



Athena SWAN Staff Recruitment and Progression Working Group

Department of Applied Sciences

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Department BoxED activity 2017, with thanks to Stephanie Udoh.

Introduction

In 2017/18 the Athena SWAN Self-Assessment Team in the Department of Applied Sciences, UWE Bristol created a working group specifically to focus on issues and actions associated with staff recruitment and progression that were identified in the 2016 Athena SWAN application, with a view to suggesting a series of activities that could be taken forwards from summer 2018.

The following report documents the key findings of this working group, as well as a set of possible recommendations which can be utilised across the department. Minutes from the meetings of the working group can also be found in the appendix.

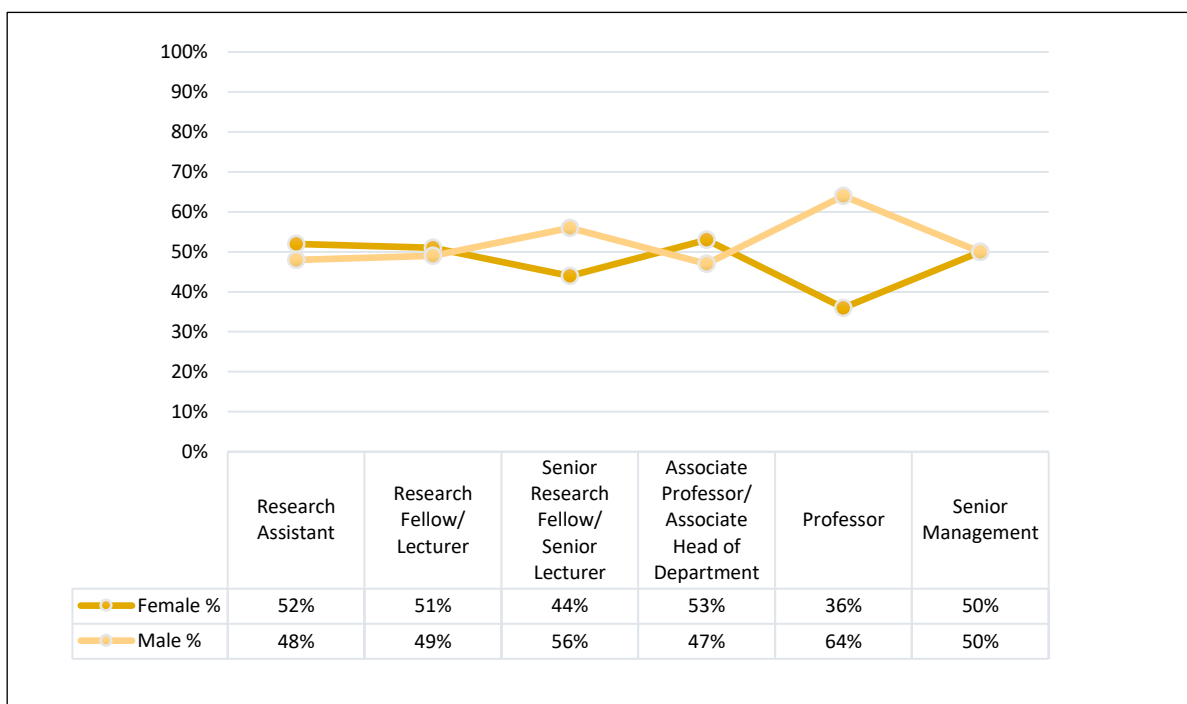
Setting the scene

The 2016 Athena SWAN application identified a number of issues associated to gender equality in terms of new staff recruitment, as well as current staff progression, alongside areas of existing good practice.

In 2015/16 the total number of academic and research staff within the Department was 81 (75 FTE), comprising **49% female, 51% male academic staff**, and a more equal ratio than our 2013 Bronze application (44% female, 56% male).

The percentages of female and male staff were relatively aligned at many grades (Figure 1). Exceptions to this were at Senior Research Fellow/Senior Lecturer level, where there were slightly more male staff than female. At Grade J, **42% (headcount) of professors within the Department were female** and whilst this is not reflective of the gender balance of the Department as a whole and can be increased further, it is an improvement from the 33% recorded in our 2013 application, and is considerably above the national average for the sciences, of just under 19%. **The percentage of female staff at Grade I, Associate Professor/Associate Head of Department, had also increased to 44%** from 30% (headcount) in the prior application following a number of actions to improve female staff progression

Figure 1: Percentage of Academic Staff (FTE) by Gender and Grade averaged 2013/14 to 2015/16

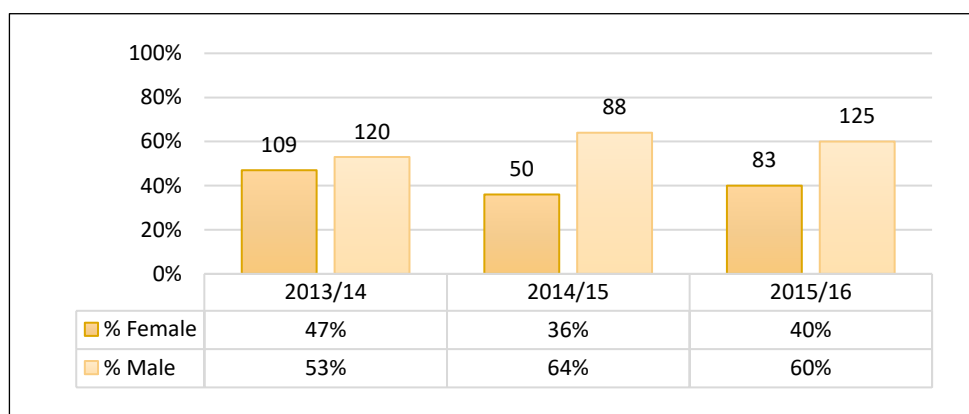


15% (34 FTE) of research only and teaching and research staff within the Department were on **fixed term contracts** between 2013/14 and 2015/16, with the remainder on permanent contracts. Fixed term contracts were more common amongst research-only staff, whereby 55% (25.4 FTE) of those working as research only staff were on a contract of this type, compared to 5% (8.6 FTE) of teaching and research staff.

