



## Athena SWAN Bronze department award application

**Name of university:** University of Portsmouth (UoP)

**Department:** Department of Sport and Exercise Science (DSES)

**Date of application:** 27<sup>th</sup> November 2015

**Date of university Bronze SWAN award:** September 2014

**Contact for application:** Dr Clare Eglin

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**Telephone:** 023 9284 5299

**Departmental website address:** <http://www.port.ac.uk/departments-of-sport-and-exercise-science/>

Athena SWAN **Bronze Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

### Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

### Table of Abbreviations

AP	Action Point
BASES	British Association of Sport and Exercise Sciences
BPS	British Psychological Society
DLT	Director of Learning and Teaching
DMSC	Departmental Management and Strategic Committee
DSES	Department of Sport and Exercise Science
FT	Fixed-term
FTE	Full Time Equivalent
HCPC	Health and Care Professionals Council
HEA	Higher Education Association
HEIDI	Higher Education Information Database for Institutions
HoD	Head of Department
IS	Information Services
L	Lecturer
PDR	Performance and Development Review
PGR	Postgraduate research
PL	Principal Lecturer
PRES	Postgraduate Research Experience Survey
P	Permanent
RA	Research Assistant
REF	Research Excellence Framework
RF	Research Fellow
SAT	Self-Assessment Team
SFEC	Science Faculty Ethics Committee
SL	Senior Lecturer
SRA	Senior Research Assistant
UoP	University of Portsmouth

#### **1. Letter of endorsement from the head of department: 499/500 words**

*An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.*

*The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.*

Please see overleaf

**Dr Richard Thelwell, PhD CPsychol FBASES SFHEA**

Head of Department

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Dept. of Sport and Exercise Science  
Spinnaker Building  
Cambridge Road  
Portsmouth

PO1 2ER

1<sup>st</sup> October, 2015

Dear Ms Dickinson,

I am delighted to endorse, and provide my unequivocal support, to the application for an Athena SWAN Bronze Award for the Department of Sport and Exercise Science (DSES) at the University of Portsmouth (UoP). This application endorses my personal experiences having progressed from Lecturer through to Head of Department (with three young children and a wife who is a part-time professional worker) where I, like my colleagues, have benefitted from the University's commitment to ensuring equal career opportunities for all. With this in mind, the DSES remains fully committed to providing a supportive and inclusive working environment for staff and students, and fully endorses the Athena SWAN principles.

The Self-Assessment Team (SAT) includes representatives, men and women, from a range of roles across the Department who have experience of different working practices and personal-professional balance issues. As evidenced by our recent departmental cultural survey (July, 2015) the SAT is committed to an equal opportunities programme that recognises and seeks to overcome any gender inequalities, including recruitment, staff training and development, annual career reviews, and equality in representation on committees. In fact, headline positive outcomes from the survey were that the department is an excellent place to work for both men and women, and that there is no perception within the department of a gender gap. A positive focus on gender equality for staff and students is reflected in many of our departmental activities, including, for example, our departmental Away Days. Despite the many positive outcomes to the survey, a number of salient issues relating to timetabling, the scheduling of departmental events/meetings, and the perspective that some groups of staff can benefit more from flexible work arrangements compared to others were raised, that need action and monitoring for improvement.

There are also a number of other areas that warrant exploration via our action plan. First, we are aware that whilst women are successful in applying to our undergraduate courses, the number enrolled is low compared to men (although consistent for the subject area within the UK). We are attempting to address the current position via a number of specific activities that include outreach activities (Girls Go Gold, school/college liaison workshops). Second, we are mindful that the

number of female staff at Grade 10 (or above) and on decision-making committees is low compared to male staff. Whilst this is something that is monitored by the Performance and Development Review process, as HoD, I will now focus on understanding, and addressing, some of the specific underpinnings to the situation. Third, in terms of career development for female students, we need to better utilise our excellent female alumni to enthuse current students to the wide-ranging professions into which they can graduate.

The application has a strong evidence-base that supports the University strategy and mission. It has the full endorsement of all members of staff, and, as HoD, I fully support the application and can confirm that the key principles of the Athena SWAN programme are central to the future development of the department.

Yours sincerely

A handwritten signature in black ink, appearing to read 'R Thelwell', with a long horizontal flourish extending to the right.

Richard Thelwell, Ph.D. CPsychol AFBPsS HCPC FBASES SFHEA

Head of Department

## 2. The self-assessment process: 999/1000 words

*Describe the self-assessment process. This should include:*

- a) **A description of the self assessment team (SAT) members' roles (both within the department and as part of the team) and their experiences of work-life balance.**

The SAT is currently comprised of three men and four women who represent the range of different career stages, levels of seniority, job roles and varying challenges to work life balance present within DSES. Each member of the SAT has contributed to collecting data, writing our Departmental application and developing our Action Plan.

**CE** (F) part-time (permanent) Principal Lecturer. CE joined DSES in 1998 as a Research Fellow on a short-term contract, and in 2001, successfully applied for a full-time permanent Senior Lecturer post. In 2004, she returned from maternity leave to a part-time (0.5 FTE) contract to enable a healthy balance between family and career. CE is the co-ordinator of DSES Athena SWAN SAT, a member of the Science Faculty Ethics Committee (SFEC) and is research active. She has two school aged children and comes from a dual career family.

**CG** (F) PhD Student. CG joined the Department in 2013 to undertake a full time PhD. She is the SAT representative for the postgraduate researchers and a member of SFEC. Her fiancé and family live in Africa.

**AK** (F) Acting Department Manager. AK joined the University in 2005 and DSES in 2006 as a Senior Course Administrator. Her current role as Acting Department Manager is covering a period of secondment. She comes from a dual career family.

**HM** (F) Lecturer. Heather has moved through the career structure within DSES progressing from PhD student, to Post Doctoral researcher, and then to Lecturer in 2013. HM is research active and comes from a dual career family.

**KM** (M) Principal Lecturer. KM graduated from the department and, after working in further education, rejoined the department as a Lecturer in January 2007 and has now progressed to Principal Lecturer. He is undertaking a part-time PhD and is the Undergraduate Programme Coordinator for Sports Development and Management. He has two school aged children and one pre-school child and comes from a dual career family.

**RT** (M) Head of Department (HoD) and main sponsor for the departmental Athena SWAN application. Having joined the department in 2000 as a lecturer, he progressed to Senior Lecturer in 2002, Principal Lecturer in 2005, and HoD in 2009. RT is currently a mentor on the Leadership Foundation in Higher Education Aurora 2015 programme. He has three school aged children and comes from a dual career family.

**CW (M)** Senior Lecturer. CW is the course leader for MSc Sport and Exercise Psychology and Head of Level 6 for Undergraduate Degree pathways. He is research active and engaged in applied consultancy. He has one pre-school child and plays rugby at national league level.

**b) An account of the self assessment process.** *details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.*

As a result of the University gaining an Athena SWAN bronze award, the Self-assessment team (SAT) for DSES was formed in May 2014. Following an initial meeting of the entire SAT in June 2014, the necessary staff and student data were collated. This information was then supplemented by data from University-wide staff and postgraduate research (PGR) student surveys and a departmental cultural survey in June/July 2015 (section 6aiv). These data were then used to develop our application and inform our action plan.

SAT meetings were held at least every 2 months, with minutes being available for information and comment on a shared drive. Since academic staff share an open plan office, this has facilitated numerous *ad-hoc* discussions regarding our Athena SWAN application with various members of staff within and out-with the SAT, which have been supplemented by many email discussions. PGR students have also been consulted during this process, with the postgraduate SAT member facilitating discussions. The SAT co-ordinator has attended Faculty-wide Athena SWAN meetings to share ideas and best practise with other departments. The application and action plan were iteratively assessed and refined by the SAT in consultation with other members of DSES staff, and the final version was approved by the Science Faculty and University's SAT prior to submission. Throughout this process, the SAT co-ordinator has been mentored by a member of the University SAT who has given guidance on the application process as well as ensuring our Athena SWAN actions and policies are consistent with those of the University.

A DSES Athena SWAN Moodle site (for all DSES staff and PGRs) was developed to provide a repository for resource material on Athena SWAN related issues, to release bimonthly bulletins and enable on-line forum discussions. All DSES staff have been given updates on Athena SWAN at All Staff meetings and many have attended annual University Athena SWAN conferences in 2014 and 2015.

**c) Plans for the future of the self assessment team** *such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan*

In the interests of stability, four core SAT members will continue so long as they remain in post within DSES. Others will have a non-renewable three-year term, the intention being to balance team continuity with cross-departmental involvement. Initially, this will be staggered such that two new members of staff will join each year ensuring that there is always balance of gender and roles within the SAT membership. We plan to include an undergraduate student on the SAT (**AP 1.7**) and will be refining the roles within SAT and proportioning the responsibilities relating to our action plan (**AP 5.2**). The SAT will continue to meet every 2 months, this will be timetabled well in

advance to maximise attendance (**AP 5.1**). These meetings will be used to monitor and discuss the action plan and initiate any subsequent actions in light of the investigations that have been undertaken. The progress of the action plan, and any data or conclusions resulting from it, will be reported to the Departmental Management and Strategic Committee (DMSC), the Faculty Athena SWAN coordinator and all DSES staff through email correspondence, the DSES Athena SWAN Moodle website and during All Staff meetings.

Although our action plan to support our application for a Bronze Award focusses on the next three years, many of the actions are longer term thus enabling us to work towards an Athena SWAN Silver award in due course by continuing our commitment to gender equality.

### **3. A picture of the department: 1970/2000 words**

- a) **Provide a pen-picture of the department** to set the context for the application, outlining in particular any significant and relevant features.

DSES is housed within the purpose-built Spinnaker Building which includes academic and researcher offices, small group teaching rooms, fully equipped physiology, biomechanics and psychology laboratories which are used for both teaching and research. DSES also has an environmental suite containing three climatic chambers with temperature (-20 to 50°C) and humidity (5-95%) control and which can simulate altitude up to 8000m. The climatic chambers also house a swimming flume and immersion facility.

In the academic year 2014-15, there were 26 members of academic and research staff in DSES, 9 of which were women (35%; national average 37%). We have a total of 452 students (24% female; national average 31%) registered over our five undergraduate degree courses, the majority of whom are studying BSc Sport and Exercise Science. On our five taught post-graduate degree courses we have 53 students registered, 21% of which are women (national average 29%). There are a total of 21 post-graduate research students, 13 of whom are women (62%; national average 37%).

We were rated 9<sup>th</sup> out of 76 Universities for Sport Science by the Complete University Guide (2015) and the Times University Guide (2016) and 10<sup>th</sup> by the Guardian University Guide (2015). In 2015, overall satisfaction with our degree pathways (according to the National Student Survey) was 100%, which is well above the sector mean of 86%.

DSES is very research active having three main research strands: Breast Health; Extreme Environmental Medicine and Science; and Human Performance and Health Research. The Breast Health Group (6 women and 1 man), headed by Professor Joanna Scurr, is internationally renowned for research on the biomechanics of the breast and aims to increase scientific knowledge of breast health and raise awareness of this important aspect of women's health. The group are responsible for over half of the world-wide scientific publications in this area and regularly present work nationally and internationally.

The Extreme Environmental Medicine and Science Group (6 women and 7 men), headed by Professor Mike Tipton, adopts an interdisciplinary research approach to understand, evaluate, and enhance human comfort, performance, and survival in extreme environments. This research group undertakes high quality, high impact, internationally recognised research into humans in extreme environments and hosted the International Conference on Environmental Ergonomics in June 2015.

The Human Performance and Health Research Group (6 women and 13 men), headed by Dr Jo Corbett, is also interdisciplinary, conducting internationally recognised research into understanding, evaluating, and enhancing human performance, for sport, exercise, work and health. Research areas include the development of occupational fitness standards; the physiology and psychology of elite performance; clinical exercise science and physical activity promotion.

In 2014, DSES made an independent submission to the Research Excellence Framework (REF) for the first time. Eight members of staff (4 women) were submitted, including three early career researchers (2 women). Over 90% of our research was judged to be internationally recognised, internationally excellent or world-leading in terms of its originality, significance and rigour. 100% of the impact from our research (in terms of its reach and significance) was deemed to be outstanding or very considerable. On the University directory of experts, DSES has three women and six men.

