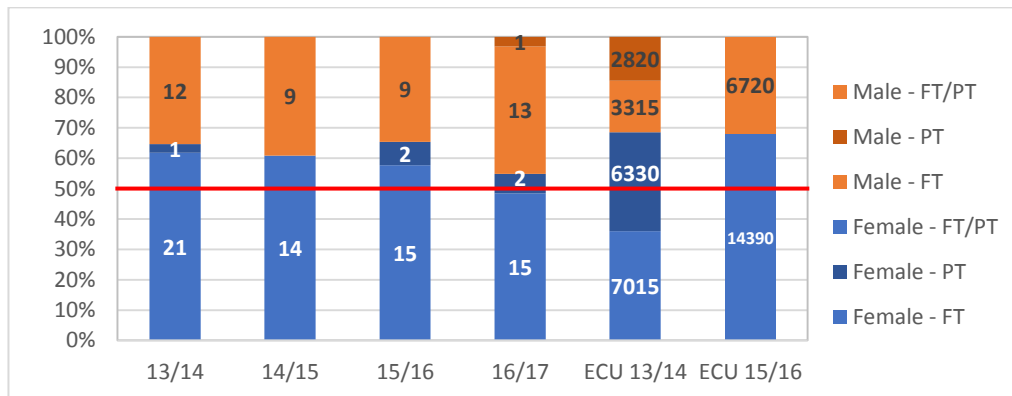


Figure 18: Postgraduate students enrolled on a PGT degree.

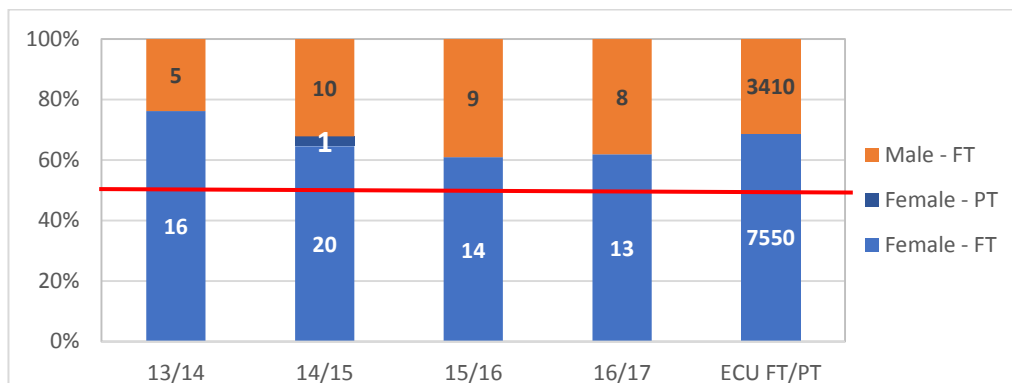


Figure 19: PGT degree successful completion.

**(iv) Numbers of men and women on postgraduate research degrees: Full- and part-time.**

Figures 20 and 21 show that the gender balance of our FT PGR schemes (62:48% F:M) closely aligns with the ECU benchmark data (60:40% F:M). We will explore and address underrepresentation of males on PGR degrees (Action 2.7). We have seen a healthy increase in PGR recruitment since 2014/15, following a restructuring of the MRes Biosciences Degree scheme. The restructuring offers a wider range of research themes to PGR students, better representing the diversity of research interests amongst our growing academic body (Fig.22).

**CPD courses to widen access:** We are proud to be developing six new vocational courses in a new CPD programme for launch in 2018. This is aimed at up-skilling people working in the environmental services. The courses will enhance diversity by delivering in-depth training on biodiversity surveying and conservation. The courses have been carefully designed and costed to widen participation. We are aiming for an estimated cohort of 60 i.e. 10 per course (Action 2.8).

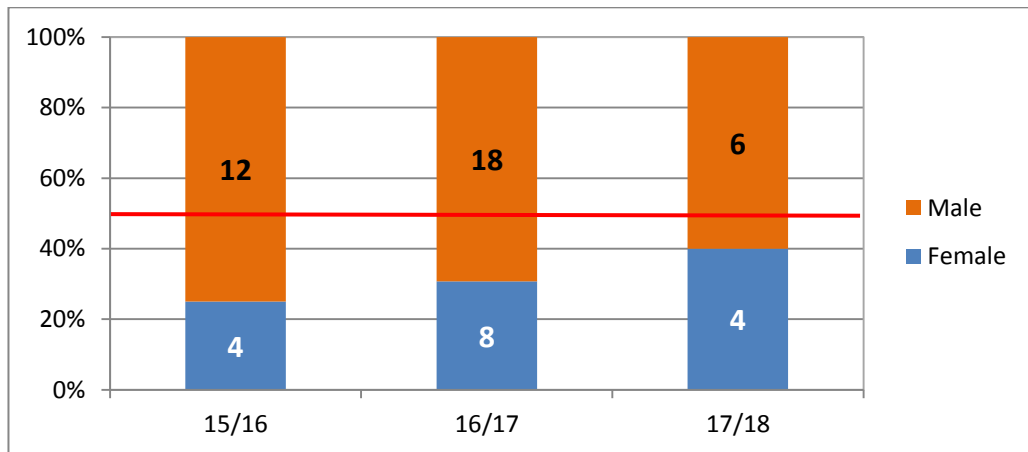


Figure 20: PGR applications.

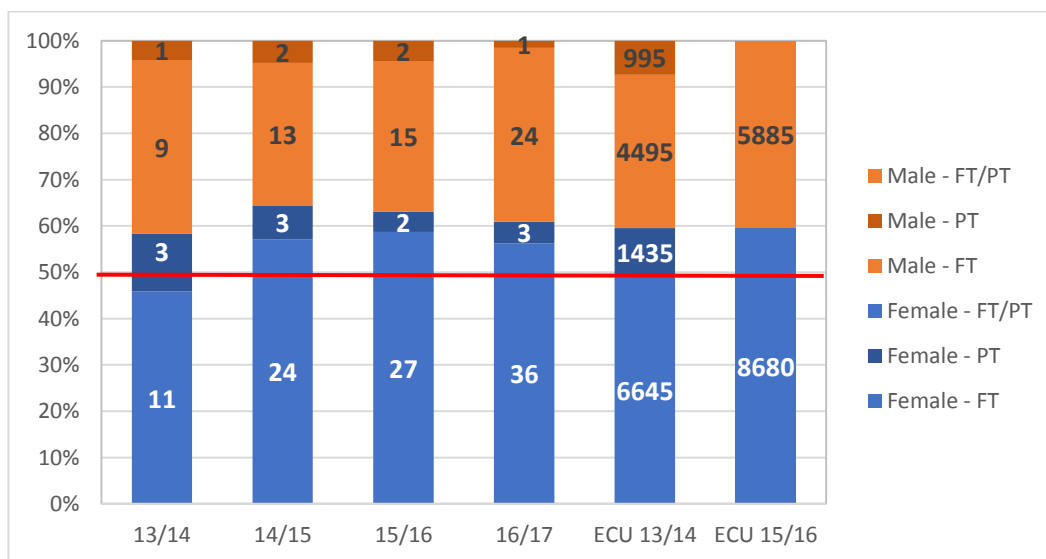


Figure 21: Total numbers of PGR students.

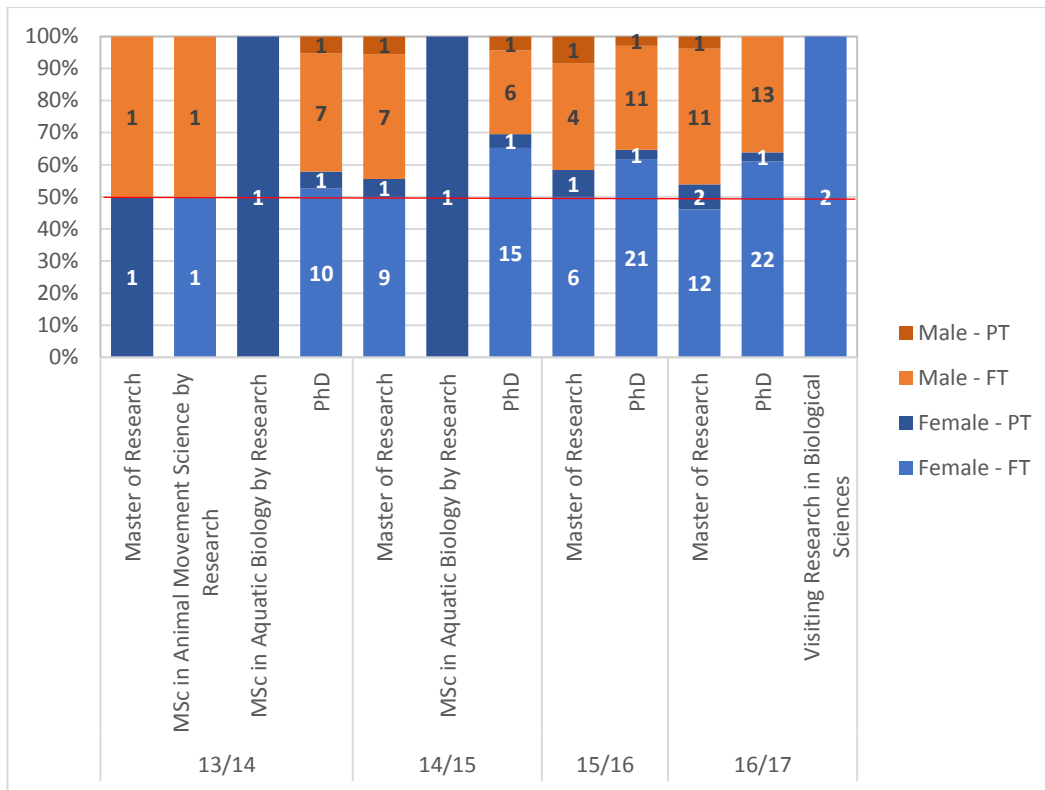


Figure 22: PGR students by degree type.

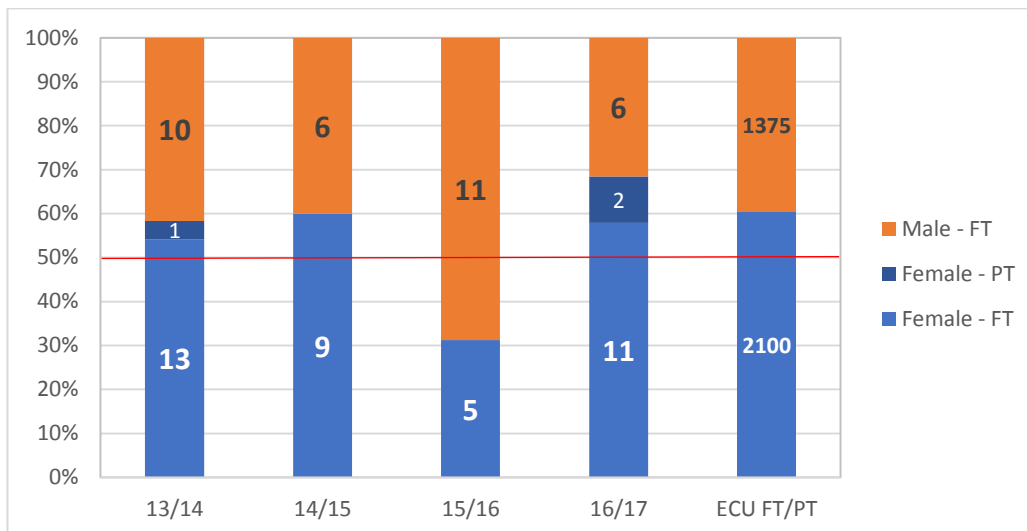


Figure 23: Postgraduate research degree attainment.

## IMPACT

Improved marketing and promotion of diversity, inclusivity and female role models has supported:

- Increase in UG Student numbers from 334 UG students in 2013/14 (49% F: 51% M), to 596 in 2016/17 (49% F: 51% M).
- Increase in PGR students from 24 in 13/14 to 64 in 16/17 whilst maintaining a consistent gender balance (59% F: 41% M).

We are also proud to be launching new CPD courses improving inclusivity.

## ACTIONS

- **Action 2.1.** Explore data on why there are fewer females than males on Foundation and implement appropriate actions.
- **Action 2.2.** Promotion of part-time study options at UG and PG levels.
- **Action 2.3.** Determine if we can further improve gender balance on our Biology, Zoology and Marine Biology UG Degree schemes.
- **Action 2.4.** Ensure marketing and recruitment materials are inclusive in terms of gender and diversity and ensure that we have both female and male staff providing talks, undertaking informal interviews and speaking with prospective students on open and visit days.
- **Action 2.5.** Ensure diverse representation in student role models.
- **Action 2.6.** Ensure UG application, offer and acceptance rates are fairly gender balanced.
- **Action 2.7.** Explore and address underrepresentation of men on PGR degrees.
- **Action 2.8.** Development of 6 new CPD courses to widen participation.

### (v). Progression pipeline between undergraduate and postgraduate student levels.

As a result of our BAP we now ensure and will continue to ensure a number of routes for UGs to find out about PG opportunities. These are:

- Final year tutors and students are informed of PG research opportunities through emails, posters, departmental digital display screens and email announcements thus enabling open communication and equal opportunity (**Action 2.9**).
- We consider gender split in tutorial groups to ensure that groups are gender inclusive with academic role models of all genders (**Action 2.5**).
- PG open day talks are embedded in the final year undergraduate timetable so all UG students have access to this information (**Action 2.9**).
- Biosciences seminar series: UGs are targeted and encouraged to attend providing UG students with an understanding of topics for PG research (**Action 2.9**).
- Links to external female bursary and awards sources such as WISE, Daphne Jackson Trust, Royal Society, Research Councils, L'Oreal and new Nature awards to promote Women in Science are posted on our website for students and staff. We will further promote and monitor uptake of these opportunities in our new AP (**Action 2.9**).
- Virtual and actual groups for UG and PG have been set up aiding networking and new opportunities for all (**Action 2.9**).
- In addition to the University Careers fairs, the BIOSAT team as part of the Bronze Action Plan have organised career talks and events for students to promote higher degrees and employability highlighting female case studies. We will continue to do this in the future (**Action 1.3**).
- The third year UG Research Project module gives undergraduates an excellent opportunity to find out more about PG options.

The progression pipeline from UG to PG is positive: For example, on 2017/18 Environmental Biology: Conservation & Resource Management, MSc PG Taught programme out of 52 students, 72% of the cohort came from our UG degree programmes.

We recognise some students, and especially women, lack confidence in science communication and this can become a hindrance in progression from UG to PG. Furthermore a Focus Group meeting has indicated that both UG and PG would benefit from awareness of Unconscious Bias (UCB). These aspects can hinder later progress of females into science careers. As part of our Action Plan we put into place additional UG science communication and UCB training (**Actions 2.10 and 5.3**).

#### IMPACT

Our BAP promoting PG degrees has contributed to:

- 72% of MSc cohort recruited through the UG pipeline in 2017.
- Improved promotion on bursaries and awards for women
- Improved communication on opportunities including BIOSAT organised role model science career talks.

#### ACTION

- **Action 1.3** BIOSAT Events/Talks to highlight Case study women role model career examples from the department
- **Action 2.7** Explore underrepresentation of men on PGR degrees
- **Action 2.9** Continued and improved posting on female bursaries and awards, and monitoring of uptake.
- **Action 2.10** Advance science communication and presentation skills training for UG and PG students to boost confidence
- **Action 5.3** Unconscious Bias Awareness at Induction for UG and PG students



## 4.2. Academic and Research Staff data

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

**Figure 24** highlights how, since our Bronze Award, we have successfully increased the numbers of females from 17% to 40%. In 2014/15 we had three Grade 8 and one Grade 9 female and no female Grade 10 or Professors. In 2016/17 female numbers at Grade 8, for the first time, exceed those of males and at Grade 9 we have equal number of males and females. We have two Grade 10 and one Professor. This significant improvement reflects both the promotion of the Grade 8 female staff and new recruitment into Grade 8. As these Grade 8 and 9 staff progress through the pipeline we expect gender to become equalised to Professorial level.

Notably over the last two years there has been an improved outcome for females seeking and being awarded promotion. This coincides with newly defined transparent published career pathways for all grades. These defined pathways define an indication of the standards required at every grade. All academics are aligned to one of three Enhanced Career Strands; Research, Teaching or Innovation & Engagement. This is designed to ensure that all academic strengths whether in research, teaching, or innovation and engagement, are appropriately recognised. The purpose of this approach is to support all academic staff to work to their full potential.

Whilst the numbers of females across Grades 8 to Professor has improved, **Figure 25** highlights how the Research Career Strand is biased towards males and the Teaching Strand to females. As we continue to practice AS principles we will monitor and seek to readdress this balance (**Actions 3.1, 3.2 and 3.6**).

We have two BME (Black, Asian Minority Ethnic) males and two females and one male in 'prefer not to say' category. The department is well integrated to the SU Race Equality Charter and SIREN (International Race Equality Network (**Fig.48**)). We will promote BME particularly for females (**Action 5.1**).

#### IMPACT

BAP support on Clearer promotion guidelines and on the recognition of the importance of gender equality has led to:

- Dramatic improvement in the numbers of female academic staff across all grades from Grade 8 to Professorial level.
- Healthy pipeline of females coming through with females in 2016/17 at Grade 8 exceeding those of males

#### ACTIONS

- **Action 3.1** Continuing and improved promotion support especially for females.
- **Action 3.2** Support more females into senior roles within department.
- **Action 3.6** Monitor gender balance across the career strands to actively engage more females into Research and Innovation and Engagement strands. At the same time engage more males into the Teaching Strand.
- **Action 5.1** Raising awareness of equality and diversity.

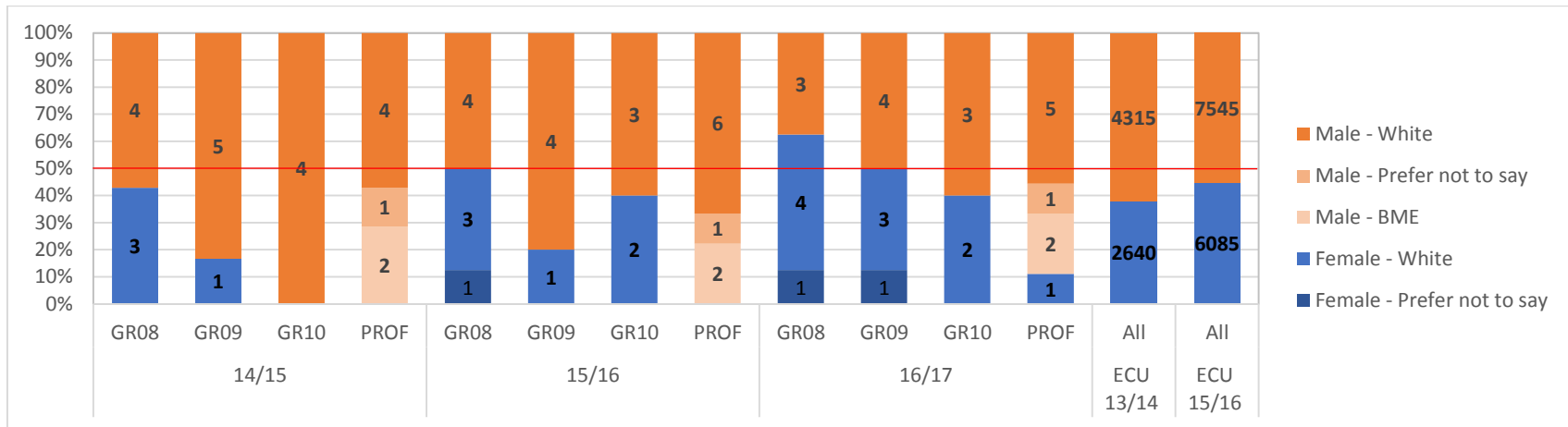


Figure 24: Academic staff by gender, ethnicity and grade.

