Athena SWAN Bronze department award application

Application details

Name of university: University of Lincoln

Department: School of Life Sciences

Date of application: April 2016

Date of university Bronze and/or Silver Athena SWAN award: November 2014 (Bronze)

Contact for application: Dr Lisa Collins

Email: lcollins@lincoln.ac.uk

Telephone: +44 15 22 88 68 99

Departmental website address: http://www.lincoln.ac.uk/home/lifesciences/

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Glossary of terms

ACRONYM	DEFINITION
AS	Athena SWAN
SLSSAT	School of Life Sciences Self-Assessment Team
UoL	University of Lincoln
SLS	School of Life Sciences
HoS/dHoS	Head of School/ Deputy Head of School
UoL HR	University of Lincoln Human Resources
UG/PG/PGT/PGR/PDR	Undergraduate/Postgraduate/Postgraduate Taught/Postgraduate Research/Postdoctoral researcher
Blackboard	UoL's online learning interface

Table 1: List of acronyms used in this document

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

From Dr Libby John
Head of School
PA Suzannah Rollitt
Tel: + 44 15 22 88 68 08
Email: ljohn@lincoln.ac.uk
Web: http://staff.lincoln.ac.uk/ljohn

School of Life Sciences
University of Lincoln
Brayford Pool
Lincoln, LN6 7TS

11th March 2015

Athena SWAN Application: Letter of Endorsement

Dear Sarah,

I wholeheartedly support this application for Athena Swan status for The School of Life Sciences at The University of Lincoln. As Head of School one of my top priorities is to ensure that all staff feel valued for their contributions and are given equal opportunities to progress their careers to meet their own ambitions. We are working hard to uncover and understand any barriers that may prevent us reaching this goal, as well as providing positive opportunities for staff. Achieving it is essential if we are to recruit and retain the best staff and provide a workplace where staff can be productive.

Since forming the School of Life Sciences in 2012, gender equality has been a key priority in the formation of our policies and practices. For example, I felt strongly that staff should be supported and feel positively about taking parental leave, and ensured that 'keeping in touch days' were used to benefit their ongoing careers, rather than for conducting department business. I am very pleased that we have been able to offer women grants of up to £10,000, to help with returning to research programmes after having children.

The work we have been doing in preparation for this application has allowed us to understand how we need to make further changes to aspects of school management and culture to promote equality of opportunity. For example, at the request of female staff, we adopt a boardroom style for School Meetings so that all staff can see each other and are equally able to be noticed by the chair. Some of the further changes we have made since the last application include Athena Swan becoming a standing item on the monthly School meeting agenda, the Athena Swan lead joining our School Management Team, screening academic appointment advertisements for potential gender bias, and moving our seminar and meeting times to core hours.

Our robust and comprehensive workload model includes research, teaching, administration and outreach activities. In examining workloads by gender, we discovered that female workloads are on average higher than male workloads. The data showed that this related to a workload overload in a particular research group and as a result we have reallocated resources to this area and are

now recruiting an academic to support this group. This is a great example of how awareness resulting from the Athena Swan process has helped me manage the school more fairly and effectively. We will continue to work at ensuring workloads are distributed equitably and in support of individual career goals.

We understand that achieving Athena Swan status is a step in an ongoing process, and we are fully committed to this process and to following the steps outlined in our action plan. There will be many challenges going forwards, but we are lucky to work within an organisation committed to equality, which has invested substantially in initiatives to support women in science. I am very positive that we can make a difference.

Dr Libby John

*[Word count section 1: **499**]*

2. THE SELF-ASSESSMENT PROCESS

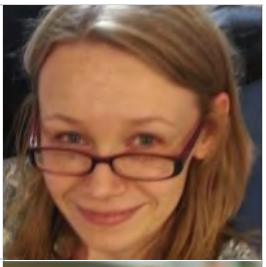
a) The Athena SWAN team

The School of Life Sciences' (SLS) self-assessment team comprised staff from across the breadth of the department with a range of experiences – both professional and personal. Members of the committee were nominated and invited to join by the Chair of the Committee, Dr Lisa Collins. Individuals were nominated by the Chair and HoS to reflect the diversity of the department, whilst also balancing for workloads. Self-nomination was also possible, which enabled individuals who were particularly passionate about being involved to contribute. In October 2015, the Committee membership was considered again, with guidance from the workload model as well as discussions with the individual members. As such, five members of the original Committee stepped down (Prof Daniel Mills, Drs Ron Dixon, Carol Rea, Timothy Bates and Helen Zulch) and a sixth member, Isabella Merola (PDRA), left the university to move to Spain with her family. These members were replaced by other representatives from across the diverse range of the school. The new committee has representation from early-, mid-, and senior career academics, research staff, postgraduate research students, administrative staff and technical staff. Within this range, there are individuals from single- and dual-career households, childcare and other caring responsibilities, individuals who have taken and subsequently returned from parental leave, and full-time and part-time workers (Figure 2.1).

It was a shared view from the start that the principles promoted within the Athena SWAN charter were relevant to the whole School community. The team subsequently reviewed both academic and non-academic activity within the School.

Dr Lisa Collins: Reader in Animal Health and Welfare Epidemiology– Full time.

Dr Lisa Collins: Reader in Animal Health and Welfare Epidemiology– Full time.
Chair of the SLS Self-Assessment Team since March 2014.
Lisa is married with two daughters, Holly (3) and Rose (2), two dogs and two cats. She enjoys running, bedtime stories with her children and long walks on windy beaches.
“Working in a supportive, positive environment is something I have found incredibly rewarding. In accepting the role of Chair, I wanted to work to ensure that everyone, regardless of gender, feels supported and encouraged in a way that is right for them, and which helps them to do their best work."

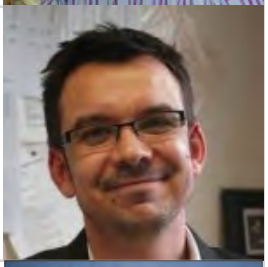


Dr Libby John: Head of School– Full time.
Member of SLS SAT since April 2014.
I have been Head of the School of Life Sciences since it was founded in 2012. After a PhD and postdocs in Canada, I moved back to the UK to my first permanent academic position in 1992, and continued research and teaching as a plant ecologist. I have had a number of senior academic roles since then. My children were born in 1994 and 1996 and I enjoyed working full time along-side a busy family life (including dogs, horses, running and cycling), with a supportive husband making it possible.
“When I was a student in the 1980s, surrounded by many bright and capable ambitious fellow-students, we assumed that women would be equally represented in science by the end of the 20th century. Sadly that was not to be and we need to continue to work hard to understand and remove the barriers that prevent us recruiting and retaining the brightest and best whatever their gender and family situation. Athena Swan gives us the opportunity to focus on these issues and to provide the right environment for all staff to feel valued and supported at work. It is very important work and I want to give it my full support."

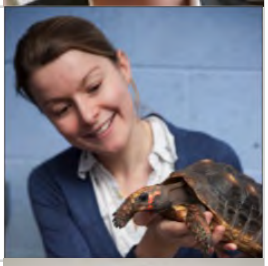
Prof. Stuart Humphries: Professor of Evolutionary Biophysics– Full time.
Member of the SLS SAT since November 2015
Stuart and his partner Lesley have one boy (Sam, 7) and a demanding cat.
“Both my wife and I are academics and sitting on the committee is a way for me to make a difference in both gender equality issues in academia as well as help change attitudes to work-life balances in my colleagues. I also hope the committee membership will help put my own work-life balance into perspective.”

Dr Michael Christie: Reader in Biomedical Sciences– Full time.
Member of the SLS SAT since November 2015
I am married with two grown up children and three grandchildren. I enjoy long walks, cycling, bell ringing, watching football and hanging out with the grandchildren.
“I feel very fortunate to have been able to pursue a career in scientific research that I love and want to provide the support and environment needed for others to do the same, as well as striving to remove obstacles that may prevent them from doing so”.

Dr Paul Eady: Reader in Behavioural Ecology– Full-time.
Member of SLS SAT since April 2014.
Paul is married with three children aged 22, 19 and 16, a dog and three cats. He looks after his elderly parents and enjoys cooking, music, walking his dog and rock climbing.
"I have always felt it important to get the work-life balance right. This hasn’t always been easy and I believe having seen my children grow up I have a good understanding of the issues faced by my younger colleagues. I also believe I can make an important contribution to the panel because of my experience in providing care for my parents."



Dr Anna Wilkinson: Senior Lecturer in Animal Behaviour– Full time
Member of SLS SAT since April 2014.
Anna lives with her partner and has two dogs and a tortoise. She likes travelling, exploring new places and football.
“I feel that it is important to work in a supportive environment that allows everyone the opportunity to excel.”



Dr Neil Holden: Senior Lecturer Life Sciences-Full time.
Member of the SLS SAT since November 2015.
Neil is married with one daughter, Olivia (3), and enjoys model making, archery and exploring the countryside.
“I feel that our department is doing extremely well providing a supportive nurturing and encouraging environment for all members of staff and students. I want to help communicate this in the best possible way to the Athena Swan selection committee”.

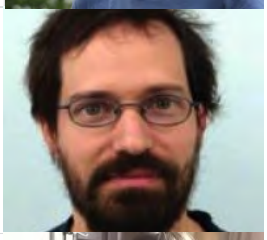
Dr Sheena Cotter: Senior Lecturer in Evolutionary Ecology– Full time.
Member of the SLS SAT since November 2015.
Sheena lives with her partner and 3 children, Edie (4) and twins, Molly and Evan (2) and enjoys getting outdoors with her family as much as possible.
“Since having children I have become more aware of the difficulties of balancing time with your family and working in academia, and the difficulties this seems to pose, particularly for women with young children. I feel strongly that a diverse workforce is more effective and so I am keen to help promote changes that might reduce the loss of women from academia.”

Dr Andre Moura: Lecturer in Life Sciences-Full time.
Member of the SLS SAT since April 2014.
Andre is married and a proud father of Sofia (5). He enjoys cycling to work, taking his daughter to school, and torturing his helpless family with some jazz music.
“All the most important people in my life are women. I couldn’t have passed the opportunity to contribute to gender equality in the workplace, even if only in a humble capacity."

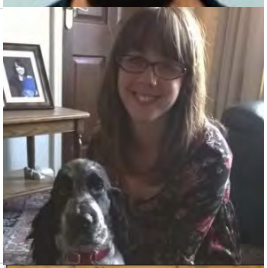
Dr Graziella Iossa: Back to Science Fellow– Part time.
Member of the SLS SAT since November 2015
Graziella is married and has three sons, Roan (7), Eoin (5) and Bran (3). She is a keen baker, loves writing and walking, especially in woodlands.
"Without my Back to Science Fellowship I would not be able to have a second opportunity in science. I joined the SLS SAT because I firmly believe that equal opportunities are fundamental in any workplace and benefit everyone."

Dr Timea Palmai-Pallag: Postdoctoral Research Fellow-Full time.
Member of the SLS SAT since April 2014.
Timea is married to a senior academic, with four children, Gerda (21), Petra (16), Aron (9) and Luca (5). She enjoys camping, the outdoors, visiting historic places or baking with the children.
“Progressing from post-doc to independent researcher/lecturer is very challenging and not without difficulties if personal life choices interfere with expectations for academic progress. I joined the committee with the hope of ensuring that everyone has the chance to progress academically and have a successful work/life balance.”

Dr. Òscar Guadayol: Postdoctoral Research Fellow– Full-time.
Member of the SLS SAT since November 2015.
Òscar is married with two kids, Aloma (6) and Bernat (2). He likes reading novels, theatre and cooking. “My wife works also in academia and we are both at the point in our careers in which we are ready to move to a permanent position. Thus, I am sensitive to the unfairness of the selection processes and the potential for imbalances regarding gender equality. This was also a great opportunity for me to experience first-hand how the school policies are developed and implementated."



Sarah Reaney: PhD Student-Full time.
Member of the SLS SAT since November 2015.
Sarah lives were her partner and their inquisitive house rabbit Biscuit. She enjoys playing the tenor saxophone, art, yoga and being in the great outdoors!
“I am lucky to be a PhD student in such an encouraging department and I am a proud supporter of equal rights and feminist issues. Being on the committee allows me to contribute to ensuring that ALL students and staff feel supported on an individual level."



Suzannah Rollitt: Senior Administrator and PA– Full time.
Member of the SLS SAT since November 2015.
Suzannah has been an administrator at the University since 2011. Suzannah is single and enjoys photography, art, and pretending to understand dense postmodern literature.
"I joined the Athena SWAN Committee because I felt that the admin team was underrepresented, and wanted to gain a greater understanding of gender equality issues in STEM and the aims of the Athena SWAN charter."

Daniel John Wilson: Technician Assistant for the School of Pharmacy– Full time.
Member of the SLS SAT since November 2015.
I am married with two cats, Shadow and Hercules. I enjoy going to the gym and playing Magic: The Gathering.
“I wanted to be a part of the Athena Swan Committee as it was an opportunity to engage in something outside of my role, where I can contribute to making our working environments more vibrant and diverse . It also gives me a lot of self-satisfaction that I am able to support the school in this way and feel valued as a member of staff at the University of Lincoln."

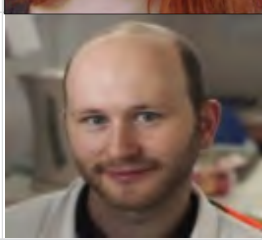


Figure 2.1: The SLS self-assessment team 2015-16

b) The self assessment process

Gender equality has been high on the agenda for the SLS since its inception in January 2012, and was a fundamental part of the HoS's strategy for the School. The process of self-assessment has been on-going since before the School started, based on a reflection on practices and culture associated with the former School of Natural and Applied Sciences and the Department of Biological Sciences, which merged and restructured to form SLS. The Athena SWAN self-assessment process started in March 2014 with a briefing from the SLSSAT Chair (Collins). As a new School, with gender equality as a core principle, we aimed to apply for the Athena SWAN award at the first possible point after the third anniversary of the opening of SLS (in line with Athena SWAN guidelines). This reflects the importance we place on the principles within the Athena SWAN charter. After the inaugural meeting in March 2014, committee meetings were held every 2 months up until October 2015, with monthly meetings from that point on. In addition, task groups met monthly from March 2014 onwards, reporting back progress at each committee meeting. A full timeline of activities is set out in Figure 2.2.

Throughout the process, there have been monthly meetings for all Athena SWAN School Committee Chairs across the University of Lincoln, where key information is shared and discussions of best practice are held. The SLSSAT Chair then feeds this back to the SLSSAT. We have sought critical feedback from both inside and outside the University on our practices and culture, both ahead of the 2015 submission and again in preparation for the 2016 submission. This feedback has been incredibly helpful, positive and constructive.

In order to engage staff in the Athena SWAN application process and to encourage wider discussion of issues highlighted within the charter, a kick-off lunch was held in 2014. Over 50 staff attended (including the HoS, dHoS, early-, mid-, and senior-career academics, and research staff), and participated in active discussions on barriers to equal opportunities across all groups in the School.

Workload for the self-assessment process was divided across five task groups, with individual members allocated to each group and a sub-group chair appointed (Table 2.1). The school culture survey was disseminated in December 2015 to all staff (academics, administrators and technicians) and postgraduate research students in SLS, to which we had a 56% response rate. Focus groups were held for Academic, early career, technical and administrative staff and Postgraduate research students. The Communications group developed the SLS AS blogsite (http://athenaswan.blogs.lincoln.ac.uk), for communicating the AS process to staff and students, as well as providing links to relevant sources of information. In addition the SLSSAT Chair has reported AS news and issues to the whole School at the monthly staff meetings, through a standing agenda item, and separately to the Life Sciences Management Team (LSMT), of which she is a member.

Figure 2.2 School of Life Sciences Athena SWAN application timeline.

Name	Role on SLSSAT
Lisa Collins	Chair; Chair of AS writing sub-group
Sheena Cotter	Vice-Chair; Chair of Data analysis sub-group; Member of AS writing sub-group
Paul Eady	Chair of Culture Survey dissemination and analysis sub-group
Michael Christie	Chair of Focus group conduct and analysis sub-group; AS writing sub-group
Timea Palmai-Pallag	Chair of AS Staff Communications sub-group
Libby John	Member of Data analysis sub-group
Stuart Humphries	Member of AS writing sub-group
Anna Wilkinson	Member of: Data analysis sub-group; AS writing sub-group
Neil Holden	Member of AS writing sub-group
Graziella Iossa	Member of Focus group conduct and analysis sub-group
Andre Moura	Member of AS Staff Communications sub-group
Oscar Guadayol	Member of Culture survey sub-group
Sarah Reaney	Member of: Focus group conduct and analysis sub-group; AS writing sub-group
Suzannah Rollitt	Member of: Culture survey sub-group; Data analysis sub-group; Focus group conduct and analysis sub-group; AS writing sub-group
Daniel Wilson	Member of Focus group conduct and analysis sub-group

Table 2.1 SLSSAT role distribution.

Data	Data collection responsibility
Staff numbers by gender	UoL HR
Turnover by gender	UoL HR
Academic promotions	UoL HR
Academic vacancies	UoL HR
Open vs fixed term contracts	UoL HR
Maternity return rate	UoL HR
Paternity, adoption, parental leave	UoL HR
Formal flexible working agreements	UoL HR
Probation	UoL HR
Committee membership	SLSSAT
Workload data	SLSSAT
School culture survey responses	SLSSAT

Table 2.2 Data sets analysed by SLSSAT as part of the self evaluation process.

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

One action point arising from the evaluation process in 2015 was the need to adopt formal record keeping practices at the School level for Athena SWAN relevant activities, such as an up-to-date record of all committee members, and changes in membership **[ACTION 1.2]**. This was put in place, making data collection more straight-forward for the current evaluation. These practices will be improved and the school culture survey and focus groups will continue to be conducted annually **[ACTION 1.3]**.

