Department Application
Bronze and Silver Award

University of Aberdeen
Institute of Medical Sciences

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

We were granted an extra 1000 words- the email below confirms this. The table below shows the word count for each section.

Dear Maria,

Thanks for your email.

Yes the Institute of Medical Sciences may have an additional 1000 words to allow for this analysis and reflection in their April 2018 submission. Please attach a copy of this email for reference in the submission.

Kind regards,

Kelsey

Kelsey Paske
Equality Charters Advisor
Monday - Thursday
T: 020 7438 1019
E: **kelsey.paske@ecu.ac.uk**

There are 13 'impact boxes' not included in the word count. Each box contributes between 22-50 words (a total of an extra 395 words). This takes our total word count to 12,759.

Word count

Section	Word count	Allowance
1	538	500
2	411	500
3	730	1,000
4	1,901	2,000
5	7,410	6,500
6	973	1,000
7	401	500
Sub-total	**12,364**	12,000 + 1,000
Impact boxes	**395**	
Total	**12,759**	13,000

Name of institution	University of Aberdeen	
Department	Institute of Medical Sciences	
Focus of department	**STEMM**	
Date of application	18 May 2018	
Award Level	**Silver**	
Institution Athena SWAN award	**Date: 2017**	**Level: Bronze renewal**
Contact for application Must be based in the department	Professor Helen Galley	
Email	h.f.galley@abdn.ac.uk	
Telephone	01224 437363	
Departmental website	https://www.abdn.ac.uk/ims/	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

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

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

Ms Sarah Dickinson
Head of Equality Charters
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

19th April 2018

RE: Institute of Medical Sciences Athena Swan Silver application

Dear Ms Dickinson

As Director of the Institute of Medical Sciences, I am personally committed and delighted to strongly support this Silver Athena SWAN award application. My two Deputies (one female, one male) and I work closely together as a Directorate and have all signed this letter. All three are members of the Equality and Diversity committee supporting the activities of the self-assessment team. The drive and combined vision in the IMS has identified innovative ways to create a fair and balanced workplace and we are already engineering positive changes in our Institute.

The IMS Executive team includes the Directorate, an Equality and Diversity representative, our Research Programme leads plus Professional and Support staff (5 female, 7 male). The Executive represents the potential future senior managers of the IMS, School and University, and the female representation we have achieved at this level ensures women have equal opportunity when future senior positions are filled.

The IMS has made steady progress in addressing staff gender imbalance. Our two most recent academic appointments were both female (grade 7 and grade 9). Notably over a 5 year period, we have improved the proportions of women among clinical professorial staff (from 20% to 43%). We have strengthened funding application support, including personal feedback and informal grant mentoring. Our Traffic Light Scheme to prepare early career researchers for fellowship application, a stepping-stone to academic independence, has allowed 6 women to secure prestigious independent fellowships; over twice the national average success rate.

The Directorate strives to ensure that the IMS is a fair, equitable work-place through changes in culture and practice. In the last year the Directorate has introduced a transparent workload model that makes the expected balance of contributions clear. This has resulted in similar median teaching loads for men and women. We have instituted formal advertising and interviewing for all specified roles to equalise opportunity. We have introduced a scheme for childcare funding for conference attendance, scheduled routine meetings to avoid early and late times of day, promoted flexible working schemes such as the 9-day fortnight and introduced breastfeeding rooms and an on-site breastfeeding policy, with high-chairs available within our social space.

The Directorate recognises constant iterative improvements are necessary to sustain change, and in our action plan we will for example:
1. Work towards an IMS/School Fellowship scheme for women as a route into permanent posts.
2. Improve support for early career researchers by appointment of an 'ECR Champion', and raise understanding of our fellowship-readiness 'traffic light' triage system, identified as an issue by staff.

3. Improve promotion processes since some staff report lacking confidence to apply.
4. Conduct focus groups with Professional and Support staff to identify areas of support for career progression.
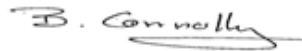
This Directorate is committed to creating the workplace equality necessary to achieve good representation of women, particularly in senior positions, and are actively engaged in applying multiple measures to create and further enhance that supportive environment. Our experience of working together with the self-assessment team, and across the institution, gives us the confidence that we can engineer real, positive and permanent change in our workplace.

We confirm the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Institute of Medical Sciences.

Yours sincerely,

Professor Paul A. Fowler
Director,
Institute of Medical
Sciences

Professor Bernadette Connolly
Deputy Director,
Institute of Medical
Sciences

Professor Ian Stansfield
Deputy Director,
Institute of Medical
Sciences

[538 WORDS].

Glossary of abbreviations

|	
ALM	Academic line manager
AR	Annual review
AS	Athena SWAN
ECR	Early career researcher
E&D	Equality and diversity
FAE	Framework of academic expectations
FT	Full time
FTE	Full time equivalent
HoS	Head of School
IAHS	Institute of Applied Health Sciences
ID	Institute of Dentistry
IDEALL	Integrating Equality and Diversity for All
IEMDS	Institute for Education in Medical and Dental Sciences
IMS	Institute of Medical Sciences
PDRA/F	Postdoctoral research assistant/fellow
PGR	Postgraduate research
PGT	Postgraduate taught
PI	Principal investigator
PT	Part time
RIHN	Rowett Institute of Health and Nutrition
SAT	Athena SWAN self-assessment team
SL	Senior lecturer
SMMSN	School of Medicine, Medical Sciences and Nutrition
UG	Undergraduate

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

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

The Institute of Medical Sciences (IMS, Photo 1) is one of five institutes (Figure 1) of the School of Medicine, Medical Sciences and Nutrition (SMMSN, >800 staff), situated on the hospital site. The IMS is led by the Director (Paul Fowler), and two deputies (Bernadette Connolly and Ian Stansfield). The hospital site is 4 miles from the main campus with a free shuttle bus in between. The IMS has a central atrium with café, providing social space which is also used by staff from other buildings.

Photo 1: The Institute of Medical Sciences
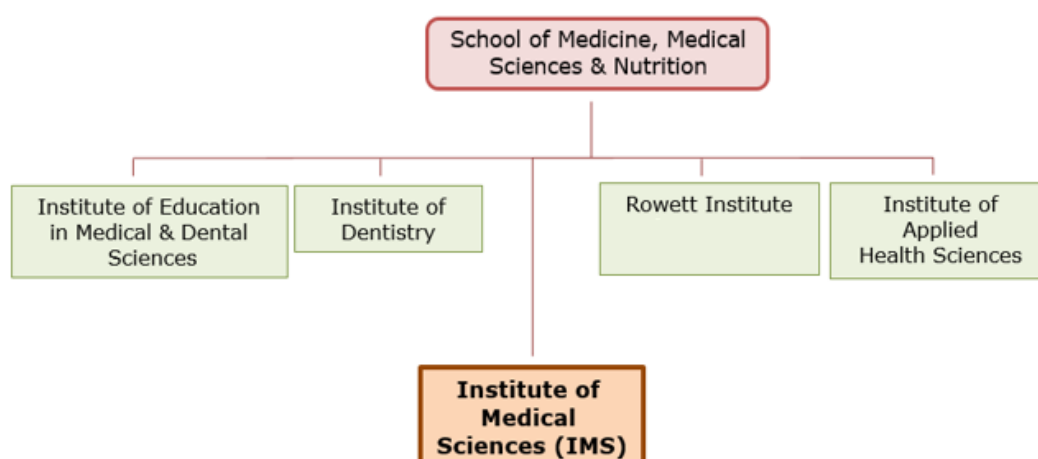
Figure 1: Structure of the School of Medicine, Medical Sciences and Nutrition

Principal investigators (PIs) are grouped into 6 Research Programmes; all but one has a female and a male co-lead (Table 1). The programme leads sit on the IMS Executive Committee, described later.

Table 1: Research programme members (headcount).

Research programme	Co-leads		Members	
	M	F	M	F
Cell, developmental and cancer biology	1	1	11	6
Immunology, infection and inflammation	1	1	7	8
Arthritis and musculoskeletal medicine	2	-	5	2
Metabolic and cardiovascular health	1	1	5	5
Microbiology	1	1	10	8
Translational neurosciences	1	1	11	4
Total	7	5	49	32

We have an Academic Line Management (ALM) scheme, with 27 ALMs in the IMS, 11 (41%) female and 16 (59%) male, appointed after application and interview (3 year tenure, Figure 2). ALMs also manage clinical academic staff and are themselves line managed by one of the IMS Directorate. Most (75%) of ALMs are Grade 9 and manage 1-15 staff each (mean=6 for female/6.9 for male ALMs). Female ALMs manage a mean of 6.2 female staff whilst male ALMs manage 2.9 female staff.

Professional and support (P&S) staff are managed separately by 8 managers; 5 females and 3 males. Male managers manage an average of 9 staff compared to 3 for female managers. The mean number of female staff per manager is 7.3 for men and 5.4 for women.
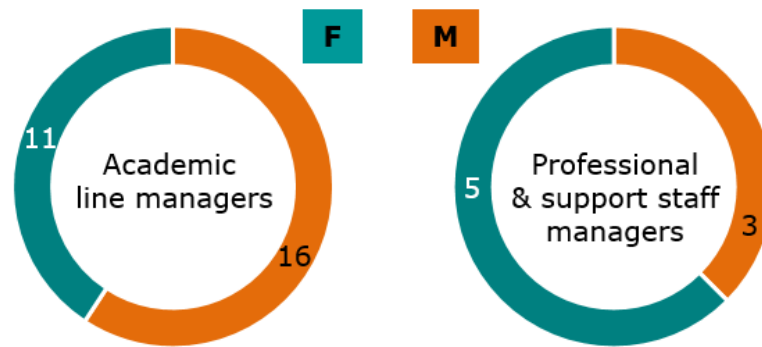
Figure 2: **Line managers by gender**
Proportions shown with headcount

Action box 1

The problem: Staff were allocated to line managers according to research programme but this has resulted in inequity which needs addressing.

The action: We will rebalance disparities in number of staff allocated to line managers (academic and P&S) and consult regarding gender of staff allocated/line manager

There are currently 256 (150F/106M, 58%F/42%M, Figure 3, Table 2) non-clinical staff. In common with data nationally, there are more women than men up to and including grade 6; from grades 7-9 there are more men than women.

| Grade	1	2	3	4	5	6	7	8	9
Female	0	4	8	10	38	60	12	8	10
Male	0	2	5	3	15	29	17	16	19
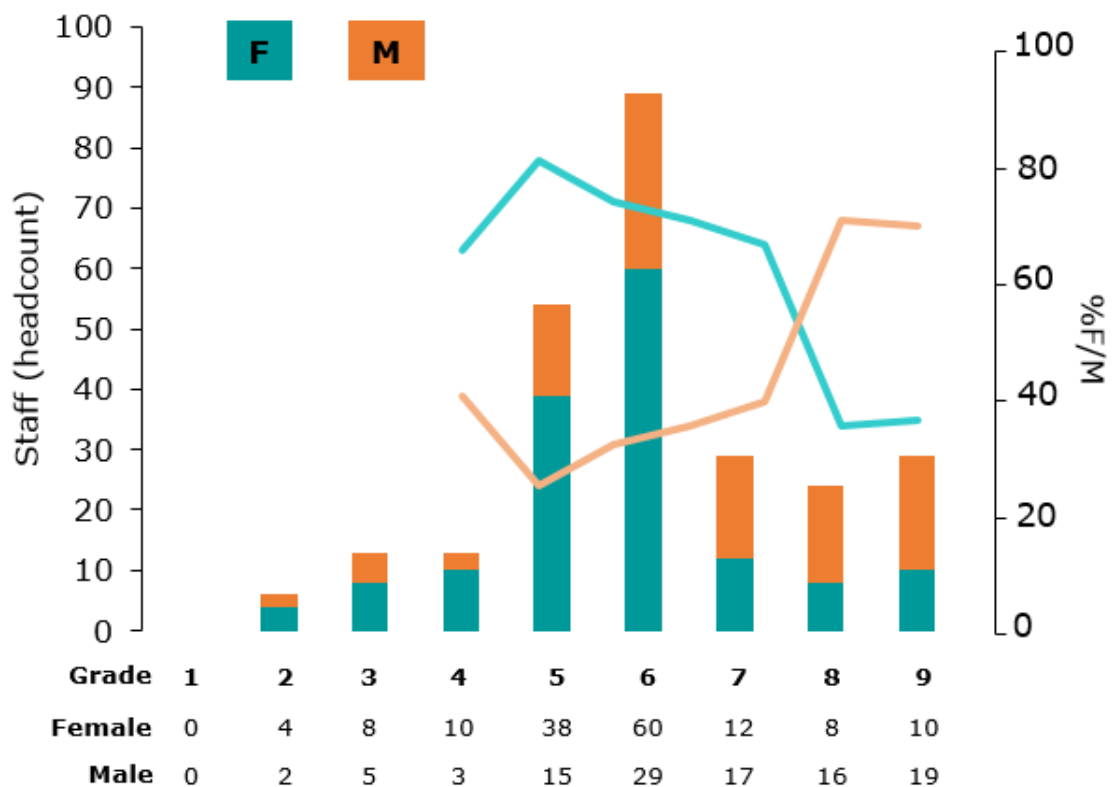
Figure 3: **Current total of all non-clinical staff by grade**
Bars are headcount; lines are %F/M (where numbers allow).

The proportion of female staff at grade 9 (professor) is similar to at grades 7/8; the recent appointment of a female professor has taken the current %F at grade 9 to 32% (national average 24%).