Though overall **51% of fixed term contracts were occupied by female staff**, and this is a significant improvement from our prior application (75% fixed term contracts were female staff) the higher propensity of research only staff on these types of contacts means care is needed to ensure female staff are not being unduly impacted by this type of working. It is also a higher percentage than national (44%) and Alliance Universities (43%) averages.

575 individuals applied for academic posts within the Department between 2013/14 and 2015/16, **42% (n=242) females and 58% (n=333) males** (Figure 2). 25 people were offered posts, 40% (n=10) females and 60% (n=15) males. Though fewer female applicants apply they are as likely to be shortlisted. 17% (n=42) of female applicants and 16% (n=52) of male applicants were shortlisted between 2013/14 and 2015/16. We do not therefore detect any bias in the selection of female applicants for shortlisting. Since 2013, on average, 4% of both female and male applicants have been offered a position after application. 90% (n=9) of female and 93% (n=14) of male staff accept their position after offer.

Figure 2: Percentage and Number of Applications to Academic Posts (Headcount)



Since 2013 **25 members of staff have been promoted within the Department**, comprising 48% (n=12) female and 52% (n=13) male staff (Figure 5.1.6). Between 2013 and 2015, 56% (n=14) staff were promoted due to an internal promotion opportunity or due to an externally and internally advertised post at a higher grade, and 44% (n=11) of staff through re-grading.

In terms of the numbers of staff applying for promotion, records have been kept separately and using a different process for staff who have been re-graded. We were only able to provide data for those posts, which have used the electronic recruitment system over the last three years and where the recruitment process had completed at the time of the application. Of the 21 appointments on which these records have been kept, there is a variation in the success rate between female and male staff. **Female staff are slightly more likely to be shortlisted.** 41% (n=11) female staff applying were shortlisted compared to 40% (n=17) of male staff, but are slightly less likely to then be promoted. **26% (n=7) female staff were promoted compared to 33% (n=14) of male staff.**

Whilst the department had made a number of positive steps forwards in the 2016 application it also identified a number of issues and actions associated to staff recruitment and progression for continued activity and these are illustrated in Table 1:

Table 1: Actions and success measures identified in the 2016 application

Theme 3: Recruitment		
New or continuing action	Issue identified for action	Success Measure
Continuing (High)	Make the Department more attractive to female applicants by increasing visibility of women among existing staff and students.	Increase female applicants for Department job opportunities to 50% by 2019.
NEW (Medium)	Better utilise Department staff networks in sharing and promoting Department job opportunities.	Increase female applicants for Department job opportunities to 50% by 2019.
NEW (Medium)	Ensure that there is a gender and diversity mix (e.g. BME, LGBT) throughout Department recruitment events (interviews, Department tour, presentation).	Increase diversity of staff engaged in recruitment events by 2019.
Theme 5: Career Development		
New or continuing action	Issue identified for action	Success Measure
Continuing (High)	Ensure that all staff are appraised annually via their PDR and that this process is valuable for workload planning and career development.	95% staff appraised via PDR or probationary processes by 2020. Staff satisfaction in PDR being useful and professionally valuable to increase to 75%.
Continuing (Medium)	Encourage staff to participate in mentoring schemes, including (when appropriate) the Women Researchers Mentoring Scheme (WRMS).	- Increase numbers of female staff mentored to nine or more by 2019.
Continuing (Low)	Encourage uptake of internal and external staff development courses and activities by female and male staff.	100% staff aware of Department, Faculty and University development and training opportunities as measured by the staff survey.
Continuing (Medium)	Encourage staff 'turnover' in Departmental, Faculty and University roles, e.g. committee membership.	Monitor current levels of female staff in such roles.

NEW (Medium)	Encourage and value external roles taken on by female staff members.	Increase by 15% staff agreement that external professional activities are valued in the Department.
NEW (High)	Continue to monitor the percentage of female staff on fixed term contracts and develop opportunities for permanent contracts.	% of female staff on fixed term contracts aligns to Alliance Universities average (43%).
Theme 6: Promotion		
New or continuing action	Issue identified for action	Success Measure
Continuing (Medium)	Ensure that all members of staff are familiar with the criteria and procedures for promotion.	3-5 actions recommended from working group. One focus group held. Increase female promotion rate to 50% by 2019. Increase to 75% staff agreement that they have knowledge of UWE promotion criteria and processes.
NEW (High)	Examine why lower numbers of female staff are being promoted.	3-5 actions recommended from working group. One focus group held. Improved understanding of why female promotion rates might be varying. Increase female promotion rate to 50% by 2019.
Continuing (High)	Ensure female staff are aware of and consider externally, as well as internally, advertised promotion opportunities, alongside opportunities for re-grading.	Increase female promotion rate to 50% by 2019. Increase to 75% staff agreement that they have knowledge of UWE promotion criteria and processes.
NEW (High)	Feed into UWE processes regarding the additional need for teaching led progression routes.	UWE instigates a teaching led progression route.
NEW (High)	Improve record keeping for staff applying for promotional opportunities that are advertised both externally and internally, or do not follow the electronic recruitment process.	Complete records on application, shortlisting and appointment to be presented in 2019 application.

