



**Department Application**  
Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

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

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

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

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

## **COMPLETING THE FORM**

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

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

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

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

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

## **WORD COUNT**

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

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

We have provided the following recommendations as a guide.

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

<b>Name of institution</b>	University of Leicester	
<b>Department</b>	Molecular and Cell Biology	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	November 2017	
<b>Award Level</b>	<b>Silver</b>	
<b>Institution Athena SWAN award</b>	<b>Date: 2014</b>	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Sally Prigent	
<b>Email</b>	Sap8@le.ac.uk	
<b>Telephone</b>	0116 2297070	
<b>Departmental website</b>	<a href="https://www2.le.ac.uk/departments/molcellbiol">https://www2.le.ac.uk/departments/molcellbiol</a>	

### 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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



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Equality Charters Manager

22<sup>nd</sup> November 2017

Equality Challenge Unit 7<sup>th</sup> Floor

Queens House

55/56 Lincoln's Inn Fields

London

WC2A 3LI

Dear Equality Charter Manager,

We are delighted to write this letter of endorsement jointly, to demonstrate the support, commitment and investment of this department to advancing our Athena SWAN agenda. We would also like to commend the vision and leadership of Dr [REDACTED], our Athena SWAN chair, and the on-going commitment of the SAT (in which both of us are actively involved).

The Department of Molecular and Cell Biology was formed in August 2015 from two Athena SWAN Bronze Award-holding departments (Biochemistry and Cell Physiology & Pharmacology). After this merger an Action Plan was formulated and its implementation has been instrumental in the positive cultural changes we have been able to facilitate and support within the new department.

Some of these are highlighted below to demonstrate the impact of our activity in advancing a workplace environment of fairness and equal opportunity for all.

We have introduced annual 'Performance Development Discussion (PDD)' with all staff. In addition to focusing on the usual review of achievements, objectives and training, these meetings now incorporate a 'plan for promotion' for all eligible members of staff. This is a particular challenge for our department that presently has an under-representation of female academic staff at Associate Professor level and above. PDD provides an opportunity to discuss promotion planning, and also to examine in detail any barriers to promotion that might exist for particular individuals. So far this approach has been instrumental in ensuring the promotion of our female colleague, [REDACTED], to a personal Chair (in 2016) and has resulted in a much more proactive approach to surmount potential barriers to the promotion of all staff. The department has actively encouraged (and provided financial support) for 3 members of staff to complete Aurora Leadership training. We are also much more proactive in flagging University and regional training and networking events that increase the awareness and experience of all staff around gender and equality issues.

Our Action Plan identified the need to improve departmental communication and we have made impactful changes in this area. We now include broader representation (including postgraduate students, technical staff and early career researchers) at our bimonthly staff meetings. We also hold regular All-Staff meetings that enable effective communication. Further, we now provide department-wide introductions of new staff and messaging to celebrate personal successes (PhD viva defences, grant successes, births and similar). We have also freed-up and refurbished space within the building to create a common room (with kitchenette facilities) for all staff, a well-equipped writing-up room for postgraduate research students, and introduced a regular monthly social get-together. In our latest survey 77% of academic staff and 88% of students agreed that social interaction has improved.

We believe that we have made encouraging progress in ensuring that a consideration of fairness and equality is embedded in all Departmental activities and acknowledge the value of the expanded Athena SWAN charter as an accelerant to change. We are delighted therefore to commend to you our application for a Silver Award. We very much look forward to continuing to develop and embed cultural changes according to the principles set out in the Athena SWAN charter.

*Finally we wish to confirm that to the best of our knowledge, the information presented in our application (including qualitative and quantitative data) is an honest, accurate and true representation of our department.*

Yours faithfully,



John Challiss (HoD 2017- )



John Schwabe (HoD 2010-2017)

## List of Abbreviations

AS	Athena SWAN
BM	Bench mark
CPP	Department of Cell Physiology and Pharmacology
DLT	Department Leadership Team
EDI	Equality, Diversity and Inclusion
FT	Full time
HEA	Higher Education Academy
HoD	Head of Department
LLI	Leicester Learning Institute
MCB	Department of Molecular and Cell Biology
PDRA	Postdoctoral Research Associate
PEERS	Professional Educational Excellence Recognition Scheme
PGR	Postgraduate Researcher
PGT	Postgraduate Taught
PI	Principal Investigator
PSS	Professional and Support Staff
RED	Research and Enterprise Division
SAT	Self-assessment Team
UG	Undergraduate

## 2. DESCRIPTION OF THE DEPARTMENT

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

(274 words)

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



The Department of Molecular and Cell Biology (MCB) is a diverse and energetic Department with an inclusive culture which aims to ensure that every member, whether staff or student, reaches their full potential. The Department was formed in 2015 when the former Biochemistry Department was joined by 11 members of academic staff (and their associated students and researchers) from the former Department of Cell Physiology and Pharmacology (CPP). MCB is one of 6 research Departments within the College of Life Sciences. Teaching is delivered through 4



Schools. Teaching delivered by MCB staff is predominantly through the School of Biological Sciences, with some teaching via the School of Medicine.

## The College of Life Sciences

A Matrix of Teaching Schools and Research Departments

School of Biological Sciences	School of Psychology	School of Medicine	School of Allied Health Professionals
Department of Molecular and Cellular Biology			
Department of Genetics and Genome Biology			
Department of Health Sciences			
Department of Infection, Immunity and Inflammation			
Department of Department of Cardiovascular Sciences			
Department of Neuroscience, Psychology and Behaviour			

The Department currently comprises 33 academic staff, of which 10 are female (30%), 33 research staff (16F:17M, 48% female) and 26 support staff (20F:6M, 77% female) and is housed in the Henry Wellcome Building. Research within the Department is recognised both nationally and internationally and is based around a number of broad themes, with extensive collaborations both within these areas and with other research groups in the University and elsewhere. Staff members of MCB play senior roles within the College organisation and research framework, including the Director of Research, Enterprise Lead, Deputy Head of School of Biological Sciences, and Head of Core Biotechnology Services. We play a central role in teaching the Medical Biochemistry, Medical Physiology and Biological Sciences degrees, as well as making contributions to the Medical degree programme. Postgraduate studies include PhD by research (currently 68 students, 41F:27M, 60% female), as well as one-year taught Masters Courses in Bioinformatics and Cancer Cell and Molecular Biology (currently 37 students in total, 19F:18M, 51% female).

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: **Bronze: 1000 words** | **Silver: 1000 words** (988 words)

Describe the self-assessment process. This should include:

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

The SAT for the Department of Molecular and Cell Biology (MCB) was formed in September 2015 and comprises 15 members, 7 of whom are male. The two departments from which MCB was formed independently achieved Bronze awards in 2014. SAT members from both departments were invited to join the new SAT. It was recognised that while needing to retain the experience of those who had contributed to the Bronze award, it also provided an opportunity to recruit several new enthusiastic members. Following the first meeting we collectively identified the need for a PGR student and new PDRA. Following an e-mail circulation we invited both female PGRs who volunteered (GS, GA) and one male (PW) and one female PDRA (EK). We also invited a senior technician (LF), who had expressed an interest in being involved at her appraisal, and two

additional male colleagues (RE and JT-R) to add fresh energy and diversity to the team. The SAT has remained stable since its formation. In September 2017, [REDACTED] joined the team as incoming HoD. The chair of the MCB SAT led the former Biochemistry Department's Bronze bid. The SAT chair, together with Equality Champion, [REDACTED], sit on the College Gender Equality Group and the Departmental Leadership Team in order to ensure that Athena SWAN and equalities are considered at the highest level in the Department.

SAT members have diverse departmental roles and wide experience of parenting, flexible and part-time working. Membership of the SAT is to be included in the University work-load model which the Department is currently piloting.

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

Our first task on forming the MCB SAT was to draw up an action plan for the new department that reflected the issues identified in the previous Biochemistry and CPP Bronze applications. This was submitted to ECU in October 2015 and Bronze status was approved for MCB. Since this time we have held regular meetings as a full team (6 per year), all attended by the HoD, to focus on implementing our action plan. In December 2016 a survey was designed and distributed by the survey team (SAP, CV, RE, GS, GA). This was considered to be sufficient time for the 'culture' to be embedded in the new department. Results of the survey were subsequently discussed at a dedicated SAT meeting and plans to disseminate the key findings at an 'all-department' meeting discussed. The SAT chair (SAP) has met on numerous occasions with the University EDI team and liaised with the Planning Office, Admissions, Biological Sciences office staff, postgraduate student administrators to obtain reliable data. SAP and KM have met with administrative staff to develop in-house databases to record information on seminar speakers, maintain accurate and user-friendly PGT and PGR student spreadsheets and to develop resources for the website (Action 3.1). In the twelve months prior to submission of the application, sub-teams were identified to examine the information and issues regarding key career transition points (PW, IE, KM, JT-R), career development (RE, CV, EK), organisation and culture (SAP, KM, LF, KM) and career breaks (SS & KM). Sub-teams have each met both with and without the SAT chair, and collaborated by e-mail to draw up draft sections for the document. These were incorporated into a draft document which was collectively discussed to inform the new action plan. A complete draft of the application was circulated to all staff and PGRs in the month prior to submission.

Feedback from all staff and students has been important in putting together our application and increasing awareness of gender equality in the Department.

***Since our Bronze award:***

- We held our first survey since the restructuring of the Department in December 2016 which reported a notable increase in awareness of Athena SWAN activity since the previous (former Biochemistry) survey in 2014 (Table 1).
- Athena SWAN has been a standing item at all staff meetings since MCB formed in August 2015
- Since December 2015, HoD circulates regular 'Good news' e-mails celebrating achievements in the Department – most recently inviting staff for an impromptu gathering in May to celebrate the success of a large strategic funding bid

- An annual ‘all-department’ meeting enables the HoD to share the Department’s vision for the future, including successes and challenges arising from the Athena SWAN process (second meeting held in September 2017)
- In July 2017, a representative from the University Equalities Unit presented an introduction to unconscious bias at a Departmental staff meeting
- Our website has been substantially improved to provide clear signposting to induction, support and information resources
- From the survey it was noted that PDRAs represented the group that felt the least ‘included’ in the Department resulting in the establishment of a focus group to improve opportunities for presenting at seminars and improved social interaction
- We have implemented the actions and monitored progress of our Bronze action plan
- We have consulted with all staff and students for feedback and suggestions for improvement
- Listened to suggestions and implemented changes to social activities to be more inclusive
- Consulted with other departments with Silver awards to share ideas for best practise, both locally and at other institutions
- Our application was reviewed by the University review panel in July and October 2017, providing an opportunity for further reflection

		Academic and Research Staff	Professional Services Staff	PhD Students
Awareness of Athena SWAN	2016	92 %	100 %	73 %
	2014	84 %	62.5 %	44 %

**Table 1. Increased awareness of Athena SWAN in the Department since 2014**

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

The team will continue to meet every two months to ensure the new action plan is implemented and provide the opportunity for discussion. The group will report regularly at the departmental academic staff meeting. Following our Silver submission we will continue to review membership of the SAT to identify opportunities to increase diversity (Action 3.2). The chair will rotate every three years, but will remain on the SAT to provide experience. Results of surveys will be fed back to the Department by displaying on the Athena SWAN departmental website and Athena SWAN and diversity will be discussed at annual all-staff meeting (Action 3.3). Responsibility for monitoring the implementation of the action plan will lie with the HoD however tasks will be shared between members of the SAT and others in the Department.

**4. A PICTURE OF THE DEPARTMENT**

Recommended word count: Bronze: 2000 words | Silver: 2000 words (1993 words)

#### 4.1. Student data

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

**NB Throughout this section HESA Benchmark data is for courses related to ‘Molecular Biology, Biophysics and Biochemistry’. Numbers refer to Head-count unless otherwise specified.**

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

A Foundation course in Biological Sciences was introduced in September 2016. The course recruited 29 students (17F:12M, 59% female) from students who had applied through UCAS for one of our BSc Degrees in Biological Sciences and placed Leicester as their firm choice, but had missed the asking grade (CCC – CDD). We will monitor the progress of these students by gender in subsequent years (Action 4.1).

##### (ii) Numbers of undergraduate students by gender

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

We offer a very flexible degree programme, enabling students to change degree stream after the first or second year. Consequently careful scrutiny of our data will reveal that total student population on any particular stream is not precisely the sum of students registering over 3 years as students may have swapped into or out of that specific programme.

Percentage female students over the last three years is indicated in Table 2.

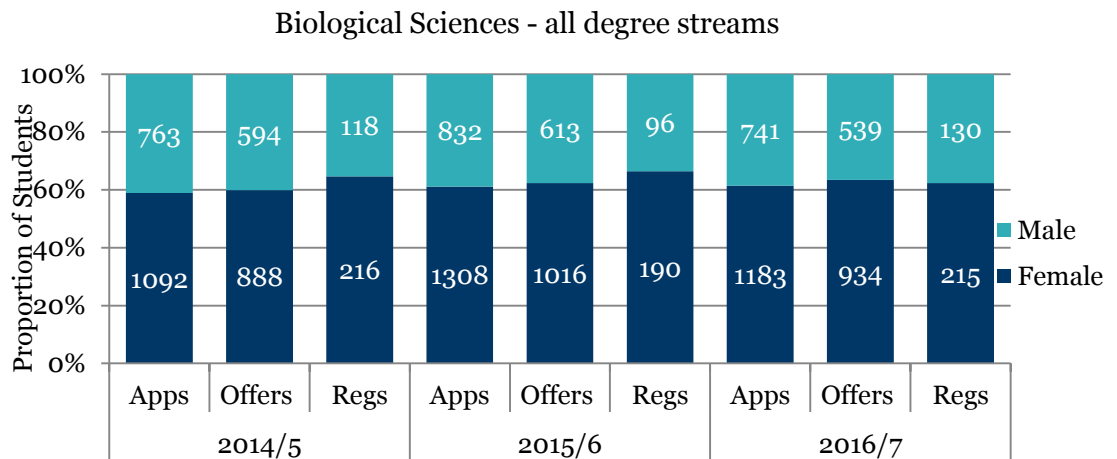
	2014/15	2015/16	2016/17	BM 2015/16
All degrees in Biological Sciences	<b>60%</b> (544F:361M)	<b>62%</b> (584/351)	<b>64%</b> (639/363)	<b>56%</b>
Biochemistry	<b>53%</b> (65F:58M)	<b>53%</b> (64F:57M)	<b>54%</b> (54F:46M)	<b>56%</b>
Medical Biochemistry	<b>59%</b> (70F:49M)	<b>60%</b> (84F:56M)	<b>62%</b> (87F:53M)	<b>56%</b>
Physiology and Pharmacology	<b>68%</b> (79F:37M)	<b>73%</b> (65F:24M)	<b>67%</b> (52F:26M)	<b>56%</b>

Medical Physiology	<b>62%</b> (63F:39M)	<b>64%</b> (80F:45M)	<b>68%</b> (107F:50M)	<b>56%</b>
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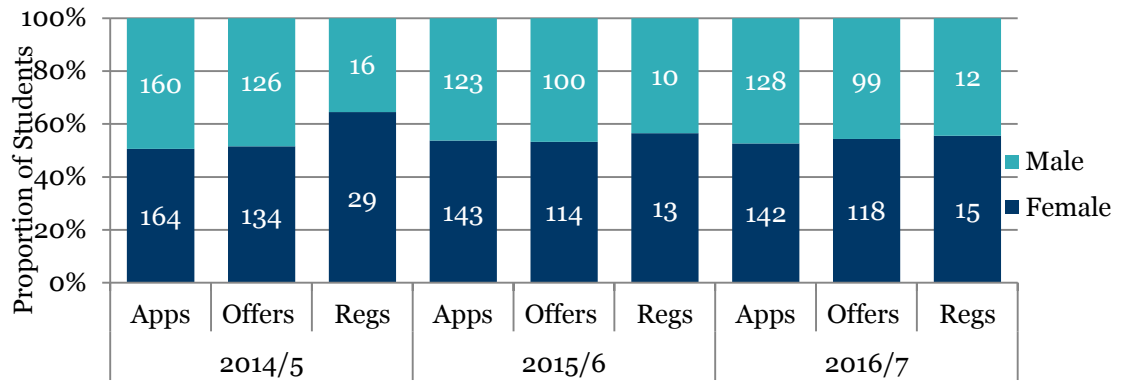
**Table 2. Percentage female students over the last three years:** Absolute numbers are shown in parentheses.

Data analysed represents the total number of students (years 1-3) enrolled on a degree programme in each of the academic years. In each case, with the exception of Physiology and Pharmacology, the proportion of female students has increased over the last three years. This is a continuation of the trend observed in our Bronze submission and appears to be a national trend as the HESA Benchmark data has increased from 50% in 2012/13 to 56% in 2015/16 for courses related to Molecular Biology, Biophysics and Biochemistry. There is no obvious supply problem of female students at undergraduate level, however we must continue to monitor this (Action 4.2). We have a female admissions tutor for Medical Biochemistry, and will continue to ensure a strong female presence at open days for all subjects (Action 4.3). All our undergraduate degrees courses are full time.

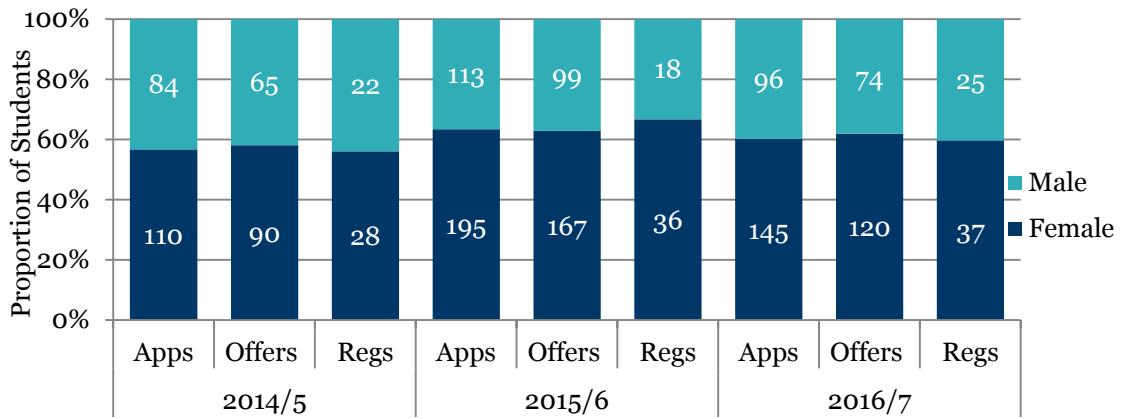
The graphs below (Figure 1) indicate the proportion of male and female students applying to our degree programmes, those receiving offers and registering.