*b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

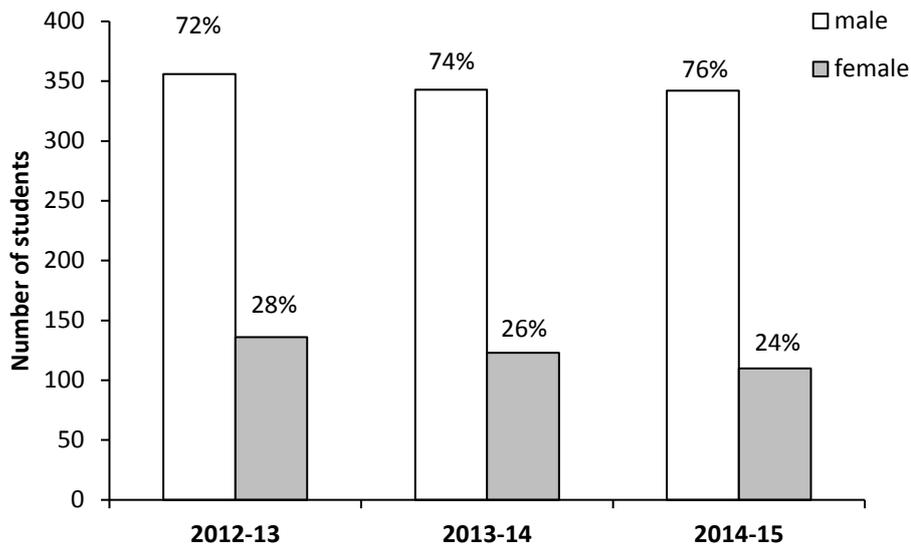
#### **Student data**

*(i) Numbers of males and females on access or foundation courses – comment on the data and describe any initiatives taken to attract women to the courses.*

We do not currently provide access or foundation courses.

*(ii) Undergraduate male and female numbers – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.*

We have only had one part-time undergraduate student over the past 3 years (1 male in 2012-13) and, therefore, the data given below in Figure 1 is based on the total number of full time students enrolled on all of our BSc (Hons) degree pathways – Sport and Exercise Science, Exercise and Fitness Management, Sports Development, Sport Science and Management (top up degree) and Sport Management with Business Communication (international students only).



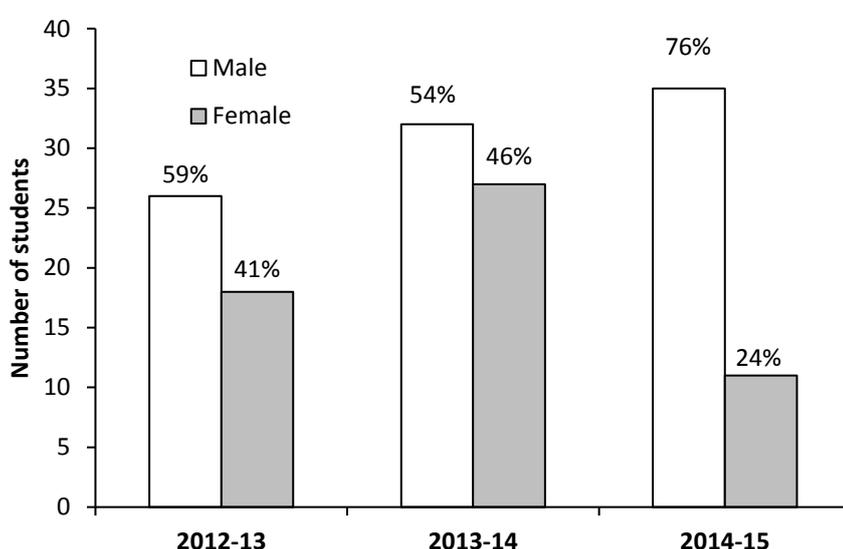
**Figure 1.** Number of male and female students (and percentages) enrolled on to DSES undergraduate courses over the last 3 years.

Over the last 3 years, the proportion and number of female students has declined slightly from 28% (n=136) to 24% (n=110; see section 3bv) which is lower than the 31.1% benchmark (taken from HEIDI database, 2103-14). To investigate the cause of the low number of female students on our undergraduate courses, we will conduct semi-structured questionnaires to determine the factors that influence women’s choice of degree course and university (**AP 1.1**). We will also examine the gender balance of the pool of students that we are recruiting from (relevant A level and BTech courses from local colleges and schools) to see if this explains the lower proportion of female students enrolling on degrees in DSES and whether anything can be done to address this (**AP 1.2**). This information will also be used in new course development such that the gender balance of potential applicants will be considered and, if deemed necessary, the curriculum and advertising of the new course will be re-examined to see if gender imbalance can be pre-empted (**AP 1.3**). In addition, we will investigate the feasibility of running short courses in Sport Science and Sports Development for local female college students. The aim of these courses will be to increase students’ awareness and interest in Sport Science and Development and, ultimately, encourage them to apply for a place on one of our degree pathways (**AP 1.4**).

In a new out-reach initiative, a female academic member of staff is delivering sessions to promote sport science for girls at a local school for 11-16 year olds where she is recruiting participants for her research studies. Members of staff also attend events such as “Girls Go Gold”, which is an annual elite sports conference for schoolgirls in years 10-13 to encourage them to consider undertaking a career in sport science. Other campaigns such as “This girl can” will be explored to determine whether DSES involvement in these initiatives could increase recruitment of women on to our undergraduate courses (**AP 1.5**).

(iii) **Postgraduate male and female numbers completing taught courses – full and part-time –** comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

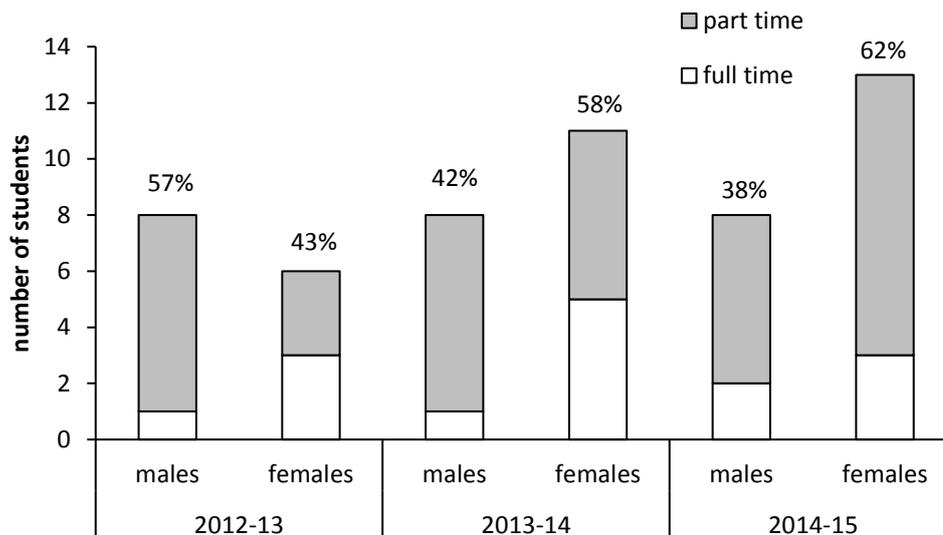
The masters courses offered at DSES are: MSc Clinical and Exercise Science, MSc Sports and Exercise Psychology, MSc Sports Management, MSc Sports Performance and MRes Science. Over the last 3 years, the number of students on taught post-graduate courses has fluctuated between 45 and 69. The percentage and number of female students has varied considerably from 46% (n=27) in 2013-14 to only 24% (n=11) in 2014-15 (Figure 2) with the national average being 29.1% (taken from HEIDI database, 2103-14). It is unclear why there were so few female taught post-graduate students in 2014, however, this year (2015-16), the proportion of women enrolled has increased back up to 32%; this situation will be closely monitored (AP 2.1).



**Figure 2.** Number of male and female students (and percentages) completing a DSES postgraduate taught course over the last 3 years.

(iv) **Postgraduate male and female numbers on research degrees– full and part-time –** comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

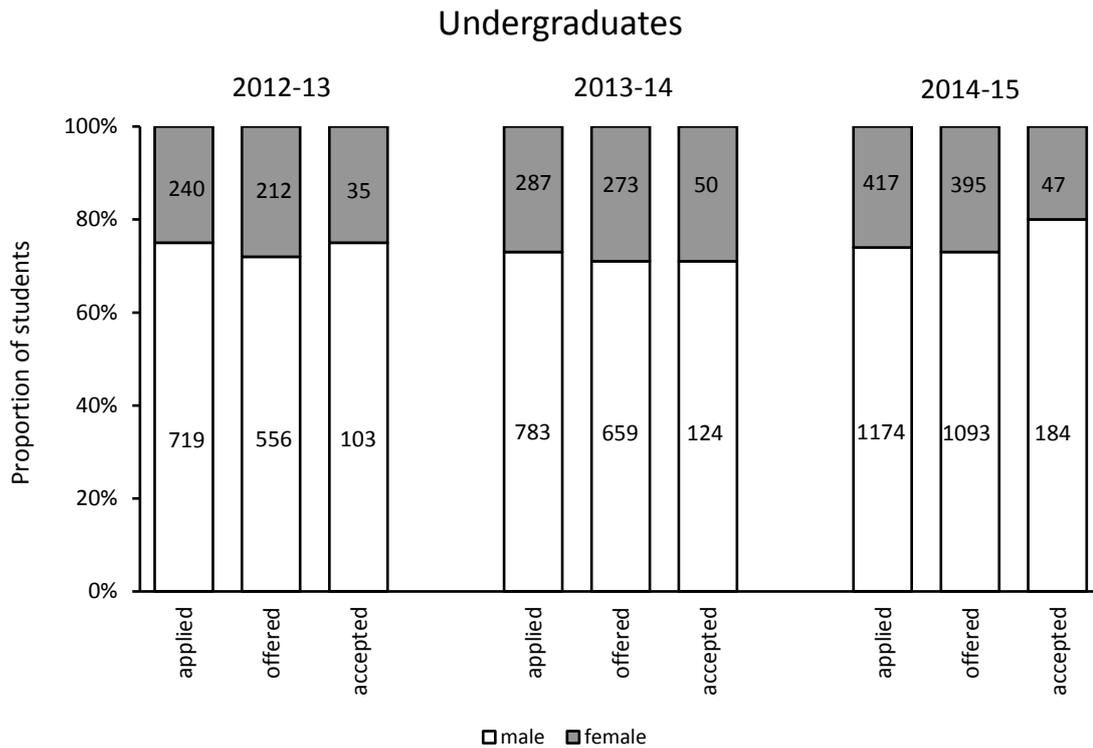
Both the number and proportion of female postgraduate research (PGR) students has increased over the last 3 years (Figure 3) and is considerably higher than the national average of 37.4% (taken from HEIDI database, 2103-14). The higher percentage of female PGR students in the last 2 years (58%, n=11 in 2013-14 and 62%, n=13 in 2014-15) is partly due to the Breast Health research strand which attracts female researchers.



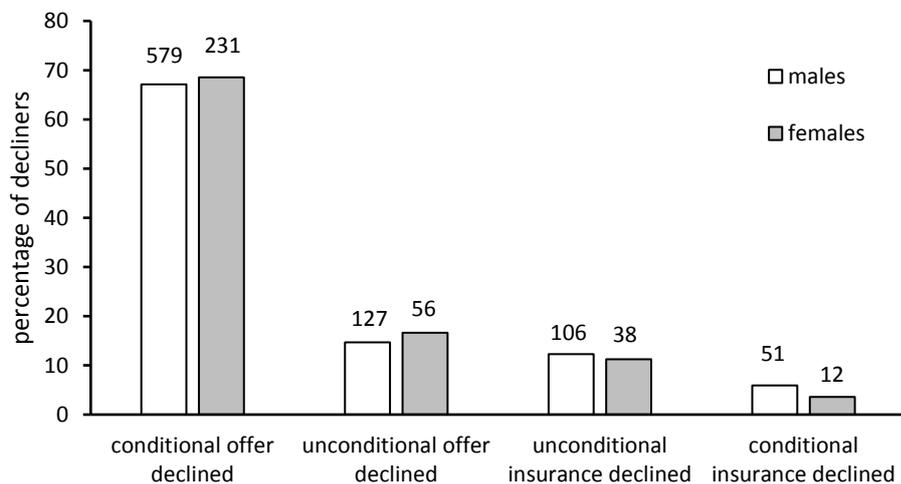
**Figure 3.** Number of male and female students (and percentages) enrolled on to DSES postgraduate research degrees (full and part time registration) over the last 3 years

- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees**– *comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.*

Over the last 3 years the proportion of female students applying for undergraduate courses in DSES has remained fairly constant at 26%, however, there has been a large increase in the actual number of female applicants (Figure 4). Women have generally been more successful at being offered an undergraduate place than men, however, a slightly lower proportion have accepted the offer (Table 1). Of those applicants who declined a place in 2014-15, the proportions who were given conditional or unconditional offers, or put DSES as their insurance place, were similar between genders (Figure 5). To follow up on this, we will undertake a decliner’s survey to understand what has discouraged women from accepting an offer from DSES (**AP 1.6**). Since the percentage of original applicants who accepted an offer has been similar for men and women (Figure 4 and Table 1), the much higher ratio of men on the undergraduate courses described in section 3bii and Figure 1 is due to fewer women applying to the course in the first place and will be addressed in our action plan (**APs 1.1 to 1.4**) and facilitated by including a female undergraduate student on the SAT (**AP 1.7**).