Table 2:   **Current non-clinical staff by role**

Grade	Non-clinical Academic and Research		Professional and Support	
	F (%)	M (%)	F (%)	M (%)
1	-	-	0	0
2	-	-	4	2
3	-	-	8 (61)	5
4	-	-	10 (77)	3
5	15 (60)	10 (40)	23 (82)	5
6	45 (63)	26 (37)	15 (83)	3
7	9 (39)	14 (41)	3 (50)	3
8	7 (32)	15 (64)	1	1
9	9 (32)	19 (64)	1	0
All	**85 (50)**	**84 (50)**	**65 (75)**	**22 (25)**

Headcount and %F/M shown (where numbers allow)
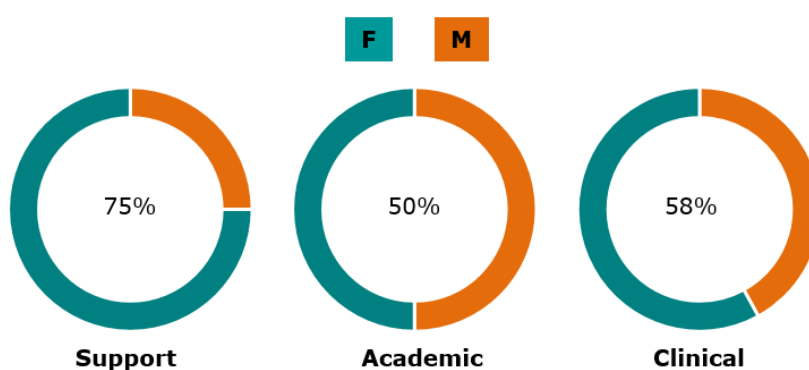
Figure 4:   **Staff categories by gender**
Support staff (professional, technical, secretarial and academic related), academic staff (non-clinical) and clinical academic staff as proportions of women and men with %F shown.

Most clinical academic staff are research fellows/professors, with few in between. The overall proportion of female clinical professors level is 33% (Table 3), just above the national average of 28%.

Table 3: Current clinical staff by grade as headcount

Clinical academic staff grade	Headcount all staff	
	F	**M**
Research Fellow	7	2
Senior Research Fellow	1	0
Lecturer	1	2
Senior Lecturer	2	1
Reader	1	0
Professor	3	6
Total	**15**	**11**

IMS teaching is focused on medical science degrees, although some IMS staff, including clinical and non-clinical academics, contribute to undergraduate (UG) medical degrees. Several taught MSc courses are offered.

Total current UG and postgraduate (PG) student numbers are shown in Figure 5. There is an ~60:40 ratio of F:M students at all levels; the current FTE is 1746 (UG), 76 (PGT) and 154 PGR.
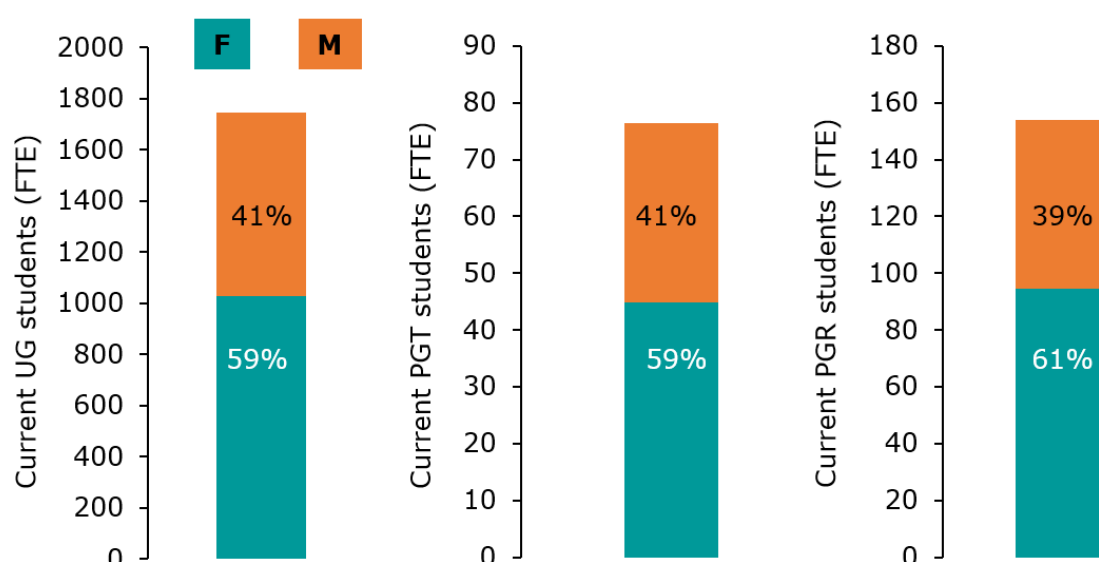
Figure 5:   Total current undergraduate (UG), postgraduate taught (PGT) and research (PGR) students by gender
Bars are FTE with % F/M shown

[411 WORDS]

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   A description of the self-assessment team

The IMS SAT was set up late 2015; the co-leads are **Helen Galley (HG)** and **Peter McCaffery (PMcC)**. Leads and members were recruited after open advertising. The SAT is part of the IMS Equality and Diversity (E&D) Committee. Overall there are 11 women/12 men on the SAT and 14 women/13 men on the full E&D committee (Table 4). All three members of the IMS Directorate, plus the Human Resources (HR) Partner, **Lindsey Hamilton (LH)** and the STEMM AS co-ordinator **Maria Cascio (MC)** sit on the E&D committee (Table 5) to support the SAT.

Although teaching track (Scholarship) staff are line managed in IEMDS, some are based in the IMS and are represented on the IMS SAT. Grades 6-9 including academic (Research and/or Scholarship), clinical, professional services and technical staff, postdoctoral research fellows, PT staff, and UG/PGR students are represented; however we have no PGT representation. The SAT/E&D committee has equal female/male representation. **MC and HG** also sit on the University Gender and Equality Group, **MC** and the **two co-leads** sit on the SMMSN E&D liaison group (to ensure a link between the IMS and the rest of the SMMSN), and **MC** sits on the University Advisory Group on E&D (to ensure institute/school E&D initiatives concur with University strategies).

> **Action box 2**
>
> **The problem:** We have no PGT student representation on the E&D Committee
>
> **The action:** We will seek a PGT representative to sit on the E&D Committee every academic year

Table 4:   The IMS Equality and Diversity Committee: SAT members

Name and position	Relevant roles and experience	Work-life experience
Helen Galley (F) Professor (Grade 9, FT)	**E&D and SAT Co-lead.** Member of the UoA Gender and Equality Group. ALM.	Appointed lecturer 1995, SL 2002 and Professor 2010. Two adult children
Peter McCaffery (M) Professor (Grade 9, FT)	**E&D and SAT Co-lead**. ALM.	Appointed Reader 2006, Professor 2008. Two children at university.
Alexandria Andriu (F) PhD student	PGR representative.	No children.
John Barrow (M) Senior Lecturer (Grade 8, PT)	External SAT member from IEMDS SAT. Co-ordinator of peer mentoring scheme.	Two children. Dual career household.
Julie Brookes (F) Technician (Grade 6, PT)	Parent Support Champion.	
Brandon Childers (M) Research Fellow (Grade 6, FT)		Dual academic career household, no children.
Bogdan Didov (M) UG student (FT)		No children
Tatiana Dovgan (F) UG student (FT)	Co-lead of Student Parent Group. STEMM ambassador.	Mature student after career change. Two children.
Lynda Erskine (F) Professor (Grade 9, FT)	Research Programme Co-lead. Academic core facility lead. ALM.	Appointed lecturer in 2001, SL in 2007 and Professor in 2012. Dual academic career household. Two children.
Iain Gibson (M) Professor (Grade 9, FT).	Research Programme Co-lead, ALM.	Dual academic career household. One child.
Pietro Marini (M) Teaching Fellow (Grade 6, FT)	Scholarship track, line managed by IEMDS, based IMS. Go-abroad tutor for the School	Two children.
Andrew McEwan (M) Research Fellow (Grade 6, FT)		One pre-school child.
Iain McEwan (M) Professor (Grade 9, FT)	ALM. Research Programme Co-lead.	Appointed Lecturer 1997, SL Lecturer 2003, Reader 2005 and Professor 2009.
Fiona Murray (F) Senior Lecturer (Grade 8, FT).	Seminars co-lead.	Two children.
Graeme Nixon (M) Professor (Grade 9, FT).	ALM. Research Programme Co-lead	Appointed Lecturer 1995, SL 2000 and Professor 2006. Two children.
Jonathan Pettitt (M) Reader (Grade 8, FT).		Appointed Lecturer 1996, Reader 2008. Two children.
Ann Rajnicek (F) Senior Lecturer (Grade 8, FT).	Co-lead of IDEALL Group.	Appointed Lecturer 2002, SL 2008. Worked FT throughout career. Two adult children. Single parent for several years.
Hugh Seton (M) Lecturer (Grade 7, FT)	Scholarship track, line managed by IEMDS, based IMS.	Appointed Lecturer 2000. No children.
Stefania Spano (F) Professor (Grade 9, FT).	Co-lead of IDEALL Group.	Dual academic career household. One child.
Dawn Thompson (F) Research fellow (Grade 6, FT)		Dual academic career household, no children.
Neil Vargesson (M) Senior Lecturer (Grade 8, FT).	Parent Support Champion.	Appointed lecturer 2007, SL 2013.Two children. Dual academic career household.
Natasha Walker (F) PhD student (FT).	PGR representative and co-lead for Student Parent Group.	STEMM ambassador. No children.
Adilia Warris (F) Professor (Grade 9, FT).	Clinical academic.	Appointed Reader 2013 and Professor 2015. Two children.

Table 5:   Other E&D committee members not part of the SAT

Name and position	Relevant roles and experience	Work-life experience
Paul Fowler (M) Professor (Grade 9, FT).	Director of the IMS. ALM.	Dual career household, one daughter.
Bernadette Connolly (F) Professor (Grade 9, FT)	Deputy Director of the IMS. ALM.	Deputy Director of the IMS. Dual academic career household. Two children.
Ian Stansfield (M) Professor (Grade 9, FT)	Deputy Director of the IMS. ALM.	Deputy Director of the IMS. Dual academic career household. Two children.
Maria Cascio (F) STEMM AS co-ordinator (Grade 6), FT	Co-ordinates E&D and AS activities for the School.	Previously IMS research fellow. Two children. Dual career household.
Lindsey Hamilton (F) HR Partner (Grade 7, FT)	HR partner for the IMS.	Dual career household, two children.

Photo 2:   The Equality and Diversity Committee, March 2018

(ii)   An account of the self-assessment process

The SAT was set up in late 2015 and has met 6-weekly since then. Four sub-groups met 3-weekly in early 2016 for initial data assessment and we submitted an unsuccessful Bronze application in November 2016. Despite this, we implemented our action plan (AP) and delayed resubmission to enable assessment of the impact of our initiatives following further data analysis in 2017/18 with subsequent submission of this Silver application.

We consulted students and staff through the following activities:

- two surveys of IMS staff (Mar 2016/Sep 2017) (66%/69% response rates)
- two PG student surveys (Mar 2016/Sep 2017) (31%/65% response rates)
- a focus group with women who had recently taken maternity leave (2016)
- a survey of people who had used the maternity coaching service (2016) (92% response rate)
- focus group discussions with post-doctoral researchers and PG students (March 2018)

Data analysis in 2016 identified several areas of concern requiring immediate action, classified as **supporting**, **prioritising** and **procedural improvement** activities. The impacts of initiatives to tackle these were identified after another staff survey in late 2017 with further data analysis, described fully in Table 6 and highlighted throughout the narrative in **yellow impact boxes**. Planned APs are highlighted in **blue action summary boxes**. The SAT is constantly seeking to understand the impact of its initiatives to reinforce the feedback loop of progress. We have produced a poster highlighting E&D initiatives for display in the IMS (Figure 6) to fully inform staff.

Table 6: Initiatives undertaken after initial data analysis and their impacts

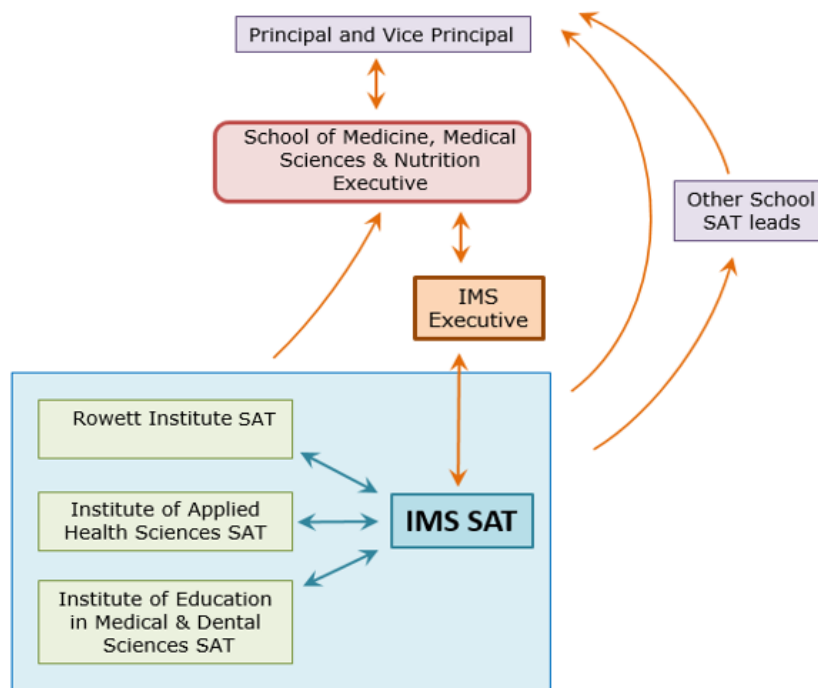| Initiative	What we did	Impact
Supporting our staff		
Better parent support	Breastfeeding policy implemented, IMS family room provided, student parent group set up, parent support champions appointed	Posters displayed, 76% F and 70% M say they are aware of the policy (2017 survey), staff 100% consulting parent support champions gave positive feedback
Better grant application support	Established face-to-face instant feedback for planned research council applications	Robust system established; 5 staff have been through the process, excellent feedback.
Roll out of the working hours policy	Communicate widely the pan-university set working hours (1650h/year)	100% of staff aware of working hours policy (2017 survey)
Establish a group to drive initiatives for better work-life balance	Establishment of the "Implementing Diversity and Equality for ALL" (IDEALL) group	Various events delivered; 97% of staff know about IDEALL (2017 survey). Picnic event rated 'very good' by 90% of attendees.
Prioritising Equality and Diversity		
Improving job adverts to attract female applicants	Males and females on every interview panel. HR reviews all job adverts.	Two most recent academic appointments both female; 37% non-clinical female professors now, above national average of 24%.
E&D training uptake improvement	Put in place processes to ensure and record staff E&D training	95% of staff completed training in 2017 (up from 20% in 2016)
Better visibility of E&D on IMS webpages	E&D page on IMS website and all committee minutes available online	100% of E&D minutes online, 95% staff aware of AS (2017 survey, up from 80% in 2016).
Inclusion of E&D on all IMS meeting agendas	Put in place processes to ensure E&D is on all key meeting agendas	E&D on 100% of research programme, IMS Exec, IMS and school open meetings agendas
Inclusion of E&D activities on the workload model	E&D activity recognised on workload model	160h for AS/E&D co-leads and 50h for E&D members
Improving our procedures		
Fairness ensured in advertising for key roles	Advertise key roles to all and appoint after application and interview	100% roles appointed in this way
Step change in record keeping process for AR	Put in place processes to ensure and record AR for all staff	AR data available for 100% staff (93% completed annual review from 62% in 2016)
Address low proportion of female external speakers	Processes set up to achieve at least 40% female speakers	44% F speakers in 2017 (up from 20% in 2016)

The co-leads drafted the application/action plan (AP), and, together with SAT subgroups, collected information, interpreted data and developed actions. The application was reviewed by the E&D Committee, IMS Directorate, Head of School (HoS), our critical friend from the University of Edinburgh and our external reviewer. It was shared with other SAT leads. Updates on progress and other information about E&D are provided at IMS/School Open Forum meetings for all staff/students. The final version of the AP was signed off by the IMS Director and it and the application have been shared with all IMS staff. We have a reporting mechanism in place (Figure 7).

