Department Application
Silver Award – Biological Sciences, University of Southampton

Department application	Actual	Silver
Word limit	**10,998**	**12,000**
Recommended word count		
1.Letter of endorsement	510	500
2.Description of the department	179	500
3. Self-assessment process	1173	1,000
4. Picture of the department	2334	2,000
5. Supporting and advancing women's careers	5730	6,500
6. Case studies	990	1,000
7. Further information	72	500

Name of institution	University of Southampton
Department	Biological Sciences
Focus of department	**STEMM**
Date of application	April 28, 2017
Award Level	**Silver**
Institution Athena SWAN award	**Date: Sept 30, 2016 Level: Silver**
Contact for application Must be based in the department	Dr Felix Eigenbrod
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Departmental website	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

[510/500 words]

28 April 2017

Dear Ms Dickinson

I am delighted to write in the strongest possible terms supporting the application of the Department of Biological Sciences, University of Southampton, for an Athena SWAN Silver Award. Southampton currently holds an Institute Silver award, demonstrating its commitment to the principles of the Charter, and we, Biological Sciences, have been implementing our Bronze action plan for the past 4 years since our award in 2013. This has resulted in a number of very fundamental changes in how we operate as a Department. I have had a long standing commitment to supporting women scientists in my research group to gain independent Faculty and fellowship positions, and have felt privileged to be a member of the Departmental Self-Assessment Team.

We have removed some of the major obstacles for women applying for their first academic post, by including clear statements on what we offer in terms of gender equality in all advertisements. These changes have led to Biological Sciences reducing the gender imbalance in academic posts faster than the sector or Russell Group average since 2013; nearly 40% of lecturers are now female as compared with 30% in 2012/2013.

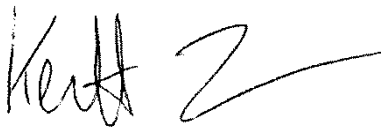
We have introduced a range of measures focused on our postdoctoral researchers. This includes establishing a comprehensive mentoring scheme. 100% of postdocs now agree that useful mentoring opportunities are offered, compared to 60% in 2014. Furthermore, we have initiated regular events aimed at promoting issues on career planning, which have been well attended and highly praised in feedback. These measures have increased positive scores in our gender engagement survey for female postdocs by 12% since 2014, Therefore, despite the postdoctoral researcher to lecturer transition still marking the greatest obstacle for career progression in women the Athena SWAN bronze action plan has allowed to make considerable improvements to where we were.

We have taken actions to improve management for existing academics that are particular important for women given their disproportionate representative at lower levels in the academic hierarchy. For example, we implemented a Workload tariff, and have initiated an associated workload and line management committee, allowing us to standardise our procedures for assessment of duties and ensure we distribute workload effectively. Line managers are better informed as a result of its introduction, which in turn has improved transparency and consistency in the promotion process. We have also introduced a process of staff induction and mentoring so as to improve the transition into the first academic post.

I hope that you consider favourably this Silver application. The greater engagement with staff on equality during the implementation of our Bronze Action Plan have recently led to newly discovered issues which are still present within the Department, and which collectively form the basis of our challenging

Silver Action Plan. Finally, I can confirm that the information presented in this Silver application, including qualitative and quantitative data, is an honest, accurate and true representation of the Department of Biological Sciences.

Yours sincerely



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2. DESCRIPTION OF THE DEPARTMENT

[179/500 words]

The University of Southampton is a Russell Group University. Biological Sciences (hereafter **BioSci**) is part of the Faculty of Natural and Environmental Sciences (FNES), together with Chemistry and Ocean and Earth Sciences. BioSci at Southampton is a medium-sized research-intensive department (Table 2.1), with 934 undergraduates, 109 postgraduates, and 84 academics (including fixed term researchers). These are supported by 29 technicians. Most professional and support staff that work with BioSci are centrally managed, but 4 are managed directly by BioSci.

Table 2.1 – Current student and staff numbers in BioSci

Category	Men	Women	% Female
Undergraduates (UG)	413	521	56%
Postgraduate researchers (PGR)	48	61	56%
Academics (ERE)	52	32	38%
Technical (TAE)	11	18	62%
Professional/support staff (MSA and CAO)	4	0	0%

Fig 2.1 – The Life Sciences building on the Highfield campus of the University of Southampton, where the majority of BioSci is located.

BioSci operates on 2 sites, the Highfield campus (Fig. 2.1) and the Southampton General Hospital located 3 miles away (6 academics are based at the latter). This has challenged us to ensure that meetings, tutorials and seminars are organised to minimise disruption for individuals while accommodating work-life balance commitments.

The key committee that decides BioSci's policies and priorities is the Policy and Resources Committee (11 M, 6W), which is chaired by the Head of Biology (Fig 2.2). The Equality and Diversity (**E&D**) Committee reports to the Policy and Resources committee as well as directly to the Faculty Executive Group (FEG).

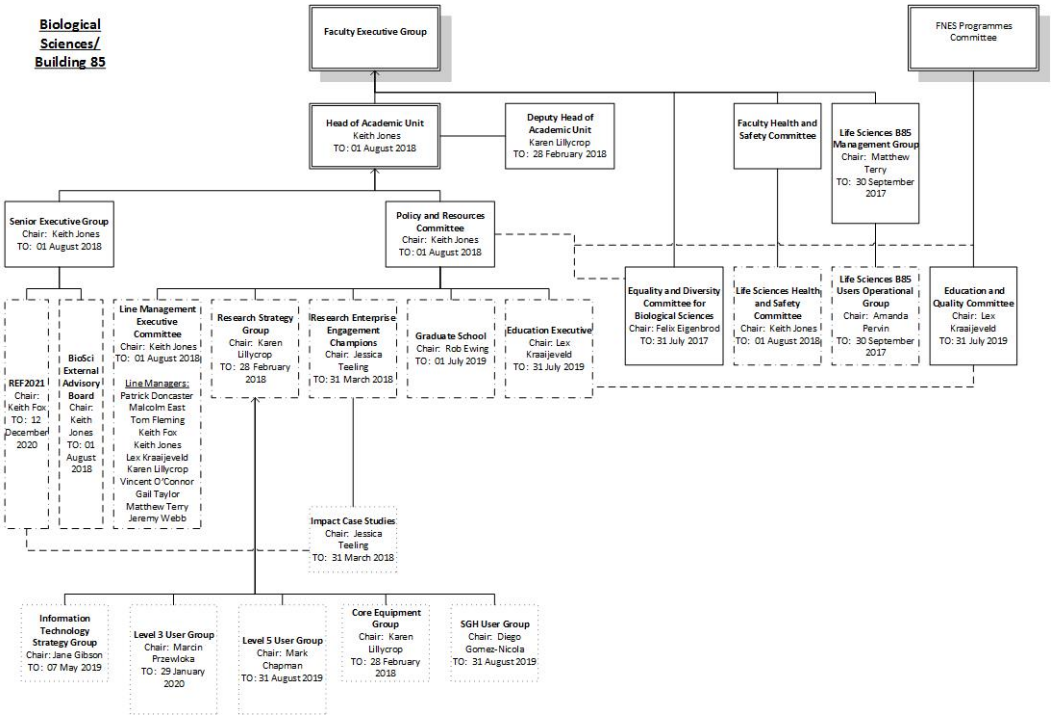

Fig 2.2 – BioSci management structure.

3. THE SELF-ASSESSMENT PROCESS

[1173/1000 words]

(i) a description of the self-assessment team

BioSci has been engaged actively in Athena SWAN activities since 2012. It gained a Bronze award in April 2014. A **self assessment team (SAT)** was first assembled in June 2012. It currently has 18 members and representation from all of BioSci (students, technical and administrative staff, academic staff from all levels), and reflects a range of work-life balance experiences (Table 2.1). The SAT was re-named the Equality and Diversity (**E&D**) committee in June 2016 to reflect changes across the university.

Table 2.1 – The members of the BioSci E&D self-assessment team

Name	Title	Role	Comments:
Selina Barry	Faculty Administrative Officer for BioSc	-Represents administrators	Selina works flexibly part-time and has one child (aged 2)
Claire Clarkin	Associate Professor in Developmental Biology	-Represents associate professors. -Leads ECR career development	Claire started as Lecturer in September 2011, took maternity leave in June 2014 for a year. She works full-time, working from home one day a week.
Felix Eigenbrod	Associate Professor in Spatial Ecology	-Chair of E&D committee	Felix started as a Lecturer in 2010, and became the SAT chair in June 2015. Felix has two small children (3 and 7) and is on a 80% contract.
Rob Ewing	Associate Professor in Proteomics	-Chair of the graduate school	Rob appreciates the flexibility that academic life allows to share child-caring for his two school-age children.
Cathie Holmes	HR Business partner for BioSci	-Represents HR	Cathie has two small children, and knows only too well the impact of balancing the demands of childcare and work.
Keith Jones	Professor of Biology	-Head of BioSci	Keith arrived in January 2013 from Australia, where hewas actively involved in a mentoring program for women scientists at Newcastle University.. He has two children and married to a research scientist, has carer responsibilities for an elderly parent.

Judith Lock	Senior Teaching Fellow	-Deputy chair of E&D -Represents teaching fellows	Judith is the programme manager for MRes Wildlife Conservation. She is involved in a lot of whole organism teaching in the department, thereby providing a wide range of students a positive female role model.
Sophie Nobes	Third year undergraduate student	-Represents undergraduate students	Sophie is a third year student in biochemistry.
Alan Marchant	Lecturer in Plant Developmental Biology	-Represents lecturers -Chair of E&De committee for Bronze award	Alan joined Biological Sciences in 2007. The ability to work flexibly helps him in managing childcare responsibilities.
Alex Melhuish	University of Southampton Diversity officer	-Leads data analysis for E&D	Alex plays a central role in promoting Athena SWAN across the university, including the University of Southampton's successful Silver application in 2016.
Diego Nicola-Gomez	Principle Research Fellow in Neuroscience	-Represents research fellows -Future E&D chair (August 2017 onwards)	Diego shares childcare of his daughters (4 and 1 years old) with his wife, a fixed term postdoctoral researcher.
Karen Platt	Deputy Senior Technical Manager	-Represents technical staff	Karen has 2 grown up daughters and had experience of the challenges faced with working full time with young children.
Fabrizia Ratto	3rd year PhD student in pollination ecology	-Represents PhD students.	Fabrizia postponed the start of her PhD as she was on maternity leave with her second child.
Orly Razgour	NERC Independent Research Fellow	-Gaining committee experience as new starter	Orly joined Southampton in 2016 as lecturer-track Research Fellow and believes in promoting better gender balance in academia and everyday life.
Luke Shearing	Marketing Officer	-Website development	Luke has worked at the University of Southampton as Marketing Officer for the faculty that includes Biology since September 2012.
Gail Taylor	Professor of Plant Biology	-Represents professors	Gail has two grown-up children and has balanced her role as mother and full-time academic including leading a large research group, for the past 34 years.

Mariana Vargas-Caballero	Lecturer-track Research Fellow	Represents lecturer-track research fellows	Mariana interviewed for her University fellowship in in Oct 2011 (at 32 weeks pregnant), and took up the job one year later.
Sandra Wilks	Senior Research Fellow	-Represents postdoctoral researchers	Sandra has a joint appointment with BioSci and Health Sciences, and has been involved in establishing a Research and Teaching Fellows Network.

(ii) an account of the self-assessment process

The SAT/E&D has met at least quarterly since the successful 2014 Bronze award. In between E&D meetings key recommendations of the E&D are tabled at the Policy and Research Committee, where Equality and Diversity is now a standing committee item. This occurs via the Head of Biology, who attends every E&D meeting. In addition, the Faculty Executive Committee (Fig. 2.2) has held quarterly meetings since 2016 focused on equality and diversity. These include E&D chairs plus Concordat (focused on career advancement for early career researchers) and Staff Engagement champions, thereby ensuring alignment of policies on gender-related activities.

The E&D is informed by a wide variety of both qualitative and quantitative sources. These include:

- QuickCAT gender equality surveys from 2012, 2014 and 2016.
- A bespoke QuickCAT survey for postgraduates (2016 only).
- University-wide Staff Engagement survey.
- Bespoke surveys on mentoring and teaching for postdoctoral staff.
- Drop-in coffee sessions.

The SAT also benefits from

- Cross-membership with the Concordat committee, which has been vital for improving mentoring opportunities.
- Southampton-wide best practice through meetings with other E&D committees.
- UK-wide best practice via external speakers from the Athena SWAN Network.
- Best practice from York Biology (Athena SWAN Gold award holder) by inviting Prof Jane Hill (Chair of York Athena SWAN committee) to give both a departmental seminar and talk about York's 'journey to Gold'.

The focus of the E&D committee since the Bronze award in 2013 has been on embedding the Athena Swan ethos in BioSci. This has included annual monitoring of key undergraduate, PhD and staff data (**Bronze Actions A1 & A2**). Similarly, BioSci participation in the University Athena SWAN committee and participation in quarterly 'Athena SWAN Network' events to share experiences

and identify good practice in departments across the university (**Bronze Action D2**) is now an established part of normal working.

Crucially, the E&D committee has made major progress since 2013 on a number of key issues related to gender equality. The key actions that achieved results – and led us to decide to apply for a Silver award in 2016 – are as follows:

1) **Engagement and embedding of gender equality in BioSci**
   - **Core hours policy** for departmental meetings and external speakers since 2013. Over 90% of staff agree this occurs (2015/16) vs 46% in 2012. (Section 5.6 (vi))
   - **Funding to reduce the impact of caring leave** on research available since 2013. (Section 5.5)
   - **Increased response rate in departmental gender equality surveys**. For postgraduates this changed from 7% in 2014 to 30% in 2016, and for academic staff the rate went from 22% (2014) to 36% (2016). (Section 5.6 (i))
   - **Increased uptake of training o**n gender equality (94% in 2015/16 vs 69% in 2014 and 9% in 2012) and unconscious bias (81% in 2015/16 vs 69% in 2014 and 5% in 2012).
   - **Increase in female departmental speakers** – 14% in 2012/2013 to 47% in 2016/2017 (Section 5.6 (viii)).
   - **Increase in flexible working** –2% (M)/6% (F) in 2013/2014 to 9.5% (M)/10.5% F in 2015/2016 (Section 4.2)

2) **Reducing the leaky pipeline**
   - **Advertisement:** All academic jobs in BioSci have been advertised as being available on a part-time and flexible basis since 2013, signifying BioSci's commitment to gender equality (Section 5.1 (i).
   - **Gender balance – PhD:** A strong male bias in male PhD students relative to UG numbers (10% M vs 7.8 F) in 2011/2012 has shifted to near-parity (11.5% M and 11.7% F) in 2015/2016 (Section 4.1).
   - **Gender balance - academic**: A faster increase in female academics (4.6%) than the Russel Group (3.5%) or sector average (3.5%) between 2012/2013 and 2105/216 (Section 4.2(i))

3) **Improving mentoring and opportunities for postdoctoral researchers**
   - A mentoring scheme for all staff put in place in 2013.
   - All postdoctoral researchers assigned mentors since 2015.
     -100% of female postdoctoral staff say useful mentoring opportunities exist in BioSci (2015/16) vs 60% in 2014.
   - 81% of female academics say useful mentoring opportunities exist (2015/16) vs 71% in 2014.
   - Positive scores for the gender equality survey are up 12% across all questions for female postdoctoral researchers (2015/16 vs 2014).

Our recent success in embedding the Athena Swan ethos into BioSci and the resulting greater buy-in by staff and PGRs into issues of gender equity that has resulted from this has meant that staff and the E&D committee are more readily identifying new issues to address. In many cases, the E&D committee lacks a good understanding of these issues, as they were not identified as such in the Bronze submission. As a result, the Silver Action Plan contains a large number of early 'investigative' actions to further look into such issues – these will then be followed up by later actions designed explicitly to address them.

The Silver submission and the actions within it were initially drafted by the large E&D committee based on the evidence outlined above. Near-final drafts of the Silver submission were circulated to all staff and PGRs in BioSci, and comments added to the final version. The Head of Biology was closely involved in all aspects of the Silver submission, and helped to write the final Silver Action Plan, ensuring that these future actions will be taken up.

(iii) plans for the future of the self-assessment team

The SAT will continue to have an annual cycle of quarterly meetings, which will include an annual review and updating of the action plan. This will ensure implementation and evolution of the plan, leading to a new Silver Action Plan (SAP) for a 2021 application, and – eventually – will help us decide if BioSci is moving towards being able to apply for Athena Gold in 8 years' time. Membership of the SAT will be subject to change over time as people leave or responsibilities change, but will continue to be representative of the whole department and will continue to ensure strong overlap with other key committees in BioSci.

***Silver Action E1a**: Change Terms of Reference (ToR) for E&D to ensure inclusion of both male and female undergraduate representation on the E&D committee.*

***Silver Action E1b**: Change Terms of Reference (ToR) for E&D to ensure inclusion of both pool and research technicians on the E&D committee.*

4. A PICTURE OF THE DEPARTMENT
[2334/2000 words]

4.1. Student data
BioSci offers five core BSc programmes (Pharmacology, Biology, Zoology, Biochemistry, Biomedical Sciences), and four integrated masters (4 year) degrees – MSci Biomedical Sciences, MEcology, MBiochemistry, and MNeurosciences; the last three have only been offered since 2013/2014. Students can enter the integrated masters directly, or transfer to them after their third year provided they have at least a 60% average. The MEcol and MNeuroscience programmes are specialist options within the Biology or Zoology (MEcol) or Biomedical Sciences (MNeuroscience) programmes. All students bar 3 (1 woman and 2 men) out of over 3500 between 2011/12 and 2015/16 were full-time. The reason for the extremely low number of part-time undergraduate students is that part-time courses are generally not offered – students can however switch to part-time status in exceptional circumstances. We looked at if part-time provision could be improved (**Bronze Action B4**) but agreed that this was impractical on existing programmes due to the inflexibility in the schedule (mainly for labs) – students could reduce the number of courses they take, but would have no flexibility in when they take courses.

Silver Action S1a: *Develop new terms of reference for how to examine whether PT provision is possible in establishing new programmes in BioSci.*

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

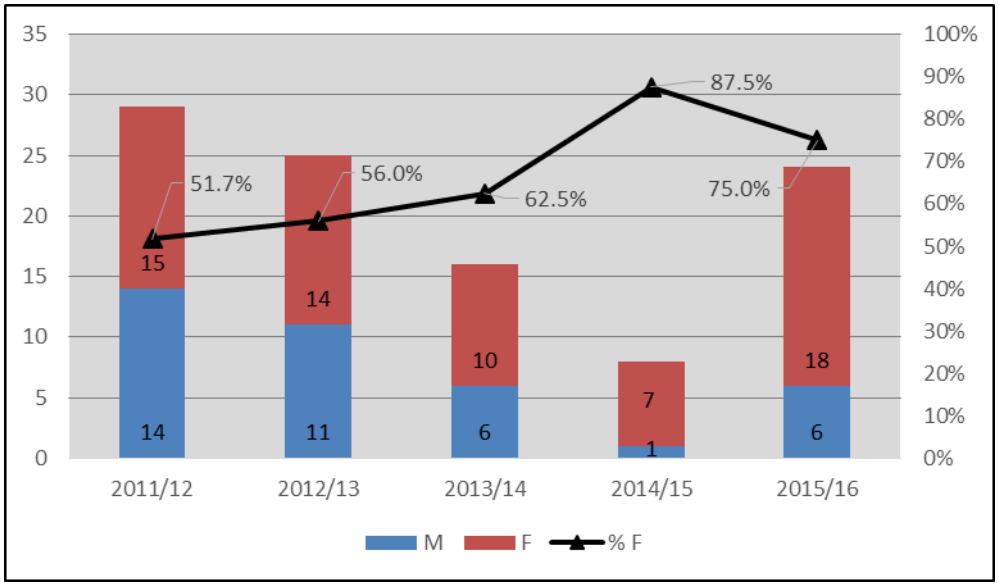

Fig. 4.1 – Number of students in BioSci who entered via foundation courses

A relatively small number of undergraduate students in BioSci first take a foundation year (which is run centrally by the University and not BioSci), designed for students who do not have sufficient science A-levels to have immediate entry to our biology degree programmes (Fig. 4.1). Historically, more women than men have been on these courses; this female bias has become more pronounced in recent years. There is no obvious reason for this change, and it may simply be due to random fluctuation in the small numbers involved.

