Athena SWAN Silver Department award application

Name of Institution: University of Bristol

Date of application: November 2012

Department: School of Oral Dental Sciences

Contact for application: Professor Jonathan Sandy

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Departmental website address: www.bris.ac.uk/dental/

Date of university Bronze and/or Silver SWAN award:
Bronze awarded 2006 and renewed 2009

Level of award applied for: Silver

Athena SWAN **Silver 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.

At the end of each section state the number of words used.

Click here for additional guidance on completing this template.

1. Letter of endorsement from the Head of Department – maximum 500 words

See signed letter attached Professor Jonathan Sandy text copied in below:

Dear Ms Dickinson,

I am delighted to write in support of our application for an Athena Swan Silver Award for the School of Oral and Dental Sciences at the University of Bristol. I believe that our school is committed to both academic excellence and fairness and we work hard to ensure that the environment we provide for our female academic staff is both supportive and flexible. The School is committed to the principles of Athena SWAN and the self-assessment process has enabled us to determine our current position and ongoing action plan.

I became Head of School in 2007. Over the last five years I have worked with senior colleagues to encourage and promote female academics in the School. We have implemented University policy and adopted good practice from across the University. These efforts have been rewarded and are reflected in the increasing numbers of female academics across all levels of the School.

As part of our work towards a SWAN Silver award we have conducted a review of gender balance in the School and formally described the views of female academic staff. This has highlighted our achievements to date and also the challenges ahead of us. I was particularly heartened that female academic staff felt the school was fair and that further improvements to the work environment should be offered to all academic staff.

However, while our school has more female than male students and more female academics overall, all of our Readers and most Professors are male. I believe that this will change over the next few years as our current cohort of junior academics are promoted: our action plan has been developed with the intention of supporting this change. As Head of School I have encouraged and promoted female representation in key roles within the School. For example:

- In 2010 we appointed a female Admissions Lead who has transformed our undergraduate admissions procedure into a fair and transparent process. The importance of these changes was recognised by the award of University Teaching Fellowship and the offer of the role of Admissions Lead for the Faculty in 2012. Michele is also a member of the School Executive.
- In 2011 we strengthened administrative support processes to enable a part-time research active Professor to take on the role of Chair of the Dental Education Committee.
- In 2012 we modified the role of Clinical Dean to allow the appointment of a more junior female academic to this position.

Within the school we have a culture that supports our female staff. Ten years ago three of our 22 academics were female whereas, currently, over half are

female. This shows how much we have achieved. We plan to build on this and provide further support and encouragement via a robust action plan that will further enhance the work environment we offer. As chair of the self assessment group I commend this proposal to you.

Professor Jonathan Sandy
Head of School, School of Oral and Dental Sciences.

490 words

2. **The self-assessment process – maximum 1000 words**
Describe the Self-Assessment Process. This should include:

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

   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**

Our self-assessment team (SAT) met every two months from December 2011 to May 2012 and has met monthly since. Members of the group working on specific tasks such as data collection and analysis and drafting the submission met more frequently.

Our first tasks were to secure the support of the School Executive (the School's senior management group) and set up effective means of communication. The SAT's composition and remit was discussed and formally approved by the Executive in December 2011. It was agreed that SWAN would be a standing item for all future Executive meetings. To ensure an inclusive School wide approach from the outset we held a lunchtime meeting (December 2011) for all staff to explain the SWAN process and encourage their contribution. We have provided regular updates at subsequent School meetings and through School newsletters.

Our next task was to clarify the requirements for and process of applying for a SWAN award. We sought input from our Faculty Human Resources Team and from the University Equality and Diversity Team and followed guidance from the Athena SWAN website. This allowed us to clarify the process and to identify Departments with strong track records in supporting female academics. In particular we were able to learn from the School of Physiology and Pharmacology at the University of Bristol who recently had their SWAN Silver award renewed.

We conducted a staff survey in February 2012 using an electronic questionnaire (based on questionnaires used elsewhere in the University) that was sent to all staff. Although the response rate was poor the survey helped identify potential issues regarding equality for female staff. We received anecdotal reports that staff were reluctant to complete the survey because they were concerned their responses would be identifiable in such a small school. We therefore decided that we would conduct a confidential focus group with female early career researchers and individual interviews with

female academic staff (May and June 2012). This process provided a picture of female work experiences and allowed us to identify key areas to address in the action plan. The report was circulated to all female academic staff and they were encouraged to provide feedback. An important finding was that female academics felt that they were fairly treated and wanted any changes to be appropriate for all academic staff.

In order to provide the detail for our application, we also collated, checked and analysed available data on staff and student numbers. A member of the team read through all staff reviews to identify further potential issues.

While the School has actively supported its female staff for many years, this self-assessment process has provided a useful opportunity to consider gender equality and identify good practice, focussing discussion and targeting action as appropriate.

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.

Our group will meet monthly to review progress against our action plan and collaborate with other schools in the Faculty. Appropriate staff will be assigned to complete specific tasks, to monitor and evaluate progress. The team will report termly at staff meetings and the Faculty Board, twice yearly to the School Executive and annually to the University SWAN committee. The focus of forthcoming meetings will be the implementation of the action plan and reporting feedback from staff re: impact. (Actions 1.1-1.3)

3. A picture of the department – maximum 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.**

The School of Oral and Dental Sciences is one of three Schools based in the Faculty of Medicine and Dentistry at the University of Bristol and is co-located within Bristol Dental Hospital, part of University Hospitals Bristol NHS Foundation Trust.

We have been training Dental Surgeons since 1906 and Dental Care Professionals since 1949. Our School has always been one of the smallest (in terms of staffing) in the UK but facilitates a friendly and supportive environment with relatively low turnover and high job satisfaction among staff. Ten years ago it had an annual undergraduate intake of around 50 students (47% female) and 22 staff (three of whom were female). The School has expanded since then and now admits around 80 students (almost 70% female) per year with 45 academic staff (24 of whom are female).

The School ethos is one of academic excellence and fairness within a caring and supportive environment. In the 2008 Research Assessment Exercise, we were rated 5th Dental School in the UK. More of our dental undergraduates proceed to formal postgraduate training and education than in most other UK Dental Schools and we were rated one of the top UK Dental School in recent National Students Surveys.

The School is home to a range of disciplines working in three successful research themes. Laboratory scientists investigate infection and immunity, clinical and non-clinical academics work on biomaterials and treatments to

improve oral health and population researchers study children with cleft lip and palate and people with head and neck cancer.

The School is responsible for teaching dentists and dental care professionals (DCPs). It also offers two formal post-graduate courses - a Masters in Implantology and a professional Doctorate in Orthodontics (classified as a research degree). The School also runs a distance learning course for dentists (the Bristol University Open Learning for Dentists – BUOLD). In addition the School supervises clinical and non-clinical doctoral students and clinical academics in the School provide a clinical dental service for the local population.

Despite the recent expansion in student numbers, the School is still relatively small but it is multi-disciplinary and diverse. However, in many cases, there is only one academic member of staff in any specialty or discipline.

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.

All data in our submission is presented to the end of the academic year 2010-2011: this comprises the complete date available when we began the self-assessment process.

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 undergraduates studying dentistry, dental therapy and dental hygiene. The number of therapy and hygiene students is small so they are presented together.

The number of dental undergraduate students admitted over the last three years is shown in Figure 1 below.

Figure 1
Undergraduate dental student intake for the previous three years (N)
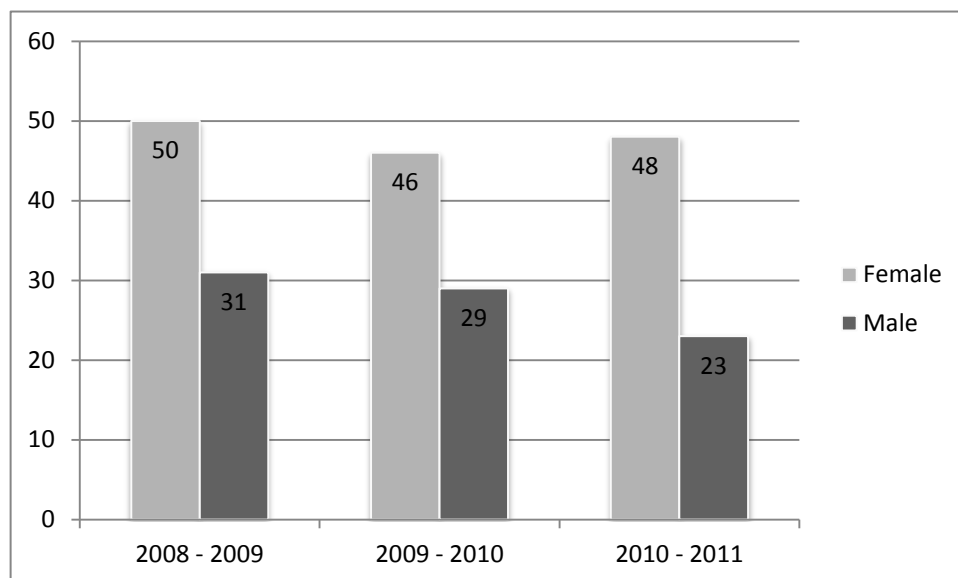
This figure shows that we recruited more females than males in the last three years – 62% in 2008-09, 61% in 2009-10 and 68% in 2010-11. We have no part-time undergraduate dental students as this is a full time vocational course but we provide flexibility for students who need career breaks because of family changes or caring commitments. *As part of our action plan we will refine our Personal Tutor scheme so that support of this nature is provided automatically for students who are potentially vulnerable because of extra-curricular commitments (Action 4.1).*

Our student numbers are in line with national figures for UK dental undergraduates: in 2011, 56% of new entrants to UK undergraduate dental courses were female. This represents a notable change over the last 10 years: in 2002 the female intake of dental students nationally was 47%.