AT A GLANCE - E&D INITIATIVES INTRODUCED IN THE IMS

Supporting our staff
- Clear breastfeeding policy set up
- Parent support champions appointed
- Grant application support improved
- New working hours policy agreed
- IDEALL group established

Prioritising E&D
- E&D budget ring-fenced
- E&D training for all staff
- E&D added to all meeting agendas
- E&D activities added to workload model
- Job advertisements improved

Improving our procedures
- Committee membership process made transparent
- Annual review process greatly improved
- Working hours defined
- Large improvement number female external speakers

Figure 6:   Poster on E&D initiatives for display in the IMS

Figure 7: E&D reporting structure
Note: the Institute of Dentistry is very newly formed and has not yet engaged with AS

The E&D co-leads report to quarterly cross-institute meetings with the HoS, the IMS Executive, the School Executive via the HoS and the University Management team through discussion of key performance indicators relating to AS. In addition, co-leads of SATs across the University meet 3 monthly with Professor Sir Ian Diamond (Principal), and Professor Margaret Ross, Vice Principal and lead for the University E&D Group.

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

The responsibilities of the E&D committee include an annual cycle of business (monitoring/revising and formal review of the AP, reviewing new data) monitoring of representation given the rotation of members, oversight of the AP, continued activity including surveying staff opinion, assessing impacts, effective consultation and communication of strategic and policy developments at University/wider levels and identification of new issues within the broader remit of E&D. We plan to meet quarterly, with smaller working groups taking key initiatives forward. The E&D committee will continue to be involved at School/University Level, to share good practice and facilitate lobbying for change in matters outside IMS control. The E&D co-leads will continue to report on progress to the IMS Executive/Open Meetings. We will ensure representation of all levels of academic, P&S staff and students, and maintain equal female/male involvement.

[730 WORDS]

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

Our reporting period is 1 August-31 July 2012-2017. Numbers in some groups are low and percentages have not been calculated where numbers do not allow accurate interpretation. Our PG degree programmes are broad ranging; HESA data used as comparators are composite combined JACS codes of relevant subjects. All HESA data are from 2016-17.

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

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

      N/A

(ii)   Numbers of undergraduate students by gender. Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

The IMS provides eleven UG BSc 4 year Honours programmes in Biomedical and Molecular Medical Sciences (Figures 8/9) with 3 month research projects in the final Honours (4th) year. The overall %F in 2016-17 was 64% for Biomedical Science and 55% for Molecular Medical Science degrees with some changes in individual subject areas.
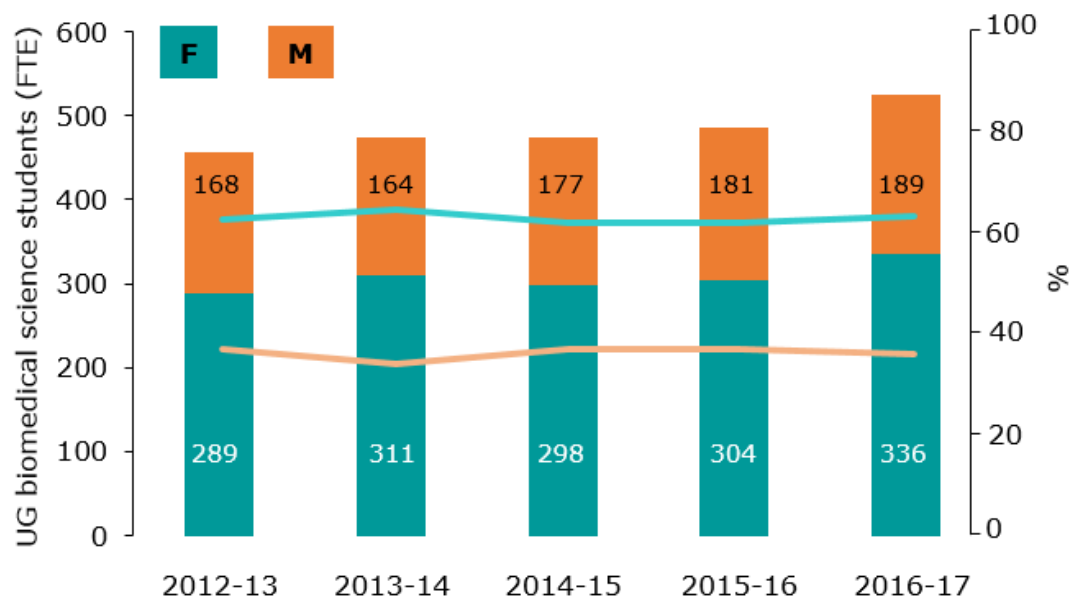
Figure 8:   Total UG Biomedical Science students by gender
Bars are FTE (rounded numbers shown for clarity, lines are %F/M).
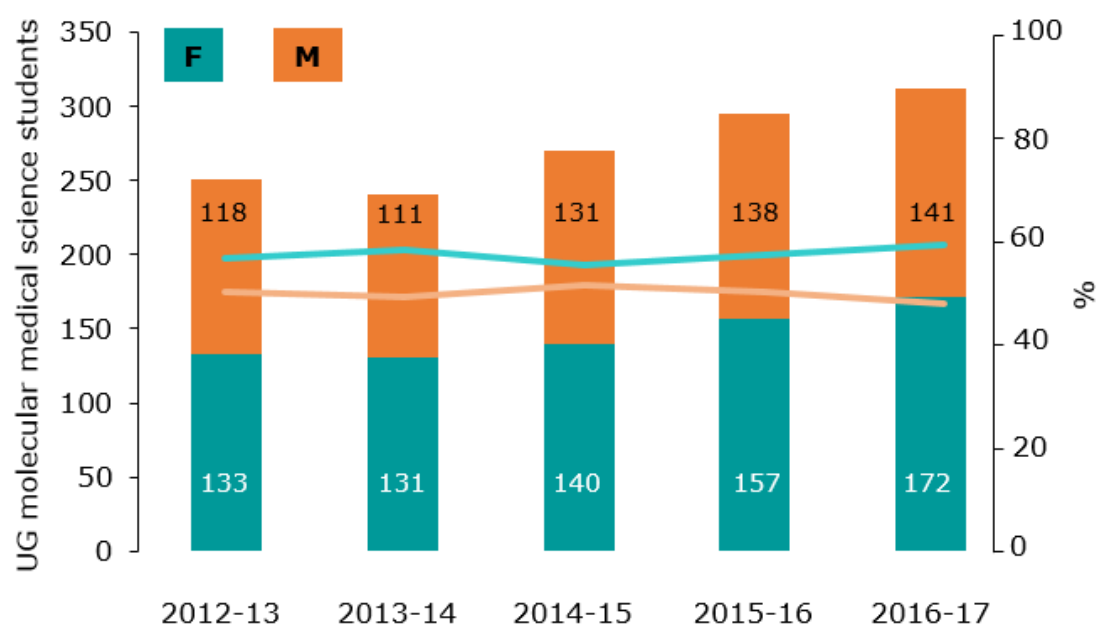
Figure 9: **Total UG Molecular Medical Science students by gender**
Bars are FTE (rounded numbers shown for clarity, lines are %F/M).

UG student numbers have increased over the 5 years; the overall proportion of F/M has remained consistent at around 60/40%. Prior to 2008, the overall F/M ratio was ~50/50 but the influx of EU students enabled selection of students with better high school grades; this tends to favour girls. Post-Brexit there will be fewer EU students; changes in entry requirements are likely and we will need to monitor the impact carefully.

Figures 10/11 below show individual degrees by gender. There are more females in every subject area except biochemistry/sports science, mostly similar to HESA trends, except for sports science and anatomy where we have lower proportions of women and men respectively, and biotechnology where we have almost equal proportions of men/women. Most other programmes have improving trajectories.

Sports science historically had low proportions of women; HESA data still reflect this nationally (30%F). Better presentation of role models for female UG students via female staff visibility at open days/outreach activities and ensuring both female nad male teaching staff across all programmes, means we now have equal proportions of men/women are taking sports science in 2016-17 and suggests that continuing these strategies will improve gender proportions in other programmes in due course.

> **Impact box**
> We increased the visibility of female sports scientists as role models and our proportion of female sports science students has increased to 50% in 2016-17, up by 10% in one year, better than the HESA national average of 28% female UG sports science students in 2016-17.
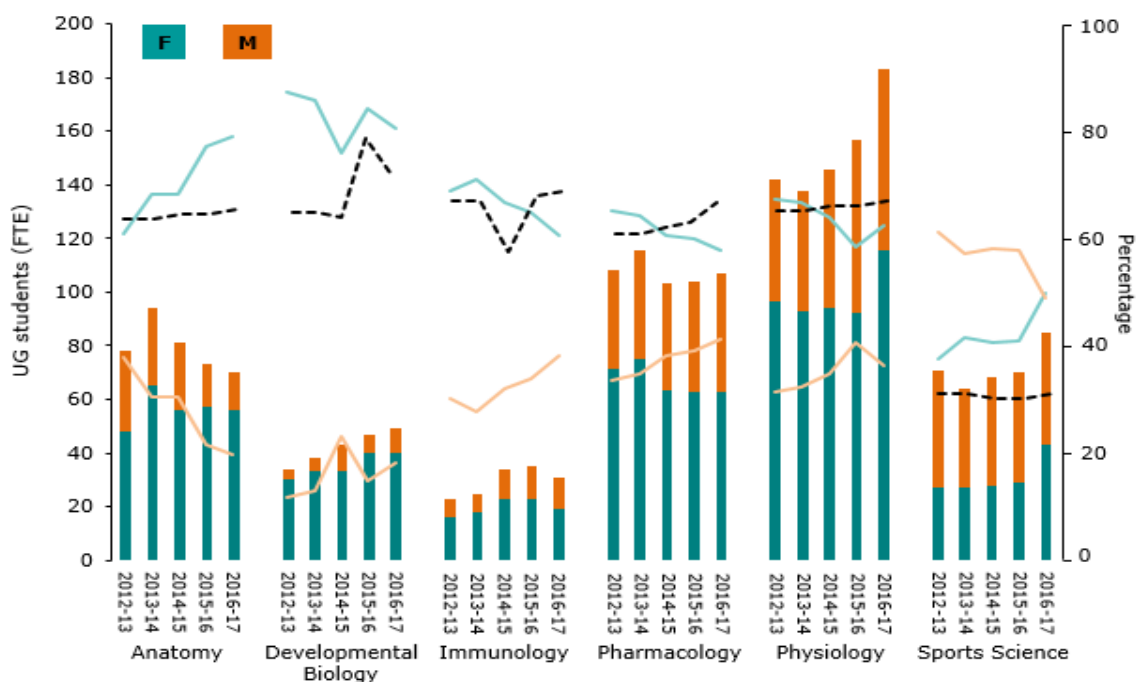
Figure 10. UG Biomedical Science degree programmes by gender.
Bars show FTE and solid lines show % F/M. Dotted black lines are HESA %F of relevant JACS codes for each year.
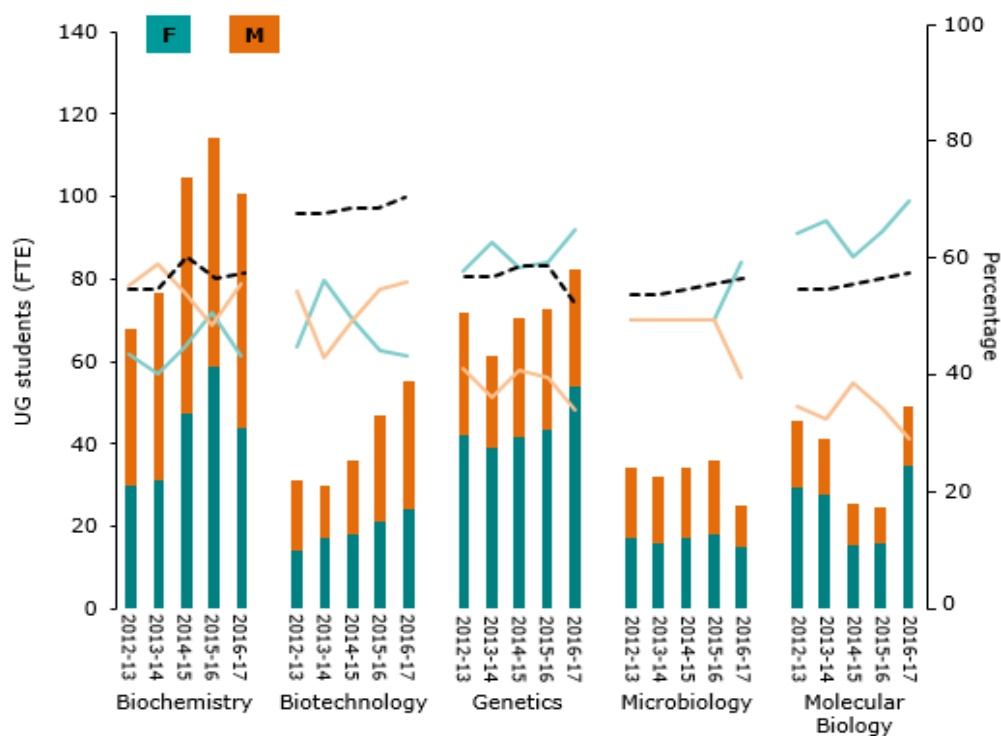
Figure 11. UG Molecular Medical Science degree programmes by gender.
Bars show FTE and solid lines show % F/M. Dotted black lines are HESA %F of relevant JACS codes for each year.