Membership of the SLSSAT committee will be reviewed annually, taking into account changing workloads and ensuring that the opportunity for AS committee experience is shared fairly across staff and PGR representatives. To ensure continuity of practice and building experience, membership will generally be considered as a 24 month commitment. Naturally, this will not be possible for all members, and as such we will ensure that at least 25% of SLSSAT members are carried over from one year to the next. The SLSSAT will meet every 2 months. The committee will be divided into task groups, which will be allocated responsibility for sets of actions from the action plan. Task groups will have a nominated Chair who will report back on progress at the SLSSAT committee meetings.

Athena SWAN will continue to be a standing Agenda item at our monthly staff and LSMT meetings, for reporting progress with actions, reporting news and other AS issues. In addition, a quarterly key briefing update on progress will be produced for circulation to all staff and PGR students **[ACTION 1.1]**.

Action 1.1	**Embed Athena SWAN practices in School culture: The SLSSAT will continue to meet every 2 months following submission of the Athena SWAN application. Key briefing updates will be produced from each meeting for dissemination to all SLS Staff and students through the monthly SLS staff meetings and by posting the updates on Blackboard and the blog site, so all staff and students can read it.**
Action 1.2	**Continue to develop our system for within-School record keeping in relation to annual committee memberships, workload data and other activities, as well as records of more informal arrangements for staff with flexible working arrangements or taking paternity leave.**
Action 1.3	**Understanding Culture: Conduct School Culture Surveys for staff and PGR students annually as part of the Athena SWAN renewal procedure. Outcomes of the surveys to be presented at SLS staff meetings and distributed to all staff and research students. This timescale will ensure that we can detect any issues in a timely manner and put actions in place to make improvements within the 3 year cycle.**

Table 2.3 – Proposed actions for section 2

*[Word count section 2: **982**]*

3. A PICTURE OF THE DEPARTMENT

a) The department – an overview

The University of Lincoln (UoL) has undergone significant restructuring in recent years and a major expansion in STEM subjects is a key strategic priority. The University's Mission is to be:

> "*A University looking to the future where we serve and develop our local, national and international communities by creating purposeful knowledge and research, confident and creative graduates and a dynamic and engaged workforce*"
>
> University of Lincoln mission statement

In 2013, the UoL moved to a College structure, with many academic processes now operating at College level. The College of Science comprises six schools of which the School of Life Sciences (SLS) is the largest (currently 48 academics, 15 FTE technical support, and around 75 FTE research students). This School arose from the merger and restructuring of the former School of Natural and Applied Sciences and the Department of Biological Sciences in 2012. This resulted in a number of staff taking voluntary severance and the appointment of 23 new staff to deliver a substantially revised and streamlined curriculum. Since this time there has been further investment in staff, including the appointment of Readers and Professors who provide research leadership across four research groups. There have also been a number of internal promotions to Readership level. The restructuring has enabled us to deliver non-research related activity more efficiently and thus increase our research power, as reflected in our strong REF 2014 results, ranking 2nd (of 29) and 10th (of 94) for outputs in the two Units of Assessment to which SLS staff were submitted. The restructuring has been accompanied by over £14M investment in physical infrastructure, allowing all staff to be based within a single building rather than being spread over two campuses. SLS runs a purpose-built animal behaviour building, a science teaching building and a field station.

The new organisational structure of UoL has resulted in an increased devolution of decision-making, with Schools having control over generous operating budgets. Given the recent restructuring to both School and College, alongside the creation of the new Schools, it is fair to say that the organisational structures are still in a process of transition, with SLS often at the vanguard of developments. The University management structures allow for bidirectional influence, with recommendations for improved practice originating both centrally, within the UoL Senior Management Team, and from the individual Schools. SLS has an effective management team with strategic vision as well as strong management skills. It is composed of individuals with key operational roles at various levels of seniority. The School is now mature enough to submit itself for consideration for Athena SWAN recognition and hopes to be an exemplar to the newer Schools.

b) Student data

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

Key observations

SLS does not run any access or foundation courses.

(ii) Undergraduate male and female numbers – full and part-time.

Key observations

Within SLS, we offer six undergraduate degree programmes. Since 2012, more than half of our annual student intake has been female (Figure 3.1a). In 2014, one of our popular degree courses transferred to the newly opened School of Chemistry, leading to an apparent drop in recruitment that year. There are no part-time undergraduate degree programmes.

Initiatives in place

- All prospectuses, advertising literature and websites for the programmes use images containing female and male students **[ACTION 2.1]**. In addition, our annual programme monitoring requires the examination of data on gender, ethnicity and age **[ACTION 3.1]**.

Impact

Continued high level of female applicants, offers and acceptances.

Action 2.1	**Increase the number of female PGR students who apply/accept offers of places: Ensure all student recruitment and postgraduate research advertisements produced by SLS use gender-neutral language and images, and advertise our commitment to the Athena SWAN charter.**
Action 3.1	**Improve understanding of the associations between gender, degree programme and outcomes in degrees awarded: Actively monitor applications, offers, acceptances and degree outcomes for fluctuations in gender balance across the School, at both the undergraduate and postgraduate taught and research levels on an annual basis.**

Table 3.1 – Proposed actions for section 3. b) (ii)

(iii) Postgraduate male and female numbers completing taught courses (PGT) – full and part-time.

Key observations

Every year a large percentage of our PGT students are female (Figure 3.1), this is likely to be due to the nature of the courses that we offer (e.g. MSc Clinical Animal Behaviour), which typically attract a female-biased cohort **[ACTIONS 2.1, 3.1]**.

Initiatives in place

- In 2013-14, we broadened our portfolio to include MSc Biotechnology, which currently has a higher percentage of male students registered, and in 2014-15 opened MSc Forensic Anthropology.
- We are planning a new MSc in Microbiology for 2017-18, which we anticipate will potentially attract a more gender-balanced cohort.

Impact

The percentages of female PGT students are substantially greater than the national averages for Biological Sciences. With the opening and subsequent establishment of the new MSc degrees, the numbers of males and females have become more balanced in 2015 (Figure 3.1).

Action 2.1	**Increase the number of female PGR students who apply/accept offers of places: Ensure all student recruitment and postgraduate research advertisements produced by SLS use gender-neutral language and images, and advertise our commitment to the Athena SWAN charter.**
Action 3.1	**Improve understanding of the associations between gender, degree programme and outcomes in degrees awarded: Actively monitor applications, offers, acceptances and degree outcomes for fluctuations in gender balance across the School, at both the undergraduate and postgraduate taught and research levels on an annual basis.**

Table 3.2 – Proposed actions for section 3. b) (iii)

(iv) Postgraduate male and female numbers on research degrees – full and part-time.

Key observations

While the percentage of female postgraduates enrolled on part-time research courses is slightly higher than the national average (Figure 3.1b), the full time number is well below the national average (51% in 2014 in SLS compared with 59.6% nationally; Figure 3.1a).

Initiatives in place

- We have changed our recruitment process for postgraduate research for 2015 applications from a centralised anonymous system to a more supportive, developmental and individualised approach to recruitment. For funded positions, posts are advertised externally and candidates are encouraged to contact the supervisor ahead of submitting a formal expression of interest **[ACTION 3.2]**. For speculative applications, candidates are encouraged to contact members of staff with whom they would like to work, and then develop a research idea in collaboration with the supervisor prior to submitting a formal application. Our hope is that this system will be more attractive to prospective female students **[ACTION 2.1]**.

Impact

Feedback from prospective students on this change to date is positive, but it is too early to assess the impact that this has had on recruitment **[ACTION 3.1]**.

Action 2.1	**Increase the number of female PGR students who apply/accept offers of places: Ensure all student recruitment and postgraduate research advertisements produced by SLS use gender-neutral language and images, and advertise our commitment to the Athena SWAN charter.**
Action 3.1	**Improve understanding of the associations between gender, degree programme and outcomes in degrees awarded: Actively monitor applications, offers, acceptances and degree outcomes for fluctuations in gender balance across the School, at both the undergraduate and postgraduate taught and research levels on an annual basis.**
Action 3.2	**Draw up a comprehensive list of all available University, Research Council, Industry and Charity graduate scholarship awards (irrespective of gender), in consultation with the University of Lincoln Graduate office and Research Office, and publicise these on the School Blackboard site for internal students and on the website for potential external applicants.**

Table 3.3 – Proposed actions for section 3. b) (iv)

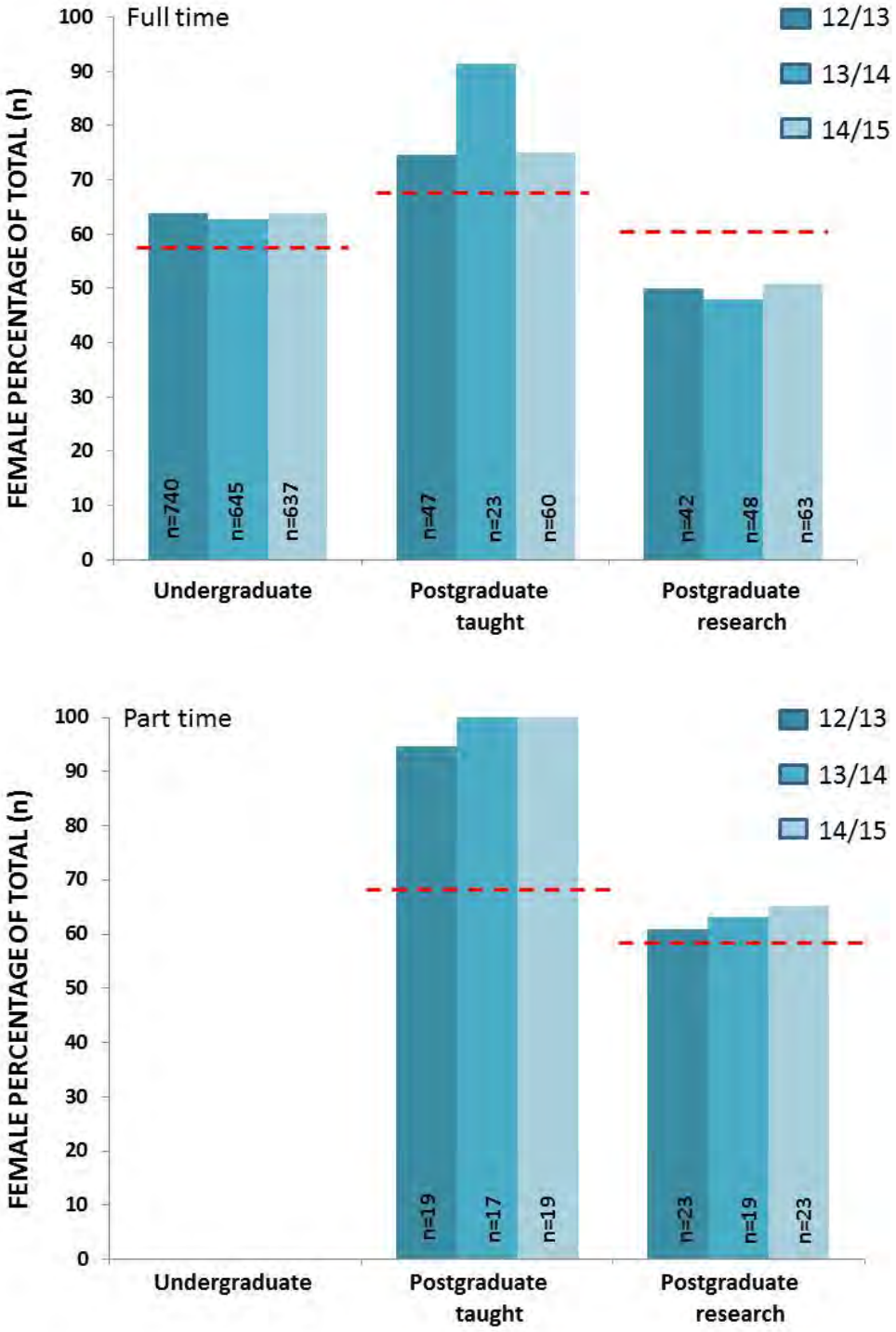


Figure 3.1: Gender-distribution of (a) full time and (b) part time students in the School of Life Sciences (2013-2015). Bars indicate the number of females at each level as a percentage of the total number (n) of students in each grouping. The red dashed lines indicate the national benchmarks for Undergraduate (59%), Postgraduate taught (68%) and Postgraduate research (60%) students.

(v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees.

Key observations

The percentage of female Undergraduate and PGT applicants is high and appears to be reasonably steady across time. These convert well to offers and acceptances, with the percentage offered to or accepted by females being equal to or higher than the percentage of applications (Figures 3.2a, b). This has been maintained despite a change in the portfolio of courses. Applications from females for PGR places was low in 2012/13 (~30%) but this has increased and been maintained at ~50% in 2013/14 and 2014/15, with the conversion to offers and acceptances being comparable (Figure 3.2c) **[ACTION 3.1]**.

Initiatives in place

- We offer all students interested in pursuing UG and PGT degrees the opportunity to visit us on one of our Open Days. UGs who have applied to UoL are also offered the opportunity to attend one of our Applicant Days, to get more of a taste of the School, get involved in practical activities in the lab, hear about research and teaching in SLS, and meet and chat with female and male staff and students on their course.

- As noted in section 3.b)(iv) we have changed our recruitment process for PGR applications in the hope that it will increase the numbers of females applying **[ACTION 2.1]**.

Impact

Open and Applicant days are both well received by potential students. We can already see some effects of broadening our PGT portfolio and we will actively monitor and adjust recruitment advertising in the coming years to aim to achieve gender balance going forward **[ACTION 3.1]**. The high number of applicants for 2012 and 2013 are related to ERASMUS-MUNDI applicants now associated with the School of Chemistry. The balance of PGR students is now at parity (Figure 3.4) and we will continue to monitor this in the future **[ACTIONS 2.1, 3.1]**.

Action 2.1	**Increase the number of female PGR students who apply/accept offers of places: Ensure all student recruitment and postgraduate research advertisements produced by SLS use gender-neutral language and images, and advertise our commitment to the Athena SWAN charter.**
Action 3.1	**Improve understanding of the associations between gender, degree programme and outcomes in degrees awarded: Actively monitor applications, offers, acceptances and degree outcomes for fluctuations in gender balance across the School, at both the undergraduate and postgraduate taught and research levels on an annual basis.**

Table 3.4 – Proposed actions for section 3. b) (v)

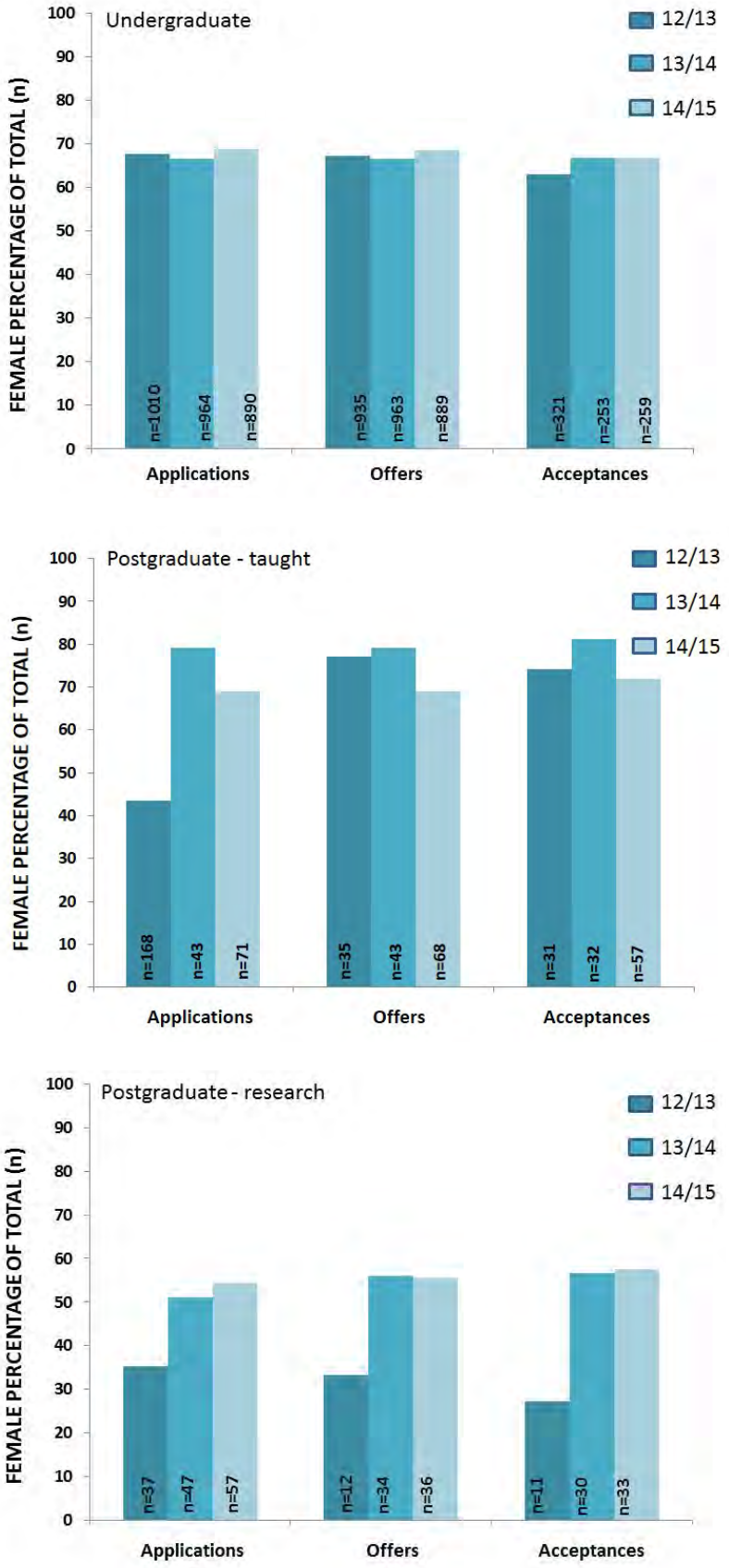


Figure 3.2: The number of (a) undergraduate, (b) Postgraduate taught and (c) Postgraduate research applications received from females, places offered and accepted (2013-15) as a percentage of the total number (n) of applications, offers and acceptances.