We are reassured that Bristol is seen as an attractive place for female students to come and study. However, we accept there is no room for complacency and that application and admission patterns can change – *monitoring this data and responding where necessary will be part of our ongoing action plan (Action 1.5).*

In order to develop transparency in our admissions process we introduced changes in December 2011. The Admissions Tutor, replaced admission interviews with a series of short assessment stations that prospective candidates rotate through at interview. Each station has explicit assessment criteria meaning that we have a fairer selection system as well as data that can be investigated to allow monitoring of the recruitment gender balance.

We are keen to maintain the number of females admitted to dentistry in Bristol. To encourage women to continue to apply we have recently developed promotional material (available on our website and as a booklet) that showcases female clinical and non-clinical academics in the school and the academic opportunities available. *We will monitor feedback regarding this material in order to determine whether or not it is effective. (Action 1.6).*

The DCP School offers diploma courses for both dental hygiene and dental therapy. There were eight full-time and six part-time students in 2008-2009 and in both 2009-10 and 2010-11, seven full-time and six part-time students. In each year, the majority of students on these courses are female. A fixed number of places are offered each year after interview and these are invariably accepted.

(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.

Our school offers two postgraduate taught courses: the Bristol University Open Learning for Dentists (BUOLD) course and the MSc in Implantology. Whereas the MSc is focussed towards implantology, the BUOLD course offers qualified dentists an opportunity to study self-contained modules including, for example, sedation training, a course on dental anxiety and cognitive-behavioural therapy and another on ethics and law in dentistry. Both are part-time courses and BUOLD in particular is flexible. Students on both courses fund themselves.

Table 1 **Post graduate taught course completion rates 2008-2011**.

	2008 – 2009		2009 - 2010		2010 - 2011	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
BUOLD						
Completers	79	73	62	68	72	49
Distinction	0	0	0	0	9	2
Implantology						
Completers	1	18	3	15	2	16

Until 2010-2011, the gender balance on the BUOLD course was approximately equal. However, the 2010 intake shows that almost twice as many females registered onto the BUOLD course indicating that the flexibility of this post-graduate course is attractive to female dentists. The lack of female students on the MSc Implantology is a major concern although it reflects uptake on dental MSc courses elsewhere in the UK. *We will actively seek*

feedback from senior undergraduate students and post-graduates applying for further courses to try and identify any barriers that may prevent women from applying for the MSC course. Where barriers are identified, we will take appropriate action to remove them (Action 4.2).

(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.**

We admitted 14 post-graduates in 2008/9 (five female, nine male), one female post-graduate in 2009/10 and one female post-graduate in 2010/11.

The large post-graduate intake in 2008/9 reflects the fact that the professional Doctorate in Orthodontics recruits students once every three years. Although more males were recruited onto this programme in the last cycle, this does not reflect the gender balance over the time that the programme has been running. Of the 63 students that have completed this doctorate since 2002, 44 (70%) have been female, again suggesting that this course is attractive to women.

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

Table 2 **Dental undergraduate applications over the last three years**

2008/09	**943**	**203**	**81**
Female	526 (56)	127 (63)	50 (62)
Male	417 (44)	76 (37)	31 (38)
2009/10	**970**	**198**	**75**
Female	551 (57)	106 (54)	46 (61)
Male	419 (43)	92 (46)	29 (39)
2010/11	**1104**	**158**	**71**
Female	646 (59)	102 (65)	48 (68)
Male	458 (41)	56 (35)	23 (32)

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.**

We receive over 11 applicants for every dental undergraduate place and over 50% of applicants are female. Female applicants are also more likely to secure a place on the undergraduate programme. *With the recent change in admissions procedures described above it will be important to continue to monitor the female:male ratio to ensure that intake reflects applications and offers (Action 1.5).*

Table 3 **Dental Care Professionals applications over the last three years**

Year	Applications N (%)	Offers N (%)	Intake N (%)
2008/09	**73**	**14**	**14**
Female	70(96)	14 (100)	14 (100)
Male	3(4)	0	0
2009/10	**77**	**14**	**14**
Female	77 (97)	14 (100)	14 (100)
Male	2 (3)	0	0
2010/11	**68**	**14**	**14**
Female	65 (96)	13 (93)	13 (93)
Male	3 (4)	1(7)	1(7)

The application rates for the DCP School are shown above. The courses are designed for aspiring dental hygienists and therapists. The number of male applicants is low and this reflects a national trend.

Table 4 **Post-graduate taught course data over the last three years**

BUOLD	Applications N (%)	Offers N (%)	Intake N (%)
2008/09	**154**	**154**	**153**
Female	79 (51)	79 (51)	79 (52)
Male	74 (49)	74 (49)	73 (48)
2009/10	**156**	**156**	**130**
Female	76 (49)	76 (49)	62 (48)
Male	80 (51)	80 (51)	68 (52)
2010/11	**135**	**135**	**121**

Female	81 (60)	81 (60)	72 (60)
Male	54 (40)	54 (40)	49 (40)
MSc Implantology*			
2008/09	**32**	**19**	**19**
Female	1	1	1
Male	31	18	18
2009/10	**34**	**18**	**18**
Female	3	3	3
Male	31	15	15
2010/11	**31**	**18**	**18**
Female	2	2	2
Male	29	16	16

* Percentages not presented where the total number is less 50

As noted above, the number of females and males on the BUOLD post-graduate course is approximately equal. We receive few female applicants for the MSc in Implantology but where they are received, subject to GDC registration, we accept them.

Table 5 **Post-graduate research student numbers**

Year	Applications N(%)*	Offers N (%)*	Intake N (%)*
2008/09	**64**	**23**	**14**
Female	34 (53)	11	5
Male	30 (47)	12	9
2009/10	**9**	**3**	**1**
Female	5	2	1
Male	4	1	0
2010/11	**11**	**1**	**1**
Female	5	1	1
Male	6	0	0

* Percentages not presented where the total number is less 50

The number of applications for post-graduate research appears to be equal for females and males. More male students accepted places on research degrees in 2008-2009 despite the fact that an equal number of places were offered to male and female students.

For student recruitment at all levels, we will monitor application, offer and uptake data in future years and if gender imbalance occurs then we will investigate in order to identify any barriers that may exist. Targeted actions will then be put in place to redress the balance where necessary (Actions 1.5, 1.6) and all findings and outcomes reported appropriately (Action 1.2).

(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.**

The Bachelor of Dental Surgery (BDS) degree is non-classifiable but Honours are awarded. In the last three years Honours have been awarded as follows: 2009 - one female; 2010 - four female, two male; 2011 - three female, three male.

In the DCP School the courses award Diplomas. All Merits and Distinctions were attained by females on full time courses as follows: 2009 – two Distinctions, two Merits; 2010 – two Merits; 2011 - one Distinction, one Merit.

In the BUOLD programme 11 distinctions were awarded in 2011 (nine female) but none in the two previous years.

These data suggest that across these three programmes honours, merits or distinctions are more likely to be awarded to females – in general, this gender difference in performance is observed across most areas of academic pursuit. We have no evidence to suggest that is a function of the BDS course in Bristol.

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**

The numbers of academic staff at different academic levels of the School currently (as at 30 October 2012) and between 2008-2011 are summarised below.

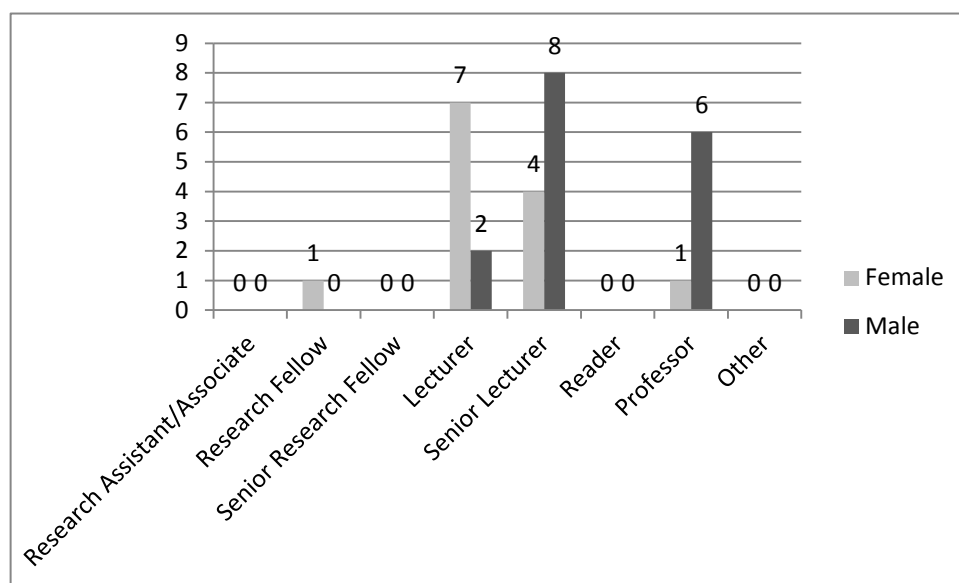Figure 2 **Number of female and male academic staff in 2009**