Students can also undertake an industrial placement and graduate after 5 years with an UG MSci. Around 5% of UG students opt for this and there have been increasingly more females than males (Table 7) but to some extent this may reflect the %f in the parent cohort. However women and men attain broadly similar MSCi degree awards (1st: 60%F/54%M over 5 years, the rest all awarded 2(i) degrees).

Table 7   MSci students headcount

Year	Students securing placements Headcount (%)	
	F	**M**
2012-13	9	9
2013-14	22	5
2014-15	19	5
2015-16	13	8
2016-17	21	8

Action box point 3
The problem: Proportionally fewer men than women undertake industrial placements leading to undergraduate MSci degrees.

The action: We will investigate to better understand the reasons in order to develop targeted actions

There are very few PT students across all UG degree programmes and broadly similar men/women (Table 8).

Table 8:   Part time UG students by gender (FTE)

Year	Part-time	
	F	**M**
2012-13	6.0	7.0
2013-14	1.0	1.0
2014-15	2.0	3.0
2015-16	1.3	2.3
2016-17	1.3	1.3

More women than men apply/are made offers/accept offers for UG study (Table 9/Figure 12); applications have increased over 5 years and the relative proportions of men/women are consistent at each stage. However women are more likely than men to receive an offer (X^2, $p<0.01$).

Table 9: Applications, offers and acceptances by gender

Year	Applications (%)*		Offers (% of applications)		Acceptances (% of offers)	
	F	**M**	**F**	**M**	**F**	**M**
2012-13	658 (55)	547 (45)	524 (80)	456 (83)	96 (18)	86 (19)
2013-14	796 (53)	710 (47)	359 (45)	287 (40)	73 (20)	66 (23)
2014-15	777 (57)	584 (43)	654 (84)	409 (70)	135 (21)	91 (22)
2015-16	859 (57)	635 (43)	748 (87)	494 (78)	125 (17)	79 (16)
2016-17	884 (60)	584 (40)	799 (90)	496 (85)	150 (20)	90 (18)

Headcount and *%F/M of applications of those F or M applied/made offers
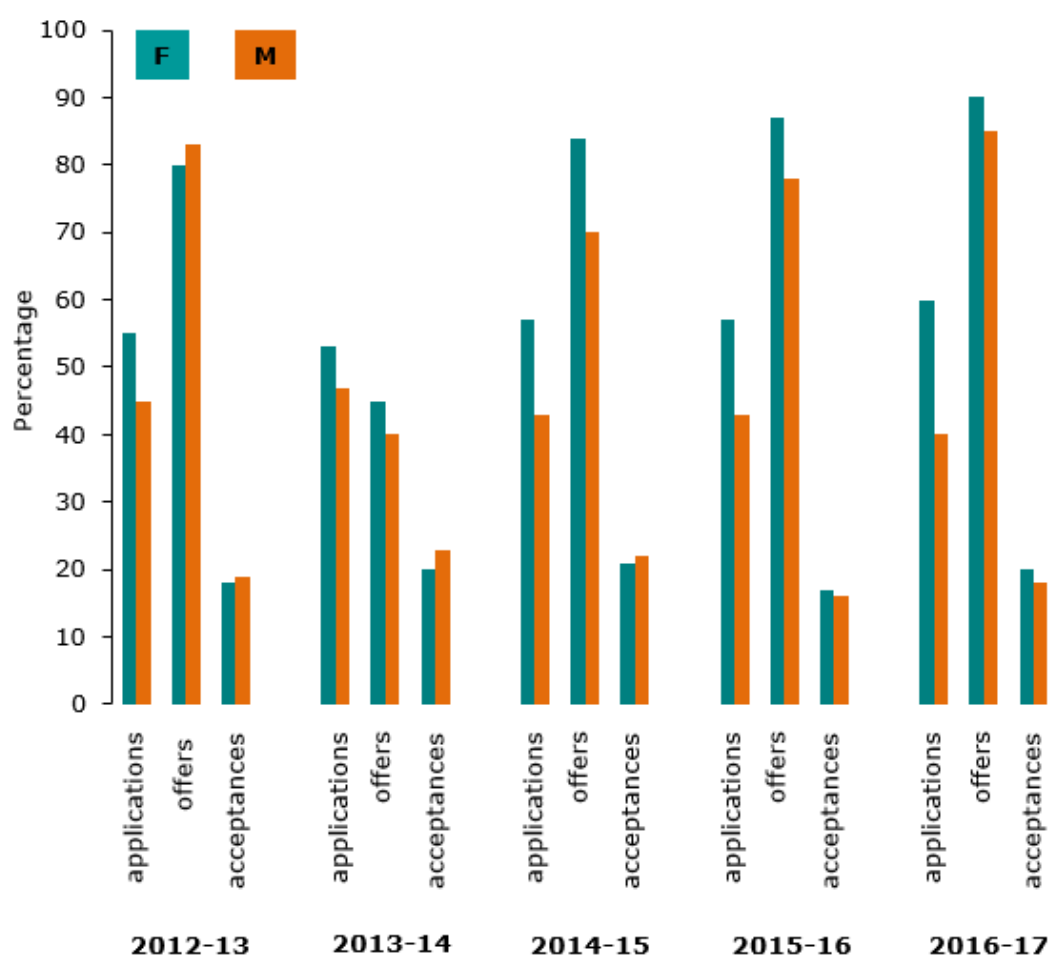
Figure 12: Applications (%F/M of total applications)**, offers** (%F/M of F/M applications) **and acceptances** (% F/M of F/M offers) **for UG students by gender**

BSc degree attainment data (Table 10/Figure 13) show that proportionally more women than men secure a first/upper second class degree; no women attained a 3rd class degree. Data vary yearly but overall women do better than men (Figure 13). This is something we are aware of and have implemented initiatives to better support students (see 5.3iv).

Table 10:   UG BSc degree award by gender

Year	BSc Honours Degrees as headcount (Proportion of F/M at each class)							
	1st		**2(i)**		**2(ii)**		**3rd**	
	F	**M**	**F**	**M**	**F**	**M**	**F**	**M**
2012-13	19 (21%)	10 (16%)	56 (62%)	31 (51)	15 (17%)	19 (31%)	0	1
2013-14	26 (26%)	7 (15%)	58 (59%)	28 (60)	15 (15%)	11 (23%)	0	1
2014-15	25 (32%)	10 (19%)	41 (53%)	32 (60)	12 (15%)	11 (21%)	0	0
2015-16	56 (43%)	36 (41%)	64 (50%)	38 (43)	9 (7%)	13 (15%)	0	1
2016-17	32 (40%)	30 (45%)	42 (52%)	24 (36)	7 (9%)	10 (15%)	0	2
Overall	158 (33%)	93 (30%)	261 (55%)	153 (49%)	58 (12%)	64 (20%)	0	5

Headcount and %F/M of total F/M cohort at each award level (where numbers allow).
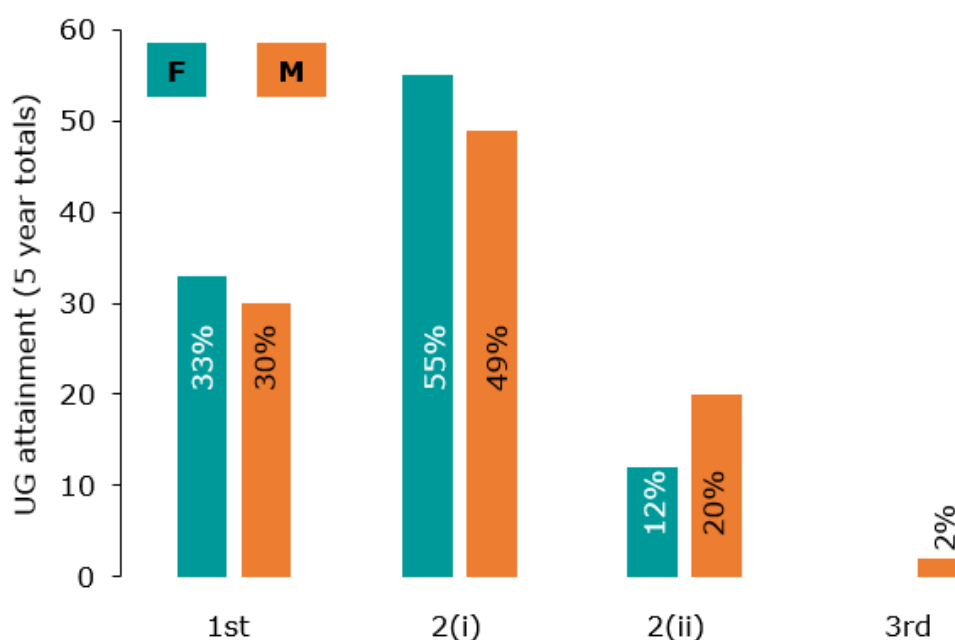
Figure 13:   Honours degree class by gender
Bars show %F/M achieving each degree class over 5 years.

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

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

The IMS offers several PGT programmes (Table 11) which share core courses but numbers on individual courses are very low; overall there is no difference between individual programmes in terms of F/M proportions.

Table 11:   Individual PGT programmes by gender (headcount)

Taught Masters Course	Headcount									
	2012-13		2013-14		2014-15		2015-16		2016-17	
	F	M	F	M	F	M	F	M	F	M
Bio-business & Medical Sciences	0	2	2	4	4	3	2	3	2	2
Clinical Pharmacology	11	8	6	5	9	2	15	7	13	5
Drug Discovery & Development	8	1	9	2	5	6	3	5	8	4
Medical Molecular Genetics	3	5	3	4	4	4	9	1	9	3
Molecular & Cellular Immunology	2	2	7	6	3	1	2	2	2	3
Medical Imaging	3	1	2	3	2	6	1	3	1	2
Medical Physics	6	4	10	7	4	9	7	10	4	9
Medical Physics Computing	2	1	0	0	-	-	-	-	-	-
Medical Molecular Microbiology	5	0	2	4	5	3	3	4	1	6
Medical Molecular Microbiology & Immunology	3	1	2	2	0	0	-	-	-	-
Stratified Medicine & Pharmacological Innovation	-	-	2	1	2	1	2	2	2	
Cell and Molecular Systems & Synthetic Biology	2	3	1	2	0	0	0	0	0	0
Genetics & Human Nutrition	-	-	-	-	-	-	-	-	0	1

%F/M not calculated as for many courses the numbers are too low.

The low proportion of male PGT students has improved since 2012/13; currently there are 55%F/45%M (Figure 14).
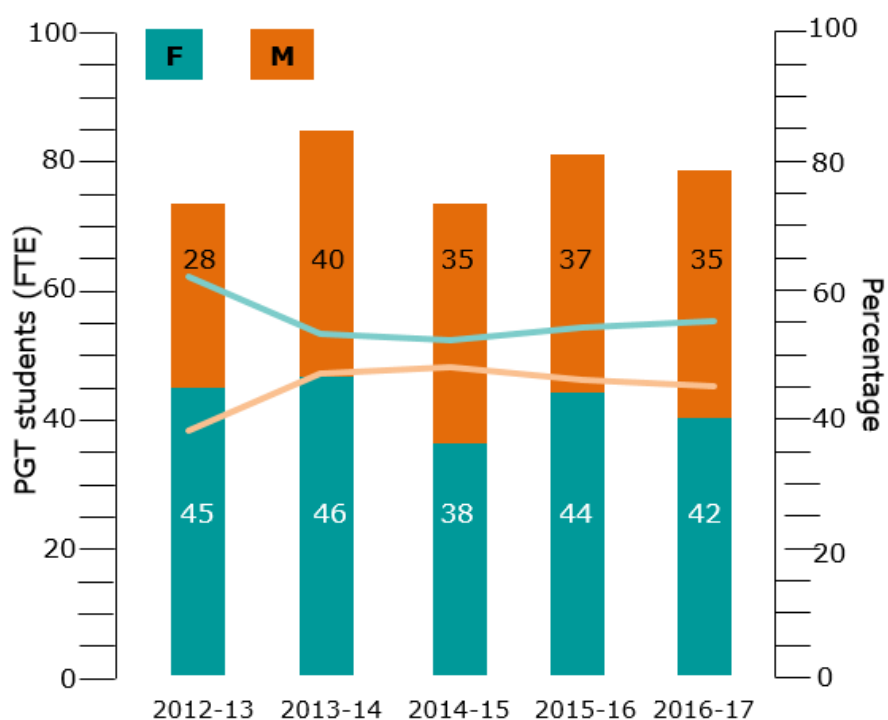
Figure 14: **Total PGT students by gender**
Bars are FTE (actual rounded numbers shown for clarity), lines are %F/M.

More men than women apply for PGT places, but proportionally more women are made offers and accept them (Table 12/Figure 15).