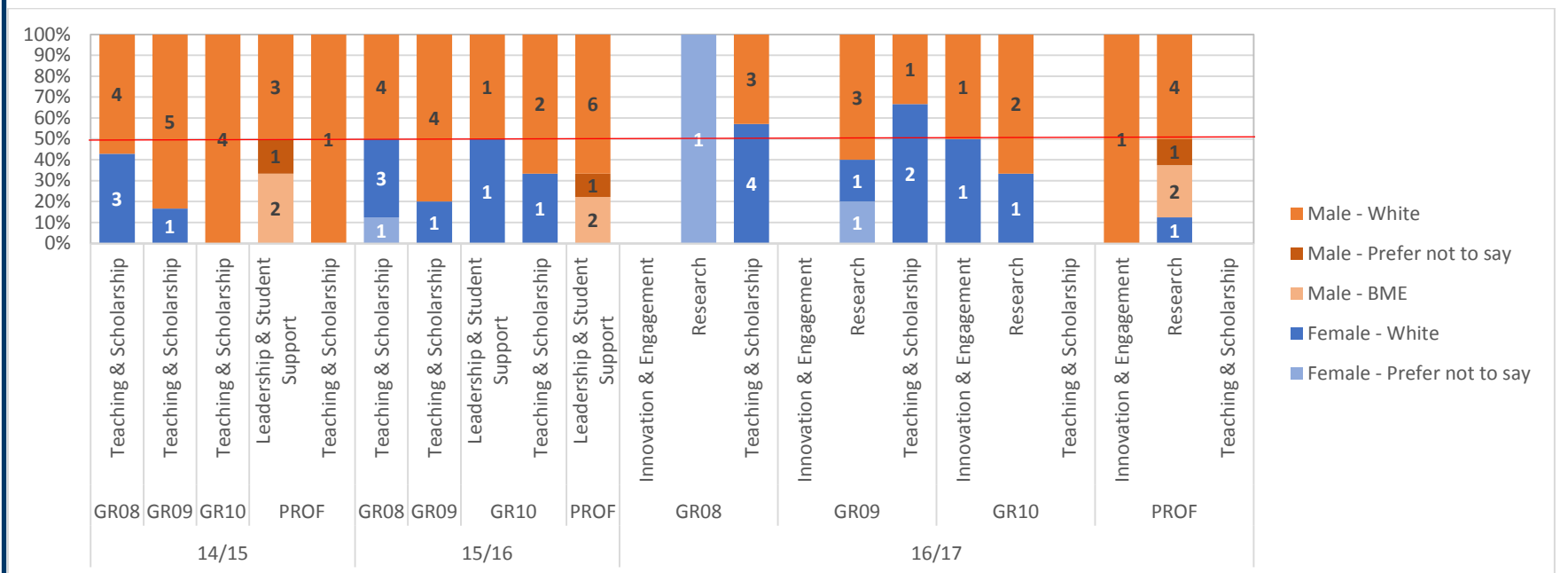


Figure 25: Academic staff by gender, career strand, grade and ethnicity.

## SILVER APPLICATIONS ONLY

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

Successfully implementing mentoring support the Department has targeted and supported the career development transition of 10 technical and tutorial positions to academic lectureship positions (**Table 3**). In addition, it has supported the career development of one female postdoc and one female fellowship by giving them permanent academic positions. Therefore, out of 12 permanent positions made available, 9 have been female and 3 have been male.

**Table 3: Transition of technical, tutor FTEs to permanent position (Blue = female; Orange= Male)**

Starting appointment	Current Position	Male (M)/ Female (F)
Technician	Researcher	F
Technician	Researcher	F
Tutor	Lecturer	F
Tutor	Lecturer	M
Tutor	Lecturer	M
Tutor	Professor (via Lecturer)	M
Post-doc	Fellowship	F
PhD/Tutor	Senior Lecturer	F
PhD/Tutor	Senior Lecturer	F
Post-doc FTA	Lecturer	F
Post-doc FTA	Lecturer	F
Fellowship	Lecturer	F

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

Since 2017 we have had no academic staff members on fixed term appointments (FTA).

**Figure 26** shows:

- Research staff numbers on FTA have decreased from 14 to 10 from 14/15 to 16/17.
- We have a higher proportion of females on FTAs at Grades 7 and 8.
- We have no FTAs at Grade 9 and above.

Variations in the total number of FTAs result from different external project funding patterns. FTAs are also appointed to as the need arises to cover medium/long term sickness absence or to cover certain sessions/modules where in house expertise is missing.

As a small department with strong communication FTA staff are made aware of upcoming departmental permanent positions including at Departmental Meetings and are encouraged to apply. Meetings are held between 3 months and one year before end of contract to discuss emerging opportunities. Staff are redeployed where possible. There is also a University redeployment scheme that exceeds statutory rights allowing all staff with more than 8 months service to be considered. All vacancies are posted to a circulation list allowing staff an opportunity to apply for a position before it has been advertised externally. If candidates reach all criteria, then they are offered the position.

Delivery of our BAP has seen improvements made for FTA staff. Any staff member on continuous contract for 4 years is now offered an open-ended contract. This gives better career stability for people initially employed on FTAs. Most importantly this now enables FTAs to be the Principal Investigators on Research Applications.

The department encourages career development of FTA academics including research-grant capture and publication for FTAs to support a career pathway into an open-ended position. Feedback indicates we could do better in mentoring opportunities for FTAs and this will be followed up on (**Action 3.3**).

Uncertainty of continuity of service is something that the department strives towards reducing. Feedback indicates that FTA staff can feel isolated from academic staff potentially reducing career opportunities; we will improve on this with more integration (**Action 3.7**).

#### IMPACT

- 10 technical and tutorial positions to academic lectureship positions.
- FTA staff on contract for 4 years are now offered an open-ended contract enabling their career progression.

#### FUTURE ACTIONS

- **Action 3.3** Promote mentoring opportunities for FTAs and ensure uptake.
- **Action 3.7** Improved integration of Research Staff on FTA with academic staff to support FTA career opportunities.

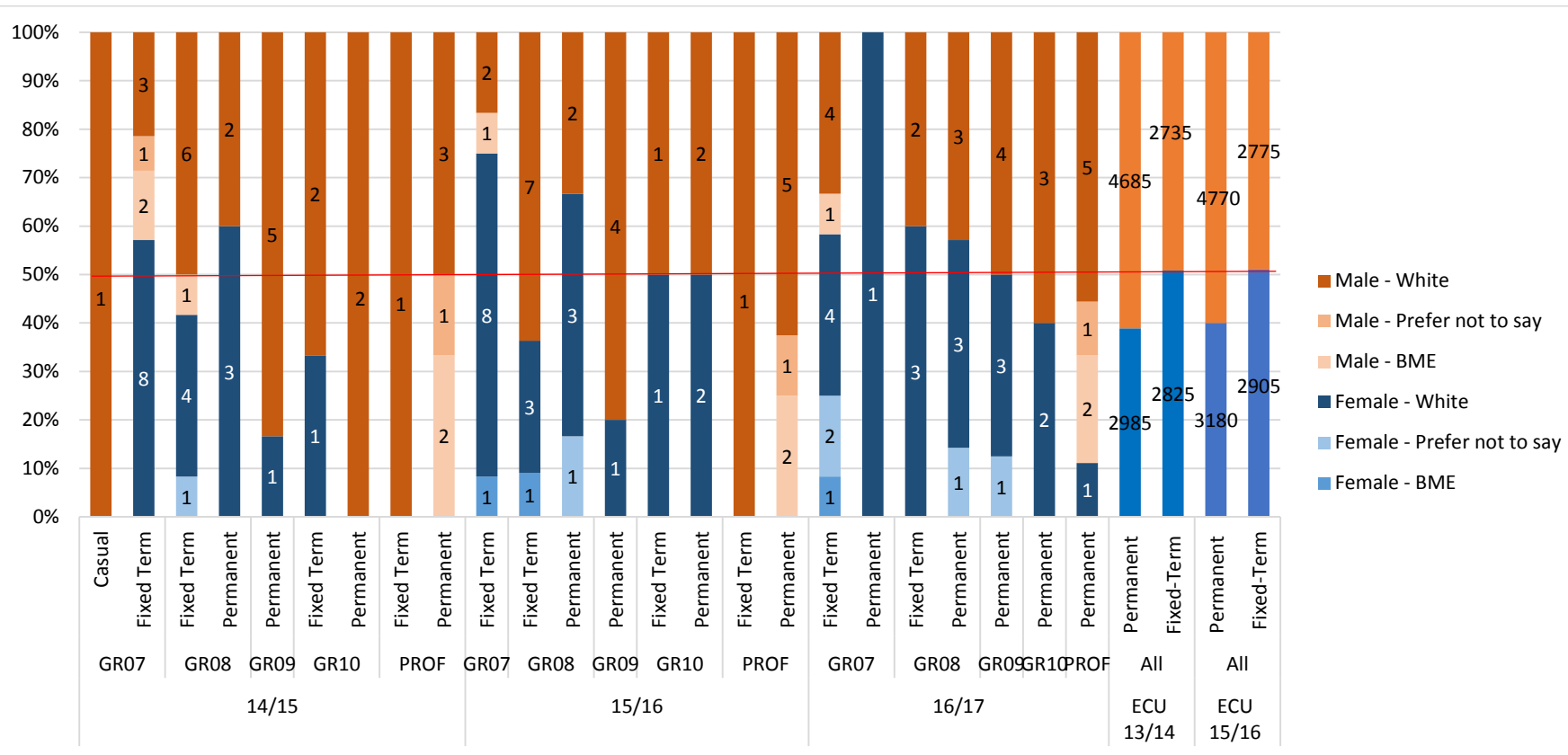
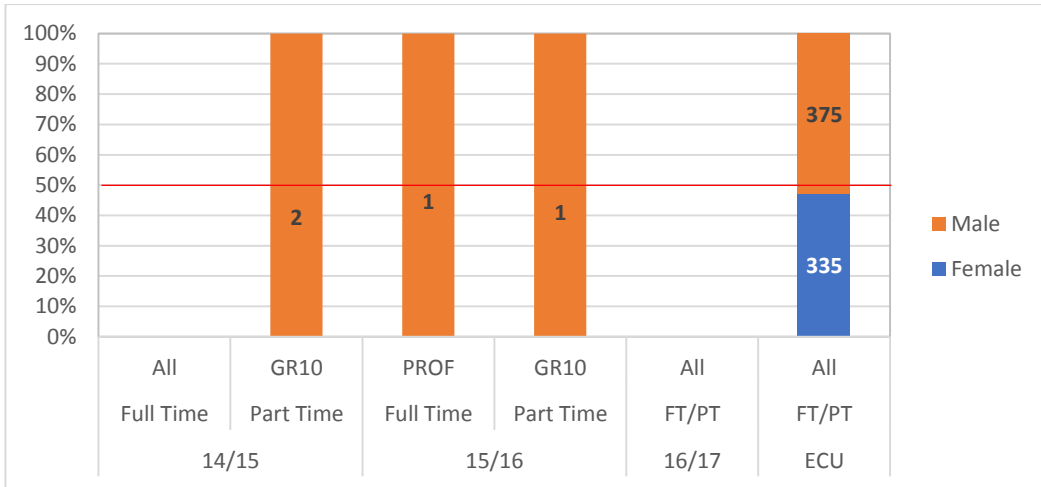


Figure 26: Academic and research staff by gender, contract type and grade.

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

Academic Staff turnover is low (**Fig. 27**). There have been no female leavers at Grades 8 and above.



**Figure 27: Number of academic leavers.**

**IMPACT**

Improved embedding of gender equality has maintained zero turn-over on female staff:

- No female academic leavers since 14/15.
- Awareness of equality and family friendly policies for all contributes to low turnover of staff.

**WORD COUNT: 1,979**

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

### Key career transition points: academic staff

#### (i) Recruitment

Figures 28-30 show applications, shortlisting and acceptance rates over the last 3 years.

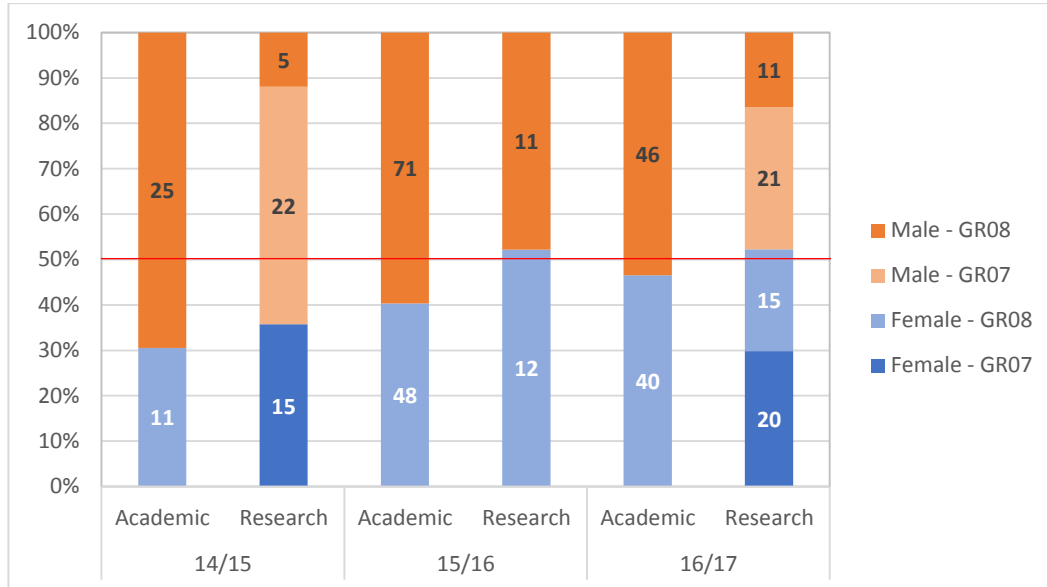


Figure 28: Academic and research staff job applications. Note recruitment was at Grades 7 and 8 only.

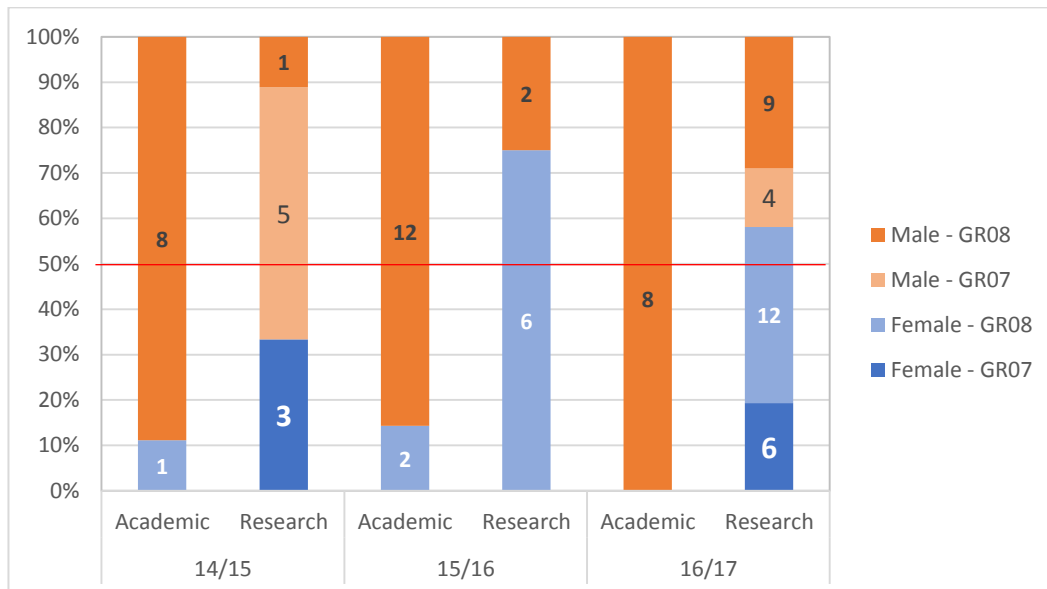
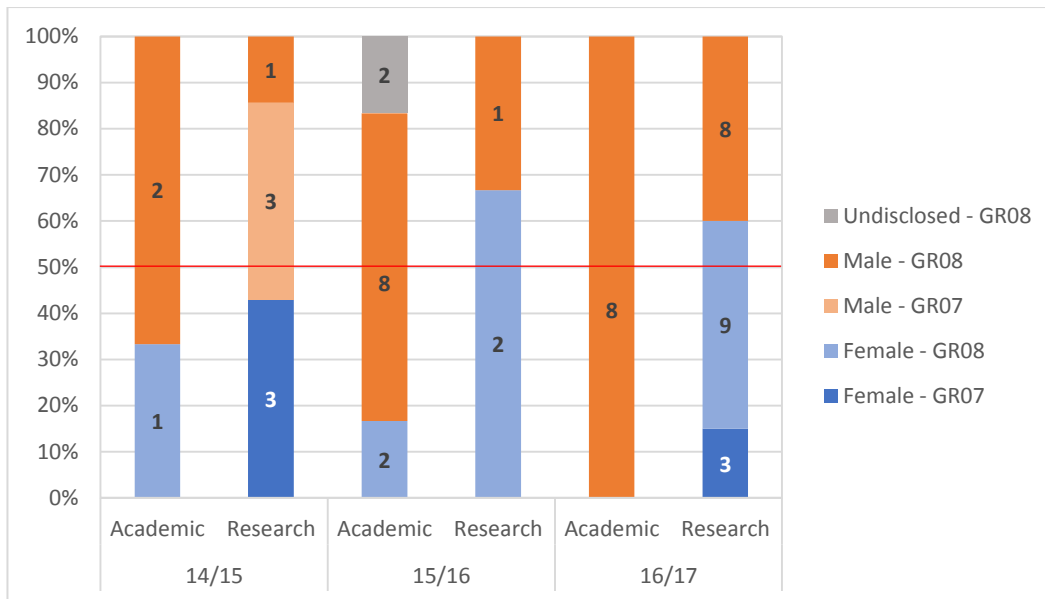


Figure 29: Academic and research staff job applications shortlisted.



**Figure 30: Academic and research staff offered positions.**

Between April and September 17 we recruited two academic females (no males) and in a recent recruitment drive we have offered five academic positions, 3F:2M.

#### IMPACT

- New job advert template, devised by BIOSAT working with HR, to highlight that we encourage and welcome applications from females and other underrepresented groups.
- All adverts include the Athena SWAN logo at the top.
- Females with executive influence on all recruitment panels.
- Mandatory UB training for all recruitment panel members.
- All positions advertise flexible working including the opportunity for part-time positions/job sharing etc.

#### **(ii) Induction- Describe the induction and support provided to all new academic staff at all levels.**

All new academic staff are welcomed personally into and shown around the Department with their line manager as the main point of contact. New staff are introduced and welcomed by the HoD at Biosciences Department meetings and by HoC at monthly College Exchange lunchtime meetings. Introduction to relevant laboratories is given for familiarisation with standard operating practices, equipment use and health and safety.

Additional information on the department, college and University is provided primarily via the website and an with induction package folder outlining the physical structure of the Department, People, Organisational Structure and Relationships, Health and Safety as well as an assessment of immediate knowledge and skills required by the new staff member and identification of training needs, e.g. knowledge of: working procedures,



operation of equipment, work techniques or software packages. Induction includes information on:

- Staff Development Policy;
- Staff Development Procedure;
- Statutory Development Flowchart ;Performance Needs Analysis;
- Laboratory induction.

Induction staff are required to complete statutory and on-line training on:

- Data Protection, Anti-Money Laundering & Anti-Bribery;
- Equality and Diversity in the Workplace (Marshall Equality Training);
- Fire Awareness & Display Screen Equipment;
- Health & Safety.

All new staff are encouraged to attend a University Induction Seminar, and the VC's Welcome Event. This provides the opportunity to meet other new starters and hear about SU's strategic objectives and gain an understanding of where an individual's career can develop within the University. However, we note over the last three years none of our 53 recruited academic staff and only two of our PS staff attended the University induction seminar. From 2017 Feedback, not all staff are aware of formal induction procedures, we will improve on this (**Action 3.8**).

Each new member of staff is assigned a Mentor; this is a more experienced member of staff who provides an informal and supportive relationship to help a new member of staff learn his/her job in the department. A new starter can assign their own mentor if they so wish. The mentor contributes to the departmental induction and provides the opportunity for the mentee to learn from their example, as well as give guidance and advice on the application of College/Directorate and University procedures, including probation.

Feedback from the 2017 Survey suggests that guidance on the roles of mentors needs to be further formalised during staff induction period and that training needs to be undertaken so that mentors are aware of their role. We will action this (**Actions 3.3, 3.4**).

#### **ACTIONS**

- **Action 3.8** Ensure all staff are aware of the formal induction procedures and are encouraged to attend the University Induction Seminar, and monitor uptake.
- **Action 3.3** Improve awareness of mentoring and the ability to choose a mentor of a particular gender and improved mentoring training.
- **Action 3.4** Improve mentoring for new staff.

**(iii) Promotion - Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status.**

Figure 31 and 32 shows that in 14/15 we had only one female application and promotion, this compares to in 15/16 and 16/17 where for both years we had 4 female applications and 3 female promotions. For males in 14/15, there were 5 applications and only one promotion; in 15/16, there were 4 applications and 3 promotions and; in 16/17, 5 applications and one promotion. This highlights improved female engagement in promotion processes, achieving parity with male application and success rates within the department.