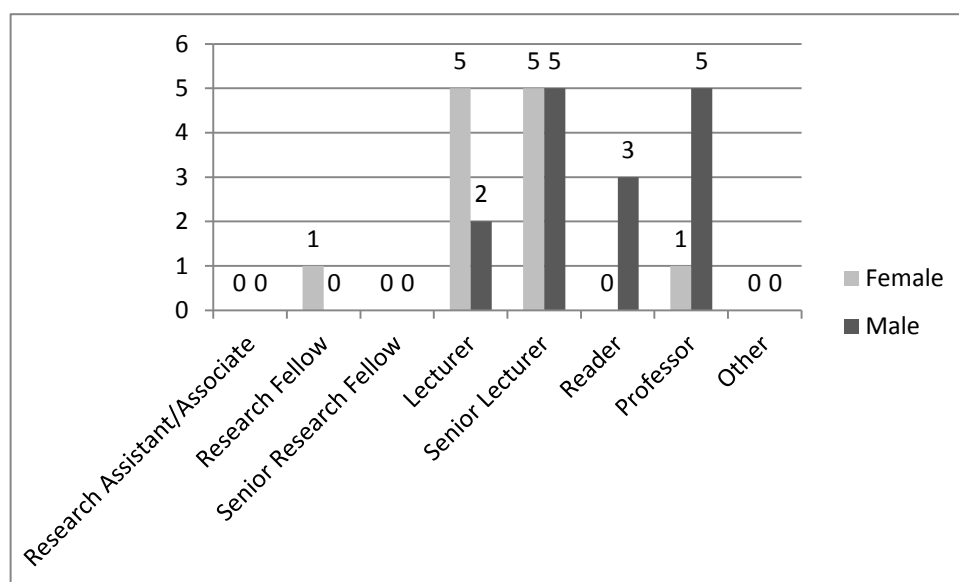Figure 3 **Number of female and male academic staff in 2010**

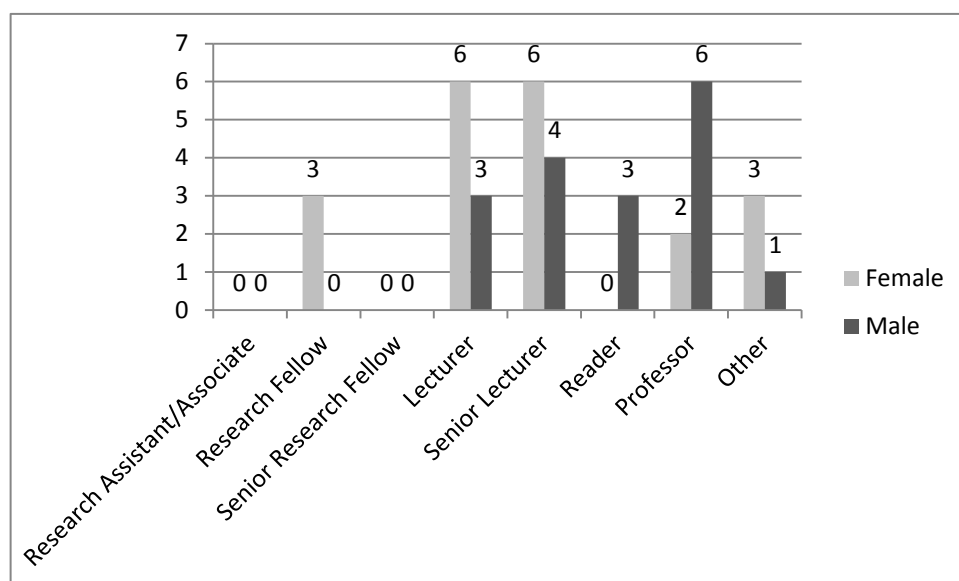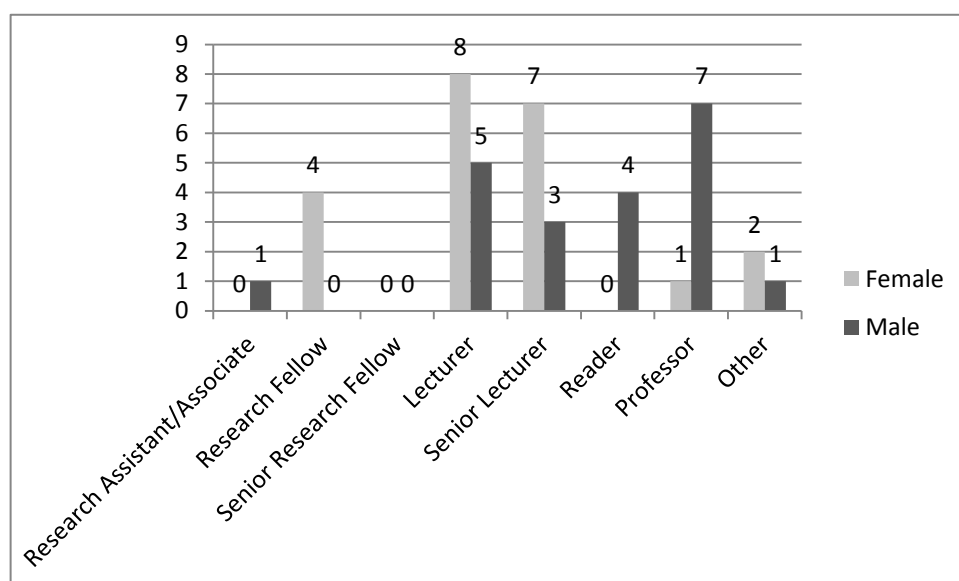Figure 4   **Number of female and male academic staff in 2011**

Figure 5   **Number of female and male academic staff in 2012**

The School comprises 43 staff (23 are female) and, of these, ten work part time (eight female, two male). We therefore currently have 42 full time equivalent (FTE) staff (22 female, 20 male). Compared to the national average (37%) we have more FTE female academic staff (51%) in our school.

The number of staff at each level is small but our data show that more senior staff (Readers and Professors) are male. However, the inclusion of current

data also shows that the School now has more females than males at Senior Lecturer level whereas this was not the case in 2010.

We are making progress in promoting gender balance among academic staff in the School. We think that, in part, the gender imbalance at senior levels reflects the fact that Bristol (in common with other dentals schools) admitted fewer female undergraduates when the present cohort of senior academics was students. The number of female academics overall and the increase in the proportion of female senior lecturers suggests that we are now recruiting and supporting female academics effectively, especially at key transition points. *Our current pro-active support of female academics, together with the action plan to support female staff, will enable us to address and correct the gender balance at senior grades (Action 1.7, 2.3, 2.7, 3.4).*

(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 tables below show the total number of staff in the School and the number leaving in each category over the past three years.

Table 6 **Staff turnover for 2008- 2009**

SWAN category	Female		Male	
	Number	Leavers	Number	Leavers
Research Assistant/Associate	0	0	0	0
Research Fellow	1	0	0	0
Senior Research Fellow	0	0	0	0
Lecturer	8	1	3	1
Senior Lecturer	4	0	8	0
Reader	0	0	0	0
Professor	1	0	6	0

Table 7 **Staff turnover for period 2009-2010**

SWAN category	Female		Male	
	Number	Leavers	Number	Leavers
Research Assistant/Associate	6	6	2	2
Research Fellow	1	0	1	1
Senior Research Fellow	0	0	0	0
Lecturer	6	1	5	3
Senior Lecturer	5	0	6	1
Reader	0	0	3	0
Professor	2	1	5	0

Table 8 **Staff turnover for period 2010- 2011**

SWAN category	Female		Male	
	Number	Leavers	Number	Leavers
Research Assistant/Associate	2	2	1	1
Research Fellow	3	0	0	0
Senior Research Fellow	0	0	0	0
Lecturer	8	2	3	0
Senior Lecturer	6	0	4	0
Reader	0	0	3	0
Professor	2	0	6	0

The number of staff leaving in any given year or grade is small and approximately equal with 11 female and 13 male staff leaving during the last three years. Among staff at Senior Lecturer level and above this includes one female and four male staff. Three of the male staff retired and one female and one male member of staff resigned.

As the numbers of staff that leave are small we will implement formal exit interviews with either the Faculty HR Manager or the Head of School for all academic staff who are leaving. This will ensure that there are no issues prompting either high levels of leaving or gender specific leaving –findings will be reported appropriately (Action 1.2,) if issues are raised then appropriate action will be taken to address them (Action 1.7,2.5).

1897 words

Supporting and advancing women's careers – maximum 5000 words

4. 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.**

The number of appointments made within the school during the last three years is small so it is difficult to draw conclusions about the data. We have illustrated total appointments but (because of small numbers) data by grade is reported in the text.