(vi) Degree classification by gender.

Key observations

In 2012/13 females outperformed males in terms of gaining good degrees (1st/2:1; Figure 3.3). There has been a downward trend since then, such that the percentage of good degrees attained by females more closely matches the percentage of females in SLS. This has not been driven by a decrease in number of good degrees achieved by females, but rather by the total number of good degrees achieved increasing year on year (Table 3.5) **[ACTION 3.1]**.

	% of males achieving degrees at 1st/2:1	% of females achieving degrees at 1st/2:1	Total % of degrees at 1st/2:1
12/13	43%	70%	61%
13/14	74%	87%	82%
14/15	76%	81%	79%

Table 3.5 – percentage of good degrees (1st or 2:1) obtained by males and females.

Initiatives in place

- Every UG is provided with a **personal tutor** who is responsible for their academic progress and pastoral care. Personal tutors have access to performance, attendance and engagement data for each of their tutees, which allows them to monitor students who may be struggling and direct them to appropriate support where applicable **[ACTION 3.1]**.
- All staff operate **Open Office hours** each week at a stated time, for students to drop-in without an appointment if they wish to discuss any academic or personal issues. Open Office hours are advertised on Blackboard, for ease of access by students.

Impact

Overall, the annual trend appears to be for greater percentages of good degrees (upper second or first class honours) in females and males (2013 – 61%, 2014 - 82%, 2015 – 79%), which fits with the national benchmark for Biological Sciences.

Action 3.1	**Improve understanding of the associations between gender, degree programme and outcomes in degrees awarded: Actively monitor applications, offers, acceptances and degree outcomes for fluctuations in gender balance across the School, at both the undergraduate and postgraduate taught and research levels on an annual basis.**

Table 3.6 – Proposed actions for section 3. b) (vi)

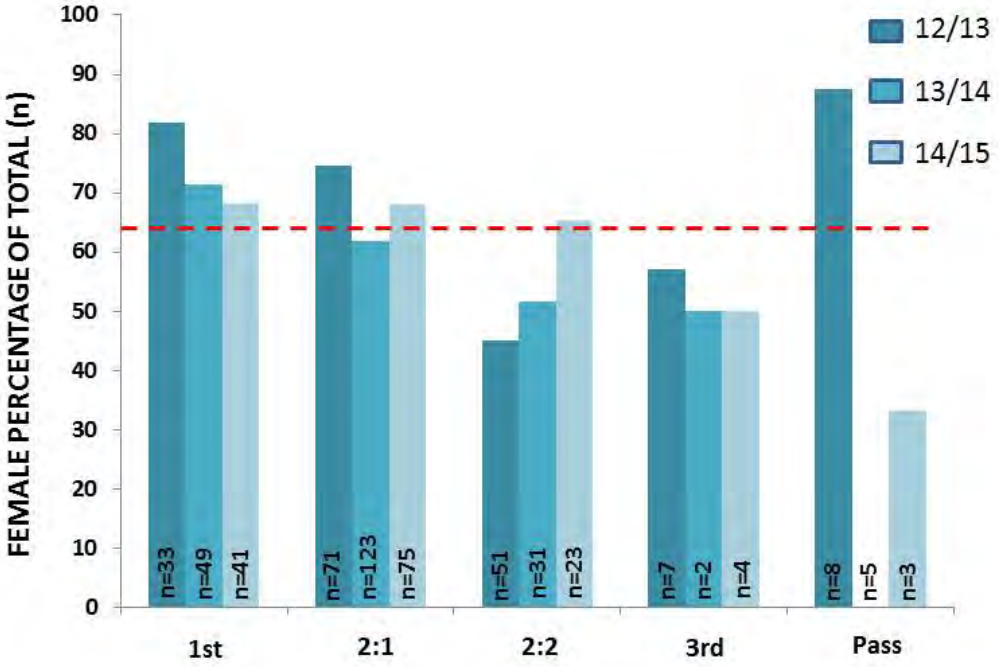


Figure 3.3: Degrees achieved by females (2013-15) as a percentage of the total number (n) of degrees awarded at each classification. The red dashed line indicates the approximate percentage of students across the timespan that were female (62.6-63.9%).

c) Staff data

(i) Female:male ratio of academic staff and research staff

Key observations

In 2015, 35% of academic staff were female. This is slightly lower than the national average of 44%. At all grades up to Principal Lecturer/Reader, the percentage of staff that are female has consistently been close to, or above the UKRC WISE target of 30% (Figure 3.4). The apparent reduction of female Lecturers in 2015 was driven by transitions to Senior Lecturer and no new recruitment at Lecturer level. For Reader and Professor, the school falls short of the UKRC WISE target and this is something that needs to be addressed (Figure 4.2) **[ACTION 4.1]**. As a new School, numbers of staff at the senior levels is very low, so small changes in numbers cause large changes in percentages. The percentage of female Professors in the School was close to the national benchmark levels in 2013 (1 out of 5, 20% in the School, 25.1% national average for Biosciences). However, when this Professor moved to the new School of Chemistry in 2014 this

percentage dropped to 0% and has remained there ever since (Figure 3.4). The percentage of Readers in the School who are female increased from 0% to 16.7% in 2014, with the internal promotion of one member of staff. However recent recruitment of two new male Readers has reduced this percentage to 12.5% (Figure 3.4). The percentage of Principal Lecturers who are female is 33%, having fallen over the reporting period. This change is driven by the small numbers of staff at this level (Figure 3.4) **[ACTION 4.1]**.

Key areas to address are the lack of applications for promotion from Senior Lecturer to Reader/Principal Lecturer, or from Reader/Principal Lecturer to Professor, and the low number of female applications for senior positions for externally advertised posts **[ACTIONS 4.1, 5.1]**.

Initiatives in place

Initiatives specifically addressing promotion and applications are dealt with in sections 4a,b and c.

There are a number of relevant University initiatives in place in this area, which SLS actively supports (Table UI.A). SLS staff have engaged with and benefitted from both UI.2 and UI.4. Two women from SLS have participated in the LFHE Aurora training programme, and SLS is planning to encourage senior female staff to apply for the UoL's Women in Leadership training programme (UI.4). The new initiative UI.3 has been communicated to all SLS staff at monthly school meetings and the HoS has met with staff wishing to discuss career progression **[ACTION 5.1]**. SLS remains some way off from meeting UI.1 across all grades (Figure 4.1, Table 4.0) **[ACTION 4.1]**.

"***With the Back to Science fellowships, the university is showing a will to be family friendly".***
(PDR; Post-doc Focus Group, January 2016)

University initiative number	University Initiatives in Place
UI.1	A "Key Performance Indicator (KPI): increase the number of female academic applicants to STEMM areas", was established by UoL in 2013 to motivate change in recruitment strategy. The target of 40% was set for the 2013/14 academic year, with a 1% increase in target percentage each year until parity.
UI.2	**Back 2 Science bursaries** provide a one-year opportunity for women and men in STEMM subject areas, who have taken extended career breaks (>5 years), to join an established research group, build confidence and gain contemporary research experience.
UI.3	In 2016, UoL developed a **new promotion route to Professor**, which focuses on teaching excellence. This route opens up the possibility for promotion for Principal Lecturers, and individuals on teaching and scholarship contracts.
UI.4	Women at Senior Lecturer level have an opportunity to participate in the **LFHE AURORA leadership training programme** for future women leaders. A **University Women in Leadership programme** has recently been instituted for senior academics.

Table UI.A: Relevant University initiatives in place

Impact

Applications from females for academic posts in SLS have increased each year and is currently at 36% (Figure 4.1), slightly behind our initial target of 40% but heading in the right direction **[ACTION 4.1]**. Each year, one female staff member is selected to attend the Aurora programme. The first staff member to complete this programme successfully applied for promotion and is currently our first female Reader. We are hopeful that this programme will help other female staff to gain promotions **[ACTION 5.1]**. We currently have one female PDR on a Back 2 Science bursary, which is helping her to re-establish her career after taking a break to care for her 3 sons (Box 1).

Box 1.

"The Back to Science Fellowship allows me to do research part-time fitting it around my family commitments while at the same time providing funding for training to bring my skills up-to-date with current research. I feel this shows the University's real commitment to retain women in academia. I hope that as the scheme grows it will also provide a network for those who have participated to support and encourage each other in our careers."

Dr Graziella Iossa, Back 2 Science fellow in SLS 2015-16

Action 4.1	**Inspiring and encouraging female academics and early career researchers: Work to develop job advertisements that are more attractive to females, e.g. gender-neutral language, emphasising the strong collegiate atmosphere of the School.**
Action 5.1	**Inspiring and encouraging female academics and early career researchers: Actively encourage and support all academics within the School to apply for promotion. Promotion/career development to be discussed at all staff ADAs. Provide additional mentoring for those who wish to apply for promotion, but who need further personal development to reach the criteria required for the post.**

Table 3.7 – Proposed actions for section 3. c) (i)

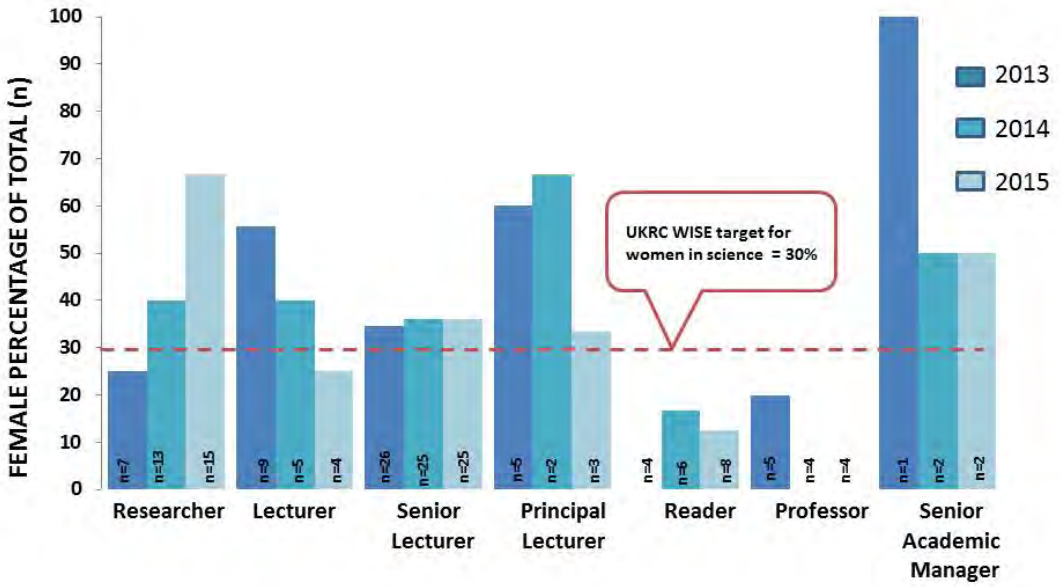


Figure 3.4: Gender-distribution in the School of Life Sciences (2013-2015). Bars indicate the number of female staff at each level as a percentage of the total academic staff. N indicates the total number of staff in each grouping.

(ii) Turnover by grade and gender

Key observations

Between 2012/13 and 2014/15, 9 academic staff left in the restructuring (voluntary severance – 5F 4M), 2 retired (both M) and 4 resigned (3M 1F), all of whom went on to other academic institutions. We do not currently collect data on turnover for PDRs who leave at the end of their contracts. Exit interviews were not conducted, so we do not know why more females than expected accepted voluntary severance, but the restructure was designed to increase levels of research in SLS and it is likely that more female staff at this time were teaching-focussed **[ACTIONS 5.2, 5.3]**. However, this was a one-off process and normal staff turnover is not female-biased.

Action 5.2	**Obtain information to improve understanding of reasons for staff departure: Provide exit interviews with an independent (not in the line-management hierarchy of the individual) member of staff for all SLS faculty and researchers. Information used by Life Sciences Management Team to fine-tune the support and mentoring systems in place.**
Action 5.3	**Obtain data on staff destinations: Set up and maintain a database of staff and researcher destinations. Information used by Life Sciences Management Team to fine-tune the support and mentoring systems in place to improve leaver destinations.**

Table 3.7 – Proposed actions for section 3. c) (ii)

*[Word count Section 3: **2000**]*

4. SUPPORTING AND ADVANCING WOMEN'S CAREERS

a) Key career transition points – data

(i) Job application and success rates by gender and grade.

Key observations

The percentage of female applicants is increasing year on year, and in 2015 exceeded the UKRC WISE target (35%). Percentage of females shortlisted is in line with numbers of applications. Percentage of offers made to female applicants increased in 2015 from 20% to 29% (Figure 4.1). The majority of academic positions advertised since 2013 have been at Lecturer/Senior Lecturer level, with an additional three Readership posts, two Professorships and one dHoS.

It is clear that applications from women convert well to shortlisting and offers at Researcher and Lecturer level, at rates above the UKRC WiSE target of 30% for women in science (Table 4.0). At Senior Lecturer level, the data is mixed. This is likely because applicants at this level would always apply for a post advertised as Lecturer/Senior Lecturer level (as it is progression within a single grade), and most of these applicants have been recorded as Lecturer level applications within the HR recording system. From Reader level and above, application, shortlisting and offer rates are generally well below the UKRC WiSE target (Table 4.0), which could potentially be affected by unconscious bias, training for which is not currently mandatory **[ACTION 1.5]**.

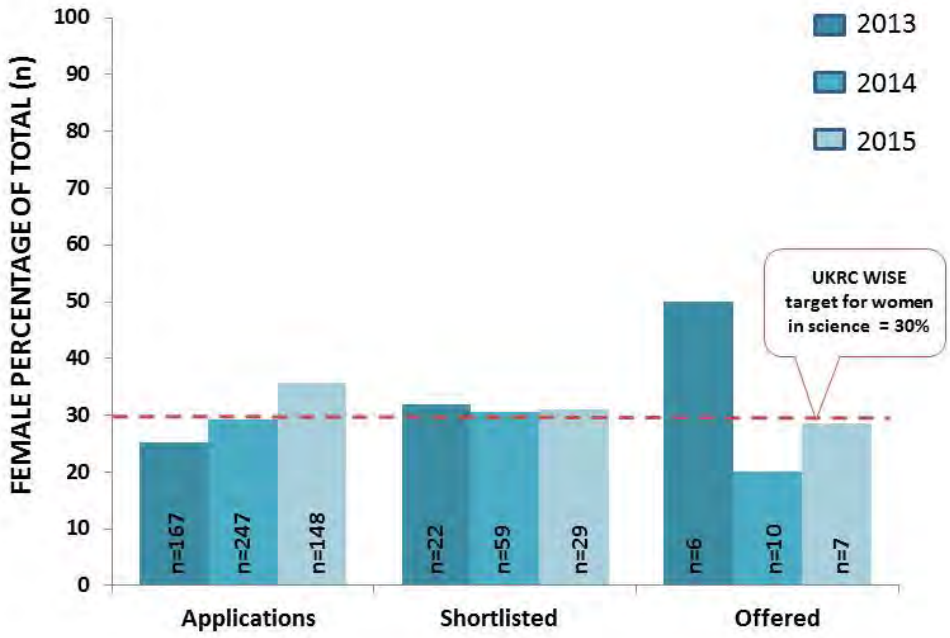


Figure 4.1: Percentage of academic job applications received from women, and the percentage successful at short-listing and appointment stage (2013-15). The total number of applications received are given (n). Please note that a University Initiative (Table UI.A: UI.1) is that a Key Performance Indicator (KPI) has been put in place to increase the number of female academic applicants to STEMM areas, with a target of 40% set for 2013/14, and a 1% increase in target percentage each year until parity.

Job Title	Year	Applied		Shortlisted		Offered	
		Female	%	Female	%	Female	%
Researcher	2012/13	20	58.8%	7	63.6%	2	66.7%
	2013/14	12	60.0%	7	70.0%	3	75.0%
	2014/15	16	43.2%	9	52.9%	6	100.0%
Lecturer	2012/13	42	30.9%	7	38.9%	4	80.0%
	2013/14	54	34.6%	20	46.5%	2	33.3%
	2014/15	26	38.2%	4	33.3%	1	33.3%
Senior Lecturer	2012/13						
	2013/14						
	2014/15	3	25.0%	1	33.3%	0	0.0%
Reader	2012/13						
	2013/14	6	16.2%	0	0.0%	0	0.0%
	2014/15						
Professor	2012/13	1	5.0%	0	0.0%	0	0.0%
	2013/14	2	12.5%	0	0.0%	0	0.0%
	2014/15						
Senior Academic Manager	2012/13						
	2013/14	13	23.2%	0	0.0%	0	0.0%
	2014/15	3	18.8%	0	0.0%	0	0.0%

Table 4.0: Academic job applications from women: received, shortlisted and offered by grade, for the School of Life Sciences (2012-2015). Applied, Shortlisted and Offered rates are compared against the UKRC WiSE target for women in science = 30%, boxes shaded green exceed the WiSE target, boxes shaded yellow are less than 10% below the target, and boxes shaded red are more then 10% below the target.

(ii) Applications for promotion and success rates by gender and grade.

Key observations

Numbers of applications for promotion are small (Table 4.1), partly because SLS is new, so many of the staff joined recently **[ACTION 5.1]**. We expect numbers of promotion applications to increase in forthcoming years. In 2013-14, one female Senior Lecturer was successfully promoted to Reader. This academic had joined the School less than 12 months before, but was encouraged to apply based on performance, outputs and levels of responsibility assumed since starting in post. She benefitted from an external leadership course for women (LFHE Aurora) and from mentoring by a female academic from UoL Senior Management Team.

		2013		2014		2015	
Academic Job Title	**Status**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Principal Lecturer	Applied	0	1	1	0	0	0
	Successful	0	1	0	0	0	0
Professor	Applied	0	1	0	0	0	0
	Successful	0	0	0	0	0	0
Reader	Applied	0	1	1	2	0	1
	Successful	0	1	1	0	0	1
Total	**Applied**	**0**	**3**	**2**	**2**	**0**	**1**
	Successful	**0**	**2**	**1**	**0**	**0**	**1**

Table 4.1: Promotion applications and success levels, showing numbers of males and females who have applied and have been successful.