(ii) Numbers of undergraduate students by gender

The number of undergraduate students (including 4 year integrated Masters degrees) in BioSci has increased since 2011/12 to 2015/16 from about 640 to 940 due to a University strategy of increasing student numbers. As with comparator universities, BioSci undergraduates are disproportionately female (Table 4.1), though this gender discrepancy has decreased over time (Fig. 4.2) from nearly 60% in 2011/12 to about 58% female in 2014/15 and just 56% female in 2015/16. This decrease in female students is driven by decreases in the Biology, Pharmacology and Biochemistry programmes (Figs 4.3 & 4.4; Table 4.1). All degree programmes show a lower proportion female students than the sector average in recent years, apart from Zoology, which is much more female biased than the sector average. This discrepancy is particularly pronounced for Pharmacology, Biochemistry and Biomedical Sciences (Table 4.2).

Silver Action S2a: *Set up focus groups with Year 1 students on degree programmes with strong gender biases.*

The E&D committee looked to see if gender differences in undergraduate numbers were also affected by residency (UK vs EU vs overseas students), but found no evidence of any kind of systematic trend.

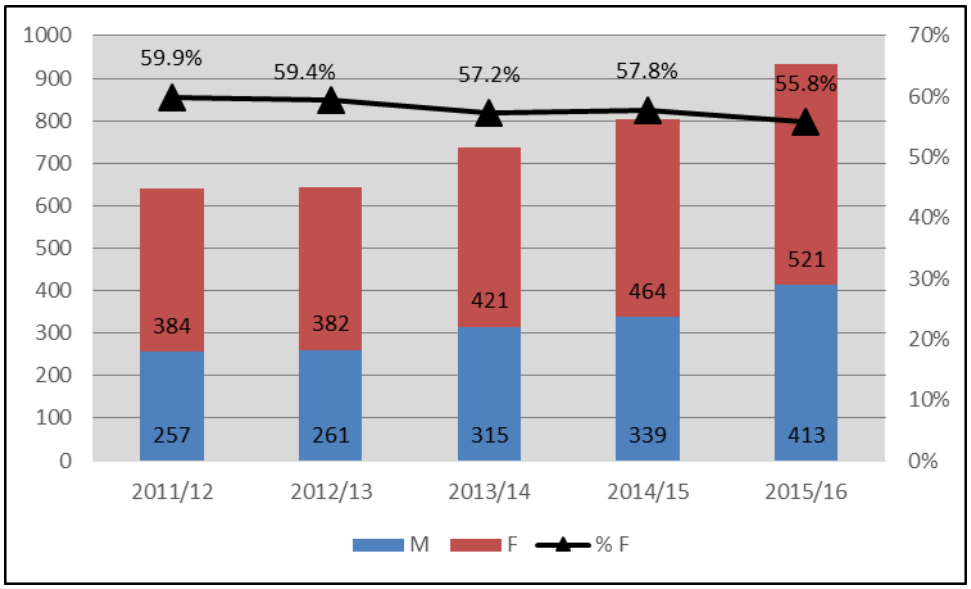

Fig. 4.2 – Total undergraduate cohort in Biosci over time

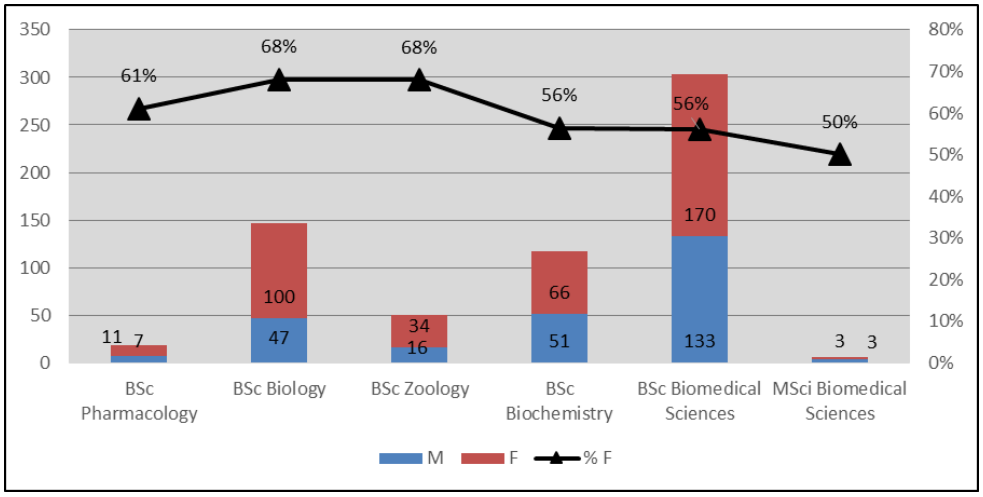

Fig. 4.3 – Total Numbers of undergraduates on the different degree programmes in BioSci in 2011/12

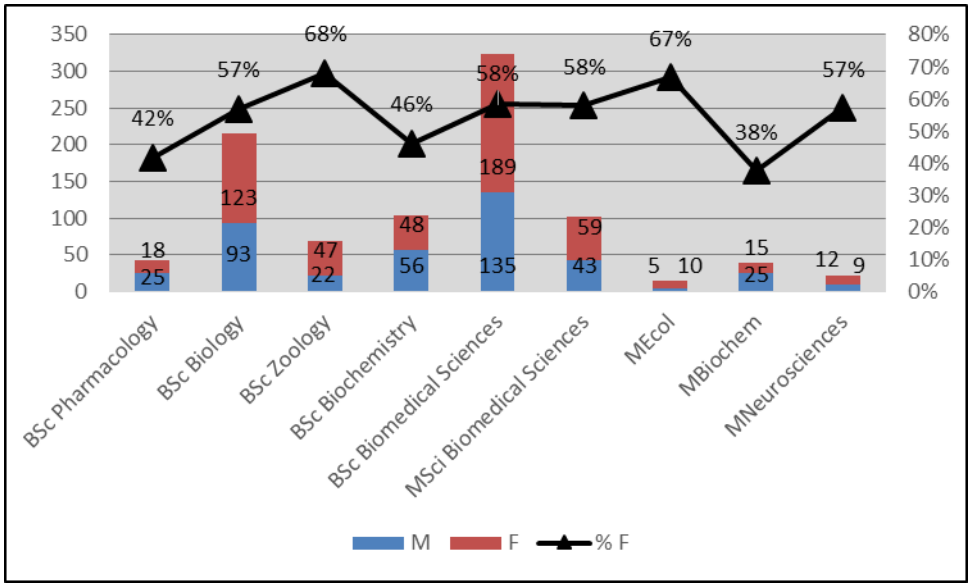

Fig. 4.4 – Total Numbers of undergraduates on the different degree programmes in BioSci in 2015/16

Table 4.1 – The percentage of female students on BioSci degree programmes. Only programmes running since 2011/2012 are included.

Year	BSc Pharm	BSc Biology	BSc Zoology	BSc Biochem	BSc Biomed Science	MSc Biomed Science
2011/12	61%	68%	68%	56%	56%	50%
2012/13	44%	67%	71%	52%	60%	45%
2013/14	47%	58%	79%	47%	59%	47%
2014/15	56%	54%	78%	46%	61%	58%
2015/16	42%	57%	68%	46%	58%	58%

Table 4.2 – The percentage of female students on BioSci degree programmes vs the sector (All) and Russell Group (RG) averages.

Course and JACS code	Year	2012/13	2013/14	2014/15	2015/16
B2 (Bsc Pharmacology)	%F - BioSci	44%	47%	56%	42%
	% F - All	62%	61%	62%	63%
	% F - RG	65%	65%	66%	66%
C1 (BSc Biology)	%F - BioSci	67%	58%	54%	57%
	% F - All	59%	58%	59%	60%
	% F - RG	61%	60%	61%	62%
C9 (BSc Zoology)	%F - BioSci	71%	79%	78%	68%
	% F - All	62%	64%	65%	66%
	% F - RG	64%	66%	67%	68%
C7 (Biochemistry)	%F - BioSci	52%	47%	46%	46%
	% F - All	55%	55%	56%	56%
	% F - RG	53%	55%	55%	57%
B9 (BSc Biomedical Science)	%F - BioSci	60%	59%	61%	58%
	% F - All	73%	73%	72%	72%
	% F - RG	67%	67%	68%	68%
B9 (MSc Biomedical Science)	%F - BioSci	45%	47%	58%	58%
	% F - All	47%	44%	56%	60%
	% F - RG	47%	44%	55%	56%

Offers and acceptance by gender on undergraduate programmes in BioSci

The ratio of entrants to applicants is historically similar for women and men across all programmes in BioSci (Fig. 4.5). However, specific courses have both female (Biology and Zoology) and male-biased ratios (Pharmacology, Biochemistry and Biomedical Sciences) (Table 4.3 and Table 4.4).

Silver Action S2b: *Analyse the relationship between gender and entry tariff for programmes in BioSci for the 2017 cohort.*

Silver Action S2c: *Design new actions to address programme-specific gender biases in numbers and quality of applications, if appropriate.*

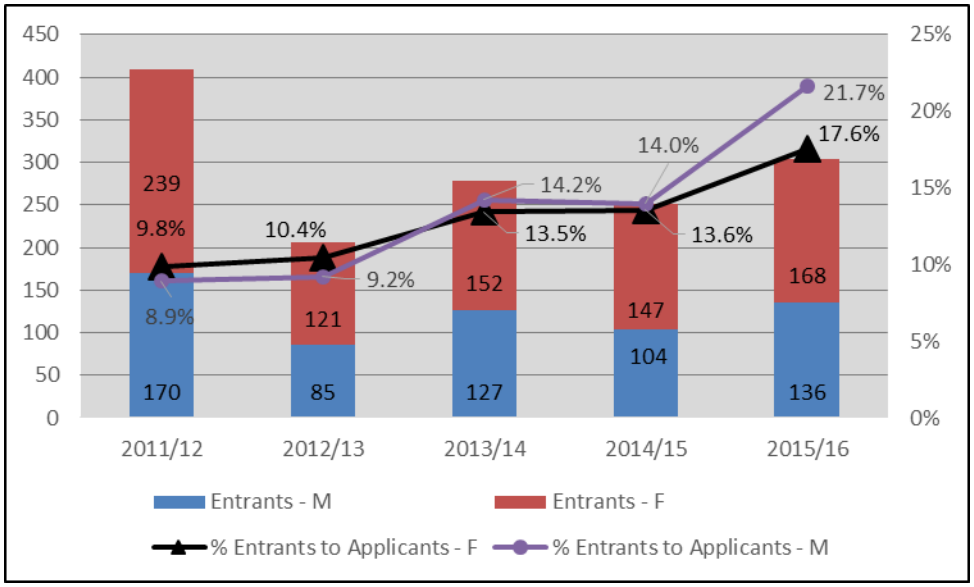

Fig. 4.5 – Numbers of male and female entrants and ratio of entrants to applicants on the different degree programmes in BioSci

Table 4.3 – Applications, offers and entrants for each three year BioSci undergraduate programme

	2011/12		2012/13		2013/14		2014/15		2015/16		Overall	
BSc Pharmacology	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Applications	140	147	72	75	67	70	52	72	43	55	374	419
Offers	76	80	45	43	53	50	39	60	34	47	247	280
Offers/Apps (%)	54.3%	54.4%	62.5%	57.3%	79.1%	71.4%	75.0%	83.3%	79.1%	85.5%	66.0%	66.8%
Entrants	9	9	6	6	7	4	4	7	9	6	35	32
Ents/Offers (%)	11.8%	11.3%	13.3%	14.0%	13.2%	8.0%	10.3%	11.7%	26.5%	12.8%	14.2%	11.4%
Ents/Apps (%)	6.4%	6.1%	8.3%	8.0%	10.4%	5.7%	7.7%	9.7%	20.9%	10.9%	9.4%	7.6%
BSc Biology	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Applications	380	500	185	246	203	227	143	205	149	201	1060	1379
Offers	237	363	135	200	167	196	114	187	122	179	775	1125
Offers/Apps (%)	62.4%	72.6%	73.0%	81.3%	82.3%	86.3%	79.7%	91.2%	81.9%	89.1%	73.1%	81.6%
Entrants	29	45	16	20	32	32	19	30	36	54	132	181
Ents/Offers (%)	12.2%	12.4%	11.9%	10.0%	19.2%	16.3%	16.7%	16.0%	29.5%	30.2%	17.0%	16.1%
Ents/Apps (%)	7.6%	9.0%	8.6%	8.1%	15.8%	14.1%	13.3%	14.6%	24.2%	26.9%	12.5%	13.1%
BSc Zoology	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Applications	196	306	86	148	83	144	80	146	67	116	512	860
Offers	96	194	52	104	63	112	56	111	51	89	318	610
Offers/Apps (%)	49.0%	63.4%	60.5%	70.3%	75.9%	77.8%	70.0%	76.0%	76.1%	76.7%	62.1%	70.9%
Entrants	6	36	4	21	7	20	7	17	9	10	33	104
Ents/Offers (%)	6.3%	18.6%	7.7%	20.2%	11.1%	17.9%	12.5%	15.3%	17.6%	11.2%	10.4%	17.0%
Ents/Apps (%)	3.1%	11.8%	4.7%	14.2%	8.4%	13.9%	8.8%	11.6%	13.4%	8.6%	6.4%	12.1%
BSc Biochemistry	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**

Applications	375	319	192	149	169	145	174	161	88	105	998	879
Offers	259	251	140	132	149	127	147	141	77	93	772	744
Offers/Apps (%)	69.1%	78.7%	72.9%	88.6%	88.2%	87.6%	84.5%	87.6%	87.5%	88.6%	77.4%	84.6%
Entrants	38	32	23	14	21	18	22	19	17	17	121	100
Ents/Offers (%)	14.7%	12.7%	16.4%	10.6%	14.1%	14.2%	15.0%	13.5%	22.1%	18.3%	15.7%	13.4%
Ents/Apps (%)	10.1%	10.0%	12.0%	9.4%	12.4%	12.4%	12.6%	11.8%	19.3%	16.2%	12.1%	11.4%
BSc Biomedical Sciences	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Applications	815	1156	386	544	349	510	255	435	194	366	1999	3011
Offers	509	790	270	408	263	433	208	374	158	308	1408	2313
Offers/Apps (%)	62.5%	68.3%	69.9%	75.0%	75.4%	84.9%	81.6%	86.0%	81.4%	84.2%	70.4%	76.8%
Entrants	88	117	36	60	57	74	43	61	44	60	268	372
Ents/Offers (%)	17.3%	14.8%	13.3%	14.7%	21.7%	17.1%	20.7%	16.3%	27.8%	19.5%	19.0%	16.1%
Ents/Apps (%)	10.8%	10.1%	9.3%	11.0%	16.3%	14.5%	16.9%	14.0%	22.7%	16.4%	13.4%	12.4%

Table 4.4 – Applications, offers and entrants for each four year BioSci undergraduate programme

	2013/14		2014/15		2015/16	
MSc Biomedical	**M**	**F**	**M**	**F**	**M**	**F**
Applications	21	34	37	62	40	72
Offers	14	19	30	44	31	58
Offers/Apps (%)	66.7%	55.9%	81.1%	71.0%	77.5%	80.6%
Entrants	3	4	9	12	11	11
Ents/Offers (%)	21.4%	21.1%	30.0%	27.3%	35.5%	19.0%
Ents/Apps (%)	14.3%	11.8%	24.3%	19.4%	27.5%	15.3%
MEcol			**M**	**F**	**M**	**F**
Applications			2	2	5	4
Offers			0	2	4	
Offers/Apps (%)			0.0%	100.0	80.0%	0.0%
Entrants			0	1	2	
Ents/Offers (%)			N/A	50.0%	50.0%	N/A
Ents/Apps (%)			0.0%	50.0%	40.0%	0.0%
MBiochem					**M**	**F**
Applications					41	30
Offers					38	27
Offers/Apps (%)					92.7%	90.0%
Entrants					7	6
Ents/Offers (%)					18.4%	22.2%
Ents/Apps (%)					17.1%	20.0%
MNeurosciences					**M**	**F**
Applications					1	6
Offers					1	5
Offers/Apps (%)					100.0%	83.3%
Entrants					1	4
Ents/Offers (%)					100.0%	80.0%
Ents/Apps (%)					100.0%	66.7%

The E&D committee looked into the possible reasons for the drop in proportion of female students over time (Fig. 4.2) – particularly in 2015/2016 - and concluded that the most likely reason was a temporary decrease in the UCAS entry tariff for the 2015/16 intake. Indeed, the proportion of female entrants to BioSci in 2016 (based on preliminary analyses of the 2016/17 cohort; full data are not yet available) jumped to 67% along with a sharp increase in the UCAS tariff (Table 4.5).

Table 4.5 – Average UCAS entry tariff of the undergraduate cohort

	2012	2013	2014	2015	2016
Average UCAS tariff – M	326	318	318	303	327
Average UCAS tariff – F	323	319	323	311	332
Overall average tariff	324	319	321	307	330
Intake – M	82	115	110	139	86
Intake – F	110	145	140	168	176
Percentage of intake - F	57.3%	55.8%	56.0%	54.7%	67.2%

Degree classifications by gender

In general, female students get better degree grades than males in BioSci (Fig. 4.6), with 10-20% more women obtaining a 'good' (2.1 or 1st) degree than men in all years except 2010/11, when the difference was 6%. This difference in performance cannot be explained by gender difference in entry tariffs – the average entry tariff (2012) for the 2014/15 graduates (the one year for which we have data on both) was actually slightly higher for men than for women (Table 4.1). This gender discrepancy is the number of students getting 'good' degrees is particularly pronounced in the two largest programmes – the BSc Biology and the BSc Biomedical Sciences – but is present in all programmes in 2014/15, though not in 2010/11 (Figs 4.7 and 4.8).

The reasons for this relative underperformance of men are difficult to know, but to some extent are reflective of a wider trend in UK universities – in 2013/14, 82% of men with entry tariffs of AAB (320 UCAS points; approximately the average tariff of Biology in most years) got 'good' degrees compared with 88% of women – a difference of 6% (http://www.hefce.ac.uk/pubs/Year/15/1521/#alldownloads). The difference in other UK Biology departments (and in the Russell Group) is slightly higher, averaging 7% between 2012/13 and 2014/15. Moreover, other STEM subjects at the University of Southampton within the same Faculty as Biology (Chemistry, Oceanography) also show female-biased gender disparities in degree classifications of over 20% in some years.

Given that the BioSci differences were broadly similar to other universities and other STEM subjects until 2012/13 (roughly 10%) and subject to considerable year-to-year fluctuation, the E&D committee did not initiate any specific actions to address this issue, as our main focus has been on addressing 'leaky pipeline' issues identified in the Bronze submission. In addition, all exams and all coursework (where practical) marking is anonymized, which should remove any gender biases in marking. However, the 20% discrepancy in outcomes in 2014/15 combined with there now being at least a 10% discrepancy for 4 years suggests that there may be issues that prevent men from performing as well academically as they should that are specific to BioSci.