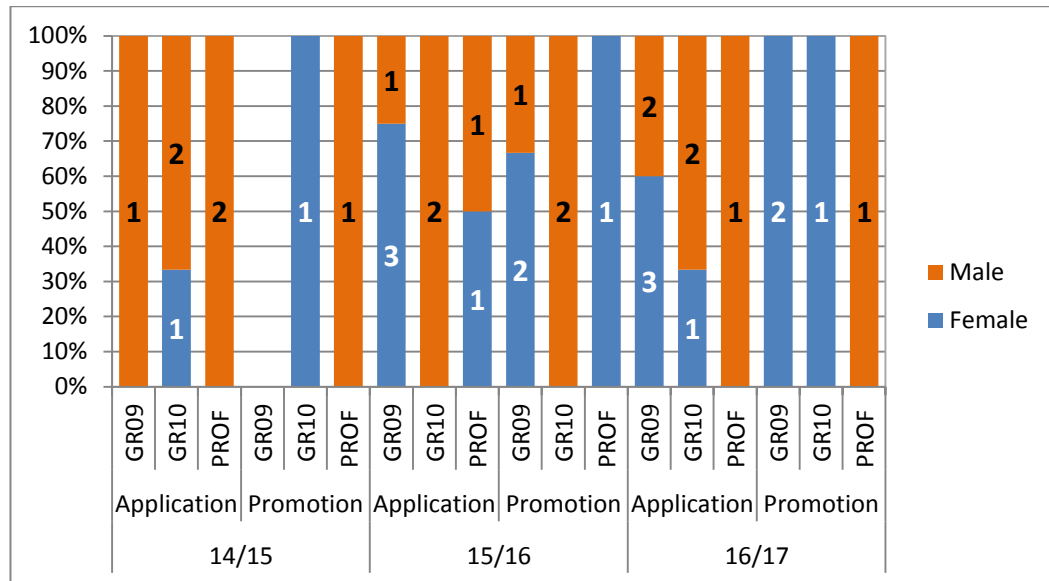


Figure 31: Promotion for academic staff.

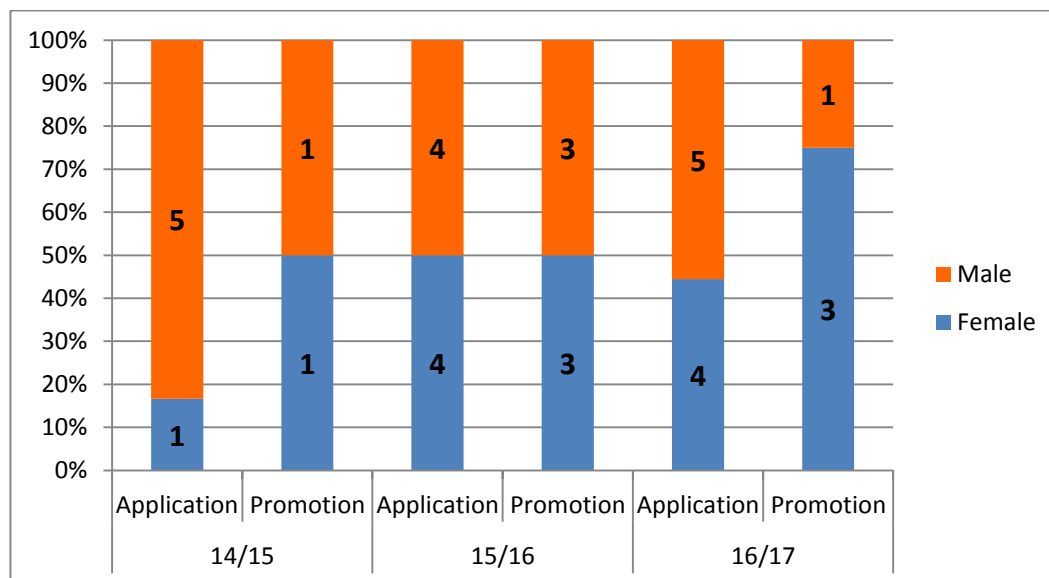


Figure 32: Summary on promotion success rates.

Promotion routes have been revised recently recognising all elements of academic endeavour (not just research endeavour: **Section 4.1 (i)**). The PDR and promotions process are now integrated. There is comprehensive guidance on the intranet on

applying for promotion, including criteria used, varied application processes, procedures and the appeals process. Criteria are pro-rata for PT staff.

In creating our new academic career pathways, thought was given to ensure these have positive effects for women, offering more specific routes to career-progression. Research undertaken by SU in 2011 indicated that women were less likely to apply for promotion than men because of self-perceptions that their capabilities were incommensurate with higher-level roles. The effect of a clearer promotions structure, permitting applicants to nominate pathways prioritizing areas of work has encouraged more females to apply for promotion.

All applicants not successful this year were provided with the opportunity for 1-2-1 feedback with their HoC or agreed Designate. This information has been uploaded to their interim PDR to enable a meaningful discussion for their continued academic growth.

**Research staff and fixed-term positions:** recommendations for promotion for Research staff and fixed-term positions are made at Departmental level and determined based on the evidence submitted in support of cases where a change in the job responsibilities from the initial job description justifies a change of grade. These are usually discussed with the line manager during the annual and 6-month interim PDR (**Section 5.3 (ii)**).

Mentoring is provided to support applicants through the promotion process. Academics who have been successfully promoted within the last three years support potential academic promotion applicants through the application stage. This is an opportunity for academic promotion applicants to benefit from staff that have



**Figure 33: BIOSAT organised Departmental Promotion w/shop with Professor Luca Borger and Associate Professor Emily Shepard providing informal guidance on the promotion procedure.**

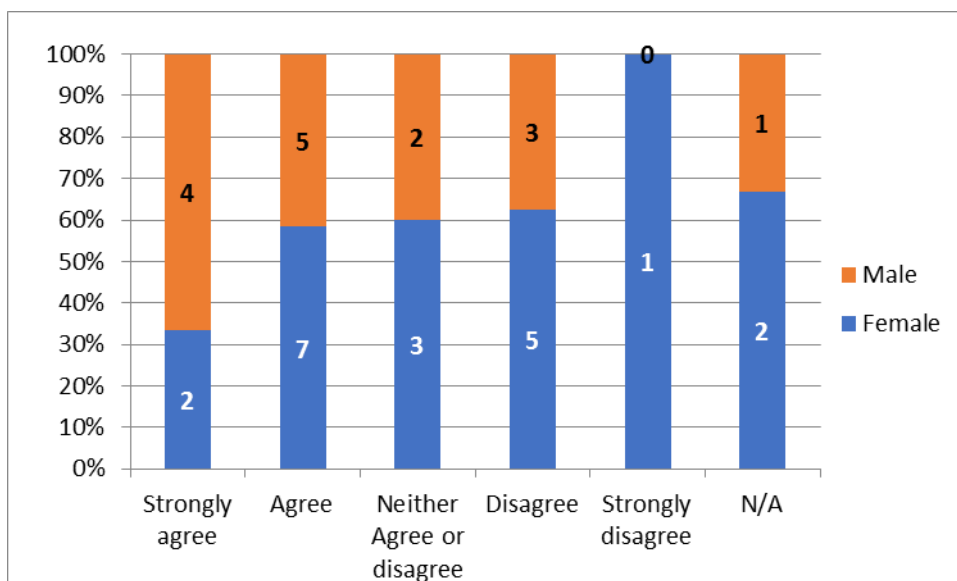
successfully gained promotion, and learn from their experiences, skills, career journey and role.

*“The promotion talk was interesting and highlighted that sometimes perseverance is essential”.*

Sara Barrento: Tutor

In addition to the University workshops to explain the Promotion System, the BIOSAT has organised informal promotion workshops where successful male and female candidates within the Biosciences Department gave a talk and discussed the promotion process providing reflection and advice to potential promotion applicants (**Fig.33**:7 people attended 5 F, 2M). The attendance, though low, indicates that females welcome such informal advice and we will continue to run these workshops on an annual basis ensuring we also incorporate advice for staff on the teaching strand (**Action 3.1**).

**Feedback survey on Promotion:** In our 2017 Survey (**Fig.34**), overall more males agreed and strongly agreed that they understand the promotion process whereas the percentage is smaller for females. Also, although numbers are small, twice as many females compared with males stated that they did not understand the promotions process (**Action 3.1**).



**Figure 34: BIOSAT staff survey results. Response to “I understand the promotion process and criteria”.** Total responses 35: 20 Female and 15 Male.

#### IMPACT

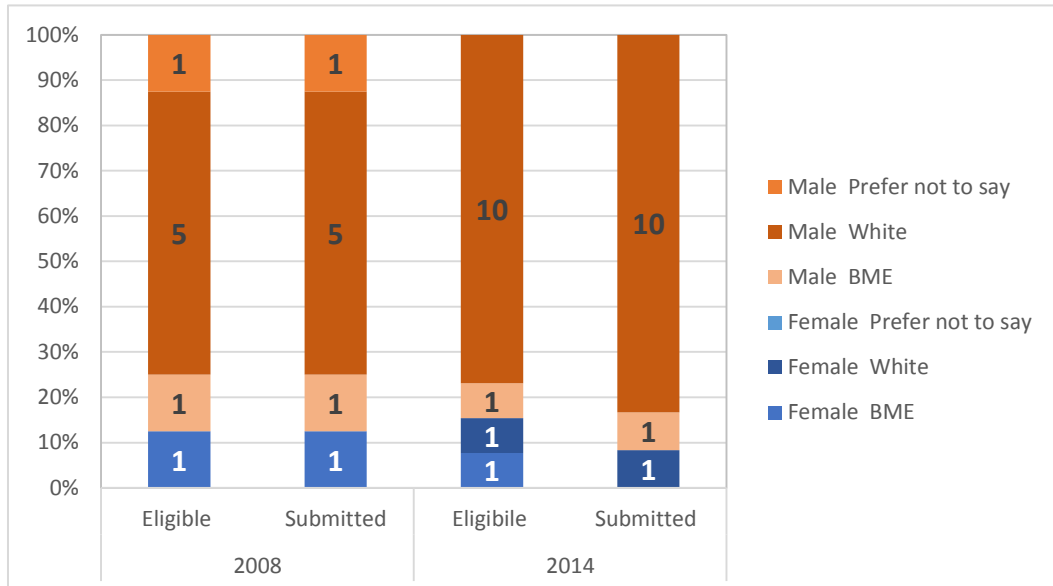
- Raised awareness of gender at PDR and clearer processes has led directly to an increase in application and promotion of females.

#### ACTIONS

- **Action 3.1** Increase departmental level support and understanding of the promotion process for academic female staff, especially teaching strand, and research female staff, to encourage application for promotions. This will include further departmental BIOSAT organised workshops.

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

Eight staff were eligible (2F,6M) and all were submitted to RAE in 2008. Thirteen staff were eligible for entry into REF2014 of whom 2 (15%) were female (**Fig. 35**): All were submitted except for one early career BAME female. For REF2021 we plan to submit all



**Figure 35:REF eligibility and submission.**

staff on the enhanced research career pathway. Taking that as our basis, the department has grown from 13 to 21 REF-eligible staff of whom 6 (29%) are women. We have therefore substantially improved the expected gender return rate for the next REF (by a factor of ~2).

## SILVER APPLICATIONS ONLY

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

#### (i) Induction.

Induction and support for all new Professional and Support staff (PS) occurs at a Departmental, College and University level. At a Departmental level induction is primarily the responsibility of the immediate line manager. New staff are introduced to the Departmental and College teams and welcomed at both Departmental and College meetings.

The line manager induction ensures that staff understand their own role and the role of their team, the expectations and standards of the role and team, and ensures that support is available to help them carry out their roles effectively. College-level induction includes meeting other College staff members, and Health & Safety guidelines and regulations. University induction includes an induction seminar and the VC's welcome event, where they can meet other new starters to the University and hear about the University's strategic objectives.

All new PS staff undergo a probationary period where objectives are agreed and set with their line manager. Interim meetings are held during this period to monitor progress, and extra support can be put in place should it be needed. Once probation has been successfully completed, the member of staff then takes part in the Annual Professional Development Review (PDR) exercise (refer to Section 5.4 for more).

The Department encourages and expects its entire PS staff to participate in continuing professional development. Staff are actively encouraged, not only at their annual PDR but at all times, to attend the various development courses run by the University. There are also several mandatory training courses, most on-line, for all new staff to complete.

Staff support, both pastoral and practical, is offered and available from different sources, e.g. Line Managers, Team Leaders and other staff who act as mentors for newly-appointed staff. The mentoring is available both during and after the probationary period if it is still required and is provided on an informal basis.

All PS staff are expected to adopt and abide by the PS core values – We are Professional: We Work Together: We Care – and these values form part of the PDR process and are standard on job descriptions.

The department is also supported by an HR team who can also offer advice and support to all staff on HR-related issues.

The University induction provides all new staff (academic and PS) with a varied programme including presentations on E&D, AS and Race Equality.

## (ii) Promotion

There is no promotion process for PS. Recently the Admin Team within PS underwent a Business Restructure to align roles across the University for uniform grading and incorporation of the University values. Within the Business Restructure and Process, feedback from consultation was taken on board and gender equality processes were adhered to.

Staff were fully consulted through the whole process of the Business Restructure involved in the development

The department supported staff through one-to one and group coaching sessions giving advice on applications and interview techniques.

There is scope to further support career development for PS staff (**Actions 4.1 and 4.2**).

## 5.3. Career development: academic staff.

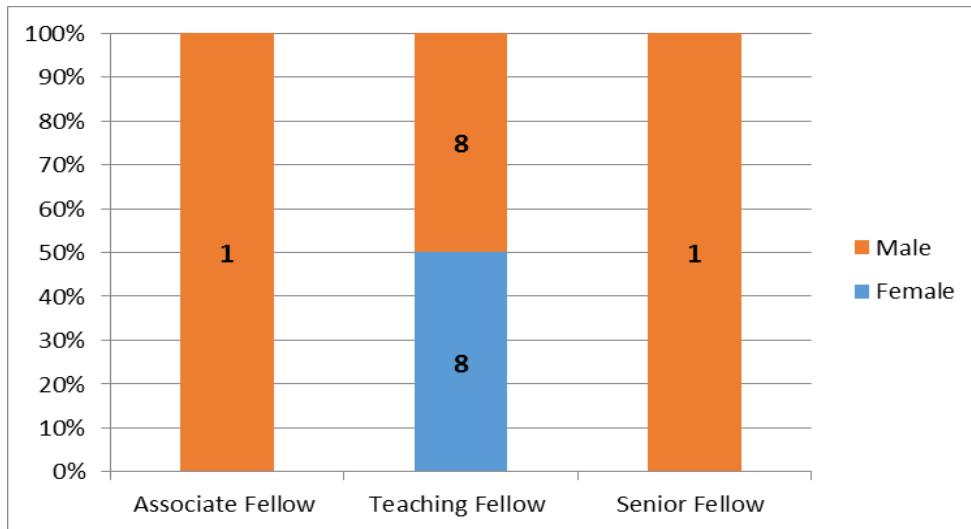
### (i) Training

There is a suite of training opportunities available to all staff. Uptake of training is discussed and encouraged as part of the PDR process. Training can be skills based or science related. Here we provide examples, with uptake by the department, of University skills-based training:

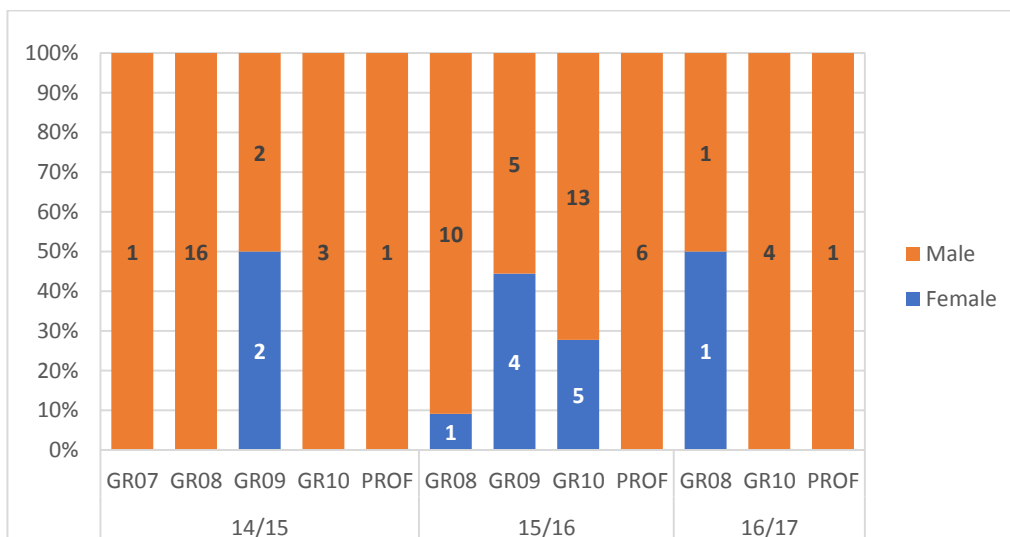
- Since 2016 all new academic staff, as part of career development are encouraged to undertake a HEA Teaching Fellowship qualification. Prior to 2016 only Teaching staff were encouraged to take this training. Currently (2017) the department has a total of 18 Teaching Fellows (8F:10M; **Fig. 36**). The Department has four staff (2F:2M) members that provide guidance on HEA Fellowship.
- Training related to teaching for academics is offered through Swansea Academy of Learning and Teaching (SALT). SALT provides a home for resources and supporting excellence in learning and teaching. SALT also develops pedagogy through seminars and workshops aimed at sharing innovative practice, enhancing learning experience and achievement.
- Career development courses are offered to all staff by Development and Training Services (APECS). APECS offers a range of courses based around Development, Management and Leadership. From **Figure 37** showing uptake of APECS training by the Bioscience department it can be seen that more males than females especially at Grades 8 take up training and yet the proportion of males to females at this grade is more balanced. We will encourage more females especially at Grade 8 and above to take up APECS training courses (**Action 4.1**).
- Women only leadership training is offered through Aurora Leadership training. Uptake is typically one per year. The SAT chair took this training in 2017. We

will continue to monitor this and promote more widely. Leadership training is also available through the University (See Case Study 1). Up until last year Aurora leadership training positions were funded centrally through competitive application to the University. In future funding will be devolved to department level. The Department has pledged to fund two Places annually, one for Academic and one for PS Staff (**Action 4.7**).

- Equality training is now mandatory for all staff moving beyond our BAP where the goal was for this training to be undertaken by line-mangers.



**Figure 36: HEA Teaching Fellow data for Biosciences Department in 2017.**



**Figure 37: Uptake of APECS training sessions.**

**Survey Feedback on Career Development:** Biosciences staff 2017 Feedback survey data highlights that staff and a greater proportion of females, felt that access to Careers Advice and Management Skills were the two criteria valued most in terms of career development (**Fig. 38**). These were felt to be more important than Mentoring, Effective Appraisal and Work-shadowing. We will ensure that there are mechanisms in place to



promote career advice and management opportunities moving forward and monitor uptake by gender and measure effectiveness (**Action 4.2**).

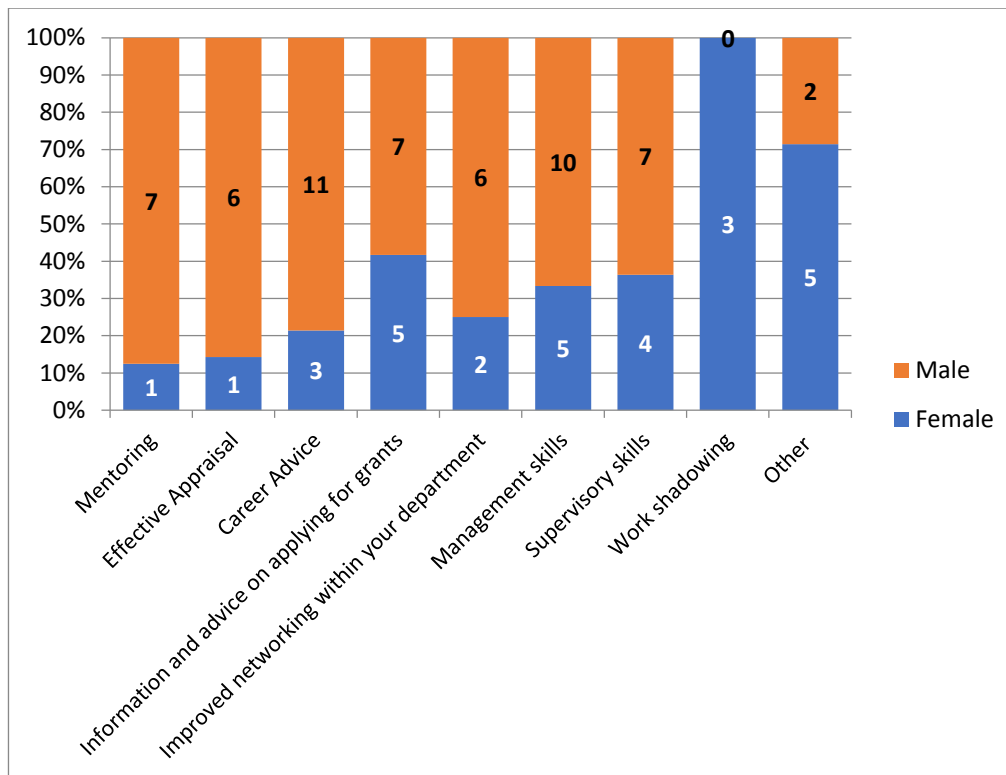


Figure 38: “What could be improved to improve your career development?": Results from 2017 staff Feedback Survey: 35 Respondents: 20F: 15 M.