Initiatives in place

- SLS is committed to ensuring all ADAs include discussions on mentoring opportunities, promotion and career path development. SLS ensures all appraisers receive mandatory Appraisers' training. This supports UoL initiatives (Table UI.B: UI.6) **[ACTION 5.1]**.

- Prior to the promotions round, all academics are invited to discuss their career progression prospects directly with the HoS. All academics are actively encouraged to apply for promotion, and receive guidance from SLS of the UoL's Promotions Procedure (UI.5) **[ACTION 5.1]**.

University initiative number	University Initiatives in Place
UI.5	UoL's **Improved Academic Promotions Procedure** ensures that detailed, transparent selection criteria are discussed with all academic staff during annual Achievement Development Appraisals (ADAs) and that clear guidance is given on how excellence is evidenced.
UI.6	**Achievement Development Appraisal (ADA)** is annual, formal and mandatory, and supports all staff in their career aspirations. Mandatory **Appraisers' training** includes diversity management.

Table UI.B: Relevant University initiatives in place and SLS engagement

Impact

Changes made to encourage more promotion applications were implemented in 2016, so we are unable to see impacts at this stage. We are hopeful that the numbers of staff who have applied for promotion in the 2016 round will be higher than in previous years.

Action 5.1	**Inspiring and encouraging female academics and early career researchers: Actively encourage and support all academics within the School to apply for promotion. Promotion/career development to be discussed at all staff ADAs. Provide additional mentoring for those who wish to apply for promotion, but who need further personal development to reach the criteria required for the post.**

Table 4.2 – Proposed actions for section 4. a) (ii)

b) Key career transition points - actions

(i) Recruitment of staff

Key observations

Staff recruitment is conducted through UoL HR team. Job descriptions, specifications and advertisements are written by SLS staff, then edited and approved centrally before vacancies are posted. Scoring of applications is carried out independently by each panel member on the basis of pre-defined criteria. The panel then discusses the scores and selects the shortlist.

Initiatives in place

- We include images of women scientists in our advertisements, use software to ensure language is gender neutral, highlight the importance of team-work and collegiality as attributes, and provide female staff names as points of contact for further information **[ACTION 4.1]**. We also include information in adverts in line with University initiatives (Table UI.C: UI.7, UI.8). All applications are processed through the University's e-system (UI.9).
- **Targeted recruitment** ('Head Hunting') is used for Professorial posts, and advertisement is via a variety of advertising routes, utilising professional bodies, women in academia networks, and media sites.
- SLS ensures **all interview panels are comprised of both genders**, and a mix of career stages. Academic post panels always include a student representative.
- I**nterview panel members undergo training**: Recruitment and Selection, and Diversity Awareness. SLS recruiting managers undergo Panel Chairs' Training, which covers gender-related issues. An Online Managers Toolkit contains supporting guidance to implement UoL policies and procedures (e.g. *Recruitment and Selection Policy; Managers Guide to Recruitment and Selection; Academic Promotions Procedure 2013).*

- SLS hold an additional **informal presentation panel** for academic posts where candidates give a brief presentation and get to meet members of the school.
- SLS hosts interview lunches for all staff and candidates on interview days, which allow applicants to meet and talk informally with staff.

University initiative number	University Initiatives in Place
UI.7	UoL's AS commitment is made explicit on all job adverts through use of the scheme logo.
UI.8	**Family-friendly policies** are promoted through the UoL WISE website (http://wise.blogs.lincoln.ac.uk/).
UI.9	UoL's e-recruitment application system is an industry best-practice system that helps mitigate gender bias by imposing assessment of applications against explicit criteria.
Table UI.C: Relevant University initiatives in place	

Impact

The percentage of female applicants is increasing (35% in 2015; Figure 4.1), but is still lower than our goal of 40%. Females that apply have the same chance as men of being recruited overall, indicating that our initiatives to reduce potential bias in shortlisting and at the interview stage are effective. However, at more senior levels (Reader and above), females success rates are very low **[ACTION 1.5]**.

Action 1.5	**Ensure that all academic staff and PGR students receive training in unconscious bias awareness.**
Action 4.1	**Inspiring and encouraging female academics and early career researchers: Work to develop job advertisements that are more attractive to females, e.g. gender-neutral language, emphasising the strong collegiate atmosphere of the School.**
Table 4.3 – Proposed actions for section 4. b) (i)	

(ii) Support for staff at key career transition points.

Key observations

There is constant attrition of female scientists from UG to Professor level. There are two points where this change is more pronounced: (1) moving from UG/PGT to PGR, and (2) moving from Principal Lecturer/Reader to Professor (Figure 4.2). Discussion of factors relating to promotion at point 2 are covered in section 4c(i). We consider transitions from PGR to PDR level, and from PDR to Lecturer level to be key career transition points for individuals, and as such have initiatives in place to support these moves.

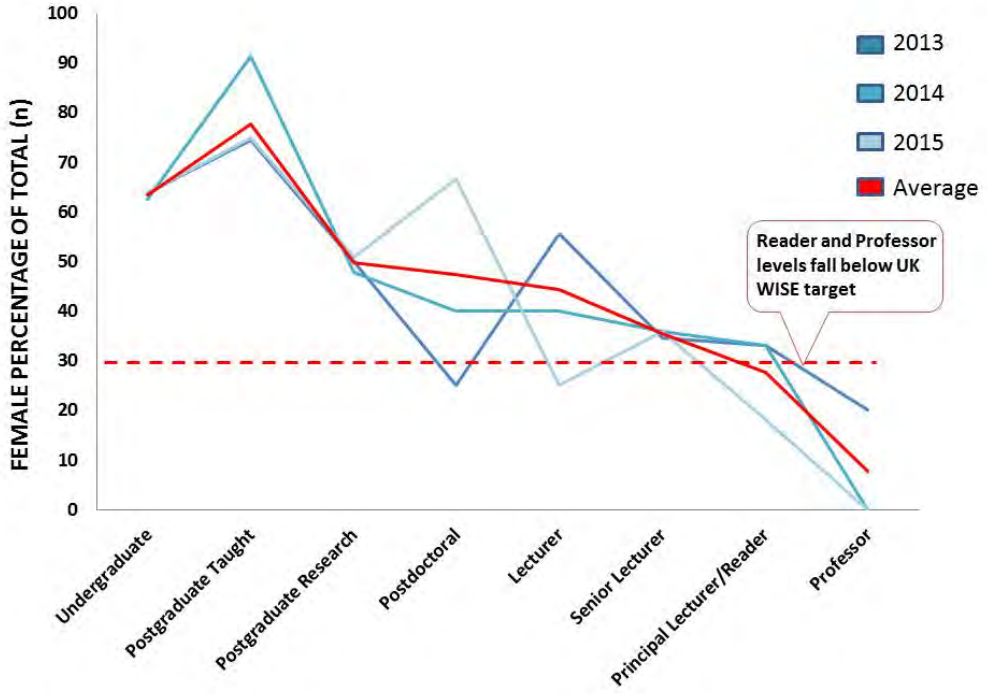


Figure 4.2: Percentages of females at each level within the school referenced against the UK WISE women in science target of 30% (2013-15). The solid red line indicates the average percentages across the 3 year reporting period.

Initiatives in place

Support for female students is discussed in detail in section 4. c)(iii) below, and our initiatives for increasing the percentage of female PGRs are addressed in section 3. b) (iv).

- SLS offers PDRs opportunities to train for HEA fellowship **[ACTIONS 5.7, 5.9]** and provides networking opportunities through School seminars and other events with industry and other sectors. The **SLS Postdoc forum** has been set up as an informal network for discussion and peer support, holding a monthly School-funded lunch **[ACTION 5.4]**.
- SLS offers **funding for all staff and PGRs to attend national and international conferences and workshops**, or to travel to explore collaborative projects with other institutions.
- **Pump-priming funds** for pilot studies, worth up to £5,000 and College-level pump-priming funds (RIF) which are available up to £150,000, are open to academics and PDRs, to fund pilot projects.
- SLS line managers are encouraged to provide support and mentoring through the process of applying for independent research fellowships and for academic posts **[ACTIONS 5.5, 5.6]**.
- All academics are assigned a mentor when they start in SLS through the **School mentoring scheme**. We encourage staff to continue to develop the mentoring relationship.
- **Research leave** is permitted for staff wishing to spend time away from SLS to write grant applications or papers.

- An SLS **grant reviewing and advisory group** set up in late 2015 reads and provides constructive feedback on all RCUK, EU and other funding scheme applications.
- SLS adheres to the IAPP. Academics are also invited to discuss promotions directly with the HoS (UI6).
- SLS also supports a large number of University-wide initiatives in this area (Table UI.D). SLS academics have given presentations for the Women into Research Network on writing grant applications, inter-disciplinary research and forming collaborative networks, and SLS PDRs have attended Women into Research Network and Lincoln Early Career Network events over the last 12 months (UI.11, UI.14) **[ACTION 5.8]**. PDRs are supported to apply for pump-priming research funds for pilot studies that will lead to external funding applications as part of our commitment to the Vitae Concordat (UI.10).
- All SLS academics at Reader level are offered leadership training through the University to support career progression (UI.12). SLS staff are regularly contacted both from school administrators and from University HR with new training courses available through the CPPD (UI.13).
- SLS has hosted two of the three eminent female scientist speakers for the UoL *Be Inspired!* lecture series to date (UI.15). The nature of our support for UI.2, UI.3, UI.4, and UI.5 were documented previously in the report (pg20, 25).

University initiative number	University Initiative description
UI.2	**Back 2 Science bursaries** provide a one-year opportunity for women and men in STEMM subject areas, who have taken extended career breaks (>5 years), to join an established research group, build confidence and gain contemporary research experience.
UI.3	In 2016, UoL developed a **new promotion route to Professor**, which focuses on teaching excellence. This route opens up the possibility for promotion for Principal Lecturers, and individuals on teaching and scholarship contracts.
UI.4	Women at Senior Lecturer level have an opportunity to participate in the **LFHE AURORA leadership training programme** for future women leaders. A **University Women in Leadership programme** has recently been instituted for senior academics.
UI.5	UoL's **Improved Academic Promotions Procedure** ensures that detailed, transparent selection criteria are discussed with all academic staff during annual Achievement Development Appraisals (ADAs) and that clear guidance is given on how excellence is evidenced.
UI.10	UoL is **committed to the Vitae Concordat** to support and develop PDRs.
UI.11	The **Lincoln Early Career Network** provides support and networking for PDRs and Early Career Researchers across the University, and includes the trial of the online **Vitae Researcher Development Framework**.
UI.12	**Leadership training** is offered to all Readers to help them to make the next step to Professor.
UI.13	The **Continuing Personal and Professional Development (CPPD)** framework, launched by UoL in 2012, is an on-line tool allowing staff to plan for career progression, by reviewing their skills, knowledge and expertise and identifying training needs.
UI.14	The **Women into Research Network** provides a regular programme of targeted career profiling and development workshops for women across UoL.
UI.15	UoL's ***Be Inspired! Lecture Series*** sees eminent female scientists deliver high-profile research lectures, and give insights into career paths taken. Speakers serve as role models for female PDRs; 6th Formers (year 12/13), UGs and PG students are encouraged to attend.
Table UI.D: Relevant University initiatives in place	

Impact

Many of the initiatives in place are recent, having been put in place in the last 12-24 months. As such, it is too early to quantify impact. Numbers of promotion applications in the 2016 round are not currently available. The outcomes of these applications will be announced in August 2016. To date, two women from SLS have taken the opportunity to participate in the LFHE AURORA, one of whom was subsequently promoted to Reader.

Action 5.4	**Provide mentoring and support systems for PDRs: Ensure that a formal documented discussion between line manager and PDRs to discuss possible career options is included as part of annual appraisal.**
Action 5.5	**Provide support to PDRs who wish to apply for independent research fellowships: Collect and distribute information on potential sources of funding to facilitate support and recruitment of externally supported Research Fellows, in collaboration with the College of Science Research Office, publicise on the School website, and by providing regular funding talks to the PDR forum.**
Action 5.6	**PIs to consider enhancing the role for existing post-doctoral researchers when applying for grant applications e.g. Researcher Investigator on research council applications where permitted.**
Action 5.7	**Actively encourage all PDRs who wish to pursue an academic career to apply for Higher Education Authority (HEA) associate status during their post-doctoral employment.**
Action 5.8	**Ensure all female PDRs and ECRs are aware of the Women in Science mentoring scheme within the university, and that interested individuals are encouraged and supported to participate.**
Action 5.9	**Formally offer PDRs up to 10 hours of direct contact teaching per year for career development.**

Table 4.4 – Proposed actions for section 4. b) (ii)

c) Career development.

(i) Promotion and career development

Key observations

Once a member of staff has completed probation and been confirmed in post, they receive a formal, mandatory annual appraisal (ADA), which focuses on development and progression. Professors are appraised by the HoS, academics and Independent Research Fellows are appraised by a senior member of academic staff. All appraisers undertake formal training, which is refreshed with any changes in the system. Research staff, administrators and technicians are appraised by their line managers. Discussions are frank, constructive and focussed on SMART objectives.

The number of academic promotion applications within SLS is small (Table 4.1). Promotions are handled centrally, not by individual Schools. Promotion criteria take into consideration teaching, research, and administration as well as outreach and pastoral work. A new route for promotion to Professor (introduced in 2016) focuses on excellence in education **[ACTION 5.1]**. Transition from Lecturer to Senior Lecturer is not considered a formal promotion as it is simply a spine point progression within a single grade. Staff at Senior

Box 2. How do staff feel about the annual ADA and promotions?

Staff feelings about the appraisal system are mixed, though we note that in the recent School culture survey, both males and females said that they find the appraisal experience helpful (**Figure i**). An equal percentage of females and males felt that the full range of skills and experience were valued in appraisals (74% females, 74% males).

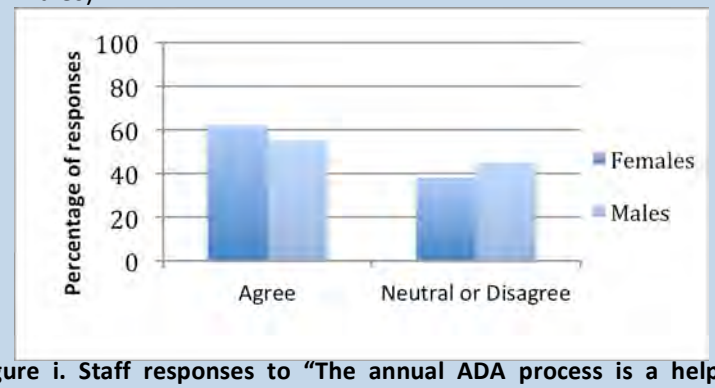


Figure i. Staff responses to "The annual ADA process is a helpful experience for me". Females n= 43, males n=35).

The generally positive responses about ADA did not translate into satisfaction with the processes required for promotion with a clear gender disparity across all staff (42% women, 74% men agreed with the statement **"guidance on the processes relating to promotion were clear"**). A lower percentage of female academics agreed that promotions were clear (**Figure ii**).

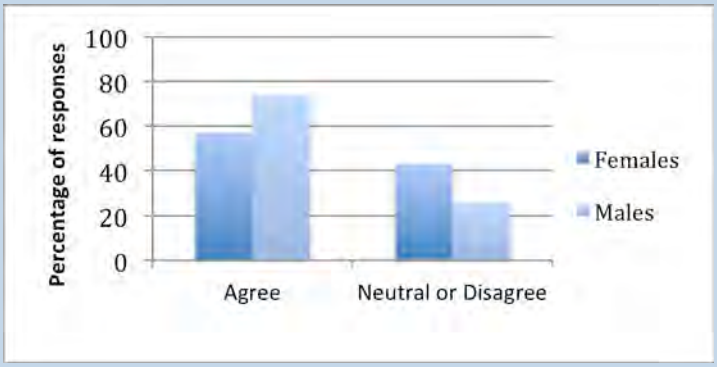


Figure ii. Academic staff responses to "The annual ADA process is a helpful experience for me". Females n=7 , males n=19).

The greatest disparity was in the technical staff (13% females, 100% males agreed, though total numbers were small). This reflects the fact that there is no expectation of promotion in technical teams – unlike academics the quota of staff at each level is based on business need, not performance of staff. The same is true of admin staff.

Lecturer level can choose to apply for promotion to Principal Lecturer or Reader, and promotion criteria reflect the different foci of these posts. Principal Lecturers are more teaching-focussed, while Readers are more research-focussed. Promotion applications are opened annually. Prior to the application deadline, detailed guidelines are sent out to academic members of staff. Candidates are shortlisted on the strength of their application supported by external and internal letters of support.

Shortlisted candidates are interviewed by a panel of three Pro-Vice Chancellors; Professorial panels also include the Vice-Chancellor. Promotion panels always include at least one female. Candidates are later given personal feedback from a panel member.

Initiatives in place

- All Lecturers are supported to gain HEA recognition or a teaching qualification.
- Prior to the formal promotions round, all academics are invited to discuss their career progression prospects with the HoS.
- SLS is committed to ensuring all ADAs include discussions on mentoring opportunities, promotion and career development **[ACTION 5.1]** (UI.6).
- The nature of our support for UI.4, UI.6, UI.11 and UI.13 were documented previously in the report (pgs 20, 25 and 29).

University Initiative number	University Initiatives in Place
UI.4	Women at Senior Lecturer level have an opportunity to participate in the **LFHE AURORA leadership training programme** for future women leaders. A **University Women in Leadership programme** has recently been instituted for senior academics.
UI.6	**Achievement Development Appraisal (ADA)** is annual, formal and mandatory, and supports all staff in their career aspirations. Mandatory **Appraisers' training** includes diversity management.
UI.11	The **Lincoln Early Career Network** provides support and networking for PDRs and Early Career Researchers across the University, and includes the trial of the online **Vitae Researcher Development Framework**.
UI.13	The **Continuing Personal and Professional Development (CPPD)** framework, launched by UoL in 2012, is an on-line tool allowing staff to plan for career progression, by reviewing their skills, knowledge and expertise and identifying training needs.