Table 12: **PGT student applications, offers and acceptances by gender**
Shown as headcount and %F/M

Year	Applications (%)*		Offers (% of applications)		Acceptances (% of offers)	
	F	M	F	M	F	M
2012-13	283 (46)	336 (54)	232 (82)	230 (68)	45 (19)	28 (12)
2013-14	293 (43)	390 (57)	235 (80)	286 (73)	46 (20)	40 (14)
2014-15	246 (42)	335 (58)	205 (83)	253 (76)	38 (19)	35 (14)
2015-16	289 (43)	382 (57)	238 (82)	253 (66)	44 (18)	37 (15)
2016-17	288 (41)	413 (59)	237 (82)	314 (76)	42 (18)	37 (12)
Overall	1399 (43)	1856 (57)	1147 (82)	1336 (72)	215 (19)	177 (13)

*= %F/M of those applying. Other percentages are % of those F/M applying/receiving offers as indicated
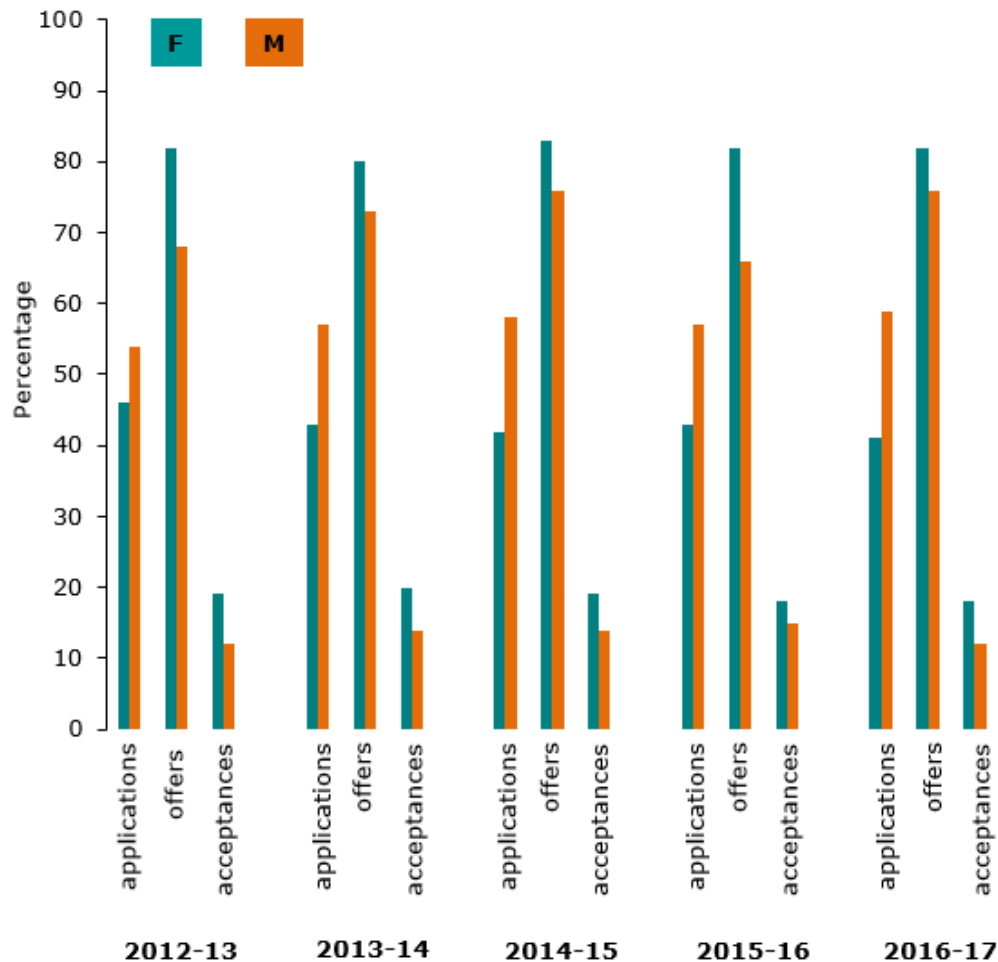
Figure 15: **Applications** (% F/M of total applications)**, offers** (%F/M of F/M applications) **and acceptances** (%F/M of F/M offers) **for PGT students by gender**

Consistently 80-83% of women and 68-76% of men receive offers, and 18-20% of those women made offers accept places compared to 12-15% of men. Overall women are more likely to receive offers than men (X^2 p<0.02) shown in the 5 year totals (Table 12).

We were concerned that since PGT students comprise many originating outside the UK/EU ('Overseas'), there may be a gender issue in these students which is hidden in the whole cohort. Therefore in 2016 we set up a process to monitor this which showed that slightly more overseas women than men apply but this is not as marked as for home applicants (Figure 16). The proportion of F and M offers/acceptances is similar for men and women. We do not know whether overseas students have different outcomes than home students.

Home/EU

Overseas

PGT students (headcount)
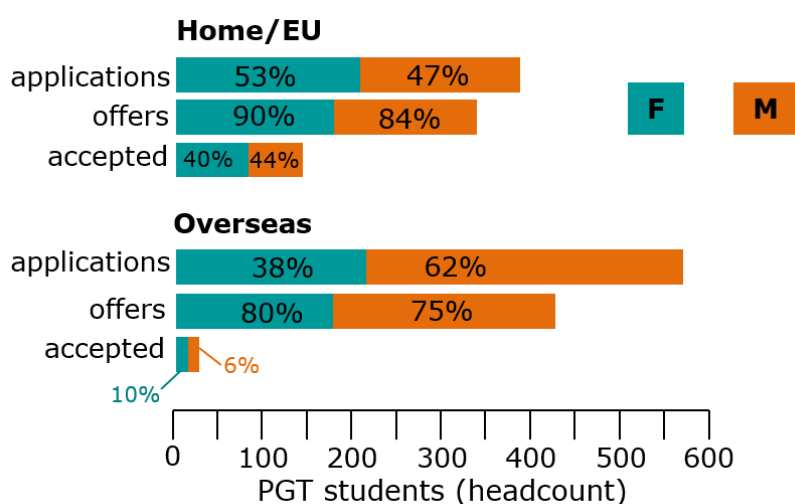
Figure 16 Applications (% F/M)**, offers** (% F/M of applications) **and acceptances** (% F/M of offers) **for PGT students 2016-17 by student origin and gender.**

Action box 4

The problem: WE do not have attainment data of students of overseas origin compared to home/EU students (PGT and PGR).

The action: We will improve the breadth of analysis for all PG student data to identify issues and initiate supportive strategies as required.

MSc attainment has improved over 5 years (Table 13) but women do better than men, with 75% of F students achieving commendation/distinction in 2016-17 although numbers are small.

Table 13: MSc awards by gender

Year	Headcount MSc with distinction (% of F/M cohort)		Headcount MSc with commendation (% of F/M cohort)		Headcount MSc Pass (% of F/M cohort)	
	F	M	F	M	F	M
2012-13	4 (13)	3 (9)	6 (20)	8 (24)	20 (67)	23 (68)
2013-14	6 (15)	0	13 (33)	7 (25)	21 (53)	21 (75)
2014-15	8 (21)	2 (7)	11 (29)	9 (32)	21 (55)	21 (75)
2015-16	10 (29)	4 (13)	18 (51)	11 (37)	7 (20)	15 (50)
2016-17	10 (36)	12 (25)	17 (47)	13 (39)	9 (25)	8 (24)

Headcount and %F/M of total F/M in cohort shown

Figure 17 shows the 5 year totals which confirms that the number of students achieving higher awards have been increasing and women do better than men. Action point 4 will investigate the reasons and highlight support strategies.
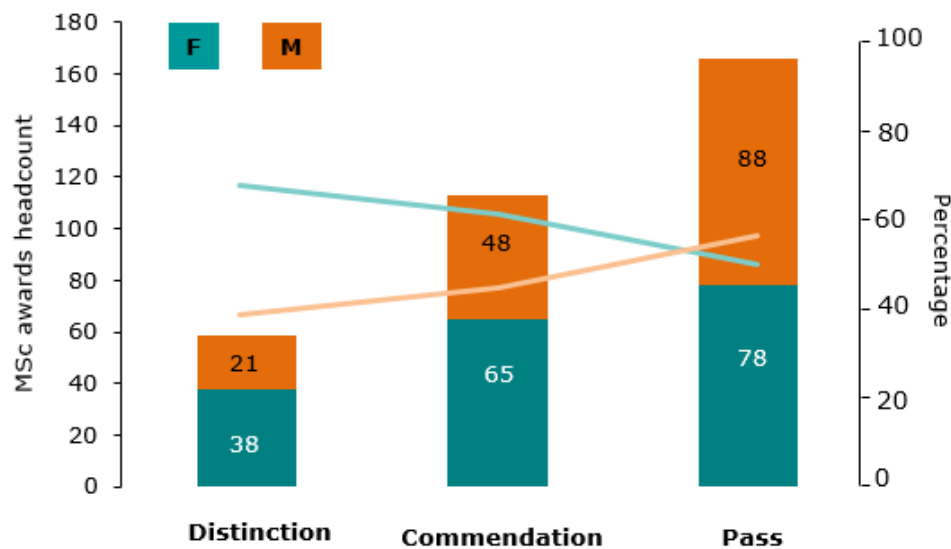
Figure 17:   **MSc awards by gender over the 5 year period**
Bars show headcount, lines show %F/M achieving each award

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

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

There are consistently more female (~60%F) than male PGR students (Figure 18). The %F is slightly higher than the HESA %F of relevant composite JACS codes but has remained steady for 5 years. The %M decreased slightly in 2016-17 because there was an increase in number of female students. Male student numbers were consistent at 61-66/year until 2015-16, but the number of females increased by ~20 in 2016-17. In 2011-12 there were 100F/62M, which is similar to 2016-17; this most recent data may simply reflect settling back to a previous norm.
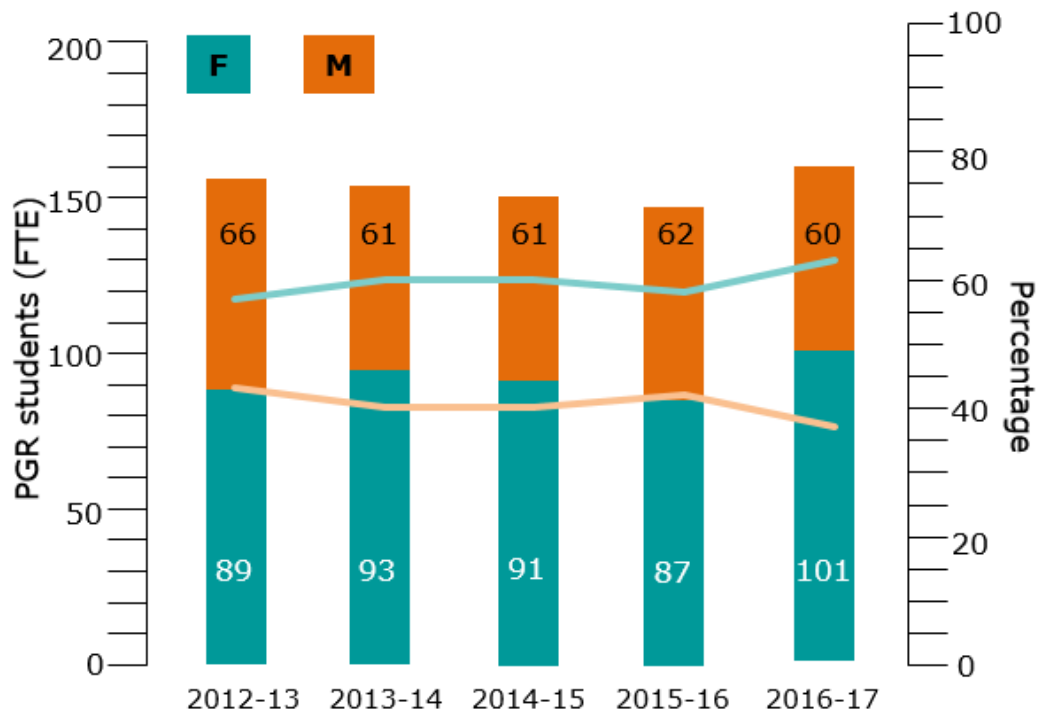
Figure 18: **PGR students by gender**
Bars are FTE with headcount shown, solid lines are % F/M.

The number of part time PGR students is ~10%, with more females than males but proportions are similar to the total cohort (Table 14).

Table 14: **Part time PGR students by gender (headcount)**

Year	Headcount (Proportion of total students who are part time)	
	F	**M**
2012-13	15 (17%)	12 (18%)
2013-14	13 (14%)	9 (15%)
2014-15	13 (14%)	8 (13%)
2015-16	9 (10%)	8 (13%)
2016-17	9 (9%)	6 (10%)

% is proportion of total F/M cohort

More women than men apply/receive offers; around 70% of men and women accepted PGR offers last year but previously acceptances were higher for women (Table 15/Figure 19). Figure 20 below shows this was mainly due to students of overseas origin.