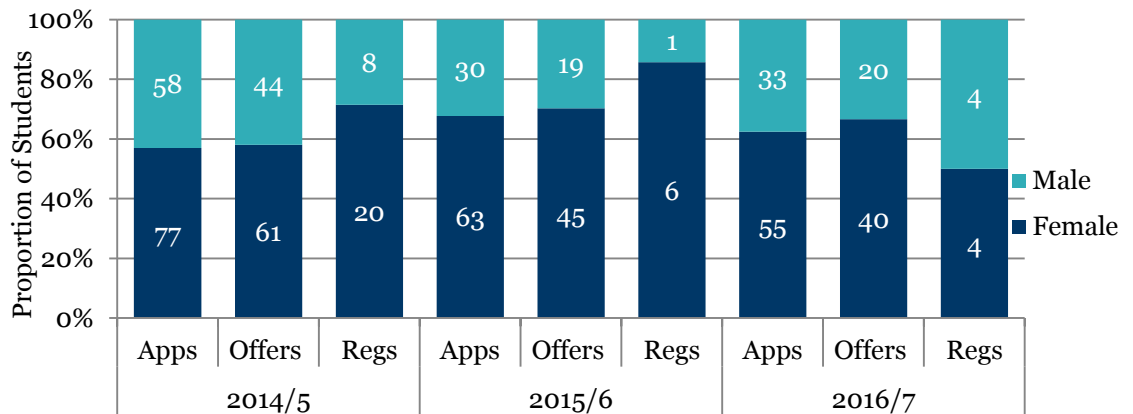
### Biological Sciences (Biochemistry)



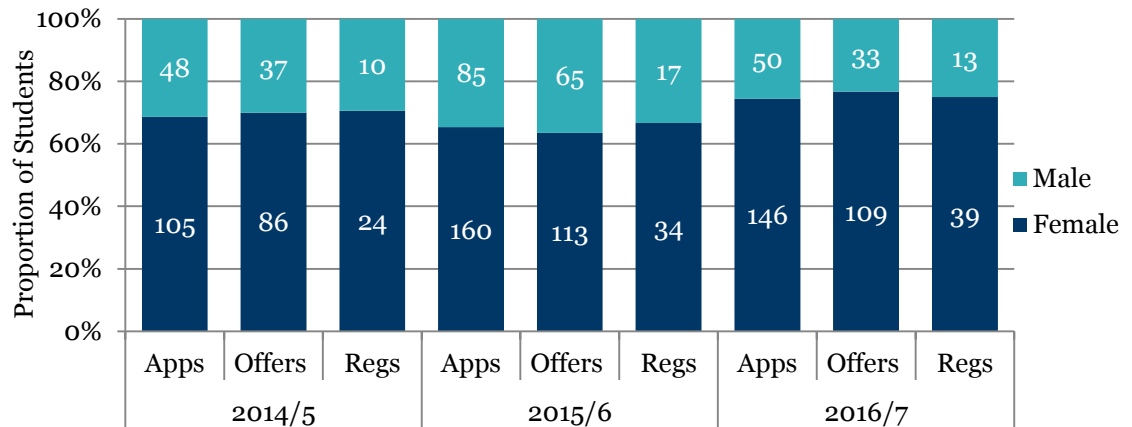
### Medical Biochemistry



### Biological Sciences (Physiology and Pharmacology)



## Medical Physiology



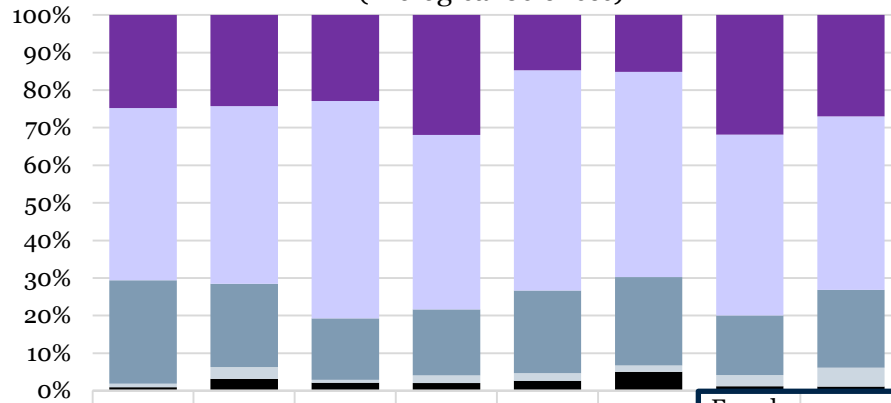
**Figure 1. Proportion of students applying for Biological Sciences (all degree programmes), or individual Degree streams convened by MCB.**

With the exception of the Degree in Biological Sciences (Biochemistry), all programmes received a higher proportion of female applicants (approx. 60%) that persists through to offers and registrations. Although there was a slight increase in the proportion of women registering for some courses in 2014/15 and 2015/16 relative to offers e.g. Biological Sciences (Physiology and Pharmacology), there was no evidence for this in 2016/17 for any degree stream. We conclude that male and female students are equally likely to receive an offer on one of our courses when they apply, and male and female offer holders are equally likely to register.

### Degree Attainment by gender

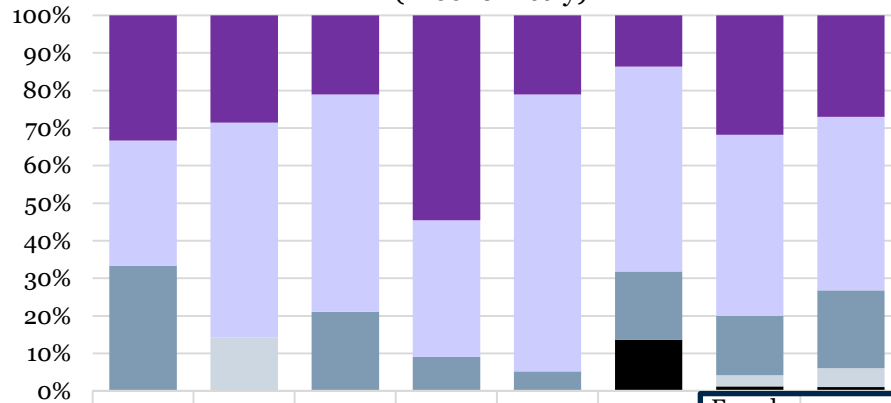
Data are indicated in figures below (Figure 2)

### Undergraduate Degree Attainment (Biological Sciences)



	Female	Male	Female	Male	Female	Male	Female %	Male %
	2013/14		2014/15		2015/16		BM (15/16)	
■ 1	27	23	32	31	22	18	32%	27%
■ 2.1	50	45	81	45	88	65	48%	46%
■ 2.2	30	21	23	17	33	28	16%	21%
■ 3	1	3	1	2	3	2	3%	5%
■ Fail/Unclassified	1	3	3	2	4	6	1%	1%

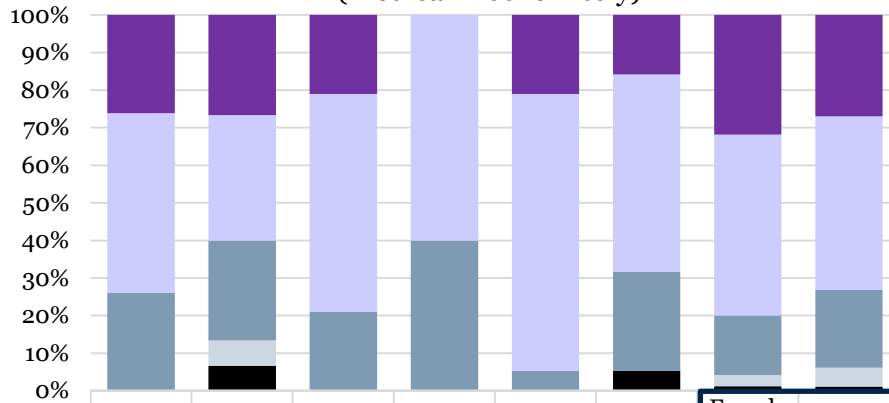
### Undergraduate Degree Attainment (Biochemistry)



	Female	Male	Female	Male	Female	Male	Female %	Male %
	2013/14		2014/15		2015/16		BM (15/16)	
■ 1	2	2	4	6	4	3	32%	27%
■ 2.1	2	4	11	4	14	12	48%	46%
■ 2.2	2	0	4	1	1	4	16%	21%
■ 3	0	1	0	0	0	0	3%	5%
■ Fail/Unclassified	0	0	0	0	0	3	1%	1%

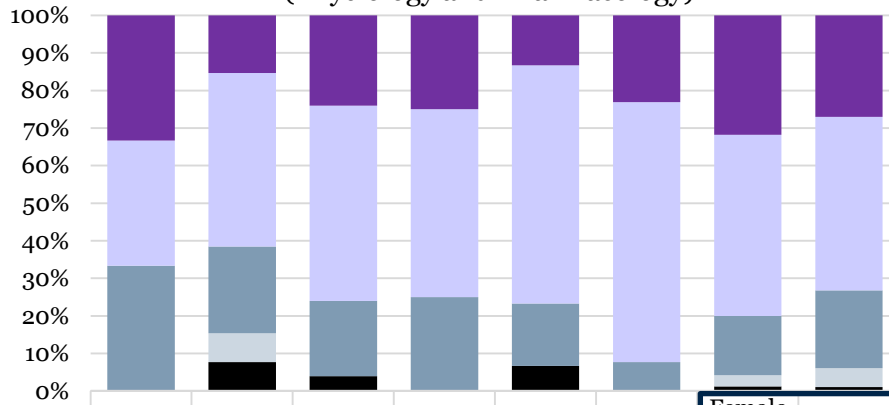


### Undergraduate Degree Attainment (Medical Biochemistry)

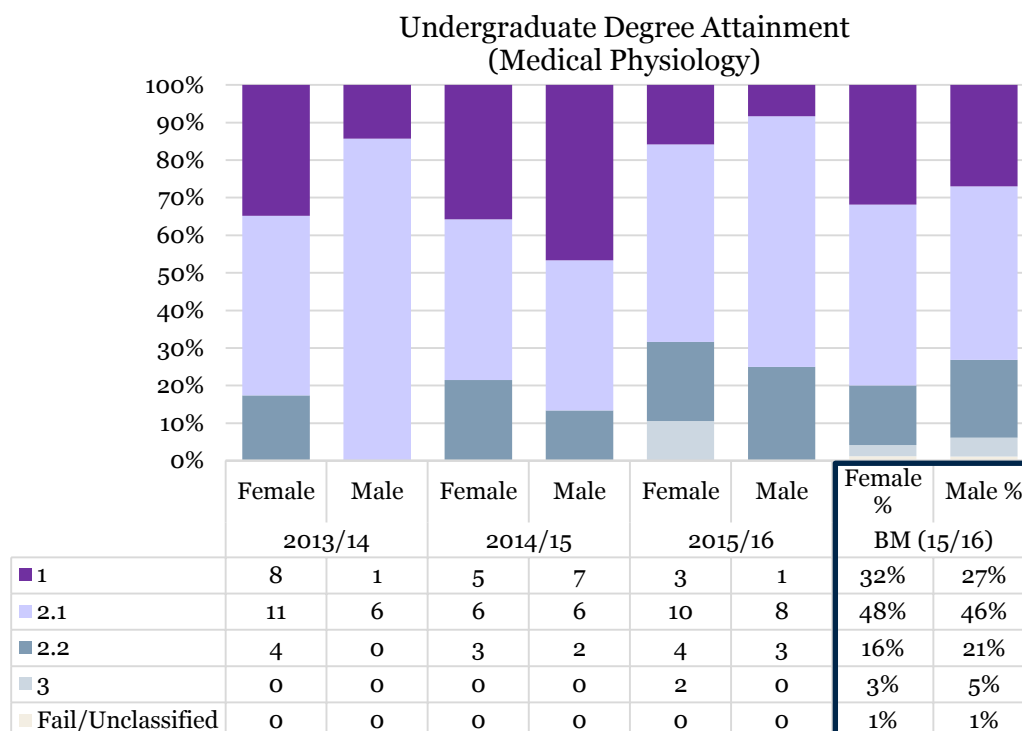


	Female	Male	Female	Male	Female	Male	Female %	Male %
	2013/14		2014/15		2015/16		BM (15/16)	
1	6	4	4	0	4	3	32%	27%
2.1	11	5	11	3	14	10	48%	46%
2.2	6	4	4	2	1	5	16%	21%
3	0	1	0	0	0	0	3%	5%
Fail/Unclassified	0	1	0	0	0	1	1%	1%

### Undergraduate Degree Attainment (Physiology and Pharmacology)



	Female	Male	Female	Male	Female	Male	Female %	Male %
	2013/14		2014/15		2015/16		BM (15/16)	
1	2	2	6	4	4	3	32%	27%
2.1	2	6	13	8	19	9	48%	46%
2.2	2	3	5	4	5	1	16%	21%
3	0	1	0	0	0	0	3%	5%
Fail/Unclassified	0	1	1	0	2	0	1%	1%



**Figure 2. Degree classification by gender (all Biological Science subjects and individual degree programmes convened by MCB. Benchmark data are indicated in black box.**

When considering all students studying a Biological Sciences degree, and the individual Degree streams convened by our department, the only consistent trend is for Medical Biochemistry, where females consistently outperform males. This was also observed in our Bronze submission, and is reflected in the Benchmark data from 2015/16. In all other subjects, there was no trend in either direction. We compared the A-level entry tariff of students on arrival to determine whether this could account for the difference, but there was no gender difference for the last six years (Action 4.4)

	Female	Male
2013/14	14	8
2014/15	9	10
2015/16	6	2
2016/17	2	3
Total (4 years)	31 (56%)	24 (44%)

**Table 3. Numbers of Students withdrawn (All Biological Sciences)**

We also considered the numbers of students who withdrew from their studies over the last four years (Table 3). Numbers are small so we considered all students registered on all Biological

Sciences degrees. 56% of the students who withdrew were female (Table 2). Since females represented 62% of the student population over this period it appears they are no more likely to drop out than males. An interesting trend is the reduced number of students (females in particular) withdrawing in recent years. **A contributing factor may be the improved personal tutoring system which has become more structured since our Bronze award, and is now monitored, along with increased uptake for an alternative tutor where requested (Action 4.5).** Although our student data gives us no cause for concern, we are continually monitoring our degree programmes and seeking feedback from students via module surveys so we can improve the student experience. To promote inclusivity and challenge different types of learner our teaching teams ensure that diverse assessments are incorporated into modules across the degree programmes.

*'All of the lecturers delivered really good lectures (probably the first module I could say this about) and they were well ordered and linked into each other well', 'lecturers were really amazing each one of them'.*  
 Quotes from third year Biochemistry module survey

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

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

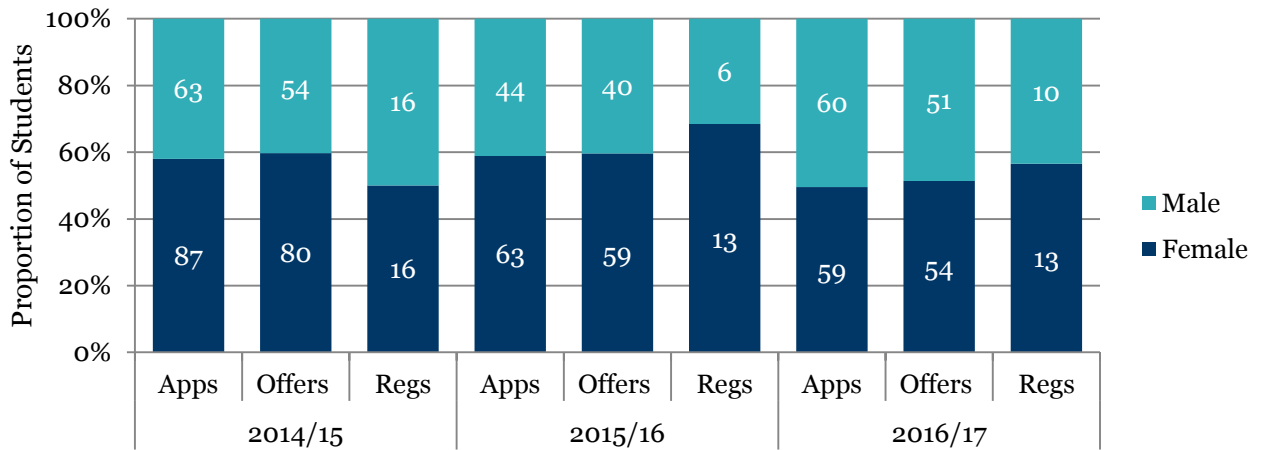
The numbers of students registered on PGT courses is indicated in Table 4. For CCMB, 2014/15 was the only cohort where there was complete gender parity. In other years, including the previous 3 years the course has been slightly more popular with females (last 6 years, 105F:79M). Bioinformatics has been more popular with males in the last three years, which was not the case in 2012 and 2013 where there were more female than male students (total 12F:9M). Numbers are very small and it is likely that variations are random. Nevertheless predominance of males in 2014/15 is noteworthy (Action 4.6).

	2014/15	2015/16	2016/17	BM 15/16
Cancer Cell and Molecular Biology (CCMB)	<b>50%</b> (16F:16M)	<b>68%</b> (13F:6M)	<b>57%</b> (13F:10M)	<b>50%</b>
Bioinformatics	<b>24%</b> (5F:16M)	<b>33%</b> (4F:8M)	<b>43%</b> (6F:8M)	<b>50%</b>

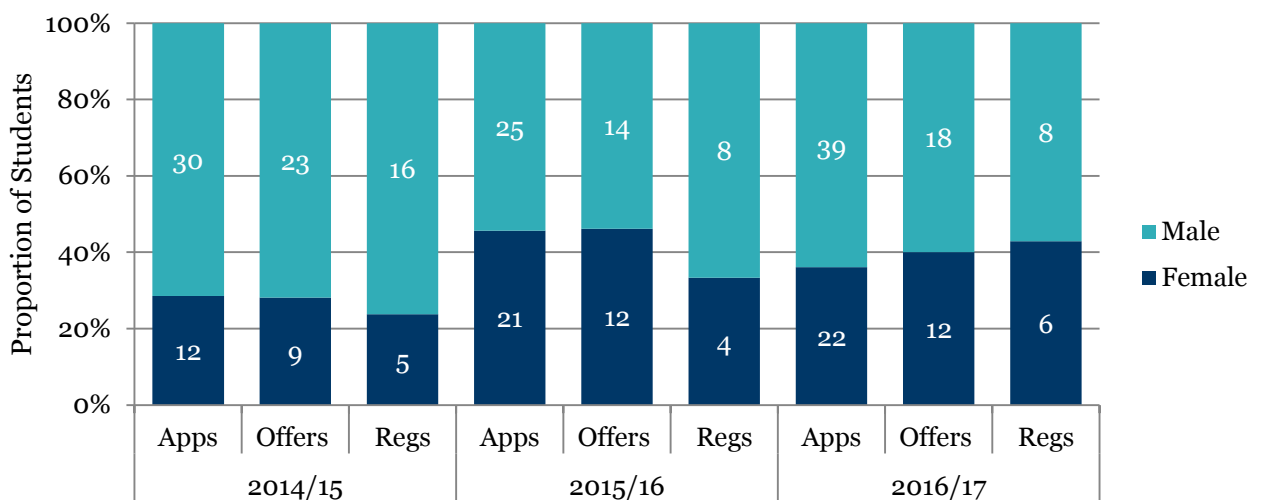
**Table 4. Percentage female students on our MSc degree programmes:** Numbers in parentheses indicate absolute numbers. Both courses are full-time.

When considering applications, offers and registrations (Figure 3) for CCMB the proportion of registrations was proportional to the number of applicants. For Bioinformatics, in 2014/15, the year where there were 3 fold more males than females, this was reflected in the increased number of males applying, suggesting that any gender differences exist at the time of application, and do not arise during the selection process.