**IMPACT**

- Training opportunities are advertised more broadly.
- Women only Aurora Leadership training places available funded through the university

**ACTIONS**

- **Action 4.1** Improve training opportunities and awareness especially for females at Grade 8 and above.
- **Action 4.2** Put mechanisms in place to promote career advice and management opportunities particularly for women.
- **Action 4.7** Two funded places available from Departmental funding for Aurora Women Leadership training, one for Academic Staff and one for professional Services.

**(ii) Appraisal/development review**

- All staff, FT or PT jobs and fixed-term or permanent contract, have an annual PDR to review their performance, considering all staff activities, including teaching, research and management, with emphasis on career strand (Teaching, Research, Innovation and Engagement). This review provides the opportunity to discuss with

the line-manager long and short-term goals, training needs, potential issues related to work-life balance issues, career progression and any other issues the individual member of staff wishes to raise. The PDR provides an opportunity for discussion of career aspirations as well as suitability and criteria for promotion.

- The system includes two meetings per year. The main PDR takes place between September and November, prior to the annual call for promotion, with a mid-term review in March, and it consists of a written part and a face-to-face meeting.
- The department proactively encourages PDR completion and we are proud to have achieved 100% completion rate this year. However, staff have fed-back that the PDR meeting could be made more meaningful. There is PDR reviewer training available but no data currently available to determine uptake. Our 2017 Feedback Survey indicates that reviewer support within the PDR process is not consistent across all staff. We will ensure that PDR Reviewer training is mandatory (**Action 3.5**).

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

- Career progression support is mainly through the PDR process. For FTA and Early Career Researchers support for career development include the newly created Fellowship Club, to provide mentoring and advice for Fellowship applications, ad-hoc seminars and informal talks and the opportunity to act as co-supervisors for undergraduate, MSc and PhD students, as well as the opportunity to apply for internal grants for small projects. Information about these opportunities is disseminated by email to email-lists including all staff and specific lists including postdoctoral and/or fixed-term staff. We will work to improve on this (**Action 4.1**).
- Further career support is provided through mentoring. These mentorship schemes include Mentorship for HEA applications (Associate Fellow; Fellow; Senior Fellow) and mentorship for academic promotions. Information for this is regularly sent by email to all members of staff but some staff seem to be unaware of the full range of mentoring opportunities available (**Action 3.3**).
- Currently the department does not formally support sabbaticals. Sabbaticals are a good way to assist in career development. We will address establishing a formal sabbatical mechanism in our new AP (**Action 4.6**).
- Supervision of students is an important part of career progression. An assessment of PhD supervision gender over the last four years shows that the gender balance for PhD supervision is in line with the gender balance academic staff (**Fig. 39**). In particular the total number of PhD students have increased and the numbers of females supervising has also increased. The Department needs to continue to ensure that PG supervision is gender equality assessed and that support is given to ensure equity in opportunity for supervision of PGR students (**Action 4.10**).

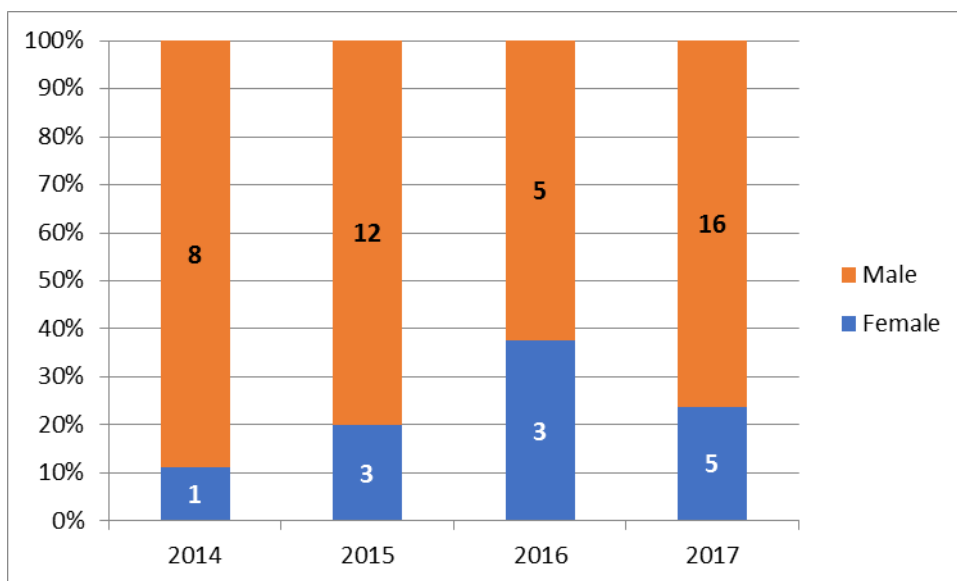


Figure 39: Gender of PhD supervisors.

#### ACTIONS

- **Action 3.3** Improve awareness and opportunities for mentoring schemes.
- **Action 3.5** Mandatory training for all PDR reviewers
- **Action 4.1** Improve awareness of training opportunities.
- **Action 4.6** Implement staff sabbatical scheme.
- **Action 4.10** Equity in supervision of PGR students.

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

Career support for students is at Department, College and University level. Examples are outlined below:

**Department level:** For UGs Departmental Tutors (assigned to small groups of 6-7 undergraduate students) play a key role, with one to one and small group meetings mentoring students and developing individual Career Development Plans. This is started in Year One and progressed through with the same Tutor to Year 3. Tutors also act as formalised academic mentors to advise all students in relation to choose modules and career development.

UGs also receive formal careers advice and careers development lectures and seminars from the Swansea Employability Academy (SEA).

Since our Bronze Award we have developed new careers drop in sessions to help UG students run by female and male career advisors.

For PGs we run a Science Club and a PG Seminar Series. The Science Club holds fortnightly events covering writing papers, proposals, science communication, peer review, policy and social media. The PG seminar series alternates weekly on Thursday lunch-time with the Bioscience Seminar Series.

For PGs we are the first department at the University, leading the way in running a scheme so that they can get Associate HEA Fellowship.

All students are made aware of relevant support schemes e.g. the Women in Ecology Mentoring Scheme (WEMS). WEMS provide professional support to mentees with everything from a change of career, applying for grants, moving to a lectureship from post-doctoral research or balancing work with family life.

Work placements (internal and external) are advertised to all students.

All students are invited to Athena SWAN BIOSAT talks and seminars providing further opportunities for discussion and networking on career pathways (e.g. **Fig. 40: Table 2**).



**Figure 40:** Example of an event promoting Athena SWAN and gender awareness to students.

**College level:** Departmental students attend a CoS PhD programme of events organised by the Doctoral Training Centre. Our CoS DTC Community Events consist of two parts. The first hour involves a buffet lunch. During the buffet lunch first year PhD students meet more experienced students giving them an opportunity to exchange stories, advice, best practices, and any other information that may serve useful.

The second hour moves to the DTC Seminar Series. In the seminars vital skills necessary for completing a PhD are covered.

**University level:** Students also engage with career opportunities; through the Swansea Academy of Inclusivity and Learner Success (SAILS). SAILS focus on widening access to increase opportunities for people from diverse backgrounds to benefit from higher education and on ensuring that students have the support, both academic and pastoral, they need to succeed in their studies. There are also several internship initiatives such as Santander Placements, WoWs and SPINS and other initiatives such as Porridge with Prof, CV writing and interview practice.

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

Biosciences Research grant applications are developed and submitted through the Award Management System (AMS). AMS provides Researchers, Colleges/Schools and PS managers with a single process and system for all external funded applications.

The AMS system is supported at Departmental level through the Science Research Hub team. The Science Research Hub consists of PS staff who understand the purpose and strategic aims of the Department. The Hub based team are knowledgeable and experienced in working in collaboration with external stakeholders such as business partners and research sponsors.

Support is provided throughout application development, with guidance on grant writing from the Bid Development Officer, assistance with entering budgets onto the University's AMS from the Research Support Assistants and advice on developing appropriate impact and public engagement plans from the Impact and Engagement Officer. Support is provided both on a one-to-one basis and in group workshops.

Training workshops emphasise the importance of making an application as an achievement in itself and understanding that the competitive nature of funding applications makes rejection likely.

The Hub keeps a record of reviewer comments on unsuccessful applications and uses this information to inform advice given to future applicants. More concentrated support is given to academics with a higher proportion of unsuccessful applications.

Contractual/legal queries associated with research projects are dealt with through regular Departmental Contract Surgeries. These Contract Surgeries are open to all for advice and support on contractual associated with research projects.

Within the department for Research Council proposals we have an internal peer review system together with a mentor system for early career researchers.

**Figs 41** and **42** shows that the number of grant applications from females compared to males is strong and, income generated even stronger. We also see a strong success rate within the CoS internal small funding pot applications (total pot £40,000) where the CoS success rate for females is 62% compared to 55% for males over the last three years.

Results from our Feedback survey (2017) indicate that staff would like more help with Research Grants (**Fig.38**). Staff need to be made more aware of the support available (**Action 4.3**).

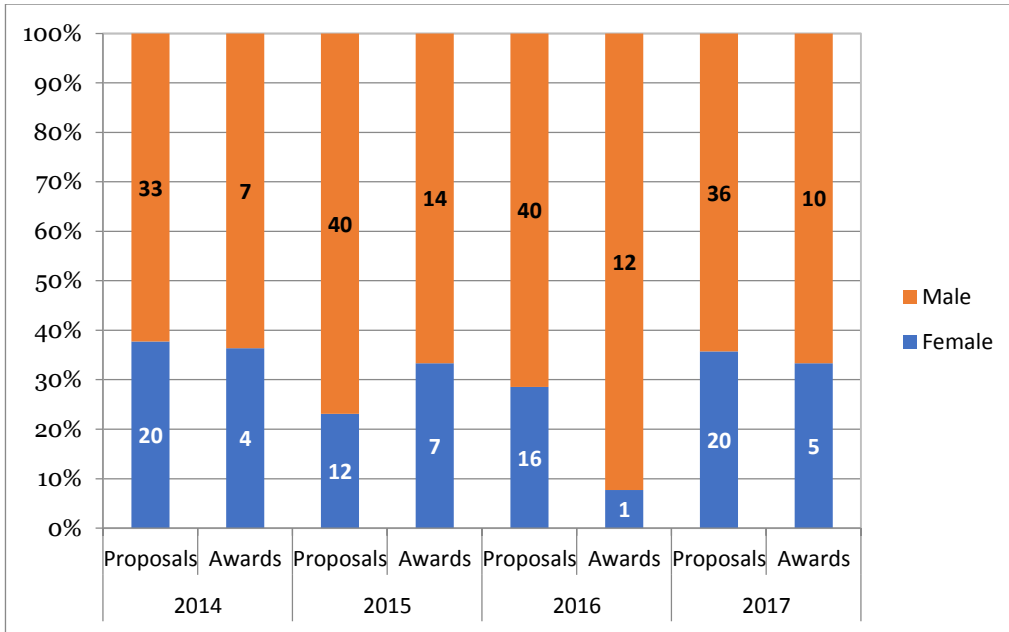


Figure 41: Number of Research Council and EU proposals and awards.

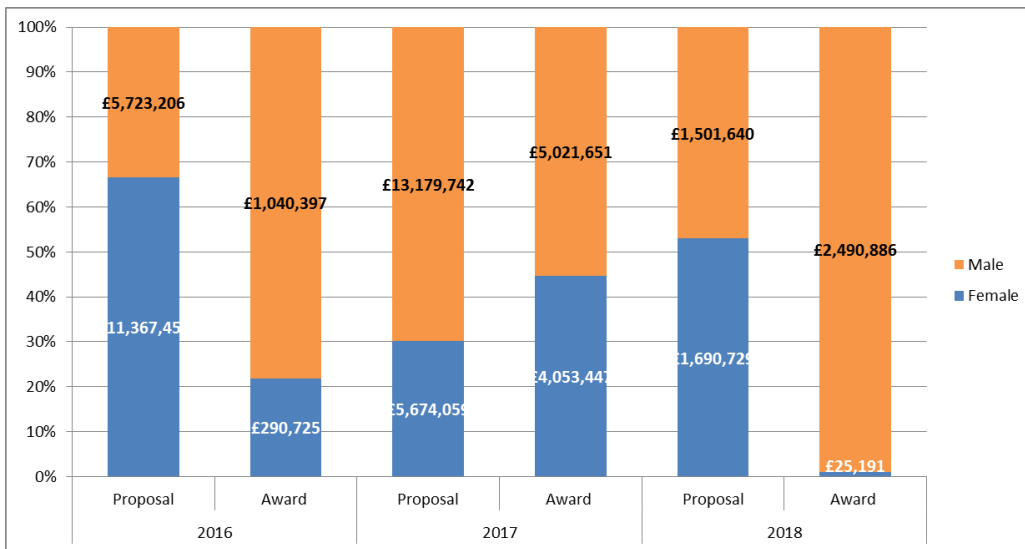


Figure 42: Income associated with proposal applications and those awarded.

**ACTION**

- **Action 4.3** Promote and monitor grant writing support available from the Science Hub

## SILVER APPLICATIONS ONLY

### 5.4. Career development: professional and support staff

#### (i) Training

In addition to a range of courses run by APECS there are mandatory training courses (for example Marshall Equality), most on-line, for all new staff to complete.

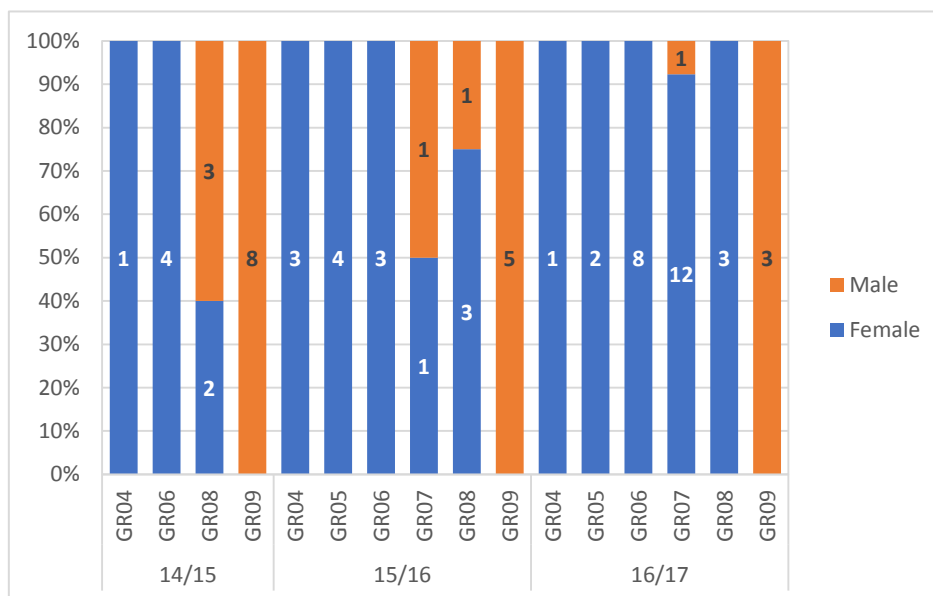


Figure 43: Uptake of APECS training by Professional Services staff.

We note that although numbers are low that at Grade 9 it is all males taking up training. This will be investigated (**Action 4.1**).

#### (ii) Appraisal/development review

Once probation has been successfully completed, the member of staff then takes part in the Annual PDR exercise.

The PDR employs a range of approaches that:

Clarifies the expectations of the employees' role and standard of performance required;

Ensures that the employee is clear on the key organisational objectives and their part in contributing to the delivery of these;

Ensures the appropriate support, feedback, coaching and skilling is available to enable the individual to perform to their maximum level;

Removes any barriers that may prevent an individual from performing;

Demonstrates that staff who perform well are recognised and those who under-perform are challenged.

The PDR has both a looking-forward and a reflective approach and encourages staff

to think about their role and what they would like to achieve in the year ahead.

During the PDR cycle, interim meetings are again held to monitor progress on the objectives.

100% eligible staff in 2017 went through a full and interim PDR process.

**(iii) Support given to professional and support staff for career progression**

All PS staff are expected to participate in continuing professional development. Within the College, staff are actively encouraged, not only at their annual PDR but at all times, to attend the various development courses run by SU. We will ensure promotion of training opportunities for PS staff and encourage more PS onto high level boards and committees (**Actions 4.1, 4.4**).

Staff support, both moral and practical, is offered and available from different sources, e.g. Line Managers, Team Leaders and other staff who act as mentors for newly-appointed staff. Mentoring is available both during and after the probationary period and is provided on an informal basis.

*“Professional Services staff value being part of Athena SWAN”*

Liz Cozens. Student information officer



## **5.5. FLEXIBLE WORKING AND MANAGING CAREER BREAKS NOTE: PRESENT PROFESSIONAL AND SUPPORT STAFF AND ACADEMIC STAFF DATA SEPARATELY**

### **(i) Cover and support for maternity and adoption leave**

The department ensures that staff are aware of the University Family Friendly policies accessible to all staff via the HR web pages. Staff taking maternity, paternity, shared parental leave or that would like to request flexible working discuss the arrangements with their line managers and HR.

In addition to the University's maternity policy, staff and students are encouraged to inform departmental HR representatives as soon as possible if they are expecting a baby to be informed on their rights to time off for antenatal appointments and to calculate their financial entitlement. Early on staff undertake a work-based risk assessment with line managers.

HR and the Line Manager work together to come up with a solution to cover the work during the period of leave. For maternity this normally means replacing the person through a recruitment process. For research staff, some research grants will cover maternity leave (to pay another person to cover the workload) while other grants will not. In the latter instance, supervisors of staff on maternity leave can apply to a central University fund namely 'the maternity fund' to employ someone to cover the workload during the maternity leave.

In March 2015 the university enhanced statutory entitlements so that all pregnant employees are entitled to a period of 52 weeks maternity leave regardless of their length of continuous service.

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

The department follows University guidance. SU is committed to ensuring equality and diversity across the organisation and the purpose of this Maternity Procedure is to provide an opportunity for staff to integrate the development of a career with family responsibilities.

Staff on leave can take up to 10 keep-in-touch (KIT) days. This enables staff to come into work to keep abreast of any new developments or attend any significant events or meetings.

Academic staff can apply for promotion while on maternity leave and the department's HR representative offer individual guidance for staff if they are not in work during the promotion period. However, because our maternity rates are low we currently do not have any examples on this.

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

Following maternity leave staff/students participate in a return to work meeting with their line manager/supervisor to discuss workload and hours. A reduced teaching workload discussed with the line manager is available for returners. The HoD will consider requests made to work on a PT or job share basis in collaboration with the line

manager. Staff members with caring responsibilities have the option of customised family-friendly teaching hours.

Discussions with individual staff indicate that there is variability in the amount of support received during pregnancy and upon return to work. We will investigate improving processes and guidelines within the department to provide further support for returners (**Action 4.9**).

**(iv) Maternity return rate**

In the last three years only two academic and one PS members of staff have taken maternity leave, and all of these have returned to FT work. There are no cases where a contract has not been renewed whilst on maternity or parental leave.

**SILVER APPLICATIONS ONLY**

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

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

Up until 16/17 numbers were low (**Fig. 44**). Encouragingly in 16/17 there is good balance of males and females taking family leave well distributed across grades.

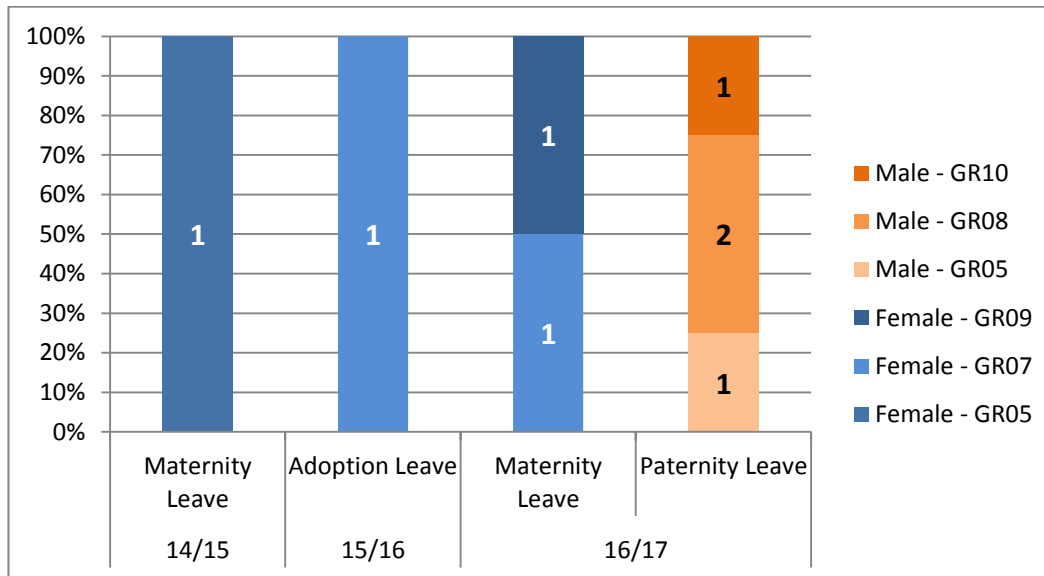


Figure 44: Maternity, Paternity and adoption leave.