Table 15: **PGR student applications, offers and acceptances by gender**

Year	Applications (%)*		Offers (% of applications)		Acceptances (% of offers)	
	F	M	F	M	F	M
2012-13	167 (53)	147 (47)	29 (18)	23 (17)	26 (90)	19 (83)
2013-14	136 (52)	128 (48)	27 (21)	22 (16)	23 (86)	17 (80)
2014-15	224 (49)	223 (51)	32 (15)	20 (9)	30 (97)	14 (68)
2015-16	228 (43)	306 (57)	25 (11)	30 (10)	19 (76)	18 (60)
2016-17	278 (56)	218 (44)	35 (13)	19 (9)	24 (69)	14 (74)
Overall	1033 (50)	1022 (50)	148 (14)	114 (11)	122 (82)	82 (72)

Shown as headcount and *%F/M of those applying. Other percentages are % of those F/M applying/receiving offers as indicated.
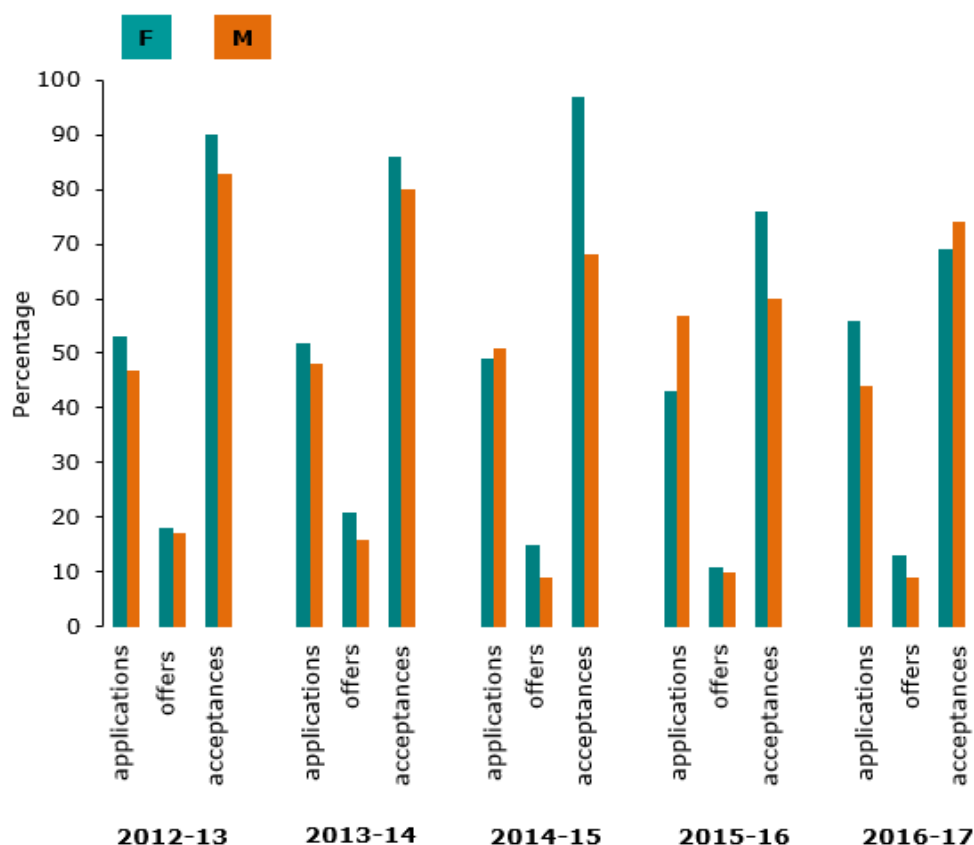
Figure 19: **Applications** (% F/M)**, offers** (% F/M of applications) **and acceptances** (% F/M of offers) **for PGR students by gender**

Again, we analysed PGR students according to place of origin in 2016-17 (Figure 20). The number of overseas applications is higher than Home/EU students, and the %F is similar to %M.
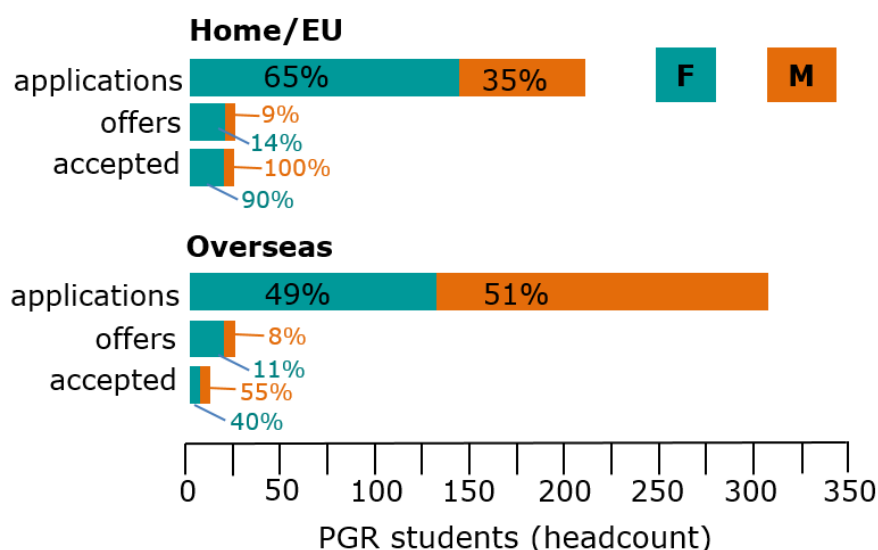
Figure 20: **Applications** (% F/M)**, offers** (% F/M of applications) **and acceptances** (% F/M of offers) **for PGR students 2016-17 by student origin and gender.**

Although the proportions of overseas F/M offers/acceptances are similar to the applicant pool we need more detail about attainment and the relative proportions of F/M students at both UG and PGT level.

Table 16/Figure 21 show that gender proportions of PhD awards are similar to parent cohort, slightly above HESA %F and consistent over 5 years.

Table 16: **PGR student attainment by gender**
Shown as headcount and %F/M

Year	Headcount PhD awards (%F/M)		Proportion of total F/M cohort	
	F	**M**	**F**	**M**
2012–2013	29 (62)	18 (38)	33%	27%
2013–2014	32 (61)	20 (39)	34%	33%
2014–2015	26 (63)	15 (37)	29%	25%
2015–2016	22 (59)	15 (41)	25%	24%
2016–2017	25 (58)	18 (42)	25%	30%

Over the reporting period 2 women and 6 men did not complete their PhDs. Numbers are too small to calculate proportions, we will undertake more detailed analysis as part of Action Point 4 to help understand why there are more male non-completers.

(vi)   Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Students may stay in Aberdeen for personal/academic reasons or choose to move - we support them regardless. An alumni discount is offered to those who study further at Aberdeen. The numbers of students directly progressing from UG to PG here are low and UG disciplines do not map directly to PGT/R disciplines. The %F overall for PGT/PGR students is 59% and 61% respectively, close to the %F in our current UG population (61%), suggesting no gender issues between UG/PG study (Figure 21).
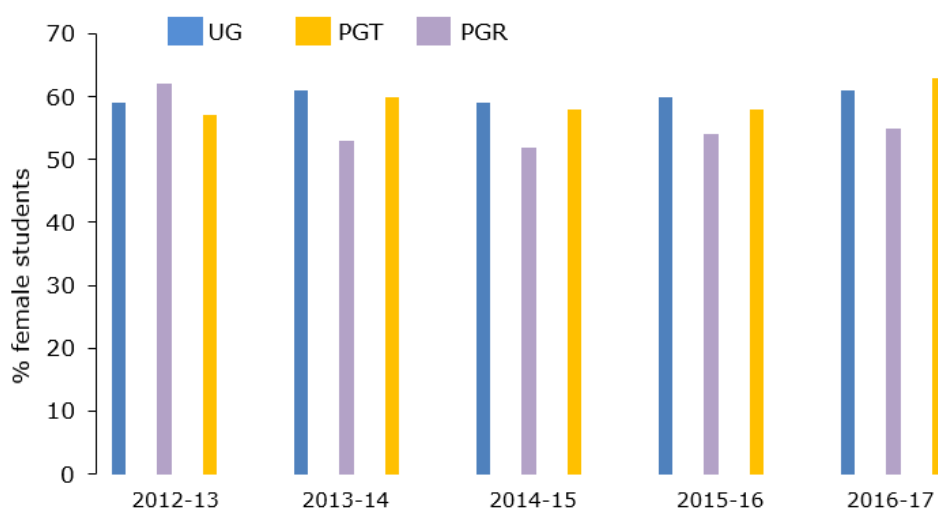
Figure 21: **Proportions of female students at UG, PGT and PGR level.** %F at each level shown.

4.2. Academic and research staff data

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

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

The IMS has research-only and research/scholarship contracts but no teaching-only staff (Table 17).

Table 17: **Roles by contract type**

Grade	Research track	Research/scholarship track
5	Research Assistant	N/A
6	Research Fellow	N/A
7	Research Fellow	Lecturer
8	Senior Research Fellow or Reader	Senior Lecturer or Reader
9	Professor	Professor

Research staff numbers at grades 5, 7 and 8 are low and % F/M varies year-on-year (Table 18). Numbers at all grades have been decreasing; noticeably at grade 6. The average %F is ~60% at grade 6 and ~46%F at grade 7 although numbers are low. There are no grade 9 research-only staff.

Table 18:   Research track staff by gender

Role and grade	Research FTE (%)									
	2012-13		2013-14		2014-15		2015-16		2016-17	
	F	M	F	M	F	M	F	M	F	M
Research Assistant (Grade 5)	14.2 (69)	6.5 (31)	18.1 (72)	7.0 (28)	10.8 (55)	8.9 (45)	9.5 (58)	7.0 (42)	11.3 (65)	6.0 (35)
Research Fellow (Grade 6)	70.6 (60)	47.0 (40)	68.6 (62)	42.8 (38)	52.8 (71)	21.9 (29)	46.4 (65)	25.4 (35)	37.0 (61)	23.2 (39)
Research Fellow (Grade 7)	9.0 (50)	9.0 (50)	9.5 (44)	12.0 (56)	6.0 (35)	11.0 (65)	6.9 (53)	6.0 (47)	5.9 (48)	6.5 (52)
Senior Research Fellow (Grade 8)	3.8	4.0	3.8	5.0	4.8	7.0	2.8	9.0	1.0	8.0

FTE and %F/M (where numbers allow)

For research/scholarship track staff (Table 19), again numbers have decreased over 5 years, particularly at grade 7/lecturer, where the %F staff has decreased, although numbers are low. New E&D recruitment procedures were put in place in 2016, (section 5.1i), and the first new lecturer recruited for several years is female.

The proportion of females on research/scholarship contracts at grade 8/senior lecturer has increased from 49% to 62% and coinciding with better support for promotion (section 5.1iii).There are few staff at grade 8/reader (1F/4M). At professorial level the %F has been static (~29%) but the 2018 appointment has taken this up to 32% and we will continue to support female staff progression.

Action box 5

The problem: The proportion of women at Grade 9/Professor is lower than at Grade 8/Senior lecturer

The action: We will further support female staff progression through initiatives surrounding promotion and appointment procedures

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Table 19:   Research/scholarship track staff by gender

Role and grade	Research and scholarship FTE (%)									
	2012-13		2013-14		2014-15		2015-16		2016-17	
	F	M	F	M	F	M	F	M	F	M
Lecturer (Grade 7)	5.0 (29)	12.0 (71)	4.0 (29)	10.0 (71)	4.0 (27)	11.0 (73)	2.0 (20)	10.0 (80)	1.0 (14)	6.0 (86)
Sr Lecturer (Grade 8)	11.1 (49)	11.5 (51)	12.1 (49)	12.5 (51)	8.8 (47)	10.0 (53)	7.0 (54)	6.0 (46)	8.0 (62)	5.0 (38)
Reader (Grade 8)	0	11.0	1.0	9.0	3.0	6.2	1.0	5.1	1.0	4.1
Professor (Grade 9)	10.8 (31)	24.4 (69)	10.1 (28)	25.8 (72)	9.6 (28)	25.0 (72)	8.0 (27)	22.0 (73)	8.0 (29)	20.0 (71)

The majority of the 46PT non-clinical staff are women; 43 women/3 men (Table 20).

Table 20:   Current part-time non-clinical staff by grade as headcount

Grade	Headcount PT staff (non-clinical)	
	M	F
1	0	0
2	0	2
3	1	5
4	0	3
5	1	12
6	1	16
7	0	4
8	0	1
9	0	0
All	3	43

The grading scale of clinical staff is different to non-clinical, classified by post held. At senior levels staff may spend 50% of their time on clinical duties; more junior staff may have less research time eg clinical lecturers appointed under the Scottish Clinical Research Excellence Scheme (SCREDS) have 20% research/80% clinical time. Numbers are low, notably at lower grades (Figure 22).
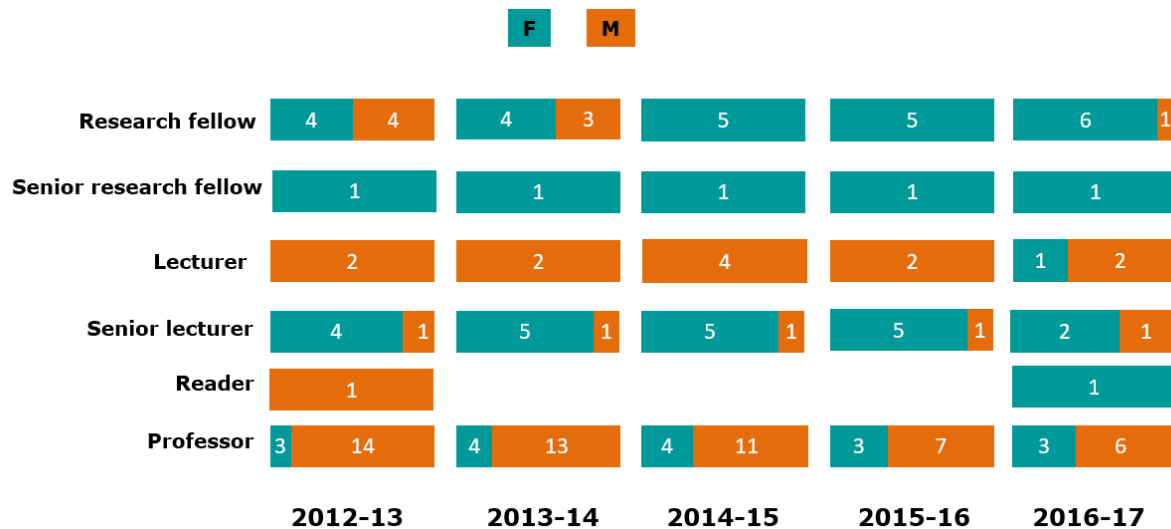
Figure 22:   Clinical academic staff by gender
Bars represent proportions of F and M with headcount indicated

The proportion of female professors has increased (Figure 23) mainly due to lower numbers of male professors; 33%F in 2016-17 compared to 18%F in 2012-13, higher than national figures (28%).
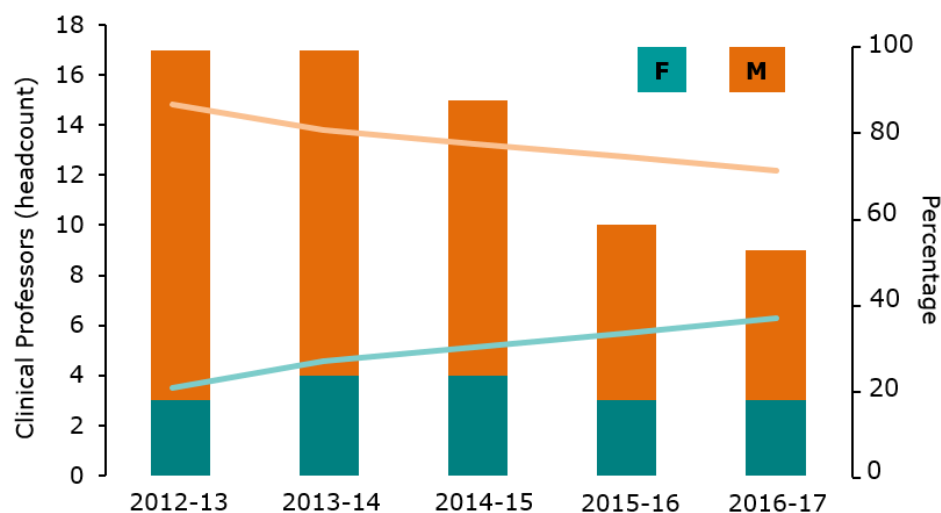
Figure 23:   Clinical professors by gender
Bars are headcount, lines are %F/M

No technical staff have transferred to academic roles in the reporting period.