Table UI.E: Relevant University initiatives in place

Impact

Numbers of promotion applications in the 2016 round are not currently available, so we do not know the impact of the above initiatives. The outcomes of these applications will be announced in August 2016.

Action 5.1	**Inspiring and encouraging female academics and early career researchers: Actively encourage and support all academics within the School to apply for promotion. Promotion/career development to be discussed at all staff ADAs. Provide additional mentoring for those who wish to apply for promotion, but who need further personal development to reach the criteria required for the post.**

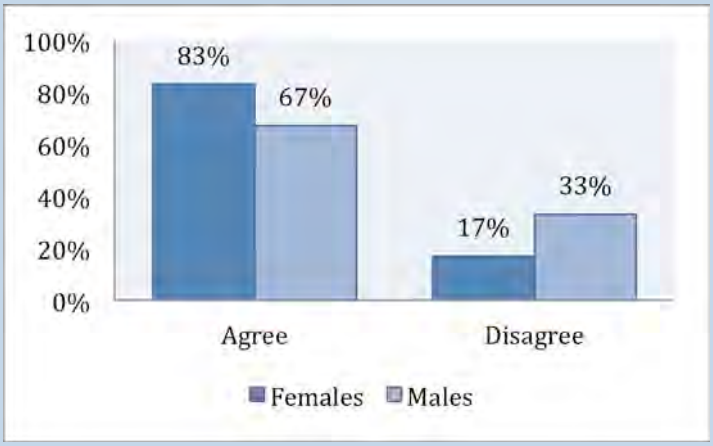
Table 4.5 – Proposed actions for section 4. c) (i)

(ii) Induction and training

Key observations

All new academic staff in SLS are provided with a mentor. They meet with their mentor within their first week in post and are encouraged to continue to meet regularly. There is currently no formal mentoring system in place for PDRs independent of their supervisor/line manager **[ACTIONS 5.4, 5.8]**.

Box 3. How do staff feel about the School Mentor Scheme?



83% of women and 67% of men stated in the School Culture Survey that they have found the School Mentor Scheme to be useful to them (Females n=26, males= 24).

The vast majority of staff agreed that SLS has useful networking opportunities (67% females, 60% males), and that they are encouraged and given opportunities to represent SLS externally and/or internally (both males and females >80% agreed). 75% of staff surveyed have undertaken diversity training (not necessarily within UoL), with 45% of staff completing this at UoL recently. Amongst PGRs, 32% have completed the training. Of those that have completed training, 62% found it to be useful **[ACTION 1.4]**. With regard to training in unconscious bias, 29% of respondents had been trained **[ACTION 1.4]**.

All staff are encouraged to gain HEA associate/fellowship status, though this is not currently promoted strongly to PDRs who tend to lack the required teaching experience **[ACTIONS 5.7, 5.9]**.

Initiatives in place

- The HoS meets all new members of academic staff within their first few days, and every four months throughout their first year to discuss progress and workloads.
- New academic staff in SLS are allocated a **mentor**.
- SLS adheres to the UoL's policies on employment, equal opportunities, research management and ethics (Table UI.F: UI.16). All PGRs and staff are contacted regularly by the Graduate School and HR to advertise personal and career development training opportunities offered through the University, and are encouraged to attend (UI.17).
- All new staff in SLS are booked onto a UoL Corporate Staff Induction as close to their start date as possible, bearing in mind their own commitments (UI.18).

"***A Post-doc mentoring scheme would help to provide guidance on what you need to make the next step in your career.***"
(PDR; Post-doc Focus Group, January 2016)

University Initiative number	University Initiative description
UI.16	UoL provides a comprehensive package of policies around employment, equal opportunities, research management and ethics, each containing an element supporting research activity.
UI.17	UoL offers a range of **Personal Development training programmes** for PhD students, research and academic staff covering personal and career development, communications, research and enterprise skills, and supervision/management training.
UI.18	A **Corporate Staff Induction** is compulsory for all new staff. This introduces staff to policies and outlines training opportunities available. All staff must complete mandatory training including courses in Anti-Bullying & Harassment in the Workplace, Diversity in the Workplace, and for people managers, Equality & Diversity in Practice.

Table UI.F: Relevant University initiatives in place

Impact

45% of all staff have completed the mandatory Diversity in the Workplace e-course recently. Our target for completion is 100% **[ACTIONS 1.4, 1.5]**. All new staff have attended the UoL corporate staff induction. All people managers, interview panel members and appraisers have completed the compulsory training to conduct these activities.

Action 1.4	**Staff induction and training: Ensure that all staff (academic, research, administrators and technical staff) and PGR students complete the Diversity in the Workplace e-course.**
Action 1.5	**Ensure that all academic staff and PGR students receive training in unconscious bias awareness.**
Action 5.4	**Provide mentoring and support systems for PDRs: Ensure that a formal documented discussion between line manager and PDRs to discuss possible career options is included as part of annual appraisal.**
Action 5.7	**Actively encourage all PDRs who wish to pursue an academic career to apply for Higher Education Authority (HEA) associate status during their post-doctoral employment.**
Action 5.8	**Ensure all female PDRs and ECRs are aware of the Women in Science mentoring scheme within the university, and that interested individuals are encouraged and supported to participate.**
Action 5.9	**Formally offer PDRs up to 10 hours of direct contact teaching per year for career development.**
Table 4.5 – Proposed actions for section 4. c) (ii)	

(iii) Support for female students

For all students, there is personal support and guidance available from **UoL Careers and Employability Service, Student Support Centre and Student Wellbeing service**. These provide an established welfare system, including support officers of both sexes. The Students' Union also provide their own welfare team, women's officer and peer supporters for the use of their members.

Within SLS, every UG is provided with a **personal tutor** who is responsible for their academic progress and pastoral care throughout their degree. Students may request a tutor of a different gender, though in practice this has rarely occurred. Tutors meet with tutees at least twice per year for individual progress and future planning discussions, such as optional module choices, application support for postgraduate employment or further study **[ACTIONS 3.2-3.4]**,. Students have some exposure to issues of women in science, and staff highlight work done by female scientists during teaching **[ACTION 1.6]**.

The Graduate School is a dedicated UoL department, providing an **interdisciplinary programme of training and events** to support PG students in their studies. The Graduate School Blog plays a key role in communicating with students, and there is an active social media community. A PG representative has been appointed to the **Athena SWAN committee**, with PGRs included in the School Culture survey and a dedicated PGR focus group. A **PG forum** is currently being introduced to provide a network of support.

"Libby is a great supportive Head of School" (Postgraduate Research student; PGR focus group, January 2016)

For PGTs, programme leaders offer **drop-in office hours** for discussion of personal issues, development and future planning. PGT project supervisors provide academic guidance and support, and also informal pastoral support **[ACTION 3.5]**.

PGRs have at least two supervisors who are responsible for providing academic guidance and support. Two dedicated **postgraduate mentors** (1 female, 1 male) offer additional pastoral care. All PGRs must pass a formal internal review by either 3 (MSc by research) or 12 (PhD) months into their degree, conducted by two academic staff. This is a supportive and constructive process, offering students an opportunity to raise any issues they may not wish to discuss with supervisors. **Monthly report forms** submitted by all PGRs to SLS Admin include a section where supervision-related issues can be raised. This allows any issues to be addressed as they arise.

"The postgraduate mentors are excellent!" (Postgraduate Research student; PGR focus group, January 2016)

For PhD students, SLS provides **career development and grant writing training, funding to attend key international conferences** for networking and learning opportunities, hosts an **annual PhD student conference** at both the School and University level. PhD students are provided with teaching opportunities but not currently encouraged to apply for HEA associate status **[ACTION 3.6]**. SLS hosts national and international conferences, which PGRs and PDRs have been involved in co-organising. Students should be consulted about their choice of examiners but this is not consistent across staff **[ACTION 3.7]**.

Discussions as part of the AS process have led to a number of initiatives for PGRs, such as formal seminars on mental health issues. Students noted that they feel supported by all levels of staff in the school.

Action 1.6	**Enhance the profile of female academics: Celebrate International Women's day each year with a guest seminar from a leading female scientist in the field of Life Sciences, and talks from inspiring female scientists within SLS, with time for informal Q&A. This will be for all, but particularly for UGs, PGs, PDRs and ECRs. Collect attendee feedback at meeting via a short survey.**
Action 3.2	**Draw up a comprehensive list of all available University, Research Council, Industry and Charity graduate scholarship awards (irrespective of gender), in consultation with the University of Lincoln Graduate office and Research Office, and publicise these on the School Blackboard site for internal students and on the website for potential external applicants.**
Action 3.3	**Improve mentoring and support systems for graduate students: Ensure that a formal documented discussion occurs between supervisors/mentors and PG students to discuss possible career options.**
Action 3.4	**Career development for graduate students: Encourage and support applications to external Fellowship schemes where appropriate.**
Action 3.5	**Carry out exit interviews for PGT and PGR students to determine destinations post-completion.**
Action 3.6	**Actively encourage PhD students who wish to pursue an academic career to apply for Higher Education Authority (HEA) associate status during their PhD studies. Keep a record of HEA associated students.**
Action 3.7	**Ensure all PG students are consulted on the choice of their examiners including a female examiner on the viva panels for female students if requested and if suitable expertise is available.**

Table 4.7 – Proposed actions for section 4. c) (iii)

d) Organisation and culture - data

(i) Male and female representation on committees

Key observations

Within SLS, there are three decision-making committees: Life Sciences Management Team (LSMT), Learning, Teaching and Assessment Committee (LTAC) and the AS committee. Membership of LSMT and LTAC are based on roles in the School (Table). AS committee membership was discussed in section 2a. Committees typically comprise a slightly higher percentage of female staff than are currently employed by SLS (Figure 4.4) **[ACTION 6.1]**. The AS committee is at gender parity because it was felt that this was appropriate for a committee of this nature.

Committee	Life Sciences Management Team (LSMT)	Learning, Teaching and Assessment Committee (LTAC)
Chair	HoS (F)	dHoS (M)
Staff members	Professoriate (3M) Student Engagement Champion (F) Athena SWAN Chair (F) SLS Postgraduate Lead (M) Quality officer (F) Technical manager (M) Administrator (F)	UG Programme leaders (5M, 2F) SLS Head of exams (M) Peer Review of Practice coordinator (F) Student Engagement Champion (F) Senior Tutor (M) Staff on Teaching and Scholarship contracts (3F, M) Administrator (F)

Table 4.8. Decision-making committee membership in SLS is based on roles. Some members of LTAC carry more than one role on the committee e.g. Head of exams is also UG Programme leader, two staff on Teaching and Scholarship contracts are an UG programme leader (F) and Student Engagement Champion (F).

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

Key observations

The percentage of female staff with permanent contracts reflects staff ratios within SLS. Percentages of males and females on fixed term contracts are lower than the national benchmark (Figure 4.5). In all cases, fixed term contracts are PDRs, two thirds of whom are female.

Initiatives in place

- SLS staff are part of the reviewing process for the adoption of open-ended contracts outlined in Table UI.G (UI.19).
- SLS adheres to the UoL initiative to afford priority for new positions to fixed-term contract staff at that grade, who have reached the end of their contract (UI.20).
- Initiatives and actions to support PDR career development are outlined in sections 4.b)(ii) and 4.c)(ii).

University Initiative number	University Initiative description
UI.19	UoL is reviewing the wider adoption of open-ended contracts for externally-funded research posts and mechanisms for providing bridging support to retain high-calibre researchers.
UI.20	UoL accords priority to staff at the end of fixed-term contracts when they apply for other positions on the same grade within UoL, subject to specific post requirements.

Table UI.G: Relevant University initiatives in place

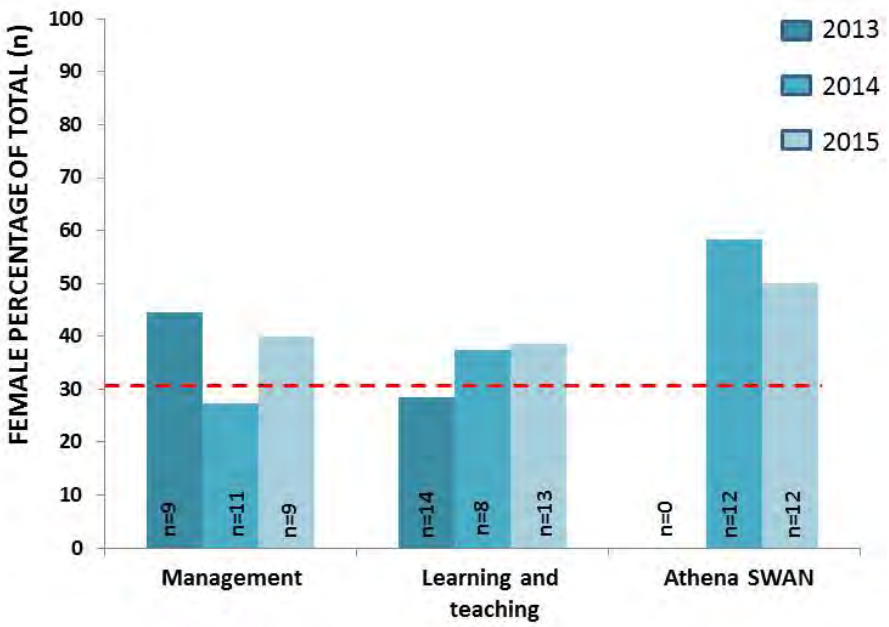


Figure 4.4: Representation on decision-making committees, bars represent the number of females as a percentage of all committee members for the Life Sciences Management team (LSMT), Learning, Teaching and Assessment committee (LTAC) and the Athena SWAN committee. The total number of staff on each committee are given (n). The red dashed line indicates the current female percentage of academic staff.

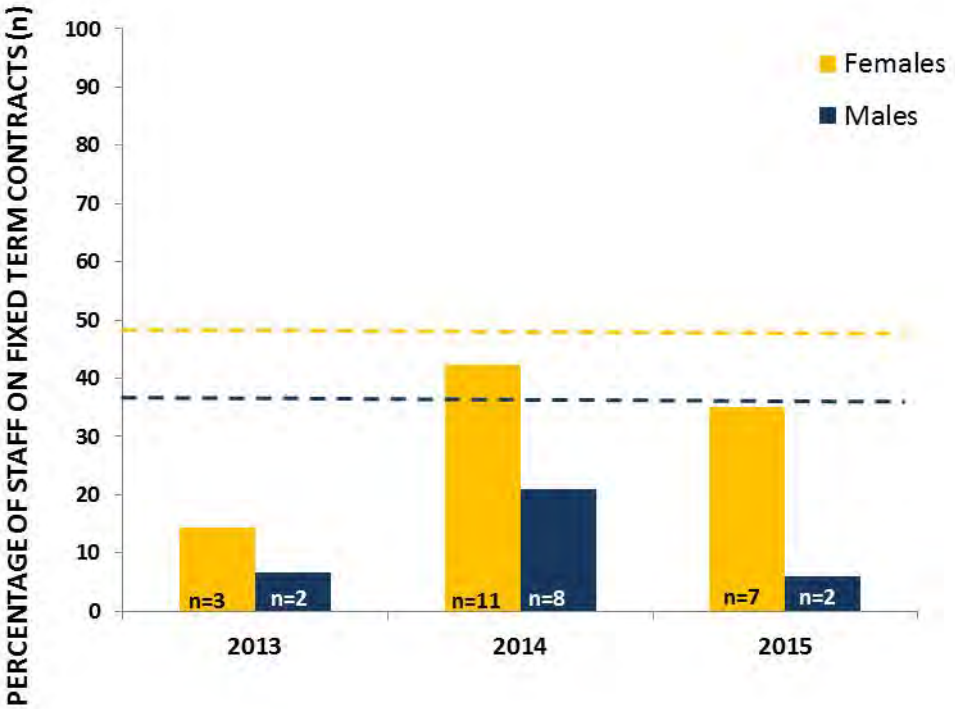


Figure 4.5: Comparison of academic staff (as a percentage of all staff in gender group) on fixed-term contracts within the School of Life Sciences (2013 - 2015). The number of male and female staff on fixed term contracts are given (n). The dashed lines represent the national benchmark data averaged across all Universities (HESA staff record for the Biosciences).

e) Organisation and culture - actions

(i) Representation on decision-making committees

Key observations

Committee membership is generally proportional to gender balance within SLS (Figure 4.4), though there is clearly potential for committee overload for females **[ACTION 6.1]**. Academics are therefore encouraged to discuss additional administrative duties with the HoS before agreeing to them. This could also be addressed during ADAs.

Committees across the University

SLS staff are active in their committee roles at School, College and University level. There are six key decision-making committees at University level with SLS representation (External Examiner Committee, Heads of Schools Forum, Research Ethics Committee, Extenuating Circumstances Committee, Graduate Committee, Student Experience Committee). This includes 5 male representatives and 3 female representatives across the committees. Due to the senior level of these committees, representation is primarily by the LSMT (Life Sciences Management Team). At College level, there are eight influential decision-making committees (Academic Affairs, Education and Students, College Board of Studies, Ethics, College Research Degrees Board, Genetic Modification Safety Committee, College Management Team, Health and Safety Committee). SLS representation across these committees includes 8 females and 14 males. The percentage of women on these committees is equal to or greater than the percentage of female staff in SLS. Whilst this ensures that women are heard at senior levels and play a key role in decisions relating to teaching, research and administration, this can result in women spending a greater percentage of their time on administrative tasks, and this is addressed in the section on workload below **[ACTION 6.1]**.