**Figure 4.** The proportion of male and female student applications, offers and acceptances onto undergraduate degree pathways offered by DSES over the last 3 years. The numbers of students are given on the bars.

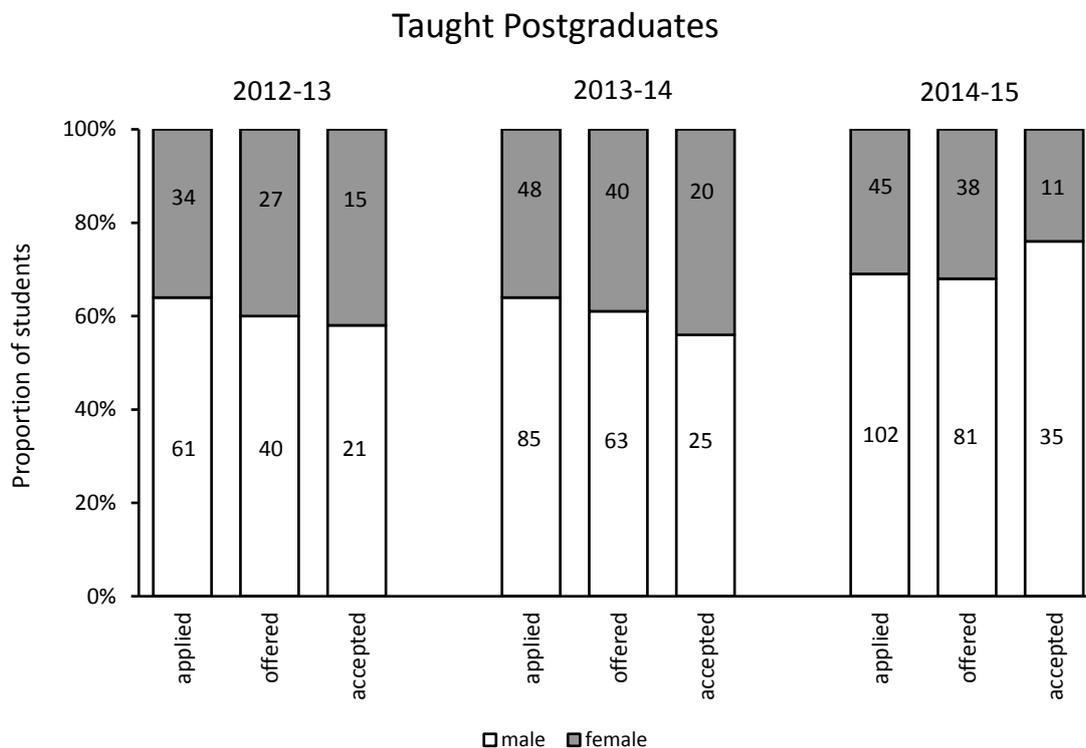


**Figure 5.** The proportion of male and female applicants who declined a conditional or unconditional undergraduate offer (decliners) from DSES in 2014-15. The number of decliners is given above each bar (total = 1200).

**Table 1.** Percentage of male and female applicants for undergraduate courses at DSES who were given an offer and accepted the offer over the last 3 years (% accepted offer is the percentage of those applicants who were given an offer that accepted; % converted applications is the percentage of the original applicants who accepted an offer).

	2012-13		2013-14		2014-15	
<b>Undergraduates</b>	male	female	male	female	male	female
% offered place	77	88	84	95	93	95
% accepted offer	19	17	19	18	17	12
% converted applications	14	15	16	17	16	11

There was an increase in the number of student applications for taught postgraduate courses from 2012-13 to 2013-14, with the percentage of female applicants being 36% (Figure 6). The number and proportion (31%) of female applicants decreased in 2014-15 (Figure 6). We believe this is an anomaly as recruitment of women has increased this year (see section 3biii) however this will be monitored closely (**AP 2.1**) and a decliners survey will be conducted (**AP 1.6**). Over the last 3 years, women have generally been more successful at being offered a taught postgraduate place than men (82% vs 73%, Table 2).

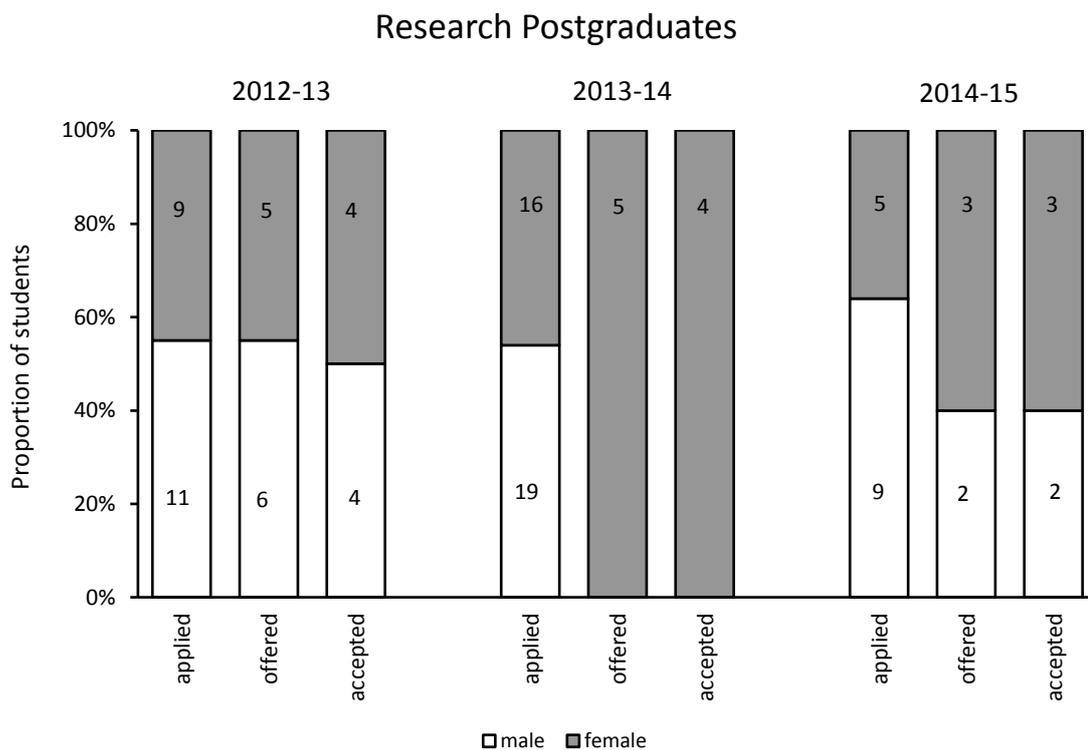


**Figure 6.** The proportion of male and female student applications, offers and acceptances onto taught post-graduate degree pathways offered by DSES over the last 3 years. The numbers of students are given on the bars.

**Table 2.** Percentage of male and female applicants for taught post-graduate courses at DSES who were given an offer and accepted the offer over the last 3 years (% accepted offer is the percentage of those applicants who were given an offer that accepted; % converted applications is the percentage of the original applicants who accepted an offer).

	2012-13		2013-14		2014-15	
Taught post-graduates	male	female	male	female	male	female
% offered place	66	79	74	83	79	84
% accepted offer	53	56	40	50	43	29
% converted applications	34	44	29	42	34	24

The number of students applying for PGR degrees has varied considerably over the last 3 years (Figure 7 and Table 3). Although the proportion of women applying for the research degrees decreased in 2014-15, they have been more successful at being given an offer and accepting a place than their male counterparts (Table 3). This was most notable in 2013-14 when, although more men than women (19 vs 16) applied for a postgraduate research degree position, five women and no men were offered a place (Figure 7).



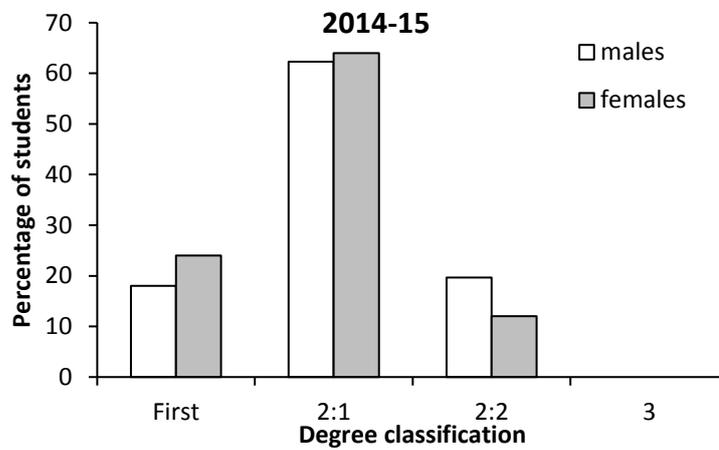
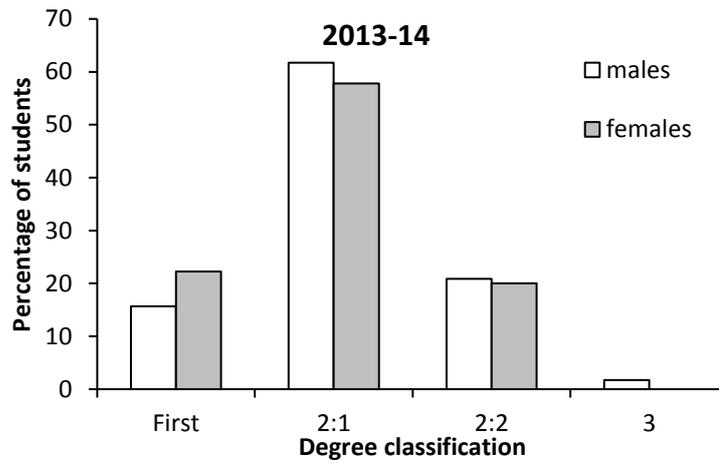
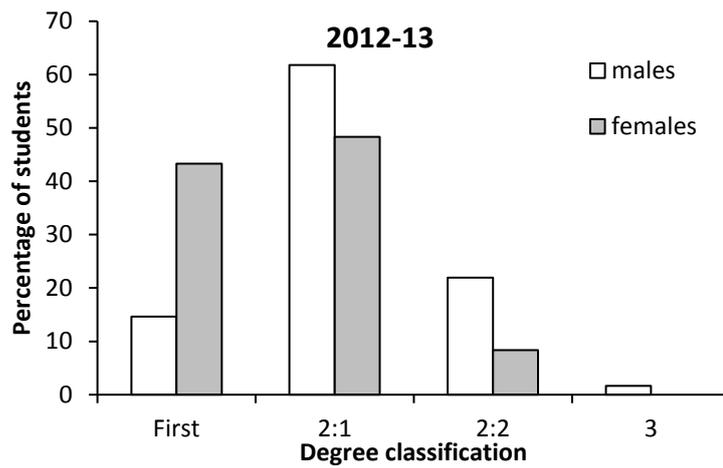
**Figure 7.** The proportion of male and female applications, offers and acceptances onto post-graduate research degree pathways offered by DSES over the last 3 years. The numbers of students are given on the bars.

**Table 3.** Percentage of male and female applicants for research post-graduate courses at DSES who were given an offer and accepted the offer over the last 3 years (% accepted offer is the percentage of those applicants who were given an offer that accepted; % converted applications is the percentage of the original applicants who accepted an offer).