*The department was incredibly supportive of me taking Shared Parental leave for 6 months.*

Craig Pooley Research Officer

## **(vi) Flexible working**

All job advertisements welcome applicants seeking PT, job-share or flexible working arrangements. Flexible working arrangements policy applies to all staff and covers different working patterns such as term time only, part time working, working remotely, compressed hours etc. Workshops on flexible working are provided to all staff. Our flexible working policy is displayed on the University website.

Flexible working is widely accepted across the department as part of normal working. Flexible working is practised widely by academic staff especially home working. Flexible working is also accessible to PS staff in negotiation with their line manager. Where necessary more formal requests for flexible working for academic and PS staff are arranged through the HoD or line manager. Flexible working is not centrally recorded.

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

All requests to increase working hours are considered by the line manager and HoD and actioned subject to business need and supporting funding. Academics are supported in transitioning back to FT roles. For PS staff individuals must apply for FT hours when they become available. For PS staff there is no automatic right to return to a FT role.

## **5.6 Organisation and culture**

### **(i) Culture**

The AS profile is high in the department. Promotion of the AS Charter principles within the Department enables us to strengthen gender and equality and intersectionality across all aspects and enables a voice at all levels. As a small department the culture is open, inclusive and welcoming in all that we do. This is regardless of race, sex, age, disability, sexual orientation, religion and belief, gender reassignment, pregnancy and maternity status, or marriage and civil partnership status. The department actively supports staff and students to identify and seek to remove potential barriers.

At our formal Bioscience Department a standing equality/AS agenda item allows open discussion to take place. Minutes are taken and Actions followed up on. Tasks are assigned openly and fairly. There are also departmental weekly informal coffee get-togethers.

From 2015 a bilingual AS Notice Board became a feature in our reception area highlighting equality events and information (**Fig. 45**). We display our Bronze AS certificate in the awards cabinet in the entrance foyer, and display an AS pop-up banner on the first floor foyer.

BIOSAT has also set up a 3EI (Energise, Empower, Enable and Impact) coffee group. This is an open forum meeting once a month for an informal get together for staff and students to raise and discuss any equality and diversity issues. Some 3EI meet-ups have a theme for discussion; e.g. in November 2017 a student union welfare advisor gave an overview on discrimination and bullying (**Fig. 46**).

BIOSAT have also purchased a small library of books on the subjects of women in science and leadership for staff and students to borrow (**Fig. 47**).

We have an Equality in Bioscience webpage for staff and students which highlights AS events and activities, seminars and training across the department and links to other SU

and AS resources, including policies, practices, AS, grants and awards opportunities (Fig.52; Action 5.1).

The BIOSAT team have organised a series of talks, focus and network events (Table 4; examples shown Figs. 49-51,54, 70). This has included an AS seminar programme organised by the Biosciences Department and opened up to others within the CoS, in particular to Geography who share the same building enabling a close sharing of best practice. To provide a social media presence and keep up-to-date with news, legislation and topical issues surrounding Equality and diversity in science, an active Twitter page has also been established (Fig. 52).

Best practice and AS principles are embedded at departmental and College/ University levels as represented in Fig.48. The lead on BIOSAT attended an AS Biosciences Best Practice Workshop organised by the RSB.



Figure 45: Biosciences equality and diversity Noticeboard.



Figure 46: Poster to promote the 3EI coffee group as being open to staff and students. Right: Slide from event organised in collaboration with Student Union to promote women in science to students.



Figure 47: Selection of books purchased for staff and students to loan.

*"I feel that Athena SWAN has allowed students to be more involved in the promotion of gender equality and equal opportunity in the department".* Alex Singler, UG student

*"The increased awareness of gender equality has given me more confidence and reason to apply for postdoctoral research positions and stay in research academia"*  
Chloe Robinson, PG student

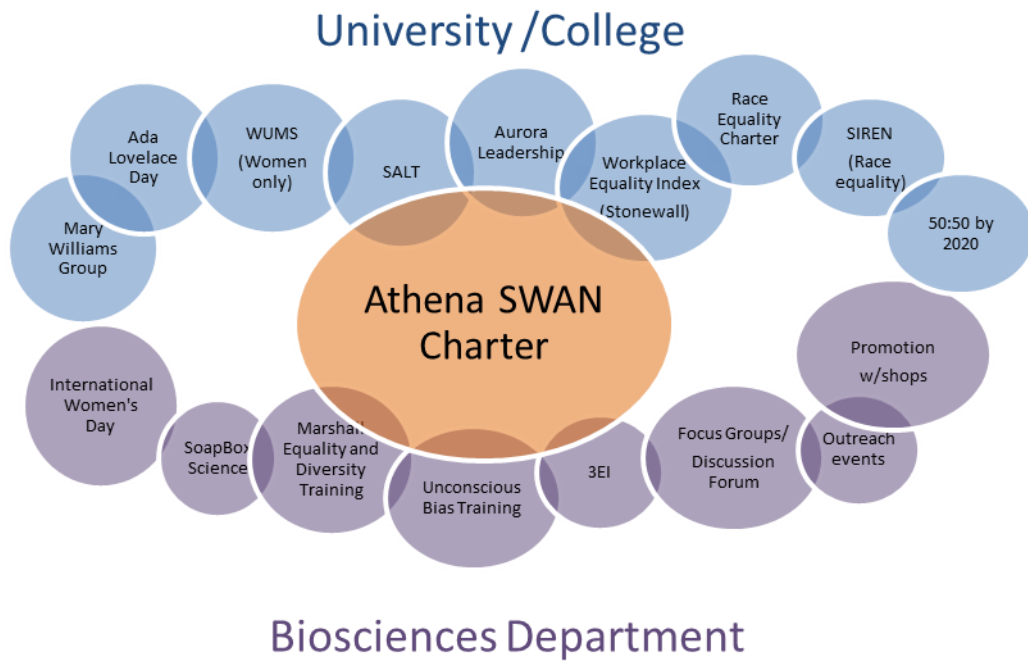
**Table 4: BioSAT organised events including talks, training sessions, panels and network events. Many as indicated are opened to the College.**

<b>BIOSAT organised events, training, focus groups and seminars</b>					
<b>Topic/Title</b>	<b>Details</b>	<b>Date</b>	<b>F</b>	<b>M</b>	<b>Total</b>
<b>Focus Group/Discussion Forum</b>					
Work Shadowing: Work-shadowing scheme	Professor Cathy Thornton, College of Medicine, Swansea University	15/12/2015	6	1	7
Promotions Workshop <b>Fig. 33</b>	Emily Sheppard and Luca Borger Biosciences, Swansea University	04/10/2017	5	2	7
3EI: Every Month <b>Fig. 46</b>	Biosciences, Swansea University	Last Friday of the month			
Harassment 3EI talk <b>Fig. 54</b>	Hayley Harris	24/11/2107	10	5	15
<b>Student Focussed</b>					
Fresher's Week: CoS representation	Anouska Mendzil/Equality Team, Swansea University	23/09/2016			
Induction Week: Biosciences Undergraduate cohort 2016	Wendy Harris, Lecturer, Swansea University	23/09/2016			
Training: Athena SWAN Student Champion Training Event <b>Fig. 40</b>	Anouska Mendzil/Equality Team, Swansea University	25/05/2016	9	2	11
STEM event with Student Union: Career opportunities in academia	Jainaba Sallah/Carole Llewellyn	15/10/2107	20	2	22
<b>Equality Focussed</b>					
Seminar: The gender dimension of String Theory: An EU project with a gender component	Professor Yolanda Lozano, University of Oviedo, Spain	14/02/2017	12	18	30
Seminar: Equality and fairness in academia: discuss, shout, change!	Dr Gill Malin, School of Environmental Sciences, University of East Anglia, Norwich	22/02/2018	20	15	35
Seminar: Lessons from Bournemouth University: changing the equality culture in academia	Professor Christine Maggs, Executive Dean of the Faculty of Science	29/06/2016	15	6	21

	and Technology, Bournemouth University				
Seminar: The trouble with Girls: Why plastic brains aren't breaking through glass ceilings	Professor Gina Rippon, School of Life and Health Sciences, Aston University.	06/07/2016	5	19	24
Careers: Beyond a degree in Science <b>Fig. 51</b>	Dr Lesley Bloomer, Executive Director of a Local Authority,	03/07/2017	20	17	37
The importance of equality	Dr Dan Forman	10/10/2016	17	13	30
<b>Celebrations and Training Events</b>					
Celebration Event: Athena SWAN CoS Bronze Award	CoS staff and students	07 /10/2015	15	16	31
International Women's Day 2016: What's it like being a woman in science? #pledgeforparity	Panel of CoS staff and students	11/03/2016	33	12	45
International Women's Day 2017: STEMing the flow of women out of science #beboldforchange	Alice Gray, STEMInist and blogger	07/03/2017	36	9	45
International Women's Day 2018: #pressforprogress <b>Fig. 40</b>	Panel of CoS staff and students	15/03/2018	12	3	15
Training: Unconscious Bias 2016	ECU Unit	10/05/2016	8	12	20
Training: Unconscious Bias 2017	ECU Unit	18/10/2017	11	6	17
Share of Best Practice with external organisation (Plymouth Marine Laboratory; PML)	Dr Carole Llewellyn sharing of best practice with PML SAT	02/08/2017	6	2	8

2015 ECU UB course Feedback

*"This training has made me more aware of my own biases and how to recognise them."*



**Figure 48: Showing examples of equality promoting initiatives from a Departmental and a University/College level.**



**Figure 49: BIOSAT co-organised IWD talk and network 2016.**

F





**Figure 50: BIOSAT organised #PressforProgress Discussion as part of 2018 International Women's Day.**



**Figure 51: BIOSAT Organised Career talk: Beyond a degree in Science.**



Figure 52: Web and Twitter presence. Gender equality, culture and inclusivity promoted on College of Science and Biosciences website. A further website developed for funding and bursaries. Social media outlets such as Twitter aids communication amongst students

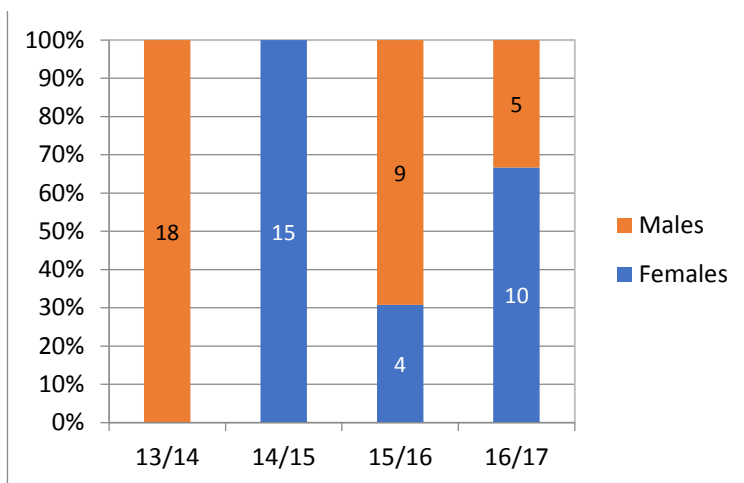


Figure 53: Percentage and numbers of males and females giving Bioscience seminars over last four years.

## IMPACT

- AS is embedded at all levels from students to Professors.
- AS visibility and profile in the department reception areas.
- >20 invited speakers, network events.
- Established 3EI and weekly informal forum.
- Maintained a gender balance of speakers at departmental events and for the Bioscience seminar series.
- Sharing best practice and mentoring CoS depts.
- Sharing best practice with outside research organisation (e.g. Plymouth Marine Laboratory).

## ACTIONS

- **Action 4.4** Improve on the numbers of females in senior roles.
- **Action 4.6** Clear department policies on sabbatical opportunities.
- **Action 4.7** Maintain a good gender balance of speakers at our Bioscience Seminars and events.
- **Action 4.9** Clear policies on return to work after parental/adoption or elderly care leave.
- **Action 5.1** Continue to raise awareness of equality and diversity challenges and solutions for academic, research and professional services.

### (ii) HR Policies

The Bioscience Department works closely with the HR Business Partner for CoS, who advises the department and ensures that policy is put into practice. This is primarily through the HoD but on a case by case base as appropriate. Our HR Business Partner is a member of our BIOSAT team. In addition we have a University HR Equality Advisor as an advisor on our BIOSAT team (**Table 3**).

The department adheres to the University HR policy is readily available on-line. All members of staff within the department understand that everyone should be treated with dignity and respect at work and study in-line with Official codes of Practice Equal Opportunities Code of Practice, the Sexual Orientation Policy, the Age Policy & Retirement, the REF Code of Practice and the Strategic Equality Plan). The department in line with the University is committed to making progress in all areas of equal opportunity, which will promote a climate to eliminate harassment and ensure dignity for all. Any issues are addressed either individually by the HoD or more openly as appropriate at Bioscience Department meetings.

A recent example on being kept informed is where In November 2017 BIOSAT hosted a departmental session as part of our 3EI Coffee meetings to highlight processes associated with dealing with harassment (**Fig. 54**).



Figure 54: Harassment talk held as part of the 3EI group for Bioscience Department.

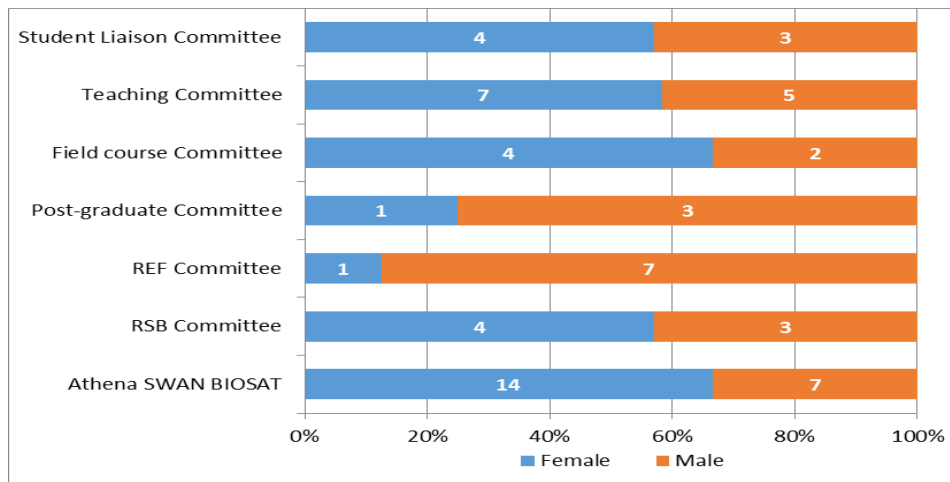
**(iii) Representation of men and women on committees**

**Departmental committee data:**

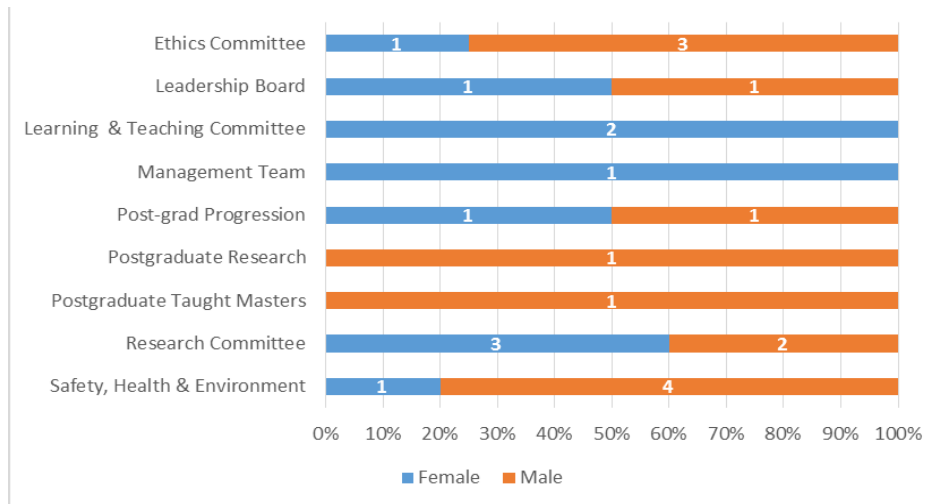
Most of the Bioscience committees have good gender balance (**Fig.55**). We will look to increase women in the REF committee and the post graduate committee (**Action 4.5**).

At a college level, female members of staff from Bioscience are well represented making up 43% of the committees in total (**Fig.56**).

We are also aware that encouraging more women onto committees can lead to a committee overload. This is dealt with on a case by case basis and is to some extent monitored within the WLM. Further refinement of the WLM to ensure women are not department/college/university committee overloaded is planned (**Action. 5.6**).



**Figure 55: Committee membership for department.**



**Figure 56: Committee membership for Biosciences staff on College level committees**

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

Women in the same way as men are encouraged to be members of influential external committees; examples include:

- Professor Sonia Consuegra: NERC peer-review college member since 2009, Core member from Jan 2017; Expert panel reviewer Newton Prize 2017; Member of the ANEP (Agencia Nacional de Evaluacion y Perspectiva), main funding body for Science & Technology Research in Spain, since 2013;
- Dr Stephanie Januchowski-Hartley: President of the Society for Conservation Biology Freshwater Working Group and European Section Board Member;
- Dr Carole Llewellyn is Board Member for Royal Society of Chemistry Environment, Sustainability and Energy.

Representation on external committees is about proportionate to the male: female balance in the Department. Where appropriate positions become available they are emailed to everyone in the department.

Again, the challenge here is to ensure that women are not overloaded with committee membership and with other outreach activities such that career progression is actually hindered (**Actions 5.6 and 5.7**).

#### ACTIONS

- **Action 5.6** Refinement of the WLM to ensure women are not department/college/University committee overloaded.
- **Action 5.7** Encourage more females to apply for external committee positions whilst balancing commitment on university committees, outreach activities and WLM.

#### (v) Workload model

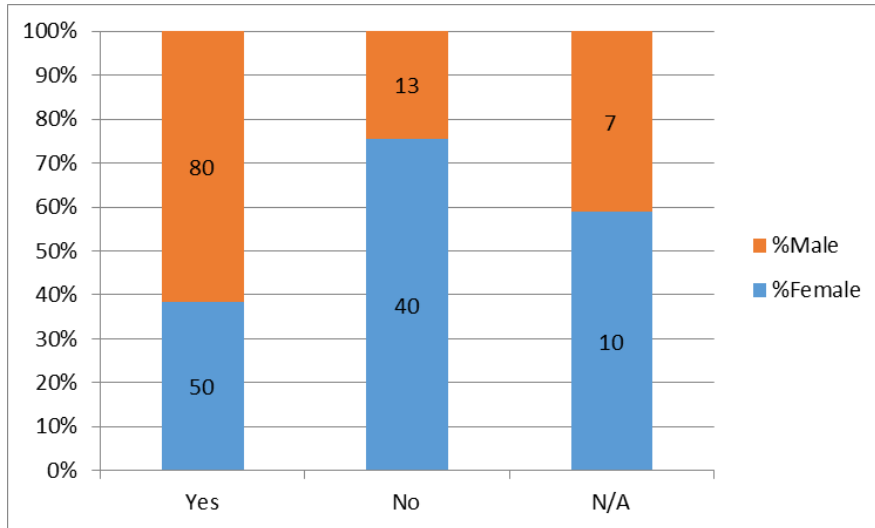
We have had an evolving WLM for over four years. The WLM provides information on each colleague's contribution to the Department and CoS activities. The WLM can be used to provide a snap shot taken on a specific date or, based around the overall activity in an academic year. Parameters of the model are reviewed regularly.

Since its introduction the model has been updated and refined for the different academic career pathways to reflect the specialised focus of different staff groups in Grades 8 to 11.