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

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

Staff have open-ended contracts even if funding is project limited. For clarity, these are identified as 'open-ended but funding-limited' contracts. Fixed term contracts are <9 months; we have no zero hours contracts. In our 2017 survey 40% staff reported being on funding-limited contracts; 10% were on the fourth such contracts.

For research/scholarship track there are similar proportions of men/women on open ended contracts, too few on funding limited contracts to calculate proportion and no fixed term contracts (Table 21). For research track, the proportion of women on funding limited contracts has been slightly higher than men, equalised recently; the numbers of fixed term contracts has decreased over 5 years. Analysis of each grade by gender/contract type revealed no obvious gender effects; almost all lower grades are research track/funding limited and research/scholarship/open ended for higher grades.

Table 21:   Contract type by gender and career track

Year	Gender	Headcount and proportion on contract types	Research/Scholarship track			Research Track		
			Open ended	Open ended but funding limited	Fixed Term	Open ended	Open ended but funding limited	Fixed Term
2012-13	F	Headcount	28	1	0	16	89	4
		Proportion	97%	3	0	15%	82%	4
	M	Headcount	60	1	0	14	49	4
		Proportion	98%	2	0	21%	73%	6
2013-14	F	Headcount	29	1	0	16	88	6
		Proportion	97%	3	0	15%	80%	5
	M	Headcount	59	1	0	15	46	6
		Proportion	98%	2	0	22%	69%	9
2014-15	F	Headcount	27	0	0	15	64	3
		Proportion	100%	0	0	18%	78%	4
	M	Headcount	52	1	0	16	32	2
		Proportion	98%	2	0	32%	64%	4
2015-16	F	Headcount	18	0	0	11	57	2
		Proportion	100%	0	0	16%	81%	3
	M	Headcount	43	1	0	14	33	1
		Proportion	98%	2	0	29%	69%	2
2016-17	F	Headcount	18	0	0	9	50	1
		Proportion	100%	0	0	15%	83%	2
	M	Headcount	34	3	0	8	35	1
		Proportion	92%	8	0	18%	80%	2

Headcount of staff with proportions of each contract type as percentage (where numbers allow).

Staff on funding limited contracts/their ALMs are contacted 12 months before project end to explore continued employment; at 6 months they meet with an HR Redeployment Advisor. All job adverts are initially circulated internally and staff meeting essential criteria/qualifications are guaranteed interviews. Statutory redundancy pay is provided after >2 years' service. Support in the form of a Self-Marketing workshop run by CSP Scotland is provided which covers CV and interview skills to staff at risk of redundancy by an external provider.

It is uncommon for clinical staff to be appointed on funding limited contracts and there were only 7F/3M in the last year. Little can be concluded from these small numbers (Table 22).

Table 22:   Clinical staff open ended funding limited contracts by gender

Year	Clinical staff open ended funding limited contracts (headcount)											
	Research Fellow		Senior Research Fellow		Lecturer		Senior Lecturer		Reader		Professor	
	F	M	F	M	F	M	F	M	F	M	F	M
2012-13	4	4	1	0	0	2	1	0	0	0	0	0
2013-14	4	3	1	0	0	1	1	0	0	0	0	0
2014-15	5	0	1	0	0	1	1	0	0	0	0	0
2015-16	5	0	1	0	0	0	1	0	0	0	0	0
2016-17	6	1	1	0	0	1	0	0	0	0	0	1

There have been no clinical staff appointed on open ended (permanent) contracts (Table 23) below lecturer level. There are small and decreasing numbers of clinical staff overall.

Table 23:   Clinical staff open ended (permanent) contracts by gender

Year	Clinical staff open ended permanent contracts (headcount)											
	Research Fellow		Senior Research Fellow		Lecturer		Senior Lecturer		Reader		Professor	
	F	M	F	M	F	M	F	M	F	M	F	M
2012-13	0	0	0	0	0	0	3	1	0	1	3	14
2013-14	0	0	0	0	0	1	4	1	0	0	4	13
2014-15	0	0	0	0	0	3	4	1	0	0	4	11
2015-16	0	0	0	0	0	2	4	1	0	0	3	7
2016-17	0	0	0	0	1	1	2	1	1	0	3	5

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

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

A leavers' form captures information as to next destination. Leavers are encouraged to complete a more extensive voluntary online questionnaire. A face-to-face exit interview is also offered with either line managers/HR. Some staff prefer not to engage, and we recognise that voluntary provision of information is likely to be incomplete.

Most staff who leave are on research-only contracts as these are mainly funding limited (Table 24). Leaving rates vary year-by-year but were generally similar for men/women apart from 2016-17. Overall however there was little difference between

men and women with of 19% of women/16% of men on research-only contracts and 8%/6% of women/men on research and scholarship contracts leaving in 5 years.

Table 24:   Leavers by career path and gender

Career Path		2012-13		2013-14		2014-15		2015-16		2016-17	
		F	M	F	M	F	M	F	M	F	M
Research only	Staff*	115	78	109	67	110	67	82	50	70	48
	Leavers	10	9	20	8	18	12	20	10	22	10
	Leaving Rate %	9%	12%	18%	12%	16%	18%	24%	20%	31%	21%
Research and Scholarship	Staff*	30	65	29	61	30	60	27	53	18	44
	Leavers	2	2	1	1	3	4	4	5	0	4
	Leaving Rate %	7%	3%	3%	2%	10%	7%	15%	9%	-	9%

*staff headcount for previous year is used to calculate proportions leaving

The proportions of staff leaving at each grade varies by year and there are some differences between men/women but numbers are small (Table 25). Over 5 years proportions of men and women leaving are broadly similar for except for Grade 9. However only 8F/6M (15%/5%) grade 9 staff left, limiting interpretation.

Table 25:   Leavers by grade and gender

Grade		2012-13		2013-14		2014-15		2015-16		2016-17	
		F	M	F	M	F	M	F	M	F	M
Grade 5	Staff*	20	8	18	7	20	7	13	10	10	7
	Leavers	1	1	7	2	4	3	7	4	7	3
	Leaving Rate %	5%	13%	39%	29%	20%	43%	54%	40%	70%	43%
Grade 6	Staff*	77	54	76	47	75	43	56	22	48	26
	Leavers	9	7	12	6	13	6	13	5	12	5
	Leaving Rate %	12%	13%	16%	13%	17%	14%	23%	23%	25%	19%
Grade 7	Staff*	20	20	16	21	15	22	12	22	11	16
	Leavers	0	1	1	0	2	4	0	1	2	4
	Leaving Rate %	-	5%	6%	-	13%	18%	-	5%	18%	25%
Grade 8	Staff*	16	30	16	27	18	27	17	24	11	21
	Leavers	0	0	0	0	0	1	1	5	1	1
	Leaving Rate %	-	-	-	-	-	4%	6%	21%	9%	5%
Grade 9	Staff*	12	31	12	26	12	28	11	25	8	22
	Leavers	2	2	1	1	2	2	3	0	0	1
	Leaving Rate %	17%	6%	8%	4%	17%	7%	27%	-	-	5%

*staff headcount for previous year is used to calculate proportions leaving

Analysis of PT staff by contract type shows the proportions leaving by gender appear similar, although numbers are small every year, particularly as there are extremely small numbers of male PT staff (5 year totals 24%F/33%M).

The reasons staff leave are shown in Table 26; numbers are too small year-by-year to enable reporting of proportions; F/M proportions of 5 year totals for research-only staff show proportionally more women were made redundant (Figure 24); numbers are too small for calculations of %F/M for research/scholarship contract staff.

Table 26: Reasons for leaving by career track and gender (headcount)

Career track	Reasons for leaving	2012-13		2013-14		2014-15		2015-16		2016-17	
		F	M	F	M	F	M	F	M	F	M
Research	Resignation	2	3	5	2	8	4	4	0	2	5
	Redundancy	7	6	9	3	7	3	9	4	10	2
	Retirement or VS	0	0	0	0	0	1	0	0	1	0
	Fixed term contract	0	0	2	1	1	2	2	4	2	0
	Death	0	0	0	0	0	0	0	0	0	0
	Promotion	0	0	0	1	1	0	1	0	1	2
	Other	1	0	4	1	1	2	4	2	6	1
Research and Scholarship	Resignation	2	1	0	0	0	1	0	1	0	1
	Redundancy	0	0	0	1	0	0	0	0	0	0
	Retirement/VS	0	1	1	0	2	2	4	2	0	0
	Fixed term contract	0	0	0	0	0	0	0	0	0	0
	Death	0	0	0	0	0	0	0	0	0	0
	Promotion	0	0	0	0	0	1	0	2	0	0
	Other	0	0	0	0	1	0	0	0	0	3
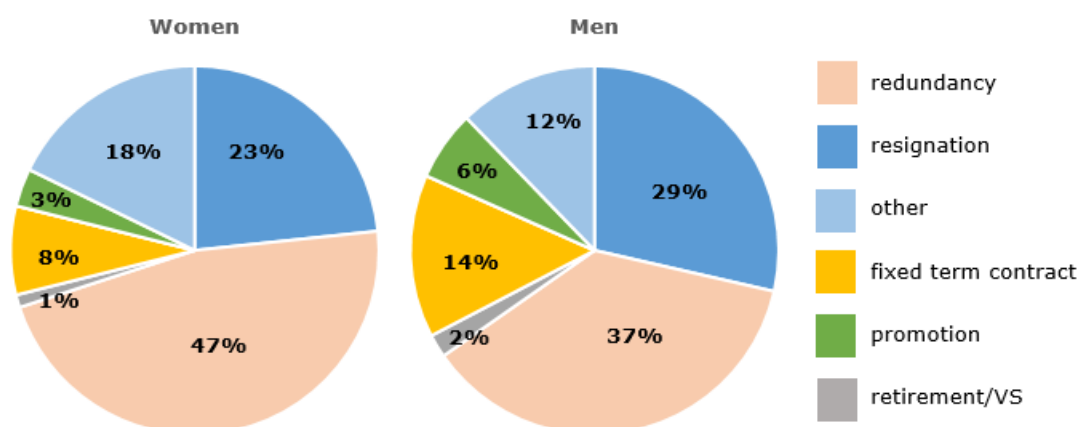
Figure 24: Reasons for leaving among staff on research-only contracts
Proportions by gender over 5 years are shown.

Only 2- 3 clinical staff leave yearly (Table 27), apart from 2014-15 when 9 males/0 females left, for a variety of reasons with no obvious gender differences (Table 28).

Table 27:   Leavers by gender (clinical staff) as headcount

Year	Headcount Full time and part time	
	F	M
2012-13	0	1
2013-14	1	4
2014-15	0	8
2015-16	3	4
2016-17	3	2

Table 28:   Reasons for leaving (clinical staff) as headcount

Reason for leaving	2012-13		2013-14		2014-15		2015-16		2016-17	
	F	M	F	M	F	M	F	M	F	M
Resignation	0	0	0	2	0	3	2	4	1	1
Redundancy	0	0	1	1	0	0	0	0	1	0
Retirement	0	0	0	0	0	2	0	0	0	1
Other	0	1	0	1	0	3	1	0	1	0

[1901 WORDS]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

### 5.1. Key career transition points: academic staff
(i)   Recruitment

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

Available non-clinical posts have decreased (Table 29). In general, the %F applying declines with increasing grade, but numbers are low (Figure 25). The majority of posts were funding limited grade 5/6 posts and since 2013-14 most applicants at these grades were women; the %F of those shortlisted/made offers/hired is higher than %M. The proportion of men applying at grades 5/6 has been improving and the %F/M shortlisted is now similar (Figure 26).