	2012-13		2013-14		2014-15	
<b>Research post-graduates</b>	male	female	male	female	male	female
% offered place	55	56	0	31	22	60
% accepted offer	67	80	na	80	100	100
% converted applications	36	44	na	25	22	60

(vi) **Degree classification by gender**– *comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.*

A higher percentage of women graduated with a first class honours degree compared with men (average 30% vs 16%) over the last 3 years; this was most notable in 2012-13 (Figure 8). It is not clear why there was such a gender gap in 2012-13. The female students did extremely well in this year group with 16/43, 9/16 and 1/1 getting firsts in Sport and Exercise Science, Sports Development and Sports Business Management, respectively, compared to 14/95, 4/24 and 0/3 with the male students. We will monitor the degree classification by gender over the coming years to see if male undergraduate performance is an issue that needs to be addressed (**AP 1.8**), although the national data indicate that a higher proportion of women are awarded first class degrees (females: 19.4%; males: 11.0%; taken from HEIDI database, 2013-14).

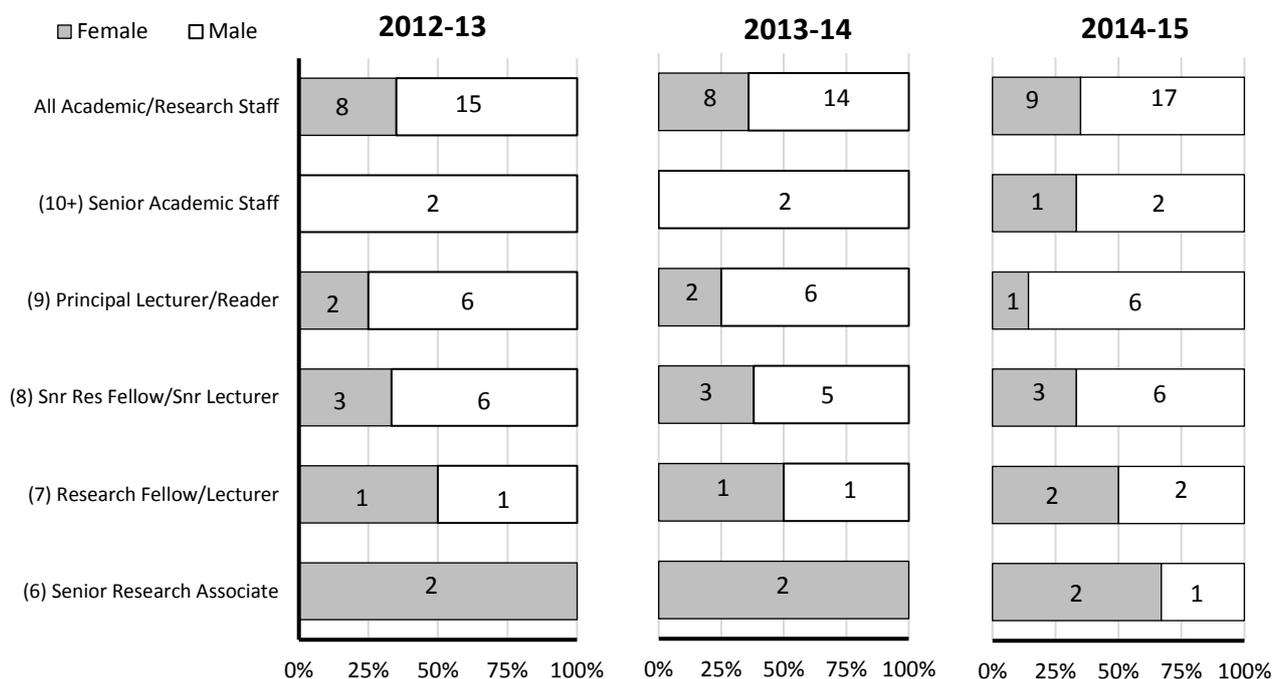


**Figure 8.** Degree classification by gender for the last 3 years. Data are presented as percentages 2012-13: 123 male, 60 female students; 2013-14: 115 male, 45 female students and 2014-15: 61 male and 25 female students.

## Staff data

(vii) **Female:male ratio of academic staff and research staff– researcher, lecturer, senior lecturer, reader, professor (or equivalent).** comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

Over the last three years, there have been between 22 and 26 academic and research members of staff in DSES (Figure 9). The percentage of women has been fairly stable over the last 3 years, averaging 35%, and is similar to the national average of 37% for Sport Science Departments (taken from HEIDI database, 2103-14). Figure 9 indicates that there is a relatively higher proportion of female staff in lower grade positions (grades 6 and 7) and a lower proportion in higher grade positions (grades 9 and above). The appointment of a female Professor in June 2014 reduced the gender imbalance at grade 10 and above, however, it has not changed the relatively lower proportion of female staff in senior academic positions (9 and above - Principal Lecturer, Reader and Professor), which has been 25% (2 female, 8 male) over the last 3 years. Staff will be made aware of the promotion criteria and be encouraged to attend appropriate workshops (**APs 4.2 to 4.6**). The reasons that female staff have not gone for promotion to Principal Lecturer and Reader over the last three years will be explored (**AP 3.2**, see section 5ai) and the proportions of men and women at the different academic grades will be closely monitored (**AP 3.1**).



**Figure 9.** Percentage of male and female academic and research staff (and numbers) in DSES over the last 3 years.

- (viii) **Turnover by grade and gender**– *comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.*

The turn-over rate at DSES has been very low over the last 3 years. In 2012-13, three members of staff left (2 men and 1 woman) and thus the turn-over rate for men and women was the same (13%). Each member of staff left to further their career, as well as for personal reasons (e.g. to move to where their partner/family was located). In 2013-14, one female member of staff left to continue their career at another institution. In 2014-15, one female member of staff left their short term contract position to work in a different sector (MoD). No male members of staff left DSES in the last two years. In the future, we will investigate the reasons for leaving DSES more formally by conducting and recording exit interviews with staff (**AP 3.3**).

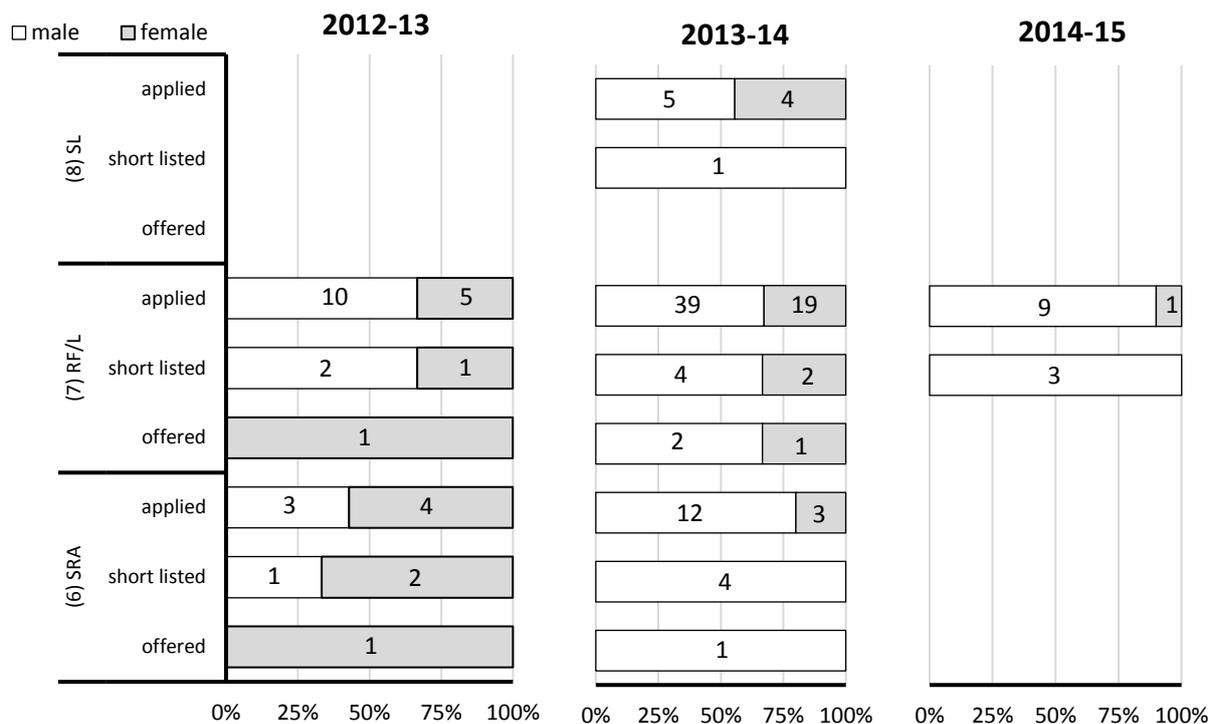
#### **4. Supporting and advancing women's careers: 4969/5000 words**

##### **Key career transition points**

- a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*
- (i) **Job application and success rates by gender and grade**– *comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.*

As mentioned in section 3bviii, the turnover rate in DSES is low and, as a result, the number of job vacancies has also been low. Thus, comparison of the success rate between genders is somewhat limited. Given that nationally, 63% of academic staff and PGR students within Sport Science Departments are male, and 67 out of the 80 British Association of Sport and Exercise Sciences (BASES) fellows are male, one would expect considerably more men than women to apply for a lecturing position in DSES.

The job application and success rates by gender shown in Figure 10 indicate that there is no gender bias during the selection process. The selection process looks at the applicants' knowledge and experience and matches it to that detailed in the job description. With such small numbers of vacancies, and the number of interviews being limited to 4 to 6 candidates, large differences in the percentage short-listed between men and women can be seen when, in reality, this relates to a difference of only one person. The gender balance of applicants, those who are short-listed and subsequently offered a position within DSES will be closely monitored (**AP 3.1**) and we will review all job advertisements and person specifications to ensure that they are attractive to both men and women using TEXTIO software (**AP 3.4**).



**Figure 10.** Job application and success rates by gender for positions within DSES over the last 3 years. The bars represent the proportion of male and female staff and the numbers refer to the actual number of individuals. (6) SRA – grade 6 Senior Research Associate; (7) RF/L – grade 7 Research Fellow/Lecturer; (8) SL – grade 8 Senior Lecturer.

- (ii) **Applications for promotion and success rates by gender and grade**– *comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.*

Potential candidates for promotion are identified through the Performance Development Review (PDR; section 5ai) process, based on the roles the individuals are undertaking and their contribution to DSES. All staff are sent an email advertising any vacancies within DSES and the promotion rounds for Reader and Professor.

Over the last three years, four men and three women have been promoted via an open and competitive process. The women were promoted to a range of positions (Research Fellow, Senior Lecturer and Professor), whereas one man was promoted to Senior Lecturer and the other 3 men were all promoted to Principal Lecturer. For one of the Principal Lectureships, there were no female staff in the subject area; however, for the other two Principal Lectureships, both male and female staff were encouraged to consider the role but only male staff applied. The reason for women not applying for the Principal Lectureship post will be investigated (**AP 3.2**).

Therefore, for the promotions that have occurred, the more senior positions have tended to go to men. The results from our recent departmental culture survey (Figure 12; section 6biv) indicate that whilst both men and women consider all of an individuals' skills and experience are valued for promotion, men appeared to understand the process and criteria for promotion more than women. We have addressed this by creating an Athena SWAN Moodle website (**AP 5.4**), which contains information on promotion procedures and continuing professional development courses, and will be actively encouraging women to attend the "Becoming a Reader / Professor" workshops (**AP 4.2**) and to apply for the Aurora programme (see Section 4bii; **AP 4.3**).

The recent promotion of JS to Professor is a good example of progression within DSES. JS successfully applied for a lectureship in DSES in 2002 and was promoted to Senior Lecturer in 2003 and Principal Lecturer in 2006 due to her role as head of the Biomechanics Division and membership of DMSC. In 2010, to reflect her increased research profile, she successfully gained a Readership in Biomechanics. In 2014, JS was promoted to Professor in Biomechanics due to her increased research output/international reputation, hosting BASES student conference and continued involvement in DMSC. To assist her promotion, she received mentoring support from others in Professorial and Headship roles which will also enable her to offer similar support to others in the future. JS has been short-listed (3/200 nominees) for the Women in Science and Engineering Lifetime Achievement Award which celebrates women who have made a significant contribution in their field and inspire other women.