Further details on each of the actions above can be found in the [full application](#).

Actions being taken in the sector

The working group reviewed the actions being taken by other universities in the sector, this included the five departments at other University Alliance member universities who have currently achieved a Silver award. No departments at University Alliance institutions currently hold Gold awards. We also examined five of the 11 university departments at all universities who presently have a Gold award. Table 2 provides an overview of Silver and Gold department actions as provided from their own Athena SWAN applications. Actions indicated in **bold** are those we are already taking or plan to take. Actions highlighted in *italics*, are actions we may wish to recommend in future.

University	Department	Key Data	Key Past Actions	Key Planned actions
University of Brighton	Brighton and Sussex Medical School Achieved <u>Silver</u> May 2018	57% academic staff female. 63% professors (non-clinical) female. 58% staff on permanent contracts. Recruitment of female staff exceeds application number. More female than male staff apply for promotion and female success rate is higher.	Early career lead appointed, with dedicated activities for ECR. Networking club created. Improved and monitored gender balance on recruitment panels. One trained member on each panel. Formalised and extended a mentoring programme. Analysed promotional materials and job descriptions for unconscious bias.	Improve uptake of career development events by sharing more widely and <i>examining barriers for PT staff.</i> Appraisal training for all appraisers (e.g. PDR's). <i>Greater understanding of career progression, and promotion of mentoring, for professional staff.</i> Monitor gender balance in senior leadership roles. Increase rates of female staff applying for and achieving promotion via promotions workshops.
University of Glasgow	Institute of Health and Wellbeing Achieved <u>Gold</u> March 2018	68% academic staff female. 40% professors female.	In-depth qualitative interviews with staff on key issues like promotional barriers.	<i>Coaching for academic staff through promotion.</i>

		<p>91% staff on permanent contracts.</p> <p>No gender bias detected in recruitment practices for staff.</p> <p>Increase in female staff applying for promotion and being successful.</p>	<p>Job descriptions all include reference to flexible working, job-share, part-time and equal opportunities information, and use gender sensitive language.</p> <p>Institute Director and Deputy review all PDRs to identify/encourage promotion.</p> <p>Promotion workshops, along with evaluation of their success.</p> <p><i>Promotion 'myth-busting' campaign.</i></p> <p><i>Funding end dates and retention plans added to fixed-term staff PDRs.</i></p> <p>Increased and improvement of mentoring (especially for ECR).</p> <p>Improve PDRs to identify development needs and encourage women into leadership roles.</p> <p>Leadership training invested in.</p> <p>Networking seminars.</p>	<p>Develop bespoke resources for institute staff to support centrally provided promotion workshops.</p> <p>Institute Gender Pay Gap Audit planned.</p> <p><i>Assess unconscious bias on interview panels with the introduction of independent observers.</i></p> <p>Increased mentoring and leadership training for professional staff.</p>
Imperial College London	<p>Department of Chemistry</p> <p>Achieved <u>Gold</u> April 2013.</p>	<p>23% academic staff female.</p> <p>Lower numbers of women apply and are appointed to posts.</p>	<p>Improved data monitoring for gender through recruitment processes.</p> <p>Search committee put in place to identify potential female (50/50) candidates.</p>	<p>At least one women on all interview panels.</p> <p>Review of job applications for language use, indication of 'preferred' rather than required skills.</p>

		All female staff that have applied for promotion in the last 5 years have been successful.	<p>Proactive encouragement of women to apply for mentoring and promotion.</p> <p>Meetings with HoD for staff identifying barriers in progression.</p> <p>Career development days targeted at female staff.</p>	<p>Highlight the department as female friendly in recruitment materials.</p> <p>Improved data collection and support on post-doc transition.</p> <p>Improved understanding of transition from SL to Reader and better workload monitoring to reduce as a potential barrier.</p> <p><i>Dymystifying the promotion process.</i></p> <p>Increased mentoring, including it in all large grant applications.</p>
Open University	<p>Physical Sciences</p> <p>Achieved <u>Silver</u> April 2016</p> <p>Application not publically available</p>	/	/	/
Oxford Brookes	<p>Mathematics and Statistics</p> <p>Unable to find any information on department or award.</p>	/	/	/
	<p>Health and Life Sciences</p> <p>Achieved <u>Silver</u> May 2016</p>	<p>63% academic staff female.</p> <p>60% professors are female.</p> <p>More females apply and are appointed than men.</p> <p>Female staff equally likely to get promotion, but less likely to apply than men.</p>	<p>Less experienced staff shadow experienced staff in shortlisting, interview panels etc.</p> <p><i>Interview questions must be decided pre meeting.</i></p> <p>Increased use of positive images to attract female candidates.</p>	<p>Increase family friendly materials in recruitment information.</p> <p>Increase discussion of promotion in PDR's, as well as formal and informal mentoring.</p> <p>Focus groups to understand the barriers in promotion.</p>