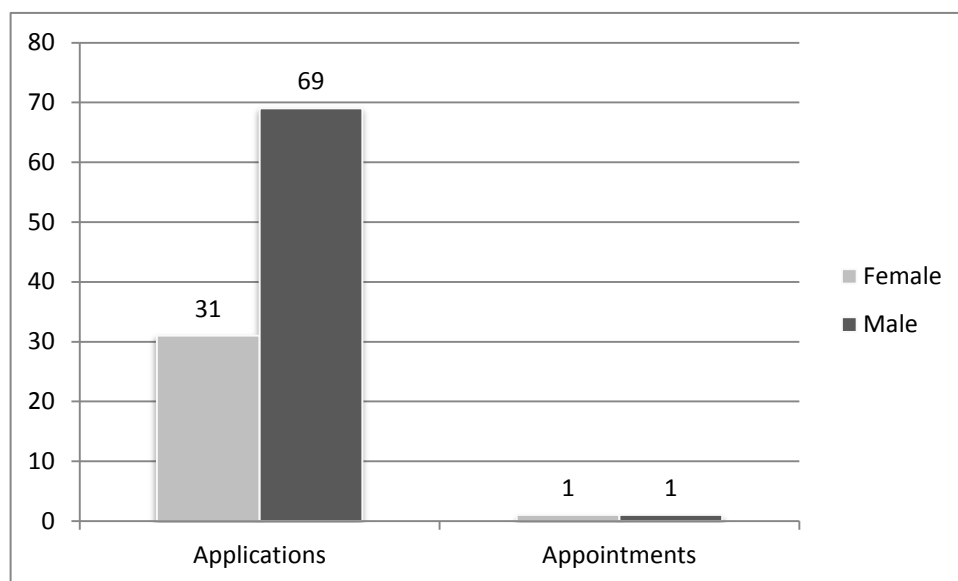Figure 6 **Female and male applications and appointments 2008 - 2009**

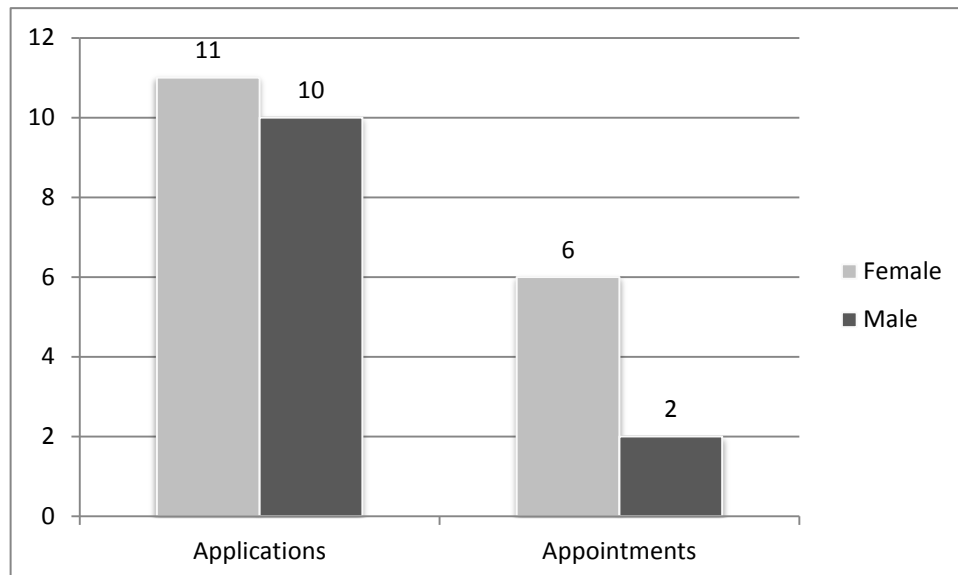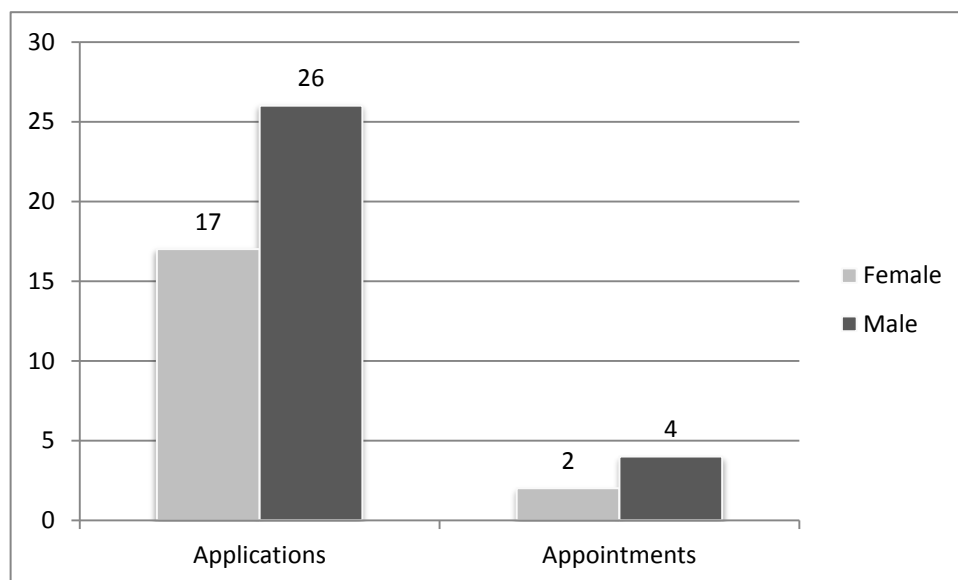Figure 7 **Female and male applications and appointments 2009 – 2010**

Figure 8 **Female and male applications and appointments 2010 – 2011**

The School recruited 16 academic staff over the last three years; nine of the successful appointees were female. These appointments comprised five Professors (two female, three male), two male Readers, two Consultant Senior Lecturers (one female, one male), two female non-Clinical Senior

Lecturers, one female Teaching Fellow and four lecturers (three female, one male). We received 164 applications for these posts, 59 (36%) were from females.

Our data indicate that female applicants are more likely to be appointed. Senior female staff contribute to short-listing decisions and there is always at least one female member of staff on each interview panel. Because of the size and diversity of the school we seek help from female academics in other Schools where appropriate.

To ensure that academic staff are up to date with University policy and procedures for fair and effective recruitment we ran a School-based lunchtime refresher in 2012 (18 staff attended, 14 females). *We will offer these refreshers annually as part of our continuing SWAN activity (Action 2.4).*

(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.**

The University of Bristol has two promotion pathways. The process runs three times each year and the School makes recommendations for promotion that are sent to Faculty. The Dean reviews each case and decides whether promotion is appropriate. The University makes allowance for particular circumstances, for example where staff have been on maternity leave, had time away from work due to illness or work part-time. There are opportunities for accelerated progression but this requires that individuals are already working at the next level.

Academic Progression: In the last three years three female members of staff were eligible for and successful in progression. The process is triggered automatically as people reach the fourth point on the pay scale for their respective level. Staff submit curriculum vitae which are evaluated against Faculty specific criteria. Individuals are deemed ready to progress when they meet or exceed most or all criteria in their current role. Since 2008-2009 two staff members have progressed from Lecturer grade b to c and one to Senior Lecturer. Two work part-time and both have taken periods of maternity leave in the last five years. All have been supported by the School and progressed as anticipated.

Academic promotion: For promotion, all eligible staff are invited to submit their curriculum vitae for consideration. The format is essentially the same as for progression but the curriculum vitae is longer. The criteria for promotion are excellence i.e. that staff do more than perform their job satisfactorily. In the last three years two male academics applied for promotion to Readership and both were successful. One was subsequently promoted to a Chair.

We have successfully supported staff for promotion on an ad hoc basis and have recently formalised this support via School policy to ensure that all staff receive equivalent support. We ran a lunchtime update for academic staff (twenty staff attended, eleven female) on progression and promotion policy.

The key points of this policy are detailed above and line managers provide support for candidates in preparing their CVs. If further support is requested, the Deputy Head of School provides this or identifies someone better placed to do so. Staff CVs are reviewed a year prior to progression by three School staff, at least one of whom is female, to check individuals are on track to progress. Staff are required to submit their CVs and a grid that indicates their progress against each of the Faculty criteria. Staff are encouraged to identify a mentor external to the School to support them and review their progress towards progression and promotion.

Given our shortfall of female staff at senior levels we plan to implement further female specific support to ensure that eligible female staff have the opportunity to apply for promotion. This will involve identifying female staff to work at these more senior levels and ensuring that there are no gaps in their CV that might prevent them from timely promotion (Action 2.3, 3.1, 3.4).

Where gaps are identified, support (i.e. opportunities and protected time) will be provided so that necessary skills can be developed and tasks achieved.

We *will review the number of staff progressing and being promoted (Action 1.8). The implementation of the policy across the School will also be reviewed as part of our action plan and reported appropriately (Action 2.3).*

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

Although we receive more applications for academic posts from males than females as documented above (section 4(i)) we have appointed more female than male academics over the last three years. There are several reasons for this. First, we work closely with the University Human Resources team to ensure job specifications and advertisements allow flexible working wherever possible. All vacancies advertised include the University's Bronze SWAN logo to indicate our commitment to gender equality. All job descriptions also refer to the University's positive working environment highlighting the Work and

Family Initiative, the Early Years Nursery and the childcare voucher scheme. Second, all staff contributing to the recruitment process must have attended fair and effective recruitment training. To ensure staff are up to date we will continue to offer School-based annual lunchtime refresher courses in fair and effective recruitment. Third, we ensure that senior female staff from our own or other Schools contribute to short-listing and sit on interview panels.

We are pleased that the proportion of female applicants for academic posts is increasing. As a School we subscribe to the principles of equality and diversity promoted by the University. This commitment is supported by a range of University initiatives including resources for women in science, engineering and technology (SET) and for those who balance work and family (including children and parents). As we are a small school, it is not feasible for us to develop our own policies in these areas. However, we have adapted our practise to support female staff and understand the complexities of family life.

(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.