- b) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*
- (i) **Recruitment of staff**– *comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies*

The recruitment process starts with advertisement of the job in various places depending on the discipline and position of the vacancy. Academic positions are advertised on the UoP web page as well as the BASES website and jobs.ac.uk; PhD positions are also advertised on FindaPhD.com. The institutional vacancies page states our ongoing commitment to equality and diversity in recruitment: "The University is an equal opportunities employer. We welcome applications regardless of age, disability, gender, gender identity, race, religion/belief and sexual orientation. The University is also a member of the Stonewall Diversity Champions programme and DisabledGo." It also includes links to the University's Equality and Diversity Policy and Athena SWAN web pages.

Shortlisting for interviews is overseen by the HoD who ensures that procedures and selection criteria comply with equal opportunities policies. All staff undertaking any staff recruitment activities must undergo training in unconscious bias and diversity in the workplace. We ensure that there is appropriate academic female representation on all appointment committees and,

over the last 2 years, the proportion of women on the interview panel has averaged 50%. This commitment to gender equality on appointment committees will be formalised as a departmental policy (**AP 3.5**). The final recruitment of the individual is based on their suitability for the job and meeting the criteria set out in the job description and personal specification.

- (ii) **Support for staff at key career transition points**– *having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.*

The results from the departmental cultural survey indicated that both men and women felt encouraged to undertake career development opportunities, however, not all staff were aware of the process and criteria for promotion (Figure 12). Since there is a lower proportion of women at Principal Lecturer level (Figure 9), we will be closely monitoring the gender balance at the different academic grades (**AP 3.1**) and investigating the reasons for women not applying for promotion to senior positions (**AP 3.2**). In addition, the DSES Athena SWAN Moodle website will include the procedures and criteria for promotion especially to Principal Lecturer, Reader and Professor (**AP 5.4**).

The UoP is a member of the Concordat scheme to Support the Career Development of Researchers and received an HR Excellence in Research award in 2013. As part of this scheme, the University offers a Researcher Development Programme, containing a diverse range of workshops to support all researchers at key points in their careers. Such workshops include “Advancing in Academia” and “Broadening Horizons” are aimed at obtaining lectureships or other careers after a fixed term contract. In 2014, the “Becoming a Reader” and “Becoming a Professor” workshops were launched which clearly define the roles and expectations of a Reader and Professor within the University as well as the procedures and processes involved in applying for promotion. Female staff will be encouraged to attend these workshops in the hope that they will be inspired to apply for promotion (**AP 4.2**). In August 2015, Work Shadowing was launched which provides an opportunity for all staff to network and shadow other areas of the University within similar or complementary roles. It offers a ‘fact finding’ opportunity and provides both personal and professional development.

To support women in becoming future leaders in higher education, they are given the opportunity to apply for the Leadership Foundation Aurora Programme which has had two cohorts (10 candidates in each year). However, despite encouragement from the HoD, no woman from DSES has applied to join the programme yet, as they have not considered it appropriate for their current career position and progression. The Aurora programme will be available (and funded by the University) and promoted to female staff each year through the Athena SWAN Moodle website and email reminders. Our aim will be for at least one member of female staff to have applied to the Aurora Programme in the next year (**AP 4.3**). All of the courses mentioned above are supported at the departmental level by the PDR.

All senior staff (grade 9, Principal Lecturer and above) in DSES have had the option of attending the 3-day Leader and Manager as Coach course and this was taken up by four members of staff (two female) between 2012 and 2015. Two men were unable to attend owing to prior teaching or research commitments on one or more of the days scheduled for the course. We will address this in our action plan (**AP 4.1**).

## 5. Career development

- a) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*
- (i) **Promotion and career development** – *comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?*

All DSES staff (100% over the last 3 years) have an annual PDR with their line manager (HoD for all academic staff) prior to the promotions round to ensure staff are receiving the correct support. If necessary, due to a substantial change in either teaching, research or administrative duties, a pre-PDR workload meeting is also undertaken. The results from the departmental cultural survey indicated that both men and women felt that all their skills and experience were valued during their PDR and generally agreed that their PDR was helpful (Figure 12). On completion of staff PDRs, the HoD collates and analyses all outcomes, including career development needs.

In 2014, the University clarified its guidelines for promotion to Reader and Professor and held central workshops explaining both the process and expectations of the roles. The new criteria explicitly include academic leadership and citizenship, enterprise and innovation and teaching and education as well as research, offering more promotion routes for staff. All routes are promoted and discussed in PDRs as well as internal (sections 4bii and 5a) and external staff development programmes.

- (ii) **Induction and training**– *describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?*

The induction arrangements for new staff include compulsory and voluntary workshops on matters relating to University life, teaching and learning strategies, research, and knowledge services (depending on the job description of the new member of staff). New academic staff (and depending on job description, research staff) are required, where appropriate, to complete the relevant training to ensure that they have achieved Descriptor 2 of the UK Professional Standards Framework by the end of their probationary period. Achievement of Descriptor 2 enables the member of staff to gain 'Fellowship' status of the Higher Education Authority. New staff undergo a local induction with the HoD which is driven by the standard induction procedure and provides the

necessary support to enable them to discharge their duties effectively. This includes an unofficial PDR which then feeds into their probationary review for the first year. The HoD also meets with the new staff at least once a fortnight to “catch up”.

In addition to the staff induction and monitoring check as required by Human Resources for the first year of an appointment, new academic staff mentoring is overseen by the HoD. This ensures the new member of staff is allocated an experienced academic mentor who is responsible for ensuring that they are supported and guided effectively to allow them to settle in to their new place of work. The mentor may be a man or woman, and is chosen on the basis of their relevant experience. In future we will inform new members of staff that they can request a mentor of the same gender (**AP 4.7**).

The University’s HR department run a wide range of workshops to promote staff development and aid good and effective management, including online training on Equality and Diversity. Information Services run a wide range of IT training courses and the Graduate School provides workshops on research student mentoring and ethics for both new and current staff. Over the last three years, attendance at University training days has been 3.8 days/year for women and 3.6 days/year for men, indicating there is no gender bias regarding training/development. However we will continue to monitor attendance at these staff development events to ensure they are engaging for men and women (**AP 4.5**). These workshops and other annual events, such as the Teaching and Learning conference, the UoP Research conference and the annual Athena SWAN conference, enable networking with other colleagues across the University.

It is now University policy that all staff who request a mentor should be provided with one and in August 2015 HR purchased a mentoring matching software which is currently being piloted. This software will be used to assist the mentoring of successful Aurora candidates and potentially the unsuccessful Aurora applicants, as the University is seeking to provide these women with in-house support following their application. Within DSES, junior or less experienced members of staff are supported in new roles or activities by working with more experienced members of staff. Examples of this include: joint undergraduate teaching and assessment; involvement in annual reviews of PGR students; supervision of PGR students; and involvement in ongoing research projects.

(iii) **Support for female students**– *describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.*

Undergraduate students are randomly allocated a personal tutor at the start of their studies and usually remain with them for the duration of their course. This enables a relationship to be built up within the tutorial group and between the students and tutor. There is a structured pastoral tutorial system which aims to prepare the students for developing their career and includes sessions on employability, CV writing as well as mock interviews. This is enhanced and supported by an electronic personal development plan. If the students wish, they may request to change

their tutorial group and therefore tutor. For taught postgraduate students, their personal tutor is initially the Course Leader followed by their project supervisor, as this enables greater contact time with the tutor.

Post-graduate research (PGR) students have two or three academics on their supervisory team. The supervisors are chosen based on their subject-specific knowledge as well as their supervisory experience and, currently, there is a higher proportion of female staff supervising PGR students (88% vs 60%). In addition, the departmental research degree coordinator is female and can act as mentor if required. If students are unhappy with their supervisory team, they are able to request a change in supervisor but this has not occurred within the last 3 years. The PGRs share an office which encourages a sense of community and mutual support and they arrange monthly presentations to the department. Informal mentoring is also provided by the post doctoral researchers. PGR students are also invited to be members of committees, with one student being on the Athena SWAN DSES SAT, Faculty Ethics Committee and Faculty Research Degrees Committee. Currently, all the PGR representatives are women as there are no men at an appropriate stage of their studies (either just starting or writing up).

As well as guidance from the supervisory team, the Graduate School provides a range of workshops on various generic research and teaching related topics to aid career transition to both teaching and research posts. Table 4 indicates that whilst female PGRs from DSES are engaging in the Graduate School programme, men need to be encouraged to attend (**AP 2.6**). It is compulsory for all PGR students to show they have engaged in training/development activities and it is recommended that students attend ten of these sessions per year. As well as being educational, these workshops provide an ideal opportunity to network with students across the University and share their experiences. Students are encouraged to log their development on SkillsForge, which is a web-based support service to document meetings, action points and training needs.

**Table 4.** The percentage of male and female postgraduate research students from DSES and the Science Faculty that attended at least one Graduate School development programme event per year over the last 3 years.

	DSES		Science Faculty	
	Males	Females	Males	Females
2012-13	70	78	45	47
2013-14	25	100	35	57
2014-15	13	73	37	48
<b>Mean over last 3 years</b>	<b>36 %</b>	<b>84 %</b>	<b>39 %</b>	<b>51 %</b>

As most of the research conducted within DSES involves human participants, the data collection can be very labour intensive and therefore students and staff are encouraged to be involved in studies other than their own. For undergraduate and new PGR students, this provides valuable laboratory experience which prepares them for their own research studies and for the more experienced PGRs an opportunity to manage a research team. An example of this was a female

PGR student coordinating male and female academics and undergraduate students to enable data collection for her PhD study during open water swimming competitions. Both staff and students benefit from learning new laboratory techniques and collaborating with other researchers.

## 6. Organisation and culture

- a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*
- (i) **Male and female representation on committees** – *provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.*

Potential members for committees are identified and discussed within the PDR process based on their current role within DSES and their future career progression and development. Table 5 indicates that there is a smaller representation of women on committees at all levels compared to men (22% v 78%) and is lower than the proportion of female staff within DSES (35%). The proportion of women on Faculty committees (30%), the DMSC (20-25%) or who are course leaders (29%) is similar to the proportion of women at Senior and Principal Lectureship level (29%; Figure 9). Although there have been no female members of DSES staff on University committees over the last 3 years, the departmental cultural survey indicated that there is no gender bias within DSES (Figure 12). Staff are also encouraged and supported to undertake roles outside the University and currently a similar proportion of men (35%) and women (38%) are members of external committees or journal editors.

**Table 5.** Numbers of male and female academic staff on departmental, faculty and university committees over the last 3 years.

Committee/role	2012-13		2013-14		2014-15	
	males	females	males	females	males	females
University committees	4	0	2	0	2	0
Science Faculty committees	7	3	7	3	7	3
Department Management & Strategic	3	1	3	1	4	1
Course Leaders & Programme Co-ordinators	5	1	5	2	5	2
Research Group Co-ordinator	2	1	2	1	2	1
Science Faculty Ethics	2	1	2	1	3	1
Health, Safety & Environment	3	0	3	0	2	0
Recruitment & Induction	3	0	3	0	3	0
Placements & Employability	2	1	2	1	2	1
Assessment Approval	3	1	4	1	5	0
Extenuating Circumstances	2	1	2	1	1	1
Tutorial Working Party	4	1	4	1	4	1
<b>Overall percentage</b>	<b>78%</b>	<b>22%</b>	<b>76%</b>	<b>24%</b>	<b>78%</b>	<b>22%</b>

The PDRs suggest that some members of staff who are keen to increase or maintain their research output do so by reducing their administrative load and therefore committee membership. Since representation on committees is included in the DSES workload model, it could be that relatively more female members of staff are being given more time to undertake other activities, such as research. This is supported by the submissions to the 2014 REF, where of the 8 members of staff who were submitted from DSES, 4 were female (50% of all female staff vs 33% of all male staff) and a higher proportion of women are PGR supervisors (section 5aiii). Informal discussions with female staff (5 academic and 1 researcher) regarding their thoughts on the importance of committee membership for career progression revealed mixed opinions:

- preferred more time for research at the expense of committee membership as this was more beneficial to their career progression (n=3)
- regarded committee membership necessary for promotion and would like to be involved in more committees (n=2)
- unsure how committee membership fitted in with their role as a researcher (n=1).