Committees outside the University

Staff are active in influential committees outside the University in a variety of roles. Women in the School are involved in more external committees than men (8 females, 5 males). These include: Society of Biology Curriculum Group, BBSRC committee A, Home Office Mass Fatalities Steering Group, Cabinet Office Behavioural Sciences Group, Polish Academy of Sciences Committee, Dog Advisory Council and ASAB Council. In addition to sitting on committees, staff members also act as Editors and reviewers for academic journals, national and international funding bodies. These activities are credited in the workload model.

Action 6.1	**Ensuring gender balance in composition of committees: Achieve/maintain gender balance in line with staff male:female ratios on key decision-making committees.**

Table 4.9 – Proposed actions for section 4. e) (i)

(ii) Workload model.

Key observations

An annual workload model has been implemented since 2014 for all academic staff. The model records activities under three banners: teaching, research and administration, but also allows for additional activities such as public engagement, outreach, and external committee membership. The roles to which workload can be allocated and their weighting are reviewed annually **[ACTION 1.2]**. The completed database is accessible to all academic staff. The database allows the HoS to have an overview of individual workloads and hence to redistribute loads where necessary. This transparent approach to recording academic workloads is generally endorsed and encouraged by academic staff. SLS recognises that individuals at different stages of their career require different support mechanisms and is flexible in addressing those needs.

In analysing the workload model data, we noted a number of gender-related differences. The spread of both teaching and administration hours were greater for males than for females; 55% of male staff had less than 150 hours teaching, while 20% of female staff did. Similarly, 48% of male staff had less than 200 hours administration, while 20% of female staff did (Figure 4.6) **[ACTION 6.1]**. Four members of staff (3F, 1M) are on teaching and scholarship-only contracts and so were removed from the analysis. For the remaining staff the overall workload for females was higher than for males (Figure 4.7). Female staff performed on average more teaching, administration and research than male staff, though these latter two comparisons were not statistically significant ($F<1.71$, $P>0.2$; Figure 4.7) **[ACTIONS 6.2, 6.3]**.

Initiatives in place

- The University's **Academic Workload Model** is designed to support fair and appropriate distribution of workload. It facilitates a better understanding and management of the distribution of duties that often impact on researchers' careers, and enables HoS to better understand and manage the distribution of duties.
- Staff are invited to discuss their workload with HoS so that concerns about heavy teaching or administration loads can be addressed.

Impact

The workload data from 2014/15 highlighted some imbalances in workload across the school. Whilst the model is flawed, its measure of direct contact teaching is accurate and intrinsic inaccuracies are unlikely to introduce systematic bias with respect to gender. The HoS immediately started to address the apparent imbalances, but the impact is not yet apparent for a number of reasons. First, there were several new hires in 2014 (1 female and 5 males), whose workloads were not included in the 2014/15 model as new starts, but who have been included in the current model. New starters are typically given a reduced teaching load, which is allowed to build up slowly over time. This accounts for the some of the smaller teaching loads for men and will be adjusted over the coming year. Second, some of the smaller teaching loads are for Professors and Readers who have high research commitments (large grants, several staff to manage etc). In direct response to the outcomes of workload model analysis, SLS is advertising a new Lecturer/Senior Lecturer post in Spring 2016 to reduce teaching loads in the Animal Behaviour, Cognition and Welfare group, which has a high percentage of women and workloads **[ACTIONS 6.2, 6.3]**.

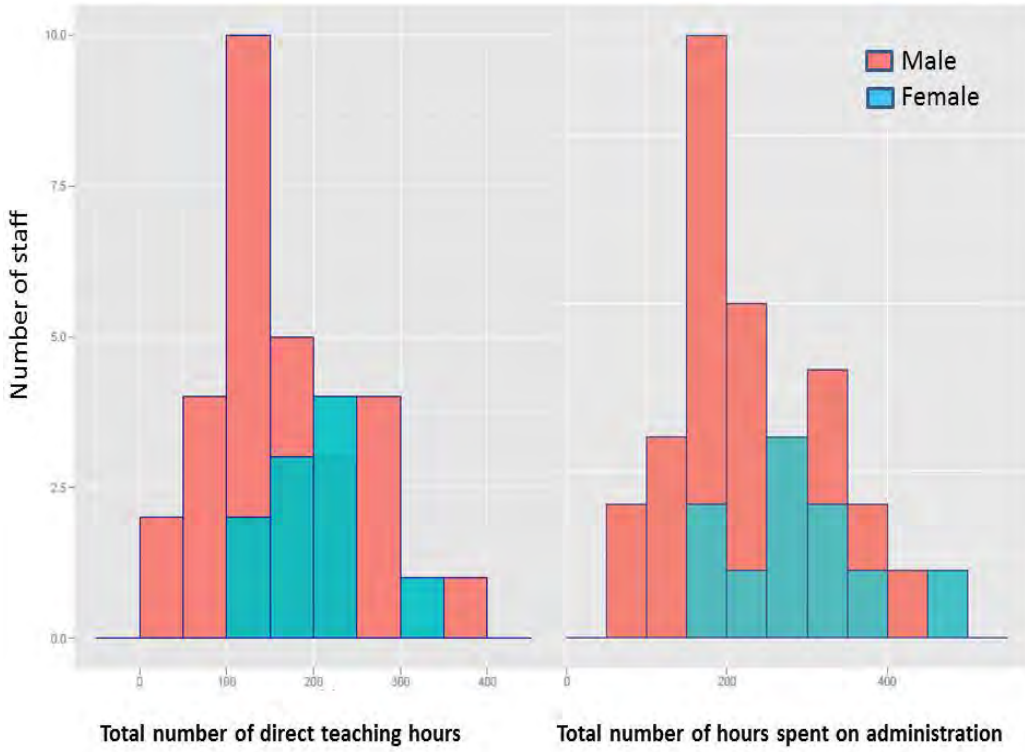


Figure 4.6: Histograms of workload data for all academic staff for teaching and administration, broken down by gender.

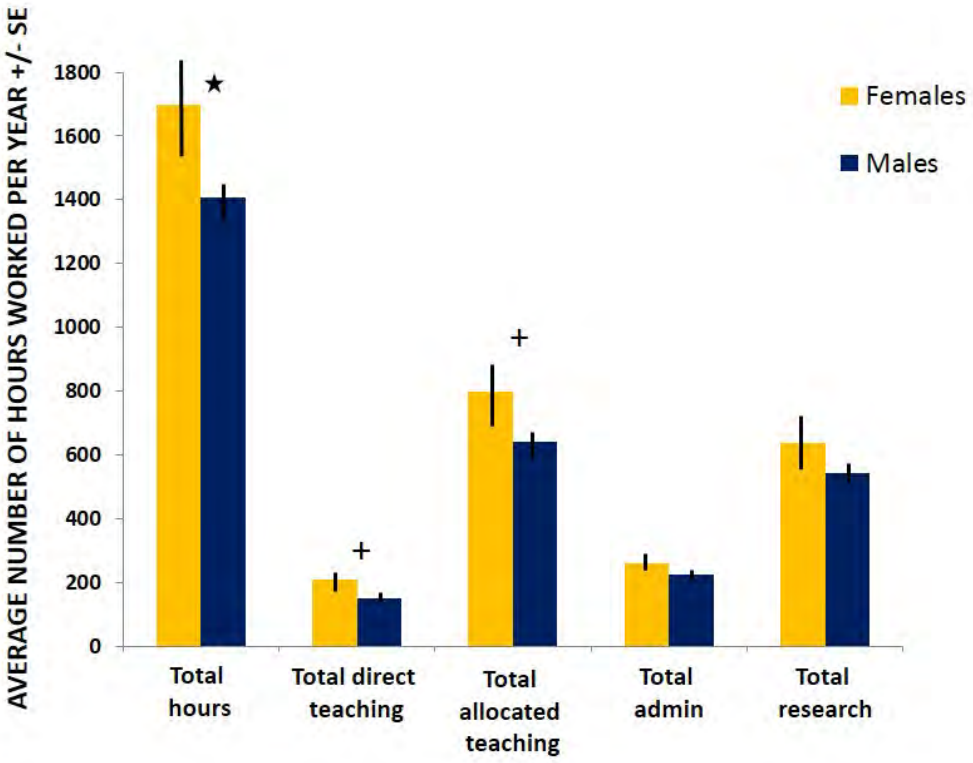


Figure 4.7: Workload model breakdown by activity type and by gender. Total hours worked per year (pro rata) is broken down into direct teaching hours, hours allocated for teaching related workload, administration and research. Females have higher overall workloads ($F_{1,33}$ = 5.03, P = 0.03) and carry out more teaching (Direct teaching, $F_{1,33}$ = 3.72, P = 0.06; Allocated teaching: $F_{1,33}$ = 2.95, P = 0.09).

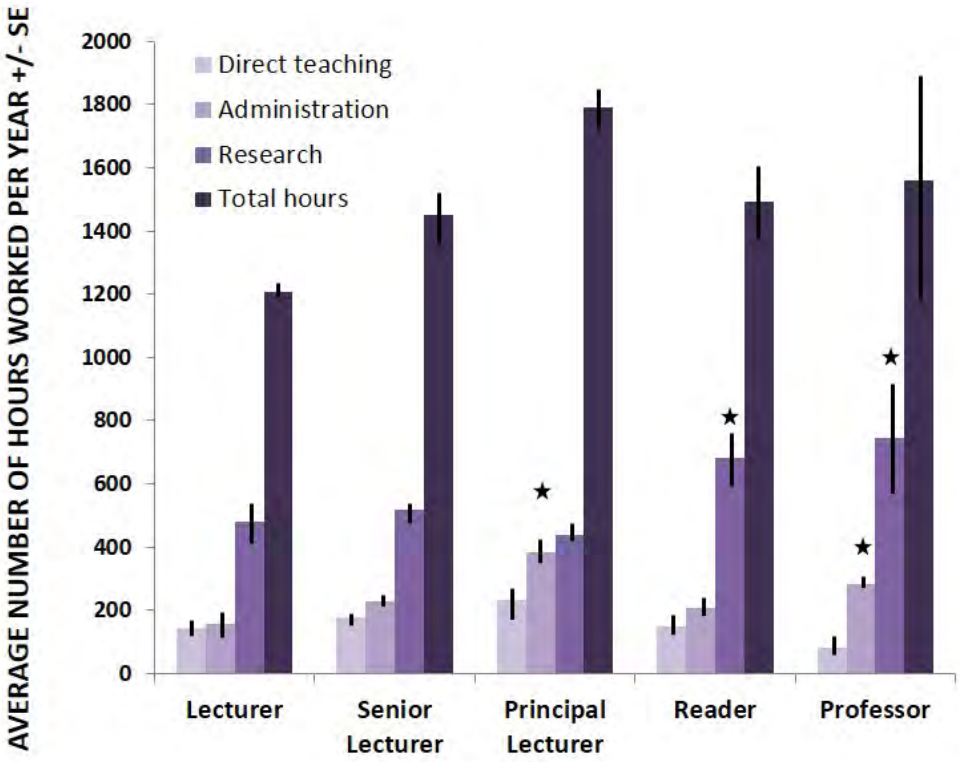


Figure 4.8: Workload model breakdown by activity type and level. Total hours worked per year (pro rata) is broken down into direct teaching hours, teaching related workload, admin and research. Comparisons across levels are significantly different for admin and research only, indicated by the stars. Principal lecturers and Profs conduct more admin. Readers and Profs carry out more research (Admin: $F_{4,30} = 4.15$, P = 0.008; Research: $F_{4,30} = 3.12$, P = 0.03).

Action 1.2	**Continue to develop our system for within-School record keeping in relation to annual committee memberships, workload data and other activities, as well as records of more informal arrangements for staff with flexible working arrangements or taking paternity leave.**
Action 6.1	**Ensuring gender balance in composition of committees: Achieve/maintain gender balance in line with staff male:female ratios on key decision-making committees.**
Action 6.2	**Ensuring gender balance in workload and across the spectrum of work activities: Publish and distribute annual workload data analysis by gender within the School. Use data to plan for redistribution of workload to address any imbalance. Ensure that administrative roles are allocated on the basis of interest, expertise and workload. Conduct reallocation of other duties if necessary to balance workloads.**
Action 6.3	**Supporting work-life balance across genders and levels: Use staff appraisal and research planning schemes to help all staff to perform against expected criteria within the contracted working hours.**

Table 4.10 – Proposed actions for section 4. e) (ii)

(iii) Timing of departmental meetings and social gatherings

Key observations

From the School culture survey, 62% of females and 66% of males agreed that meetings and seminars in the School are completed at a time that is sympathetic to caring responsibilities (Table 4.11). The lowest levels of endorsement for this statement were found amongst the PDRs and PGRs. However, over 85% of respondents across all groups either agreed or were neutral, meaning that a maximum of 15% of respondents in any group felt that meetings were not scheduled sympathetically (Figure 4.9). This split in opinion could be due to the timing of the PGR seminar series, which was running from 16:00-17.00 weekly, but which has recently moved to 12:00-14:00 monthly.

Activity	**Time**
Core hours	09:30-16:00 Monday to Friday
Teaching	09:00 to 18:00 (with negotiable opt-out for teaching after 17:00).
LS Management Committee	09:30-11:30 once a month
School staff meetings (all staff)	14:00-16:00 once a month
School seminars (all staff)	13:00-14:00 weekly during semesters
Teaching and Learning committee meetings	14:00-16:00
Graduate training seminars	12:00-14:00 once a month
Friday coffee and cake (all staff and PGRs)	11:00-11:30
Table 4.11 – Timing of key activities in SLS	

Initiatives in place

- Due to space constraints, teaching is timetabled from 09:00 to 18:00. However, all SLS staff are asked in advance whether they would like to have flexibility in their timetable and to provide restrictions, e.g. opting out of teaching after 17:00.
- The SLS PGR seminar series has been moved to a lunchtime slot to ensure that students with caring responsibilities can attend **[ACTION 1.7]**.
- Since September 2015, SLS seminars have moved from 17:00-18:00 to 13:00-14:00.

Impact

The majority of staff and students are happy with scheduling of meetings and seminars. The change of schedule for the PGR seminar series from 4pm to 12pm is recent and not reflected in the current survey, but we hope for improved responses from PGRs to this question in the next survey **[ACTION 1.3]**. Moving the School seminar timeslot from 17:00-18:00 to 13:00-14:00 has led to attendance generally increasing for both students and staff **[ACTION 1.7]**.

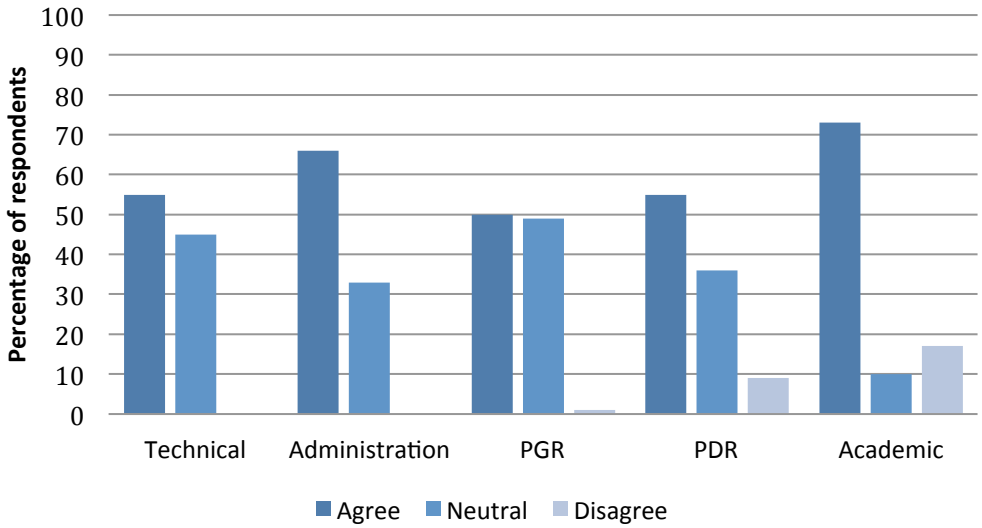


Figure 4.9: Responses from the staff culture survey to the statement "I feel that meetings and seminars are scheduled to support staff with caring responsibilities" across all groups surveyed. In total 86 individuals (43 female: 35 male: 8 undisclosed) took the survey.

Action 1.3	**Conduct School Culture Surveys for staff and PGR students annually as part of the Athena SWAN renewal procedure. Outcomes of the surveys to be presented at SLS staff meetings and distributed to all staff and research students. This timescale will ensure that we can detect any issues in a timely manner and put actions in place to make improvements within the 3 year cycle.**
Action 1.7	**Ensuring work-life balance is appropriate across genders and levels: Include a question on perceived work-life balance in the School Culture Survey 2017 and onwards.**

Table 4.12 – Proposed actions for section 4. e) (iii)

(iv) Culture

Key observations

86 individuals (43F, 35M, 8 undisclosed) across SLS (Technical: 9, Administration: 4, Academic: 30, PDR: 12, PGR: 22, 9 undisclosed) completed the culture survey. Overall, 76% of respondents, independent of gender, reported that they felt their School to be a great place to work/study (Figure 4.9). The survey also revealed positive attitudes from both genders towards diversity and equality (Box 4) **[ACTIONS 1.4, 1.5]**. The key issue to emerge from the academic focus groups related to inequality of workloads and a lack of time/resources to undertake research, which is

supported by the analysis of the workload model (4.e)(ii)). As described above (4.e)(ii)) this is currently being addressed.

The HoS operates open office hours one afternoon a week for anyone to drop in without an appointment. At each School staff meeting, the HoS presents a news report, highlighting recent successes of staff and students, such as papers published, grants awarded, prizes won as well as more personal news about births or marriages.

The School seminar series is well attended; we calculated that approximately 20% of the speakers were female over the last three years. For the current year our aim was to invite at least equal number of women and men scientists to give presentations **[ACTION 1.8]**.

80% OF RESPONDENTS AGREED THAT:

- Staff were treated on their merits irrespective of gender
- Work was allocated on a clear and fair basis irrespective of gender
- Staff were encouraged to represent the school internally and externally
- Women and men were equally likely to be invited to be visible role models
- Work related social activities were considerate to individuals regardless of gender
- Staff had not experienced situations in which they felt uncomfortable because of their gender
- Staff considered their line manager to be supportive of flexible working
- Line managers would deal effectively with complaints about harassment/bullying
- Staff understood the School's reasons for taking action on gender equality.