			<p>Staff proactively identified for promotion and encouraged to take up mentoring.</p> <p>Gender equality reminders in PDRs, as well as encouragement to apply for external fellowships (e.g. Leverhulme, L'Oreal Women in Science).</p> <p>Female staff encouraged to participate in HE Aurora Leadership programme.</p> <p>Staff on lower grades rotate to shadow senior meetings.</p> <p>Speed networking events.</p> <p>Bridging funding from post-doc to early career researcher.</p> <p>Introduced a scheme of promotion for teaching-focussed academic staff.</p>	<p>Gather data on length of time to achieve promotion to identify any gender differences.</p> <p>Encourage female uptake of HE leadership training.</p> <p>Raise awareness of staff development funding amongst staff.</p>
Queen's University Belfast	<p>School of Biological Sciences</p> <p>Achieved <u>Gold</u> April 2016</p>	<p>41% academic staff female.</p> <p>14% professors female.</p> <p>54% of staff appointed have been female, with increasing numbers of females applying.</p>	<p>Work shadowing programme launched.</p> <p><i><u>Promotions factsheet created.</u></i></p> <p>Careers workshops for female ECRs.</p> <p>PhD mentorship programme launched.</p>	<p>Include more information on AS in recruitment process for international candidates who are not aware of the scheme.</p> <p>Unconscious bias training for all staff.</p> <p>Emphasise that all staff have potential for progression not just 'research stars'.</p>

		<p>Higher promotion success rate for female staff (62% v. 31%) and more female staff applying than male.</p>	<p>New brochures for school promotion materials created, and mindful of attractiveness to female candidates.</p> <p>Revised welcome information on job advertisements.</p> <p>'Desirable' and questions in all job interviews on collegiality and team-working to encourage female candidates.</p> <p><i>Ensure breaks for maternity/paternity leave etc. are proactively taken into account in recruitment processes.</i></p> <p>Contacts on adverts are female, when possible.</p> <p>Advertising academic posts in pairs, to encourage possibility of 'couples' applying for roles.</p> <p>Confirm probation complete as early as possible to retain staff.</p> <p>Pro-actively encourage female staff for promotion.</p> <p>Improve uptake of mentoring.</p> <p>Increase roles which develop administrative experience opportunities.</p>	<p>Encourage female staff uptake of management and leadership training.</p>
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			<p>Female staff returning from maternity leave offered 6 months to focus on research.</p> <p>Encourage Post-Docs to transition to academia.</p>	
Sheffield Hallam	<p>Biosciences and Chemistry</p> <p>Achieved <u>Silver</u> November 2013</p>	<p>53% academic staff female.</p> <p>20% professors are female.</p> <p>Only one third of job applicants are female, but equal numbers of female and male staff are appointed.</p> <p>Slightly higher numbers of female staff promoted compared to males.</p>	<p>Maximised appeal to females in recruitment materials.</p> <p>Informal meetings offered to applicants before they apply.</p> <p>Staff emailed job adverts and encouraged to share.</p> <p>Electronic system now manages all recruitment processes to improve monitoring.</p> <p>Mixed gender panels and all have unconscious bias training.</p> <p>Introduced new mentoring scheme for female staff, including targeted mentoring.</p> <p>Changed progression route to be open for all rather than on a case by case basis.</p>	<p>Use of informal networks and collaborators to share posts.</p> <p>Use publically available information to target and approach women to apply for posts.</p> <p>More frequently monitor recruitment data.</p> <p>Increased promotion of mentoring scheme, and monitor its suitability.</p> <p>Annual career progression workshop with feedback from staff.</p> <p>Encourage uptake of external schemes e.g. Aurora.</p> <p>Investigate why some women are not taking up career development opportunities.</p> <p>Increase effectiveness of appraisals.</p>
University of York	<p>Department of Biology</p> <p>Achieved <u>Gold</u> November 2013</p>	<p>27% academic staff female.</p> <p>30% professors are female.</p>	<p>Appraisals contain a promotion 'readiness' section in checklist. HoD then uses this to approach staff directly.</p>	<p>All interview panel chairs have undertaken unconscious bias training.</p>

		<p>Only 30% of job applicants are female, but equal numbers of female and male staff are appointed.</p> <p>Females applying for promotion are comparable to the % of female in the department and success rate is within 2% of male success rate.</p>	<p>Recruitment information contains the AS logo and explains the importance of the scheme.</p> <p>Generic candidate briefs which have been proof read for gender friendly language.</p> <p><i>Female contact always listed on job specifications.</i></p> <p>Shortlisting takes into account the impact of career breaks.</p> <p>Bridging funding for post-docs.</p>	<p>All interview panel members have undertaken recruitment and diversity training.</p> <p><i>Good practice extended to other recruitment events e.g. PhD interviews.</i></p> <p>Annual session on promotional process.</p> <p>LinkedIn group establishes what ECR's do next after leaving.</p> <p>Improve rates of female staff returned to REF.</p> <p>New sabbatical system.</p> <p>Improve PDR system and usefulness to staff.</p>
University of York	<p>Department of Chemistry</p> <p>Achieved <u>Gold</u> September 2007</p>	<p>24% academic staff female.</p> <p>13% professors are female.</p> <p>Female appointments exceed the number of applicants, with F/M parity in numbers appointed.</p> <p>100% success rate for female applying for promotion, but very low % applying.</p>	<p>Revised advertising materials to attract more female candidates.</p> <p>Improved transparency around departmental roles and committees.</p> <p>Introduced named researcher/direct appointment monitoring procedure.</p> <p>Active observation for unconscious bias in interview panels.</p> <p>Equal pay audit.</p>	<p>Pro-active head hunting introduced, particularly for professorial posts.</p> <p>Explore dual appointments with other departments to appoint two people together.</p> <p>Create 'track' appointments e.g. appointed to reader with support to progress to professor.</p> <p><i>Inclusion of independent unconscious bias observer on panels.</i></p> <p>Review use of sites like LinkedIn for recruitment.</p> <p>Encourage uptake of leadership courses.</p>