Further staff consultation is therefore required to address the gender imbalance on committees (AP 4.9 and 4.10) and implement a more transparent allocation of committee membership (AP 4.11).

(ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts**– *comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.*

Over the last three years, the proportion of staff on fixed-term compared to permanent contracts has been slightly higher for men compared to women (28% v 24%; Table 6). There is also a difference between the grades, the women on fixed-term contracts are at level 6 (Senior Research Associate), whereas most of the men are at level 9 (Principal Lecturer), with only one man being on a Senior Research Associate fixed term contract in 2014-15 (Table 6).

**Table 6.** The number and proportion of male and female staff on permanent and fixed-term contracts/positions in DSES over the last 3 years. Only the grades with fixed-term contracts are shown, all other grades are permanent contracts only. There have been no permanent Senior Research Associate positions over the last 3 years.

	Senior Research Associate		Principal Lecturer			
	Fixed-term		Fixed-term		Permanent	
	male	female	male	female	male	female
<b>2012-13</b>	0	2 (100%)	4 (50%)	0	2 (25%)	2 (25%)
<b>2013-14</b>	0	2 (100%)	4 (50%)	0	2 (25%)	2 (25%)
<b>2014-15</b>	1 (33%)	2 (67%)	4 (57%)	0	2 (29%)	1 (14%)

- b) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*
- (i) **Representation on decision-making committees**– *comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?*

Potential members for committees are currently identified through PDRs (section 6ai), however, we intend to implement a more transparent process in the future (**AP 4.11**). Table 5 indicates that female representation on decision-making committees within and outside the Department is relatively low, at approximately 22% compared to the proportion of female staff (35%) and even those at Senior Lecturer and above (29%). As discussed earlier (section 6ai), this could be because female staff are relatively more research active than the male staff; this will be investigated as part of our action plan (**APs 4.9 and 4.10**).

- (ii) **Workload model** – *describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.*

To cater for management of time and development opportunities, transparency and fairness, the DSES workload model was redeveloped in 2010. DSES operates a 1600 hour model as a guide for workload allocation, half of these hours are allocated to scholarly activity / academic citizenship, with the relevant activities and duties (e.g., external examining, external committee membership, completion of professional body activities and qualifications) being discussed at the PDR. The remaining 800 hours are allocated across teaching, assessment, research, knowledge services and administrative tasks. The departmental cultural survey confirmed that work is allocated on a fair and equal basis irrespective of gender (Figure 12). One of our actions (**AP 4.12**) will be to include pastoral and outreach activities in the workload model as, currently, they are considered generic staff duties (see section 6bv).

The University will be implementing a new transparent and equitable institutional workload model in September 2016 using Strenton for WorkLoad Plan software, which takes account of Athena SWAN requirements and will replace any existing departmental workload models. Rather than wait for this to be implemented, we want to be proactive and ensure the DSES workload model is as good as it can be as soon as possible (**AP 4.12**).

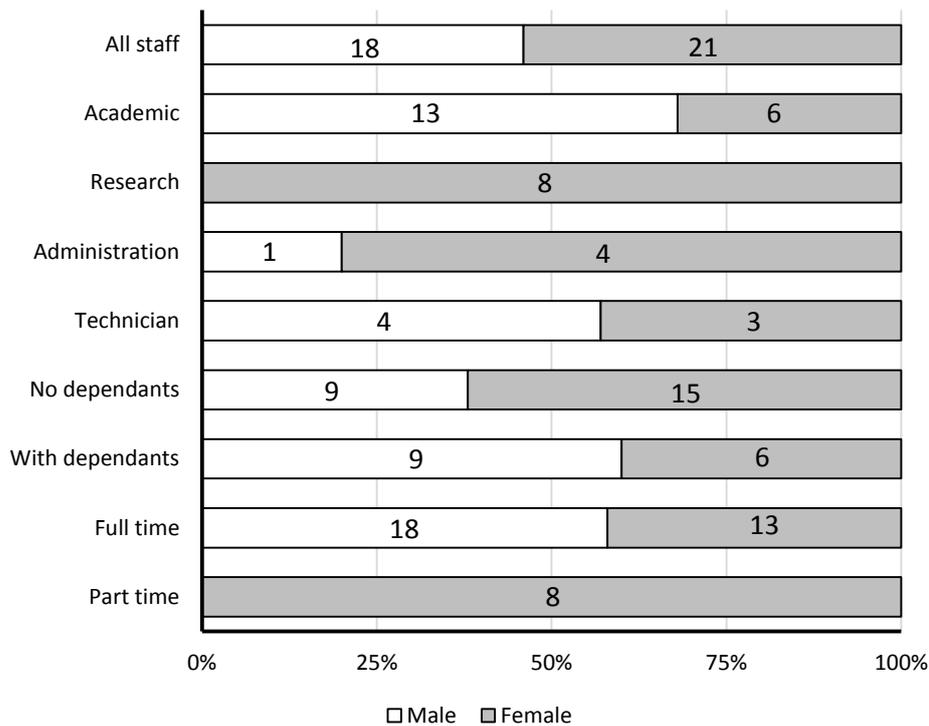
- (iii) **Timing of departmental meetings and social gatherings**– *provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.*

All committee and staff meetings in DSES for the year are provided on a schedule of events at least one month prior to the start of the academic year. Departmental meetings are usually conducted on Wednesday afternoons (between 14:00 and 16:00) to avoid clashes with teaching responsibilities. Part-time staff are not required to attend every meeting and discussions with them revealed that they do not feel disadvantaged as they have access to the meeting agenda, minutes and action points and felt happy to have other staff put their viewpoint across for them. One issue that was raised through the departmental cultural survey was that scheduling of some departmental events was difficult for members of staff with dependants. Following this, the schedule of events for 2015-16 was examined and the undergraduate project poster day was moved from the school half term week. Social gatherings, such as the Christmas meal and Graduation meal, are held at lunchtime to enable those with childcare responsibilities to attend. DSES also holds an annual staff “Away Day” to discuss the future of the department. These have been held locally and within normal University working hours enabling everyone to attend.

- (iv) **Culture**–*demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.*

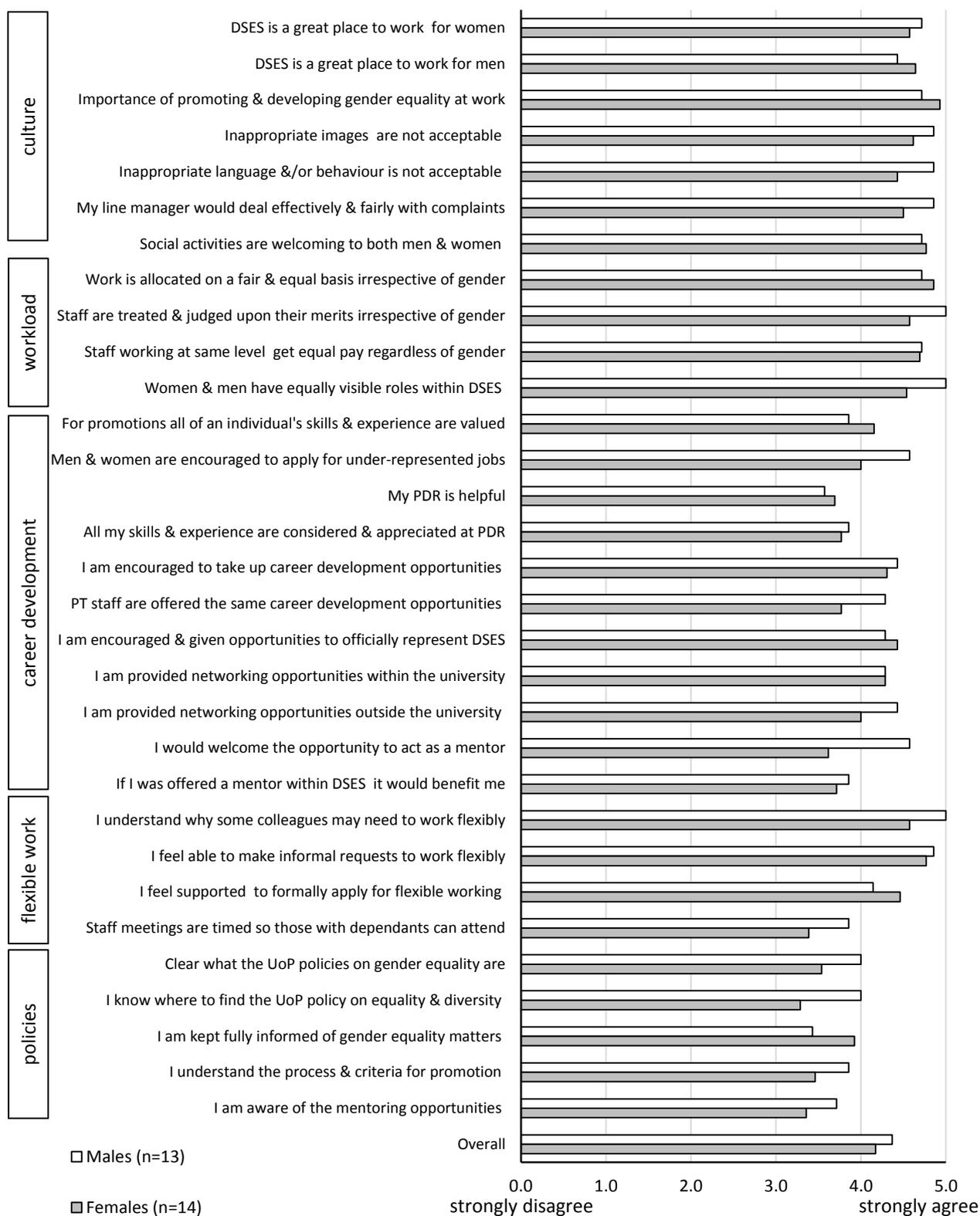
DSES perceives itself to be an open and inclusive department and continually operates and adheres to the University’s dignity and respect code of conduct. This was evidenced by the results of the departmental cultural survey conducted in June/July 2015. The survey, based on the WISE culture survey, was conducted on Google forms and was sent out electronically to all academics, support staff and researchers within DSES. We achieved a very good response rate with 39 out of a possible 55 staff responding (71%). The demographics of the responders are shown in Figure 11.

The responses from Academic staff and Researchers (including PGR students) to the survey are shown in Figure 12. The results supported earlier surveys showing that both male and female staff perceive DSES to be a good place to work where they feel valued and supported in their careers. Statistical analysis of the survey results revealed that there was no effect of gender on the responses from academic and research staff except for “I would welcome the opportunity to act as a mentor” where women gave a lower score ( $Z=2.191$ ;  $P=0.034$ ). The reason for this gender imbalance is probably due to female PGRs (no male researchers returned the survey) not feeling in a position to be able to mentor someone else. Indeed, reanalysis of the responses to this question from academics only (female  $n=6$ , male  $n=13$ ) revealed no difference between gender ( $P=0.536$ ). It was also clear that not all staff knew where to find the University policies relating to Athena SWAN. To make this easier, links to these documents have been placed on a DSES Athena SWAN Moodle website (**AP 5.4**). The results of the survey were disseminated to all staff via email, during an All Staff meeting and are on the DSES Athena SWAN Moodle web site.