***Silver Action S3a**: Set up focus groups with UGs to identified perceived reasons for the poor academic performance of men.*

***Silver Action S3b**: Break down gender differences in performance by programme, year and assessment type (coursework vs exams).*

***Silver Action E1a**: Change Terms of Reference (ToR)for E&D to ensure inclusion of both male and female undergraduate representation on the E & D committee.*

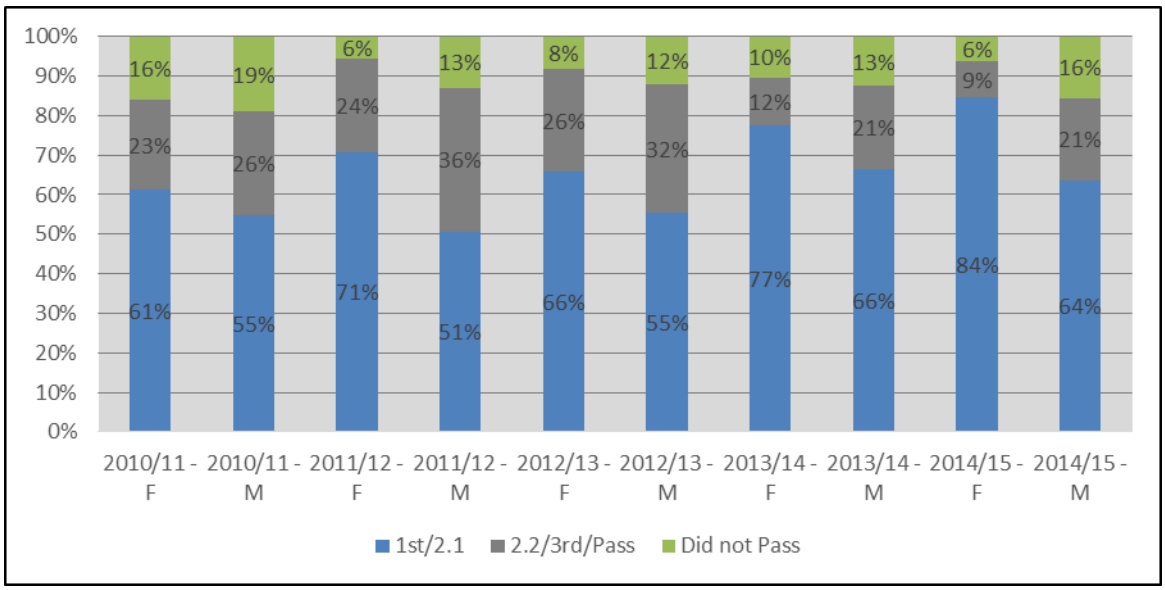

Fig. 4.6 – Percentages of male and female undergraduate students obtaining different degree classifications in BioSci. Note that 'Did not pass' includes non-graduating exits from all years for any reason.

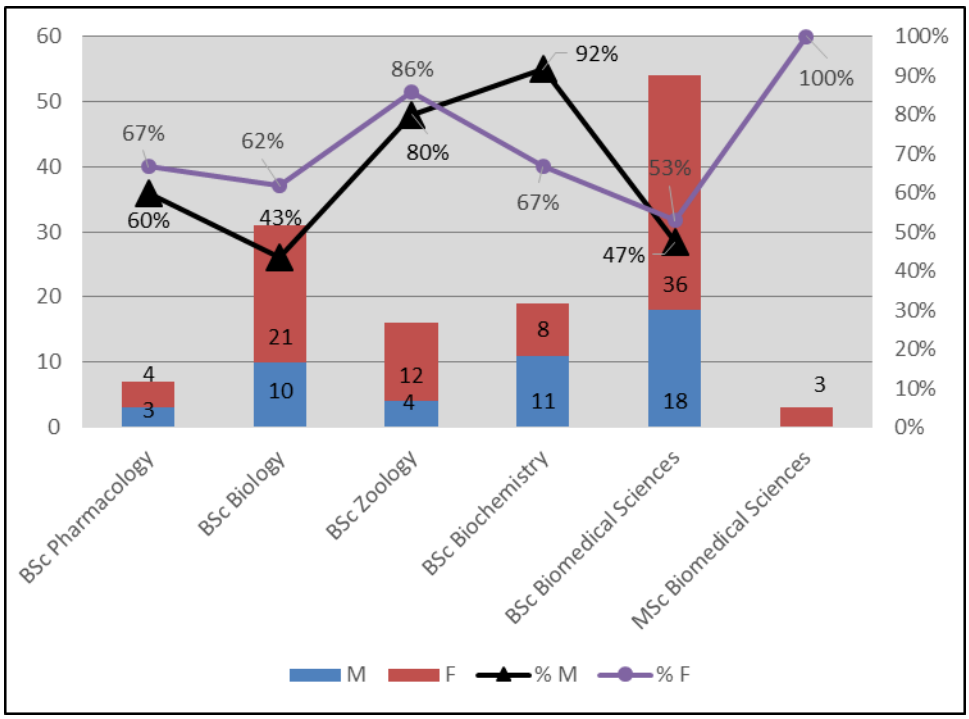

Fig. 4.7 – Numbers and percentages of students obtaining 'good' (2.1/1st) degrees by programmes in BioSci in 2010/11.

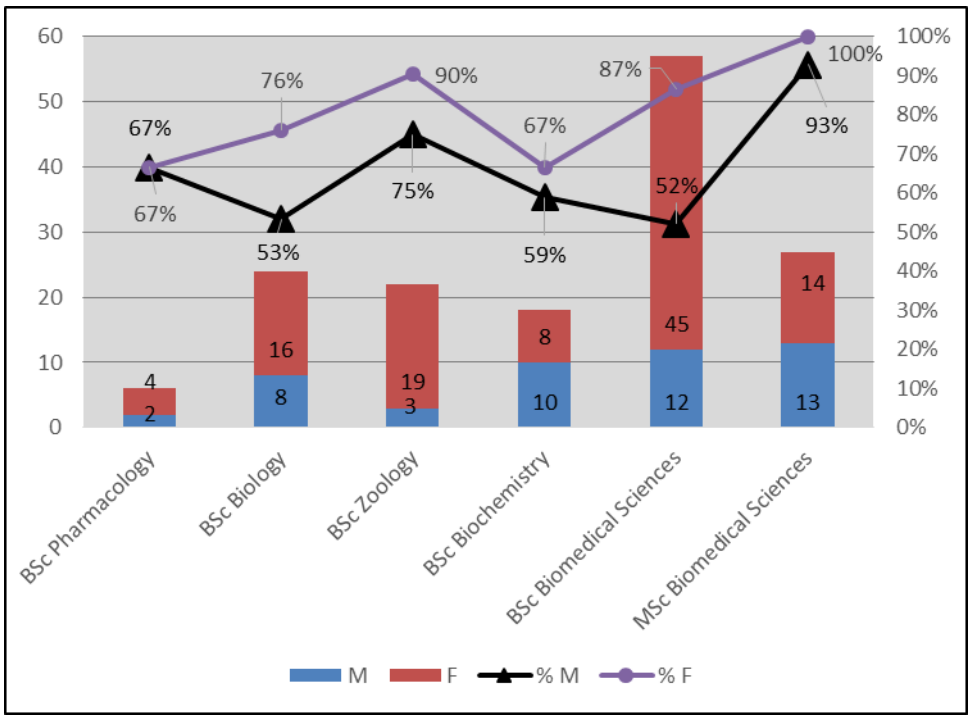

Fig. 4.8 – Numbers and percentages of students obtaining 'good' (2.1/1st) degrees by programmes in BioSci in 2014/15.

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

BioSci does not offer any postgraduate-entry taught degree courses.

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

The majority of the postgraduate research students in BioSci are enrolled in PhD programmes, but the department has recently (2013/14) started offering MRes programmes. Over 80% of PGRs are enrolled as 'Biology' (C1) students, and a shift in gender ratios from fewer women (47% 2012/2013; sector and RG average 55%) to more women (57% 2015/2016; sector 53%;RG average 552%). Most PGR students in BioSci are full-time, but there are small numbers of part-time students who are disproportionately female (Fig. 4.9) and decreasing.

***Silver Action S1b**: Survey current and past PT PGRs to identify reasons for the decline in PT PGRs.*

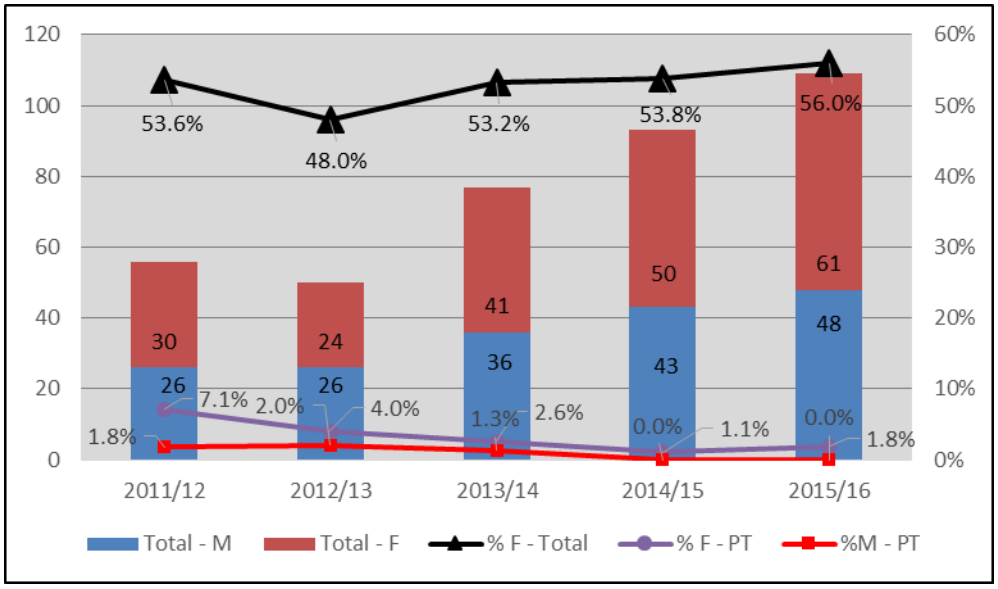

Fig. 4.9– Numbers of postgraduate students in BioSci, and the percentages of these that are part-time.

Most of these students are PhD students, but there were also 6 MRes students in 2013/14 (1 M, 5 F), 11 in 2014/15 (4 M, 7 F) and 16 in 2015/16 (7 M, 9 F) (Table 4.4).

Table 4.4 – Applications, offers and entrants for the MRes programmes in BioSci

	2013/14		2014/15		2015/16	
Mres Wildlife Conservation	**M**	**F**	**M**	**F**	**M**	**F**
Applications	3	5	14	28	21	24
Offers	1	5	6	7	3	8
Offers/Apps (%)	33.3%	100.0%	42.9%	25.0%	14.3%	33.3%
Entrants	1	5	4	7	2	8
Ents/Offers (%)	100.0%	100.0%	66.7%	100.0%	66.7%	100.0%
Ents/Apps (%)	33.3%	100.0%	28.6%	25.0%	9.5%	33.3%
MRes Advanced Biological Sciences					**M**	**F**
Applications					9	13
Offers					5	2
Offers/Apps (%)					55.6%	15.4%
Entrants					5	1
Ents/Offers (%)					1	0.5
Ents/Apps (%)					55.6%	7.7%

Table 4.5 – Applications, offers and entrants for PhD students in BioSci

	Application		Offer		Accept		Entrant				
Year	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**% Entrants to Applicants - M**	**% Entrants to Applicants - F**	**% Female entrants**
2011/12	117	133	19	15	16	13	15	10	12.8%	7.5%	40.0%
2012/13	45	44	5	7	5	6	6	5	13.3%	11.4%	45.5%
2013/14	119	131	15	17	14	16	14	15	11.8%	11.5%	51.7%
2014/15	138	156	14	19	11	18	10	19	7.2%	12.2%	65.5%
2015/16	75	99	5	12	5	12	5	11	6.7%	11.1%	68.8%

The ratio of offers to applicants have been more favourable for women than for men since 2013/14 for PhD students, and has been nearly double that for men in 2014/15 and 2015/16. In addition, the proportion of female entrants has increased from a rather low 40% in 2011/12 to 68% in 2015/16 (Fig. 4.10; Table 4.5) – this means there is no longer a 'leaky pipeline' between UG and PGRs in BioSci (Table 4.6).

The most likely reason for this change were actions put in place from our bronze action plan (**Bronze Action B1**). These include changing the wording of PhD advertisements since 2013 to better identify measures to help female career progression (including flagging the Athena Bronze award), offers of mock interviews and recording membership of interview committee members. These measures appear to have contributed to the recent reversal in the gender balance of the PGR intake (Fig 4.10; Table

4.5); however, this may also partially reflect the higher degree classifications of female UGs (Fig. 4.6).

The MRes intake is also female-biased, but has become less so in 2015/16 due to the strong male bias – including in the entrants to applicants ration - in the new MRes in Advanced Biological Sciences programme (Table 4.4).

The female bias in the MRes in Wildlife Conservation is less surprising given that the somewhat comparable BSc Zoology programme is usually also female biased (Table 4.2), but we will monitor this.

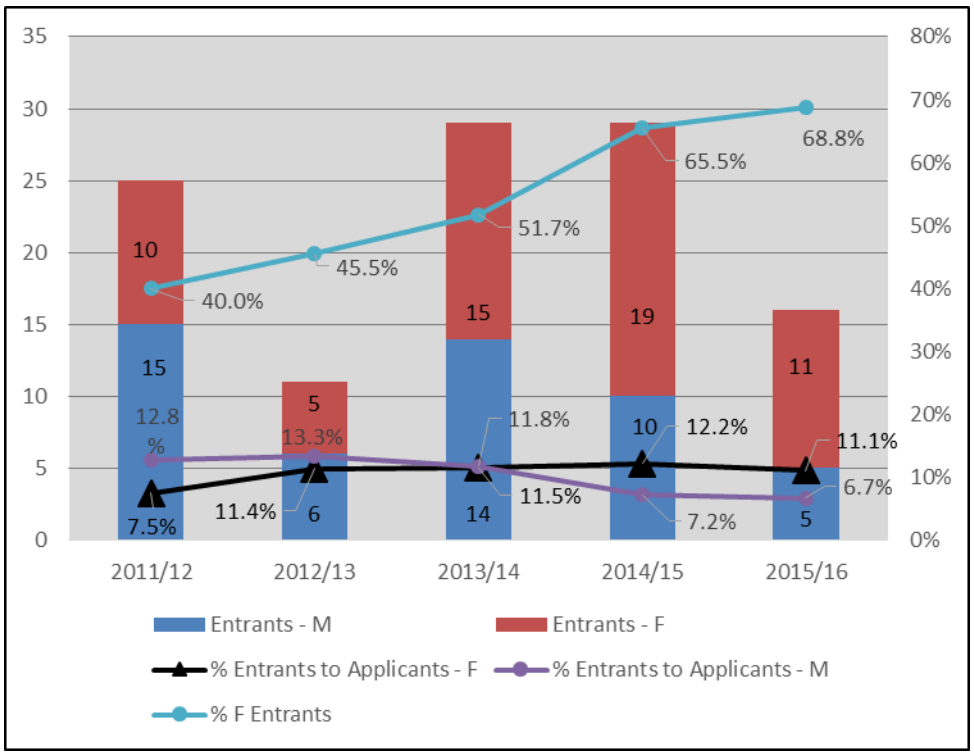

Fig. 4.10 – PhD entrants and entrant to applicant ratios for BioSci

(v) Progression pipeline between undergraduate and postgraduate student levels

Table 4.6 – Male/female PGR students as a percentage of UG students in BioSci

Year	% Male PGRs relative to UGs	% Female PGRs relative to UGs
2011/12	10.0%	7.8%
2012/13	10.0%	6.3%
2013/14	11.3%	9.7%
2014/15	12.6%	10.8%
2015/16	11.5%	11.7%
Grand Total	11.2%	9.5%

The percentage of female and male PGR students relative to UG students (across all years) have been male-biased until 2015/2016 (Table 4.6). This is clearly positive news; however, if current recruitment trends continue, this ratio could become female-biased for the reasons outlined in the previous section.

4.2. Academic and research staff data

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

All academic staff at the University follow a standardized career pathway schematic that aligns skills and academic vocation with their career progression, and is designed to support individuals in planning their career objectives (Fig 4.11).

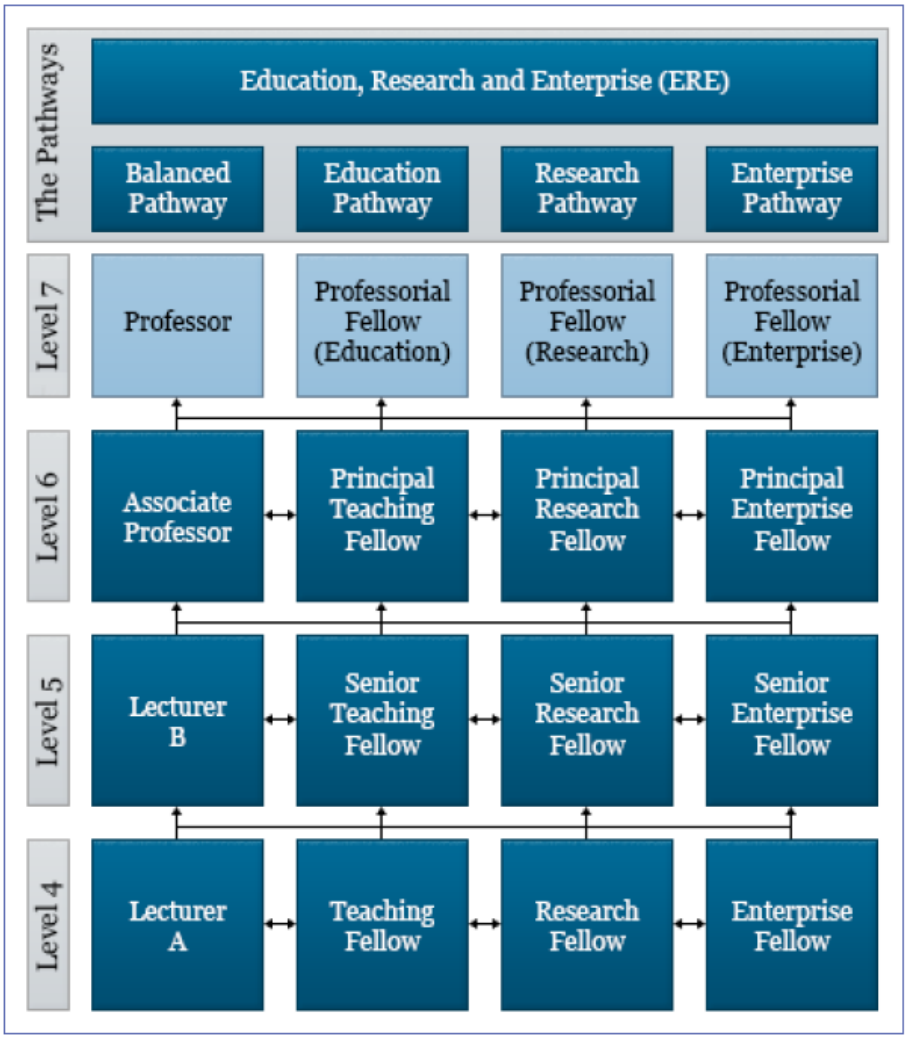

Fig. 4.11 – Map of academic (ERE) career pathways, showing how job titles map to pay grades

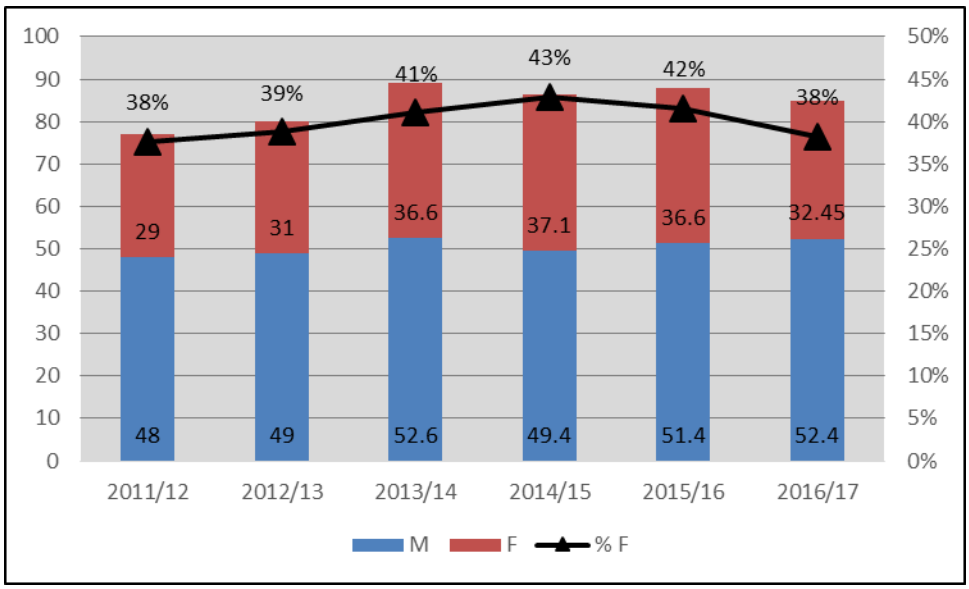

Fig. 4.12 – Total academic staff (Full-time equivalents) in BioSci. This includes balanced contract academics, teaching, research and enterprise staff.

The overall proportion of academic staff who are female in BioSci has remained relatively constant over the last 6 years (between 38-42%) (Fig. 4.12). However, since BioSci was awarded a Bronze award, the numbers of female academic staff (Levels 5-7) have all increased (Fig. 4.13 and 4.14).