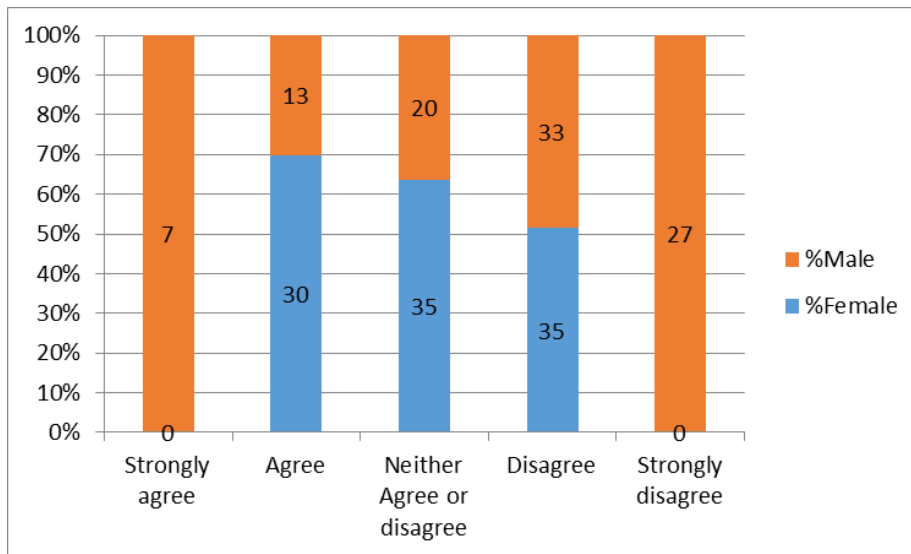
At the outset our WLM was poorly reflective of activities such as outreach or time spent on committees, as everyone was allocated a fixed amount of time regardless of contributions. Though still in development, the new version will include the ability to individually modify (via line managers) the proportional contribution to each of these activities and hence allow such work to be appropriately recognised (**Action 5.4**).

Line managers are to be made aware of the importance of factoring in committee and similar work when allocating workloads (**Actions 5.4, 5.6, 5.7**).

From our 2017 Staff Survey a larger percentage (80%) of males are aware of our WLM than females. (**Fig.57**): This is possibly linked to those in lower grades and research staff and PS staff being unaware. Over a third of respondents in the 2017 Feedback survey felt that the WLM was not allocated fairly (**Fig.58**). We will revise the WLM to better reflect time spent on activities and we will ensure that this is equality impact assessed (**Action 5.4**).



**Figure 57: Staff aware of the WLM. Reflective Feedback survey 2017: 35 respondents: 20 F:15M. Here numbers in bars represent percentage within the gender.**



**Figure 58: Fairness of WLM from 2017 Feedback Survey. 35 respondents: 20 F:15M. Here numbers in bars represent percentage within the gender.**

Feedback indicates a higher percentage of males feel they are given a disproportionate amount of teaching responsibility; this is despite a higher percentage of females employed on the teaching career pathway (**Fig.59**). This may represent a higher proportion of research staff feeling that they are loaded with too much teaching. No females reported that they were given too much regarding research responsibility whereas a small percentage (4%) of males thought they were given too much research responsibility.

Although numbers are small, Feedback also indicates, twice as many females (9%) thought they were given, or took on, a disproportionate of Outreach Activity compared to males (4%). Indeed, engaging in activities such as women only event SoapBox Science takes time away from other core activities that currently have higher esteem e.g. writing papers. This will be addressed in Action 5.10.

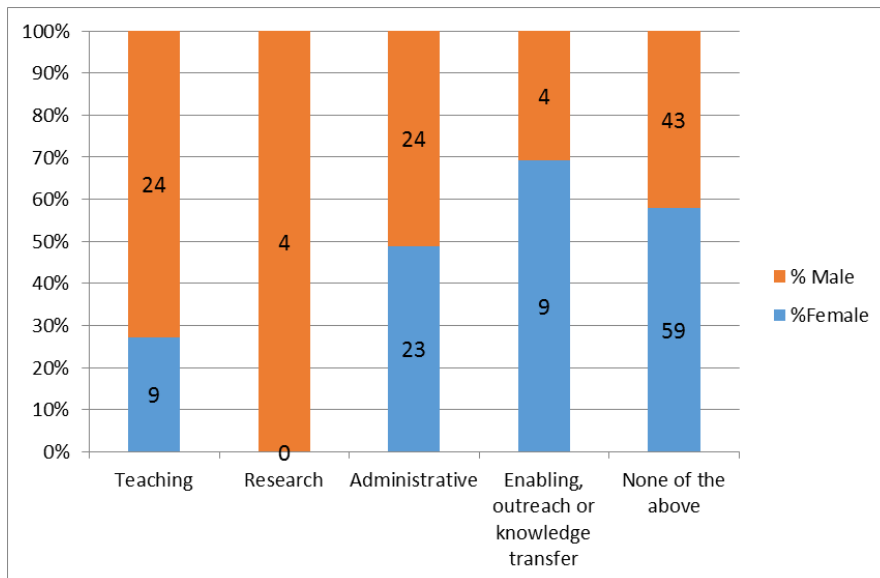


Figure 59: Are you given disproportionate responsibilities? Results from Feedback Survey 2017: 35 respondents: 20 F:15M. Here numbers in bars represent percentage within the gender.

#### ACTIONS

- **Action 5.4** WLM needs to be further assessed and revised to fairly represent contribution of all work areas.
- **Action 5.6** Ensure females are not committee overloaded.
- **Action 5.10** Ensure and monitor equal gender representation in Outreach.

#### (vi) Timing of departmental meetings and social gatherings

The core hours for Departmental meetings are between 10 and 3pm. Dates and times for all Department and CoS staff and committee meetings are posted and emailed at the start of the academic year so all staff have advance notice of meetings. Doodle is used for ad-hoc meetings. Minutes from Departmental meetings are emailed to everyone and made accessible on our intranet. Internal seminars, e.g. Biosciences seminar series and AS events, are held between lunch hours with open invitations to all staff students.

Social gatherings (e.g. Christmas party) or when the Department comes together to celebrate success (e.g. after UG/PG graduations) are within core hours.

### **(vii) Visibility of role models**

Gender balance is considered at all events, data is presented in Table 2.

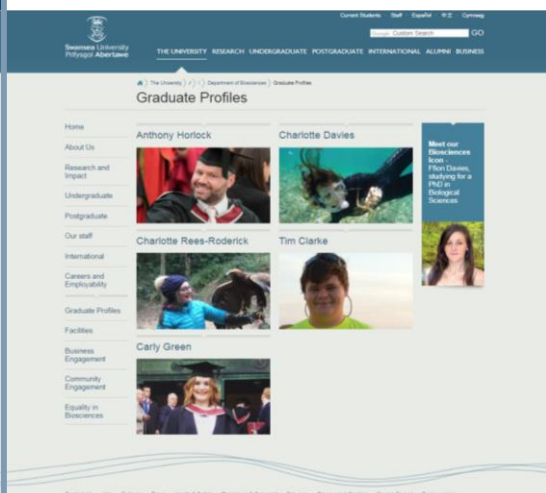
Examples of visibility of Role Models:

- We have held a Bioscience Seminar series over the last three years where overall there has been a gender balance in terms of presenters (**Table 2**); We have had a wide range of guest speakers from early career researchers to very well-established Professors and even a Dame (Dame Georgina Mace from UCL). The proportions of women speakers in the past 4 academic years represent an average of 48% women speakers (**Fig.51**). We will aim to continue to maintain a good gender balance of speakers at our Bioscience Seminars and events (**Action 4.7**).
- We ensure that the Student Ambassadors Group at Open Day events is gender balanced (**Fig. 60**);
- Wall displays and digital signage in the department are selected to be gender balanced (**Fig. 60**);
- All staff members are encouraged to contribute to the Biosciences website and gender balance is maintained. For example, on Biosciences Website we highlight profiles of 4 students, two are female and two male (**Fig. 60**). <http://www.Swansea.ac.uk/biosci/graduateprofiles/>



**Table 5: Visibility and evidence of role models**

Visibility and evidence of role models				
	Date	F	M	Total
Athena SWAN Biosciences Student Champions	2016	5	0	5
Biosciences Website (gender balance)	2016	43	24	67
Biosciences Website (graduate profiles)	2017	3	2	5
Student Ambassadors (undergraduate)	2016	10	6	16
Student Ambassadors (postgraduate)	2016	1	1	2
Web Hits (Equality in Science)	2016			420
Web Hits (IWD)	2016			123
Web Hits (Athena SWAN)	2016			92
Web Hits (Funding and Bursaries)	2016			19
Biosciences Seminar Series – presenters	2014	0	15	15
Biosciences Seminar Series – presenters	2015?	15	0	15
Biosciences Seminar Series – presenters	2016	4	9	13
Biosciences Seminar Series – presenters	2017	10	5	15
Biosciences Seminar Series – presenters	2018 (to date)	1	1	2



**Figure 60: Examples of Gender balance representation across the department; student ambassadors, website case studies and departmental displays.**

## (vii) Outreach activities

Staff and students represent the department in many of the Outreach activities across different target audiences from primary school (Science talks, science festivals and Eisteddfod) through to the general public (BSF, Haye Festival and Oriel Science and Oriel Science Cafe). In addition, we have ensured that we have undertaken participation in female-focussed outreach activities (Soapbox Science) to encourage more young girls into Science by providing female role models. Gender data on departmental outreach and individual staff members is collated and monitored (**Table 6**) but future data needs to be streamlined and centralised and, include grade, data on race, sexuality and disability (**Action 5.5**). Further improvements to the WLM need to be made (**Action 5.4**). We will aim for a 50 M:50 F participation in outreach activities by 2020 (**Action 5.9**).

### Examples of Bioscience Staff outreach participation

**Oriel Science** - Oriel Science (<http://orielscience.co.uk/>) a research led hands on science centre designed for all ages focusing on accessible, informative and interactive science exhibitions alongside showcasing our science to the community (for data see **Fig.61**).

**Oriel Science with Biosciences engagement project** - In collaboration with the business engagement team SEACAMS2, Oriel Science hosted a half-term science workshop across a weekend with over 1500 adults and children with fairly even distribution of males and females (**Table 4**).

**Oriel Science Café** - Each month Oriel Science Café invites a leading expert in the scientific field to give a talk and discuss with the public. The event is organised by Biosciences staff and **Table 4** shows the number of males and females as well as SU and Biosciences staff giving talks at the event over the years. Generally, female speaker participation at the event is poor, despite the general trend of more females participating in general outreach activities. Audience numbers range from 30 to over a 100.

**S4 Swansea University Science for Schools** - Biosciences staff are also active in the S4. This encompasses both Science Taster Days and a Residential Scheme (**Fig. 62**).

**Soapbox Science** - is a public outreach platform for promoting women scientists and the science they do (**Fig. 63**). Talks are set to make science fun and accessible to all and feature a wide range of STEMM subjects and exciting props, bringing science to life for passers-by. At least one staff member each year has participated in this event over the last nine years.

**Singleton Campus Family Fun Day** - 6 Bioscience students (3M:3F) ran science events during a recent Family Fun Day, April 2017 (**Fig.64**). 300 people attended the family day with 84 evaluations completed which were all positive (smiley face) with additional comments of 'great day' 'fun day for family' 'loved the bouncy castle and magician.'

S4 schools event: "Who inspired you?"  
 "Dr Emily Shepard - would have loved to be able to speak to her and find out more - the topics were extremely thought-provoking"

S4 schools event: "Who inspired you?"  
 "Ed Pope because he was passionate about what he does and more than happy to answer questions without judgement"

**Table 6: Examples of collected outreach and engagement activity data.**

Event	Date	Number Biosciences female staff participants	Number Biosciences male staff participants		Other data		
			SU	Biosciences	SU	Total F	Total M
Oriel Science Cafe	Speakers	Biosciences	SU	Biosciences	SU	Total F	Total M
	2005	0	0	2	3	0	8
	2006	0	1	1	2	1	8
	2007	0	0	1	4	2	8
	2008	0	0	0	2	1	6
	2009	0	0	1	4	0	7
	2010	0	0	1	8	0	8
	2011	0	0	1	5	0	7
	2012	0	0	0	3	0	8
	2013	0	0	3	6	0	8
	2014	0	4	1	4	4	8
	2015	1	1	0	3	1	8
	2016	1	1	0	1	1	6
	2017	1	2	0	3	2	7
Oriel Science	2017	8	6	175+ daily visitors			49 daily average
				54 daily			

Half-term science workshop				average adults	adults
				32 daily average children	40 daily average children
Swansea Science Festival	9 <sup>th</sup> September 2017	6	9	9000+ visitors	
Singleton Bay Family Day (Fig. 64)	21 <sup>st</sup> April 2018	3	3	300 visitors	
S4 – Science for Schools (Fig. 62)	2016	10	8		
	2017	12	3		
Parklands Primary School visit – insect roadshow	16 <sup>th</sup> March 2017	5	9	200+ pupils Years 3 – 6	
Super Science Saturday	10 <sup>th</sup> March 2018	12	5	1,987 visitors 73% enjoyed the event 87% Awareness of research at Swansea University had greatly increased	
Hafod Primary school visit (with Discovery)	14 <sup>th</sup> March 2018	10	5	30 pupils Year 6	

Metrics and Feedback from 100 days of our Pop-Up:

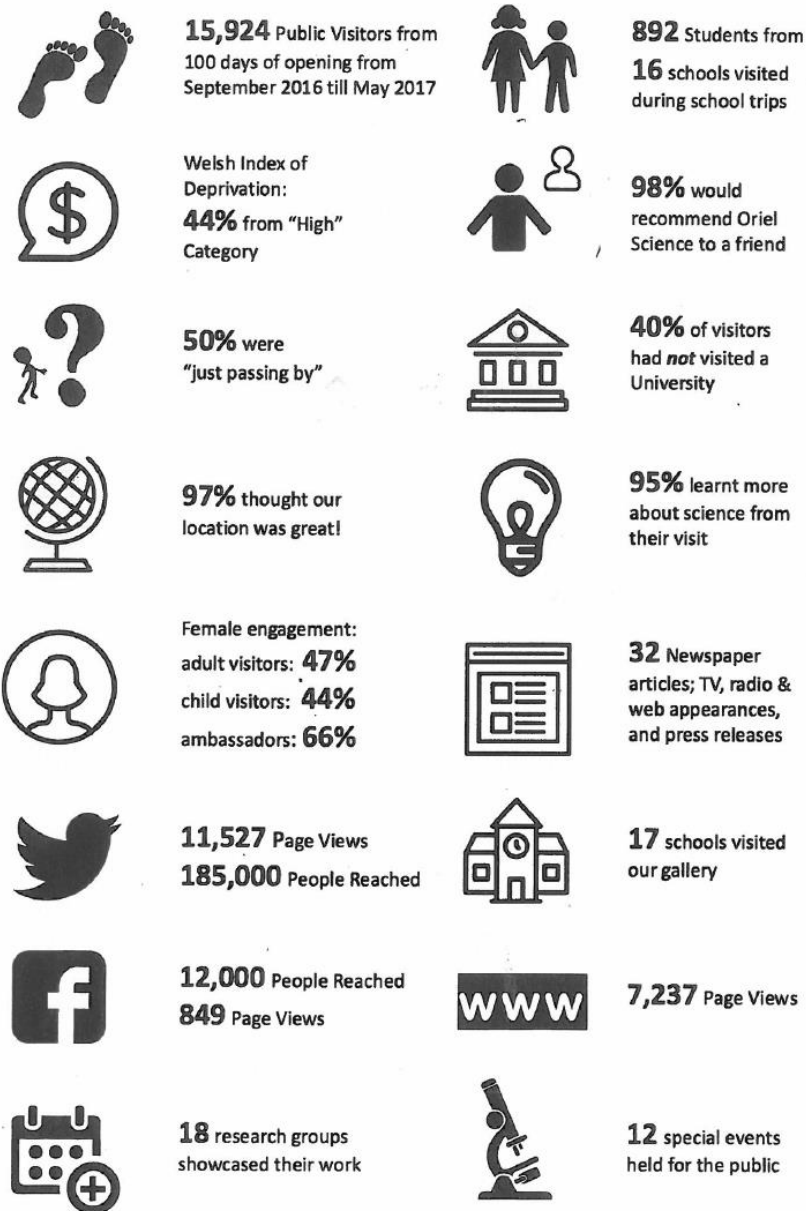


Figure 61: Metrics and feedback from Oriol Science 2017.



Figure 62: Participants in the S4 Science for Schools Residential Scheme: 2016 (top) 2017 (bottom).



Figure 63: Soapbox Science: photos from 2015 and 2016. Top: 2016; Dr Alla Silkina (Research Officer) with Fleuriane Fernandes (Research Assistant) and Bethan Kultschar PhD student. Bottom: 2015; Carole Llewellyn (Assoc. Professor) (2015).

Swansea University's...  
**Spring** Family Day  
 SATURDAY, 21st APRIL 2018 | 10am-3pm

**FREE ENTRY! All welcome**

Join us for our Spring Family Day event - a free, fun event for staff, students, and members of the public!

A range of family-friendly activities for all ages across Park Campus, including:

Street Food    Egypt Centre    Bouncy Castle  
 Street Performers    Live Music    Face Painters  
**AND LOTS MORE!!**

Further details to be announced.    Swansea University Prifysgol Abertawe    Contact: Mark Jones (Email: m.a.c.jones@swansea.ac.uk)



Figure 64: Bioscience Department events at recent Singleton Bay Family Day bringing staff and students together in a relaxed and fun atmosphere.



Figure 65: Dr Dan Foreman has run over 20 National Trust and Wildlife Trusts with participants totalling over 200

**ACTION**

- **Action 5.4** Ensure Outreach is fairly accounted for in the WLM.
- **Action 5.9** Engage more males in Outreach.

**WORD COUNT: 6236**



## SILVER APPLICATIONS ONLY

### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

#### Case study- Professor Sofia Consuegra



Highlights AS charter principles 1,2,5,8 and 9 and BAP initiatives on flexible working and supporting women's career progression.

Sofia Consuegra is Professor of Evolutionary Ecology within the Department, which she joined in November 2013 as Senior Lecturer. Sofia was a member of the College-CoSSAT in 2014 gaining a Bronze award and has continued her work in AS within the BIOSAT since then.

When I joined Biosciences at Swansea my daughter was eight years old and we had spent the last five years commuting 3 hours a day to get to my full time lecturing job so I really welcomed the flexibility at SU with regards to parenting. For example, I could ask for my lectures to be scheduled between 10:00-15:00 hours to give me time to drop and pick her up from school, something that I previously did not have the opportunity to ask. I joined the AS SAT at the beginning of my appointment and that made me aware of the growing opportunities that SU was offering for mentoring and career development. Shortly before I started working at SU I was actively encouraged to take part on a Leadership programme taking place at University level, which was particularly useful for networking with women from different Schools, both academics and non-academics. I also joined the Women in University Mentoring Scheme (WUMS), as a mentee which I learned about through AS during a series of seminars which I helped in co-organising, which included topics such as career progression, Fellowship Applications and career-family harmonisation. In terms of career progression, I was encouraged by my line manager to apply for promotion first to Associate Professor which I successfully achieved and one year later to Professor during my annual Professional Development Reviews (PDR), and was fully supported during the process.

#### Case Study – Dr Penny Neyland



Highlights four AS Principles (1, 2, 5, 6 and 8) and addresses four of the BAP: Appointments, Key Career Transition Points, Mentoring, Promotions, Developing Women's Careers and Removing Barriers.

Penny Neyland is a Senior Lecturer and Programme Director of the Biosciences Department. Prior to this Penny studied both her UG degree and her PhD in SU, during which time she also worked part-time as an Ecological Consultant and raised two daughters. Penny is a Fellow of the Higher Education Academy and is on a full-time Teaching Enhanced contract.

"I have always, ever since I was young, been fascinated with nature and the outdoors, and it was always my ambition to be a teacher. My journey in SU Biosciences began in 2003 when I enrolled as a mature student and a young mum of two children (aged 3 and 5), to pursue an undergraduate degree in Environmental Biology. Curiosity piqued, I continued with further study, pursuing my PhD in Ecology and Conservation, which I completed in 2011. Immediately after finishing my PhD, I was offered a short FTA as a Biology Tutor in the department in which I had completed my studies. This began in 2011, when my children were a little older, but still quite demanding of my time. It was a very exciting opportunity for me, as it meant not only could I share the knowledge I had gained with new students and get the job I had always dreamed of as a child, but also that I could work alongside the Professors who had taught and supported me over the previous eight years of my study. Since the university provides flexible working hours and a family friendly policy, I was able to juggle my responsibilities as a mother with my exciting new role as a Tutor. I was mentored throughout this whole process by an experienced member of staff who provided invaluable guidance and support.

One of the most rewarding parts of my job at SU is my core activity of teaching. I am privileged not only to teach the subjects that I love the most (plant biology and ecology) but to do so within a team of dedicated and like-minded colleagues. I always knew that teaching was my passion and after two years on a FTA, I affirmed this was the career path that I would like to pursue. I was offered a permanent position and progressed from Tutor to Lecturer. At the time of the Bronze Award in 2014 I built up my teaching portfolio and took on additional roles and responsibilities within Biosciences, such as Head of Year 1, which also provided me experience in management. I later became Deputy Programme Director and for the last two years I have been Programme Director, overseeing the management and delivery of the three core Bioscience degree programmes.