**Figure 11.** Demographics of the responders to the departmental cultural survey June/July 2015

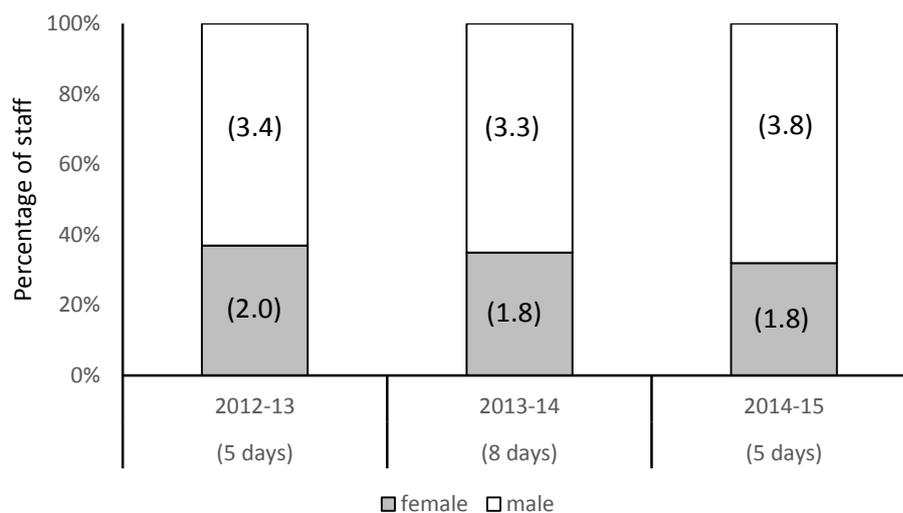
At DSES, we have been active in promoting an inclusive culture by raising the Athena SWAN agenda within BASES, the professional organisation for sports science in the UK. In April 2014, DSES hosted the annual student BASES conference in Portsmouth and demonstrated our commitment to gender equality by ensuring that there was an even balance of male and female key-note speakers. In June 2015, DSES hosted the International Conference on Environmental Ergonomics and also ensured there were equal numbers of male and female invited presenters, as well as gaining sponsorship for 42 student presenters, 55% of whom were female. In future, it will be DSES policy that, where possible, there is a gender balance for invited speakers at events hosted by DSES (AP 5.5). Our culture of equality and fairness will be further promoted and advertised by developing and maintaining a departmental Moodle page (AP 5.4) and Athena SWAN webpage (AP 5.6). This will publicise both internally and externally the Athena SWAN activities being undertaken by DSES. Students will be encouraged to engage with this process through the postgraduate and undergraduate representatives on the SAT (AP 1.7) and the DSES newsletter “Pulse”.



**Figure 12.** Mean responses of academics and researchers to the departmental cultural survey conducted in June/July 2015. Note: the questions have been shortened for clarity, the researchers include PGR students.

- (v) **Outreach activities**– *comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.*

Outreach activities are department-wide activities and therefore all staff are involved. The Open and Preview days are usually conducted on a rota basis and involve men and women (Figure 13). Over the last 3 years the ratio of male to female staff involved in running the Open/Preview days were consistent with the relative numbers of academic and research staff in DSES (35%; Figure 9).



**Figure 13.** Percentage of male and female members of staff running the Open and Preview days for DSES over the last three years, the average number of staff running the days are given in brackets.

Outreach activities, such as open days, taster days and schools liaison, are aimed at potential undergraduate students, whereas alumni events and the BASES student conference (at Portsmouth in 2014) are aimed at current undergraduate and post-graduate students. Research workshops (e.g. breast health, swimming research, lactate measurement) and exhibiting at national events, such as the Emergency Services Show, are aimed at creating links with interested groups. Outreach activities have been considered a generic staff duty, however, we plan to formally include them in the DSES workload model (**AP 4.12; section 6bii**). This will enable us to investigate whether there is any gender imbalance in the volume or type of outreach activities staff are conducting (**AP 4.13**). We will strive to ensure that there is gender balance in staff delivering all our outreach activities; firstly, to provide strong female role models to enthuse the next generation of female sport science/development students and therefore increase undergraduate recruitment; and, secondly, to encourage and inspire our current female students at alumni events and through our departmental newsletter “Pulse” (**AP 4.14**). To raise the profile of all DSES staff, we will encourage more staff to become registered on the University’s Directory of Experts, as currently, there are only 3 women and 6 men from DSES listed (**AP 4.8**).

## 7. Flexibility and managing career breaks

a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

(i) **Maternity return rate**– *comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.*

No research or academic members of staff have been on maternity leave or returned from maternity leave within the last 3 years. Three members of support staff (2 administrators and 1 technician) have been on maternity leave and returned either to the same hours as previously (1.0 FTE and 0.8 FTE) or reduced hours (from 1.0 FTE to 0.6 FTE).

(ii) **Paternity, adoption and parental leave uptake**– *comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.*

Five members of staff were eligible to take paternity leave between 2012 and 2015. However, prior to 2013, four members of staff opted to take annual leave instead due to the consequent reduction in income. The University policy was revised in 2013 and now paternity leave can be taken for up to 2 weeks on full pay. As a result, one member of DSES staff (Senior Lecturer) went on paternity leave in 2012-13.

(iii) **Numbers of applications and success rates for flexible working by gender and grade** – *comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.*

No academic or research members of DSES staff have formally requested flexible working over the last 3 years. One female member of support staff successfully applied for a change in work pattern in March 2014.

b) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

(i) **Flexible working**– *comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.*

The University has a well-established procedure for staff who have worked at the University for at least 26 weeks to request flexible working, both working part time and working some time from home. The policy is published on the HR website and staff are informed of the policy during their induction and PDR. Information about the application process for flexible working is also sent to all staff prior to the timetabling requests being required. DSES has experience of flexible working patterns but, in the last 3 years, no formal applications have been made by academic or research

staff, although staff indicated that they would feel supported to do so (Figure 12). However, staff do request to work from home for activities such as marking, writing of research papers / funding applications. DSES policy on working from home is that prior approval should be sought from the HoD, the member of staff should be contactable at all times and working at home should be at a minimal level for academic staff during teaching time. An informal example of flexible working within DSES is that many of the staff (both male and female) have childcare responsibilities and, therefore, may arrive at work after 9am or leave before 5pm, providing time-tabled teaching commitments are met. However, discussions with male and female staff who have dependants revealed that car parking during University term-time was a big problem, with no spaces being available in University car parks after approximately 08:50. We will raise this issue with the UoP Travel Group (**AP 5.7**) to facilitate more flexible working for staff with dependants. Another example of informal arrangements for flexible working is for one member of staff who is in the English Rugby squad and, therefore, arrangements have been made with her workload to enable her to attend the training sessions and International fixtures.

The departmental cultural survey revealed that support staff felt they were not able to work as flexibly as academics or researchers. This is partly due to their differing roles within the department and the requirement for them to be physically present within the building to undertake their work, although they are entitled to time *in-lieu*. To ensure all staff are aware of the flexible working opportunities, links to the UoP Human Resources policies and procedures on flexible working and time in-lieu will be provided on the DSES Athena SWAN Moodle website (**AP 5.4**).

- (ii) **Cover for maternity and adoption leave and support on return**– *explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.*

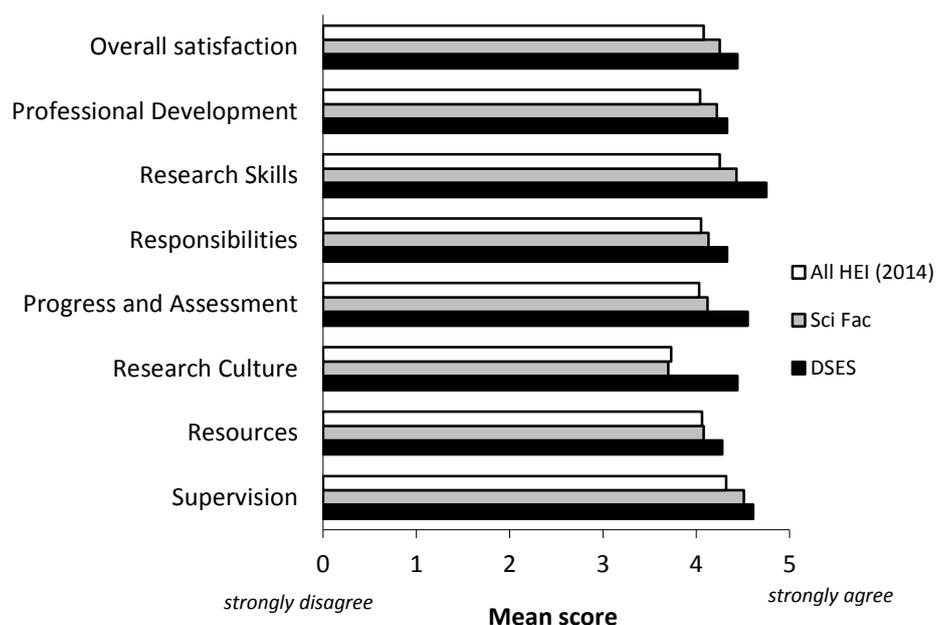
No academic or research member of staff has been on maternity leave over the last 3 years. University policy on supporting staff going on maternity, parental or adoption leave would be followed and each case would be treated on an individual basis and would include phased return and keeping in touch days. Following discussions in Faculty Athena SWAN meetings with other departments who have current experience of staff on parental leave, we will adopt their good practise (**AP 5.8**) to ensure returning staff can quickly re-engage with their research by reducing their teaching load for the first year (**AP 5.9**) and providing research funding (**AP 5.10**).

## **8. Any other comments: 491/500 words**

*Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.*

The Postgraduate Research Experience Survey (PRES) indicated that PGRs were very satisfied with their experience in DSES (Figure 14). Due to the low numbers, the PRES data cannot be split by

gender, therefore, an informal discussion with the researchers (1 male PGR, 5 female PGRs, and 1 female post-doctoral researcher) in DSES was conducted by the postgraduate member of the SAT. This revealed that most of the students thought that they did not have a good balance with work and home life due to variety of reasons: intense periods of data collection, working to fund their PhD, personal decision to focus more on their PhD work and perceived pressure from their supervisor. The post-doctoral researcher reported having a better balance compared to when she was doing her PhD. Everyone reported being encouraged and given the opportunity to attend conferences and personal development courses to enhance their career opportunities. As a result of this consultation, we aim to provide better on-line support for PhD students and, in July 2015, the PGRs were given access to Microsoft IT Academy e-Learning resources. The usefulness of these resources will be monitored and other resources will be provided if necessary (AP 2.2). Other routes of communication with supervisors such as email, skype, telephone and video conferencing will also be encouraged to aid students who do not live locally (AP 2.3). We will also ensure all supervisors have undertaken the appropriate supervisor training and communicate reasonable expectations to their students (AP 2.4); and that PGRs use their Annual Review or consultation with the PGR degree co-ordinator to raise any concerns about their workload (AP 2.5).



**Figure 14.** Responses to the Postgraduate Research Experience (PRES) conducted in 2015. Responses from post-graduate students in the Department of Sport and Exercise Science (DSES, n=9; 2M & 7F); Science Faculty, University of Portsmouth (Sci Fac, n=114; 45M & 69F); and all other Higher Education Institutions (HEI, n»14,000; data only available for 2014).

Putting together this application for an Athena SWAN Bronze Award has been a very positive and valuable experience for DSES. It has enabled us to examine our data more carefully and, in the process, highlighted some issues that need to be addressed such as the low recruitment of women on our undergraduate courses (APs 1.1 to 1.4), the gender imbalance in committee membership (APs 4.9 to 4.11) and the inclusion of outreach activities in the DSES workload model (AP 4.12).

The departmental cultural survey conducted in June/July 2015 indicated that, despite a higher percentage of male staff, there is no perception of a gender gap in DSES. The survey did, however, highlight that timetabling of teaching and departmental events can be problematic for individuals with dependants, irrespective of gender. As a result, we have rescheduled the undergraduate project poster day and will remind staff of the opportunity to apply for flexible working (**AP 5.3**).

As a department, we are embracing the Athena SWAN charter and the Bronze application process and have used it to reflect on our culture, practices and working environment. Our action plan for change addresses genuine concerns regarding career development and work-life balance of our academics, researchers and students. We believe that its implementation will enhance the lives of both current and future scientists working and studying within DSES.

## 9. Action plan

*Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.*

*The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.*

***The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.***

This action plan forms part of the DSES application for an Athena SWAN Departmental Bronze Award. The SAT will use this document to track, monitor and review the progress and impact of agreed measures and form the focus of the SAT meetings held every 2 months. A summary of the progress made, and any issues arising, will be reported to the DMSC every quarter and to the University Athena SWAN SAT annually.

The action plan will be a live document that is updated and changed in response to further focus groups, staff/student consultation and direction from the DSMC and the University Athena SWAN SAT. Individuals from within the SAT and DSES will be allocated responsibility for the individual action points based on their expertise and current availability. Although many of the actions will be undertaken by members within the SAT, advice and assistance will be sort from elsewhere when appropriate.