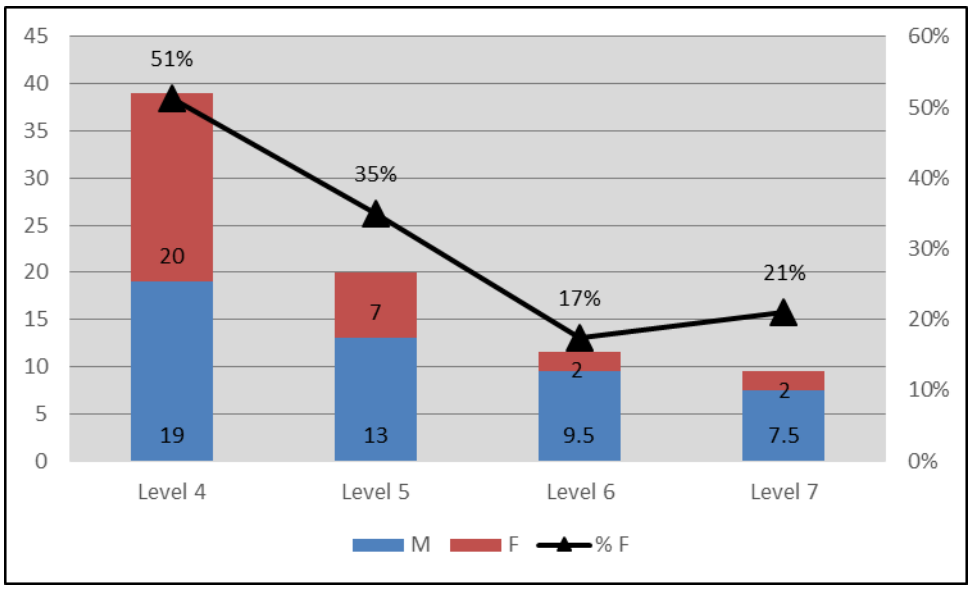

Fig. 4.13 – Academic staff by pay grade in 2012/13

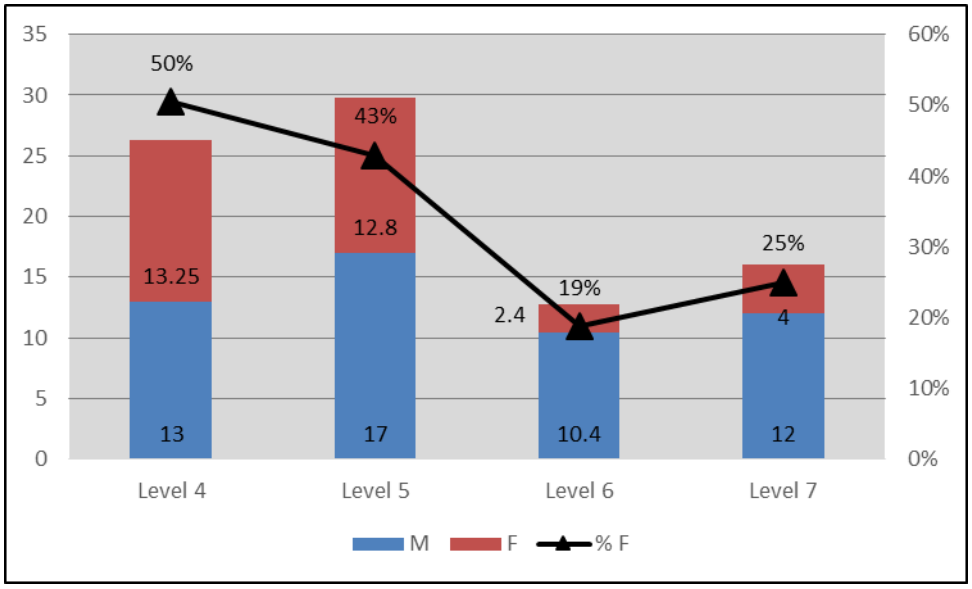

Fig. 4.14 – Academic staff by pay grade in 2016/17.

Of particular note is the rate of increase of female academics at Levels 5 and 6 in BioSci has been much higher than the Russel Group between 2012/2013 and 2015/2016 (Table 4.5), and higher than the sector average for Level 5 – a key point in the leaky pipeline (Table 4.7). By contrast, BioSci has slighter more female professors than the RG or UK median value – this has changed little since 2012/2013.

Table. 4.7 - Comparison of BioSci with sector and Russel Group medians. Values are for 2015/2016; the percentage change is the difference between 2015/2016 values and 2012/2013 values.

HESA level	BioSci Equiv.	BioSci	% Change	RG median	% Change	UK median	% Change
Researchers	**Level 4**	59.4%	8.1%	49.41%	-1.14%	50.1%	-2.3%
Lecturers	**Level 5**	39.7%	9.3%	45.83%	5.83%	49.0%	4.4%
Senior Lecturers	**Level 6**	26.60%	9.21%	27.27%	0.12%	44.6%	11.3%
Professors	**Level 7**	20.00%	-1.05%	17.25%	2.25%	14.3%	-1.2%
Academic Staff	**Level 5-7**	31.43%	4.60%	32.76%	3.49%	40.2%	3.5%

Numbers of research-only academics, most of whom are postdoctoral research fellows on fixed-term funding, have fallen in recent years and the proportion who are female is currently 58% (Figs. 4.15 – 4.17). The cohort is dominated by staff at Level 4. Very small numbers are at Level 5 and none at Levels 6 or 7.

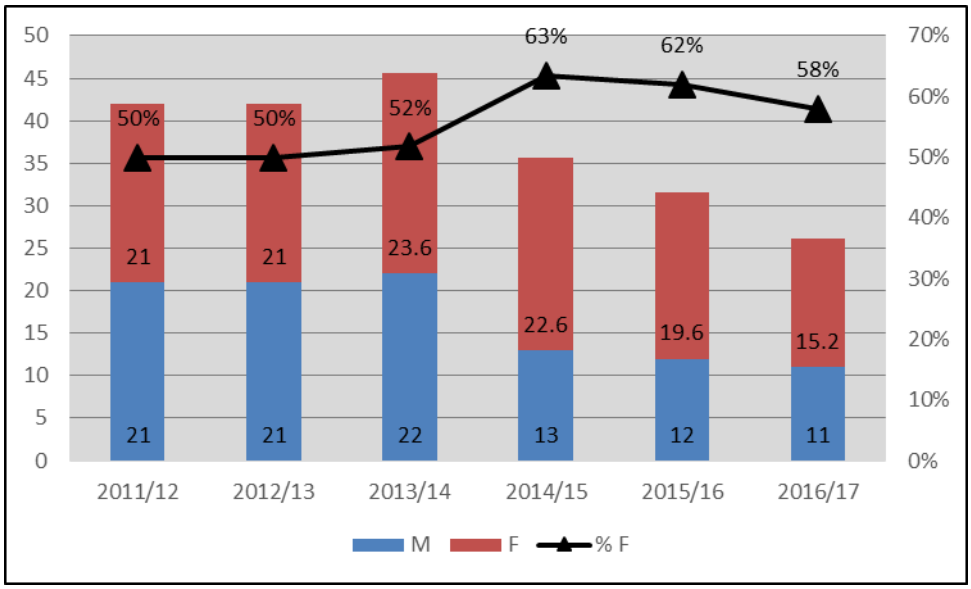

Fig. 4.15 – Total staff in BioSci on the Research pathway

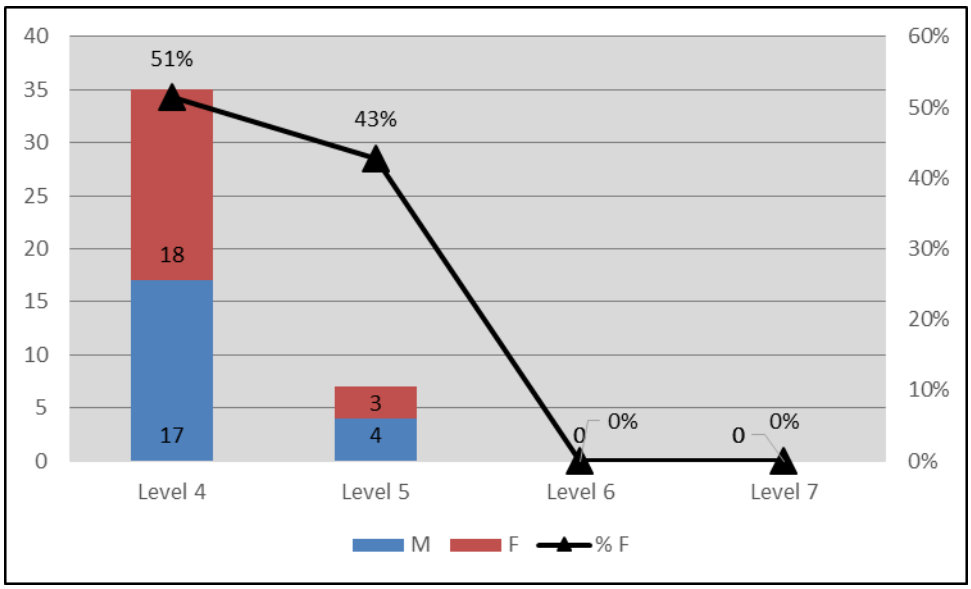

Fig. 4.16 – Research staff by pay grade in 2012/13

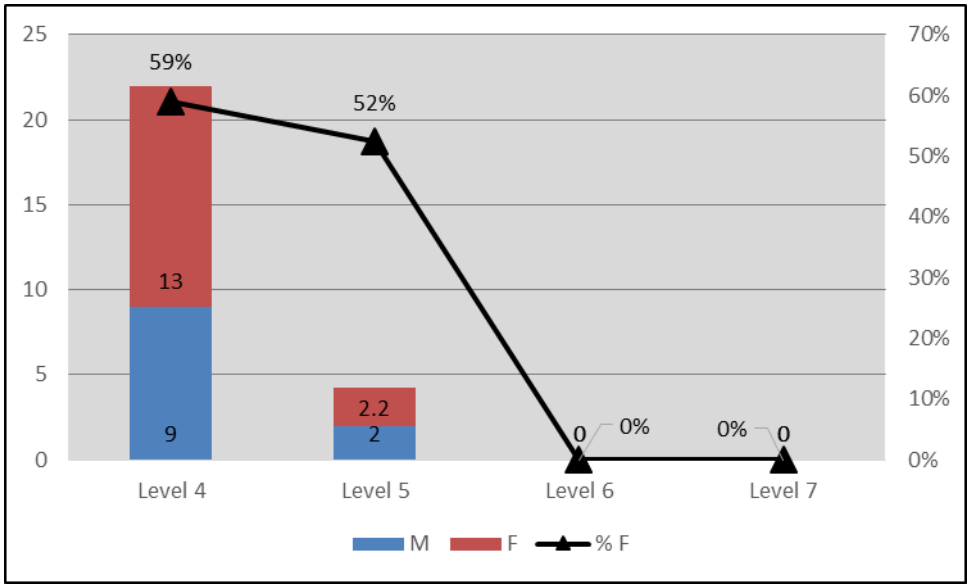

Fig. 4.17 – Research staff by pay grade in 2016/17

BioSci also has some academics on a teaching-only education pathway. The numbers are small (7 in 2016/17), but have generally become less male-biased over time (Fig 4.18). This historical male-bias is reflected in the distributions of pay grades – in 2012/13 the one woman employee was at Level 4 (Teaching Fellow), with the six men evenly split across levels 4, 5 (Senior Teaching Fellow) and 6 (Principal Teaching Fellow). By 2016/17, the two women on this pathway were both at Level 5, with one man at Level 4, and two men at each of Level 5 and 6. Of these staff, two (M) are on fixed-term contracts.

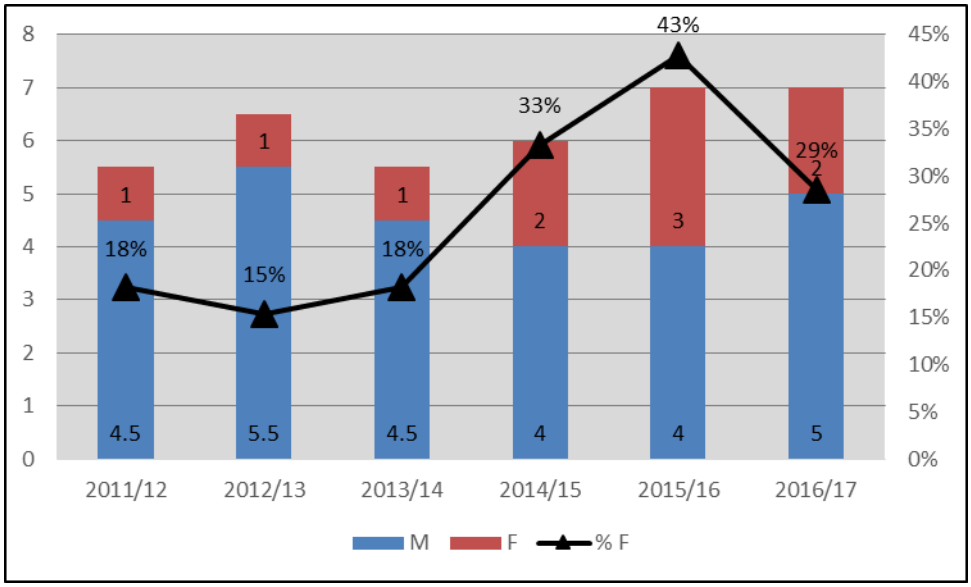

Fig. 4.18 - Total staff in BioSci on the Education pathway

BioSci also had a single person (male) on the Enterprise pathway between 2011/12 and 2015/16, but none in 2016/17.

Part-time working

A relatively small proportion of BioSci staff work part time. Encouragingly, both the proportion of part-time staff and gender equality has increased considerably since the Bronze award, and has been around 10% for both men and women in both of the last two years (Fig. 4.19).

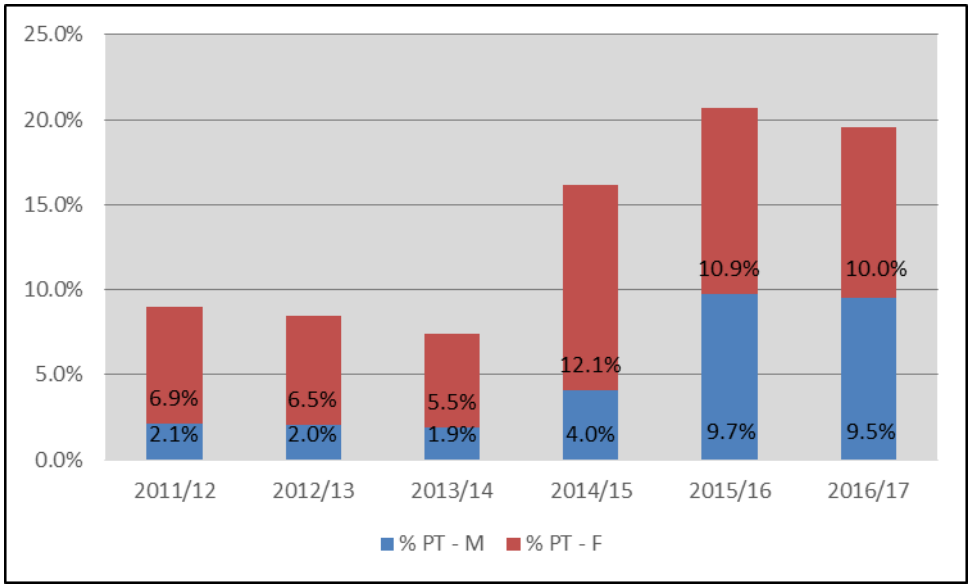

Fig. 4.19 - Proportions of staff working part-time by gender in BioSci

The reason for the increase in part-time working (and particularly the increase in male part-time working) is due to increases in the proportions of staff at Levels 5 to 7 working part-time (Fig. 4.20) – that is permanent academic staff. While the reasons for part-time working may not always

be directly related to caring responsibilities, this suggests that part-time working is embedded within BioSci at all levels.

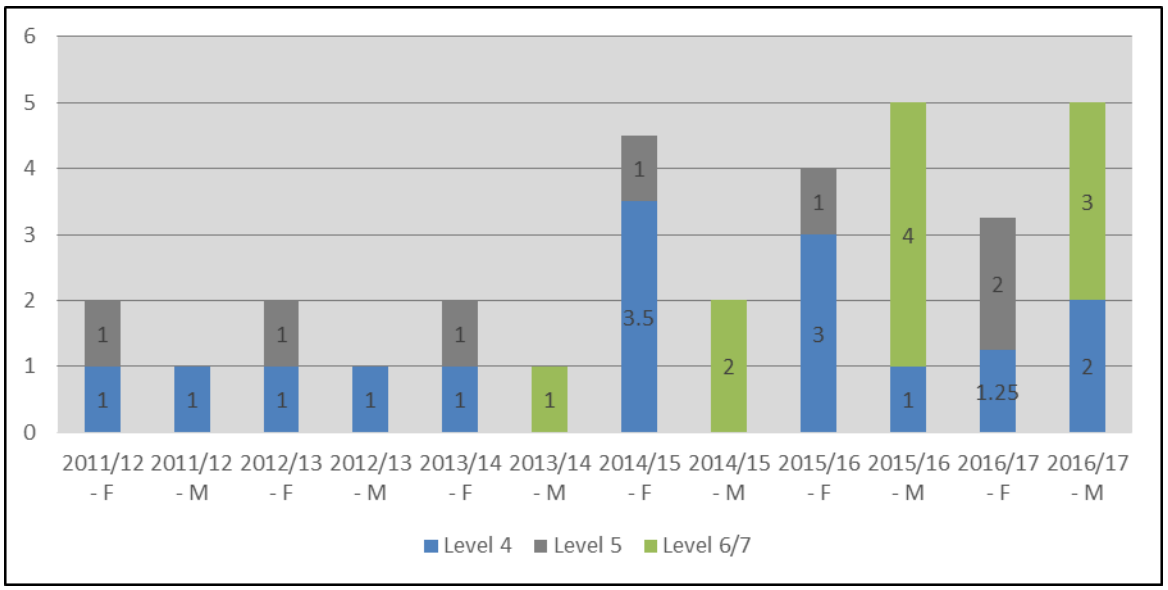

Fig. 4.20 - Number of part time staff by level, year and gender in BioSci

SILVER APPLICATIONS ONLY
Comment on the transition of technical staff to academic roles.

To date a single member of staff has transitioned from a technical to an academic role (in 2015). However, the new appraisal system should make this process somewhat easier in the future and enable technical staff who do have the right background (e.g. publications and postdoctoral experience in previous roles) to transition into academic pathways if this of interest.

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

The number of women on fixed term contracts has historically been higher than for men in BioSci overall (Fig. 4.21). This gender difference is mainly due to the prevalence of fixed term researchers at level 4, who are about 50% female (Figs 4.22 and 4.23), and lower percentages of women on Level 5 and above, which are usually permanent contracts. However, if broken down by job pathway, it becomes clear that even within the Research pathway (which is mostly fixed term), the proportion of women on fixed-term contracts is higher than men, though the numbers are small. The situation is similar for the Education pathway, though again the numbers here are very small (Table 4.8). As all staff are able to move to open-ended contracts after 4 years and indeed are automatically moved onto such contracts by BioSci, this gender discrepancy in FT contracts is a

reflection of fewer female postdoctoral researchers being in BioSci for at least 4 years. The proportion of staff on FT contracts has decreased recently with the number of postdoctoral researchers (Fig. 4.21).

***Silver Action C1**: Make individuals and their line managers aware of the University process for moving onto an open ended contract via emails from HR, the Head of BioSci and through appraisal meetings with line managers.*

Table 4.8- Fixed-term (FT) and open-ended (open) contracts by career pathway in BioSci

Pathway	FT - M	FT - F	Open - M	Open - F	% FT - M	% FT - F
Balanced						
2011/12	1		21.5	7	4%	0%
2012/13	1.6	1	20.9	7	7%	13%
2013/14	1.6	1	24.5	10	6%	9%
2014/15	4.6	1.6	27.8	10.4	14%	13%
2015/16	6.6	1.6	28.8	11.4	19%	12%
2016/17	5.6	1.6	30.8	13.4	15%	11%
Education						
2011/12	1	1	3.5		22%	100%
2012/13	2	1	3.5		36%	100%
2013/14	1	1	3.5		22%	100%
2014/15	1	2	3		25%	100%
2015/16	1	3	3		25%	100%
2016/17	2	1	3	1	40%	50%
Research						
2011/12	18	19	3	2	86%	90%
2012/13	17	19	4	2	81%	90%
2013/14	17	22	5	1.6	77%	93%
2014/15	10	20	3	2.6	77%	88%
2015/16	9	18	3	1.6	75%	92%
2016/17	8	14	3	1.2	73%	92%

BioSci has no academic staff on zero-hour contracts.