			<p>Influenced university policy change for promotion criteria for part-time staff.</p> <p>Regular careers sessions.</p> <p>Promotional statistics fed back to departmental planning meetings for consideration.</p> <p>All roles now advertised internally, including committee membership.</p> <p>Sustained use of mentoring.</p>	<p>Explore industrial secondments for staff.</p> <p>Improve quality of mentoring provision.</p> <p>Meetings held with academic staff who have been at the same grade for 3 years to discuss progression.</p> <p>Focus groups on promotion.</p> <p>Careers sessions for PGR students and ECR's.</p> <p>Enhance secondment opportunities for all staff.</p>
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In summary, examining the applications of other university departments identified a number of actions **we are already taking or plan to take** before our next application. These include:

- Improved and monitored gender balance amongst staff throughout the recruitment process (including female contact point, shortlisting and interview panels).
- Analysis of job descriptions for gender neutral language, female-friendly terms e.g. highlighting team working and peer to peer support and references to flexible working, job-share opportunities etc.
- Job opportunities sent to the department with encouragement to share amongst networks.
- Training for all shortlisters, interview panel members and chairs, including in unconscious bias.
- Mentoring, coaching and leadership training programmes.

- Increased information on promotion for staff, including dedicated workshops and events.
- Training for all staff who conduct PDR's and appraisals.
- Head of Department oversight of all PDR's to identify potential candidates for promotion.
- PDR materials prompt topics of relevance to gender equality.
- Staff recruitment and progression to remain a feature in departmental survey, and focus group activities.

They also identified a number of steps which have not currently been taken in the department but which could be considered in future and these have been intergrated in the recommendations which feature later in the report.

The remainder of this report examines three key issues which were identified over the duration of the recruitment and progression working group, these include **recruitment materials, preparation for promotion** for internal staff, and **recruitment and promotion processes**, which applies to both internal and external candidates.

Recruitment Materials

The working group carried out a piece of work examining UWE Bristol adverts, including a number from the department, with those identified at two other (Gold) universities, Queens Belfast and the University of York. This brought the following issues to light:

- The UWE Bristol '[working here](#)' pages rely on people pro-actively locating other information, for instance flexible working policies etc. are not directly linked. Equality and diversity is not very obvious to find, and has very few links for people to click on and find out more. E.g. [gender equality](#) does not link through to Athena SWAN website unless you click on the logo, which may not be obvious. The UWE [staff stories](#) page, could also be linked to Athena SWAN case studies and vice versa.
- Job specifications from other insititutions used more collegiate language and had a sense of being more thoroughly prepared. E.g. Lots of use of team building language, 'we', 'work in our team' and job descriptions have flexibility in the way they are phrased e.g. 'you may have some expertise in XXX, XXX, or XXXX'. Hyperlinks and images seemed underused in our job specifications.
- More information on the department was provided in context amongst some materials, with a sense that you are joining a 'team'.

Lecturer in Forensic Science, - Ref:1742831

[Click here to go back to search results](#)

Department	Applied Sciences
Campus/location	Frenchay campus
Salary band	G - £32,548 - £38,833
Duration of post	Permanent
Post is open to:	External and internal candidates
Closing date	14 Sep 2018

Job overview

The Department of Applied Sciences (DAS) is seeking a Lecturer in Forensic Science to support our established and growing programmes and research profile. You will principally support teaching on Undergraduate and Postgraduate courses relating to Forensic Science. The appointment is on a full time, permanent basis.

The Department of Applied Sciences is a proud recipient of an Athena SWAN Bronze Award (<http://www1.uwe.ac.uk/hls/bbas/aboutus/supportinggoodpractice.aspx>) and our commitment to gender equality is reflected in a number of ongoing actions related to workload management, flexible working and career development.

The Department of Applied Sciences runs a number of BSc (Honours), MSci and MSc programmes in Forensic Science. We are seeking someone with experience of teaching, including laboratory practical classes and research in Forensic Science to support these programmes.

At lecturer level, you will participate in the design, development and assessment of modules and will be passionate about teaching and support of students. Other responsibilities will include supervision of undergraduate and postgraduate project students and a range of teaching and student support activities that may include specialist input to other programmes within the Department. You will also be required to undertake administrative duties associated with a highly active academic science department, as required by the Head / Associate Heads of Department.

Other benefits, in addition to salary:

- a generous holiday allowance of 35 days
- in addition you will receive up to 12.5 bank holiday/closure days per year;
- flexible working;
- excellent defined benefit pension schemes with a generous employer contribution;
- option to participate in the cycle to work scheme;
- family friendly policies;
- option to purchase childcare vouchers.

For an informal discussion please contact Dr Antony Hill on 0117 32

- Use of bulletpoints rather than numbers in some specifications meant there wasn't a sense of prioritisation.
- The Faculty of Health and Applied Sciences document, which is provided alongside job specifications, is well prepared and includes information on Athena SWAN. However, it opens with 'We are educators'. This could encourage staff (of both genders) who find teaching aspects of posts appealing, but it could deter some people for research posts, and/or with an interest in maintaining/continuing their research.
- When we used the [gender decoder](#) for language in job adverts there was very mixed results, suggesting not all staff are considering this when preparing job specifications.

Actions currently being taken:

- All managers receive Recruitment and Selection training, including a refresher every 3 years. This includes sections on unconscious bias and how to write effective job specifications.
- HR check all job specifications before they go live.
- Two department posts were advertised via WISE in 2017/2018 as pilots to identify if this improved female applicant numbers. In 2018 a Senior Lectureship in Forensic Science was advertised, 60% (n=9) of applicants were female and 100% (n=4) shortlisted were female. Although this application rate is higher than our previous data indicated (42% female applicants on average) none of the applicants identified the post via WISE (Indeed or jobs.ac.uk were most popular).