We have not identified any unnatural attrition of female staff from the School. We recruit more women than men into academic posts and we have no evidence that more women than men leave the School. However, we do have more senior male academics: in part this may reflect the fact that fewer women pursued academic careers in dentistry in the past. We are confident that the insight we have gained during this self-assessment process has allowed us to develop *an action plan to address this imbalance by nurturing women and enabling them to fulfil their career potential in a timely manner (Action 2.3).*

The focus group with female early career researchers and the interviews with female staff confirmed our view that the School treats its staff fairly. Female staff felt that training and support for academic staff at all levels could be improved and our action plan aims to do this. A female member of staff is currently responsible for co-ordinating the training needs of all early career researchers and ensuring their training needs are met. *She is in the process of developing a mentoring policy for ECRs and the development and adoption of this is part of our action plan (Action 3.5).*

We encourage academic staff to identify an external mentor and we have been piloting this process. Five of our research staff (all female) have an external mentor outwith the School. *We are currently developing a formal School mentorship policy based on experiences with this pilot and good practice elsewhere and will collect feedback to evaluate its effectiveness (Action 3.3, 3.5).*

The need for leadership training is identified through the staff review and development (SRD) process. It is often triggered by changes in role or grant success. For example two female academic staff who have just started managing research teams are booked to attend University-run courses on academic management and one female academic completed this last year. This course provides an example of enabling women to develop skills that are currently lacking from their CVs but that will be necessary in seeking promotion.

In our action plan*, we will also ensure that links to the University's Equality and Diversity Policy are included on our website and within all future job descriptions (Action 5.3). We will also monitor staff movement between posts at key transition points and, in each case, will ensure that appropriate support is provided and actions are taken as required (Action 3.4).*

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?**

We have, at the School Executive, approved a School staff review and development policy (an extended and adapted version of the University policy) to support career development and ensure successful staff progression and promotion. We ran the first cycle of reviews using our policy in 2011.

All staff are offered a review with their Line Manager annually with a follow up meeting during the next year. This is not mandatory but 85% of staff engaged with this process during 2011/12.

All reviews take place between January and March of each year (to synchronise with NHS appraisals). The reviews enable individuals to discuss career aspirations and associated development needs. The outcome of these discussions is reviewed, training is identified and delivered accordingly – either by providing time off for attendance at internal/external events or by arranging bespoke training. Staff are encouraged to include SMART (**S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime bounded) targets and make them SMARTER by **E**valuating and **R**e-evaluating them. This includes emphasis on the quality of work undertaken, for example the quality of teaching materials developed and papers written rather than simply quantity. Line managers are encouraged to identify external mentors and discussions with mentors should inform the staff review process. Line managers also discuss criteria for progression and promotion where appropriate. Progression and promotion criteria acknowledge the importance of administration, pastoral and outreach work in addition to teaching and research responsibilities and they take into account part-time working. Time-out for maternity, paternity or adoption leave or other caring commitments is also allowed for in this process. The assumption is made that staff would have continued to progress at the same rate during their break in service.

All new staff are encouraged to attend a University course on staff review and development as part of their induction programme and to attend lunchtime refresher courses on an annual basis. These seminars explain the progression and promotion process and enable discussion on any areas that lack clarity.

We also have a CV Mentoring Scheme in which the Deputy Head of School scrutinises CVs and gives advice on potential gaps for progression and promotion. This includes detailed comment on the writing and structure of individuals CVs and has enabled female members of staff to gain the support required to be successful in this process. *To further enhance the Scheme we will encourage mentors to advise candidates who are considering promotion (Action 3.5).*

We believe we now have a robust process to support academic career development at all times, not simply key transition points and *we will continue to report effectiveness (Action 1.8).* Our policy and process of monitoring and acting on the findings of reviews has been recommended centrally and our experiences shared with other Schools in the University. The structured format of this process means that female staff should not now be restricted in their career opportunities as a result of their perceived reticence in seeking promotion.

(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?**

Our School is small and diverse. We have a formal core induction for staff with bespoke bolt-ons for individuals to tailor the induction process to specific roles.

The School administrator is responsible for the core induction programme while detailed individualised induction is the line manager's responsibility. The core induction process has not previously emphasised equality and diversity issues. *As part of our action plan we will expand core induction content to include detailed information on University and School policies and procedures that support fair and flexible working for new staff (Action 2.2).*

Our induction process starts before new staff start work. We send through relevant materials by post / email and offer opportunities to attend team / School events prior to their start date. For example, two female research associates and one female PhD student appointed in summer 2012 attended the all day launch event of the Biomedical Research Unit in September, prior to their official start date. This introduced them to the Unit and allowed them opportunities to build social and research networks.

On their first day, new staff are introduced to others in their immediate work area and a schedule is drawn up for them to meet remaining School staff during their first month. The Head of School meets all new staff within the first month in order to introduce himself, walk them round the School and ensure

they are aware of his open door policy via which he can be contacted directly and informally.

Assessment of training requirements currently takes place as part of staff review and development. Staff starting in the early summer may not, currently, have a formal assessment of their training needs until the following Spring. *As part of our action plan we will refine our SRD process to facilitate reviews for new staff within three months of appointment. This will ensure that basic training courses including Equality and Diversity have been completed and that training needs have been identified and are being met (Action 2.3).* Checks to ensure that this basic training has been received will become part of the SRD process*.*

(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.

Our School supports undergraduate and post-graduate students and has embedded good practice into student support.

We provide support for dental undergraduates through our personal tutor scheme overseen by the Clinical Dean. All students are allocated to a member of staff who acts as their personal tutor and provides pastoral support. Students are able to request a change of tutor via Dr McNally and female students requesting a female tutor will be allocated one. *Measures to refine the personal tutoring scheme and increase awareness of, and support for, vulnerable students will be put in place as part of our action plan (Action 4.1).* There is no formal tutor system for Dental Care Professionals (DCP) as the DCP School is small. However, the female head of the DCP School (Sarah Bain) operates an open door policy for students.

The Head of School holds half-day sessions with final year dental students to make them aware of academic career opportunities - most recently, this has resulted in three students successfully managing the transition into the academic system through the ACF scheme. We have also supported two recent graduates from the DCP programme to gain research posts and one is now completing an MRes.

Course organisers provide pastoral support for students on the MSc in Implantology and the taught doctorate in Orthodontics. Orthodontics students receive additional support from academic and educational supervisors across the South West. As a School we have embraced opportunities offered by the National Institute for Health Research Academic Clinical Fellow (ACF) scheme. Four of our ACFs have obtained Research Training Fellowships.

Early career researchers are supported by Senior Lecturer in Dental Public Health. Three are women and two of these are now working with the Academy of Medical Sciences in London to develop a national "buddy" scheme for academic dental trainees. All postgraduate research students have at least two advisors. If additional pastoral support and mentoring from a female member of staff is requested, a female member of staff is co-opted to the supervisory panel.

To further encourage and support our female students, *we are planning a half-day symposium with female academics to which all female senior dental undergraduates and all female post-graduate students will be invited (Action 3.2).* This session will be evaluated, and if successful, will be repeated on an annual basis.

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.

We have summarised School committees in Table 9 and provided data on representation on committees over the past three years in Figures 8-10.

Table 9 **Committees in the School of Oral and Dental Sciences**

Name of committee	Day, frequency and time	Membership
School Executive	Mon, fortnightly, 1.00pm	Head of School, Deputy Head of School, Head of Research, Head of Teaching, Postgraduate Director, non-professorial member of staff, Head of the DCP School, School Manager
Dental Education Committee	Weds, termly 2 - 4.00pm	All academic Unit and Element leads
Clinical Students Progress Committee	Days and times vary, termly,	All academic Unit leads
Research Committee	Days and times vary, termly,	All research active academic staff
Dental Teaching Committee	Weds, termly 2 - 4.00pm	All academic Unit and Element leads for clinical years 2-5
Annual Programme Review Education Programmes	Weds, annually 2 - 4.00pm	All University and NHS funded teaching staff
Annual Programme Review Research Programmes	Weds, annually 2 - 4.00pm	All research active academic staff
Staff Student Liaison Meeting	Thurs, termly 5 – 6.00pm	Student representatives Years 2-5, Clinical Dean, Staff-Student President, Head of Teaching, Head of School.