### Applications, Offers and Registrations - MSc Cancer Cell and Molecular Biology



### Applications, Offers and Registrations - MSc Bioinformatics



**Figure 3. Proportion of students applying for MSc courses in Cancer Cell and Molecular Biology and Bioinformatics, offers made and registrations**

MSc degree classifications were analysed for two MSc programmes run by MCB. For CCMB women clearly outperformed men in 2013/14 and 2014/15, but the trend was reversed in 2015/16. Looking back to our Bronze application there was no difference in performance by gender. The cohort for this degree is very variable with differing compositions of home/EU and international students from year to year, and differing entry level achievement (e.g. ranging from 2.2 to first class BSc), it is therefore unlikely that analysing gender alone will yield any differences. For the MSc in Bioinformatics, numbers are too small to draw any conclusions, but there is no evidence that men or women consistently perform better. Numbers of students failing or withdrawing from these courses are very small, so it is not possible to determine any gender difference. We will

continue to collect and monitor data, and look at other factors such as entry qualification and Nationality in determining degree outcome (Action 4.7).



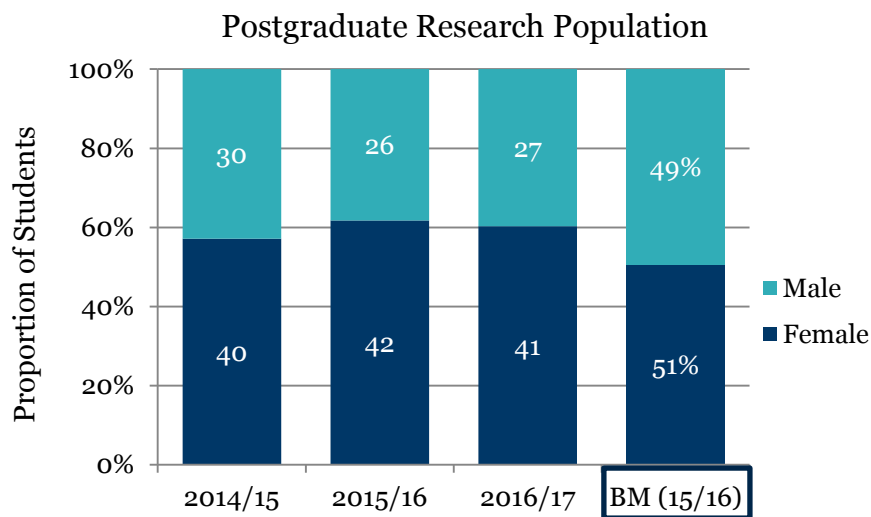
**Figure 4. Degree classification by gender for MSc courses in Cancer Cell and Molecular Biology and Bioinformatics.**

*'As the new external examiner of the programme one of my immediate impressions was the considerable professional effort and diligence that Drs Patel and Prigent invest in ensuring that the course is of a very high quality and that students on the programme receive an excellent training in the subject and are fairly assessed'* CCMB external examiner report

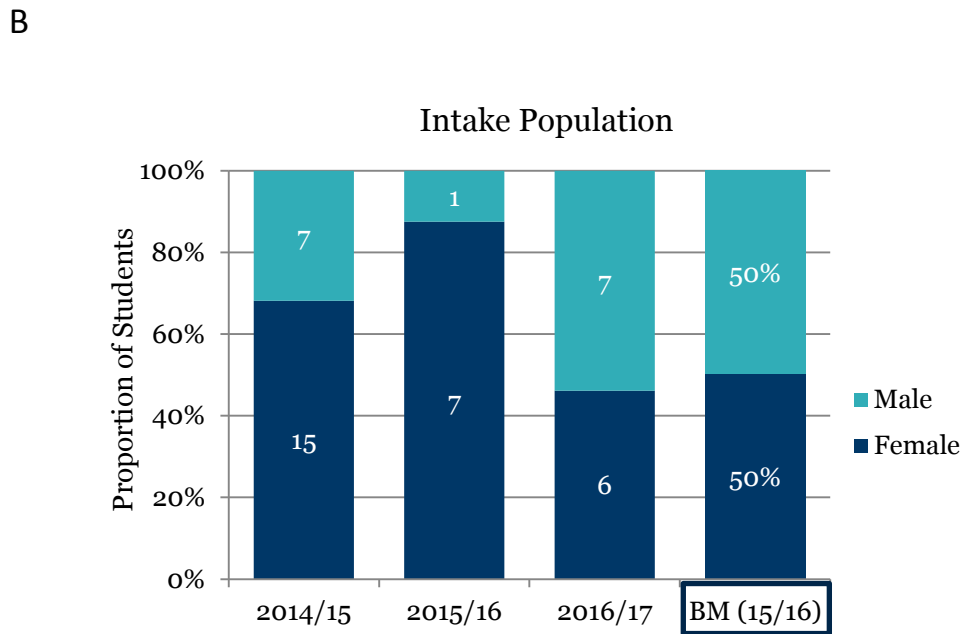
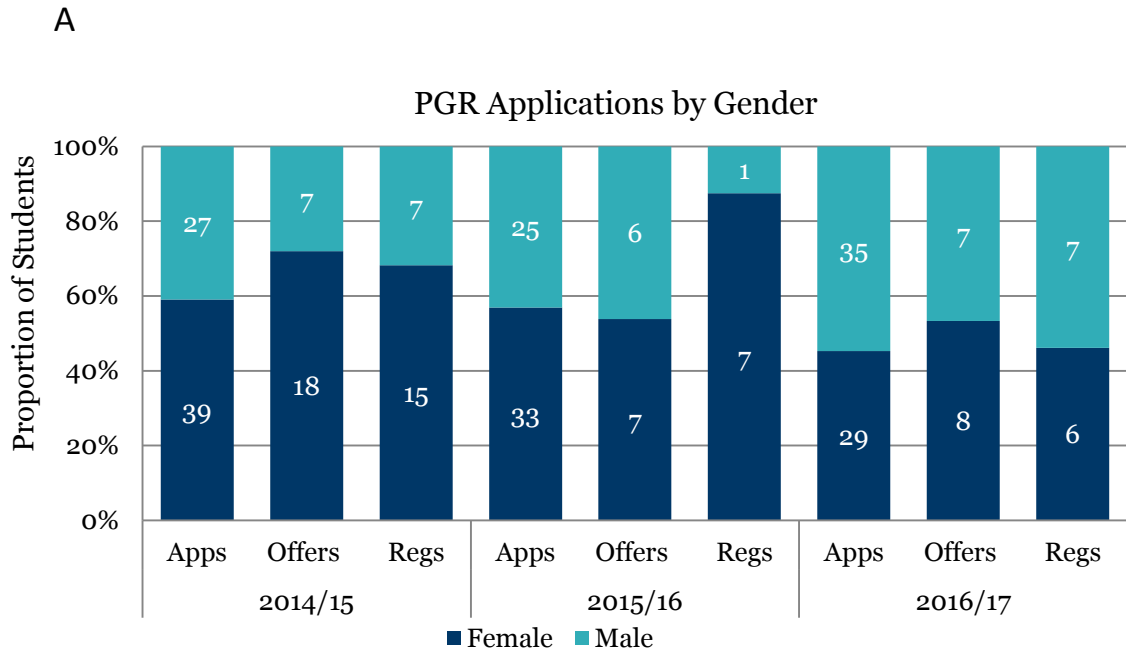
(iv) Numbers of men and women on postgraduate research degrees

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

Females consistently represent around 60% of the population over the last three years, which compares favourably with the national data (51%) (Figure 5). In years 2014/15 – 2016/17 the number of female applicants varied from 59% to 45%. The number of registrations is generally proportional to offers. In 2015/16 a higher proportion of female offer holders registered, but only 8 students were recruited that year (Figure 6).



**Figure 5. Total population of PhD students (in year 1-4 of study) for each academic year compared to 2015/16 benchmark data.** For our data, the numbers in the columns refer to absolute numbers. Bench mark data are indicated in the black box.



**Figure 6. Proportion of students applying for postgraduate research degrees in MCB, proportion of offers and registrations (A). Intake population compared to Benchmark data (B). Bench mark data are indicated in the black box.**

In the three academic years indicated, a total of 15 female and 17 male students completed their PhDs (Figure 7). The numbers are small and variable from year to year and reflect the variable annual intake. Of note 2 female and 2 male students withdrew over this period. One female moved to another University, the other students withdrew after unsuccessful completion of their probation review.

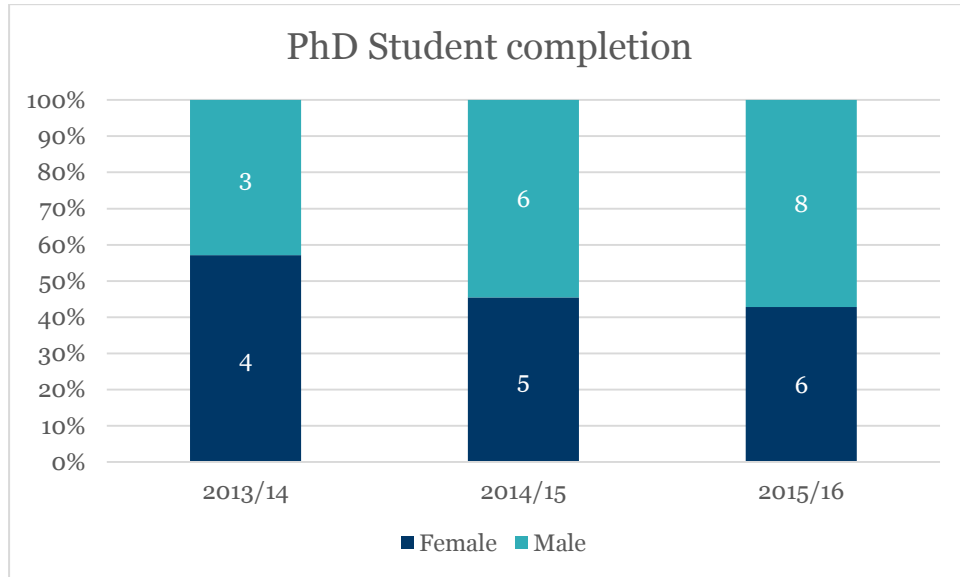


Figure 7. Numbers of PhD students completing in the last three academic years

- (v) Progression pipeline between undergraduate and postgraduate student levels  
Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

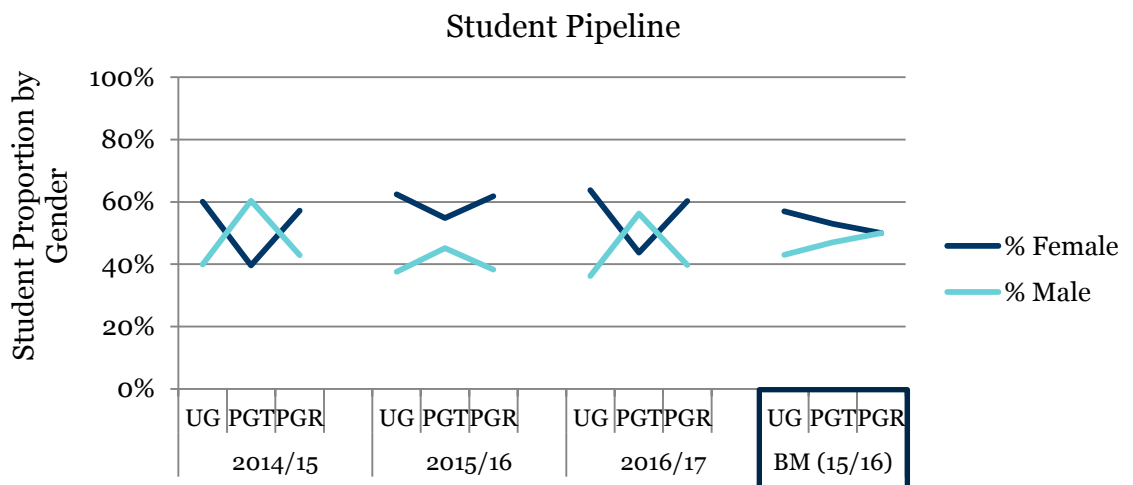
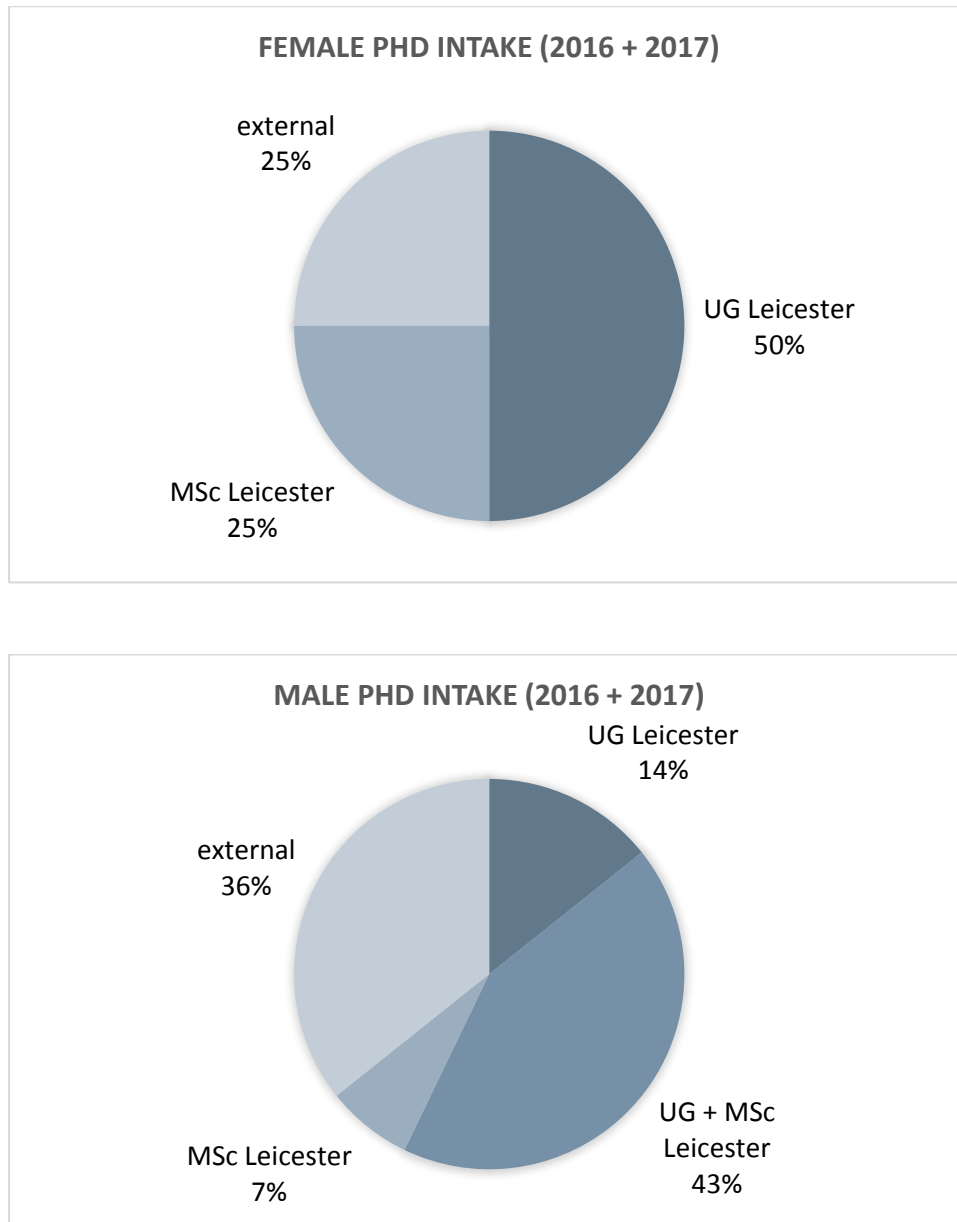


Figure 8. Proportion of students on undergraduate (UG), post-graduate taught (PGT) and postgraduate research (PGR) Degree programmes, compared to benchmark data.



There does not appear to be any issues in the student pipeline; females are well represented at undergraduate, MSc and PhD level (Figure 8). We have robust systems in place to ensure that UG and PGT students are supported to apply for PhD studentships available in MCB (see section 5.3 iv). In the last two years, **75% of our female PGR intake and 64% of our male intake had previously studied for a BSc, MSc or both at Leicester (Figure 9), providing evidence that we are supporting and retaining some of our best students.**



**Figure 9. PGR intake based on University where students previously studied. Data represent a total of 12 female and 13 male students.**

*‘Leicester has provided me with the opportunities required to develop my independent researcher skills in a supportive and collaborative environment from summer project student, undergraduate, PhD student and most recently as a post-doctoral researcher’*