Recommendations for the department:

- 1) Department SAT to feedback to HR and/or equality and diversity unit about missed opportunities to share detailed information on the 'working here' pages.
- 2) A standard paragraph on working in the department, including reference to equality and diversity, could be developed and used as standard in the job context section of UWE adverts. This could also include department activities we are proud of, e.g. BoxED and working with our local communities and more hyperlinks for further information. A sentence could also encourage people to apply if they are near the essential and desirable criteria. If the contact person listed on a job specification is not the female, also include a female contact person for further information.
- 3) Department SAT to feedback to the faculty that the information may wish be orientated differently for teaching and research posts.

- 4) Department SAT to diversify the staff featured in the departments Athena SWAN case studies to reflect those with more variety of life experiences and competing demands.
- 5) The department could create some best practice templates for people to see how a standard UWE job spec could be adapted to be more attractive to candidates. This could remind staff of the need to be clear in job specifications about flexibility, job share options, whether there are set days of the week etc., as well as to use the [gender decoder](#) for language.
- 6) Include independent observers on interview panels to identify unconscious bias. This could be introduced for more senior appointments in the first instance and with clear guidance provided on the observers role.

Preparation for Promotion

The working group identified a number of potential issues with staff progression which had been raised within the application, or were ongoing problems which had been reported to the SAT or raised by wider UWE Bristol processes (e.g. The Staff Survey). These included:

- Awareness and transparency of promotion processes.
- Sense that some staff had to pro-actively seek out promotion, rather than annual rounds or being encouraged by line managers.
- Lack of an obvious progression route for staff who are more involved in teaching than research.
- Variation in how well line managers supported staff to prepare for and progress.
- Variation in how well PDR is being used as a process to support staff to prepare for an progress.
- Lack of shadowing/rotation of job roles to prepare for progression.
- The role of mentoring and training.

Actions currently being taken:

- The university is centrally revising various support information on promotion and progression as part of [People and Performance 2020](#), are reviewing academic pathways and also investigating the introduction of a teaching-led promotion route. The department is feeding into consultations on these changes.
- All department people managers receive compulsory PDR training, including a refresher every 3 years. The department holds a meeting on PDR's for all managers prior to and after they have been completed each year, to encourage shared practice and to prompt topics of relevance to gender equality, including promotion.
- The university has centrally revised the [PDR process](#), which now is more aligned to UWE roles and processes, and therefore should better align people to progression. All department people managers are undertaking new training.

- The department executive now has dedicated training workshops with HR staff on issues related to progression, such as managing performance and stress.
- A new [Employee Self-Service](#) online system allows department staff to more easily book training, and for improved record keeping around the training and support staff receive.
- The Department now shares opportunities for leadership training more widely. For example in 2017/18 the opportunity to undertake Aurora Leadership training was shared, with expressions of interest required, rather than a candidate being selected by the departmental leadership team.
- In 2018/19 the Department supported and funded a number of Teaching and Innovation projects to support individual staff members in developing their work to align with future promotional opportunities.
- Annual department away day presentations included signposting to mentoring and training opportunities, as well as further information on progression.

Recommendations for the department:

- 9) 'Myth-busting' campaigns and information sharing around promotion, which encourages staff to see it as an opportunity, even if unsuccessful initially.
- 10) Investigate extending coaching opportunities (e.g 360 review) to staff who are being considered/prepared for promotion.
- 11) Fixed-term staff pro-actively encouraged to clearly identify retention plans with line managers during PDR's.
- 12) Staff who might be approaching promotion opportunities pro-actively flagged in PDR report provided to the Head of Department or at post-PDR department meeting.
- 13) Further examine any particular progression barriers for professional, fixed term and/or part-time staff.

Recruitment and Promotion Processes

Promotion can be a challenging issue for staff and some aspects of UWE mechanisms may at times appear to create further tensions. For all applicants including external, it is important that our selection and recruitment systems work to minimise any potential biases. The working group identified a number of potential issues raised within the application, or reported to us. These included:

- Literature highlights the continuing issue of female candidates being judged in a different way to male applicants.
- Staff may witness unconscious bias but be unsure how to report it or challenge it within a recruitment process.
- Unclear how staff receive feedback, and/or are supported if unsuccessful in promotion, which could deter some from applying.
- Pressure to present to department colleagues could deter some internal from applying for promotion.
- Not being promoted seen to be a 'failure' rather than a development opportunity in and of itself.

Actions currently being taken:

- All presentation and interview panel members within the department receive Recruitment and Selection training, including a refresher every 3 years. This includes sections on unconscious bias and includes panel chairs.
- HR provide a list of trained staff who are available to support interview panels as external members.
- Marking and feedback sheets are provided at presentations in order to standardise how each presenter is assessed.
- UWE Bristol is introducing 'Report and Support' which will provide clearer mechanisms for staff and students to report on behaviours around protected characteristics both anonymously and by name.

Recommendations for the department:

- 14) Monitor actions of the University Athena SWAN steering group who are assessing the potential to remove names from some recruitment processes (e.g. professional staff in the first instance).
- 15) Investigate via HR if a note can be included in shortlisting information to ensure breaks for maternity/paternity leave etc. are proactively taken into account in recruitment processes if these are acknowledged by applicants.
- 16) Encourage department interview panels to decide on interview questions in advance.
- 17) Presentation chairs at interviews, including internal candidates, for promotion to provide an additional reminder on unconscious bias for audiences.
- 18) Continue to monitor issues with progression and promotion mechanisms in staff survey work and focus groups.