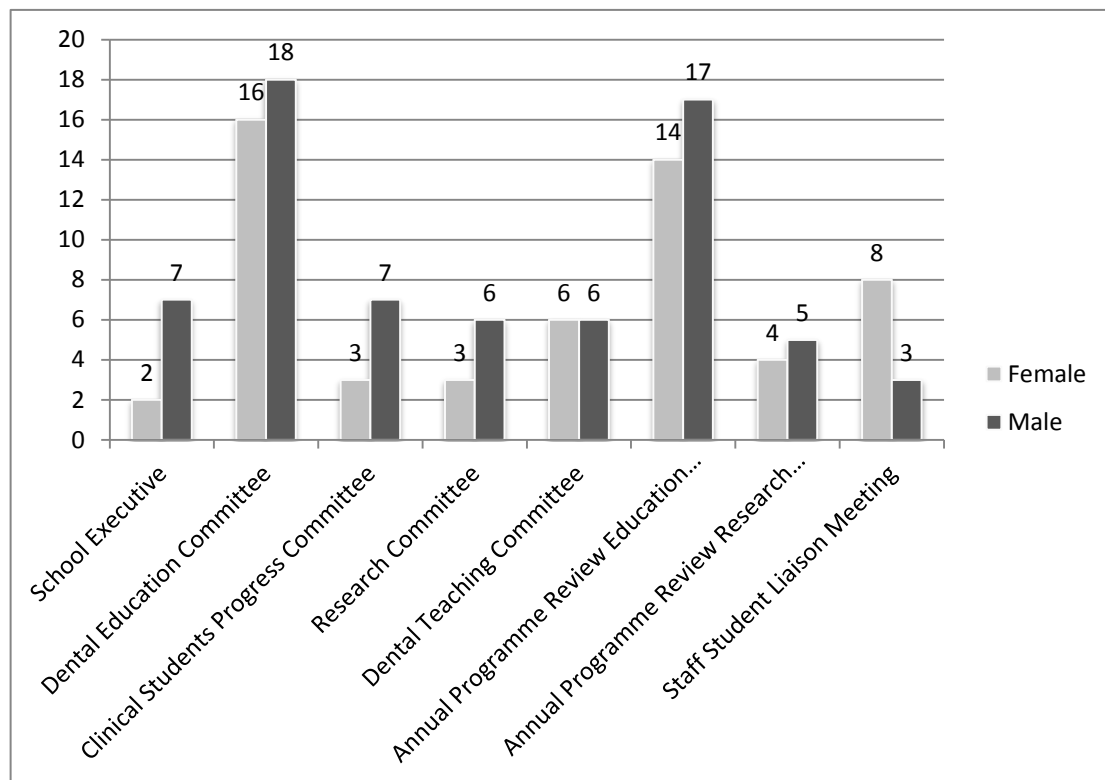Figure 9 **Representation on School committees 2009.**

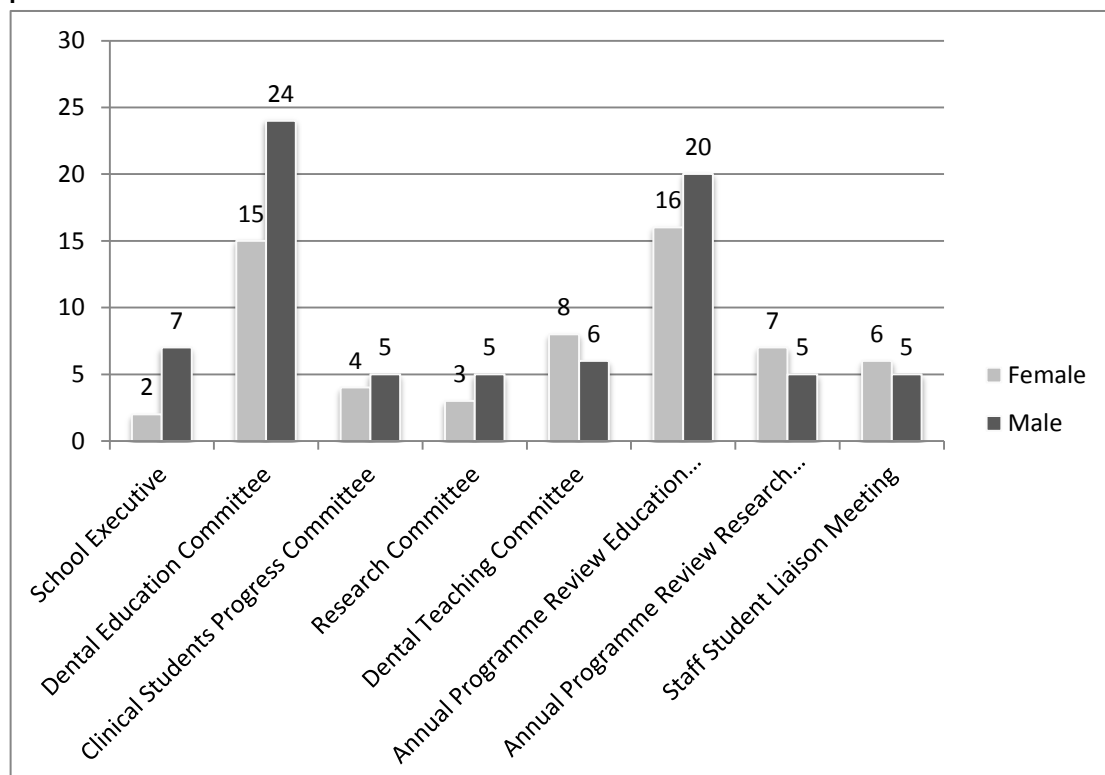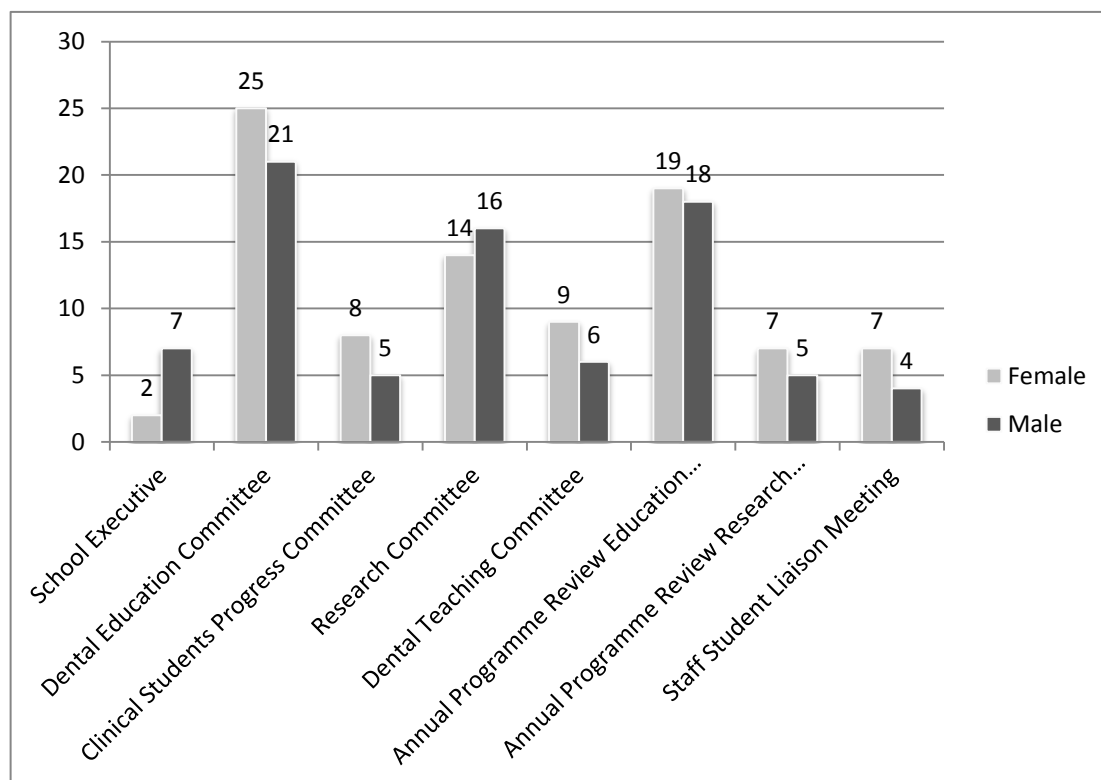Figure 10 **Representation on School committees 2010**
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Figure 11 **Representation on School committees 2011**

Most committees are open to all academic staff. The School now has roughly equal numbers of female and male staff and gender representation on committees is equal apart from the School Executive (discussed in section 6b i). *With regard to this imbalance, we are now putting in place targeted actions, as described throughout this document and in the action plan in order to address it (Action 2.6, 3.4).*

Most meetings take place within core hours to ensure both female and male staff with caring responsibilities can attend; care is taken to ensure that meetings finish on time. The Staff – Student Liaison committee is held outside core hours (starting at 5.30pm) to minimise impact on teaching for students.

(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.