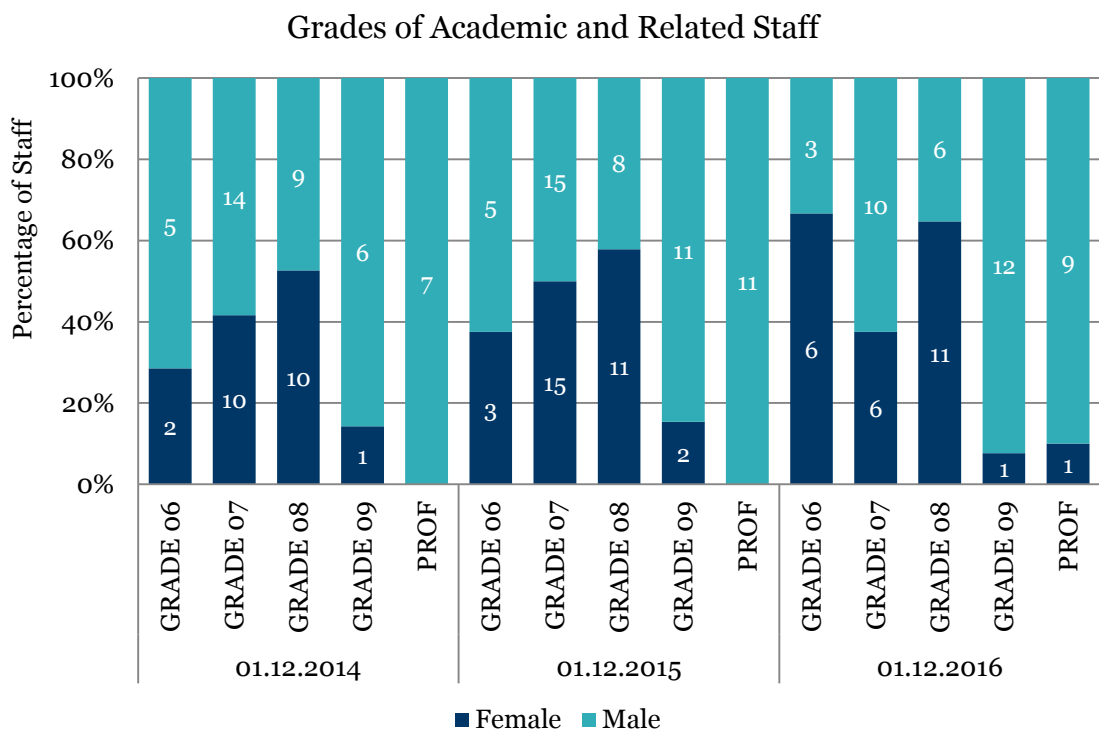
GA (F) PGR

ACADEMIC AND RESEARCH STAFF DATA

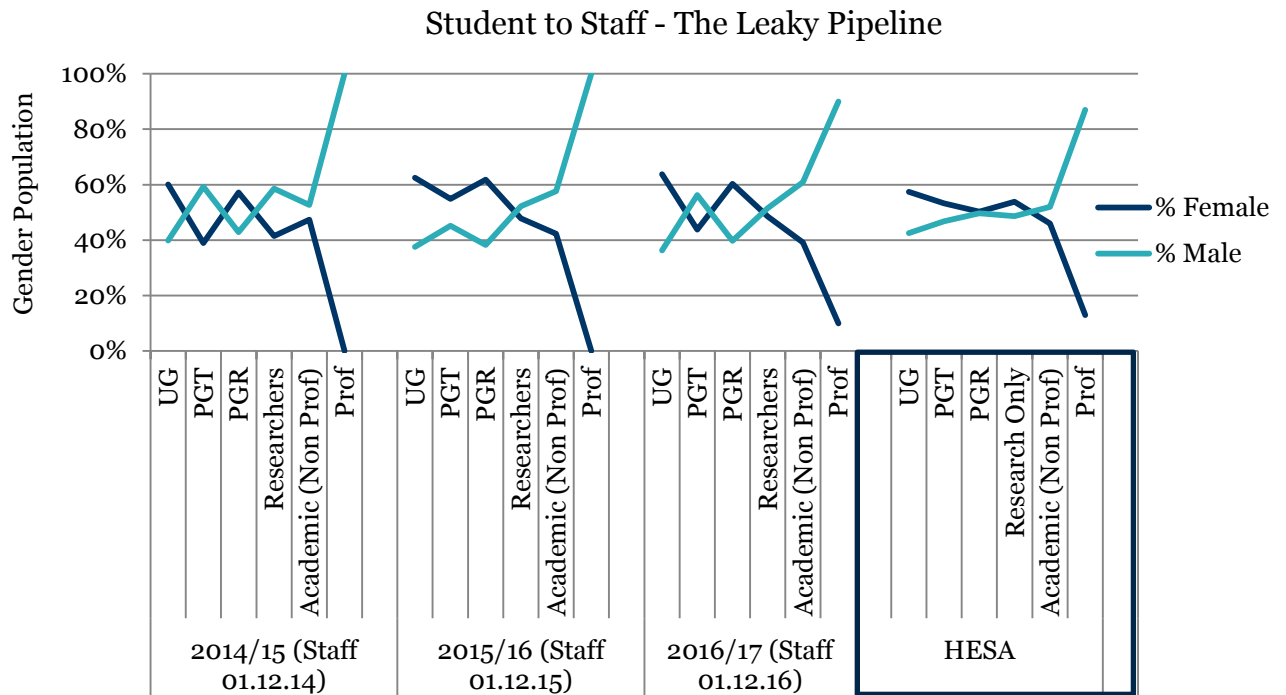
- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

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

Staff data are presented by grade (Figure 10). All staff at grade 8 are lecturers, with the exception of two male and three female research fellows. Grade 9 staff are associate professors with the exception of two male senior research fellows. One grade 7 female is a teaching fellow, all other grade 6 and 7 staff are researchers. In addition to staff indicated, 5 individuals (2F Professor, 1M Professor, 2M Grade 9) in the MRC Toxicology Unit have 0.2FTE contracts to acknowledge their contribution to collaborations. We do not have any clinical staff. The leaky pipeline from UG to professor is illustrated by job type in Figure 11.



**Figure 10. Numbers of staff by Grade and Gender.** Numbers on the graph refer to absolute staff numbers



**Figure 11. Scissor graph representing the proportion of males and females in each student and staff category compared to HESA benchmark data**

From the data the key attrition point is from lecturer to Grade 9 and above. At the census date, 39% of non-professional academic staff were female and 10% professors were female. Considering Grade 9 and above, 9.5% are female. This is lower than the HESA data where 13% professors in this area are female and an issue we are addressing (section 5.3(ii)). The increase in representation of female professors from 0% to 10% has resulted in a slight decrease in representation at non-professional level. The decrease in number of Grade 7 females from 2015-2016 is largely accounted for by the relocation of an entire research group during that period.

The one lectureship post available during this period was taken by a female (increase in Grade 8 female from 10 to 11 (2014-15)). We had one chair position in 2016 that was offered to three females in succession, but after prolonged negotiation (in one case involving negotiations with the College to accommodate a partner) all declined. The SAT and DLT discussed whether there is anything more that could have been done to attract these women, but concluded that their decisions to decline were each personal and distinct, and as far as we could tell were not related to the Department or the package offered. Nevertheless the experience has made us acutely aware of the importance of promoting our inclusive family friendly values in our negotiations, and avoiding unconscious bias in our recruitment processes (Action 4.8).

We will continue to ensure that our job adverts (including our inclusive friendly culture and opportunities for flexible working) and recruitment procedures encourage women to apply and to be appointed. Ahead of advertising academic posts a search group should identify suitable female candidates to approach when advert is posted (Action 4.8). We will escalate our activities to develop the profiles of women already in the department to equip them for promotion (section 5.3(ii)).

## SILVER APPLICATIONS ONLY

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

There is one example of a student who has registered for a PhD while on a grant-funded technical post.

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

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

All academic and research staff of Grade 8 and above are on full-time open-ended contracts, with the exception of one female associate professor and one senior experimental officer who work part-time. At grade 7, two female staff are on fixed-term contracts, and one female works part-time. At grade 6, 3 are on fixed-term contracts (two male, one female) and 4 work part time (3F:1M). Staff on fixed-term contracts are generally research staff funded by grant awards. Most externally-funded researchers are on open-ended contracts 'subject to funding' i.e. their contracts are longer than two years. Around six months prior to the end of a contract staff sign-up to the University redeployment register. Several staff (3M:1F) have been redeployed in this way during the assessment period. Continuity of employment has been achieved in several cases by naming candidates on grants.

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

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

Year	Contract	Number of Leavers (Female/Male)				
		Grade 6	Grade 7	Grade 8	Grade 9	Prof
2013/14	FT		1 (1/0)	2 (0/2)		
	FT fixed term		2 (1/1)			
	PT		1 (1/0)			
	PT fixed term		1 (1/0)	1 (0/1)		
	Total		5 (4/1)	3 (0/3)		
2014/15	FT	1 (0/1)			1 (0/1)	
	FT fixed term	1 (1/0)				
	PT					
	PT fixed term					
	Total	2 (1/1)			1 (0/1)	
2015/16	FT	1 (0/1)	8 (5/3)			1 (0/1)
	FT fixed term	2 (1/1)	5 (2/3)			
	PT					
	PT fixed term					
	Total	3 (1/2)	13 (7/6)			1 (0/1)

**Table 5. Numbers of leavers for the last three academic years**

Over the time period analysed there have been 15 male and 13 female leavers (Table 5). 100% staff complete a Leavers' Form capturing reasons for leaving and activity afterwards (if reported). Reasons for leaving are indicated in Table 6. In 15 cases the leaver's destination is unknown (Action 4.9). Since August 2016 we have implemented one of our Bronze actions and introduced an on-line exit questionnaire to capture leavers' attitudes around working and leaving the Department. We have received 9 responses so far (8F:1M). **100% staff leavers who responded would recommend working in MCB and would work in the department again** (Action 4.10).

Position	Gender	Reason for leaving/destination
Professor	M	Relocated with wife and young twins to Leeds to be closer to parents
Associate professor (Grade 9)	M	Returned to Russia to continue his research
Daphne Jackson Fellow	F	Teaching position, School of Medicine, Leicester
PDRA	3M, 2F	Relocated with PI to Leeds
PDRA	F	Went on maternity leave when PI departed and did not return
PDRA	M	Transferred to Cardiovascular Sciences, Leicester
PDRA	F	PDRA position in Bristol
PDRA	M	Position in Research Institute
PDRA	F	Resigned to take a position in the private sector
PDRA	9M, 6F	End of grant funding, destination unknown

**Table 6. Reasons why staff leave and next career steps**

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

(7455 words)

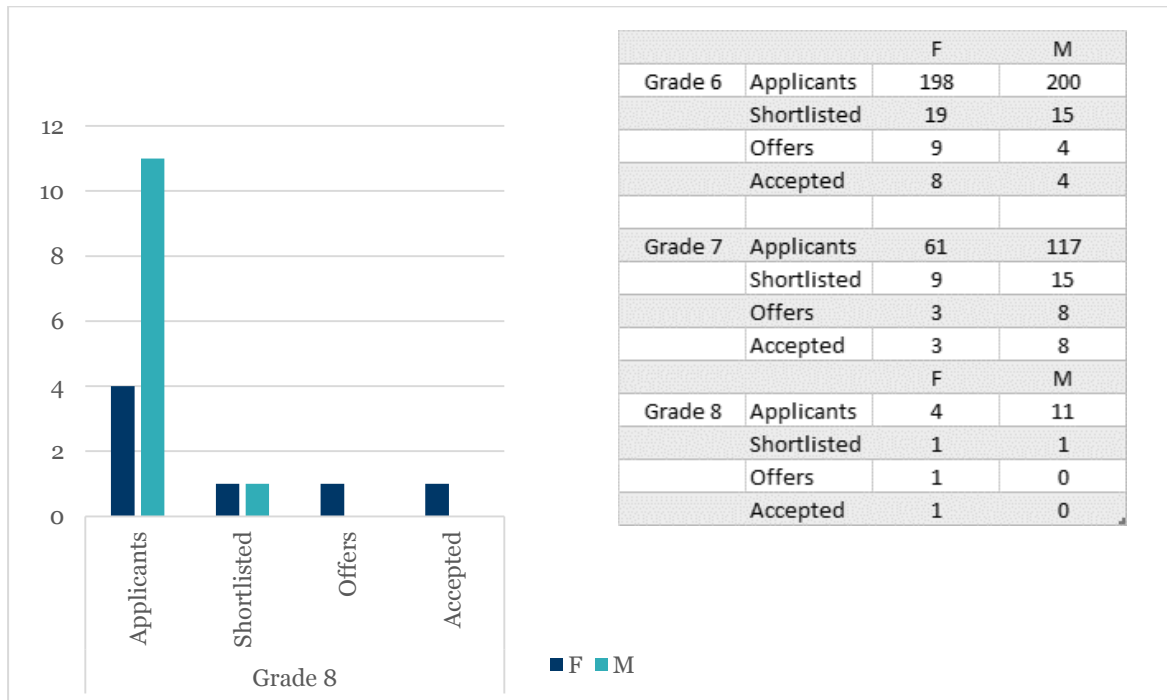
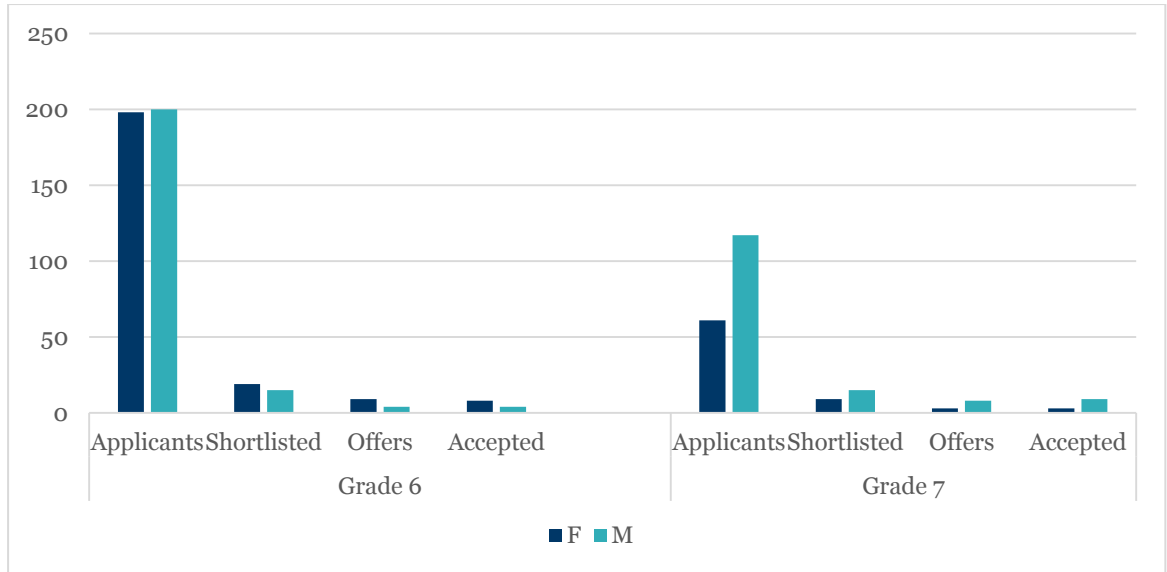
Recommended word count: Bronze: 6000 words | Silver: 6500 words

### 5.1. Key career transition points: academic staff

(746 words)

#### (i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.



**Figure 12. Numbers of each sex applying for, shortlisted and appointed to positions at grades 6, 7 and 8 in academic years beginning in 2013/14 to 2015/16.** Absolute numbers are provided in the table.

For grade 7 and 8 posts, women represented only 34% and 27% of the applicants respectively. For grade 6 posts 50% applicants were female. **The one grade 8 appointment was a female lecturer.** Once in the system, the transitions to shortlist and offer show no evidence of underrepresentation. The posts offered were almost all accepted.

The under-representation of women in applications for grade 7 posts continues a trend seen in the previous submission. These are PDRAs. It is not clear why such a trend might exist (Action 5.1). There is no formal advertising strategy for new positions but currently the minimum advertising that a post will receive is via posting on jobs.ac.uk, on the University of Leicester's jobs pages and LinkedIn, all of which are made available without charge by the University. Positions may receive further advertising in locations such as the job web sites of scientific publications (e.g. Nature/Science) and/or relevant print media. It should be noted that the cost of such advertising is not covered centrally and thus the extent of advertising for grade 7 posts depends upon individual academics and their budgets. Positions also receive informal advertising through posting to relevant mailing lists, departmental/institute websites, and via social media (e.g. Twitter). Given the apparent shortfall in female applicants for grade 7 posts, we will discuss with the College whether a more uniform strategy can be adopted that would improve awareness of the posts (Action 5.2). There is on-going discussion with the University with proposals to target Daphne Jackson and Aurora alumni mailing lists for grade 7 and 8 posts.

(ii) Induction

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

All staff receive a health and safety/laboratory induction and tour of the department/building from a member of the departmental technical team (organised by the Technical Services Manager). All staff receive support for arranging IT and security access (ID/swipe card) and are offered training to use the purchasing system. Depending on individual needs, arrangements are made for staff workstations/desks/office/laboratory space. The new starter is introduced to key members of staff; depending on the role, this may be done by the HoD, PI or a member of the PSS team (Action 5.3). All new starters are offered a 'Welcome to the University of Leicester: New Staff Induction' course, as part of the University induction process.

From summer 2017, the Department has extended the formal induction to include specific information regarding: entitlement to annual leave, the return to work process (support following sick leave), mentoring scheme (allocation of mentor), Diversity Champions and access to other support. This part of the induction is delivered by the Departmental Administrator. Participation in the induction process is compulsory for all new starters and the Department keeps records of the inductions carried out.

Prior to 2014 new starters may not have consistently received an adequate induction, and this has been reflected in responses to earlier staff surveys. However, since our Bronze award, we have had an induction process in place for all new starters (Action 5.4). From the 2016 survey, two-thirds of staff who had an induction found that it met their needs.

(iii) Promotion

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



There were six applications for promotion of academic staff in this period. All were successful.

Number of staff	F/M	Promotion from (Grade)	To (Grade)
1	F	Associate Prof (9)	Prof (10)
2*	M	Associate Prof (9)	Prof (10) *1 joint with another Department
3	M	Lecturer (8)	Associate Prof (9)

**Table 7. Academic staff promotions**

There is no specific route to promotion for research/postdoctoral staff, however some staff in the department have recently achieved progression through re-grading of their role or (competitive) appointment to a higher graded role:

Number of staff	F/M	Process	Previous role (Grade)	Current role (Grade)
1 (2016)	M	Re-grading	Research Assistant (6)	PDRA (7)
1 (2017)	M	Appointment	PDRA (7)	Research Fellow (8)
2 (2017)	F	Appointment	Research Assistant (6)	PDRA (7)

**Table 8. Research Staff promotions**

Since our Bronze award we have focussed efforts on increased career development opportunities. This has resulted in:

- A strong increase in the proportion of staff receiving appraisals (now termed performance development discussions (PDDs))
- The proportion appraised within the last year has risen to 79% of staff (82%M, 73%F) compared with 18% previously
- 60% of staff feel that the advice given at the appraisal was good/very good (up from 48% in 2014)
- Line manager provides assistance with the promotion case
- Targeted information sessions planned for grade 8 lecturers with input from HoD and recently promoted staff in the College
- 3 promotions to grade 9, 3 to professor (including one female)

- The survey of staff showed that over half of those with an opinion felt that they had been encouraged substantially to undertake career or personal development training, which is an increase compared with the previous submission and only 4% did not feel encouraged at all.
- 60% of staff feel that the advice given at the appraisal was good/very good (up from 48% in 2014)

**With improved uptake and experience of PDDs it is anticipated that more female staff will apply for promotion from lecturer to associate professor (Action 5.5).**

Academic and Research staff		
Survey question	2014	2016
Appraised in last 12 months	19%	79%
Never had an appraisal	23%	5%
Good/very good advice at PDD	48%	60%
Very encouraged in career development	20%	40%
Not encouraged in career development	14%	4%
Extremely Encouraged in promotion	6%	15%

**Table 9. Selected comparisons between 2014 and 2016 staff survey results showing improved support for career development**

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

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

Year	Female submitted	Female not submitted	Male submitted	Male not submitted
2008	6	0	22	0
2014	7	2	15	5

**Table 10. Numbers of staff submitted to REF**

All eligible staff were submitted for RAE 2008. A similar proportion of eligible male and female staff were submitted to REF 2014 (75% eligible male, 77% eligible female).

#### SILVER APPLICATIONS ONLY

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

###### (i) Induction

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

###### (ii) Promotion

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

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

### (i) Induction

(263)

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

All PSS receive the same induction as academic staff (where appropriate, the section on laboratory safety may be abridged) led by the Departmental Manager and Technical Services Manager. From the 2016 survey, 63% PSS who had been in post less than 7 years reported having an induction, while only 27% PSS who had been in the department more than 7 years had undergone an induction.

Managers also provide other support, information and access to training necessary to enable the new starter to quickly settle into their role. The Departmental Manager circulates an email to welcome the new starter to the department and inform others of their role and contact details.

**(ii) Promotion**

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

The pathways for promotion for PSS are through the re-grading of their current role, or by appointment to a higher graded role. The re-grading process requires the submission of a business case for consideration by the College Business Group and the independent grading of a revised job summary form. The one re-grading case (below) was identified through a review of technical roles carried out by the Departmental Manager. The role had developed over time and the case for re-grading was fully supported by the Department.