Box 4. Responses to the SLS culture survey

The weekly Friday morning coffee and cake is always well attended by all School members, with different staff and student members volunteering each week to bake or buy cake for all to share.

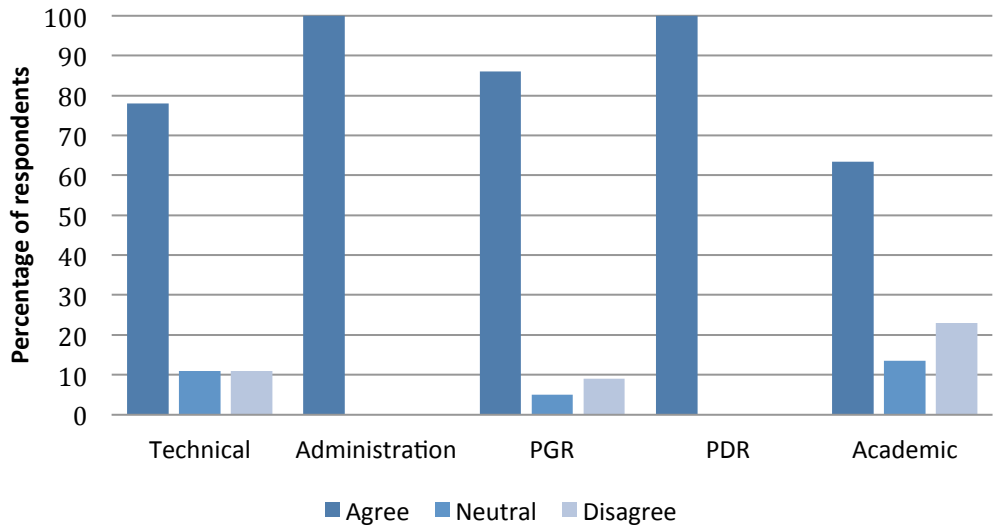


Figure 4.10: Responses from the staff culture survey to the statement "I feel that my School is a great place to work (or if a student, to study)" across all groups surveyed.

Initiatives in place

- SLS fully supports the University's commitment to the Gender Equality Scheme and adheres to the ethos for equal opportunities outlined in the Equality and Diversity Commitment Statement (Table UI.H: UI.21). We have recruited a considerable number of new staff in recent years, and we are currently in the process of ensuring all staff complete mandatory training (UI.22) **[ACTIONS 1.4, 1.5]**.
- Equal numbers of male and female speakers are invited to talk in the SLS seminar series **[ACTION 1.8]**.

University Initiative number	University Initiative description
UI.21	Since 2007, UoL has supported the **Gender Equality Scheme** and been committed to striving for gender equality across all aspects of University life. UoL's ethos for equal opportunities is laid out in the Equality and Diversity Commitment Statement.
UI.22	All UoL staff are required to complete training in Equality & Diversity, Diversity in the Workplace, and Anti-bullying and Harassment. All HoS and section managers attend the **Equality and Diversity People Manager's Training course**.
Table UI.H: Relevant University initiatives in place	

Impact

In 2015-16, 30% females presented in the School seminar series, which was an improvement on last year and in line with our target of 35%.

Action 1.4	**Staff induction and training: Ensure that all staff (academic, research, administrators and technical staff) and PGR students complete the Diversity in the Workplace e-course.**
Action 1.5	**Ensure that all academic staff and PGR students receive training in unconscious bias awareness.**
Action 1.8	**Enhance the profile of female academics: Invite more female than male external speakers to present at the School seminar series, in order to reach our target of 50% female presenters.**
Table 4.13 – Proposed actions for section 4. e) (iv)	

(v) Outreach activities

Key observations

There is a strong commitment to outreach at all levels of the School. All staff are encouraged to engage in outreach activities with schools and children's groups, including the UoL AS initiative Newton Academy for Girls into Science **[ACTION 2.2]**. Several staff are regular providers of public lectures, including Mills and Collins, who provide public lectures internationally; Wilkinson, Zulch and Mills, who regularly feature on television programmes; Wilkinson, Montealgre-Z and Mills, who have hosted Royal Society Summer Exhibitions; Collins was awarded the British Science Association Charles Darwin award for science communication and provides engagement lectures to school groups in theatres around the UK, including a range of all-female audience events, e.g. *It All Adds Up*, Oxford 2016. Many academic staff are invited to engage with local schools about their research to raise aspirations and encourage widening participation for students. Outreach activities are highly valued by UoL, and are formally recognised in the workload model, appraisals and in promotions.

Initiatives in place

- SLS **offers work experience placements** to students aged 16 or older of both genders.
- SLS has been instrumental in the design and set-up of the UoL Newton Academy (Table UI.I: UI.23) **[ACTION 2.2]**.

University Initiative number	University Initiative description
UI.23	The **Newton Academy** - the Science Club for Girls has been set up as part of a broader university initiative. It is a 3-year program that aims to encourage young girls between the ages of 11 and 14, to pursue careers in science and technology.

Table UI.I: Relevant University initiatives in place

Impact

The wide range of outreach activities have led to direct contact with thousands of school students and a general public audience of millions.

Action 2.2	**Continue to attract female students into science degree programmes: Have representation from SLS staff on The Newton Academy schools committee. Hold an event to support the Newton Academy following consultation with the committee.**

Table 4.14 – Proposed actions for section 4. e) (v)

f) Flexibility and managing career breaks - data

(i) Maternity return rate.

Key observations

Since SLS opened in 2012, just three staff members have taken maternity leave. All three were employed at Lecturer/Senior Lecturer level, and have returned to work with the same status (PT/FT) they had on leaving (Table 4.2). As the numbers are small, it is not possible to consider trends over time with any confidence.

	Status on leaving		Status on returning			
Year	**FT**	**PT**	**Returned FT**	**Returned PT**	**Did not return**	**Still on leave**
2012/13	0	1	0	1	0	0
2013/14	2	0	2	0	0	0
2014/15	0	0	0	0	0	0
Total	2	1	2	1	0	0

Table 4.15: Maternity leave data for SLS (2012-2015), showing number of leave takers, their status on leaving and their status on returning.

(ii) Paternity, adoption and parental leave uptake.

Key observations

Since 2012, all new fathers have taken paternity leave. All were employed full-time as Lecturers or Senior Lecturers prior to taking leave and all returned to work full-time (Table 4.3). No members of staff have taken adoption or parental leave during this time.

	Status on leaving		Status on returning			
Year	**FT**	**PT**	**Returned FT**	**Returned PT**	**Did not return**	**Still on leave**
2012/13	4	0	4	0	0	0
2013/14	1	0	1	0	0	0
2014/15	2	0	2	0	0	0
Total	7	0	7	0	0	0

Table 4.16: Paternity leave data for SLS (2012-2015), showing number of leave takers, their status on leaving and their status on returning.

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

Key observations

To date, no staff have applied to use the UoL's formal flexible working policy. A number of informal procedures are in place which allow local, School-level flexibility to be requested (see section 4g).

g) Flexibility and managing career breaks – actions.

(i) Flexible working

Key observations

> "***I genuinely believe I am one of the luckiest people ever to get to work under these conditions…I get the benefit of flexible working more or less whenever I need it, and I get all of this without having to inconvenience any of my fellow workers***."
> (Academic staff member; Academics' Focus Group, January 2016)

All staff are offered the opportunity to request flexibility in their teaching timetables, e.g. staff can request no teaching in the 5-6pm timetabled slot. As such, many staff benefit from some form of flexibility in their working hours. From the school survey, 87% felt that their line manager or supervisor is supportive of requests for flexible working. Flexible working arrangements are largely informal, especially for academics who have a large degree of variation in the spread of their working hours and location of work **[ACTION 1.9]**.

Initiatives in place

- All staff providing teaching may request to **opt out of teaching after 17:00**.

- All SLS staff and student meetings and seminars scheduled between 09:30-16:00.
- **Flexible working within research groups** is through arrangement with line managers and supervisors. This is in part a response to commitments outside work, but also to balance unusual working hours associated with certain types of experimental procedures.
- Compassionate leave and support of staff during bereavement or serious family illness.

Impact

Eight staff (5F, 3M) requested no teaching after 5pm in 2015/16, and 9 (4F, 5M) have requested this for 2016/17. The move for all staff and student meetings and seminars to be scheduled between 09:30 and 16:00 is recent for some events such as the PG seminar series and the LSMT meeting, and as such we are unable to report impact at this stage.

Action 1.9	**Develop and enhance the family-friendly practices of the School: Develop and implement a mentor scheme for Maternity/ Paternity/ Adoption support, so that staff can benefit from mentoring from the pre- to the post-leave period. The scheme would be focussed on maintaining personal development and goal setting, as well as maintaining work-life balance.**

Table 4.17 – Proposed actions for section 4. g) (i)

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

Key observations

The numbers of maternity and adoption leavers since the school opened in 2012 have been relatively low. In these cases, maternity support was considered on a case by case basis.

Initiatives in place

- SLS employs **replacement staff to cover extended periods of leave**, and if necessary, specific tasks are shared by other academic staff.

FAMILY FRIENDLY POLICIES AND PRACTICES ARE PROMOTED VIA:

- **The Equality and Diversity Portal site**
- **The Staff Handbook**
- **The Rewards and benefits Portal site**
- **Corporate Staff Induction**
- **Staff magazine and other promotional literature**
- **Daily electronic all-staff information alert system**
- **The WiSE@Lincoln blog**

Box 5. Routes for promotion of family friendly policies

- Upon returning to work, a meeting is arranged with the line manager or HoS to discuss **work-life balance, managing workloads and personal development [ACTION 1.9]**.
- SLS staff are made aware of family-friendly policies and practices (Box 5), and staff preparing to take maternity leave are encouraged by the HoS to apply for the University's Returners Research Fund (Table UI.J: UI.24). HR informs staff applying to take maternity leave of the University's Computershare Voucher Scheme (UI.25).

University Initiative number	University Initiative description
UI.24	The **Returners Research Fund (R2F)** provides support for female scientists to plan how their research commitments and aspirations can be supported during and/or after maternity leave. Eligible staff can apply for up to £10k from a central fund, outlining how the fund will sustain research activities. The funds can be used to sustain research while on maternity leave or to fund a sabbatical from teaching for 6 months upon their return.
UI.25	The University participates in the Computershare Voucher Scheme, offering staff a tax-efficient opportunity to purchase **childcare vouchers**. Details of the scheme are widely promoted through the HR portal, the WiSE@Lincoln blog, and in new staff 'welcome packs'.
Table UI.J: Relevant University initiatives in place	

Impact

The Returners Research Fund is application-based, involving a proposal for the use of funds. So far in the two years since this fund started, both female returners within SLS have been awarded the grant (Table UI.J: UI.24) (Box 6).

Action 1.9	**Develop and enhance the family-friendly practices of the School: Develop and implement a mentor scheme for Maternity/ Paternity/ Adoption support, so that staff can benefit from mentoring from the pre- to the post-leave period. The scheme would be focussed on maintaining personal development and goal setting, as well as maintaining work-life balance.**
Table 4.19 – Proposed actions for section 4. g) (ii)	

Box 6. Returners' Research Fund impacts in SLS

" The University values and supports women working in science. I am passionate about my work and my research and that means I have always been determined to manage my research life alongside motherhood. The field in which I work changes very quickly and reimagines with every new incident so it is essential to stay current. The R2F funding has meant that I didn't fall behind with opportunities or access to events, and has enabled me to start a research project which will hopefully lead to much greater funding in the future"

Dr Lucy Easthope, Senior Lecturer in SLS, works in the field of Disaster Victim Identification and Mass Fatalities Planning.

"The Returners' Research Fund has provided me with financial support to produce high-quality research outputs while I had limited opportunities to apply for external funding due to time constraints associated with caring for a small child. The work on the project financed by the Fund allowed me to strengthen my existing collaborations and complement them with new international partnerships. This project has opened up new opportunities for external grant applications, and I am currently preparing a grant proposal that is partially based on the results of the RRF project."

Dr Malgorzata Pilot, Senior Lecturer in SLS, works in the field of population genetics.

[Word count section 4: ***4866****]*

5. ANY OTHER COMMENTS

Since our application for Athena SWAN Silver/Bronze in 2015 was rejected, the SLS AS committee has undergone a series of changes in terms of membership, modus operandi and pace which have ultimately led to many exciting initiatives being put in place over the course of the last 12 months. During this time, we have widened our attention to include all staff in the School, and included technical and administrative staff in the SLS AS committee, the Culture survey, and ran independent focus groups for academics, technicians, administrators, PDRs and PGRs, each led by a representative from within those areas of SLS. This gave us a real insight into the perceptions – positive and negative – across the entire School. The School as a whole is supportive of the Athena SWAN charter and understands why it is important – this was reflected in the high attendance rates at the focus group discussions, and the good response rate to the Culture survey (despite it falling at a time when exam marking for academics was a particular pressure). This is in no small part due to the clear commitment that the HoS shows to the AS charter. Having an AS agenda item at every monthly School meeting has ensured that all staff – academics, PDRs, technicians and administrators, are kept up to date with progress and actions, and are given opportunities to get involved. This is a momentum that will continue long into the future.

SLS is a highly collegiate School, a point which is remarked upon by many visitors to the University. We are extremely proud of our open, friendly, team-focussed and successful School. In preparing our current application, we very carefully considered the feedback from the 2015 panel in order to help us to direct our efforts appropriately. We would like to thank the panel for their comments and suggestions, which have all been implemented, or are included as Actions in order to be implemented in the near future. However, we are not only keen to make clear progress ourselves with our ambition to apply for Silver in 2019, we are keen to be an example of best practice across the University and beyond. There is much to do, but we believe that our proposed actions will deliver measurable changes, some relatively quickly, others over a longer period of time. Indeed, those that we have put in place over the last 12 months are already showing early signs of progress. For example, following workload analysis as part of the AS evaluation process, a new academic post is about to be advertised in an area of the School where the staff have particularly high workloads. This should also help to even the workload differences between genders somewhat over the course of the next year and beyond, as this post will reduce the workloads of several of the women in the School. Actions such as this send a very clear message of our commitment to fairness and equality to all within the School and across the University.

*[Word count section 5: **500**]*

6. ACTION PLAN

See Appendix 1.

Appendix 1. Action Plan

Progress to date	Action	Description of action planned	Responsibility	Measurable outcomes	Time to completion
1. School culture					
• Since 2007, UoL has supported the Gender Equality Scheme and been committed to striving for gender equality across all aspects of University life. UoL's ethos for equal opportunities is laid out in the Equality and Diversity Commitment Statement.	**1.1**	**Embed Athena SWAN practices in School culture:** The SLSSAT will continue to meet every 2 months following submission of the Athena SWAN application. Key briefing updates will be produced from each meeting for dissemination to all SLS Staff and students through the monthly SLS staff meetings and by posting the updates on Blackboard and the blog site, so all staff and students can read it.	SLSSAT administrator	• Renewal of Athena SWAN award in 2018. • A full archived set of documented minutes and key briefing updates will be available on the SLS blog site and on the school shared drive.	Documents available within 2 weeks of each meeting.
• The workload model was implemented last year and data from both years are available to all staff on the school shared drive.	**1.2**	Continue to develop our system for within-School record keeping in relation to annual committee memberships, workload data and other activities, as well as records of more informal arrangements for staff with flexible working arrangements or taking paternity leave.	HoS, SLSSAT Data Analysis Chair	• Data will be made available on the school shared drive and updated annually.	Full system for record keeping in place by July 2016

Progress to date	Action	Description of action planned	Responsibility	Measurable outcomes	Time to completion
1. School culture					
• A school culture survey was carried out last year for academic staff only. This year the survey was sent to all staff and PGR students.	**1.3**	**Understanding Culture:** Conduct School Culture Surveys for staff and PGR students annually as part of the Athena SWAN renewal procedure. Outcomes of the surveys to be presented at SLS staff meetings and distributed to all staff and research students. This timescale will ensure that we can detect any issues in a timely manner and put actions in place to make improvements within the 3 year cycle.	SLSSAT Culture Survey Chair, School PG Lead	• Culture Survey datasets for PG students and staff collected and analysed. Quantify changes in satisfaction between the surveys over time. Results of School Culture Surveys and data analysis published in June annually.	Annually from January 2017
• Staff are expected to complete training in Equality & Diversity, Diversity in the Workplace, and Anti-bullying and Harassment. All HoS and section managers attend the Equality and Diversity People Manager's Training course. Although diversity and equality training is mandatory this has not been enforced and so uptake is currently at 45% for the UoL course. Many staff have undertaken training at previous institutions.	**1.4**	**Staff induction and training:** Ensure that all staff (academic, research, administrators and technical staff) and PGR students complete the Diversity in the Workplace e-course.	School Administrators, HoS	• Achieve training of all School staff and PGR students.	To be completed for all current staff/PGR by December 2016 and for all new staff/PGR annually.

Progress to date	Action	Description of action planned	Responsibility	Measurable outcomes	Time to completion
1. School culture					
• Unconscious bias training is available but not mandatory so the uptake is currently at 29%.	**1.5**	Ensure that all academic staff and PGR students receive training in unconscious bias awareness.	HoS, SLS AS Vice-Chair	• All staff and PGRs trained	Training to be given at SLS staff meeting in June 2016 and October 2016 for PGR/staff. Repeated annually thereafter for new staff/students. Attendance compulsory.
• UoL's ***Be Inspired!*** Lecture Series sees eminent female scientists deliver high-profile research lectures, and give insights into career paths taken. Speakers serve as role models for female PDRs; 6th Formers (year 12/13), UGs and PG students are encouraged to attend.	**1.6**	**Enhance the profile of female academics:** Celebrate International Women's day each year with a guest seminar from a leading female scientist in the field of Life Sciences, and talks from inspiring female scientists within SLS, with time for informal Q&A. This will be for all, but particularly for UGs, PGs, PDRs and ECRs. Collect attendee feedback at meeting via a short survey.	SLS Seminar organiser, SLS AS Chair	• Successful meeting with high levels of attendance (>60). Collect attendee feedback at meeting. Majority positive responses on meeting survey. Scores on SLS Culture survey for networking opportunities to increase year on year. Aim for >80% agreement within 3 years.	Meetings annually from March 2017, culture survey scores above 80% by April 2019.