Appendix

Athena SWAN Recruitment and Progression Working Group Notes and Outcomes

Present: Debbie Lewis, Jackie Barnett, Antony Hill, Clare Wilkinson

28th November 2017

Purpose of the group: To focus on further understanding and actions associated to staff recruitment and progression, with a view to presenting a series of recommendations for department uptake by the summer of 2018.

- 1) We began the meeting by examining the department pipeline data, as well as the key issues and actions associated to staff recruitment and progression in the 2016 application.

- 2) We then discussed some possible additional issues which could be considered by the working group, these included:
 - Progression conversations at present often perceived to be provoked bottom up, by individual staff members identifying their potential for progression rather than managers identifying them as being ready, this could exacerbate gender variations.
 - There could be mixed practices amongst managers, with some wishing to keep teams as they are, and others being more supportive/encouraging of staff progression.
 - The transparency around how to progress can still be unclear for staff, both those looking to progress and their managers. This may mean some managers are hesitant to encourage conversation on progression beyond existing rounds/schemes (e.g. RF to SRF).
 - The PDR may remain underutilised as a prompt for progression conversation, depend on the manager who is conducting the PDR and how much information the person being reviewed has completed in their PDR report prior to the meeting. More guidance could be provided to encourage detailed completion. There is also the need to keep in mind PDR's should be part of an ongoing conversation (e.g. progression should not only be discussed annually). Could be more transparency around where PDR information goes, how common issues are identified etc.
 - Unclear if people are being proactively encouraged to apply for promotion when opportunities arise, and/or what feedback is provided for those that are unsuccessful.
 - Could consider ways to encourage people to apply for promotion when they are near but not yet meeting ALL criteria.
 - Presenting to colleagues can create extra pressures for people applying for internal promotion, possibility to extend presentation invites more broadly to allow for greater range of 'neutral' audience members.

- Would be useful to know more about where staff go after post-docs (leaver's information) and why they leave UWE.
- Could be more presentation of promotional applications as opportunities in themselves for development, regardless of whether successful, to increase experience as well as creating greater pools of applicants.
- Could be more opportunities for shadowing/rotations of job roles.
- Would be useful to know where people who apply for posts are based (e.g. are fewer women applying due to relocation factors), possibly explore with HR.
- Should the UWE job advertisements prioritise information on the role, rather than working at UWE?
- More training and development is now being made compulsory for managers but unclear how issues with poor managerial performance are picked up.
- Important to avoid 'blanket' approach, focussing on confidence issues or simply encouraging more people to apply may ignore the nuances of the issues.

3) We agreed a series of possible activities that the group could conduct, including:

- A mini literature review.
- Examining the current information that is provided in UWE job advertisements.
- Examine what 'Gold' departments include in their job advertisements, how similar are they, how do they differ. Consider visiting/speaking to local Gold departments about their practices.
- Highlight mentoring and wider scheme opportunities (e.g. Aurora) via a SciBytes article, also to include 'case studies' on people who have been previously mentored.
- Find out more about what other departments/universities have been doing on similar issues (e.g. find good practice examples).
- Consider holding a lunch/conversation with staff, this could critique our current job adverts/recruitment approaches, find out more about progression concerns and include technical/professional colleagues as well as post-docs.
- Consider a short session in a future department away day, flagging existing progression resources (e.g. those hosted by HR) as well as anecdotal insights from the department (e.g. few people put themselves forwards for promotion).

Next meeting: Doodle poll to be sent for January date.

Focus/actions for the next meeting:

All to bring 4-5 different articles/literature on female recruitment and progression flagging their key points.

CW to bring an example of a UWE job advertisement and gold department job advertisements for comparison.

Athena SWAN Recruitment and Progression Working Group Notes and Outcomes

Present: Debbie Lewis, Jackie Barnett, Clare Wilkinson, Evanthia Triantafyllidou

Apologies: Antony Hill

23rd January 2018

This meeting focussed on literature which we had gathered on gender issues, staffing and recruitment. We discussed a number of papers and articles in the conversation which are linked at the end of this document.

Key themes identified in the literature

- Increased emphasis on academic environments to offer more flexible working, and job shares.
- Family roles and workplace prejudices can influence women reaching senior roles in academia. Many of those identified in high level or senior roles have no children or one child.
- Women are conditioned from the earliest stages of their lives to certain types of gendered behaviour which can make them feel isolated in some environments, creating a working culture they may then decide to leave.
- Curriculums can be gendered, topics (e.g. for seminars) masculinised, and passive aggressive behaviours witnessed.
- Some behaviours are also expressed by students, e.g. condescending/questioning female staff, this can also be impacted by cultural elements (e.g. students from some international countries). Female staff more likely to be asked for 'favours' or to have assessment grades questioned.
- Unreasonably long working hours are difficult for all to balance (though can be advantageous for some e.g. offering flexibility), as can the expectation to be flexible in regards to location. Abilities to travel/move locations to collaborate may affect some academic careers.
- Job adverts can be written in such a way that makes them very, very specific to certain candidates and therefore unwelcoming to others.
- When women and men are directly compared, women are often valued less highly than men, despite having identical qualifications. Literature suggests this can be the case on job adverts, through to evaluation of grant applications and article abstracts.
- Literature suggests men cite themselves and their work more frequently compared to women which may increase their academic profiles. There can be gender patterns in how authorship is recognised and perceived.
- Job security is concerning amongst some post-doc/research roles, with fixed term posts appearing unattractive. Staff may not be keen to apply for a fixed term post to gain more experience if they are already on a permanent contract.
- Need for employers to use positive images and cues in recruitment information to attract a diversity of candidates.
- Difficulties in power balances amongst interview panels, feeling you can speak up and that all have an equal voice in the decision making when they involve people at different stages of career.

- The importance of unconscious bias.