Staff are encouraged to engage with development opportunities, during team meetings, 1-to-1 meetings and appraisals. Staff are advised to equip themselves with relevant skills and experience to enable them to pursue job roles at higher grades when these become available. The Departmental Manager publicises vacancies for PSS roles to these staff whenever possible. Several staff have progressed via competitive appointment to a higher grade role within the Department:

Number of staff	F/M	Process	Previous role (Grade)	Current role (Grade)
<b>2014</b>				
1	M	Appointment	Senior Technician (6)	Technical Services Manager (7)
1	F	Appointment	Administrator (5)	Senior Finance Administrator (6)
1	F	Appointment	Administrator (4)	Research Administrator (5)
1	F	Appointment	Technician (4)	Technician (5)
<b>2015</b>				
1	M	Re-grading	Technician (5)	Senior Technician (6)
<b>2016</b>				
1	F	Appointment	Admin Assistant (3)	P/T Finance Administrator (4)

**Table 11. ‘Promotion’ of professional services and support staff**

*‘I really appreciate the help and support I have received in the Department, as this enabled me to obtain an appointment to a higher graded position here. I feel very fortunate to be a member of a department where my contributions are valued and supported.’* AF (F) Senior Finance Administrator (grade 6)

### 5.3. Career development: academic staff

(2593 words)

#### (i) Training

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

The Department encourages all staff to complete an on-line Equality and Diversity training course; currently **over 72% of MCB staff have completed this**. To increase awareness of Unconscious Bias the Department welcomed the Head of the University EDI Unit to deliver a session at our staff meeting (Action 5.6). A range of general management and leadership courses are available from the Leicester Learning Institute (LLI). The uptake of these courses is modest (36 courses attended) with ~65% female participation.

In addition the Department provides funds to facilitate participation in women only training courses such as the Aurora scheme at lecturer/research fellow and senior lecturer/fellow level and PSS equivalent (grades 7-9) for women who would like to develop their careers and explore avenues to leadership.

*'The Aurora program was a boost in confidence and inspirational. Talking to female academics from other institutions, who were having the same experiences as me, was really beneficial and brought a sense of perspective. On a practical note I came away with a new way to approach challenging conversations.'* NS (F) Lecturer

Three female lecturers from MCB have attended Aurora training, with one very positive outcome being the co-ordination of a successful 'women in leadership' course by one of our lecturers, Nina Storey, that was attended by female PDRAs, academic staff and members of the PSS team from the Department and College. The course comprised 5 sessions highlighting key aspects, such as; visibility and voice, courageous conversations, power and politics, networking and action learning sets. This was well received and has provided a valuable mechanism to boost the morale and professional development of early career women in the College as evidenced by the positive feedback from participants:

*'All of it useful: hearing from successful women leaders and understanding their journey and experiences, thinking about your current situation and having the tools to move forward/equip yourself, the very positive and open, friendly approach of the leaders of the course is an encouragement and example in itself. Thank you'.*

The LLI are piloting a VITAL leadership course aimed at Grade 6-8 researchers that has been attended by 1M and 1F PDRA. The majority of other courses offered relate to teaching; the remainder address safety, computing and general administration. Our data show that overall 53% of courses are attended by female academic staff, suggesting more engagement in training opportunities by female staff.

Communication of training opportunities is inefficient across the University. Staff receive intermittent emails advertising courses; some courses may be mentioned at PDD, but this requires

awareness of what is available and is not always transparent. Some information is provided on the 'women at Leicester' web page. The Department is tackling this issue by setting up its own web page highlighting training opportunities (Action 5.7, Action 5.8).

All staff who teach have been encouraged to attain a formal teaching qualification in the last three years by submitting an application for Fellowship (or Associate or Senior Fellowship) of the Higher Education Academy via the experiential route. Support is provided by the LLI in the form of workshops and writing sessions, and two MCB staff members (1M, 1F) have been trained as PEERS assessors and have assisted with applications. Only two academic staff members have yet to attain a qualification. This encouragement has been extended to PSS involved in teaching, and **one member of the technical team (female) has been rewarded with Associate Fellow membership.**

(ii) Appraisal/development review

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

**All academic lecturers, associate professors and professors have received a PDD in 2017, and we are working towards 100% all staff by the end of the year.** Academic staff are appraised by the HoD and Deputy HoD, PSS are appraised by PSS Managers and PDRAs appraised by their line manager.

The PDD provides an opportunity for all staff to have a formal, structured and productive conversation about their performance and development needs. Completion of a detailed form ahead of the PDD reporting contributions to teaching, research, enterprise and citizenship allows for reflection and provides a focus for the PDD. The process is supportive and incorporates discussion of career and promotion potential with an agreement of an action plan for the following year, the aim being the successful achievement of goals and fulfilment of career aspirations.

The University provides a variety of resources on the website to help staff to develop skills required to participate in their PDD either as an appraiser or an appraisee. The link is clearly signposted on the Department's website.

<https://www2.le.ac.uk/offices/organisational-development/pdd/guidance-skills-required-for-pdd>

All staff are encouraged to access the resources prior to their PDD, although there is currently no system in place to monitor whether the resources have been used, and whether they were useful. This will be included as an item for discussion in future PDDs (Action 5.9).

*'The new PDD and requirement for an annual appraisal has given structure to this process and made it easier and clearer how to set achievable goals for enhancement of skills and inclusion into relevant activities within the department. My own appraisal has shown me that there is potentially a path for promotion, which was previously unclear, and given me structure to be able to take up additional activities showing my strengths and gaining additional skills to be able to follow this pathway. The support of the Department's leadership has promoted a more inclusive environment; whereas previously as a member of teaching dominant staff I felt more isolated from the ongoing processes, I am now more full-informed.'* KC (F), Teaching Fellow

(iii) Support given to academic staff for career progression

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

The PDD identifies areas for career development for all staff and promotion when appropriate/possible. In addition, some academic and research staff are supported by mentors in addition to their line managers. From the 2016 survey, 23% of academic staff have a mentor and a further 32% would like one. Those who have a mentor find it either extremely or very useful. Only 10% of staff report being a mentor. Given the variable mentoring provision, a training session for all staff was held in October 2017. From this date all staff will be assigned a mentor as part of the induction process and existing staff may request one if desired (Action 5.10).

*'Becoming a lecturer is a big change in one's life. I used to be a good bench scientist, but suddenly I had to adjust to a totally new environment: teaching was new to me, I had no idea about the British Higher Education sector and I was alone in an empty lab that I could call mine.*

*The Department assigned a mentor to me, and as a woman, I was very thankful to get a female mentor, who could support me in a very special way.*

*She read my grant applications, allowed me to use her lab chemicals until I obtained funding and gave me advice on how to prepare for my very first lecture.*

*But first and most of all she had a deep understanding toward my feelings of insecurity and with her steady presence, she gave me emotional support'* IG (F) Lecturer since 2013

The Department has provided funds to support staff to obtain preliminary data for grant applications, and to attend conferences where individuals have no other source. This has been on a case-by-case basis, but has predominantly benefited female staff. This could be publicised more widely (Action 5.11).

PDRAs are given additional support by early career development workshops. Topics of recent seminars are indicated below:

- 'How to write a High Impact Research Paper' by lecturer Vincenzo Marra (M)
- 'Fellowships- what are they and how to get one' hosted by Purbani Chakrabarti (F) from RED team and Principle Investigators who had experience of fellowship funding M&F)
- 'Navigating the Post doc experience lecturer to professor in 5 years!' – lecturer Dr Miho Terunuma (F)
- 'How to get a lectureship' Dr Jaime McCutcheon (M) new lecturer
- 'Making it in Science – don't forget to enjoy yourself' Professor Andrea Cooper (F)
- 'Making the most of your early research career' Head of College Professor Philip Baker (M)
- 'Know your rights: question & answer session' University HR Director Kate Bradley (F)
- Teaching in higher education and introduction to associate HEA fellowship. (LLI staff – F)

- Since our Bronze application and the firm establishment of the Early Career Researcher Development Group there has been an increase from 20% to 40% of researchers reporting being either very or extremely encouraged with career/personal development training.

There is an Annual Research Staff day, with themes in recent years including: 'Exploring new career trajectories', 'Impact', 'Empowering and investing in our researchers through the concordat' and 'The Researcher Experience'. In February 2016 a successful Research Grant Application writing 1-day workshop was held, followed by a seminar on fellowship applications later in the year. In 2017 the Royal Society gave a presentation on its opportunities. These events were open to all departments in the College, but young researchers from MCB were actively encouraged to attend. The University has just launched its new Doctoral College, which will provide match-funding to target strategic opportunities for studentships and fellowships.

Although there is considerable support for PDRAs in the College, the survey revealed that we could do more to promote them in the Department. 75% of staff were in favour of PDRAs being included in the seminar programme and 77% felt they should have representation at the academic staff meeting. We have previously encouraged PDRAs to give talks at research theme days, but as of 2017, they will be included in our new Departmental seminar series (Action 5.12). PDRAs have nominated a representative to attend staff meetings (Action 5.13) and have organised a departmental committee to organise events to promote communication (Action 5.14).

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

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

### Undergraduates

All UGs are allocated personal tutors who monitor their progress, help them reflect on their studies and guide them with their future career quest. Dr Chris Willmott from MCB recently chaired the institution working-group leading to improvements in the personal tutoring system. There is also extensive pastoral support to students from the University centrally. UGs are encouraged to perform summer laboratory projects after the second year to familiarise themselves with research as a career. **With the support of staff in MCB, students have been awarded funding from a variety of sources including the Lister Institute, Wellcome Trust, Royal Microscopy Society, Biochemical Society and Physiology Society.** Dr Willmott also organises a successful seminar series 'Careers after Biosciences' where previous students return to speak about their various career journeys. Strong UGs are encouraged to apply for available PGR positions in the Department.



## **PGT students**

MSc students are assigned personal tutors who teach on the course and also receive considerable support from the programme convenors. PGT students are encouraged to take advantage of opportunities for academic career progression including College Early Career Researcher Development Group and University Research Development workshops, Postgraduate career symposiums and University Festival of Postgraduate Research. Opportunities for PGR positions are advertised to these students when available.

## **PGRs**

PGRs are mentored by their supervisor and by a progress panel. PGRs have one co-supervisor and two thesis committee members. Often there is at least one male and one female supervisor. The committee meets with the student periodically to discuss project and personal issues; the student can also meet independently with their supervisors at any time. The student is given written feedback on their scientific progress and a formal record is completed and submitted to the College Postgraduate Committee. In the 2014 departmental survey, PGRs expressed a desire to have a senior PGR mentor. This scheme was implemented, but students did not engage or find it useful. Instead PGRs have for the last two years organised an annual 'away day' with catering funded by MCB, which this year focussed on careers after a PhD. Invited speakers (2F:4M) presented information on their diverse career paths (Figure 13).

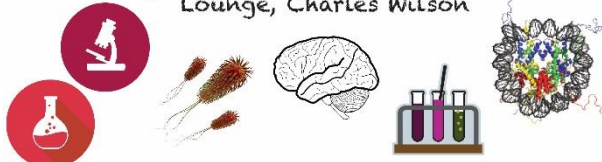
The ability to present scientific data to an audience is an essential skill for an academic career. PGRs reported wanting more formal feedback on their presentation skills. As a consequence we have introduced a formative assessment form in which performance is marked by four staff members, on a scale 1-5, using several different criteria (Action 5.15). An issue identified in the 2014 survey was that PGRs did not have a quiet space to write-up their dissertations. This was a particular problem for one male student with a child and baby at home. Following reallocation of space in the HWB, a room was identified as a designated quiet area and equipped with desks and computers. This has been used regularly by both male and female students (Action 5.16).

PGRs are encouraged to take advantage of the opportunities outlined above for PGT students. In addition, they are encouraged to participate in competitions, such as 3-minute-thesis, and the YES Biotechnology competition (Figure 14). PGRs generally attend at least one scientific conference, and several have recently worked in collaborators' labs abroad. One is currently spending two months in Japan to learn a cutting-edge technique to bring to Leicester. PGRs are also encouraged to take advantage of opportunities to demonstrate on UG and PGT modules.

University of  
**Leicester**

# PhD Away Day

Monday 3rd April, 12.30pm - Belvoir Park Lounge, Charles Wilson



Are you a PhD student of the Molecular and Cell Biology Department?

**Come and join us for the PhD Away Day!**  
Six fantastic speakers will tell us about their experiences in different career paths, with tips and advices for your future after the PhD!

Lots of fun with social games during the day, and  
Free lunch at 12.30 and coffee break at 4.30pm with cakes!!



If you have any questions please contact:  
Irene in47@le.ac.uk  
Karolin kt264@le.ac.uk

University of  
**Leicester**

# PhD Away Day



**Thank you!!**

Figure 13. Flyers to advertise PhD student Away Day and celebrate the success of the event

- 'The yearly PhD away day has been an excellent opportunity to meet other PhD students in the department and to see the career paths previous Leicester PhD students have taken'
- 'There were inspiring talks from previous students showing a wide range of skill sets and opportunities a PhD provides'
- 'The Talk about career options after a bioscience PhD was very informative and helpful for deciding on what to do in future'
- 'The lecture about work life balance during a PhD was encouraging and inspiring'

Feedback from PhD Away Days



**Figure 14.** [REDACTED] and [REDACTED], with students from Cardiovascular Sciences celebrating winning their heat in the Biotechnology YES competition

*"Here is really an amazing place with friendly, intelligent and professional people who provide a wide range of advice and support, both for scientific research and daily life. I have been provided the opportunities to visit and work with our collaborators in a top university in the world, been encouraged to attend and present my work at international conferences, supported to collaborate with industries and companies. All these provided me with a solid foundation and a broader perspective on research which will help to take my career to next level."* YS (F) PDRA, former PGR and PGT student

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

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

The Department offers support tailored to all aspects of the grant application process. At an early stage applicants are encouraged to have grant development meetings where ideas/outlines are presented to 2-3 other staff members with overlapping expertise. These scope out the most relevant/fundable questions, suggest collaborations and additional approaches, provide feedback on the direction of the project, as well as the type/amount of pilot data required and consider the most appropriate funding body to approach. Subsequently draft applications are then peer reviewed and feedback given. Where an interview is part of the decision process, support for preparation and practice is given (case study 2). Sharing of good practice/presentation/application styles is provided by a College/Department web site with examples of successful recent grants. Support is given from the RED team with aspects of the grant e.g. outreach and impact, and support for costings is provided by PSS. Peer review members also offer support in providing responses to

reviewer's comments. Where an application is unsuccessful support is provided by commenting on feedback/ranking from the awarding body. In conjunction with reviewers/panel comments (e.g. re-submission encouraged) advice will be given by the grant development group (and HoD/research team) as to which aspects were considered strongest and what the most appropriate next step should be. **In a number of cases this has resulted in the Department providing additional financial support for reagents/staff time to generate supporting data.**

There were 21 applications (43%) from female members of staff for internal funding (all funded) valued at £164,794 and 45.6% by value of awards. There were 307 applications for external funding in total, 83 from females (27% reflecting gender balance). Females accounted for 19% of money applied for (£13.6 million), 26% of awards.

#### SILVER APPLICATIONS ONLY

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

###### (i) Training

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

###### (ii) Appraisal/development review

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

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

Comment and reflect on support given to professional and support staff to assist in their career progression.

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

(367 words)

(i) All professional and support staff are strongly encouraged to take up training opportunities, particularly those which are related to their roles and facilitate development in the current post and further career progression.

Many training and development opportunities offered to academic and research staff are also available to PSS e.g. 'Women in Leadership' course described previously (2F staff attended) and Equalities training. Where appropriate, staff are encouraged to attend courses to develop management skills e.g. HR workshops on aspects of managing people, recruitment, conducting appraisals.

In addition, technical staff are encouraged to attend regional conferences e.g. Higher Education Technicians Summit (6F:1M attended), Science & Technology One-day Technical Conference

(1F:1M attended). These events highlight further development opportunities and facilitate networking with colleagues from other institutions.

(ii) As for academic staff, performance and development is now reviewed annually at a PDD meeting with the line manager (introduced during 2016). On-line training resources are available, as for academic staff, although data on the uptake of this training is not available to the Department (Action 5.9). All managers/team leaders have attended appraisal workshops within the last 12 months (2F:1M). 90% of PSS have had a PDD meeting within the last 12 months. This is a significant improvement since our Bronze award and we aim for 100% completion during the current year. The process is the same as for academic and research staff. The uptake of these meetings is closely monitored and recorded by the Department and the University. During the meetings career aspirations are discussed and development needs are identified and, where possible, objectives are linked to development activities.

(iii) Staff are encouraged to identify and discuss their development needs and career progression plans during PDD meetings and 1-2-1 meetings with line managers. During team briefings specific opportunities for training are highlighted to staff and opportunities for secondment within the University are circulated by email.

Where staff express an interest in developing beyond their usual area of responsibility, this is encouraged and support provided in the form of identifying (and occasionally funding) additional training e.g. additional technical or administrative skills training, external Health and Safety course, associate teaching fellowship. As for academic staff, all new PSS will be assigned a mentor.

<b>Professional and support staff</b>		
Survey question	<b>2014</b>	<b>2016</b>
Very encouraged in career development	13%	37%
Not encouraged in career development	25%	11%
Contributions to smooth running of department are very/extremely valued	38%	53%
Agree/strongly agree there is a support network for administrative and technical staff in the department	38%	74%

**Table 12. Data from Professional and support staff survey 2014 and 2016 showing improved perception of being valued and encouraged**

### 5.5. Flexible working and managing career breaks

(1178 words)

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



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

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

As soon as a member of staff or student in MCB notifies us that she is pregnant, a Pregnancy Risk Assessment is performed by the Departmental Safety Officer. Any potential hazards to the unborn child are identified and necessary adjustments are made to the individual's working practices. A DSE assessment is also performed to ensure that any risks associated with the workstation set up etc. are identified and minimised.

To date, the University has offered a Maternity and Shared Parental Leave Workshop for staff to provide information about the process and entitlement for taking these types of leave. This is being replaced with a Maternity and Shared Parental Leave on-line resource. However, we have found that some members of staff are still not fully aware of their entitlements. We have therefore instigated a system whereby the Departmental Manager meets with any newly pregnant individual to explain these entitlements and to discuss options available for maternity leave. We have also created a page on the Departmental website with links to the relevant University information, policies and procedures and departmental contact details for obtaining further information (Action 5.17).

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

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

For research staff on external funding, the College will either cover the cost of maternity pay for the individual, or the cost of a maternity cover post, depending on the research needs and the terms and conditions of funding. **The Department was successful in obtaining maternity pay, or cover, in all 5 cases of maternity of grant-funded workers** in the period analysed. This ensured that either the research could be continued during the period of maternity leave, or the contract of the returning worker could be extended on their return.

For PSS on externally funded, or University open-ended contracts, we can apply to the College for funding of a maternity cover post (or maternity pay for the externally funded individual), so that the work is covered during the pregnant individual's maternity leave. **We were successful in obtaining maternity funding in all 3 cases during the period analysed.**

We facilitate up to 10 paid keeping-in-touch days during their maternity leave, so that staff can maintain contact with the Department and keep up to date with new developments. One staff member has made significant use of this, which is an improvement since our previous submission. However, the low uptake suggests that we still need to make staff more aware of its availability. (Actions 5.18)

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

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

The Department supports a gradual return to work. For example, by use of accrued annual leave. In one case this has enabled a full-time worker to work 4 days per week for the first 6 months on

return from maternity leave. This accrued leave can be carried over to the following year (after the return to work), thus extending the flexibility for using it as the need arises.