We have include data on fixed term contracts in the Figures 12-13 below

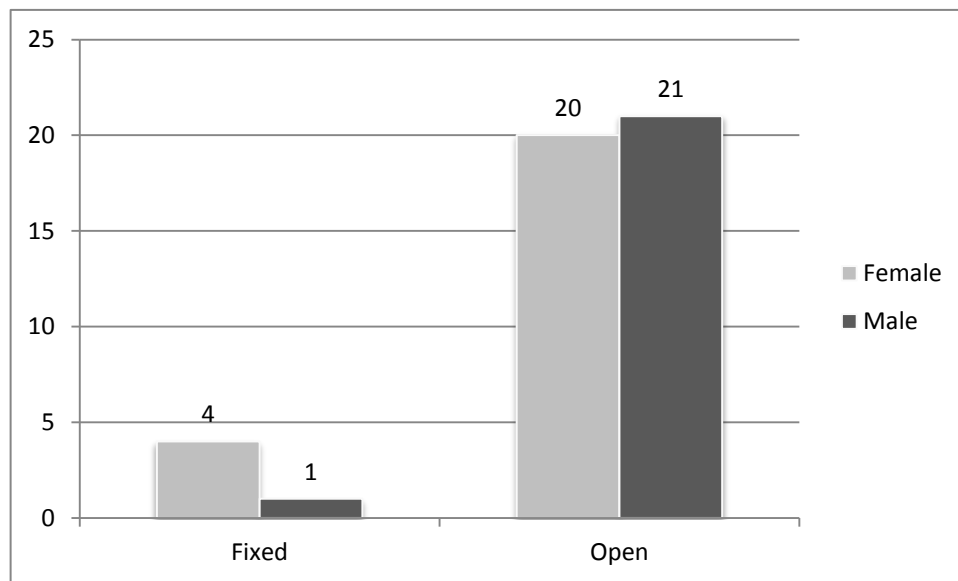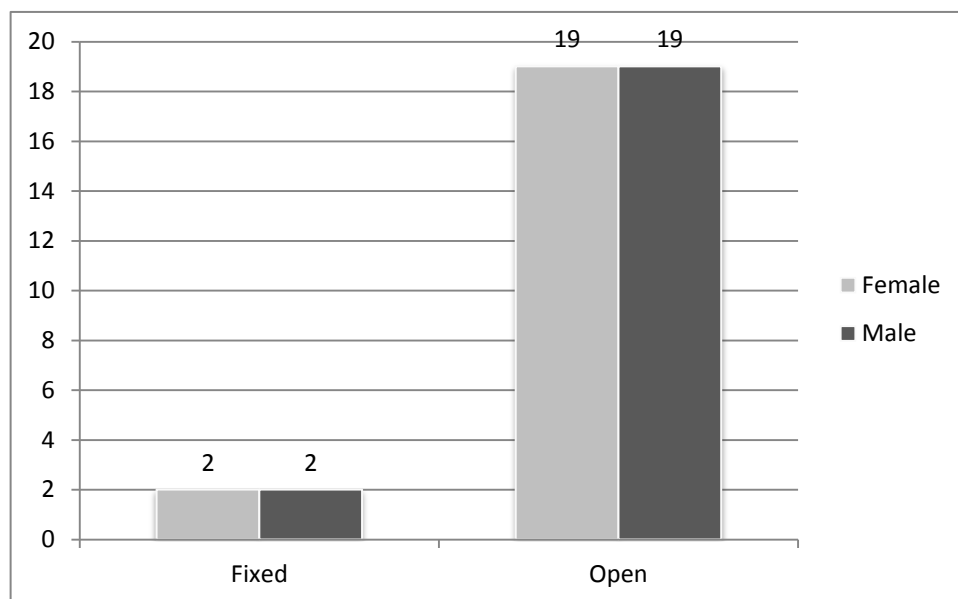Figure 12 **Staff on fixed term contracts 2010**

Figure 13 **Staff on fixed term contracts 2011**

Despite the small numbers, equal numbers of females and males have fixed and open contracts.

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?

There are fewer female than male staff on our School Executive reflecting the fact that we have more senior male staff in the School. Despite this female academics are included on this committee and *we plan to be pro-active in nurturing our female staff and enabling them to take on more senior roles within the school (Actions 2.6, 3.4).*

Membership on committees is rotated every three years and is reviewed annually to ensure diversity of representation. We recognise that it is crucial to include female staff in decision making processes. However, as we have a limited number of senior female academic staff it is also important not to overburden them. We have therefore provided additional administrative support and adapted decision-making roles to ensure that female staff can gain necessary experience to contribute to decision-making processes that shape the School, continue to develop as academics and fulfil their family commitments. Female staff are encouraged to discuss workload implications with their line manager prior to committee involvement in order that their valuable time will not be compromised. Timing of committee meetings is planned to ensure those with caring responsibilities can attend and care is taken to ensure that such meetings finish on time.

We will monitor the representation and roles of female academics on key decision making committees in the School to ensure we continue to strike the right balance between including female staff and protecting their academic time (Action 2.6).

(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.

General principles apply in that workloads are monitored to ensure that work is allocated fairly. Work/life balance is adjusted accordingly for staff working reduced or part-time hours because of caring responsibilities.

Workloads including pastoral and administrative responsibilities are monitored by line managers as part of staff review and development. This process promotes the use of SMART targets so staff have achievable objectives. No School-wide responsibilities are allocated without the prior knowledge and agreement of the individual and their line manager. If additional resources are required to allow a member of staff to take on a specific role within the School and balance other commitments this will be discussed and agreed with the Head of School.

Key roles in the Faculty such as Faculty Admissions Officer and within the School such as Pre-Clinical and Clinical Dean, Chair of the Departmental Education Committee and Annual Programme review and Chair of the Faculty Ethics Committee are all currently held by female members of staff. It is accepted that these roles have a heavy workload and consequently the terms of office are limited and revised where necessary. As an example, the term for Admissions Officer has recently been reduced from five to three years to limit any adverse impact on the School Admissions Officer's research career.

(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.

Core hours in the School are between 0930 and 1530. We ensure that the majority of meetings and social activities occur in this period. We also fix meeting dates well in advance.

School meetings are held once a term at lunchtime. The days of meetings are varied so that those with fixed commitments can attend some of the time. A buffet lunch is provided to allow staff an opportunity for networking. *The meeting is used to inform staff about current issues in the School and Hospital including progress with the SWAN application (Action 1.4).* Minutes of School meetings are published on the School intranet and information about the School is disseminated in a Staff Newsletter. School training courses described previously take place at lunchtime.

It is less easy to rotate days for other meetings. For example, there is no undergraduate teaching on Wednesday afternoons so this is an ideal time to hold teaching committees enabling as many teaching staff as possible to attend.

It difficult to hold external seminars during core hours as external speakers often prefer to give talks at the end of the working day. We have compromised by scheduling seminars between 4pm and 5pm on a Wednesday and by giving termly notice of speakers and topics.

We organise a Christmas party each year and various groups within the School organise social events on an ad hoc basis. *Our focus group and interviews identified a desire for social gatherings to facilitate networking between the different research groups and between clinical and academic staff. In response to this, the school has funded a research coffee morning (within core hours) to be held in December (Action 5.4).* We will see how this works and organise repeat events if staff find this valuable.

(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.

The culture within our school is one of fairness and support and we strive for transparent decision making in which all staff can be involved.

School culture was considered (from the perspective of female staff) at the focus group and interviews. Female staff reported they were treated fairly and that they did not see any need to be "singled out" for special or exceptional treatment. Rather they felt that progress, promotion and career development for staff was a function of merit. We believe that this indicates that our School has a culture that is female-friendly and inclusive.

We make considerable efforts to ensure that female staff are represented, recognised and rewarded within the School. As noted above, a number of key roles in the School are undertaken by female staff and the terms of reference for these roles have been modified to make them attractive to female members of staff. Staff and student successes are celebrated through the School website and newsletter. For example, two female PhD students recently "made the front page" when they were awarded training fellowships.

Staff are encouraged to raise their profile externally and to build research networks, for example, by attending conferences. However we are mindful of caring responsibilities that might impact on the ability of female staff to do this and discuss these issues as part of the staff review and development process. There is no expectation that staff must raise their profile in this way – rather, it is a joint decision reached between staff member and line manager after taking into account all aspects of the work-life balance.

Our female-friendly culture is also illustrated via the School seminar programme that was initiated in 2008 to allow networking opportunities for staff. We have sought to invite female speakers (29 of the 53 speakers to date) to provide role models for our female academics in different fields, disciplines and departments.

Informal networking opportunities are promoted at School and group meetings and seminars, held mainly within core hours. However, there is a lack of social space for staff to interact informally and so *internal networking events need some organisation and forward planning eg the academic coffee meetings as described above (Action 5.4).*

As noted above and in our action plan, Athena SWAN will remain a standing agenda item on all School and Dental Hospital committees and therefore will provide a regular opportunity to reconsider the culture of the School and the equality of opportunity for female staff (Action 1.4, 2.1, 5.2). In the same vein, the Head of School has offered to host bi-annual lunches with junior academics to facilitate his open door policy and discuss issues of equality (Action 2.7).

We will collaborate with other schools in the Faculty to share good practice in all areas of support and advancement of womens' careers (Action 1.3).

(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.

Over several years both dental staff and undergraduate students have visited local primary schools in the Bristol area with the aim of providing oral health education and fostering child-dentist relationships. This is overseen by a female community dentist (Katherine Walls) in conjunction with the community oral health team.

In April 2012 a new community hospital was opened in South Bristol providing further opportunities for outreach. A dental outreach programme has been set up within the hospital to improve community-based teaching for dental students. This outreach programme also provides an opportunity to work with schools from disadvantaged areas of Bristol where student aspirations may be low. There are a range of careers in dental care that these students may be unaware of. Dental nursing has an entry level of two GCSEs and provides an opportunity to step on to a long skills ladder within the dental care profession. Members of staff visit local schools to talk about the dental care profession and raise awareness of career opportunities.

Male and female staff participate equally in this outreach activity and there is formal recognition of this work when allocating workload and considering cases for progression or promotion. The workload commitment is not large as it is spread among all staff at South Bristol. However, engaging with this outreach process provides an opportunity to display citizenship and the balance between this and appropriate workload is overseen as part of the SRD process.

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.

Of the six women who took maternity leave during the previous three years (all at RA or lecturer level) five returned to work, some in part time contracts.

(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.

Nobody has taken parental or adoption leave in the last three years (2008 – 2011). One male member of staff took paternity leave during this three year period. *We will take steps to ensure that male staff are aware of their rights to take paternity, adoption and parental leave by publicising the issue at school meetings regarding family and work life as well as equality and diversity (Action 2.4). We will also publicise links to appropriate web-pages and policies in school newsletters and on the school website (Action 5.3).*

(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.

Changes in working hours are agreed formally with line managers. Between 2008 and 2011 four female academics in the School applied to reduce their hours (all at RA and lecturer level) and all were successful. No male members of staff applied to change their working arrangements during this time. Flexible working is available for all staff with academic commitments but is agreed locally with line manager and is not formally monitored. The culture of the School is such that staff are trusted to get on with their jobs and they have the autonomy to flex in the way that they work to accommodate caring responsibilities where necessary.