More generally, all fixed term contract staff at the University are offered redeployment opportunities in alternative positions for which they are qualified. However, as the postdoctoral research pool in BioSci is not large, such opportunities are not often available, nor do they necessarily offer the kind of career advancement looked for by postdoctoral staff. As such, a major initiative of the BioSci E&D committee has been to improve the overall employability of fixed term postdoctoral staff (Section 5).

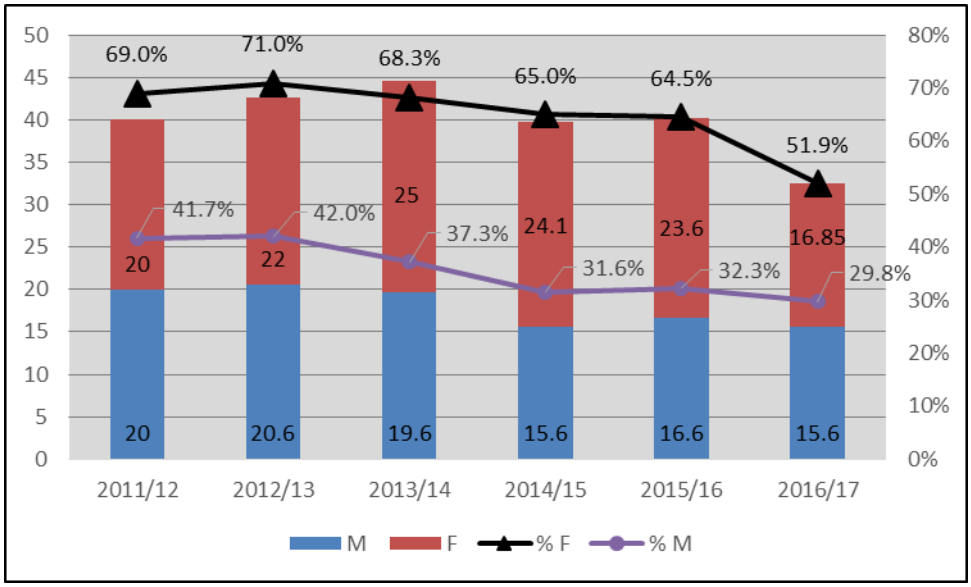

Fig. 4.21 – Number of academic staff and percentage of total academic staff on fixed term contracts

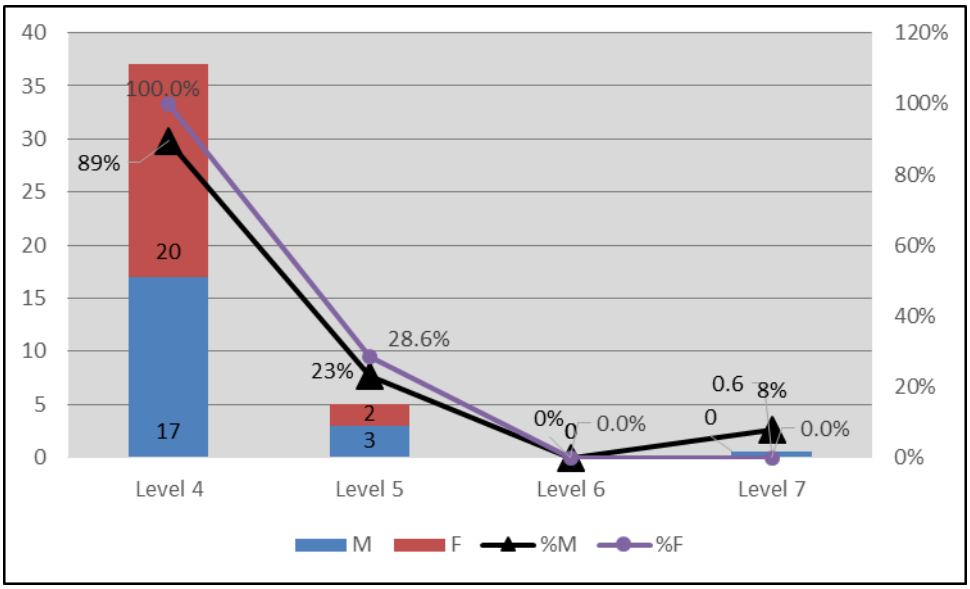

Fig. 4.22 – Fixed term academic staff by pay grade in 2012/13

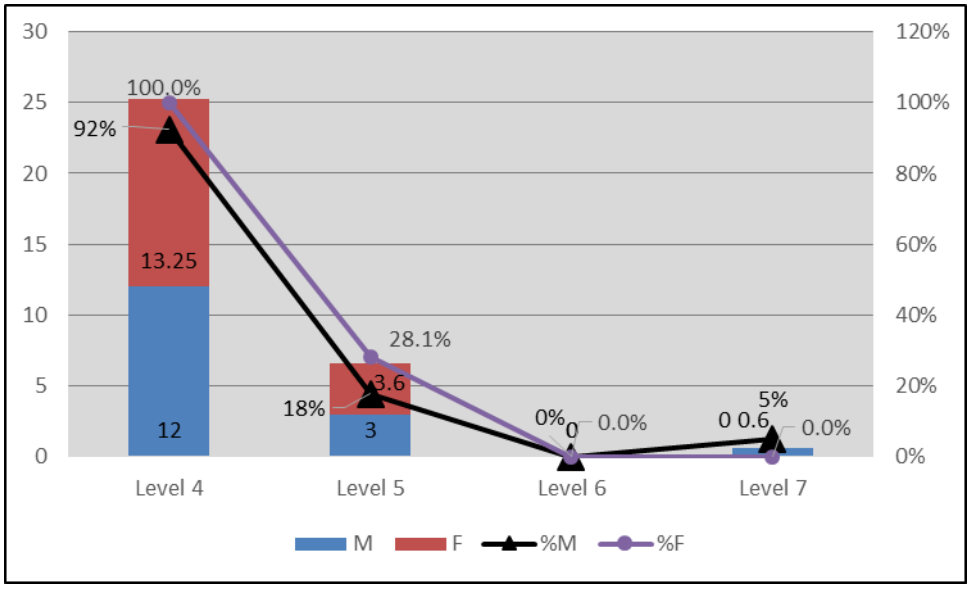

Fig. 4.23 – Fixed term academic staff by pay grade in 2016/17

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

Turnover in BioSci of academic staff (including fixed term researchers) is historically similar for males and females (Fig. 4.24) and relatively low overall. The vast majority of turnover is for fixed term Research staff: only three male balanced pathway academics were not research staff. There is otherwise no evidence of a gender bias in leaving rates in postdoctoral staff (Table 4.9). Therefore, the most common reason for leaving is the end of a fixed term contract (Table 4.10). Indeed, this the exclusive reason

for female staff leaving between 2011-2016 (the last year data is available), while some males left for other reasons but mainly resignation. This gender disparity may indicate a 'leaky pipeline' – exit surveys conducted by HR indicate that at least some of the male Level 4 in-post resignations reflect obtaining permanent academic positions elsewhere. These findings partially fulfil **Bronze Action A2**, but a reduction in HR resource to conduct interviews in the last two years means our last available data is for 2014/15. University-wide exit interviews exist since 2017.

***Silver Action C2**: Analyse results of 2017/2018 exit survey for any gender-related issues.*

All leavers were on full-time contracts, except for one Level 4 female researcher on a 0.6 fixed term contract who left in 2014/15, meaning no conclusions can be drawn about how contract hours affects leavers.

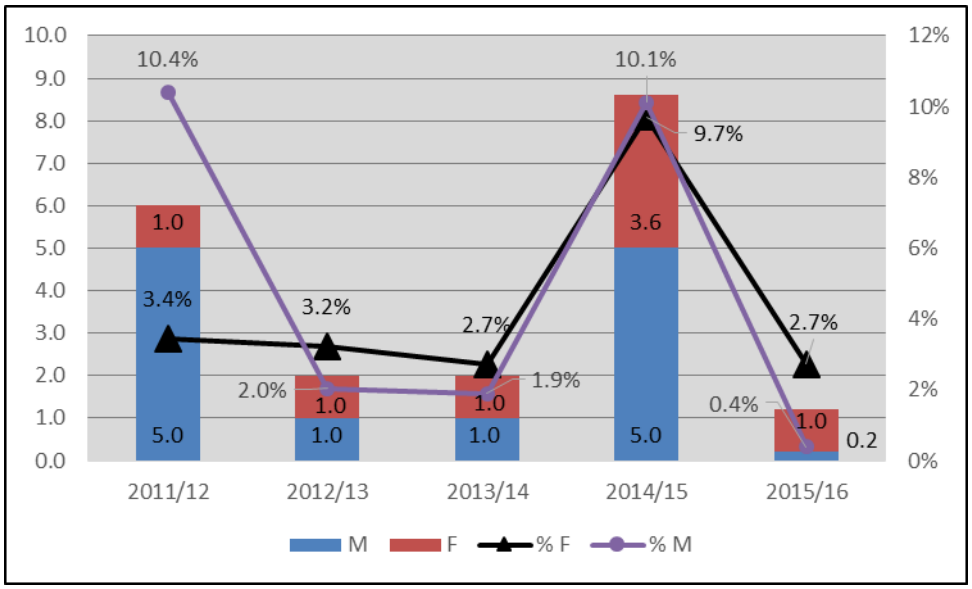

Fig. 4.24 – Academic staff exits by year, and as percentage of total staff numbers

Table 4.9 – Number of leavers and leaving rates for research staff (percentage of staff leaving) by gender in BioSci

Year	Male	Female	% leaving M	% Leaving F
2011/12	4	1	19%	5%
2012/13		1	0%	5%
2013/14	1	1	5%	4%
2014/15	5	4	38%	18%
2015/16		1	0%	5%

Table 4.10 – Summary of reasons given for staff leaving. Grades 5-7 are combined due to the very low numbers. Note there were no recorded female departures between Levels 5 and 7.

	Level 4		Level 5 - 7
Year	**M**	**F**	**M**
2011/12	**4.0**	**1.0**	**1.0**
End of Fixed Term Contract	3.0		
Resignation - Other/Not Known	1.0		
Resignation – Relocation		1.0	
Voluntary Severance			1.0
2012/13		**1.0**	**1.0**
End of Fixed Term Contract		1.0	
Resignation - Other/Not Known			1.0
2013/14	**1.0**	**1.0**	
End of Fixed Term Contract	1.0	1.0	
2014/15	**5.0**	**3.6**	
End of Fixed Term Contract	4.0	3.6	
Resignation - Other/Not Known	1.0		
2015/16		**1.0**	
End of Fixed Term Contract		1.0	
Resignation - Other/Not Known			0.2

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
[5730/6500 words]

5.1. Key career transition points: academic staff

(i) Recruitment

A key action (**Bronze Action B2**) was to increase the application rate of women for academic positions. A specific action adopted has been for all academic job adverts to highlight our commitment to gender equality and stating that we will be "able to provide flexible working opportunities in a part-time or job share capacity and due consideration will be given to applicants who have taken a career break".

In addition, since 2013 only staff who have passed unconscious bias and managing for diversity online training programmes are allowed on academic interview panels (**Bronze Action B3**) – compliance has been 82%. Composition of all interview panels are monitored, and obliged to have at least one female member – this was actually the case for 16 of 18 interview panels. All academic staff appointment panels aim for at least 30% female composition – the average since 2013 was 35% – we do not aim for higher numbers to avoid overloading female staff.

The above measures appear to have been successful. The proportion of female applicants for entry level academic jobs (Level 5) has increased from 26% between 2010 and 2012 to 32% between 2013 and 2016 (Table 5.1). This has translated into 6 new female academics being hired between 2013 and 2016 (out of a total of 15 hires; 40%), and a 9.3% increase in Level 5 female staff since 2012/2013 as compared to the 5.8% increase at this level in the Russel Group (Table 4.5). Finally, a survey of academic staff appointed since 2013 conducted in 2016 showed that all staff noticed that BioSci had an Athena SWAN award, and that for 50% of women (3 of the 6 hired; two did not complete the survey), having the Athena Bronze award positively affected their decision to apply. One commented:

"I would not have applied to a department that does not have an Athena SWAN award".

As such, while female academics are still under-represented in BioSci both compared to our undergraduate cohort and the sector, our actions appear to be effective in reducing the 'leaky pipeline'.

Table 5.1 – Job applications and success rate for academic jobs in BioSci by grade and year

	Application		% Female Apps	Shortlisted		Offered		Appointed		Appnts/Apps	
2011/12	**M**	**F**		**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Level 4	150	110	42.3%	21	15	7	6	7	6	4.7%	5.5%
Level 5	130	46	26.1%	13	3	4	1	4	1	3.1%	2.2%
Level 6	32	12	27.3%	4	1	1		1		3.1%	0.0%
Level 7	12	2	14.3%							0.0%	0.0%
2012/13	**M**	**F**		**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Level 4	91	74	44.8%	11	12	3	5	3	5	3.3%	6.8%
Level 5	89	32	26.4%	9	5	1	4	1	2	1.1%	6.3%
2013/14	**M**	**F**		**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Level 4	48	37	43.5%	14	13	5	5	4	3	8.3%	8.1%
Level 5	44	22	33.3%	4	2	1		1		2.3%	0.0%
Level 6	76	48	38.7%	3	4	2		2		2.6%	0.0%
2014/15	**M**	**F**		**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Level 4	53	34	39.1%	18	14	4	5	4	5	7.5%	14.7%
Level 5	87	33	27.5%	9	1	4		3		3.4%	0.0%
Level 6	100	61	37.9%	9	5	3	3	2	2	2.0%	3.3%
2015/16	**M**	**F**		**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Level 4	33	26	44.1%	5	10	3	4	3	4	9.1%	15.4%
Level 5	154	84	35.3%	14	7	4	5	2	4	1.3%	4.8%

(ii) Induction

All new academic staff (including fixed term postdoctoral staff) are given a line manager who oversees their 2 year probation period. Staff are given a letter after 3 months from the HoD outlining the requirements of completing probation and the role of their line manager. They are also informed of the University-wide mentoring scheme available to all staff, the WISET network (http://www.wiset.soton.ac.uk/) and Springboard development programmes available to women, and made aware of the mandatory online equality and diversity training courses – the latter is monitored by the HoD.

In addition, since November 2013, an induction session for all new staff runs every three months, given by the HoD or a senior academic, in which the structure of the University, Faculty and governance of the Department is discussed. The attendance record of staff at these meetings since their inception in 2013 is as follows: postdoctoral researchers 79% (28 staff), 100% lecturers (16 staff) and 100% associate professors (3 staff). All staff on probation were invited to these induction sessions so these numbers include some staff hired before 2013. We review attendance through

reporting to the SAT. However, staff perceptions of the induction process are not yet well understood.

***Silver Action C3**: Survey new staff 6 months after the induction process about their experiences by email and via their line manager.*

All new staff are also invited to attend one or more of the governance committees of the Department (Education, Research or Enterprise) for a period of up to one year as observers to familiarise themselves with Departmental organisation. New staff involved in teaching also undergo professional training (Postgraduate Certificate in Academic Practice accredited by the HEA) and allocated a mentor as part of this process. Within the first year they are also invited on an annual training session run by the HoD and Head of Education, to discuss any concerns over teaching practice.

In addition, all new balanced (research and teaching) staff are given reduced teaching loads (25% of full load in year 1; 50% in year 2) as well as no major administrative role in their first year to help them to start independent research programmes.

(iii) Promotion

There is an annual promotion cycle for academic staff. Explicit criteria for promotion to each level are set by the University; all staff in BioSci are given Biology specific additional written guidance (**Bronze Action C3**). Promotions at Level 6 and 7 include interviews (for which professional training is offered to candidates) and external review. The promotion form includes a section for listing individual circumstances (including career breaks) which are then taken account of by the promotion committee. In general, fewer women apply for promotion then men in BioSci, but women are more successful (90% successful) than men (73% successful) in getting promoted, (Table 5.2). On average 7.8% of men and 7.4% of women are promoted each year, suggesting no systematic gender bias in the promotion process. Promotions from Level 4 (which are mostly level 4 postdocs) to Level 5 are rare as most contracts are too short to allow promotions to occur. Staff satisfaction with the information on the promotion process has increased as a result of these measures. Over 90% of academic staff say they understand the promotion process; these numbers for lower for research staff (75% M/50% F in 2015/2016), but improving (63% M/20%F in 20140).

***Silver Action C4a**: Send a separate email to all research staff for each promotion round. This email will make it clear that promotion is also available to them, and what the criteria are.*

***Silver Action C4b**: Send clear guidance to appraisers of research staff on promotion criteria via email. Make it clear that there is an expectation that promotion is discussed during appraisals.*

The new appraisal system (see Section 5.3) in place since 2014 is designed to help overcome possible reluctance by women in putting themselves forward for promotion by ensuring that there is discussion about applying for promotion in every appraisal conversation. In addition, a new 'Line Managers' Committee' is annually made aware of the tendency for women not to apply for promotion, and so encouraged to instigate this conversation at appraisals for candidates thought to have a good case (addressing **Bronze Action C2**).

Table 5.2 – Promotion applications and success rate in BioSci by grade and year

	Application		Promoted		% Successful	
2011/12	**M**	**F**	**M**	**F**	**M**	**F**
Level 5	0	0	0	0		
Level 6	1	1	1	1	100.0 %	100.0 %
Level 7	1	0	1	0	100.0 %	
2012/13	**M**	**F**	**M**	**F**	**M**	**F**
Level 5	1	0	1	0	100.0 %	
Level 6	2	2	1	1	50.0%	50.0%
Level 7	2	0	2	0	100.0 %	
2013/14	**M**	**F**	**M**	**F**	**M**	**F**
Level 5	0	0	0	0		
Level 6	2	1	0	1	0.0%	100.0 %
Level 7	1	1	1	1	100.0 %	100.0 %
2014/15	**M**	**F**	**M**	**F**	**M**	**F**
Level 5	0	0	0	0		
Level 6	4	0	2	0	50.0%	
Level 7	3	0	2	0	66.7%	
2015/16	**M**	**F**	**M**	**F**	**M**	**F**
Level 5	0	0	0	0		
Level 6	3	0	2	0	66.7%	
Level 7	0	1	0	1		100.0 %

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

Of the 41 staff eligible for the 2014 REF exercise, 36 were returned – submission rates were 100% for women and 83% for men. As there is no evidence that promotion rates or grant application and success rates are

biased by gender this difference in return rates is not in of itself a cause for concern.

5.2. Key career transition points: professional and support staff

(i) Induction

All professional and support staff (for us this is technical support staff) are invited to attend induction sessions run by the HoD or a senior member of staff. These are held every 3 months. Since the induction sessions were introduction in November 2013 we have had 32 technical staff appointed, and the uptake has been 84%. The inductions include:

- an overview of the University, Faculty and Department, its structure and governance.
- a health and safety induction and a presentation from professional services within the university.
- information on the University mentoring scheme, open to all grades of staff in all job families.

Additionally every staff member is appointed a line manager who oversees their probation period. We also hold regular staff meetings given by the Head of Department and on average fortnightly less formal drop in lunches to which all technical staff are invited.

(ii) *Promotion*

There is a separate process for Professional and support staff do not have a promotion process – they have to apply for vacancies within the University at a higher level. As such, successful internal applicants for positions are effectively being promoted. There is no evidence of gender bias in the success or rates of application for these types of positions (Table 5.3).