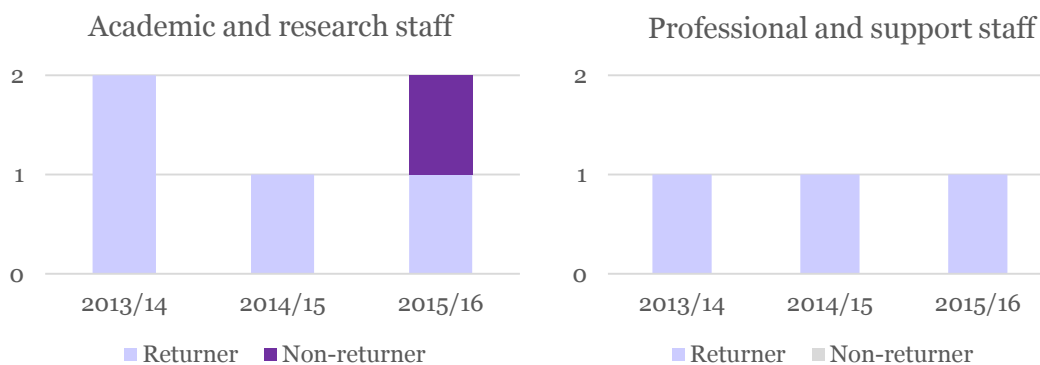
For staff on external funding, College provision of maternity cover may allow the individual's contract to be extended accordingly, thus preventing them from being disadvantaged by loss of time on the grant.

We have an informal arrangement whereby, towards the end of the maternity period, the line manager contacts the individual on maternity leave to discuss their intended date of return and any support they may require to facilitate their return. To ensure a consistent approach, the individual will be invited to discuss their needs with the Departmental Manager, who will also ensure that they are aware of flexible working options (Action 5.19).

#### (iv) Maternity return rate

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

There were 8 cases of maternity leave taken during the period analysed, from staff ranging from grade 5 to grade 8, as shown in figure 15. Five of these cases were research staff on external funding, whilst three were professional and support staff.



**Figure 15. Number of cases of maternity leave.**

Three individuals took leave for 12 months, two took 9 months and one took 6 months. The return rate was 88%, with one PDRA not returning due to her (externally-funded) contract ending and her supervisor moving to another university during the maternity period. This is a significant improvement on the last assessment period, when neither of the 2 PDRA's returned to work following their maternity leave and the overall return rate was 64%.

Of the seven individuals who returned to work after maternity leave, five were still in post after 6 months. Two of these are still in post, having returned to work only 6 months ago, whilst another two were still in post after 12 and 18 months. Three individuals are no longer in post; two of these were PDRA's whose contract ended, whilst the third left the University for family reasons. Despite improvements in recording this information at the departmental level, it is still not easy to piece

together the journeys of individual staff members from the data provided centrally by the University. This is exacerbated by the fact that we are required to destroy individual staff records 1 year after leaving. We have therefore set up a database to record maternity-related data, including dates of maternity leave, maternity cover provided and time spent in post following maternity (Action 5.20).

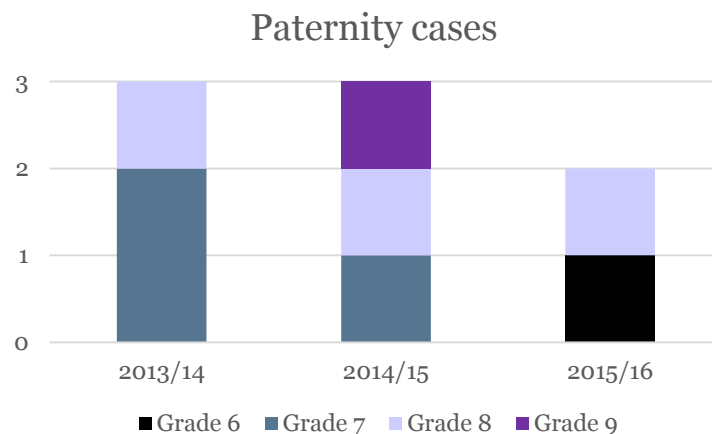
#### SILVER APPLICATIONS ONLY

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

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

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

**There were 8 cases of paternity leave during the assessment period, as shown in figure 16.**



**Figure 16. Number of cases of paternity leave, according to grade.**

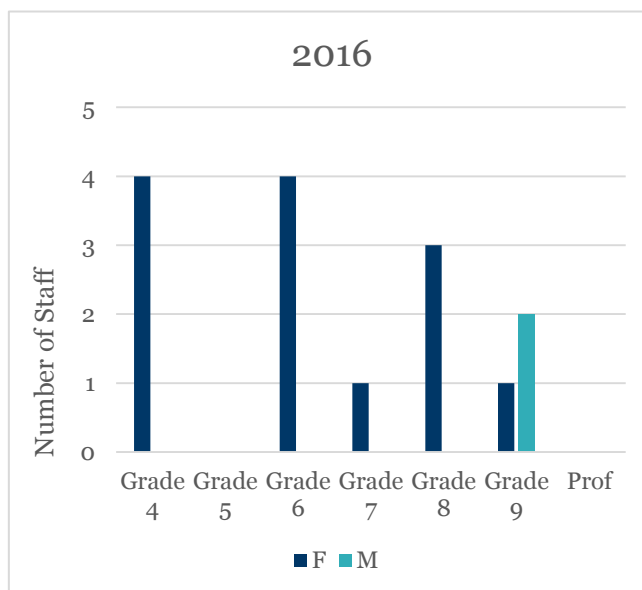
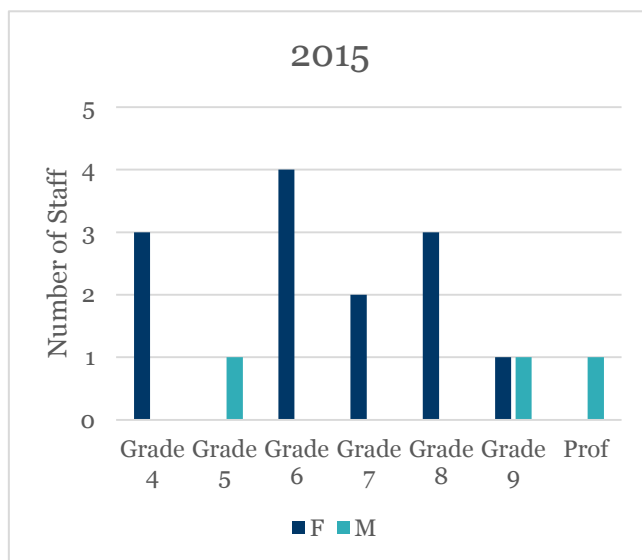
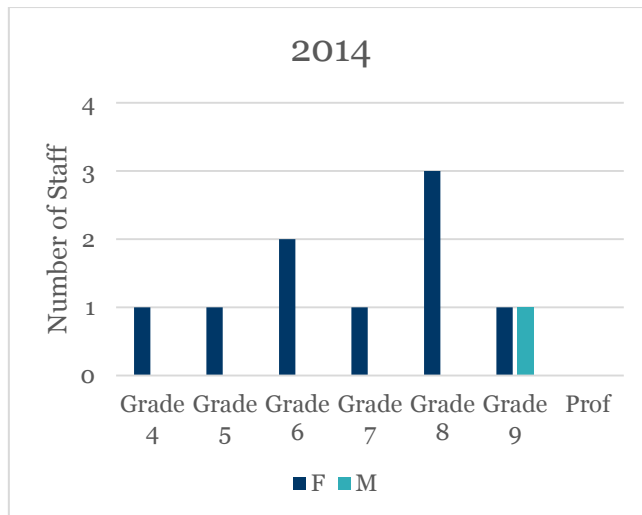
This was a dramatic increase in uptake compared to the last assessment period, when only 2 individuals took paternity leave. This is due to raised awareness of the availability of paternity leave to members of the Department through the dissemination of information to all staff.

There has been one case (1M, Grade 7 PDRA) of shared parental leave taken (in 2016). This is a relatively new policy and it is expected that uptake may increase in the future (Action 5.21).

#### (vi) Flexible working

Provide information on the flexible working arrangements available.





**Figure 17. Numbers of male and female staff working part-time, arranged by grade.**

There is often flexibility allowed for part-time workers, some of whom choose to spread their hours across the working week to enable them to be at home to care for children after school. Others choose to work fewer full days, e.g. to spend time at home with their young children. There have been 3 requests for a reduction in working hours in the current assessment period, all from female professional and support staff, and all of these were supported. The reasons were either to enable flexible retirement or to fulfil childcare responsibilities.

*"I'm really happy that the Department agreed that my working hours could be reduced. This has helped me to spend some much needed additional time with my children. I was also supported in the purchase of additional annual leave. This enabled me to be at home with my children for a longer period during the long school holiday."* KS (F) Finance Administrator

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

The Department supports individuals wishing to increase their working hours, which is generally requested due to a reduction in caring responsibilities as children get older. There have been 3 cases of female staff increasing their working hours towards full time during the assessment period, including a member of the professional services team, a technician and an associate professor. In the case of the technician, the increase in hours was associated with increased responsibility for departmental health and safety, linked with her development in technical management. In the case of the associate professor, this has enabled her to focus on developing her research and grant applications (case study 1).

## 5.6. Organisation and culture

(2308 words)

(i) Culture

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

The Department provides a family friendly, inclusive environment with many young staff with families. Three of the Athena SWAN SAT members and several other staff have partners working in the Department. Teaching and research are for the most part integrated and both valued by the department. The Department provides a supportive research environment, with many individuals working on collaborative projects. Most of the equipment in the department is freely shared, which promotes interaction between groups.

*"I feel the Department is a friendly and welcoming place and that there is fair and equal treatment of women and men. However, the lack of a comfortable tea room makes it very difficult to get to know people from other parts of the building"* quote from 2014 survey

A notable issue identified in our Bronze submission was that the lack of a common room in the HWB was severely impacting the social environment and preventing informal discussions to promote collaboration. Following restructuring of the College in 2015, the opportunity for additional space in the building was negotiated and space for a common room was immediately

identified as a priority (Action 5.22). This area was re-furnished using departmental funds and is now regularly used by all staff and students. The room provides a comfortable venue for the embedded monthly social hour and has been used to welcome visitors at UCAS visit days and student outreach events.

The monthly social hour, with drinks and snacks provided by staff is widely perceived to have improved interactions between all staff and students. It provides a good platform to celebrate achievements of staff during the previous month, e.g. the successes of staff at the research impact awards, presentation of certificates to staff recognised as exceptional teachers by the Student Union. However, we have recognised that the timing excludes part-time staff who leave earlier, or do not work on Fridays, as well as staff and students who prefer not to socialise where alcohol is present. We will be holding regular alternative social events at a more inclusive time in the working week. Our last event was a successful cake sale which raised £134 for charity (Figure 18) (Action 5.22). In the survey PhD students wanted a social event funded by, but excluding staff! We have agreed a pizza lunch will take place in the common room once a term, without alcohol, to enable all our international students to feel included (Action 5.23).



**Figure 18. Charity cake sale enjoyed by all staff and students to celebrate the opening of the new common room (2017)**

***Since our Bronze award:***

- The Department celebrated its new structure with a family BBQ to welcome the new members (Figure 19)
- HoD sends annual 'key success' message to coincide with Christmas lunch
- Survey reports that 'Happy Hour' has improved social interaction (**77% academic staff, 63% professional service staff, 88% students agree**)
- University survey reveals **88% staff in MCB feel valued by their colleagues**
- A shift in culture for celebrating success e.g. impromptu gathering to celebrate major success of Cryo-EM bid
- **79% staff (A&R and PSS) feel that the culture of MCB is at least as good or much improved** since the restructuring in 2015
- Staff and students (M&F) participate in wellness walk around Victoria park at 12.30 pm every Tuesday – 2.7 km, 3800 steps, 30 minutes (Figure 20)
- Inclusion of PIs from MCB in seminar series has greatly improved attendance and increased visibility of female staff
- Annual all-staff meeting has provided an opportunity to raise the profile of Athena SWAN and engage with whole department



**Figure 19. Staff students and family celebrating the new Department with a BBQ and fun afternoon**



## Molecular and Cell Biology Wellness Walk!



Every Tuesday at 12.30pm  
 30 minute walk around Victoria Park  
 Meet outside the Henry Wellcome Building  
 Lecture Theatre  
 Everyone welcome ☺

**Figure 20. Staff students enjoying a 30 minute walk (all welcome!)**

Although our 2016 survey revealed a significant improvement in perception of good culture there was evidence of inconsistencies across the department.

As a result, e-mails are now sent to everyone on behalf of the HoD to congratulate a PGR student on successful completion of their viva. In addition we are seeking additional administrative support to set up a monthly newsletter to distribute by e-mail to all members of the Department (Action 5.24).

Survey question	Academic and Research staff		Professional and support staff	
	2014	2016	2014	2016
There is good communication between management and staff (agree/strongly agree)	43%	60%	13%	53%
Committee decisions are widely communicated (agree/strongly agree)	28%	40%	0%	32%
I am kept up to date with what's happening (agree)	51%	68%	38%	63%
I know who does what in the department	63%	64%	38%	74%

**Table 13. Improving culture of the department from 2014-2016 as evidenced by the staff surveys**

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes.

Describe actions taken to address any identified differences between policy and practice.



Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The Departmental Manager has monthly meetings with an HR advisor and information is fed back to the DLT. The HoD also receives updates on HR policy via the CLT. Information is fed to the rest of the academic staff at the Departmental staff meeting, and to PSS at administrative and technical team meetings. Any announcements on changes to HR policy are e-mailed to all staff. The University also provides regular updates via an electronic 'Insider' bulletin. We are fortunate to have had few HR issues; practice is monitored by HR and UCU, and is generally adhered to. One area where formal policy occasionally differs from practice regards flexible working. In the 2016 survey 22 out of 47 academic staff felt they needed to work flexibly, but only five (3M:2F) had ever requested it. As academics work indeterminate hours it is generally felt that the ability to work flexibly is one of the advantages. From 2018, the College is implementing compulsory use of open electronic diaries so that the activities and availability of all staff could be monitored (although we are assured this is not the purpose of the exercise). When in place we will monitor how many staff engage in the process (Action 5.25).

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

The committees/groupings that are important to the operation of the Department are listed in Figure 21 and Table 14. The key decisions in the Department are made as a result of consultation between the DLT and the academic staff committee.

At the time of Bronze submission there had been little explicit consideration of the representation of females on the various Departmental committees. Members of these committees were appointed according to areas of responsibility and either a particular need for an individual to be a member of a particular committee, or a particular need for a specific area of representation. However, since the Bronze submission we have made the following changes:

- [REDACTED] appointed to vacant Deputy HoD post in 2015 and subsequently to DLT (case study 1)
- When [REDACTED] stepped down as Deputy HoD in 2016, to focus on research, consideration to gender balance resulted in recruitment of EDI chair (lecturer (F)) to DLT. Consideration was made to the fact that the only other female in a more senior role was heavily burdened with College-level committees (case study 2)
- In response to surveys, the Staff meeting includes PGR and PDRA representatives selected via a peer nomination process
- Women and men are represented on all committees

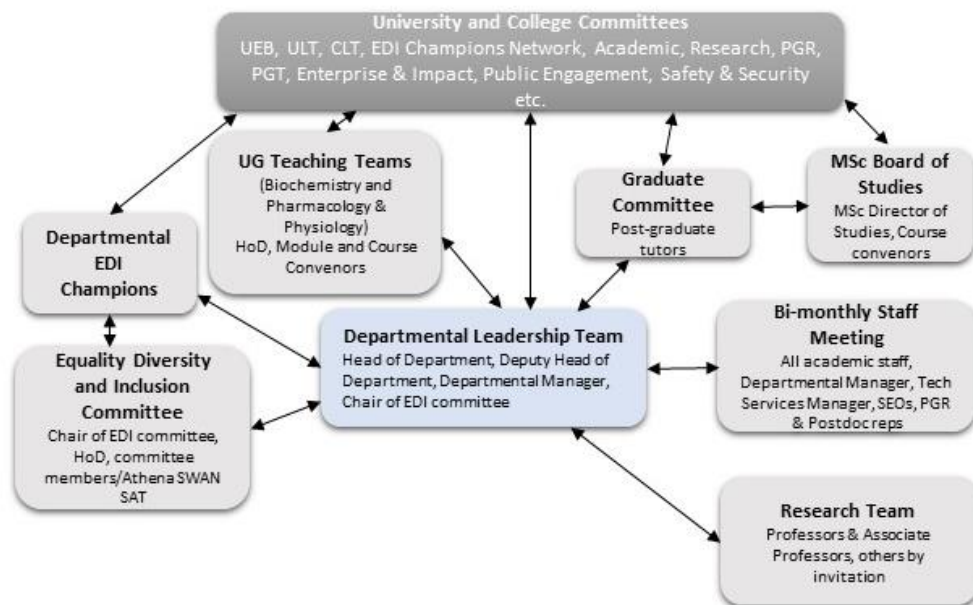


Figure 21. MCB committees and reporting directions

Staff Category (Grade)	Departmental Leadership Team (50% F) (weekly or as needed)		Academic Staff meeting (31 % female) (two monthly)		Department Research Team (27 % F) ()	
	M	F	M	F	M	F
Academic (Professor)	2		14	1	5	1
Academic (9)			8	1	2	
Academic (8)		1	5	7	1	2
Professional & support (9)			1			
Professional & support (8)		1		3		
Professional & support (7)			1			
PGR				1		
<b>Total</b>	<b>2</b>	<b>2</b>	<b>29</b>	<b>13</b>	<b>8</b>	<b>3</b>
Staff Category (Grade)	Graduate Committee (67 % F) (as needed)		Teaching Team - Biochemistry (25 % female) (two monthly)		Teaching Team – PPN (28 % F) (four times per year or as needed)	
	M	F	M	F	M	F
Academic (Professor)	1		4		3	2
Academic (9)		1	4	1	4	
Academic (8)		1	1	2	1	3
<b>Total</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>3</b>	<b>8</b>	<b>5</b>
Staff Category (Grade)	Equality, Diversity & Inclusion Committee (57 % F) (6 times per year)		Health & Safety Committee (33 % F) (6 times per year)		MSc Progression Panel (86 % F) (six monthly)	
	M	F	M	F	M	F
Academic (Professor)	3		1			
Academic (9)	1	1	1			
Academic (8)		2	1	1	1	4
PDR (7)		1	1			
PGR		2				
Professional & support (8)	1	1		1		
Professional & support (7)	1		1			1
Professional & support (6)		1	1			1
<b>Total</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>6</b>
Staff Category (Grade)	Administrative Team Meeting (88% F) (four per year)		Technical Team Meeting (73% F) (two monthly)		Space Committee (29 % F) (four times/year)	
	M	F	M	F	M	F
Academic (Professor)					3	
Academic (9)					1	1
Professional & support (8)		1		1		1
Professional & support (7)	1		1		1	
Professional & support (6)		1	2	4		
Professional & support (5)		3		2		
Professional & support (4)		2		1		
<b>Total</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>2</b>

Table 14. Representation of men and women on Departmental Committees by grade and role. Numbers in red are from a different department.