Much of my journey has been made possible by the incredible support that I have, both from colleagues with whom I work alongside day to day and from my managers, such as previous Programme Directors and HoD. The nurturing and positive ethos in our Department along with the opportunity to take on roles of increasing responsibility has allowed me to progress into my current senior academic role. My trajectory into my current position has been facilitated by an understanding and encouraging line manager, who continues to provide me with opportunities that challenge me and allow me to progress, while offering invaluable support and guidance as a mentor. I have been supported to become a Fellow of the Higher Education Academy, through attendance at CPD courses and completion of my Post Graduate Certificate of Teaching in Higher Education. These opportunities have allowed me to progress from a fixed term junior member of staff, to a permanent senior member of staff, with the potential for further progression in the future.

I feel fully supported by a Department which is nurturing and inclusive, and is committed to enhancing my CPD, while also giving me the opportunity to teach my favourite subjects. The positive experiences that I have had learning and working in the department stand me in good stead to provide leadership and to act as a mentor for other members of staff earlier on in their career journeys especially those trying to forge a career while bringing up young children".

**WORD COUNT: 1020**

## 7. FURTHER INFORMATION

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

### Additional Actions

- Improve departmental wellbeing and awareness (staff and students) especially related to LGBT+ (**Action 5.8**)
- Baby changing facilities have been installed in male and female Biosciences rest rooms (**Fig.68**). Currently nursing facilities are available in the adjacent Medical School. As the department grows further we will review having our own facilities (**Action 5.11**).
- Gender pay gap. Biosciences have representation on a University Working Group addressing gender pay differences (**Action 3.9**), focussed on:
  - Internal review of senior position salaries against benchmarks related to length of service as well as roles and activities
  - Revising Professorial starting salary to provide equality
  - Removing gender imbalance on the University Remuneration Committee
  - Ensuring all activities are appropriately accounted for in promotion and remuneration by introducing committee service, pastoral support and leadership as factors.
  - Publishing statistics on levels of equality and diversity training undertaken by all senior staff in managerial or committee roles.

#### ACTION

- **Action 5.8** Improve departmental wellbeing and awareness (staff and students) and LGBT+ network.
- **Action 5.11** Review requirement for dedicated nursing room
- **Action 3.9** Participate in lessening and promoting transparency in the gender pay gap particularly at Professorial Level

**Figures 65 to 68** provide further examples on how equality is embedded in everything that we do from project work to ensuring appropriate facilities are available. We are particularly proud that our new Research Vessel is named after an eminent female scientist (**Fig. 67**). We are also proud that as a department we fit within a University that is committed to the Athena SWAN Charter (**Fig.69**). **Figure 70** is a compilation of snap shots from a range of Departmental AS charter related events.

Finally, the process of collecting data, running a Biosciences and College survey, and putting together this application has helped focus key requirements for continuing to embed the AS Charter within the department.



Figure 66: Top: Student Ambassadors: Left Student Charlotte Rees-Roderick BSc Biology, MRes Bioscience as a British Exploring Science Society Leader in April 2017. Right: PhD Student, William Kay at the Royal Society Biology: 2017 'New Scientist Live' event. Bottom: Examples of gender balanced research projects engaging in industrial collaboration: Left Heavy Industry Site, Tata Steel. Right: Sewage treatment Works.



Figure 67: Our Biosciences Department new Sea-going Research Vessel is named after an inspirational historical female: Mary Anning (1799-1847). Following a naming competition, the new seagoing research vessel name was suggested by Alicia Laing, 3rd year Biology student.



Figure 68:Baby changing facilities installed in both male and female Biosciences rest rooms. Currently nursing facilities are available in the adjacent Medical School. As the department grows further we will review having our own facilities (Action 5.11).



MAKE YOUR PLEDGE    RETURN TO THE MAIN SITE

Professor Richard Davies

 [Chwarae Teg](#)  July 4, 2016

“Swansea University, in accordance with our commitment to the Athena SWAN charter and our commitment to promoting gender equality, pledges to achieve a 50/50 gender balance at senior decision making levels by 2020.

-Professor Richard B Davies, Swansea University

Figure 69:Athena SWAN is supported at all levels within the University as shown here with a pledge by the Vice Chancellor, Professor Richard Davies.

**WORD COUNT: 267**



Student event



Celebration



Equality talk



Student event



Work-shadow Focus Group



Equality talk



Sharing Best Practice



Networking

Figure 70: Compilation of photos from Bioscience Department Athena SWAN BIOSAT organised events.

**SECTION 8: ACTION PLAN:** Our Action Plan is a live document and it is reviewed at BIOSAT and working group meetings to review progress and impact. Section 1 of this Action Plan covers generic actions related to the operation of the BIOSAT group linking to Sections 2-5. Sections 2-5 provide more specific actions relating to our students, staff and overall culture.

BIOSCIENCES ATHENA SWAN SILVER ACTION PLAN 2018 – 2022						
Action	Action Identified	Rationale	Actions Required	Responsibility	Timescales	Success Measure
1	SECTION 1: BIOSAT delivery: Addressing Sections 2 and 3 of the Application, in particular, Charter Points 1, 2, 3, 6, 8 and 9.					
1.1	<b>Gender balanced BIOSAT representative of all staff and students</b>	Currently gender balance on BIOSAT is 62:38% F:M and gives good overall balance across academic, research and professional services staff and students. However, it would be favourable if we could engage more males.	<b>A:</b> Further raise awareness of AS and BIOSAT remit at Bioscience Meetings with a follow-up staff email. <b>B:</b> Raise awareness to students at start of year Induction lectures. <b>C:</b> Positive action statement to encourage more male BIOSAT members <b>D:</b> Target specific staff members	BIOSAT Lead BIOSAT WG leads	By April 2019	A more gender and diversity balanced BIOSAT with 50%F:50% M gender representation across academic, research and professional services staff and students
1.2	<b>Continue to ensure and further improve the embedding of equality for</b>	To ensure that we benefit from the talent of all and everyone	<b>A:</b> Continued incorporation of equality into Departmental and College	HoD/ BIOSAT Lead	Monitored every 4	<b>A:</b> Equality as an agenda item on 100% of Departmental and College

## BIOSCIENCES ATHENA SWAN SILVER ACTION PLAN 2018 – 2022

Action	Action Identified	Rationale	Actions Required	Responsibility	Timescales	Success Measure
	<b>academic, research, professional services and support staff (PS) in policies, practices and activities</b>	reaches their maximum potential. In particular we need to raise the profile of career pathways for Professional Services and Support Staff (PS)	<p>meetings.</p> <p><b>B:</b> Support trajectory of increased % of women through to Grade 9 and above (<b>Links to Action 3.1, 3.2</b>).</p> <p><b>C:</b> Encourage and Appoint women on to all Departmental committees (<b>Links to Action 4.4</b>)</p> <p><b>D:</b> Raise profile on the importance of career pathways for PS staff via PS Specific Focus Groups</p> <p><b>E:</b> Encourage more PS staff to take training and career advice (<b>Links to Action 4.1 and 4.2</b>)</p>		months	<p>level Board meetings.</p> <p><b>B:</b> 50F:50M at Grades 9 and 10 and 25%F:75%M at Professor by 2021.</p> <p><b>C:</b> At least one woman decision maker on all departmental committees.</p> <p><b>D:</b> 3 Focus Group meetings/year to promote career progression for PS staff.</p> <p><b>E:</b> Success measures as in <b>Actions 4.1. and 4.2</b></p>



## BIOSCIENCES ATHENA SWAN SILVER ACTION PLAN 2018 – 2022

Action	Action Identified	Rationale	Actions Required	Responsibility	Timescales	Success Measure
1.3	<b>Continue to ensure that equality for UG and PG students is embedded in policies, practices and activities for department</b>	<p>To ensure that all students are treated on a fair and equal basis.</p> <p>To ensure that we enable and support all students to fulfil their academic potential.</p> <p>To ensure that we benefit from the talents of all.</p>	<p><b>A:</b> AS included in Induction talks.</p> <p><b>B:</b> Career talks and events for students to promote enrolment on higher degrees and aid employability.</p> <p><b>C:</b> Mentor discussions on equality as part of UG Year 1 tutorials</p> <p><b>D:</b> Promotion of female case studies on Biosciences website.</p> <p><b>E.</b> Support and improve visibility of LGBT+ (<b>links to Action 5.8</b>)</p>	BIOSAT, HoD and Heads of Years, Tutorial Mentors.	Monitored in November on an annual basis	>80% students agreeing that equality is embedded in policies, practices and activities for the department from annual student feedback survey.

## BIOSCIENCES ATHENA SWAN SILVER ACTION PLAN 2018 – 2022

Action	Action Identified	Rationale	Actions Required	Responsibility	Timescales	Success Measure
1.4	<b>Collect and reflect on quantitative and qualitative data</b>	Quantitative and qualitative data is needed to provide the evidence base to ensure continuing improvements in gender equality	<p><b>A:</b>Source data from central University/ college and department</p> <p><b>B:</b> Annual feedback surveys</p> <p><b>C:</b> Collect data from Staff (PS, Academic and Research) and Student Focus Groups</p> <p><b>D:</b> Analysis of quantitative and qualitative data</p> <p><b>E:</b> Act on data by updating AP and implementing new actions as required</p>	<p><b>A:</b> BIOSAT data group</p> <p><b>B:</b> BIOSAT and HoD</p> <p><b>C:</b> BIOSAT WG leads,</p> <p><b>D and E:</b> BIOSAT and HoD</p>	<p><b>A:</b> Central data provided annually in June.</p> <p><b>B:</b> Feedback survey data annually in November</p> <p><b>C:</b>Focus Group data update every four months</p> <p><b>D:</b> Analysed annually in December</p> <p><b>E:</b> Update AP according to data reflection by end of January each year.</p>	Qualitative and quantitative data plotted and visualised Results acted upon with new Actions within the BIOSAT AP.

## BIOSCIENCES ATHENA SWAN SILVER ACTION PLAN 2018 – 2022

Action	Action Identified	Rationale	Actions Required	Responsibility	Timescales	Success Measure
1.5	<b>Evolve the Action Plan and set appropriate gender equality based aspirations and targets</b>	The Action plan needs to be continuously assessed for effectiveness and delivery	BIOSAT to meet every two months	BIOSAT team	Every two months	Targets within the action plan delivered
1.6	<b>Share Best Practice (BP)</b>	Sharing BP is essential to improving the department and in helping other departments improve. The BIOSAT have built up experience that they would like to share with other CoS departments, across the University and externally. Our department can also learn from other depts./ Universities and organisations	<p><b>A:</b> Organise and attend CoS-SAT meetings to share BP</p> <p><b>B</b> Work with and mentor other CoS departments to achieve Athena SWAN Awards. (Maths &amp; Computer Science Bronze joint application and Physics Silver application submission November 2018).</p> <p><b>C:</b> Contribute to University SAT and ASSG.</p>	BIOSAT chair	<p><b>A:</b> Once a term (continuation)</p> <p><b>B:</b> August - October 2018 for November submission</p> <p><b>C:</b> Continue, once per term</p> <p><b>D:</b> At least twice per year starting October 2018.</p>	<p><b>A:</b> Examples of BP adopted across other departments, organisations</p> <p><b>B:</b> Other CoS Dept on Athena SWAN applications submitted (Maths, Computer Science Bronze and Physics Silver in November 2018.</p> <p><b>C:</b> Continued success of Swansea University in Athena SWAN</p> <p><b>D:</b> Learning from external BP and incorporation of</p>

**BIOSCIENCES ATHENA SWAN SILVER ACTION PLAN  
2018 – 2022**

Action	Action Identified	Rationale	Actions Required	Responsibility	Timescales	Success Measure
			<b>D:</b> External talks/ advice to share BP.			this into our Actions.

2	SECTION 2: Undergraduate and Postgraduate Students -Addressing Section 4.1. of the Application and in particular Charter Points 1, 5, 7, 9, 10 ensuring all our learning and teaching activities are part of an overarching culture that is geared towards gender equality and securing the next generation of women scientists, securing eventual transitions towards postgraduate research and careers in science.					
2.1	<b>Full understanding on underrepresentation of females on our Integrated Foundation level.</b>	<p>We have had typically 35-48% of females on our Foundation courses over the last four years. This is significantly more balanced than the benchmark where there are 30% females. However there is scope to further improve.</p> <p>The imbalance is likely to be caused by females performing better at pre-degree level and therefore not having to enter via the Foundation Year.</p>	<p><b>A:</b> Collect and analyse of information (e.g. statistics and questionnaires) on reasons for imbalance of M and F at Foundation level.</p> <p><b>B:</b> Ensure higher visibility of Foundation options in marketing; on-line on the departmental website and at Open Days to increase enrolment from a wider demographic.</p> <p><b>C:</b> Monitor and ensure appropriate</p>	Programme Director, Director of Teaching, Recruitment, Marketing and Admissions Team.	Starting immediately, completed by December 2021	<p>Understanding on cause of gender imbalance at Foundation level.</p> <p>Appropriate actions implemented to address imbalance.</p>

			gender balance marketing of Foundation Courses both in terms of female staff at Open Days and in marketing materials.			
2.2	<b>Promotion of part-time study options at UG and PG levels.</b>	We have low numbers of PT students compared to ECU benchmark. A high proportion of PT students typically have care commitments. We are introducing (2018/19) a new 2 year PT MSc option and will look into further options to open study to a wider range of prospective students.	<p><b>A:</b> Monitor uptake of 2 year PT MSc and review by gender.</p> <p><b>B:</b> Increase promotion of PT study at all levels through all avenues (website/marketing materials/open days and visit days)</p> <p><b>C:</b> Develop and integrate PT courses into open day talks and slideshows.</p>	Recruitment team/marketing team/Learning and Teaching director/Student ambassadors (open days)/BIOSAT	Annually in December	<p><b>A:</b>20% increase in PT students numbers by 2021.</p> <p><b>B:</b> Increased awareness (monitored through enquiries at Open Days) and visibility of PT options via website, digital signage, open days, visit days and other recruitment materials.</p>
2.3	<b>Further improve gender balance on our Biology, Zoology and Marine</b>	Our numbers are more gender balanced (57%M: 43%F) than	<b>A:</b> Determine ways of encouraging more females onto Marine	Director of Teaching and Head of Marketing.	2022	50:50 gender representation across all

	<b>Biology UG degree schemes</b>	ECU benchmark (60%M:40%F) but there is scope to encourage further gender parity.	Biology Courses and more males onto Zoology Courses.  For example we will ensure that female marine biologists and male zoology staff and students are present at open days.			UG degree schemes.
2.4	<b>Ensure marketing and recruitment/admissions materials are inclusive in terms of gender and diversity</b>	Student numbers across all universities in the last year show a decline. Biosciences has managed to go against the trend. Need to ensure admissions of both M and F students in competitive levels.	<b>A:</b> Ensure inclusivity is embedded in our marketing and recruitment  <b>B:</b> Make unconscious bias (UB) and Marshall Equality training is mandatory for members of Marketing and Recruitment and for Admissions Tutors.	BIOSAT lead; Culture and Student WGs. Head of Marketing.	Annually in December	Maintain total numbers of students.  50:50 gender representation across all UG degree schemes by 2022.

2.5	<b>Ensure diverse representation and increase visibility of student/staff role models</b>	Visibility of diverse range of staff and students at events including open days and outreach is needed. Diverse staff role models in teaching/research as well as open day ambassadors	<p><b>A:</b> Increase number and diversity of role models in teaching, research and ambassadors.</p> <p><b>B:</b> Increase and refresh student case studies on the Biosciences website to provide current and more diverse examples for prospective students.</p>	Director of Teaching  Marketing/Recruitment team/Learning and Teaching director/UG admissions tutor/PG admissions tutor/BIOSAT Culture WG	October 2018 onwards;	<p><b>A:</b> 50/50 (males and females) including BAME role model visibility used in departmental marketing materials.</p> <p><b>B:</b> 2 new student case studies per academic term (UG and PG) uploaded to the website.</p>
2.6	<b>Ensure that there is no gender bias in undergraduate acceptance rates compared to application rates.</b>	<p>Our data indicates a slight bias towards an increase in male acceptances compared to applications and offers.</p> <p>There are some arguments that language and images used in marketing could be improved in terms of attracting more high achieving</p>	<p><b>A:</b> Monitor UG offers and acceptance data</p> <p><b>B:</b> Encourage and increase high achieving female applications</p> <p><b>C:</b> Promote UG female student case studies at open and visit days (link to Action 2.2).</p> <p><b>D:</b>Promote degrees</p>	Recruitment team/HoD/Learning and Teaching director  BIOSAT Student WG lead	Ongoing – to be reviewed Annually in December	Acceptance rates equal application rates for both M and F for each year starting 2019/20.



		<p>females.</p> <p>We also need to ensure that student interviews are unbiased.</p>	<p>among secondary schools to attract high level female applicants</p> <p><b>E:</b> Review images and language used to ensure high presence of female in marketing and images used</p> <p><b>F:</b> Ensure that the student interview is unbiased.</p>			
2.7	<b>Explore and address under-representation of males on PGR degrees</b>	Underrepresentation of males on PGR degrees	<p><b>A:</b> compare gender ratios of UG cohorts with PG cohorts to identify potential underlying demographic trends</p> <p><b>B:</b> Focus Group to explore gender differences in research topic preferences and compare to the topics offered by</p>	PGR Director	By September 2021	<p><b>A:</b> Clear understanding on differences in M and F numbers on PGR degrees.</p> <p><b>B:</b> 20% increase in males PGR level by September 2021.</p>

			Biosciences			
2.8	<b>Development of Continuous Professional Development (CPD) courses</b>	Widening access to different sectors of the population with vocational courses	Introduction of vocational courses	Director of Teaching	October 2018 for first courses	6 new courses with a first total cohort of 60.  Analyse uptake by gender.  Positive feedback from participants elicited through course evaluations.
2.9	<b>Continued and improved posting of PGR research opportunities and funding opportunities including female bursaries</b>	Opportunities for funding are not always well posted and uptake is not monitored by gender.	<b>A:</b> Posting of PG research and funding opportunities by emails, posters, departmental digital display screens and email announcements.  <b>B:</b> Monitoring of uptake	Science Staff Support Assistant	Quarterly updates	20% increase in uptake of funding opportunities.  Accurate monitoring of uptake by gender.
2.10	<b>Advance science communication and presentation skills training amongst UG and</b>	Low confidence in presentation skills can prevent career progression and	<b>A:</b> UGs and PGs to engage with 'Science Made Simple' (training in public	Tutor/Mentor leads/ Student ambassadors	October 2018 and thereafter annually to 2022	>20% increase in the uptake of female students into science communication roles

	<b>PG students.</b>	progression from UG to PG	speaking), through workshops and activities.  <b>B:</b> Gather data of student experiences before and after attending the workshop			measured over three years.  >80% UG and PG students reporting improved confidence in science communication since starting at University.
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3	SECTION 3: Academic, Research Staff and Professional Services. Addressing Section 4.2 of the Application: Appointments, Key Career Transition Points, Promotions - Addressing, particularly, Athena SWAN principles 2, 3, 4, 5, 6, 7 and 10: ensuring our policies, practices, and culture are appropriate to securing the employment conditions to advance gender equality (for all gender types) at all levels and in particular at senior levels for academic and professional staff.					
3.1	<p><b>Increase departmental level support for females, both academic and research staff to apply for promotions, focused especially on fixed term appointment (FTA) and on the Teaching Strand,</b></p>	<p>Females are less likely to feel ready to apply for promotion and from 2017 Feedback survey have a lesser understanding of the process than men.</p> <p>In addition to formal w/shops this year the informal departmental w/shop where successful applicants gave advice on the process was deemed very helpful</p>	<p><b>A:</b> Systematic review of females in roles on the same grade in the last 3 years.</p> <p><b>B:</b> Encourage females to attend University w/shops</p> <p><b>C:</b> Hold annual departmental level informal promotion workshops focused in particular on FTA staff and those on the Teaching Career strand.</p>	<p>HoD/HR/Successful previous year applicants/Line Managers/BIOSAT</p>	<p>March 2018 onwards; annual review</p>	<p>10% annual increase in female promotion success rate.</p> <p>&gt;50% of promotion workshops to be attended by females (gender attendance to be recorded).</p>

3.2	<b>Providing support for females into senior positions within department</b>	Few females at Grade 10 (40% F) and Professor (11%F) level in the department.	<p><b>A:</b> Ensuring improved understanding of promotion process.</p> <p><b>B:</b> Work with females to ensure that they reach promotion criteria. Achieved by raising awareness of the University mentoring programme and of the Mary Williams Group which offers support to senior females in the University at Grade 9 and above.</p> <p><b>C:</b> Drop-in promotion sessions/workshops during the application window.</p>	HoD/Programme Directors/BIOSAT Staff WG lead.	July 2018 onwards to prepare for promotion application window from September to November annually; annual implementation and yearly review of promotion data after promotion committee in March.	50% females at Grade 10 and 30% females at Professor level by 2021.
3.3	<b>Improve awareness of mentoring schemes available within the department and across and outside the</b>	Some staff are unaware of mentoring opportunities. Mentoring needs to	<b>A:</b> Advertise and promote the range of mentoring schemes available	HR (College lead)/HoD/Programme Director/BIOSAT	Departmental and University mentoring schemes	100% awareness of new staff about mentoring schemes, measured