Table 5.3: Internal applications for technical roles in BioSci (Levels 1b-3)

Academic year	Application			Shortlisted		Offered & Appointed		Appoint/App rate (%)	
	M	F	%F	M	F	M	F	M	F
2011/12	3	3	50.0	3	2	2	2	66.7	66.7
2012/13	2	14	87.5	2	6		3	0.0	21.4
2013/14	11	7	38.9	2	3		1	0.0	14.3
2014/15	8	11	57.9	3	5	1	3	12.5	27.3
2015/16	1	2	66.7		2		1	0.0	50.0
2016/17	7	8	53.3	4	1	3		42.9	0.0

More generally, the on-line appraisal system for 2016-2017 now includes all technical and support staff. This specifically requires the job description to be discussed and amended as appropriate. In addition, following annual appraisal or restructuring within a team, if it is identified that a role has changed, a case can be made for regrading. The case and revised job description are submitted to the University's Job Evaluation Panel who decide on regrading. Within the last 12 months, 3 applications have been submitted to the Job Evaluation Panel. One was successful (lab technician), one unsuccessful (facilities manager) and one is still pending (goods-in).

5.3. Career development: academic staff

(i) Training

All staff have been required to take the online "Equality and Diversity" training course since 2012; uptake has gone from 29% in 2013 to 100% in 2017. Identifying personal development and training needs is a core component of the annual appraisal meeting. Often training is internally sourced and coordinated by Human Resources – this includes Springboard programme for women (attended by 6 women in BioSci since 2012) and Action Learning Sets (attended by 1 women in BioSci in 2012/2013). However for further training needs that are not routine, which require external funding we offer a departmental budget to support this. Since August 2013 have been 17 applications to this fund, 16 were successful. Out of the 17 applicants, 11 were female and 6 male. Training uptake is monitored yearly through the appraisal system (**Bronze Action Plan C10**).

Academics state they are encouraged to take up career development opportunities (91%M/87%F 2015/2016; 94%M/86%F 2014). Researchers – particularly women- answer this question less positively (88%M/63%F 2015/2016), though things have improved since 2014 (75%M/42%F).

***Silver Action C4c**: Early career session on which training opportunities are available to research staff, followed up by an email summary of this to session to all research staff.*

(ii) Appraisal/development review

The University initiated a new online appraisal system in 2014, which documents and ensures that all staff (academics, postdoctoral researchers, technicians and administrative staff) receive annual appraisals. Appraisal take up is monitored by HR and the Head of BioSci, and all academic line managers trained in conducting appraisal conversations including elements of unconscious bias awareness.

Key characteristics of the new appraisal system include on-going 'getting the most from your appraisal' workshops, and greater transparency

through the whole process is guided and documented by the online system to ensure a comprehensive review of achievement and development needs.

In addition, uptake of appraisals has significantly increased since the Bronze submission in 2013 (Table 5.4). These figures are supported by greater staff awareness and satisfaction with the appraisal system as measured via the QuickCat surveys. In 2012, only 54% of staff (and only 36% of women) said that they received a helpful annual appraisal. This figure had risen to 96% by 2014 (including 100% of women), before dropping slightly to 81% of staff (87% of women) in 2016. The drop in satisfaction and appraisal rates between 2014 and 2016 is likely due to issues with the online system that were largely resolved by 2016. The on-going effectiveness of the appraisal system will continue to be monitored via the QuickCat and staff engagement surveys.

Table 5.4 Percentage of eligible research and teaching staff receiving appraisals between 2012 and 2016 (based on departmental records).

	2012	2013	2014	2015	2016
Male	75%	93%	100%	78%	93%
Female	50%	94%	96%	33%	93%

(iii) Support given to academic staff for career progression

This was an area the E&D committee focused on since the Bronze submission (**Bronze Action C8**). Our most significant work was on improving mentoring opportunities for women in BioSci (**Bronze Action C1**). This led to initiation of a mentoring scheme in 2013, with 26 registered mentors (17M; 9F). This scheme was then updated substantially in 2016 after discussions with fixed term researchers, and BioSci now has a system where all Level 4/5 fixed term staff are automatically assigned a mentor as a first point of contact for the mentoring scheme. The assigned mentors contact the mentees to explain what mentoring is about in the first instance, and then both parties can decide if that pairing works. We have also introduced 'one stop' mentoring – pioneered in Southampton by Medicine – to make it clear which mentors can advise on specific issues. All mentors and mentees are also made aware and encouraged to participate in the university-wide mentoring programme.

Results from the QuickCat appear to show that both the initial scheme and the assigned mentor scheme for postdocs have been very successful, and it has now been rolled out to all new staff and PGRs. Of particular note is that 100% of female (88% of male) postdoctoral staff say useful mentoring opportunities exist in BioSci (2015/16) vs 60% (F)/63%(M) in 2014. More broadly, over 85% of all staff (male and female) agree that such opportunities exist (2015/16) vs only 48% in 2012 (exact breakdowns are difficult due to changes in the survey between 2012 and 2015/16).

Another key action (jointly with the Concordat) working group in BioSci, which is aimed at career development for ECRs) was to set up bespoke training sessions for ECRs aimed at improving career progression. So far these have included a workshop on writing fellowship applications and one on working abroad.

Fig. 5.1 – 'Working abroad' workshop for ECRs in BioSci – Feb 2017.

Finally, postdoctoral staff in BioSci are actively encouraged to apply for fellowships and are supported in this process. There were 18 applications since April 2014 – of these 10 were from men and 8 from women. As one man put in three separate applications, these numbers do not reflect any gender bias.

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

The E&D committee organized a number of activities related to career progression for students, with a particular focus on women (**Bronze Action Plan C8**).

A key action relevant to all students is that there is now (as of 2016/2017) a Director of Student Experience in BioSci – a key role of this position is to increase events related employability. Undergraduate students get career advice in BioSci via their pastoral supervisor, who also makes them aware of employability activity at the University level. There is also a senior tutor who students can go to. BioSci has also been working to improve career opportunities for its graduates by encouraging greater uptake of years in industry (taken between the 2nd and 3rd year) by undergraduates (**Bronze Action Plan C9**) by better advertising and supporting applications for such

positions. This appears to have worked – the average number of students taking up such positions has gone from 4.3/year between 2008 and 2014 (of which 72% were women), to 7.25/year since 2014 (of which 62.5% were women).

There is little evidence of a gender bias in employment of UGs after their degree (Table 5.5) though it is surprising that a higher proportion of male graduates got graduate jobs in 2014/2015 than women, given that the higher proportion of women that good degrees (84% vs 64%) in that year (Fig. 4.20).

Table 5.5 Percentages of UG and PGR BioSci students getting employment and graduate employment after completing their studies. There were few responses (less than 10 per gender) for PGRs in any given year.

	Employed		Percent employed in graduate jobs	
Year	**M**	**F**	**M**	**F**
Undergraduate				
2011/12	57	62	72	53
2012/13	54	61	61	72
2013/14	59	71	59	65
2014/15	64	64	74	62
Postgraduate Research				
2011/12	80	100	100	100
2012/13	100	75	100	88
2013/14	100	83	100	83
2014/15	100	80	100	60

A key focus of the E&D committee is the PGR community, partly due to the lower success rate in female PGRs in getting graduate jobs than male (**Bronze Action A3**) (Table 5.4; note that fewer than 10 PGRs responded per year).

Three actions were taken to improve our understanding of the issues facing PGRs:

1) Creating a bespoke PhD-focused version of the BioSci gender equality survey to better assess issues related to gender equality and career progression for this key cohort in the 'leaky pipeline' after feedback that the very low response in 2014 (7%) was because many students felt the questions were not addressed at them. The revised survey (carried out in 2015/16) had a 30% response rate.

Encouragingly, the 2014 PhD gender equality survey showed that almost all students agreed that BioSci is a great place to study for women (100% of women; 86% of men) and men (100% of women; 100% of men). However, it also showed that PhD students are largely unaware of gender equality policies and feel they lack independent career advice.

2) Creation of 'who wants to be a professor' posters (Fig. 5.2) that enabled students and staff to indicate both their level and gender and indicate whether or not they aspired to be a professor one day in an anonymous way, and left these in different floors of BioSci. These provide a useful additional insight on the culture of BioSci, and revealed stark differences between floors. They also seem to indicate less interest an academic career among female PhD students and postdoctoral researchers than men.

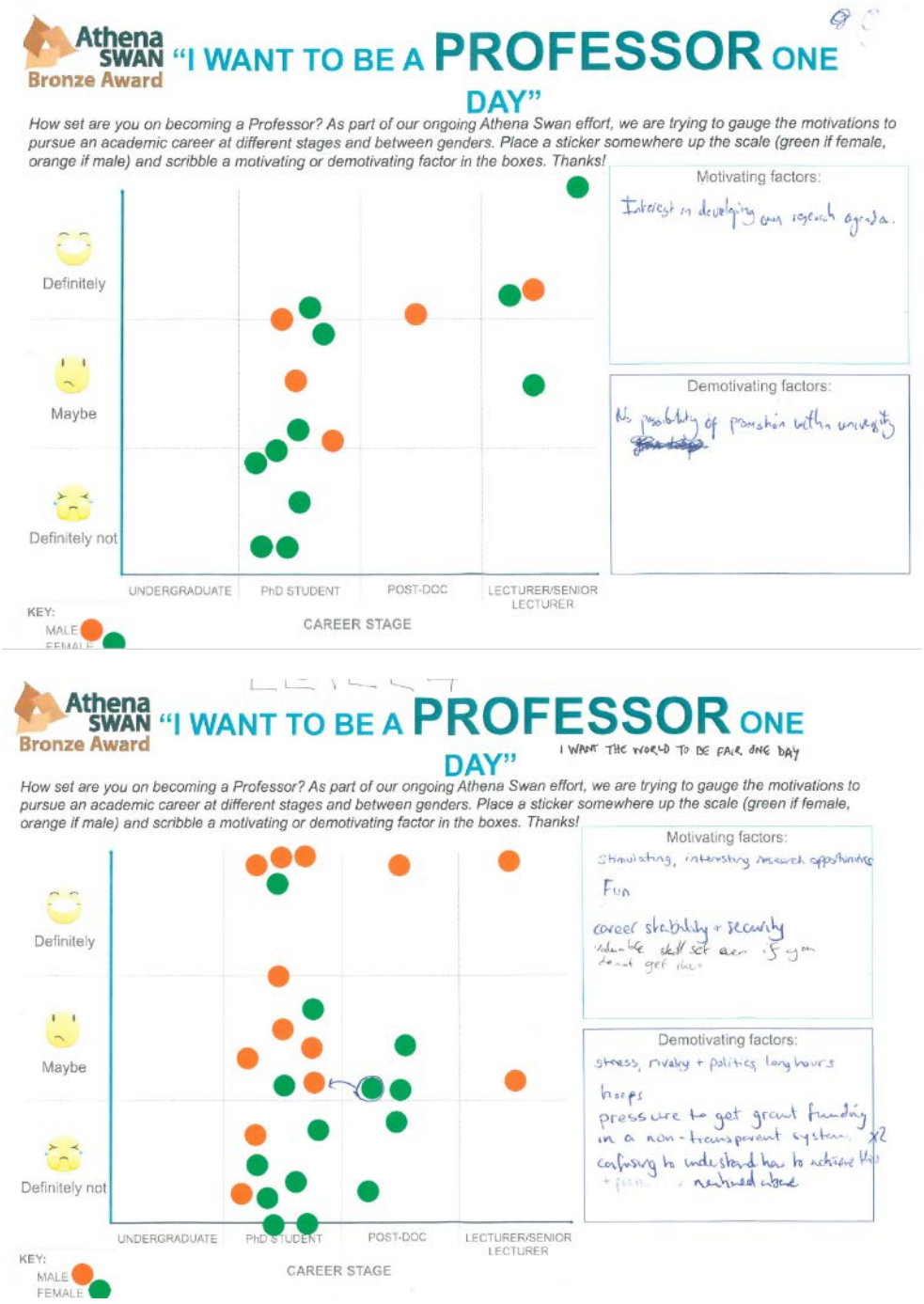

Fig. 5.2 – Two examples of the 'I want to be a professor' poster from different locations in BioSci. Orange dots are male responses; green ones female response.

3) Assessing the proportion of PhD students working as demonstrators, given the importance of this activity (teaching experience) for career progression. 97% of PhDs demonstrate, working an average of 7 hours a week over the 33 week academic year. There was no evidence of gender bias, and the postgraduate survey showed that 86% of men and 75% of women agreed that work not related to their PhD (i.e. demonstrating) was allocated in a fair and transparent way.

Two new additional actions are underway to address the issues outlined above:

1) The ECR events outlined earlier (e.g. Fig 5.1) were and will continue to be advertised (and attended) by PhD students in addition to PGRs.

2) All new PhD students (2017 onwards) will be assigned mentors along with.

Finally, the E&D committee organized two major events related to career progression for PGRs:

1) A talk on science communication as an alternative career option and on why there are still so few women in science careers and what can be done to redress the balance by Emily Grossman for Ada Lovelace day 2015 (Fig 5.3). This event was very well attended (approximately 100 people) by undergraduate and postgraduate students as well as BioSci staff.

Fig. 5.3 – Science Communication workshop by Emily Grossman for Ada Lovelace day 2015.

2) Ada Lovelace Day 2016: 'Plugging the leaky pipeline': Over 30 male and female PhD students (Fig. 5.4) anonymously wrote down their key challenges/questions progressing to an academic career, especially for women. A committee of academics went through these suggestions and came up with common themes. These themes, which included issues such as how to reconcile work-life balance with a career in academia were discussed in an open discussion, which focused on the academics present giving their views on how to overcome such barriers. Feedback on this event was positive.

Fig. 5.4 – 'Leaky pipeline' event in BioSci for Ada Lovelace day 2016

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

All grants submitted in BioSci are read by at least one additional academic (two for new starters) in addition to the Director of Research. In addition, there are formal, University-level structures for increasing the quality of grant applications for two of the main funding bodies of BioSci staff (BBSRC and NERC) – the former is led by BioSci. In both cases, all prospective grant proposals have to go through a multi-stage internal peer review and assessment scheme, with feedback offered at every stage. This process ensures both quality of applications (improving the chances of success) but also helps all members of staff in getting additional feedback beyond that which is offered by grant peer reviewers and panel members irrespective of whether or not the grant application is successful. The E&D committee found no evidence of gender bias in grant submission or success rates.

5.4. Career development: professional and support staff

(i) Training

A skills matrix is used to monitor where the pool technical support team lacks skills/point failures and this is reviewed by senior members of the team regularly and updated at PPDR's. Specialist technical training is available through the HEaTED resource to which all members of the team are members. Training funding is sought by application to the departmental £2k budget for all 17 technicians. We are currently building on the HEaTED resource by attendance to relevant free networking events where we can exchange best practice. All team members are regularly update by HEaTED and actively encouraged to take part in training and networking events. The team has recently (2015) developed a technical strategy document aimed at providing a clear plan for career progression including Professional Development, to improve the technical presence in the department and to improve the teams skill base.

(vi) Appraisal/development review

The new appraisal system (in place since 2016 for technical staff) has increased uptake of appraisals for technical staff in BioSci from 33% M/0% F in 2012 to 100% for all in 2016. The QuickCat showed that all technical staff agreed (2015/2016) that they were being offered useful appraisals; in 2014 all men agreed with this statement but only 50% of women.

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

The QuickCat surveys showed that technical staff felt that the job advancement process was not sufficiently transparent, and that there was a lack of independent career advice. This issue has been partially addressed by rolling out mentoring assigning mentoring to all new staff (and will be monitored further.

5.5. Flexible working and managing career breaks

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

Before taking maternity leave, individuals meet with their line mangers to plan for changes in workload and cover, discuss career aspirations and plans for their return. A key policy that has been implemented in the Faculty since 2013 is that all academic and research staff members are eligible to apply for funding (up to £20,000) to reduce the impact of long-term leave (which is likely to be mostly maternity leave) on research outputs. This money can be used to (for example) hire staff to keep experiments going while on leave, or to extend contracts for fixed term

staff where such extensions are not covered by funding bodies. As such, discussion of this opportunity is a key new area of support before leave commences. To date, a single member of staff in BioSci – Claire Clarkin – see case study 1 – has taken up this funding. Two other academics were unable to access this funding as they had started less than a year before going on maternity leave.

Silver Action C5: *Line managers to explicitly discuss applying for family leave with all academics going on maternity leave and report both uptake and the lack thereof and the reasons for this back to the Head of BioSci.While University funding can be applied for by BioSci to cover teaching during maternity leave and upon return, in practice there has been sufficient existing capacity to cover this; this is organized by the Head of Education.*

Accommodations during pregnancy are initiated via the HR process as soon as staff notify the University that they are pregnant and organized via the BioSci Health and Safety officer.

However, some new female staff have pointed out that some of these new polices are not yet widely known.

Silver Action C6a: *Pilot promotion of maternity mentors to BioSci staff and students about to take maternity leave or who are just about to return from leave via induction sessions and emails (bi-yearly). This includes encouraging staff and students who have been on maternity leave to sign up as mentors.*

Silver Action C6b: *Conduct a survey on the use and perceptions of the policies in place around maternity leave by BioSci Staff.*

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

During leave, staff are encouraged to keep up to date with developments at work; the details of how this is to be achieved are discussed with their line managers and may include email, Keeping in Touch (KIT) days or other meetings. Staff are encouraged to use KIT days to attend significant meetings/away days or simply to introduce their child to colleagues.

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

Upon return from leave, academic staff are given a reduced teaching and admin load (50% of normal) to help them get back up to speed. Staff also benefit from the University-run nursery, and tax deductable childcare vouchers. A staff who recently went on leave comments:

"I generally found Biological Sciences very supportive when taking maternity leave, the most beneficial policies for me were:

1. *6 months paid maternity leave [standard University policy]*
2. *I was supported in maintaining some teaching while on leave (KIT days)*

3. *Very good childcare on campus which has allowed me to keep breastfeeding (flexibility in taking breaks to feed)"*

As many of the polices are quite new, there is as yet little evidence on their effectiveness, and some anecodotal evidence of poor knowledge of some of them..

***Silver Action C6b**: Conduct a survey on the use and perceptions of the policies in place around maternity leave by BioSci Staff.*

(iv) Maternity return rate

Eight academics (3 at Level 5 and 5 at Level 4) took maternity leave between 2010 and 2016/2017. All three Level 5 women returned after leave and were still in post 18 months after their leave; 1 level 4 women did not return after leave and 1 other left BioSci within 6 months; all three others (60%) were still in position 18 months after returning from leave. The two women who did leave were both fixed term contracts whose contracts expired just as they returned from leave (for the one who did not return) and just after leave (the women who returned for less than 6 months). In both instances, the women wanted to be considered for re-deployment and were given three extra months on the redeployment register during a time of their choosing to make it easier for this to occur.

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

BioSci encourages men to take the two weeks of fully paid paternity leave the University of Southampton offers. A total of of 13 men took paternity leave in BioSci since 2010/2011 (Table 5.6). None were at Level 6 or higher. There were no instances of staff taking shared parental leave, which could be due to the University's current policy to not enhance this leave.

Table 5.6: Paternity leave by BioSci staff by grade

Year	Level 4	Level 5
2010/11	2	
2011/12	2	
2012/13	1	
2013/14	2	1
2015/16	1	3
2016/17	1	
Grand Total	9	4

***Silver Action C6c**: Raise awareness of shared parental leave and of the paternity leave policy of the University of Southampton via the appraisal system.*

(vi) Flexible working

The University has a Flexible Working Policy that sets out a clear process for considering requests for staff to change from full time to part-time contract. It is rarely used by academics (open contracts) (Table 5.7; **Bronze Action C11**); this may be because the nature of these jobs means that they are inherently quite flexible. Indeed; the QuickCat survey showed that 77% of academic staff (83% of women) in 2016 and 83% of staff (100% of women) in 2014 agreed with the statement that, "BioSci provides for staff with flexible working and caring responsibilities".

Table 5.7: Number of BioSci staff on part-time contracts by contract type and gender

	Open ended contracts		Fixed term contracts	
	M	**F**	**M**	**F**
2010/11	1			
2011/12	2		2	1
2012/13	3	1		
2013/14	4			3
2014/15	5			4
2015/16		1		3
Totals	15	2	2	11

Many changes for academics from FT to PT relate to fractional appointments for reasons other than caring responsibilities (e.g. dual appointments). However, a male associate professor asked for and was given a formal contract amendment to have his contract temporarily reduced to 80% for five years in January 2015 to enable him to look after his son one day a week. He states:

> *"The flexible working agreement has been very effective in increasing my work/life balance, in that my teaching/administrative responsibilities were appropriately adjusted to ensure that I did have a real decrease in workload with my decreased hours."*

Fixed term (postdoctoral) staff are less satisfied with their flexible working arrangements – particularly women, who are most likely to have part-time contracts at this level (Table 5.7). In 2016, only 50% of research staff (M &F) agree that BioSci provides staff with flexible working and caring responsibilities. Moreover, only 40% of women (but 84% of male researchers) agree that their line manager supports requests for flexible working, and only 43% of research staff (50% of women) agree that part-time staff have the same opportunities for career progression.