(iv) Participation on influential external committees

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

Vacancies on external committees are generally advertised by e-mail. Possibilities for career progression by taking on 'citizenship' roles are discussed during the PDD, taking into account overall workload. Decision making committees generally involve senior members of staff. As the only female professor, [REDACTED], as College Enterprise and Impact lead chairs the College Impact working group, and at University level sits on the Enterprise and Research Strategy, Policy and Performance Committees. Given her involvement at University level, the expectation is that [REDACTED] should contribute less time to departmental committees where her unique skills and knowledge are not required. [REDACTED] chairs the exam Board for the intercalated BSc degree run by the College, and acts as an external examiner for a Biomedical Sciences degree programme at another Institution. [REDACTED] and [REDACTED] are members of the College Diversity Champions Network.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

MCB has used a workload model based largely on teaching activity since our Bronze award and this has been considered and discussed at PDD. It is generally felt that the model is not fit for purpose, as it does not take into account other activities relating to research, enterprise, outreach, equality external commitments etc. and is not transparent. Nevertheless HoD and Head of Teaching Team have used this to identify staff for new teaching opportunities when required. Given our concerns, MCB was very keen to be among the first departments to pilot and help develop a University wide work-load model which is being launched this year. We will work with this model to identify potential flaws, and also to identify any gender disparity between staff workloads (Action 5.26)

(vi) Timing of departmental meetings and social gatherings

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

Where appropriate, the Department encourages staff to observe a core hours policy of 10.00am – 4.00pm. Most meetings, including departmental staff meetings and appraisals are arranged to lie within these hours and thus to accommodate staff who have family or other caring responsibilities. Departmental research seminars take place at 12.30pm and the all-staff meeting this year started at 10.00am. [REDACTED] inaugural lecture was held at 12.30pm, breaking the tradition of a 5.30pm start, to enable all colleagues to celebrate her success, and to acknowledge her caring responsibilities (case study 2).

Concerning social gatherings: Our monthly departmental social hour takes place at 4.00pm on a Friday. Whilst this is not ideal for parents, it is held in a family friendly environment and we

encourage parents to bring their children after collecting them from school. Our annual away day takes place in the morning followed by lunch. This format was specifically chosen in a staff meeting instead of an afternoon/dinner event.

(vii) Visibility of role models

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

Since our Bronze submission, MCB has maintained a record of external speakers so that gender can be monitored. In the last 3 years, 35% of our Department seminar speakers have been female. We aim to increase this to represent the sector average (44.6%). 20% of invited speakers at professorial level (2 out of 10) were women in line with the national average of 19% (Action 5.27). With a view to improving attendance at seminars (an issue flagged in our Bronze submission) all PIs in the Department will present at departmental seminars over 3 years, starting in 2016. **Three female PIs have so far given presentations to a packed lecture theatre which has improved visibility and awareness of their research** (Action 5.28).

The Department holds Redfearn Memorial Prize lectures every year or so (29 since 1970). The last one was awarded in 2015 to Prof Jean Beggs – the first time since 1973 that a woman has been honoured with the award (Action 5.29).

Since our bronze award, **two International Symposia organised by MCB staff (UK Purine Club symposium, Leicester 2015, organiser [REDACTED]**

**; The Pleiotropic Nuclear Envelope, Edinburgh 2017, joint organiser [REDACTED]) have achieved complete balance of speakers, not only by gender but also by career stage, providing evidence that Athena SWAN principles are embedded in planning scientific events.** The programme for one of these is indicated in Figure 22.

## Scientific programme for the 6<sup>th</sup> UK Purine Club Symposium

### 8.45: Registration and set-up

#### 9.30 Session 1 P2 receptor functional roles

Welcome: Richard Evans

- 9.35-10.05 **Ruth Murrell-Lagnado, University of Cambridge:** P2X4 and P2X7: their involvement in the regulation of lysosome function.
- 10.05-10.35 **Samuel Fountain, University of East Anglia:** Metabotropic P2 receptors in leukocyte calcium homeostasis and non-purinergic responses.
- 10.35-10.50 **Claudia MacLean, University of Leeds:** Acute responses to purinergic signalling in P2X2 and P2X3 expressing CSF-contacting cells of the central canal region of the spinal cord..
- 10.50-11.05 **Rhiannon Griffiths, Cardiff University:** Unconventional protein secretion in innate immunity: The role of P2X7R in transglutaminase 2 export and activation.

### 11.05-11.35 Coffee, posters and exhibits

#### 11.35 Session 2 - Release and regulation

- 11.35-12.05 **Nicholas Dale, University of Warwick:** Insights Derived From Direct Measurement Of Purine Release And Real World Uses Of Purine Biosensors.
- 12.05-12.35 **Gilles Kauffenstein, University of Angers, France:** Signalling By Extracellular Nucleotides Contribute To The Vascular Alterations Linked To Hypertension.
- 12.35-12.50 **Stuart Mundell, University of Bristol:** Regulation of NHERF1 localization by SNX27 reduces platelet P2Y12R function.
- 12.50-1.05 **Jessal Patel, Royal Veterinary College, London:** Inhibition of vascular calcification by extracellular nucleotides, P2 receptors and NPP1

### 1.05-2.30 Lunch, posters and exhibits

#### 2.30 Session 3 – Molecular interactions

- 2.30-3.00 **Phillip Stansfeld, University of Oxford:** Biomolecular Simulations of P2X receptors.
- 3.00-3.30 **Christa Muller, University of Bonn, Germany:** Novel P2 receptor antagonists.

### 3.30-4.00 Tea, posters and exhibits

#### 4.00 Session 4 – P2X7Rs and bone

- 4.00-4.30 **Alison Gartland, University of Sheffield:** Purinergic signalling as a therapeutic target in bone cancer metastasis.
- 4.30-4.45 **Ankita Agrawal, Research Centre for Ageing and Osteoporosis, Denmark:** Effects of P2X7R activation on receptor functions in human myeloma cell lines.
- 4.45-5.00 **Elena Adinolfi, University of Ferrara:** P2X7 receptor in oncogenesis: friend or foe?
- 5.00-5.15 **Jack Green, University of Sheffield:** Shear stress dependent regulation of P2X7 receptors in the endothelium.
- 5.15-5.30 **Isabel Orriss, Royal Veterinary College, London:** Activation of the P2Y2 receptor enhances osteoclast function by stimulating the release of ATP, a pro-resorptive extracellular nucleotide.
- 5.30-6.00 **Summing up**

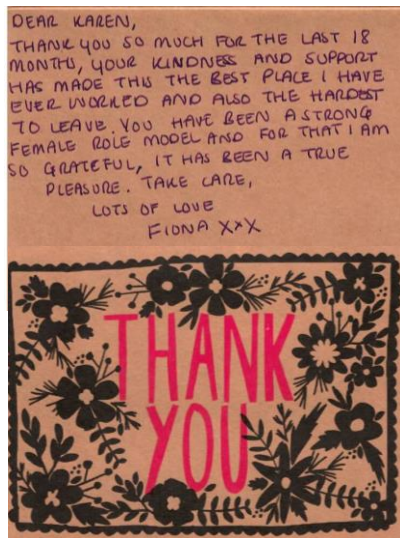
**Figure 22. A gender and career stage balanced International Symposium organised by MCB staff in Leicester**

We routinely assemble images from events where we can showcase female role models and celebrate our diversity (Figure 23).



**Figure 23. Celebrating [REDACTED] Research Enterprise award and Inaugural Lecture**

As a result of the restructuring in 2015, the pressure on administrative staff due to increase size of the department, and difficulty in obtaining consistent maternity cover for our departmental and website administrator, our website had become extremely neglected. In producing this application we identified the urgency of this issue, not only to increase the visibility of women on the website, but to provide vital information for staff and students. As a result, DLT approved the use of departmental funds to recruit a temporary administrator to focus on updating the website (Action 5.30).



While the survey highlighted that there were few senior female academic role models, it is encouraging that all staff can be recognised as role models as exemplified by this card received by our Departmental manager.

(viii) Outreach activities

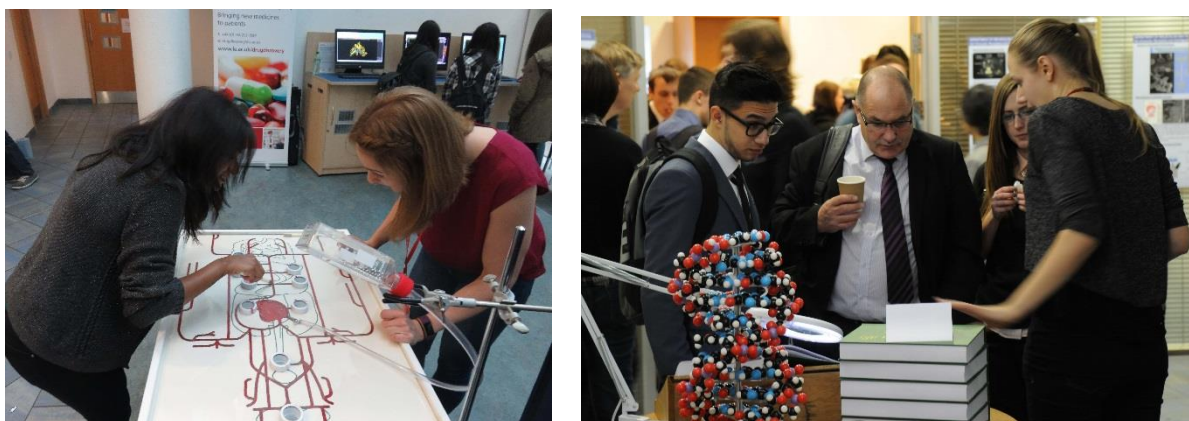
Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

The Department has a busy outreach programme of all types. Many staff members give talks in a range of different state and grammar schools on topics ranging from bioethics, antibiotic resistance to the origins of cancer. For academic and research staff, data from the survey allow comparisons either by grade or gender, but won't enable breakdown by grade and gender. Data we have is presented in Table 15. Since there is only one female professor and Grade 9 in MCB we can conclude that a good proportion of senior male academic staff engage with outreach (Action 5.31). At the time of the survey one male and three female PGRs reported being involved in outreach activities. The numbers of staff engaged in outreach has greatly improved since 2013 where only one female and 6 male academic staff reported being involved.

Academic	Professor	Grade 9	Grade 8	Grade 7	Male	Female
School outreach	4	6	4	3	14	5
Public outreach	4	6	4	2	10	6

**Table 15. Reported outreach activity by Grade**

In October 2016 the Department held a science open day where over a hundred year 12 male and female students from nine schools had the chance to learn about our research. We took care to involve all the Department, with PGRs giving tours and male and female staff and students being visible in all talks and activities (Action 5.32).



**Figure 24. Staff and students enjoying Science Open day**

*'Excellent day for the students - they really enjoyed it and it was brilliant to see first-hand working labs.'*

*'We would definitely come again and will be recommending it to the teachers of the next year 12 cohort. It was well executed and timed so that they could see everything.'* Teacher comments from Open Day



In February 2017 we showcased our work at the 'Big Bang Science fair' at Leicester Grammar School attended by 2000 visitors. This was run by 1M and 1F academic, with the help of 5 PGRs. The Department has organised activities for joint events with other departments including a two-day Summer School for 31 secondary school pupils in June and a 'Dynamic DNA' day in September for 574 year 9 students and 44 teachers.

Noteworthy outreach activities include the website 'BioethicsBytes.wordpress.com' maintained by Chris Willmott which promotes the use of multimedia in teaching about bioethics for all ages. He is also involved in production of short videos on bioethics which are freely available via YouTube, and writes books on bioethics aimed at the general public. Salvador Macip has written several popular science books and together with Chris Willmott received the European prize for popularisation of science in 2013. We have an on-going cultural exchange with the University of Nara in Japan, a women's university, whereby around 10 students come for two weeks to participate in our CCMB MSc programme. In reciprocation, several PGRs and academics have visited Japan. Most recently, [REDACTED] has given a presentation in Japan about our Athena SWAN activities. (Figure 25). Many of us contribute to charity events e.g. the Race for Life. Recently one of our lecturers, Ildiko Gyory, gave the introductory talk at the event to promote visibility of women in Cancer Research.

Outreach activities are considered as criteria for promotion, but have not previously been recognised in the workload model, except for activities directly involving student recruitment through UCAS. The new University model will account for all outreach to some extent.



Staff and Students enjoying Race for Life



[REDACTED] speaking about Athena SWAN at the women's University of Nara, March 2017

**Figure 25. Staff participating in outreach activities**

## SILVER APPLICATIONS ONLY

### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

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

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

## 6. Athena Swan case studies

### 7. FURTHER INFORMATION

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

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

(202 words)

As a result of our increased activity since the Bronze award, we have recognised that, in order to implement of all the actions in our ambitious action plan and to further embed our gender-balanced policies, we will require additional dedicated resource. The **DLT have therefore committed departmental monies to fund an Athena SWAN Officer post**. The post-holder will be a senior administrator, who is a specialist in gender equality, and will lead on projects to implement further improvements within the Department and will (supported by senior staff) ensure the engagement of all members of staff and students in our gender equality actions (Action 7.1).

The last University survey revealed that 33% of the department felt stressed by their work. We also recognise from the personal tutor system and representation on mitigating circumstances panels, that students are experiencing high levels of anxiety. In response to this, in addition to the mindfulness training which will be offered to UG students (Action 4.5), three members of staff in the Department have enrolled on 'Mental Health First Aid' training courses, offered by MHFA England. These staff will be able to offer initial support to anyone experiencing difficulties due to a mental health condition on a first aid basis.

## 8. ACTION PLAN

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

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

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

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



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Athena Form section	Page	Issue and area for action	Current actions	Further planned action	Timeframe		Lead (including job title)	Success criteria and outcome
					Start	End		
<b>Section 3. Self-assessment process</b>								
3.1	12	Provision of accurate PGR and PGT data from University central sources for monitoring and analysis purposes is not consistently reliable	We have established departmental databases to keep accurate records of PGT and PGR student data.	Databases will be updated monthly to ensure that we capture student numbers by gender, withdrawals, degree classification etc.	October 2016	Open-ended  Data to be reviewed annually	Departmental Administrators: [REDACTED] [REDACTED]	Data will be readily available for annual review by the SAT chair and for inclusion in any future submission.
3.2	14	Members of the SAT need to be replaced as people leave the Department. SAT membership needs to be rotated within staff and PGRs across the Department to ensure that the team is refreshed and new ideas are introduced, whilst still retaining the knowledge and experience of key SAT members.	The SAT was established in 2015 and included members of SATs from former departments of CPP and Biochemistry. We introduced new SAT members in 2015 including additional postdoctoral, PGR and PSS representatives. As people leave the Department (due to contracts/study ending) we have sought volunteers to take their place.	EDI committee and SAT membership will be reviewed annually. Membership will respond to changing requirements of action plan implementation.  Recruit new members to the SAT by targeting appropriate groups (by email), so that current members do not feel over-loaded by continued responsibility for delivering the action plan and to ensure widespread acceptance of AS principles and continued culture change.	January 2018	Open-ended	HoD & EDI Champions (SP, KM)  SAT Chair	SAT membership continues to be representative of all staff and student groups, at all levels and is gender-balanced, as monitored by the DLT.

**Key to Action Plan:** Red = Priority action; Pale Orange = Ongoing action; Green = New action;

Athena Form section	Page	Issue and area for action	Current actions	Further planned action	Timeframe		Lead (including job title)	Success criteria and outcome
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3.3	14	We need to ensure that survey findings are summarised and communicated, as this demonstrates ongoing improvement and acknowledges feedback and suggestions provided by members of the Department	All staff received a summary of the University Staff Survey results by email in 2016 and were consulted regarding the departmental Action Plan for improvements.  A departmental survey summary was presented at all-staff meeting in 2017.	Publish summary of survey findings annually on departmental Athena SWAN webpage.	Summer 2018	Annually (following surveys)	DLT & EDI champions (SP, KM)  SAT survey team & SAT Chair (RE, CV, SP, PGRs)	EDI principles are embedded within the Department.  It is reported via the next departmental survey that everyone is engaged with the Athena SWAN process.  Target of 100% awareness of Athena SWAN by staff and students, when surveyed, by 2019
				Continue to discuss survey results and culture at annual all-staff meeting. Work collectively to improve inclusivity and recognition of differing needs.	2017	Annually		
<b>Section 4. Picture of the Department</b>								
4.1	14	There is currently insufficient student data to evaluate with respect to the new Foundation course in Biological Sciences	Intake data has been evaluated by gender for 2016/17.	Evaluate gender balance on intake, and completion over coming years.	2016	Reviewed annually	Foundation Course lecturer (CV)	A complete set of data is obtained for 3 consecutive years.  Success measure = 50:50 F:M split

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4.2	15	To continue to monitor gender statistics on UG applications and registrations	Data analysed since 2011. No gender differences between the proportion of applications, offers or registrations could be identified on any courses.	Student recruitment data will be examined annually at appropriate teaching teams.	2011	Continuous and reviewed annually	Heads of Teaching Teams (██████████)	Process of reviewing student recruitment data by gender is embedded in Teaching Team activity and monitored by the DLT.
4.3	15	Ensure representative female presence at student Open Days and recruitment events to promote female role models to prospective students	<p>Medical Biochemistry has a female admissions tutor.</p> <p>Rotas are drawn up to include all members of staff, ensuring that there is female representation, but ensuring that female staff are not overburdened.</p> <p>We ensure that our Open Day student ambassadors are 50:50 F:M.</p>	We will continue to ensure that rotas include representative female participation and these will be scrutinised to ensure that female staff are not overburdened.	2011	Continuous and reviewed annually	Admissions Tutors (SP, ██████s)	<p>Female staff and students are appropriately represented at Open Day events.</p> <p>Female role models are presented to prospective students and we continue to attract high quality female and male students (with &gt; 50% female).</p>

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4.4	20	For one degree programme (Medical Biochemistry) a slightly higher proportion of women achieve degree classification of 2(i) and above	Data regarding career intentions is systematically collected from all students at the end of their first year. Data on all our degree programmes has been analysed since 2011.	Continue to monitor degree outcome by gender for all our programmes.	2017	Open-ended	SP and Medical Biochemistry convenor (██████████)	Women continue to perform as well as men on all our courses, as defined by degree classification outcomes.
			A-level entry tariff has been analysed for last 6 years and no gender difference has been identified for entry grades.	Look in more detail at why female Medical Biochemists might do slightly better than males e.g. do more women aspire to study Medicine where 2(i) or higher is a prerequisite?				
4.5	21	Numbers of UG students withdrawing from courses need to be monitored	The numbers of students withdrawing has been monitored for last 3 years. It is pleasing that these seem to be decreasing which might be due to improved personal tutor system and opportunity to request a different tutor.	We will monitor requests for alternative tutors. This information is held by the Biological Sciences School Office team and is available for review by Teaching Team Leads.	November 2017	Continuous, with review on annual basis	Biological Sciences School Office staff/Teaching Team leads (██████████)	We the aim to maintain the 2016/17 rate (1.5%), or improve to <1%
			Withdrawal rate 2016/17 was at an all-time low (1.5%).	Mindfulness training is to be offered to UG students to improve their resilience.	January 2018	Continuous	Business Admin Manager, Biological Sciences School Office (██████████)	