	<b>University.</b>	<p>have a higher profile and be better integrated into departmental practice, particularly amongst new staff members to improve staff working experiences. In particular improved mentoring for FTCs is required.</p>	<p>to departmental academic and professional services staff</p> <p><b>B:</b> Improve mentoring training within the department</p> <p><b>C:</b> Drop-in sessions on mentoring through the 3EI coffee group.</p> <p><b>D:</b> Ensuring that mentoring options are discussed in PDR interviews.</p> <p><b>E:</b> Mentoring reviewed during new staff inductions.(link to <b>Action 3.4</b>)</p> <p><b>F:</b> Mentoring made more formally available for FTA staff.</p>	Culture WG Lead.	<p>implemented already but from December 2018 onwards increased awareness of schemes; reviewed bi-annually alongside PDR review timeframe.</p>	<p>through annual Departmental Feedback Survey.</p> <p>At least 60% of staff and FTAs actively participating in mentoring schemes during the first three years of employment, measured through annual Departmental Feedback Survey.</p> <p>Positive feedback monitored through PDR.</p>
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			<b>E:</b> Uptake of mentoring and mentoring training assessed for gender balance.			
3.4	<b>Improving mentoring for new staff</b>	Mentoring across the department for new staff is not as consistent as it could be and some staff maybe unaware of mentor role and responsibility	<p><b>A:</b> Put in place a more formal mentoring guidelines for mentor and mentees.</p> <p><b>B:</b> Ensure staff are aware of mentoring support and can choose a mentor of a particular gender if they wish to do so</p> <p><b>C:</b> Monitor uptake</p>	HoD	Starting September 2018 and reviewed annually	<p>Formal guidelines made available to all new staff and mentors from September 2018. .</p> <p>80% satisfaction rate for new staff in staff survey.</p>
3.5	<b>Professional Development Review (PDR) reviewer training required</b>	Mixed feedback on the PDR process	<p><b>A:</b> Reviewer courses put in place</p> <p><b>B:</b> Make PDR reviewer training</p>	HoD, Programme Director, HR	January-April 2019 (before 2019 1 <sup>st</sup> PDR meeting)	100% uptake of PDR reviewer training by June 2019.

			mandatory			
3.6	<b>Monitor and actively promote equality across enhanced career pathway strands</b>	Currently there are more females on the Teaching Strand (60% females) and more males (70% males) on Research Strand,	<p><b>A:</b> Increase information on R &amp; T pathways (roles, possibilities for career development and promotion)</p> <p><b>B:</b> Positive action statements in any job recruitment adverts to address imbalance across career strands</p> <p><b>B: Action 3.1c</b></p>	HoD/line managers	September 2018 onwards start of academic term; yearly review	50:50 (F:M) in Teaching and Research Strands by 2022.
3.7	<b>Better integration of Research Contract (FTA) staff with Academic Staff</b>	<p>From staff feedback surveys:</p> <p>Contract staff feel isolated and feel that opportunities for career progression for FTA staff are less encouraged than for academic staff.</p>	<p><b>A:</b> Explicit invitation to Research Staff to academic staff meetings and seminars</p> <p><b>B:</b> Encourage Research staff to be involved in grant applications.</p> <p><b>C:</b> Head of Research within Department</p>	<p>HoD/Research group leads/ BIOSAT Staff WG Lead</p> <p>HoD/Research group leads/CoS Research Hub</p> <p>HoD/HoC/CoS Research Hub</p>	<p>March 2018 - 2022;</p> <p>To be reviewed yearly.</p> <p>April 2018 onwards;</p> <p>Measured by the Science Hub (via person responsible for the Award</p>	<p><b>A:</b> 100% invitation rate of FTA and Research Contract Staff to Departmental Meetings and Seminars.</p> <p><b>B:</b> &gt;25% of all submitted proposals to include Research staff as Principal Investigator or Co-</p>



			<p>to promote improved research and academic staff liaison.</p> <p><b>D:</b> All Research staff to be added to email circulations from the College Research Hub.</p>		<p>Management System).</p> <p>Reviewed every 6 months with biennial re-assignment.</p>	<p>Investigators. Number of proposals submitted jointly with Academics and Research Staff. Numbers by December 2020.</p> <p><b>C:</b> &gt;40% increase in research contract staff satisfaction in career progression after 3 years from staff survey.</p> <p><b>D:</b> Survey Response with &gt;70% of Research Staff feeling integrated into Dept.</p>
3.8	<b>Improve induction procedures</b>	Not all staff are aware of induction procedures	<p><b>A:</b> Ensure all staff are made aware of induction procedures.</p> <p><b>B:</b> Monitor uptake (including by gender) of induction</p>	HR, Line Managers	Start by Jan 2019	>95% of new staff satisfied with induction procedures by 2020

			<p><b>C:</b> Request and monitor feedback on induction</p> <p><b>D:</b> Promote and encourage training for line managers on induction</p>			
3.9	<b>Gender pay gap</b>	Gender pay gap is a sector wide/ universal university issue but is of direct relevance to the Biosciences Department particularly at Professorial level.	<p><b>A:</b> Monitor University Action Group and contribute to improving the gender pay gap through promotions-related actions.</p> <p><b>B:</b> Equality Impact Assessment on pay differences across grades</p>	<p>University Senior Management.</p> <p>BIOSAT Chair to contribute</p>	<p><b>A:</b> Ongoing, to be reviewed every 4 months.</p> <p><b>B:</b> April 2019</p>	Transparent Pay equality at Professorial level for department members by December 2019.

4	<b>SECTION 4: Developing Women’s Careers – Addressing Section 5.1 -5.5 of the Application covering recruitment, induction and training in particular, Athena SWAN principles 2, 3, 5 and 8 ensuring our organization is as supportive as possible of women’s careers – and that everyone in the organization understands that the success of the Department will be built on the basis of utilizing all our talents.</b>					
4.1	<b>Improve training opportunities and awareness for academic and professional services staff</b>	APECS (SU Development and Training Services) training uptake data for our department indicates males, especially at Grade 8, take up training more than females.  We also need to improve recording of non- university held training to ensure personal records are complete.	<b>A:</b> Promotion of, for e.g. APECS training courses on Departmental Notice Board (and Digital signage screens in Wallace Science Central) and email circulations.  <b>B:</b> Ascertain training departmental communication lead to raise awareness of training course being offered.	APECS team. HR (through ABW system)/Departmental communication lead (for training courses)	From June 2018 onwards; emails to all departmental staff every other month with available training/courses.  Yearly review to ascertain need vs uptake from staff	30% increase in uptake of APECS training by staff within two years.  All training course information circulated to all staff (via email).  All Training courses promoted (via departmental communication lead, notice board and digital signage).
4.2	<b>Put departmental mechanisms in place to promote career progression advice and management skill opportunities for all staff and in particular</b>	Our Departmental Feedback Survey in November 2017 indicated the females wanted more opportunities	Departmental communication on career Advice and Management to ensure all staff especially FTA Research Staff and Professional	APECS Development and Training Services. BIOSAT Staff WG.	Review annually	>90% of academic, research and Professional Services staff satisfied with career progression advice and management skills training.  Training uptake representative

	<b>professional services and FTCs.</b>	on career development training and in management skills for	Services Staff are aware of career advice and management skill courses including within APECS			of gender balance in the department within three years.
4.3	<b>Promote and monitor grant writing support available from the Science Hub</b>	We need to increase availability of grant proposal writing support especially for post-doc research staff.	<b>A:</b> Quarterly emails to staff and Bioscience website promotion to communicate Science Hub opportunities to support grant writing especially to post-doc research staff.	Head of Science Hub	Start before End of 2018. Review annually.	>20% increase in the number of staff succeeding in grant funding applications
4.4	<b>Encouragement and support for both academic and professional services women into senior roles high level committees/boards (links with Action 5.7)</b>	There is a lack of women from Biosciences in senior roles e.g. represented on high level boards and committees at University level and externally. Data is not sufficiently collected at present	<b>A:</b> Promotion of opportunities to all. Encourage women to take up position on high level committees/boards internally and externally. <b>B:</b> Log representation on boards to determine progress	HoD. Bioscience Support Assistant	Start March 2018: Monitored yearly. Achieved within 3 years	5 females on high level internal and external committees boards e.g. Research Council, Royal Society Boards and other professional subject area societies.
4.5	<b>REF 2021 committee gender balance</b>	Up until Jan 2018 REF committee was all male. Since Jan 2018 one female has become a member.	<b>A:</b> Target women to increase numbers of women on departmental REF committee.	HoD	March 2018; 2021; 6 monthly review	REF committee gender balanced at least proportional to women academic staff.

4.6	<b>Implement staff sabbatical scheme</b>	Currently no formal sabbatical mechanism within department to enable academics to focus for 3 -6 months on dedicated area.  A university policy exists on sabbaticals but awareness in department required.	<b>A:</b> Establish formal sabbatical process and implement in department  <b>B:</b> Promote sabbaticals open to all three enhanced career strands.	HoD/HR/BIOSAT/ Programme Director/ Director of Teaching	March 2019; yearly review	Formal sabbatical guidelines established and made available to all staff by Sept 2019 in department.  Two members of staff from department per year: Sabbatical for 3- 6 months without teaching responsibilities.
4.7	<b>Senior speakers invited as female role models to Bioscience Seminar Series and to other organised events.</b>	Our gender balance in invited female speakers is good and this needs to be maintained.	<b>A:</b> Continue to monitor speaker gender at events.  <b>B:</b> Address any unbalance in gender representation.	Organiser of seminar series and other events	Reviewed annually in June	50:50% M:F speakers at Bioscience Seminar Series  50:50% M:F speaker contribution at other events. .
4.8	<b>Encourage more uptake of Leadership Training especially female based leadership Training e.g. Aurora Training.</b>	Females can benefit from support in Leadership Training. Male and Females have different approaches to Leadership and currently Leadership training programmes are generally male oriented. Aurora	<b>A:</b> Promotion on website of Aurora Leadership training with a point of contact  <b>B:</b> Budget made available from the Department for attendance.	HoD/ AS Communication lead	Yearly	One Academic or FTC Researcher and one Professional Services staff member supported to attend Aurora leadership or equivalent training per year.

		provides a refreshing approach to Leadership training				
4.9	<b>Clearer guidelines/written policies on flexibility on return from parental leave, adoption leave and caring for elderly leave.</b>	<p>Caring responsibilities fall to women more than men.</p> <p>There are Departmental differences in support from line-managers.</p> <p>Increased line-manager awareness of official SU guidance is required to ensure transparency and fairness of process.</p>	<p><b>A:</b> Put in place clearly defined processes and guidelines for support for staff returning from parental/adoption/elderly care leave</p> <p><b>B:</b> Ensure that line managers are familiar with the guidelines</p> <p><b>C:</b> One-to one interviews with staff before and after leave with line manager.</p> <p><b>D:</b> Obtain feedback from individuals and annual staff feedback surveys</p>	HR/HoD/Line Managers/BIOSAT	March 2018 onwards; yearly review	<p><b>A:</b> &gt;90% positive response in return-to-work interviews and staff Culture Survey from parental/adoption leave and elderly carer staff.</p> <p><b>B:</b> Sustain high level of positive response moving forward over 3 years.</p>

4.10	<b>Continue to ensure that postgraduate supervision is gender equality assessed and that support is given to ensure equity in supervision of PGR students</b>	Whilst numbers of female PhD supervisors have increased from 1 to 5 since 2014 the proportion of F to M supervisors is typically <25%. Females need to be encouraged to supervise at PGR level.	<p><b>A:</b> Target female academics to encourage them to supervise PhD students.</p> <p><b>B:</b> Training provided in supervision of PhD and females encouraged and supported to attend.</p>	Head of PGR	40:60% F:M by 2020 and 50:50% F:M by 2021	Continued increased trajectory in the number of PhD students supervised/co-supervised by females aiming for 50:50 by 2021.
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5	<b>SECTION 5: Culture, Communications, and Departmental Organization – Addressing Section 5.6 of the Application and, in particular, Athena SWAN principles 1, 2, 3, 5 7, 8, 9 and 10: covering Culture, HR policies, Representation on Committees, WLM, Role Model and Outreach.</b>					
5.1	<b>Raising awareness of equality and diversity challenges and solutions for academic, research and professional services</b>	To further improve benefiting from all talents we need to ensure we listen to all staff and raise awareness of issues.	<p><b>A:</b> Maintain Notice Board in Wallace Building reception area.</p> <p>Maintain and improve Equality in Bioscience Website and media presence. In particular, promote female BME representation.</p> <p><b>B:</b> Continue monthly 3EI coffee meetings.</p> <p><b>C:</b> At least 3 Focus groups meetings; 1.PS Focus Group to discuss Career progression, 2. Students on Unconscious Bias.3. Research Staff on</p>	BIOSAT	Review each term	<p><b>A:</b> Notice Board, website and media presence maintained and monitored.</p> <p><b>B:</b> Monthly 3EI maintained with regular attendance.</p> <p><b>C:</b> At least 3 focus group meetings per year with resulting actions.</p> <p><b>D:</b> Bimonthly gender and BME balanced speaker programme.</p>



			<p>career progression.</p> <p><b>D:</b> Invited speakers to share best practice.</p> <p><b>E:</b> Members of staff to visit and speak at other universities to share best practice.</p>			
5.2	<b>Unconscious Bias Awareness training for staff</b>	Those that most often need Unconscious Bias (UB) awareness are less likely to undertake awareness training. Therefore a UB awareness w/shop/training needs to be mandatory for everyone.	<p><b>A:</b> Investigate training packages for UB e.g. Royal Society/ECU</p> <p><b>B:</b> Organise a UB workshop/training for all staff.</p>	Departmental HR representative	By end of 2020	<p><b>A:</b> 100% academic, research and professional services staff to have received Unconscious Bias Training.</p> <p><b>B:</b> &gt;95% staff reporting there is no unconscious bias within the department.</p> <p><b>C:</b> Registration recorded by HR.</p>
5.3	<b>Unconscious Bias (UB) Awareness training for students</b>	It is apparent from Discussion sessions (e.g. during 3Ei) with students that UGs and PGs would	Yearly one hour UB sessions for student cohorts	<p>UG Programme Director</p> <p>PGR Director</p>	Incorporate into 2018/19 cohort and run annually	>90% of students reporting from annual Feedback Survey that there is no UCB.

		benefit from UCB awareness training		University Director of student services		
5.4	<b>Work Load Model (WLM) assessment and revision</b>	The WLM is still in progress and needs to be optimised.	<p><b>A:</b> Assess WLM allocations e.g. to include outreach at appropriate level.</p> <p><b>B:</b> equality impact assess WLM</p> <p><b>C:</b> Further raise awareness of the WLM to better understand work-load requirements</p>	Associate Director of College and HoD	<p><b>A:</b> By April 2020</p> <p><b>B:</b> Assessment by end of 2019</p>	<p><b>A:</b> Transparent and fair WLM encompassing the needs of all staff.</p> <p><b>B:</b> Equality assessment undertaken.</p> <p><b>C:</b> 90% staff satisfied with revised WLM according to annual Feedback Survey.</p>
5.5	<b>Increase school (primary and secondary) and adult engagement activities led by staff and students both on and off campus to widen access and strengthen community awareness of the importance of Bioscience</b>	<p>STEM engagement and promotion; science communication experience for students, UG and PG recruitment, career development for staff and student.</p> <p>Many of the same staff members take</p>	<p><b>A:</b> Encourage all members of staff/students to take part in outreach activities, with equal male and female representation.</p> <p><b>B:</b> Systematic departmental recording of every outreach event</p>	<p>Outreach leads to ensure/recruit new outreach staff.</p> <p>BIOSAT/CoS marketing team; to develop link with departmental marketing, lead of community engagement team and Biosciences Staff</p>	Measured annually	<p><b>A:</b> At least 20 departmental outreach events per year (e.g National Science Week, BSF, Cheltenham Science festival, Saturday. Swansea Science festival, BES summer schools, discovery, reaching wider, HE talks and outreach, STEM ambassador activities.</p> <p><b>B:</b> Comprehensive Outreach Event log with data on gender,</p>

		on additional outreach activities – encourage extra staff to take on duties.	undertaken (staff and students), develop database (design, layout and data requirements) and point of contact with marketing team to allow timely and efficient recording. Include data on race, sexuality and disability	Support Assistant.		grade, sexuality and disability.
5.6	<b>Ensure females are not committee overloaded within Depart/college/University</b>	In striving to become more gender balanced there is a pressure for females to be members of committees and this can lead to work overload	Detailed assessment of WLM with refinement to ensure all tasks are time allocated fairly.  In particular assess to ensure women are not department/  college/  university committee	HoD, Associate Director of CoS.	Review annually. Complete by December 2020.	Feedback Survey showing >90% staff satisfied with revised WLM

			overloaded			
5.7	<b>Increased representation of females on external committees</b>	Currently the department has few females on influential external committees and this is poorly monitored	<p><b>A:</b> Actively target females to encourage them onto influential external committees</p> <p><b>B:</b> Recognise contribution of external committee time within WLM</p> <p><b>C:</b> Data recorded at Departmental Level</p>	HoD/Programme Director/Associate Head of College/Bioscience Staff Support Assistant	<p><b>A:</b> By December 2020</p> <p><b>B:</b> By December 2019</p> <p><b>C:</b> Started November 2017. Review annually.</p>	<p><b>A:</b> 4 females on external committees by December 2020</p> <p><b>B:</b> 5% time allocated within WLM.</p> <p><b>C:</b> Departmental Data recorded</p>
5.8	<b>Improve departmental wellbeing and awareness (staff and students) and LGBT+ network.</b>	<p>Lack of existing departmental/college network – students to evaluate the student need and demand for department support forums.</p> <p>Lack of LGBT+ UB training for staff</p> <p>Lack of STEM LGBT+</p>	<p><b>A:</b> Offer departmental wellbeing workshop and awareness sessions training to staff and students (stress, anxiety, depression etc. recognising poor mental health, early signs, strategies for tackling problems).</p> <p><b>B:</b> Identify a</p>	Wellbeing officer  Academy/Student Services, Wellbeing service/Recruitment team/BIOSAT/guest speakers	<p><b>A:</b> Starting Sept 2018; bi-annual review.</p> <p><b>B:</b> Guest speakers-annually.</p>	<p><b>A:</b> Case study – track story of students before and after workshops.</p> <p>Hold annual wellbeing and awareness sessions for staff and students in the department/college.</p> <p>Annual wellbeing seminar with external guest speakers.</p> <p><b>B:</b> A wellbeing officer and LGBT+</p>

		visibility	<p>wellbeing officer and LGBT+ officer for the department.</p> <p><b>C:</b> Promote and create support network in LGBT+ in the department</p> <p><b>D:</b> Focus Group and actions to increase awareness of LGBT+</p>			<p>officer for the department creating a working link with department and student services.</p> <p><b>C:</b> Monitored increase in number of UG LGBT+ students progressing to postgraduate/postdoctoral positions over 4 years to 2022.</p> <p>Promote SU level LGBT+ CoP forum via Equalities Team for staff and students.</p> <p><b>D:</b> Focus Group to develop involvement and inclusion of science in LGBT+ events</p>
5.9	<b>Ensure and monitor equal gender representation in Outreach</b>	<p>The department has an admirable contribution to a wide range of prestigious outreach events but this is not always sufficiently recorded.</p> <p>Females participate more in these events than males placing an</p>	<p><b>A:</b> Instigate and keep log of outreach activities.</p> <p><b>B:</b> Engage more males in Outreach: Actively encourage more males through targeted communications.</p> <p><b>C:</b> Ensure Outreach</p>	Marketing officer, Bioscience Staff Support Assistant, Associate Head of College, HoD	<p><b>A:</b> Review annually</p> <p><b>B:</b> By December 2020</p> <p><b>C:</b> By December 2019</p>	<p><b>A:</b> Log of events including gender information. Linked to <b>Action 5.5.</b></p> <p><b>B:</b> More representative 50:50% M/F participation in outreach events.</p> <p><b>C:</b> Between 5-15% time in WLM for each assessed Outreach</p>

		unbalanced pressure on their workload.  Outreach is not sufficiently recognised or recorded accurately within the WLM.	time is properly accounted for in WLM			Activity.
5.10	<b>Continue crèche facilities for staff working on Saturday Open Days</b>	Parents need support over weekends to enable participation at Open Days	Organise crèche facilities	Head of Admissions	Annually	Continuation of established crèche for Open Days.
5.11	<b>Review requirement for dedicated nursing room</b>	From the Bronze Action Plan we installed Baby changing facilities in male and female restrooms. Nursing Facilities are available in an adjacent building but not in the department.	As the department continues to expand we need to determine if there is a demand for, dedicated nursing facilities within Biosciences	BIOSAT Culture WG	Start by end of 2019 and review annually.	Assessment from Feedback Survey used to inform action.