Silver Action C6d: *Increase awareness of staff aware of flexible working, part-time working and caring leave support offered by BioSci via the appraisal system.*

The situation is similar for technical and admin staff – only 56% of staff (50% of women) in 2016 agree there is sufficient provision for flexible working, and only 28% of staff (17% of women) agree that part-time staff have the same opportunities as full-time staff. Initial informal discussion of this issue within the E&D committee suggest that for the technical staff working in the teaching laboratories, the issue is that the nature of the job means there is little flexibility in hours. This is because the work needs to take place roughly between 9 and 5, as this is when the students are in the labs – all time slots need to be used most days due to space restrictions. However, it was agreed with the head technicians that the previous policy of considering flexible working impossible for teaching lab technicians be revised so that each new position and request is considered on a case-by-case basis, while bearing in mind the inherent limitations on flexibility that these positions entail. Informal feedback suggests that this new policy has been positively perceived by technical staff.

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

Staff are able to transition from full time-working to less than full-time working and back again via amendments in their contract (Table 5.8).

Table 5.8: Instances of BioSci staff changing their working hours following a request for flexible working

	Full time staff decreasing hours		**Part time staff varying hours**			
	Male	**Female**	**Male**		**Female**	
			Decrease	**Increase**	**Decrease**	**Increase**
2010/11			1			1
2011/12	3	2		2		2
2012/13	2	1		1		
2013/14	2		2	1	1	2
2014/15	6	4	1			3
2015/16		3			3	2
Grand Total	**13**	**10**	**4**	**4**	**4**	**10**

Changes from FT to PT working are agreed with the Head of BioSci for a fixed period (e.g. 5 years). This arrangement is reviewed annually, with the proviso that the employee can return to FT earlier than planned if this is what they decide is best. In addition, a return to a full workload is phase in once the individual officially returns to FT working – this is managed by the Director of Programmes and the line manager, who would meet with the individual concerned agree a manageable and gradual increase to full workload.

5.6. Organisation and Culture

(i) Culture

BioSci has taken major strides in achieving the Athena SWAN 2015 principles of gender equality and inclusive management that benefits everyone since its 2013 Bronze award. The best evidence for this is from the gender equality QuickCat surveys, which show both a greater engagement in E&D issues (as measured by the proportion of staff responding, and an overall increase in 'positive' scores over time (Table 5.9).

For academics, the situation is generally quite positive for both men and women (around 80% satisfaction) and there has been a major increase in engagement in these surveys, particularly for women (13% response in 2012; 19% in 2014; 30% in 2015/2016).

For technical/admin staff, the situation is relatively positive and improving for women, with slight drop for men. In 2014, 'positive' response were 83% M/55%F, and 76%M/70%F in 2015/16. However, technicians in BioSci felt that the current QuickCat survey was not well suited to differentiating between (usually permanent) 'pool technicians who assist in teaching and running laboratories, and (usually fixed-term) research technicians who work on specific projects.

Silver Action C7: *Hold focus groups with technical staff to identify issues related to gender equity that are particularly relevant to pool and research technicians as well as those that only apply to one or the other group.*

Table 5.9: Response rates and average positive response in the BioSci QuickCat Gender Equality surveys in 2012, 2014 and 2015/2016. No response rates are available for admin/technical staff as BioSci due to changes in the organization of admin staff over time making such statistics non-comparable. The 2012 results are averaged across all staff as a more detailed breakdown is not available

	Survey Year	Academics	Research staff	Admin/ Technicians	PhD students	Totals
Respondent - M	2012	16	1	3	7	27
Respondent - F	2012	4	8	6	4	22
% total - M	2012	32%	5%		18%	
% total - F	2012	13%	38%		9%	
% positive - M	2012	60%				
% positive - F	2012	53%				
Respondent - M	2014	17	8	3	6	34
Respondent - F	2014	7	5	5	7	24
% total - M	2014	30%	36%		17%	
% total - F	2014	19%	21%		17%	
% positive - M	2014	81%	68%	83%	10%	
% positive - F	2014	84%	48%	55%	71%	
Respondent - M	2015/ 2016	28	7	7	7	49
Respondent - F	2015/ 2016	12	5	8	26	51
% total - M	2015/ 2016	51%	58%		15%	
% total - F	2015/ 2016	30%	26%		43%	
% positive - M	2015/ 2016	83%	79%	76%	76%	
% positive - F	2015/ 2016	80%	62%	70%	66%	

For fixed term research staff, the situation is less positive, particularly for women but is improving. Key areas of concern are again linked to a lack of independent career advice. Also, only 25% (1 of 3 respondents) of female respondents in 2015/16 agreed with the statement “Staff are treated on their merits irrespective of their gender”. Moreover, data from the 2016 University Staff Engagement Survey showed that BioSci staff in general are not that happy with middle and line management, but that these problems are particularly acute for fixed term researchers, and women in

general (Table 5.10). On the basis of these results (which are similar in many parts of the university) the University has initiated mandatory line managerial training.

Table 5.10: Selected responses to the 2016 Staff Engagement Survey for BioSci, broken down by gender and fixed term vs open-ended contracts.

Question	% Positive	Female	Male	Open-end	Fixed term
Sample population	*79*	*32*	*40*	*50*	*28*
Engagement Index	*64%*	*66%*	*69%*	*71%*	*53%*
My direct line manager recognises and acknowledges when I have done my job well	70%	59%	88%	76%	64%
My direct line manager encourages me to come up with new or better ways of doing things	65%	56%	75%	66%	64%
My direct line manager treats me with respect	76%	72%	85%	84%	64%
My direct line manager deals with poor performance effectively	46%	48%	45%	40%	59%
My direct line manager motivates and inspires me to be effective at my job	48%	47%	55%	51%	44%
Middle management manages effectively	35%	28%	48%	38%	29%
Middle management treats me with respect	46%	40%	58%	47%	44%
It is safe to speak up and challenge the way things are done in the University	37%	38%	43%	46%	18%

- ***Silver Action C8****: Action Introduce quarterly 'no agenda' meetings between the Head of BioSci and the fixed-term researcher community, and the PGR community.*
- ***Silver Action C9a:*** *Establish focus groups with fixed term research staff to assess whether line management has improved as a result of the new training.*
- ***Silver Action C9b:*** *Analyse results of 2019 Quick Cat and staff engagement survey data related to line management to assess whether line management has improved as a result of the new training.*

- ***Silver Action C9c:*** *Come up with recommendations for changes to line management training (if needed).*

(ii) HR policies

Monitoring of HR polices is done through the Line Management Executive Committee (LMEC), which is chaired by the HoD, has membership of all the academic line managers and the Faculty HR manager. The HR manager is there to keep all membership informed and updated on policies. Staff have access to the Faculty HR manager with whom more detailed advice can be sought.

The University's Staff Engagement Survey showed some evidence of bullying across the University, with 21% of BioSci staff (22% F, 20% M) saying they have seen or experienced bullying the last year (2016). BioSci takes this issue very seriously and it will be addressed by line managerial training ing and 'no agenda' meetings (**Silver Actions C8 and C9**).

(iii) Representation of men and women on committees

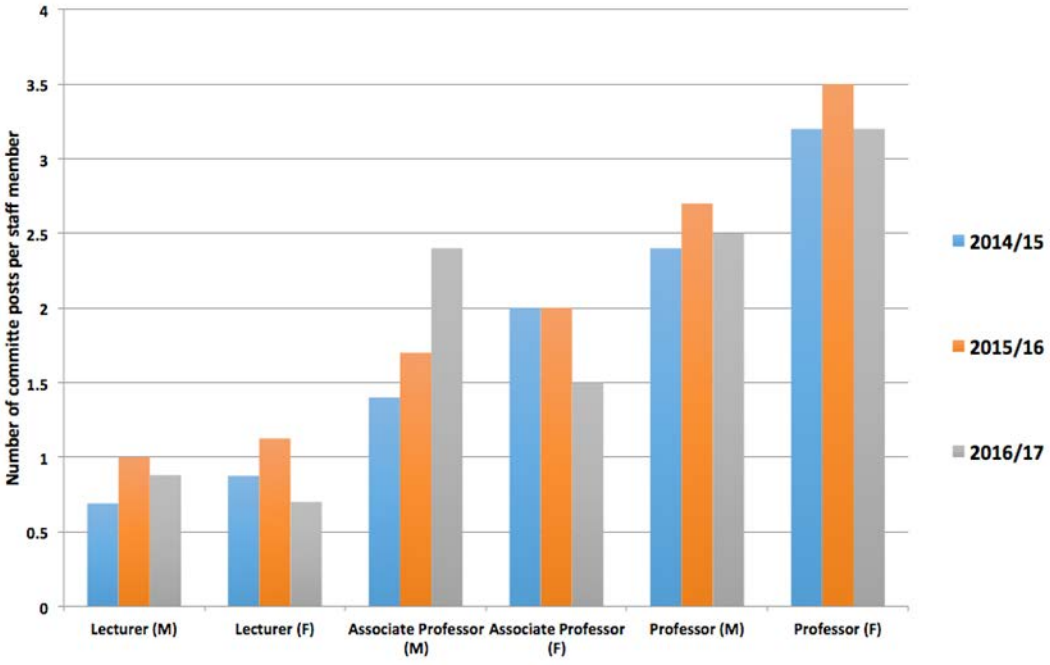

Figure 5.5: Committee load of Biological Sciences academic staff in the academic years 2014/5 until 2016/7. Committees included are all run by Biological Sciences or the University, to oversee education, research, line management, and any aspect of governance.

Committee membership increases with seniority, which is in line with School policy of protecting junior staff time for research and teaching. This results in most committees having a stronger male bias than the department as a whole (Table 5.11) and a greater committee load on senior women. At lecturer level, there is no historical movement and no evidence of any female or male bias. At the associate professor level in 2016/7 there does appear to show a male-bias

for committee membership. However female representation in this group is small (two female staff). At professor level women have greater committee participation than men (Fig. 5.5).

Table 5.11: Academic membership by gender on BioSci Committees

Committee	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F
CfBS Athena Swan Self-Assessment Team[1]	N/A	N/A	N/A	N/A			4	9	6	11	6	11	6	10
Information Technology Strategy Group	5	2	6	1	6	1	6	2	7	2	8	2	6	2
Line Management Executive Committee[2]	N/A	N/A	N/A	N/A	N/A	N/A	5	0	8	1	8	2	8	2
Policy and Resources Committee[3]	6	3	6	3	5	3	7	5	10	6	9	6	9	7
Research Enterprise and Engagement Champions (REECh)[4]	N/A	N/A	N/A	N/A	6	6	7	8	6	10	9	7	7	6
Research Strategy Group[5]	9	1	9	1	8	3	9	5	11	8	13	9	12	8
Senior Executive Group	3	2	3	2	2	3	2	3	3	3	3	3	3	3
Life Sciences B85 Health and Safety Committee	11	3	9	4	11	5	11	5	7	7	8	7	11	5

We will continue to monitor membership on annual basis through the E&D committee (**Bronze Action Plan C7**), and especially look at committee-overload by our most senior academic female staff. We will explore the possibility of offering committee places to less senior academics – particularly Associate Professors – to relieve the load of female professors and provide further development opportunities for junior staff.

(iv) Participation on influential external committees

The Line Managers Executive Committee was established to oversee best practice in delivering academic line management. They look at external committee membership and ensure a proportionate representation on committee. This was most recently done to ensure female membership on

Senate. Furthermore the appraisal system is set up to ensure that conversations about membership of external committees (including journal editorial boards) occur and that all staff (women and men) are encouraged to consider applying for such committees if they are have not already done so.

(v) Workload model

Before the Bronze Award we did not have a Workload model (**Bronze Action Plan C4**). Since 2013, for consideration in Academic Years 2013/14 onwards, a Workload model has been used in part to inform teaching and administration for academic staff. By 2016/2017 it was considered developed enough to be the primary tool and to be available to staff for scrutiny and clarifications (Fig. 5.6). The workload tariff is based on assignment of 'notional units' for administrative, managerial and education tasks and responsibilities (see Figure below and range of 10 classified activities). There is a document that guides the HoD and the academic line managers in distributing teaching and administrative workload, which is updated twice a year at the start of each semester. In March/April teaching and administrative loads are examined by the line managers, Head of Education, and HoD workload and adjustments are made for the following academic year.

At present BioSci academics are reasonably happy (82% M, 76% F) that workloads are allocated in a fair and transparent manner irrespective of gender. However, these numbers are similar for 2012 (75%M, 83%F) and actually down from 2014 (82%M, 100% F). It is hoped that these numbers will increase with the publicly available workload model shown here – this will be assessed in future QuickCat surveys.

Staff are surveyed to ensure their activities are being accurately recorded and have an opportunity to discuss workload during appraisals. Individuals workload is discussed at regular meetings (Line managers Executive Group), and may be increased or decreased for specific circumstance: e.g. increased because someone has volunteered to take on higher responsibility activities following a loss in research or decreased as a consequence of sabbatical leave. Hence, individuals with a low load (on right; Fig. 5.5) are either new recruits or are on Sabbatical, and those with a high load are because they have a teaching focus to their job. There is no evidence of any gender bias in workload patterns.

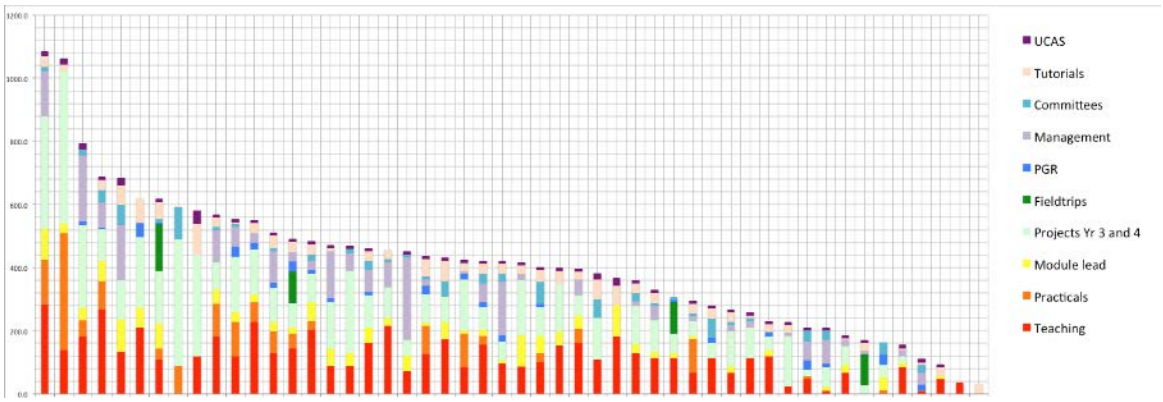

Figure 5.6: The distribution of non-research workloads for academics in BioSci in 2016/17.

(vi) Timing of department meetings and social gatherings

BioSci has had a Core Hours Policy in place since 2013. This states that seminars, events for seminar speakers and main committee meetings (including E&D) should be held between 10 and 1600. The QuickCat surveys show that this policy is generally adhered to – over 90% of academic and research staff (M & F) agree this occurs (2015/16) vs 46% in 2012.

(vii) Visibility of role models

The main action taken to improve the visibility of female role models in BioSci (**Bronze Action C5**) since 2013 has been to increase the percentage of female speaker for BioSci's departmental seminar series (Table 5.12). This has been done by both explicitly encouraging staff to suggest female speakers, and prioritizing female speakers from these selections to improve the gender balance.

Table 5.12: BioSci departmental seminar speakers by gender and year

Year	Male speakers	Female Speakers	% Female
2012/2013	18	3	14%
2013/2014	15	8	35%
2014/2015	15	9	37%
2015/2016	10	7	41%
2016/2017	10	9	47%

In addition, the two high-profile Ada Lovelace day events described earlier are additional examples of high-profile female role models in BioSci.

(viii) Outreach activities

There is an expectation that all BioSci academics do at least 1 outreach activity a year, though this is not known by all staff. Outreach activity is considered during appraisal (part of Enterprise), and can form part of the case for promotion.Visit days for potential students are allocated transparently and equitably in that every member of academic staff is assigned two slots. Other outreach (school visits, participation in science days etc) is based on staff volunteering for specific activities. Participation is collated via the appraisal system, but including such information during appraisal has only become compulsory in 2017. Our data on outreach is therefore likely an underestimate (Table 5.13 and Table 5.14), but should be much more accurate from now on.

Table 5.13: School visits by BioSci staff

Year	School visits	
	Total	% F
2014	23	39%
2015	12	42%
2016	11	73%
Total	46	48%

Table 5.14: Major non-school visit outreach activity by BioSci staff

Science and engineering day		Pint of Science festival		New Forest Show	
Total	% F	Total	% F	Total	% F
23	29%	10	57%	10	83%

However, the data that we do have suggests a disproportionate loading on female academics. In addition, all six recipients of prizes received by BioSci staff and PGRs related to outreach since 2014 have been women, and a female researcher had the following comment in the 2016 QuickCAt survey:

"The same few individual complete all of the outreach work taking time out from their research. This is not acknowledged or support properly!"

Action C10: *Form a focus group to discuss mechanisms for increasing the fairness of allocation of outreach activity and/or more formal recognition of the workload associated with such tasks.*

6. CASE STUDIES: IMPACT ON INDIVIDUALS
909/1000 words

Case study 1: Claire Clarkin – Associate Professor in Developmental Biology

I joined Biological Sciences as a level 5 Lecturer in Development Biology in 2011, after completing a Research Fellowship at King's College, London. I became pregnant in 2013 and took maternity leave for a year (June 2014-15). Shortly after my return to work, when my daughter was one, I became a single parent. As I am from Scotland, I have no family locally and I have to make all childcare arrangements myself.

However, I have had immense support from colleagues, my line manager and head of department. This support has enabled me to remain productive (particularly in research) during maternity leave, on my return to work and it continues today when I balance my research, teaching and enterprise responsibilities with raising a 3 year-old child.

Support during maternity leave

- Faculty funds were available to cover research expenses. This included provision of both part-time technical assistance for one year as well as a large sum for consumable expenses, allowing vital experiments to continue in my absence.
- I used my keep-in-touch days for catch up meetings both with research staff and colleagues throughout the year.

Support in returning to work

- Prior to my return, my teaching load was discussed at length with the Head of Department given my new 'work life balance' and flexible working arrangements put in place, including a working from home day.
- Teaching load was reduced in first semester returning from maternity leave.
- Core working hours from 10-4pm ensured that I could easily attend departmental seminars and important departmental events such as committee and staff meetings. In addition, social events are included within cores hours.
- Although the University teaching timetable runs 9am to 6pm, I can request constraints on my allocated times, supported by the module leads, my line manager and the Associate Dean of Education. All my requests have been accommodated so my teaching has been within 9am-5pm since I've been a parent.
- Managing work/life balance is covered during my annual appraisals.

Support in career development

- I successfully applied for a grant in 2015, using data accumulated by research assistants during my maternity leave, which supported by positive probation review and confirmation.
- I took up opportunities to increase my leadership roles within the department when they were offered after my maternity leave, including developmental biology theme lead, academic lead for departmental facilities and module co-coordinator.
- Having built up my leadership experience, senior colleagues encouraged me to apply for promotion in 2017 and was successful.
- The workload model continues to be an extremely useful tool when it comes to negotiating any new teaching or administrative roles and, as a result, I have never felt overburdened. In addition, it allows for time to be conserved for important research activities.

  I have been a member of the Athena SWAN SAT since 2015 and I am now actively supporting and mentoring others in the department and the University. Given my experiences, I continue to suggest new polices to the committee, to provide effective support for all staff and students to reach a similar point in their lives and careers.

Case study 2: Amrit Mudher – Associate Professor (Neurosciences)

I was appointed as Lecturer in Neurosciences in October 2004. I live a considerable distance away from the University and therefore have a long commute to and from work. This was not problematic for me until 2006 when my son was born and then I could not continue travelling as I had before his birth. It would not have been possible for us to re-locate to Southampton for a variety of personal circumstances, so as my maternity leave came to an end, I began to become concerned about how I was going to continue commuting as before. The head of academic unit at the time was very supportive of my situation and was keen to enable me to find a solution which would help me fulfil all my work obligations whilst maintaining a healthy work/life balance. He agreed to enable me to work from home for two days a week and to move all my teaching and other work commitments to a set three days in every week. I have now worked like this for the last 11 years –which included a second period of maternity leave - and never looked back.