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.**

We have increasing numbers of staff working part-time or flexibly and we anticipate that this will increase over time as younger members of staff with family commitments progress and are promoted. *To ensure we support the part-time and flexible working needs of staff we are developing local policies to ensure that the School is supportive (Action 2.1, 2.2, 2.4).* Furthermore, we provide enhanced School-based training and support, restricting key activities to core hours so that those with flexible working patterns have the opportunity to attend. This means that commitments required for CV development and progression can also be maintained regardless of work patterns.

We use the SRD process to discuss workload and any proposed changes in working hours or arrangements. Formal requests for a formal reduction in hours are discussed further with the line manager and then with the Head of School who is ultimately responsible for signing off requests. No request has been refused.

We do not formally monitor flexible working arrangements but all staff taking part in the focus group and interviews agreed that opportunities to work flexibly were available if required. *As part of our action plan we intend to repeat the focus group and interviews to confirm that flexible working arrangements continue to be offered and supported (Action 3.3).*

(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.

We follow University policy in supporting female staff before they go on maternity leave, providing cover when they leave and helping them to return to work. During pregnancy the female member of staff meets with her line manager to map out required maternity cover. The line manager agrees a method of keeping in touch with the woman during her absence. The normal mode of contact is email but it is explicit and agreed that there is no need for the woman to respond to emails unless she chooses to do so. This includes an electronic copy of the School newsletter. Where possible, staff covering maternity leave are recruited prior to the

commencement of leave to enable a formal handover. Keeping-in-touch days are arranged for staff on maternity leave and relevant meetings are scheduled for these days. These days can also be used to discuss any changes to working arrangements on returning to work. Care is taken not to overload the member of staff on her return to allow her to settle back into working life. The Women Returners Scheme is highlighted to female members of staff who plan to return. This is a scheme in which women returners can apply for up to six months protected research time following leave in order to re-establish themselves academically.

We have produced a School-specific managers' handbook and made this available on the web. We ran a maternity / paternity / adoption course for staff during 2012 to ensure that all staff are aware of School policy *and we plan to run these annually (Action 2.4).* As part of our action plan we will continue to monitor all maternity, paternity and adoption data and staff attitudes through our repeat focus group and interviews *(Action 1.7)*.

4998 words

8. Any other comments – maximum 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.

Over the last 5 years there have been a series of organisational changes within the University, the Faculty and the School. These include organisational changes for support staff and a staffing increase to cope with a 44% increase in student numbers. Despite these changes the School has research income levels that have not been matched per capita in the previous two decades and has attained NSS scores in the top 5% of schools at the University of Bristol. The School has recognised national shortages of clinical academics in dentistry and has embraced opportunities to rectify this. To date, our engagement with the ACF/ACL scheme has yielded four young clinical academics and there are more in the pipeline. Commensurate with the increase in female dental students over the last ten years, most of these young academics have been female. We recognise a need to build on our existing support structures so that we can continue to enable the career progression and promotion of females into senior roles.

The SWAN process has been well received in the School and the initial survey made us look at how we provided support for female staff in developmental and leadership roles. The follow up of the initial survey with confidential focus groups gave us reassurance that the School has equality and that staff are treated fairly. The data made it very clear that female staff fill the more junior staffing grades and that female professorial staff are a minority, a trend that is not peculiar to Bristol. In senior management there is a shortage of female staff but we have used flexible working, increased support mechanisms and altered roles in order to allow key posts (Admissions, Dental Education Committee, Faculty Ethics) to be filled by female academics. Female staff are succeeding in these positions and have brought about major improvements and innovation in these areas. We will continue to drive these changes in order to address the most obvious anomaly in gender balance in the School Executive.

While there is considerable potential for change ahead of us as a result of this self-assessment, comments from female staff as noted in the promotional material indicate that we are supportive of female staff and students:

"During my time at Bristol, I've really enjoyed the inclusive and supportive attitudes of my colleagues and senior staff. Bristol has a close, friendly, almost family atmosphere."

"It is one of the friendliest and most supportive Dental schools I've worked in and I would thoroughly recommend it to anyone considering dentistry"

We also make considerable efforts in the development of our teaching to build flexibility into our approaches for female students and this is being recognised:

"As a busy working Mum with two demanding sons, the flexibility of the BUOLD learning modules, allowing me to choose when and where I studied, made this practical postgraduate course possible."

475 words

Case study: impacting on individuals – maximum 1000 words

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.

ACTION	RESPONSIBLE PERSON / FUNCTION	TIMESCALE			PROCESS	MEASURE OF SUCCESS	DOCUMENT REFERENCE
		Year 1 13/14	Year 2 14/15	Year 3 15/16			
1. GENERAL ISSUES							
1.1 Formation of Athena SWAN working group (ASWG) to replace SAT and implement and evaluate the action plan	ASWG Lead	January 2013			Group members recruited and regular meetings scheduled	Documented agenda and minutes	2c) p.7
1.2 Formal reports to relevant groups within and outside the School on implementation and evaluation of action plan and updating where required to ensure the plan is dynamic	ASWG Lead	November 2013			Formal reports made as appropriate to whole school staff meetings, the School Executive, the Board of the Faculty of Medicine and Dentistry and the University SWAN committee	Items documented and actions amended as required	3b) p.14, p.19 4b) p.23
1.3 Work with the two other Schools in the Faculty of Medicine and Dentistry to identify	ASWG Lead and leads for other Schools			July 2015	Organize regular joint meetings between	Shared good practice implemented and evaluated	4) p.37

actions appropriate for implementation					schools; review of action plan and progress		
1.4 Increase visibility and raise profile of Athena SWAN	ASWG Lead		June 2014		Publicize SWAN profile through school media e.g. newsletters, website	Evaluate staff awareness via biennial focus groups	6b) p.35, p.37
1.5 Collect annual data re: gender balance for undergraduate student applications, offers and acceptance	SM	July 2013	July 2014	July 2015	Potential barriers identified and action implemented to rectify inappropriate imbalances	Data reported annually to ASWG and School Executive; appropriate gender balance maintained	3b) p.10, p.12, p.14
1.6 Collect annual data re: gender balance for post-graduate student applications, offers and acceptance as well as feedback on promotional material and guidance re: career choices	SM				Potential barriers identified and action implemented to rectify inappropriate imbalances	Data reported annually to ASWG and School Executive; appropriate gender balance maintained	3b) p.10, p.14
1.7 Collect annual data	SM				Potential	Data reported	3b) p.18,

re: gender balance for staff recruitment – job applications, short-listing, interviews and offers; flexible working arrangements and staff turnover						barriers identified and action implemented to rectify inappropriate imbalances	annually to ASWG and School Executive; appropriate gender balance maintained	p.19 7b) p.40
1.8 Collect annual data re: gender balance for staff progression and promotion	SM					Potential barriers identified and action implemented to rectify inappropriate imbalance	Data reported annually to ASWG and School Executive; appropriate gender balance maintained	4a) p.23 4b) p.26
2. SCHOOL VISION, POLICY AND PROCEDURE								
2.1 Formalize and embed a school wide approach to equality, diversity and flexible working that is part of the school ethos	HoS	June 2013					Clear statements of school ethos on website, in job descriptions and in other key school documents	6b) p.37 7b) p.40
2.2 Develop a formal induction procedure to	DhoS / SM	July 2013				The formal induction	Induction package rolled	5a) p.27 7b) p.40

ensure that all staff are aware of work and family initiatives, equality and diversity policies, staff review and development and exit interview procedures in addition to more general school and university administration					package will be refined, evaluated and then presented to ASWG at the end of the 2012/2013 academic year.	out to new staff members and monitored on an annual basis	
2.3 Review staff review and development process to ensure supported progression and appropriate focus on career development and refine as required (to include mandatory review for new staff within three months of start date)	HoS / DhoS	March 2013			Annual report of review process from DhoS to ASWG / School Executive and feedback provided	Positive feedback from staff re: timely staff reviews, provision of CV support etc.	3b) p.18 4a) p.23 4b) p.24 5a) p.27
2.4 Implement and evaluate policy on required training for all staff and agree basic core training set/ refresher schedule for all staff	SM / HRM	September 2013			Basic core training set will be developed for new and existing staff to include equality and	Mandatory training audited via SRD process to ensure appropriate uptake; report	4a) p.22 7a) p.39 7b) p.40 7b) p.41

					diversity, work and family initiative, flexible working, fair and effective recruitment, staff review, maternity / paternity policy. This will be communicated to staff with guidance on how to update training	made to ASWG and School Executive	
2.5 Develop exit interview protocol to encourage staff feedback and identify reasons for leaving	HoS	July 2013			Exit interview protocol is adopted and documented on school website and in key other school documentation	Exit interviews become part of procedure, data is collated and analysed as appropriate	3b) p.19
2.6 Monitor membership of School, Faculty and University	HoS	June 2013				Report made to ASWG (and School	6a) p.32 6b) p.34

committees to ensure fair decision making and appropriate support for female candidates						Executive) annually. Appropriate actions taken if required	
2.7 Introduce round table talks between senior academics and junior staff and students to encourage networking and promote career opportunities e.g. differing career pathways and making the transition to academia					Talks are scheduled, advertised and evaluated by attending female staff	Report made to ASWG (and School Executive) re: uptake and effectiveness in guiding career decisions	3b) p.18