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Athena Form section	Page	Issue and area for action	Current actions	Further planned action	Timeframe		Lead (including job title)	Success criteria and outcome
					Start	End		
4.6	21	There have been consistently more males than females on the Bioinformatics MSc course –we need to take positive action to increase the number of females recruited	The course website has been scrutinised and opportunities for improvement identified.	We will work with the College Marketing Manager to make changes to the website e.g. to include information on female role models.	January 2018	End 2018	Convenor of MSc Bioinformatics ( [REDACTED] )	Increase in number of female applicants.  50:50 split F:M students
				Advertise the course directly to our third year students in a final year lecture.	2017/2018 academic year	Annually, each April/May		
4.7	23	Further analysis of degree outcomes on MSc courses is required	We have monitored the data for 6 years on degree outcome by gender for PGT students and identified no consistent gender bias, but identified this cohort	We will further analyse the data by nationality retrospectively for the past 6 years to determine whether there are any trends worth monitoring in future years.	January 2018	July 2018	Course Convenors of MSc Bioinformatics and Cancer Cell & Molecular Biology (CCMB)	We have a better understanding of factors contributing to MSc degree classification

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Athena Form section	Page	Issue and area for action	Current actions	Further planned action	Timeframe		Lead (including job title)	Success criteria and outcome
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			of students as being very diverse.	We will examine degree outcomes in relation to entry qualification the past 6 years to determine whether there are any trends worth monitoring in future years.			(██████████)	
4.8	29	The Department currently comprises 30% female academic staff. We need to recruit additional female academic staff when the opportunity arises. The Department was unsuccessful in appointing a female professor to an advertised post in 2016.	Three women were short-listed for a chair position in 2016. Each candidate was sequentially offered the post, but each declined despite efforts to promote our family-friendly values within the Department.	Take positive action to attract strong female applicants for future posts. Before advertising academic posts, a search group should identify suitable female candidates to alert when advert is posted.	As posts become available	On-going	HoD/DLT	Proportion of female academic staff is increased to 40% by 2020.
				All short-lists are required to be gender balanced. This is monitored by the HR Recruitment Team who require details of shortlists before interviews can be conducted. Any issues are reported to the Departmental Manager, so that they can be appropriately addressed.			Departmental Manager – (KM)	
			At least one female is on every shortlisting and recruitment panel.	Compile list of promising young women “careers to watch” so that they could be			Research Team Lead (██████████)	

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Athena Form section	Page	Issue and area for action	Current actions	Further planned action	Timeframe		Lead (including job title)	Success criteria and outcome
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			Job adverts include our commitment to Athena SWAN, equalities and family-friendly policies.	alerted should a position become available.			HoD	
4.9	31	Improve data capture relating to next career step/destination when PDRAs leave the department	(HR) Leavers Forms are completed in all cases. The leaver is asked to fill out a departmental on-line exit questionnaire – a link is emailed to them by the DM.	A database of this information will be held in the Department. PIs (who usually write references for subsequent job applications) will be asked to notify next destination to Departmental Administrator.	January 2018	On-going	Departmental Manager (KM)/ Departmental Administrator (BB)	All leavers complete the exit questionnaire.  More accurate data is available on career progression of early career researchers to enable gender analysis.
4.10	31	Increase data captured on reasons why staff leave the department	A departmental exit questionnaire has been in place since August 2016.	Insufficient time has lapsed to identify any key trends. We will continue to contact all leavers to remind them how important their feedback is to the EDI agenda.	August 2016	On-going	EDI Champions (SP, KM) & Departmental Administrator (BB)	Data collected will continue to report that 100% of leavers would recommend working in MCB.
<b>Section 5. Supporting and advancing women's careers</b>								

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Athena Form section	Page	Issue and area for action	Current actions	Further planned action	Timeframe		Lead (including job title)	Success criteria and outcome
					Start	End		
5.1	34	We need to increase the number of women applying for PDRA (G7) vacancies	Data on applications, shortlisted candidates and offers has been monitored for last 6 years.  We have identified that fewer females apply for these positions.	Collect further data on applications for these vacancies e.g. numbers of males and females who do not meet the shortlisting criteria (but apply anyway).	2017	2019	All PIs to report to Departmental Manager (KM)/ Departmental Administrator (BB)	Achieve better understanding of why fewer females apply for G7 posts.  Increase the number of female applicants to at least 50% by 2019.
				Check the wording of all job specifications/adverts to ensure that women are not discouraged from applying.				
5.2	34	Ensure that all vacancies are advertised in prominent scientific journals such as Science and Nature when appropriate	Positions are generally advertised on standard sites such as jobs.ac.uk, LinkedIn, University website.	Discuss the possibility of a more uniform approach to advertising in scientific journals within the College and associated funding.	2018	On-going	HoD	Positions are routinely advertised in prominent scientific journals
5.3	34	Further improvements to the process for introducing new staff to the Department	New starters are introduced in person to key staff members during their induction	A photo will be included in the circulated email so that everyone knows who the new starter is.	December 2017	On-going	Departmental Manager (KM)/ Departmental	Staff are more accessible to new starters; improved experience of the department for new starters and visitors

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Athena Form section	Page	Issue and area for action	Current actions	Further planned action	Timeframe		Lead (including job title)	Success criteria and outcome
					Start	End		
			and an email is sent around department to inform everyone.	Photographs of all academic and PSS (with location information) will be displayed next to the departmental reception and will be updated every 6 months.			Administrator (BB)	
5.4	34	All new staff need to receive an induction when they commence work in the Department. The previous survey found that ~70% of staff in post for less than 7 years had received an induction and of those 2/3 found it useful.	Since 2014 all new staff have received an induction.	We will continue to have a robust system in place to ensure that all new starters are supported by an effective induction.	July 2017	On-going	PSS Managers (KM, JTR) & Administrator (BB)	Our next departmental survey reveals that 100% staff have had an induction and that all found it useful.  All new staff have access to up to date induction materials and useful sources of information.
			The induction process has been further extended to include additional information relating to HR policies, Equalities, mentoring etc.					
			The departmental website has been updated to include ~60 links to useful information and resources.	The 'Information for Staff' section on the departmental website will be reviewed and updated every 6 months.				

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Athena Form section	Page	Issue and area for action	Current actions	Further planned action	Timeframe		Lead (including job title)	Success criteria and outcome
					Start	End		
5.5	36	Increase the number of female academic staff applying for promotion	PDDs are explicit in identifying key activities/achievements that will make a strong case for promotion.	A series of new University promotion workshops has been launched to support targeted groups of academic staff.	December 2017	2020	HoD	Staff report that they have been supported in seeking promotion in the next staff survey.  At least two female members of academic staff are promoted by 2020
				The HoD will write to all eligible female staff to encourage them to attend the promotion workshops.				
				The HoD has ensured that 100% of academic staff have participated in a PDD (2 rounds in 2016 and 2017).				
5.6	39	Unconscious bias training is not universally offered	University Head of EDI was invited to present on unconscious bias at an academic staff meeting (in July 2017). A small element of unconscious bias training is included in an on-line compulsory Equality training course.	Department to request unconscious bias training for all staff - compulsory for anyone involved in any aspect of recruitment. A new on-line module will be launched by the University in the new year and all staff will be strongly encouraged to complete this by the HoD.	January 2018	Training course offered annually	Athena SWAN Chair (SP)	All staff have received training in unconscious bias by 2019

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Athena Form section	Page	Issue and area for action	Current actions	Further planned action	Timeframe		Lead (including job title)	Success criteria and outcome
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5.7	40	Training courses available within the University need to be more accessible to staff	List of all training courses attended in the last three years has been obtained. A link is provided on the departmental website to LLI training courses.	Staff are encouraged to search the LLI and departmental webpages for information on training opportunities.  To assist this process we will identify sources of training and compile a departmental 'one-stop' site containing links and brief descriptions of courses.	2018	Ongoing	Currently: Departmental Manager (KM)/ Departmental Administrator (BB)	All staff will engage in professional development and this is reported in the next staff survey
5.8	40	It is difficult to measure the effectiveness of staff training courses	Focus group established to collect information from known attendees to determine which courses have been useful.	Selected training courses will be promoted on the departmental website as 'recommended' and for whom the course would be suitable.  Ensure that training effectiveness is captured on individual PDD records.	2018	Ongoing	Departmental Administrator (BB)	During PDDs, staff will be encouraged to attend training courses which others have found to be particularly useful and relevant

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5.9	40 & 47	Staff may not have accessed on-line PDD training material prior to their PDD	All staff have been signposted to on-line resources prior to their PDD.	Discussion will be included in PDD as to whether resources have been accessed and whether they were useful.	January 2018	2019	HoD/Pls/Departmental Manager	Improved use of PDD preparation material and engagement in the appraisal process is apparent from responses in next staff survey
5.10	41	We need to establish a robust system for allocating mentors within the department	All staff have been offered mentor training. A training session was held in the Department in October 2017.	All new staff will be offered a mentor during their induction and existing staff can request one at any time.	October 2017	2018	Departmental Manager/Pls & Early Career Researcher Advisor (██████████)	New staff report that they have a mentor in next staff survey and that this has helped them to settle into their new role more quickly.
5.11	41	Potential departmental funding for small projects/activities needs to be more widely publicised to staff and decision making processes need to be more transparent	Several academic staff (4F:1M in 2016 and 4F:1M in 2017) have been supported through the provision of funding for consumables, conference attendance, etc.	All staff will be made aware of the opportunity to obtain support from the department during their PDD, if appropriate. Funding will be agreed in a fair and transparent way.	2018	Ongoing	DLT	Staff with limited funding are able to continue research activity towards obtaining grant funding, or obtaining data for publication.
5.12	42	To ensure there are opportunities for PDRAs to present data at departmental seminars	75% of research staff responded that they were in favour at the last survey in 2016.	PDRAs will be included in the next departmental seminar series.	July 2017	Ongoing	Staff Seminar Co-ordinator (██████████)	All PDRAs will give at least one presentation during their time in the department.

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			Several PDRAs have given presentations at Research Theme days.					PDRAs will feel more included and valued in the Department and will report this in the next staff survey.
5.13	42	To ensure that there is PDRA representation at every academic staff meeting	77% of research staff responded that they were in favour at the last survey in 2016.	PDRAs have nominated a representative (R Turnbull) who will report back to the PDRA staff group.	October 2017	Ongoing	HoD – Chair of Academic Staff Meeting	PDRAs feel more included, informed and valued in the Department and this is positively reported in the next staff survey.
5.14	42	There has been poor communication between PDRAs from different research groups	PDRAs have been encouraged to set up a PDRA group to arrange social interaction and identify needs.	PDRA group to devise a structured series of events.	November 2017	Open-ended		PDRAs feel sense of community and fully supported within the department which is apparent from responses in the next staff survey.
5.15	43	PGRs have requested more feedback to on their presentations, so that they can use this to develop their presentation skills	PGRs receive feedback from at least 4 PIs based on several different criteria in the form of a simple 1-5 scoring system.	Feedback in this format will continue to be provided, in addition to formal feedback from their supervisor.	October 2016	On-going	Postgraduate Tutors (SS, IE & [REDACTED])	Improved PGR presentations are evidenced by improved feedback ratings.

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5.16	43	In our 2014 survey it was identified that PGRs did not have a quiet area for writing up their dissertations	In 2016, (as a result of Psychology relocating to a new building) a room was identified and equipped with desks and computers.	Use of the room is by request and is monitored to ensure it continues to be a quiet study room.  We will continue to monitor effectiveness through PGR student feedback.	July 2016	On-going	Postgraduate Tutor (SS)	Graduating PGRs report the facility as being instrumental in enabling them to complete their dissertation in student feedback.
			The PGR room has been in continuous use since 2016 and has facilitated writing up for students who have distractions as home.					
5.17	48	Staff are not always clear regarding their entitlement to maternity leave or shared parental leave	We have created a page on the departmental website which has links to the relevant University information.	We will continue to direct staff to these resources and to provide advice on request.	July 2017	On-going	Departmental Manager (KM)	All staff will take full advantage of their entitlement to maternity and shared parental leave and this is evidenced in HR data.
5.18	48	Ensure that information on maternity keeping-in-touch (KIT) days is available via the departmental webpage	We have worked on our website to provide clear signposting to HR policies.	We will ensure that all women are informed about KIT days before they go on maternity leave via interview with the Departmental Manager.	July 2017	Open-ended	Departmental Manager (KM)	Improved uptake of KIT days across all categories of staff taking maternity leave.

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5.19	49	Hold formal return to work meetings with all women returning from maternity leave to ensure that their workplace needs are met	Line manager contacts individual towards the end of leave period to discuss return date and any support needed.	To ensure a consistent approach, the individual will be invited to discuss their needs with the Departmental Manager, who will also ensure that they are aware of flexible working options.	November 2017	Open-ended	Departmental Manager (KM)	All staff are fully supported on their return to work and are aware of their entitlements following maternity leave. This will be evidenced through responses in the next staff survey.
5.20	50	Despite improvements in capturing maternity-related information at the departmental level, it is still not easy to piece together the journeys of individual staff members from the data provided centrally by the University	We have set up a database to record maternity-related data, including dates of maternity leave, maternity cover provided and time spent in post following maternity.	To secure the additional administrative resource to enable the establishment of a robust system for collection of departmental HR data.	August 2017	Open-ended	Departmental Manager (KM)	All maternity-related data is captured systematically to facilitate future applications and identify any areas where we could provide more support to individuals.
			We have submitted a business case to the College for additional administrative resource to support the collection of HR related data.				Currently: Departmental Administrator (BB)	

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5.21	50	To improve the uptake of paternity leave	Uptake of paternity leave has dramatically improved since our Bronze award, from 2 cases previously to 8 cases during the current assessment period. This is due to increased awareness of the relevant HR policy.	We plan to further improve access to information regarding paternity and shared parental leave by introducing links on the departmental website to HR policies and procedures.	November 2017	2018	Currently: Departmental Administrator (BB)  Additional resource has been requested	It is considered the norm to take paternity leave and staff are encouraged to do so. HR data reflects good uptake of leave.
5.22	53	At the time of our Bronze submission there was no common room for social interaction and informal meetings	A room was refurbished in December 2016 and is widely used for social events, celebrations and informal meetings.	We will hold more social events in core hours, e.g. coffee and cake, to include all members of the department (6 per year).	November 2017	On-going	SAT members (LF, SP, KM) & Early Career Researcher Advisor (██████████)	Interaction between all groups of staff and PGRs is further improved and responses in next staff survey reflect this improvement.
5.23	53	PGRs have requested their own social gathering to improve networking across the department	Agreement between SAT and DLT to provide pizza lunch for PGRs.	A pizza lunch for PGRs, funded by staff, will be held once per term	November 2017	Review success in summer 2018	Members of SAT (LF, SP, KM) & PGR (██████████)	PGRs feel even more valued by the Department, as reported in their feedback.

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5.24	55	It was reported in the staff survey that staff believe celebration of successes within the Department is inconsistent	An email is sent around on behalf of HoD to congratulate PGRs on successful completion of their viva, however we are not always made aware of successes.	A more structured communication is planned in the form of a monthly newsletter, to include achievements, promotions, research awards, teaching awards, births and other causes for celebration.	November 2017	Ongoing	Departmental Administrator (BB)  Additional resource has been requested	Staff and PGRs universally report that success is celebrated well in the Department in the next staff survey.
5.25	56	Some staff have informal flexible working arrangements, but this is difficult to monitor	Departmental staff survey reports that 22/47 academic staff feel the need to work flexibly.	The introduction of compulsory use of electronic diaries will help us to review how staff work flexibly e.g. from home.	January 2018	2019	HoD/Workload model development lead for MCB (████████)	HoD gains improved understanding of how staff work flexibly and what their needs for flexible working are. So that this can be successfully managed.
5.26	59	The departmental workload model has been limited to teaching activities to date	MCB has contributed to developing and piloting the new University workload model which aims to capture all academic activity.	The University model is in the process of being launched and we will continue to contribute to the project to ensure that it captures all academic activity.	April 2017	On-going	HoD/Workload model development lead for MCB (████████)	Transparent workload model is in place and staff feel that all aspects of their activity are valued.

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5.27	60	Currently, 35% external speakers at seminars are female	We have established a database and are working towards 45% female external speakers (sector average).	We will invite more recently appointed female lecturers, or fellowship recipients to give speak at seminars. MCB staff will be asked to identify/nominate speakers from their contacts lists.	October 2016	On-going	Seminar series co-ordinator (██████████)	Database records will be reviewed annually by the seminar series co-ordinator to ensure gender parity of external speakers (50:50 F:M).
5.28	60	PIs to be included in departmental seminar series to promote awareness of their research activity/successes	All PIs to give talk over 3 year period (2016-19). To date, 3 female academic staff have given seminars to a packed lecture theatre.	Ensure that all female academic staff have presented, including affiliated staff, in order to boost the visibility of successful female scientists.	October 2016	Ongoing	Seminar series co-ordinator (██████████)	All students, PDRAs and academic staff are aware of research activity of everyone in the Department.
5.29	60	Increase the number of female Redfearn Memorial prize lecture recipients	Awarded to Prof Jean Beggs in 2015 – who was the first female recipient since 1973.	Encourage staff to put forward names of potential female recipients, as they are under-represented, and take positive action to ensure that females are included in the shortlist.	2016	Ongoing	HoD/Redfearn Prize search group	There is a female recipient at least every fourth award.

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5.30	62	The departmental website requires updating and the departmental Athena SWAN webpages require improvement	Intern appointed for 3 months to work on website from November 2017.	Department to lobby for additional administrator with web support incorporated into their role.	July 2017	Ongoing	Departmental Manager (KM)	Departmental website is easy to navigate with up-to date information. Athena SWAN commitment is clearly evident to any reader
5.31	63	Improve departmental engagement in outreach activity	There is good engagement by male and female staff. We have analysed the data from survey responses, but cannot break down the data down into grade and gender.	We will capture all activity by gender and grade. A link to a database will be added to our website, so that all staff and students can record outreach activity.	2018	2019	Outreach Lead (██████████)	Outreach activity is recorded accurately and is included in the workload model.
5.32	63	Increase the number of departmental outreach events	We have actively ensured that male and female staff and students, of all grades, are represented at our departmental outreach events. We have set up an outreach focus group to develop our range of activities and target groups where EDI is central to our plans.	The focus group meets at least 4 times per year to plan events.	April 2016	Ongoing	Outreach Lead (██████████)	Everyone in MCB contributes to raising awareness of research activity in the Department and promoting the visibility of women.  The Department hosts at least 3 outreach events per year which are attended by a range of target audiences.
				Once embedded, the outreach reporting site (record of events) will be monitored to assess any gender differences in contributions to outreach.	2018			

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<b>Section 7. Further Information</b>								
7.1	67	Additional support resource is required to implement our Athena SWAN actions and achieve further improvements within the Department	We have identified that we require the support of a dedicated Athena SWAN Officer (2 year part-time post) and this has been discussed and agreed with the DLT.	We will finalise our business case and present this to the College for approval at the earliest opportunity, so that this recruitment can progress.	January 2018	April 2018	Departmental Manager (KM)	The departmental Athena SWAN strategy to address gender imbalance and improve the working environment for all is implemented over the next 2 years.

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