## Department of Sport and Exercise Science Athena SWAN Action Plan (2015-2018)

Ref	Action	Responsibility	Initiation/ implementation date	Review period/date	Measure of success
<b>1. Undergraduate students</b>					
1.1	Conduct semi-structured questionnaires to determine the factors that influence women's choice of degree course and university	SAT and induction team	Sept 2015	Dec 2015 for questionnaire followed by analysis and progress reports on actions developed every 2 months at SAT meetings	Generate a list of factors that influence women's choice of degree course and university. This will then be used to identify further actions through consultation between the SAT and the induction team to enhance female UG recruitment.
1.2	Collect data on gender balance on relevant courses who we recruit from	UG Admissions tutor	January 2016	annual	The gender balance of relevant A level and BTech courses from the main providers for student recruitment will be obtained and reported at All Staff meetings and discussed between the course leaders, admissions and SAT teams to inform our recruitment strategy.
1.3	The gender balance of potential applicants will be considered for all new courses	Course leaders	September 2015	Reviewed when new courses are developed	New course documentation will demonstrate this process has been undertaken. If there is a high possibility of gender imbalance the curriculum and advertising of the course will be re-examined to see if this can be pre-empted.

1.4	Investigate the possibility of running short courses in Sports Science/Development for local female school/college students. The aim of which would be to increase students' awareness and interest in sports science/development and ultimately encourage them to apply for a place on one of our undergraduate degree pathways.	Course leaders and External promotion and liaison lead	April 2016	April 2017  (with progress reports every 2 months at SAT meetings)	A report on the feasibility, cost and demand of running short courses in Sports Science and Sports Development for local female school/college students will be produced and discussed between members of the SAT, promotion and liaison lead and DMSC.
1.5	Investigate whether involvement in initiatives such as "This girl can" could help recruitment of female undergraduates.	SAT/external promotion and liaison lead	April 2016	Every 6 months	Potential for opportunities to promote DSES undergraduate courses to women will be determined and reported to the SAT and DMSC. This will then be followed up and financed as appropriate.
1.6	Undertake a survey of applicants who decline an undergraduate or taught postgraduate place	Admissions tutors	August 2016	annual	The survey will identify the reasons applicants decline to take a place at DSES. This will be reported to the SAT and DMSC and will inform our recruitment strategy.
1.7	Inclusion of a female undergraduate student from the student voice onto the SAT	DTL / SAT	October 2015	annual	Inclusion of an undergraduate student on the SAT for a period of a year to give a student perspective on Athena SWAN. Success measured by active involvement of the student representative in discussions at SAT meetings.
1.8	Monitor undergraduate degree classification by gender	DLT	July 2016	annual	A breakdown of the degree classification by gender for each year will be reported through the DLT report at the All Staff meeting and to SAT. This will identify whether the much higher achievement of female students in 2012-13 was spurious or whether further action is required to facilitate gender equality in achievement.

Ref	Action	Responsibility	Initiation date	Review period/date	Measure of success
<b>2. Postgraduate students</b>					
2.1	Monitor the number and proportion of women applying to postgraduate taught courses	Postgraduate course leaders	September 2015	annual	Report on the number and proportion of women applying to our postgraduate taught courses and if it falls below 30% form a focus group to develop our action plan to actively increase female student recruitment.
2.2	Provide appropriate on-line training opportunities to improve the work-life balance of part-time PhD students	PGR degree Coordinator / Graduate School / IS	July 2015	ongoing (with progress reports every 2 months at SAT meetings)	Provision of on-line training on software packages for PhD students. Feedback will be sought from PGR students within the first 4 months of use to determine whether the resources provided are of benefit and action taken accordingly.
2.3	Provide alternatives to meetings for part-time PhD students	Supervisors /IS	October 2015	Ongoing, review every 4 months	Increased use of online communication with students based away from Portsmouth including email, telephone, google documents and skype/face-time where appropriate.
2.4	Ensure all supervisors have undertaken the appropriate supervisor training to ensure that PGR student expectations are agreed.	PGR degree Coordinator	October 2015	April 2016 (with progress reports every 2 months at SAT meetings)	All supervisors to have undertaken appropriate training by April 2016
2.5	PGR to use Annual Review to raise issues on work/life balance in line with agreed student expectations	PGR degree Coordinator	October 2015	Ongoing (with progress report every 6 months at SAT meetings)	Annual Reviews will be monitored for any issues relating to work/life balance. Any issues arising will be addressed accordingly.
2.6	Investigate why male PGRs have not attended courses provided by the Graduate school and enable/encourage them to attend	PGR degree coordinator, PGR SAT representative, Graduate School	January 2016	Monitoring every 6 months	Increase in attendance of male PGRs at Graduate school development events to 75%

Ref	Action	Responsibility	Initiation date	Review period/date	Measure of success
<b>3. Academic and research staff</b>					
3.1	Monitor the percentage of male and female staff at each academic grade	HoD	April 2015	annual	The percentage of female and male staff at each academic grade will be reported to the DMSC and SAT to determine whether further action or investigation is required.
3.2	Explore the reasons for female staff not applying for promotion to Principal Lecturer	SAT	November 2015	April 2016	A list of reasons why female staff have not applied for promotion to Principal Lecturer will be reported to the SAT and DMSC to develop an action plan to address issues arising as necessary.
3.3	Undertake exit interviews with any members of staff who leave DSES	HoD	October 2015	Ongoing, review annually	A record of the reasons for individuals leaving DSES will be made. This will be reported to the SAT and DMSC where further action will be taken if necessary.
3.4	Ensure that all job advertisements and person specifications are equally attractive to all candidates	DMSC	January 2016	ongoing, review annually	TEXTIO software to be used on all advertisements and person specifications to check there is no gender bias and modifications made if required. At least 37% (sector average) of applications to advertised positions from women
3.5	The requirement to have at least one female member of academic staff on the interview panel will be stated in the DSES policy document	HoD	December 2015	ongoing, review annually	The gender balance of academics on interview panels will be monitored, recorded and reported to the SAT and HoD. The measure of success will be to have at least one female member of staff on each interview panel from Dec 2015.

Ref	Action	Responsibility	Initiation date	Review period/date	Measure of success
<b>4. Career development</b>					
4.1	Investigate whether the Leader and Manager as Coach course can be run more flexibly or if this is not possible, alternative courses will be investigated.	HoD / Human Resources	January 2016	January 2017 (with progress reports every 2 months at SAT meetings if appropriate)	Increase in the number of staff taking up the Leader and Manager as Coach training (or equivalent)
4.2	Promote the "Becoming a Reader and Professor" workshops to academics during PDRs	HoD/DoR/SAT	November 2015	annual	Increase the awareness of the criteria and process for promotion to Reader/Professor and ultimately encourage female staff to apply for promotion to Reader/Professor
4.3	Promote the Aurora Programme	SAT/HoD	ongoing	December 2017	At least one female staff to have applied for the Aurora Program.
4.4	Promote engagement of research staff with the Institutional Researcher Development Programme	DoR	November 2015 (during PDRs)	annual	Improved attendance at Researcher Development Programme events by DSES staff - see action point 4.5
4.5	Monitor the attendance at staff development events	HR	Jan 2016	annual	A breakdown of attendance at staff development events by gender will be reported to the DoLT, DoR and SAT. This information will be used to inform our action plan for staff development as well being fed back to HR.
4.6	Ensure that all academics and research staff are aware of the criteria for promotion within the University	SAT/HoD	ongoing	July 2016 (annually)	Improved statistics from staff surveys on familiarity with the promotion criteria
4.7	Make new staff aware that they can request to have a mentor of the same gender	HoD	December 2015	Ongoing, review annually	Amendment to the DSES induction policy document to facilitate successful integration of new staff

4.8	Increase the numbers of DSES staff listed on the University directory of experts	HoD	January 2016	December 2016	At least half the staff to be on the directory (4 female staff and 8 male staff)
4.9	Investigate staff teaching and research work load in relation to committee membership	HoD	November 2015	February 2016 (with progress reports every 2 months at SAT meetings)	A breakdown of the relative balance of research, teaching and committee membership responsibilities for academic members of staff will be generated and the summary reported at the All Staff meeting. This will be used to determine any gender imbalance between roles and help inform the staff consultation detailed in AP 4.10.
4.10	Undertake staff consultation regarding committee membership and career development	SAT	January 2016	June 2016 (with progress reports on the subsequent actions every 2 months at SAT meetings)	Staff consultation will determine whether committee membership is perceived as important for career development and whether there are any barriers to being elected on to a committee. The results of this consultation will be analysed and reported to DMSC to inform action point 4.11 and also disseminated to all staff.
4.11	Implement transparent allocation of committee membership	DMSC	July 2016	Every 6 months	A transparent process for allocating staff to committees will be established in light of the staff consultation (action point 4.10)
4.12	Include pastoral and outreach activities in the DSES work load model	HoD	December 2015	Review in Sept 2016 when UoP workload model is implemented	Pastoral and outreach activities will be formally included in the DSES work load model to ensure an equitable workload and also to facilitate data collection for AP 4.13
4.13	Determine the gender balance in outreach activities	HoD	January 2016	Data collected by Jan 2017 followed by progress reports every 2 months at SAT meetings	Data on the volume and type of outreach activities conducted by staff over a year will be collected and analysed. This will be reported at the DMSC and SAT meetings where an appropriate plan of action will be formulated to ensure no gender bias is occurring.
4.14	Ensure there is a gender balance of staff delivering outreach and alumini events as well as depicted within the DSES newsletter	SAT / external and promotions liaison lead	January 2016	Report April 2016 to SAT, reviewed every 6 months	Evidence of even gender balance of staff delivering outreach and alumini events. Even balance of male and female staff within the "Pulse" newsletter.

Ref	Action	Responsibility	Initiation date	Review period/date	Measure of success
<b>5. Culture within DSES</b>					
5.1	Hold SAT meetings every 2 months	SAT coordinator	April 2015	Every 2 months	SAT meetings will be held every 2 months to implement and monitor the progression of our Athena SWAN action plan as well as discuss recommendations for future change and improvement. The minutes of SAT meetings will be available to all staff and a summary of the progress made and issues arising will be formally reported to the DMSC every quarter and to the Faculty Athena SWAN SAT annually.
5.2	Refine roles within SAT and proportion responsibilities	SAT	December 2015	Review every 6 months	The individual(s) within SAT responsible for each action point will be decided based on their expertise, role outside SAT and their current workload. This will be updated in our action plan and reviewed in the light of progression of our action plan and changes in staffing.
5.3	Advertise the procedure for applying for flexible working	SAT / HoD	October 2015	annual	Link to the appropriate application forms and procedures on the DSES Athena SWAN Moodle page. Increased awareness by staff of how to apply for flexible working
5.4	Develop and maintain a DSES Athena SWAN Moodle site to inform DSES staff of issues relating to Athena SWAN	SAT	October 2015	Every 2 months	Bulletin released every 2 months Evidence of staff accessing Moodle page
5.5	Ensure, where possible, there is an even gender split for invited speakers at events hosted by DSES	Staff organising events	April 2015	Ongoing, with a review every 6 months	The gender balance of invited speakers at events hosted by DSES will be recorded and reported to the SAT and DMSC. Thus promoting female role models and providing equality of opportunity.

5.6	DSES Athena SWAN web-page	SAT coordinator / IS	November 2015	Ongoing (with progress reports every 2 months at SAT meetings)	A DSES Athena SWAN web-page will be developed and maintained to communicate the departmental self-assessment process as well as publicising Athena SWAN activity and events taking place within DSES.
5.7	Raise the issue of car parking for staff with dependants	HoD, DMSC, UoP Travel Group	January 2016	Ongoing (with progress reports every 2 months at SAT meetings)	The difficulty in parking for staff with dependants to be raised with the UoP Travel Group and minuted in their meeting. Actions arising from the UoP Travel Group will be followed and communicated to all DSES staff.
5.8	Shared parental leave fully supported	HoD, DMSC	January 2016	policy reviewed every 12 months	The DSES policy will be updated to state that shared parental leave is fully supported and encouraged, this change in policy will be communicated to all staff.
5.9	Support staff returning from parental leave by reducing their teaching load in the first academic year	HoD, DMSC	January 2016	policy reviewed every 12 months	The DSES policy will be updated to state that following parental (paternal or maternal) leave scheduled teaching will be reduced by 4 hours per week (whilst protecting the content and amount of teaching they eventually return to), this change in policy will be communicated to all staff.
5.10	Support staff returning from parental leave by providing financial support for their research	HoD, DMSC	January 2016	policy reviewed every 12 months	The DSES policy will be updated to state that following parental (paternal or maternal) leave, staff can receive research funds of £100 per week of parental leave up to a maximum of £1500, this change in policy will be communicated to all staff.