Potential actions

- 1) In next staff survey work potential to include more questions around external responsibilities, to gauge how staff are considering these in support of progression. Probing questions on bullying/attitudes by students by gender may also be of interest.
- 2) Diversify the staff featured in the departments Athena SWAN case studies to reflect those with more variety of life experiences and competing demands.
- 3) Increase awareness of job share/flexible working policy, and encourage implementation in practice.
- 4) Piloting removal of names in professional staff recruitment, could use of surname only with academic staff reduce potential gendered judgements regarding first names?
- 5) Consider how internal candidates are supported through recruitment processes.
- 6) Work towards more direct action on unconscious bias, rather than more training.
- 7) Build in pop up/prompts to the UWE owned recruitment pages on equality and diversity reminders.
- 8) Encourage interview panel chairs to support ALL members of the panel. Could HR have a list of external panel members for selection, working in the same way as Viva chairs?
- 9) Consider how the pool of expertise amongst post docs and research contract staff, could be better utilised, AL's, sabbaticals, support for development > Investigate what other universities are doing to support fixed-term, contracted staff.
- 10) Insert sentences in job adverts encouraging people to apply if they are near the essential and desirable criteria, and how staff will be developed to secure contract extensions and full-time posts (needs to be carefully phrased).

Evanthia shared the gender decoder for language in job adverts: <http://gender-decoder.katmatfield.com/>

Next meeting: Doodle poll to be sent for February date.

Focus/actions for the next meeting:

To discuss examples of a UWE job advertisement and gold department job advertisements for comparison. Hard copies of these have been circulated by CW.

Selected Sources:

<https://www.timeshighereducation.com/news/students-more-likely-go-female-lecturers-favours>

<https://www.theguardian.com/higher-education-network/2017/sep/08/im-tired-of-men-belittling-female-academics-take-our-research-seriously>

<http://blogs.lse.ac.uk/impactofsocialsciences/2016/03/08/gender-bias-in-academe-an-annotated-bibliography/>

Athena SWAN Recruitment and Progression Working Group Notes and Outcomes

Present: Debbie Lewis, Jackie Barnett, Clare Wilkinson, Antony Hill

Apologies: Evanthia Triantafyllidou

28th February 2018

This meeting focussed on examining UWE job adverts against a selection of jobs adverts from Queens University Belfast and the University of York (both gold departments).

Key themes

- UWE website relies on people finding information rather than embedding and hyperlinking in documents they will be looking at.
- UWE working here pages do not make equality and diversity very obvious to find, and has very few links for people to click on and find out more. E.g. gender equality does not link through to Athena SWAN website unless you click on the logo, which may not be obvious:
<http://www1.uwe.ac.uk/about/workinghere/whychooseuwe.aspx>
- Working here pages do not link to policies e.g. on flexible working:
<http://www1.uwe.ac.uk/about/workinghere/whychooseuwe/benefitsofworkinghere.aspx>
- UWE staff stories could also link to Athena SWAN case studies:
<http://www1.uwe.ac.uk/about/workinghere/staffstories.aspx>
- Faculty of Health and Applied Sciences document was well prepared and mentions Athena SWAN.

Queens University

- Gave more of a feel of the culture and environment compared to UWE job adverts which seemed prescriptive/mechanical. Perception of more of a culture of engagement with equality, not seen as a tick box.
- Lots of use of team building language, 'we', 'work in our team' and job descriptions have flexibility in the way they are phrased e.g. 'you may have some expertise in XXX, XXX, or XXXX'
- Contribution to the community was also mentioned a lot. Sense of it being a welcoming, pleasant place to work.

University of York

- Lots of information on Athena SWAN as well as other departmental initiatives embedded in context.

- Well prepared, professional, lots of use of images. Lots of hyperlinking.
- Job at a glance provided a good snapshot about the job role, including flexibility and specifics on hours.
- Use of bullet points rather than numbers with job specifications suggests they are not prioritised.

UWE Bristol

- Faculty wide information starts as 'we are educators' which may not be ideal for research posts. Lacking use of hyperlinks. Lacking use of images, e.g. new facilities, labs, greenhouse.
- Job descriptions lack much department or research centre context. May read like adapted generic templates and 'rushed' (perhaps due to people being pressed for time when preparing them).
- Language use sometimes quite negative (e.g. need to have ability to balance workload) could suggest a lack of good workload/that staff will be overworked.
- Little information on salary structures at UWE, this could easily be hyperlinked.

Potential actions

- 1) Feedback to UWE HR and/or equality and diversity unit about missed opportunities to share detailed information on the 'working here' pages.
- 2) A standard paragraph on working in the department, including reference to equality and diversity, could be developed and used as standard in the job context section of UWE adverts. This could also include department activities we are proud of, e.g. BoxED and working with our local communities.
- 3) Why don't we hyperlink more in our information?
- 4) Need to be really clear in job information about flexibility, job share options, whether there are set days of the week etc.
- 5) Can we use bullet points rather than numbers in job specifications?
- 6) Can the faculty information be orientated differently for teaching and research posts?
- 7) Could create some best practice templates for people to see how a standard UWE job spec could be adapted to be more attractive to candidates? This could also include some ideas on best practice in language use.

- 8) When looking for specific areas of expertise, offer more than one, so that it does not overly restrict candidates.
- 9) New teaching/learning AP roles could be a pilot for an adapted template.
- 10) Workshop on writing job specifications, does UWE offer one? Can we support something or share a resource?

Next meeting: Doodle poll to be sent for April date.

Focus/actions for the next meeting:

To discuss actions gold and silver departments are working to in regards to recruitment and progression of staff.