Progress to date	Action	Description of action planned	Responsibility	Measurable outcomes	Time to completion
1. School culture					
• Female representation at the seminar series was 20% over the past 3 years. • Equal numbers of male and female speakers have been invited to talk in the school seminar series this academic year, resulting in ~30% female speakers. This suggests that we have to invite more female speakers than male to gain enough female acceptances.	**1.7**	**Enhance the profile of female academics:** Invite more female than male external speakers to present at the School seminar series, in order to reach our target of 50% female presenters.	Seminar organiser and all staff inviting speakers	• Higher percentage of female speakers in seminars (target of 50% each year) leading to improved visibility of female scientists.	From September 2016
• SLS employs replacement staff to cover extended periods of maternity leave, and if necessary, specific tasks are shared by other academic staff. Upon returning to work, a meeting is arranged with the line manager or HoS to discuss work-life balance, managing workloads and personal development. • Staff are made aware of family-friendly policies and practices (Box 5).	**1.8**	**Ensuring work-life balance is appropriate across genders and levels:** Include a question on perceived work-life balance in the School Culture Survey 2017 and onwards.	Appraisers, HoS, SLS Culture survey chair	• A year on year increase in agreement from staff that they achieve a good work-life balance over 3 years. Aim for 80% agreement.	Ongoing from December 2017, achieve 80% agreement by 2020.

Progress to date	Action	Description of action planned	Responsibility	Measurable outcomes	Time to completion
1. School culture					
• SLS employs replacement staff to cover extended periods of maternity leave, and if necessary, specific tasks are shared by other academic staff. • Upon returning to work, a meeting is arranged with the line manager or HoS to discuss work-life balance, managing workloads and personal development. • The Returners Research Fund (R2F} provides support for female scientists to plan how their research commitments and aspirations can be supported during and/or after maternity leave. Eligible staff can apply for up to £10k from a central fund, outlining how the fund will sustain research activities. The funds can be used to sustain research while on maternity leave or to fund a sabbatical from teaching for 6 months upon their return. • The University participates in the Computershare Voucher Scheme, offering staff a tax-efficient opportunity to purchase childcare vouchers. Details of the scheme are widely promoted through the HR portal, the WiSE@Lincoln blog, and in new staff 'welcome packs'.	**1.9**	**Develop and enhance the family-friendly practices of the School:** Develop and implement a mentor scheme for Maternity/ Paternity/ Adoption support, so that staff can benefit from mentoring from the pre- to the post-leave period. The scheme would be focussed on maintaining personal development and goal setting, as well as maintaining work-life balance.	Chair SLSSAT, HoS	• List of mentors in place by January 2017. All staff and PGRs due to take maternity, paternity or parental leave will be assigned a mentor.	Develop from May 2016 onwards

Progress to date	Action	Description of action planned	Responsibility	Measurable outcome	Time to completion
2. Student recruitment					
• All prospectuses, advertising literature and websites for the programmes use images containing female and male students. In addition, our annual programme monitoring requires the examination of data on gender, ethnicity and age. • We offer all students interested in pursuing UG and PGT degrees the opportunity to visit us on one of our Open Days, and for UGs who have applied to UoL, one of our Applicant Days, to get involved in practical activities in the lab, hear about research and teaching in SLS, and meet and chat with female and male staff and students on their course. • Our PGR recruitment process is now more individualised. Candidates are encouraged to contact the supervisor ahead submission to develop a research idea prior to submitting a formal application. Our hope is that this system will be more attractive to prospective female students.	**2.1**	**Increase the number of female PGR students who apply/accept offers of places:** Ensure all student recruitment and postgraduate research advertisements produced by SLS use gender-neutral language and images, and advertise our commitment to the Athena SWAN charter.	HoS	• Improvement in percentage of females enrolled on FT research courses to national benchmark levels.	January 2019
• The Newton Academy - the Science Club for Girls has been set up as part of a broader university initiative. It is a 3-year program that aims to encourage young girls between the ages of 11 and 14, to pursue careers in science and technology. • SLS offers work experience placements to students aged 16 or older of both genders.	**2.2**	**Continue to attract female students into science degree programmes:** Have representation from SLS staff on The Newton Academy schools committee. Hold an event to support the Newton Academy following consultation with the committee.	HoS and SLS Newton committee representative(s)	• Maintain our high percentages of female students enrolling on degree programmes. Capacity attendance at Newton event.	From September 2016 for committee membership, event held in 2017 and annually thereafter.

Progress to date	Action	Description of action planned	Responsibility	Measurable outcome	Time to completion
3. Personal and academic student support					
• Every UG is provided with a **personal tutor** who is responsible for their academic progress and pastoral care. Personal tutors have access to performance, attendance and engagement data for each of their tutees, which allows them to monitor students who may be struggling and direct them to appropriate support where applicable. • All staff operate Open Office hours each week at a stated time, for students to drop-in without an appointment if they wish to discuss any academic or personal issues. Open Office hours are advertised on Blackboard, for ease of access by students.	**3.1**	**Improve understanding of the associations between gender, degree programme and outcomes in degrees awarded:** Actively monitor applications, offers, acceptances and degree outcomes for fluctuations in gender balance across the School, at both the undergraduate and postgraduate taught and research levels on an annual basis.	SLS PG Lead with SLSSAT Data Analysis subgroup chair	• Maintain percentage of good degrees achieved by females at levels reflecting the percentages of females on each course.	Annual assessment from May 2016
• This is currently done on an informal basis by programme leaders and personal tutors and so provision is patchy is dependent on the programme leader or personal tutor each student is assigned to.	**3.2**	Draw up a comprehensive list of all available University, Research Council, Industry and Charity graduate scholarship awards (irrespective of gender), in consultation with the University of Lincoln Graduate office and Research Office, and publicise these on the School Blackboard site for internal students and on the website for potential external applicants.	Programme leaders in collaboration with College of Science Research Office and Graduate School	• Increase in percentage of female applicants for PGR degrees to match national benchmark data.	List available by September 2016, updated monthly. Benchmark achieved by January 2020

Progress to date	Action	Description of action planned	Responsibility	Measurable outcome	Time to completion
3. Personal and academic student support					
• For PGTs, programme leaders offer drop-in office hours for discussion of personal issues, development and future planning. PGT project supervisors provide academic guidance and support, and also informal pastoral support. • Access to interdisciplinary programme of training and events to support PG students in their studies. For PhD students, SLS provides career development and grant writing training, funding to attend key international conferences for networking and learning opportunities. • PGRs have at least two supervisors who are responsible for providing academic guidance and support. Two dedicated postgraduate mentors (1 female, 1 male) offer additional pastoral care.	**3.3**	**Improve mentoring and support systems for graduate students:** Ensure that a formal documented discussion occurs between supervisors/mentors and PG students to discuss possible career options.	PGR supervisors and School PG Lead	• Year-on-year increase in percentage of 'agree' and 'strongly agree' responses for career development guidance in PGR culture survey.	From September 2016
• Currently PhD supervisors would be expected to inform students about the possibility of applying for external fellowships, but they are not explicitly encouraged to do so.	**3.4**	**Career development for graduate students:** Encourage and support applications to external Fellowship schemes where appropriate.	College Research Office, SLS Research Lead and individual line managers	• Successful external Fellowship awards	From June 2016, and ongoing
• Although we collect leavers' destinations for undergraduates, this is not something we currently do for PG students.	**3.5**	Carry out exit interviews for PGT and PGR students to determine destinations post-completion.	School PG Lead	• Database in place, recording career destinations for subsequent analysis.	from August 2016

Progress to date	Action	Description of action planned	Responsibility	Measurable outcome	Time to completion
3. Personal and academic student support					
• PhD students are given the opportunity to undertake teaching in the form of lab class and field course demonstrating, but are not currently encouraged to apply for HEA associate status.	**3.6**	Actively encourage PhD students who wish to pursue an academic career to apply for Higher Education Authority (HEA) associate status during their PhD studies. Keep a record of HEA associated students.	HoS	• Database in place, record of students with HEA associate status, target of 20% of PGR students as HEA associates	Database in place from September 2016, target attained by September 2019
• Although PG students currently have the right to be consulted about their potential examiners, it is not routinely done by all staff.	**3.7**	Ensure all PG students are consulted on the choice of their examiners including a female examiner on the viva panels for female students if requested and if suitable expertise is available.	SLS PG Lead	• All requests for a female examiner met where suitable expertise was available.	From September 2017

Progress to date	Action	Description of action planned	Responsibility	Measurable outcome	Time to completion
4. Staff recruitment					
• The KPI: "Increase the number of female academic applicants to STEMM areas", was established by UoL in 2013 to motivate change in recruitment strategy. The target of 40% was set for 2013/14, with a 1% increase in target percentage each year until parity. • UoL's AS commitment is made explicit on all job adverts and family-friendly policies are promoted through the UoL WISE website. • Advertisements include images of women scientists and we use software to ensure their language is gender neutral. We highlight the importance of team-work and collegiality and provide female staff names as points of contact for further information. • SLS ensures all interview panels are comprised of both genders, and a mix of career stages. Academic post panels always include a student representative. Interview panel members undergo training: Recruitment and Selection, and Diversity Awareness. SLS recruiting managers undergo Panel Chairs' Training, which covers gender-related issues. • Targeted recruitment ('Head Hunting') is used for Professorial posts, and advertisement is via a variety of advertising routes, utilising professional bodies, women in academia networks, and media sites. • SLS hold an additional informal presentation panel for academic posts where candidates give a brief presentation and we host interview lunches for all staff and candidates on interview days, allowing applicants to meet and talk informally with staff.	**4.1**	**Inspiring and encouraging female academics and early career researchers:** Work to develop job advertisements that are more attractive to females, e.g. gender-neutral language, emphasising the strong collegiate atmosphere of the School.	HoS with Human Resources	• Increase in number of female applicants per post at all levels, but particularly at PL, Reader and Professor levels. Over the three years we expect this to translate into increases in both offers to, and acceptances by, female applicants to achieve national benchmark for female applicants.	By July 2019.

Progress to date	Action	Description of action planned	Responsibility	Measurable outcome	Time to completion
5. Career support					
• UoL recognises and supports a promotion route through excellence in learning and teaching, through Principal Lecturer and Principal Teaching Fellow. • All academics are assigned a mentor when they start in SLS and we encourage staff to continue to develop the mentoring relationship. • Research leave is permitted for staff wishing to spend time away from SLS to write grant applications/papers. • Women at Senior Lecturer level have an opportunity to participate in the LFHE AURORA leadership training programme for future women leaders. A University Women in Leadership programme has recently been instituted for senior academics. • The Women into Research Network provides a regular programme of targeted career profiling and development workshops for women across UoL. • SLS adheres to UoL's **Improved Academic Promotions Procedure,** ensuring that detailed, transparent selection criteria are discussed with all academic staff during annual Achievement Development Appraisals (ADAs) and that clear guidance is given on how excellence is evidenced. • Achievement Development Appraisal (ADAs) are formal and mandatory, supporting staff in their career aspirations. SLS is committed to ensuring all ADAs include discussions on mentoring opportunities, promotion and career path development.	**5.1**	**Inspiring and encouraging female academics and early career researchers:** Actively encourage and support all academics within the School to apply for promotion. Promotion/career development to be discussed at all staff ADAs. Provide additional mentoring for those who wish to apply for promotion, but who need further personal development to reach the criteria required for the post.	HoS, through individual appraisers	• At least 1 female member of staff applying for promotion each year.	From January 2017

Progress to date	Action	Description of action planned	Responsibility	Measurable outcome	Time to completion
5. Career support					
• Exit interviews are currently offered by HR but take up is currently very low.	**5.2**	Obtain information to improve understanding of reasons for staff departure: Provide exit interviews with an independent (not in the line-management hierarchy of the individual) member of staff for all SLS faculty and researchers. Information used by Life Sciences Management Team to fine-tune the support and mentoring systems in place.	HoS, School Administrators	• Database in place, recording reasons for leaving. Gaps in support identified from analysis of this database, fed back to HoS and SLS committee for actions.	From July 2016
• As we do not currently carry out exit interviews we do not currently have information of staff destinations.	**5.3**	**Obtain data on staff destination:** Set up and maintain a database of staff and researcher destinations. Information used by Life Sciences Management Team to fine-tune the support and mentoring systems in place to improve leaver destinations.	HoS, School Administrators	• Database in place, recording reasons for leaving.	From July 2016

Progress to date	Action	Description of action planned	Responsibility	Measurable outcome	Time to completion
5. Career support					
• The SLS Postdoc forum has been set up as an informal network for discussion and peer support, holding a monthly School-funded lunch. • SLS offers funding for all staff and PGRs to attend national and international conferences and workshops, or to travel to explore collaborative projects with other institutions.	**5.4**	**Provide mentoring and support systems for PDRs:** Ensure that a formal documented discussion between line manager and PDRs to discuss possible career options is included as part of annual appraisal.	PDR line managers, Principal Investigators	• >85% of 'agree' and 'strongly agree' responses for career development guidance for PDRs in culture survey.	By December 2017
• Pump-priming funds for pilot studies, worth up to £5,000 and College-level pump-priming funds (RIF) which are available up to £150,000, are open to academics and PDRs, to fund pilot projects. These could be used to support fellowship applications. • Line managers are encouraged to provide support and mentoring through the process of applying for independent research fellowships and for academic posts.	**5.5**	**Provide support to PDRs who wish to apply for independent research fellowships:** Collect and distribute information on potential sources of funding to facilitate support and recruitment of externally supported Research Fellows, in collaboration with the College of Science Research Office, publicise on the School website, and by providing regular funding talks to the PDR forum.	College of Science Research Office, SLS AS Communications Chairs	• Increase in numbers of applications for independently funded PDRs (male and female). At least one application across the school per year.	Monthly updates from July 2016, increased applications by July 2019

Progress to date	Action	Description of action planned	Responsibility	Measurable outcome	Time to completion
5. Career support					
• A grant reviewing and advisory group set up in late 2015 reads and provides constructive feedback on all RCUK, EU and other funding scheme applications.	**5.6**	PIs to consider enhancing the role for existing post-doctoral researchers when applying for grant applications e.g. Researcher Investigator on research council applications where permitted.	Principal Investigators, SLS Research lead	• Increase in numbers of grant applications with named Researcher Co-Investigators. At least one application across the school per year.	From June 2016 and ongoing
• SLS offers PDRs opportunities to train for HEA fellowship and provides networking opportunities through School seminars and other events with industry and other sectors.	**5.7**	Actively encourage all PDRs who wish to pursue an academic career to apply for Higher Education Authority (HEA) associate status during their post-doctoral employment.	HoS	• Database in place, record of PDRs with HEA associate status, target of 30% of PDRs as HEA associates	Database in place from September 2016, target attained by September 2019
• The Lincoln Early Career Network provides support and networking for PDRs and Early Career Researchers across the University, and includes the trial of the online Vitae Researcher Development Framework.	**5.8**	Ensure all female PDRs and ECRs are aware of the Women in Science mentoring scheme within the university, and that interested individuals are encouraged and supported to participate.	AS PDR reps, individual mentors	• >85% of 'agree' and 'strongly agree' responses for career development guidance in culture survey.	By December 2017

Progress to date	Action	Description of action planned	Responsibility	Measurable outcome	Time to completion
5. Career support					
• PDRs are not currently offered teaching as a matter of course.	**5.9**	Formally offer PDRs up to 10 hours of direct contact teaching per year for career development.	Principal Investigators, UG/PG Programme and Module Leaders	• PDR participation in formal teaching as measured by direct contact hours recorded through timetabling.	September 2017 (due to timetabling constraints)

Progress to date	Action	Description of action planned	Responsibility	Measurable outcome	Time to completion
6. Workload balance					
• The University's Academic Workload Model is designed to support fair and appropriate distribution of workload. It facilitates a better understanding and management of the distribution of duties that often impact on researchers' careers, and enables HoS to better understand and manage the distribution of duties.	**6.1**	**Ensuring gender balance in composition of committees:** Achieve/maintain gender balance in line with staff male:female ratios on key decision-making committees.	HoS	• Maintain balanced administrative load for male and female staff in workload data analysis.	annually from January 2017

Progress to date	Action	Description of action planned	Responsibility	Measurable outcome	Time to completion
6. Workload balance					
• Staff are invited to discuss their workload with HoS so that concerns about heavy teaching or administration loads can be addressed. • The HoS meets all new members of academic staff within their first few days, and every four months throughout their first year to discuss progress and workloads.	**6.2**	**Ensuring gender balance in workload and across the spectrum of work activities:** Publish and distribute annual workload data analysis by gender within the School. Use data to plan for redistribution of workload to address any imbalance. Ensure that administrative roles are allocated on the basis of interest, expertise and workload. Conduct reallocation of other duties if necessary to balance workloads.	HoS, School Administrators, Chair SLSSAT Data Analysis subgroup	• Over the 3 year period, workload model data showing females and males have equivalent workloads and similar percentages of time spent on particular key activities	Annually from January 2017
• All staff providing teaching may request to opt out of teaching after 17:00. All SLS staff and student meetings and seminars scheduled between 09:30-16:00.Flexible working within research groups is through arrangement with line managers and supervisors. This is in part a response to commitments outside work, but also to balance unusual working hours associated with certain types of experimental procedures.	**6.3**	**Supporting work-life balance across genders and levels:** Use staff appraisal and research planning schemes to help all staff to perform against expected criteria within the contracted working hours.	Appraisers, HoS, SLS Culture survey chair	>85% agreement from staff that they achieve a good work-life balance from culture survey and focus groups.	From December 2017