This mode of working has exceptionally well for me, and I was promoted to Associate Professor in 2015. This has led to my administrative duties increasing – I became the admissions tutor for all 10 degree programmes in Biological Sciences. I was initially concerned about how I would manage these additional duties with my home/work mode of working but our Head of Department was very accommodating once again. He suggested I create a transparent working schedule, which would enable our admissions team to fit all the admissions related duties that require my input, into the days that I work in Southampton. This has worked very well so far.

Overall, I strongly believe that the work life balance that was offered to me in Biological Sciences has played a pivotal part in enabling me to be a successful academic and parent of two young children, as it has allowing me to compartmentalize my work. This allows me to focus on teaching and administrative duties in the three days that I am at the University, whilst focusing purely on my research, writing papers and grants, during the two days that I work from home. The time at home is vital also because I am able to achieve the balance that a working mum requires to accommodate child-care (school picks/drop offs) related duties around work projects. This means I can fulfill my work-related obligations whilst fitting in the childcare and other duties that are often a deterrent for working mums. Indeed, without the support BioSci has offered me, I would have been forced to take a career break and would not be an Associate Professor today.

7. FURTHER INFORMATION

[72/500 words]

We will proactively begin in Feb 2017 to address a potential issue with sexist 'lad culture' in field courses that has been flagged by our colleagues in Ocean and Earth Sciences at the University of Southampton. BioSci will get all students going on the large first year biology/ecology/zoology fieldcourse to take part in scenarios where things go wrong – one of these scenarios will be focused on 'laddish' behaviour arising from excessive drinking.

Silver Action S4: *Following each field trip we will have wash-up meetings with academic staff, demonstrators and students to discuss behaviour. We will also survey students on their return.*

8. ACTION PLANS

A) Bronze action plan 2013-2017

Green – Action complete.

Amber – On-going action.

Metrics	Description of Action	Method of Achieving Action	Status
A1	Status metrics: Identify data trends in recruitment at all levels in BioSci and modify action plan to address any issues that arise	-Annual collection and critical analysis of data for staff, postgraduates and undergraduates. -Carry out a biannual review of the action plan and update accordingly where appropriate as part of the annual cycle of SAT business. -Report to Biological Sciences Policies and Resources Committee (PRC) or Faculty Dean if their help is needed to amend actions.	
A2	Status metrics: Collect data for staff leaving from BioSci and use the information to help establish reasons for any loss of females along the 'leaky pipeline'	-Establish exit interviews for staff leaving as standard practise. -Monitor destination of leavers using the 3-months notice letter and exit questionnaire Review of information gathered and prepare a report with recommendations to SEG	
A3	Identify gender differences in postgraduate destinations.	-Establish reasons for leaving using exit interviews and revise action plan in light of the reasons given where applicable. -"Career destinations" records postgraduate destinations after leaving.	
B1	Increase the success rate of female applicants for PG positions.	-Embed annual data collection of PG application and success rates into standard procedures.	

		-Review and analyse why an increase in female applications for PG positions between 2009 and 2012 didn't resulted in a proportional increase in offers or acceptances. -Improve information given in adverts and during interview about initiatives to promote female career progression. -Provide mock interview practise and information about interview strategy to UG students and record uptake and satisfaction / feedback from students. -Ensure there is female representation on interview panels for PhD positions.	
Recruitment	**Description of Action**	**Method of Achieving Action**	**Status**
B2	Actions to ensure that jobs are advertised in a way that encourages applications from females.	-Increase the level of information relating to work life balance, flexible working, maternity and paternity leave, childcare facilities and childcare vouchers provided via further particulars in job adverts. -Offer part-time or job share options for all advertised posts. -Include a section in job adverts stating that effects of maternity or paternity leave on a candidate's cv can be specifically highlighted and will be taken into consideration -Improve awareness of staff involved in recruitment of the effect of maternity and paternity leave on CVs by providing training. -Provide a checklist of key points to interviewers at start of recruiting process. -Review whether actions implemented have influenced application and / or success rates for females -Current staff to encourage applications from suitable females candidates via personal contacts (either pre-existing or made at conferences, meetings etc.).	
B3	Reduce unconscious bias during recruitment by training staff	Implementation of 2 new policies:	

	involved in the interviewing process.	-i) All new starters (PG, PDRA and academic staff) required to pass University administered 'Equality and Diversity' training course as part of their induction. -ii) All staff carrying out recruitment interviews or shortlisting, must first have passed the Equality and Diversity course and from 1st December 2013 the Managing Diversity course.	
B4	Establish if there is a demand for part-time degree courses and if they can feasibly be run	-Establish a working group to examine whether part-time degree courses are a viable proposition and if there is greater demand from females. -Investigate implications of running part-time degree courses and benefits for female students.	

Well-being and Progression	**Description of Action**	**Method of Achieving Action**	**Status**
C1	Increase mentoring opportunities for females in BioSci.	Include information about WiSET in the staff induction pack. (WiSET – Women in Science Engineering and Technology group at Uni. of Southampton) -Participate in the university mentoring scheme to increase opportunities for support during promotion / career progression -Mentoring talks given to UG students by academic staff	
C2	Identify and address issues with the PPDR process for females by setting up a working group to look in depth at the issues.	-Interview female staff to identify issues for dissatisfaction with the PPDR process. Working group to critically review the information gathered and prepare a report for the PRC. -Review of the PPDR process and modification. -Implementation of mandatory annual PPDRs for PDRAs.	

C3	Improve information flow about the promotions process	-Improve understanding about the promotions process via PPDRs, and via briefings provided by the University prior to the promotions round. -Training of line managers to recognize specific issues relating to promotion of females and ways to address these barriers.	
C4	Creation of a clear and transparent workload model (WLM).	-Creation of a new transparent workload model (WLM) which includes clear information about flexible working policies. -Identify ways to convey information about overall workloads	
C5	Increase the visibility of positive female role models within BioSci	-Promotion of women in science and providing positive role models via the departmental seminar series. Identify and invite female speakers to give seminars fitting with the interests in the department. -Hold departmental seminars within core hours instead of the current 5pm timeslot	
C7	Ensure that females do not suffer from committee overload	-Carry out yearly review of committee membership.and clearly define terms of office for all committee positions. -Implement a policy for rotation of committee roles between staff. -Establish a working group to look at ways to train junior members of staff so that they can take on committee and line manager responsibilities.	
C8	Facilitate the career progression of females	Provide information to PG and PDRAs highlighting funding opportunities (travel, fellowships etc) and indicating any that are aimed towards females.	
C9	Investigate whether the undergraduate placement scheme can be expanded	-Identify new industrial companies willing to take placement students -Talks to UG students from students or alumni who have done placements	
C10	Review of training available to staff	-Questionnaire to all staff to determine whether current training opportunities are sufficient or areas whether further courses would be beneficial.	

	Monitor take-up of current training opportunities	-Introduction of new courses where possible to address identified gaps. -Establish a process to collate data on training.	
C11	Determine whether there are gender differences in flexible working practises amongst staff	-Embed a system to record flexible working by individuals	

Future Aspirations	Description of Action	Method of Achieving Action	Status
D1	Reviewing of progression and further requirements in order to be in a position to apply for a silver award in 2015	Embed a review of progression and measure against requirements for a silver award as part of the SAT cycle of business.	
D2	Participate in the University of Southampton Athena SWAN Network.	Head of Equality and Diversity committee part of network	

B) Silver action plan 2017-2020

The action plan is broken into 3 parts : Students (Objectives S1 –S4), Staff and Culture (Objectives C1 – C10) and the E&D committee (Objective E1).

Students						
Objective	**Rationale**	**Actions**	**Responsibility**	**Milestones**	**Success measure**	**Outcome**
S1. Integrate part-time (PT) study provision into future degree programmes	E&D found current UG programmes cannot offer PT study due to their high practical content which constraints the timetable. However we can embed exploration of PT provision into establishment of all new programmes.	Action S1a: Develop new terms of reference for how to examine whether PT provision is possible in establishing new programmes in BioSci.	Director of Programmes.	January 2018: -New terms of reference developed	Integration of examination of PT provision into establishment process.	New terms of reference for how to best implement PT study in developing new programmes. New programmes having PT provision
		Action S1b: Survey current and past PT PGRs to identify reasons for the decline in PT PGRs.	Director of the Graduate School	December 2019. –-Completion of survey. Run over 2 years due to small numbers involved.	Identification of reasons for the small numbers of part-time PGRs.	Actions to reverse the decline in PT PGRs if appropriate.

S2. Address gender differences in BioSci UG programmes	The E&D committee has monitored UG gender balance enough now to discover that there are differences in gender balance between the different degree programmes in BioSci, some of which appear to be increasing	Action S2a: Set up focus groups with Year 1 students on degree programmes with strong gender biases. The focus will be on the underrepresented gender – for Pharmacology and Biochemistry this is women; for Zoology, this is men. Reverse the drop in female students in Pharmacology and Biochemistry.	Co-chair of the E & D committee Director of Programmes for Biochemistry and Pharmacology	June 2018: - Focus groups with Year 1 students on programmes	Identify issues that make certain programmes in BioSci less popular for men or women.	Gender balance on all programmes within 5% of comparator universities for the 2020 UG cohort.
		Action S2b: Analyse the relationship between gender and entry tariff for programmes in BioSci for the 2017 cohort. This is key as it is the entry tariff that is the key determinant of which students are admitted.	Chair of E & D committee	August 2017: analysis complete and presented to E&D committee	Identify any programme-level disparities in entry tariff for the 2017 cohort.	
		Action S2c: Design new promotional material to address programme-specific gender biases in numbers and quality of applications, if appropriate	Director of Programmes	April 2019: New promotional material designed for 2020 cohort.		

S3: Address underperformance of men relative to women in BioSci	As in many universities, men do disproportionately worse in their degrees than would be expected from their entry tariff.	Action S3a: Set up focus groups with UGs to identified perceived reasons for the poor academic performance of men.	Director of Programmes	June 2018: -Focus group run (same one as for Action S2a)	Understand perceived reasons for for the poor academic performance of men	Design new actions (if appropriate) to improve academic performance of men
		Action S3b: Break down gender differences in performance by programme, year and assessment type (coursework vs exams)	Chair of E & D committee	September 2018: -Analyses completed	Understand if thethe poor academic performance of men is influenced by programme, year and assessment type.	
S4. Prevent inappropriate behaviour on field courses in BioSci	The E&D has identified isolated incidents of poor behaviour fuelled by drinking on BioSci field trips. The co-Chair of the E&D has actioned changes to the structure of field trips to mitigate these events. However we need to continue to monitor.	Action S4: Following each field trip we will have wash-up meetings with academic staff, demonstrators and students to discuss behaviour. We will also survey students on their return.	Module organizer for the first year field course. Head of BioSci	May 2018 and annually (following each Eastertime field trip).	No poor behaviour on field trips. Good feedback from students on their return.	Modify polices or rules if appropriate; if not, embed this process in the field course preparation in coming years.

Staff and Culture						
Objective	**Rationale**	**Actions**	**Responsibility**	**Milestones**	**Success measure**	**Outcome**
C1: Move employees from fixed term to open ended contracts	Fixed term contracts mostly affect research staff, who are > 50% female. Being on such a contract can affect individuals ability to obtain mortgage or loans.	Action C1: Make individuals and their line managers aware of the University process for moving onto an open ended contract via emails from HR, the Head of BioSci and through appraisal meetings with line managers.	Faculty HR manager Head of BioSci Line managers	May 2018 (end of each annual appraisal cycle) to embed this into the meetings of line managers.	Rates of transfer on to open ended contracts.	A 5% reduction in FT contracts in BioSci by 2019/2020
C2: Better understand the reasons why staff leave BioSci and any gender biases in this	We have little recent data on why staff leave. However, as of 2017 a new University-wide exist survey was launched.	Action C2: Analyse results of 2017/2018 exit survey for any gender-related issues.	Head of E & D	September 2018: -Analysis complete	An analysis of 2017/2018 exit data.	New actions if appropriate to try to address any gendered differences in reasons for leaving.
C3: Assess effectiveness of BioSci Staff induction	The new induction measures launched in 2013 have not been assessed for their effectiveness.	Action C3: Survey new staff 6 months after the induction process about their experiences by email and via their line manager.	Head of BioSci	December 2017: -Complete survey design and get ethical approval for the survey April 2019: -Complete survey.	An analysis of the strengths and weaknesses of the induction process broken down by gender and job category.	New actions to improve the induction process where appropriate.

C4: Improve information flow about promotion and training opportunities for research staff	Lack of training opportunities and a lack of clarity on promotion were identified as an issue by research staff.	Action C4a: Send a separate email to all research staff for each promotion round. This email will make it clear that promotion is also available to them, and what the criteria are.	Head of BioSci	November 2017: -Email sent out in advance of 2017/2018 promotion round.	Bespoke promotion email sent to all research staff.	Positive responses in the 2018 QuickCat survey for research staff for the question "I understand the promotion process and criteria in my academic unit" go up to 80% for women and men.
		Action C4b: Send clear guidance to appraisers of research staff on promotion criteria via email. Make it clear that there is an expectation that promotion is discussed during appraisals.	Head of BioSci	January 2018 (in advance of 2018 appraisal window)	Bespoke email outlining promotion criteria for research staff sent to all line managers of research staff.	Positive responses in the 2019 QuickCat survey for research staff for the question "I understand the promotion process and criteria in my academic unit" go up to 90% for women and men.

		Action C4c: Early career session on which training opportunities are available to research staff, followed up by an email summary of this to session to all research staff.	E & D committee and Concordat committee	December 2017 -Session completed by this date.	Session on training opportunities for research staff held and email summary sent.	Positive responses in the 2018 QuickCat survey for research staff for the question "I am encouraged to take up training opportunities" go up to 85% for women and
C5: Assess effectiveness of the support for family leave offered by BioSci	Two academics have raised concerns that the money available to maintain research (the Family Leave support) during maternity leave is too restrictive to apply to most academic staff	Action C5: Line managers to explicitly discuss applying for family leave with all academics going on maternity leave and report both uptake and the lack thereof and the reasons for this back to the Head of BioSci.	Head of BioSci	May 2017: -Head of BioSci to email line managers to outline the action and reasons for it May 2017 – May 2019: -Monitoring of uptake of leave June 2019: Analysis of data and recommendations for new actions	Data on percentage of eligible academics taking up family leave support. -The reasons why staff did not take up this support	Recommendations to the Faculty to change the conditions of taking up this funding where appropriate

C6: Improve awareness of support available during and after maternity and caring leave	Staff report that information on the policies BioSci has in place related to maternity leave and flexible working are not well known, reducing their effectiveness.	C6a: Pilot promotion of maternity mentors to BioSci staff and students about to take maternity leave or who are just about to return from leave via induction sessions and emails (bi-yearly). This includes encouraging staff and students who have been on maternity leave to sign up as mentors.	E & D committee (emails) and Head of Biology (induction sessions)	June 2017 : -First email sent out Dec 2017: -Second email sent out June 2017 – June 2018: -Maternity mentors promoted in all induction sessions	Maternity mentors flagged via induction and email (bi-yearly).	100% awareness of relevant maternity related policies by staff and students who have taken maternity leave. -95% positive response to the QuickCat question "I am kept informed about gender equality matters that affect me" in the 2019 QuickCat survey
		C6b: Conduct a survey on the use and perceptions of the policies in place around maternity leave by BioSci Staff.	E & D committee	December 2017: -Survey designed and ethical approval obtained. Jan 2018 – June 2018: -Survey sent out September 2018: -Data in survey analysed.	Collection of data from all staff who have been on leave since June 2017.	
		C6c: Raise awareness of shared parental leave and of the paternity leave policy of the University of	Head of BioSci	Jan 2018: Email sent out to line managers with this information in advance of	Paternity leave policies explicitly flagged as something to discuss during	Increased uptake of paternity leave by relevant BioSci staff

		Southampton via the appraisal system.		2018 appraisal window	appraisal with relevant staff.	between April 2019 and April 2020.
		C6d: Increase awareness of staff aware of flexible working, part-time working and caring leave support offered by BioSci via the appraisal system.	Head of BioSci	January 2018: Email sent out to line managers with this information in advance of 2018 appraisal	Bespoke email outlining flexible working, part-time working and caring leave support sent to all appraisers.	10% increase in QuickCat Question "CfBS provides for staff with flexible working and caring responsibilities " in the 2019 QuickCat survey
C7: Gain a better understandin g of differences in gender equality concerns of research and pool technicians in BioSci	Technical staff pointed out that the QuickCat survey and the Athena Swan submission template do not adequately differentiate between (mostly permanent) pool technicians and (mostly fixed term) research technicians	Action C7: Hold focus groups with technical staff to identify issues related to gender equity that are particularly relevant to pool and research technicians as well as those that only apply to one or the other group.	Senior Technical Manager	September 2017 – April 2018: -At least 2 focus groups held during this period of time.	A better understanding of issues related to gender equity that are particularly relevant to pool and research technicians as well as those that only apply to one or the other group.	New actions (if needed) to address concerns of the two different groups of technicians.

C8. Establishing better communication with Head of Department	The dissatisfaction with independent career advice and line management flagged by the QuickCat and Engagement surveys suggest that more opportunities for fixed term staff and postgraduates to interact with the Head of BioSci separately from other staff would be beneficial. These would enable concerns to be voiced without going through line managers, and also aid on such things as career advice and how BioSci is run.	Action C8: Introduce quarterly 'no agenda' meetings between the Head of BioSci and the fixed-term researcher community and the PGR community.	Head of BioSci	May 2017 onwards on a quarterly basis	Quarterly 'no agenda' meetings with PGRs andfixed term researchers.	5% increase in overall staff satisfaction (average positive score) for these groups in the 2019 QuickCat survey

C9: Assess effectiveness of line management in BioSci	New mandatory line management training is being rolled out in BioSci and across the University in response to concerns raised in the Staff Engagement survey. The biggest issues were with management of fixed term research staff.	Action C9a: Establish focus groups with fixed term research staff to assess whether line management has improved as a result of the new training.	E & D committee with Concordat	September 2018: -Set up focus groups (after 2018 appraisals)	Qualitative indicators of the effectiveness of line management training for fixed term research staff.	A 10% increase in the 2019 QuickCat surveys and University-wide staff engagement survey for all questions related to management.
		Action C9b: Analyse results of 2019 Quick Cat and staff engagement survey data related to line management to assess whether line management has improved as a result of the new training.	E & D committee	June 2019: Analyse results of 2019 Quick Cat and staff engagement survey data related to line management	Quantitative indicators of the effectiveness of line management training for fixed term research staff.	
		Action C9c: Come up with recommendations for changes to line management training (if needed).	Head of Biology	September 2019:	Revisions (if needed) to line management training.	

C10: Improve equity of allocation of outreach activities	There is qualitative and quantitative evidence that women do a disproportionate share of outreach in BioSci	Action C10: Form a focus group (including HoAU, and Head of Enterprise, as well as volunteers) to discuss mechanisms for increasing the fairness of allocation of outreach activity and/or more formal recognition of the workload associated with such tasks.	Head of Enterprise	September 2018 (after examining outreach data from the 2018 appraisals)	New guidelines for allocating outreach and/or better inclusion of such activity in the workload model	A reduction in gender biases in outreach activity and/or a more formal recognition for such work
The E&D committee						
Objective	**Rationale**	**Actions**	**Responsibility**	**Milestones**	**Success measure**	**Outcome**
E1. Improving the effectiveness of the E&D committee	The self-assessment process has identified extra groups that need representation on the E & D committee and weaknesses in information flow.	Action E1a: Change Terms of Reference (ToR)for E&D to ensure inclusion of both male and female undergraduate representation on the E & D committee.	Chair of E&D	September 2017	Change in ToR to reflect M & F UG representation on the E & D committee	-Male and female UG representative on the E & D committee
		Action E1b: Change Terms of Reference (ToR)for E&D to ensure inclusion of both pool and research technicians on the E&D committee.	Chair of E&D	September 2017	Change in ToR to reflect pool and research technician representation on the E & D committee	-Pool and research technician representative on the E & D committee