Table 29:   Appointments by gender (non-clinical)

Year	Grade	No. of posts	Number applied (% M/F)*		Proportion of those applicants shortlisted %		Proportion of those shortlisted made offers %		Proportion of those made offers hired %		Proportion of applicants hired %	
			F	M	F	M	F	M	F	M	F	M
2012-13	Grade 5 or 6	29	175 (50)	173 (50)	31%	28%	30%	19%	29%	17%	9%	5%
	Grade 7 or 8	7	26 (30)	60 (70)	46%	28%	7%	7%	4%	7%	8%	3%
	Grade 9	2	3	5	33%	20%	0	100%	-	0	-	-
2013-14	Grade 5 or 6	34	329 (60)	217 (40)	27%	25%	28%	18%	26%	16%	7%	4%
	Grade 7 or 8	2	3	7	33%	71%	33%	20%	0	100%	-	14%
2014-15	Grade 5 or 6	50	393 (55)	321 (45)	25%	28%	34%	17%	33%	14%	8%	4%
	Grade 7 or 8	3	12 (26)	35 (75)	58%	37%	0	15%	-	50%	-	3%
2015-16	Grade 5 or 6	33	207 (59)	141 (41)	33%	23%	26%	33%	26%	27%	9%	6%
	Grade 7 or 8	5	8 (44)	10 (56)	50%	70%	25%	0	100%	-	13%	-
2016-17	Grade 5 or 6	31	175 (58)	127 (42)	28%	25%	41%	31%	41%	31%	11%	8%
	Grade 7 or 8	4	9 (38)	15 (63)	44%	33%	50%	40%	50%	40%	22%	13%

There were 21 grade 7/8 posts over 5 years and fewer females (~31%F) than males applied/were shortlisted. Of the 13 appointments made, 5 were women (38%F). For most posts the proportion of women hired of those applying was higher than men. There were two grade 9 posts (2012-13, nobody appointed).
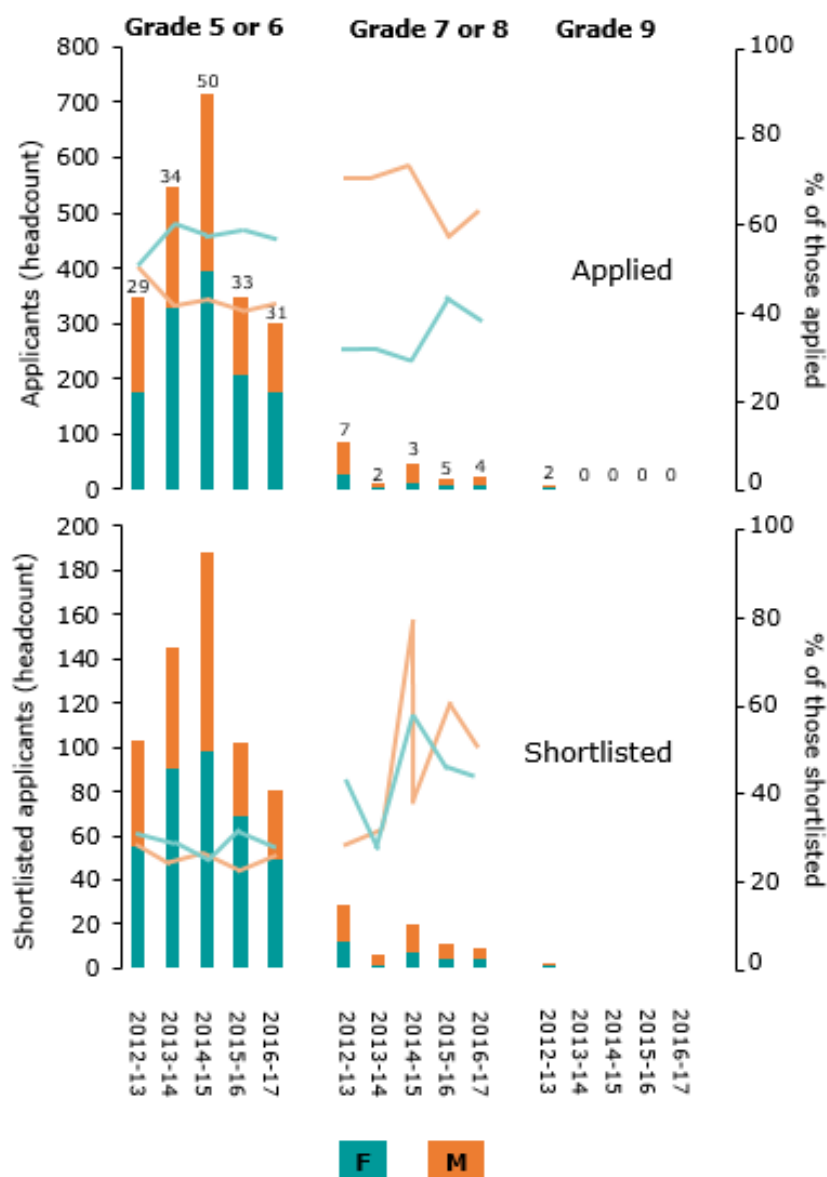
Figure 25: Applications and shortlisting (non-clinical) academic staff

Upper panel: applications (bars are headcount, solid lines are %F/M and numbers above bars are the number of advertised posts that year).

Lower panel: shortlisted applicants (bars are headcount and solid lines are % of shortlisted applicants). Note: numbers are very low at higher grades.

Figure 26:

Offers and acceptances (non-clinical) academic staff, grades 5 or 6

Offers made and posts accepted (bars are headcount and solid lines %F/M of those shortlisted) for grade 5 or 6 academic posts. There have been too few posts at higher grades to show in a similar manner.

There have been few clinical appointments – only 20 posts (all grades) in 5 years (Table 30). However 14 (70%) women were appointed despite only 51%F applying suggesting that women who apply are perhaps 'more appointable' than men who apply.

Table 30:   Applications and recruitment (clinical academic staff) by gender as headcount

Year	Grade	No. of posts	No. applied		No. shortlisted		Offers made		No. hired	
			F	M	F	M	F	M	F	M
2012-2013	Professor	1	3	0	2	-	1	-	0	-
2013-2014	RF/Senior RF	4	13	9	7	3	3	0	3	-
	Lecturer/SL	4	6	8	6	5	2	2	2	2
	Professor	1	1	0	1	-	1	-	1	-
2014-2015	RF or TF	3	7	10	5	4	1	1	1	1
	Lecturer	3	3	3	3	2	2	1	2	1
2015-2016	RF	3	4	7	2	1	2	1	2	1
	SL	1	1	0	0	0	-	-	-	-
2016-2017	RF/Senior RF	3	7	5	4	1	3	0	3	-
	Lecturer	1	0	1	-	1	-	1	-	1

Initiatives regarding recruitment processes were made after our 2016 data review. Currently:

- We took steps to ensure that E&D training with additional training for those involved in selection/interview is mandatory and staff actually do it.
- All selection committees have at least one man/one woman.
- All job advertisements are reviewed by our IMS HR partner
- Before application we offer invitations to informal visits for applicants, including Skype/telephone contact with current staff for unbiased insights into working here.
- Staff are encouraged to suggest potential applicants where appropriate.
- Cognitive bias training is available for selection panels.
- Skype/VC interviews are offered where interviewees find it difficult to attend in person.

In addition to this, to strongly promote role models we have:

- Celebrated successes on social media posts, in 'good news digests' by email and display boards;
- Taken steps to ensure increased proportions of female external speakers –section 5.6(vii)

The proportion of female senior staff has improved, coinciding with our initiatives. Indeed, after a period when no academic permanent posts were available, recently women were appointed to two new posts: lecturer and professor.

Professor Valerie Speirs was recently appointed as Professor of Molecular Medicine – she was encouraged to visit the IMS before her interview to meet with staff and also had informal 'chats' via Skype with other current senior staff to find out about working here.

"The Skype chats were great and I also had a few phone chats. I got an honest appraisal of the place, from everybody I spoke to which helped inform my decision to apply. Everyone was welcoming on both of my visits – I spoke to a range of people including technical and academic staff (clinical and non-clinical) and PhD students. They made me feel very welcome and I look forward to taking up my post in July".

Impact box
Implementation of our E&D recruitment initiatives including better advertising of family friendly policies and pro-active encouragement of visits and contact with existing staff, two recent appointments were both women

However we need to make successes more widely visible.

> **Action box 7**
>
> **The problem:** We do not currently highlight new staff on IMS webpages
>
> **The action:** Biographies of new senior staff (male and female) will be added to showcase and celebrate whether from new appointments or promotions

(ii) Induction

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

We aim to welcome new staff and ensure they get required information. The University provides online induction information about policies, regulations, guidance and training. We implemented a one-to-one informal welcome meeting with the IMS Director regardless of role or grade in 2016; all 30 new staff since then (22F/8M) have met with the Director. Mandatory training such as fire safety and E&D training is provided. Laboratory based staff have tailored safety briefings outlining local procedures with a senior technician. We ensure all new staff get an email address and desk/PC/office/laboratory space as appropriate. New staff meet their line manager several times in the first months to provide support and check on progress. Induction is monitored using checklists but in our 2017 survey around a quarter of staff did not recall/know if they had an induction although this may partly represent their duration of service and historical practices.

There is also a biannual 'Induction Fayre' to welcome staff to the wider University community.

> **Action box 8**
>
> **The problem:** There is no systematic process to check the effectiveness of induction.
>
> **The action:** Feedback will be sought from new staff after 3 and 6 months and solutions will be sought for any issues raised

A buddy system has recently been piloted and will be rolled out to the IMS later this year where new staff are matched with an existing member of staff to facilitate networking.

> **Impact box**
> Implementing a robust system to monitor probation has resulted in 100% of probationary staff being assigned a mentor in 2017 compared to 50% in 2016, and 100% of scheduled 6 monthly meetings have occurred

Lecturers on probation are assigned a probation mentor and meet with their ALM, mentor and IMS Director 6-monthly. Objectives are agreed encompassing all areas of activity and are reviewed at each meeting with any support needs identified. Currently we have 4 probationary lecturers. Data analysis in 2016 showed that some probationary staff did not get mentoring. We therefore implemented systems to ensure that all were assigned a mentor, and that the meetings take place. Informal feedback from current probationary staff has been positive. Probationary staff have a
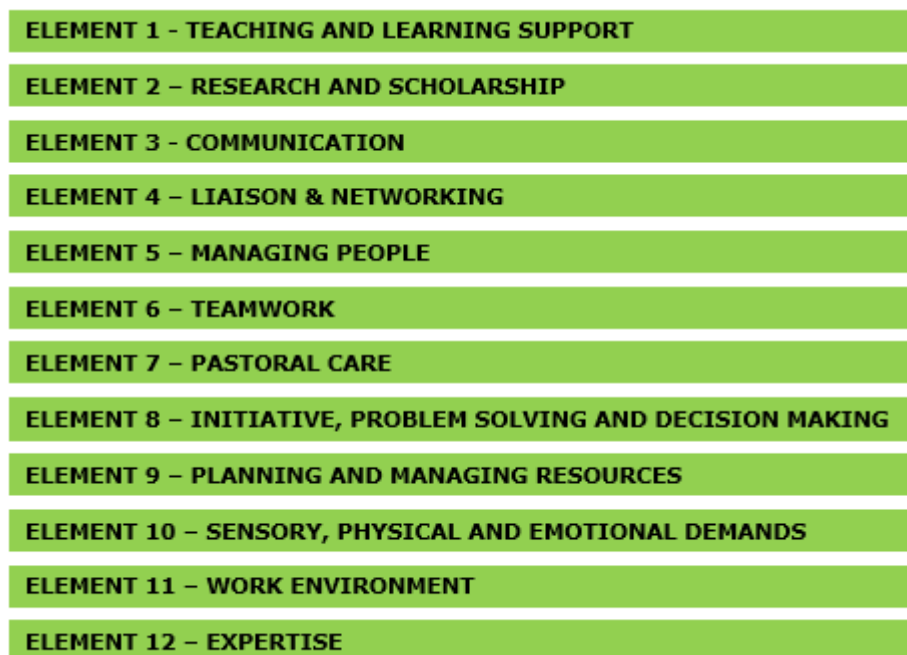
reduced teaching load and are given priority for some funding streams (e.g. support for PhD consumables budgets) and the Researcher Development Programme courses. New lecturers attend a 2-day teaching course. Other courses about systems, exam invigilating and marking, tutoring, PhD supervision, and small group teaching are also available. This is monitored using checklists.

(iii)   Promotion

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

There are 12 elements to promotion with different levels specified at each grade; applications are scored by role analysts (Figure 27). Evidence for each element can be from internal and external activities. The promotion process (Figure 28) is identical for academic/P&S staff, with 3 sub-committees- Science, Arts and Professional Services. Those applying for grade 6 or below can apply any time of year and for grade 7 or above there is an annual round. Both HR and role analysts will review applications before submission. Contribution awards can be submitted at any time of year.

Staff are asked about promotion as part of annual review (AR) to remove the need of staff to raise the issue themselves, with a checklist.

ELEMENT 1 - TEACHING AND LEARNING SUPPORT

ELEMENT 2 – RESEARCH AND SCHOLARSHIP

ELEMENT 3 - COMMUNICATION

ELEMENT 4 – LIAISON & NETWORKING

ELEMENT 5 – MANAGING PEOPLE

ELEMENT 6 – TEAMWORK

ELEMENT 7 – PASTORAL CARE

ELEMENT 8 – INITIATIVE, PROBLEM SOLVING AND DECISION MAKING

ELEMENT 9 – PLANNING AND MANAGING RESOURCES

ELEMENT 10 – SENSORY, PHYSICAL AND EMOTIONAL DEMANDS

ELEMENT 11 – WORK ENVIRONMENT

ELEMENT 12 – EXPERTISE

Figure 27:   Elements of promotion

In the 2017 survey ~25% of staff, both men and women, said they still did not understand promotion procedures; this was better than in 2016 (40%). Information sessions are poorly attended and a higher proportion of F than M attended (26%/15%). However 67% of staff indicated they had attended training in promotion

procedures. Some commented on a lack of specific information for support staff yet such a session <u>was</u> provided and the slides from this widely shared by email.

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Action box 9

The problem: Promotion information sessions are poorly attended whilst 25% staff report poor understanding of procedures

The action: New workshops and 'bite size' summary sessions will be provided

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In both surveys free text comments suggested a perception among some staff (male and female) that it was 'easier for women to be promoted'. Although data do not uphold this, a blinded system was implemented last year, where role analysts score anonymised applications.

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Action box 10

The problem: There is a new blinded scoring process for promotion applications; its effectiveness and staff perceptions need to be evaluated.

The action: We will track promotion applications and seek views from focus groups
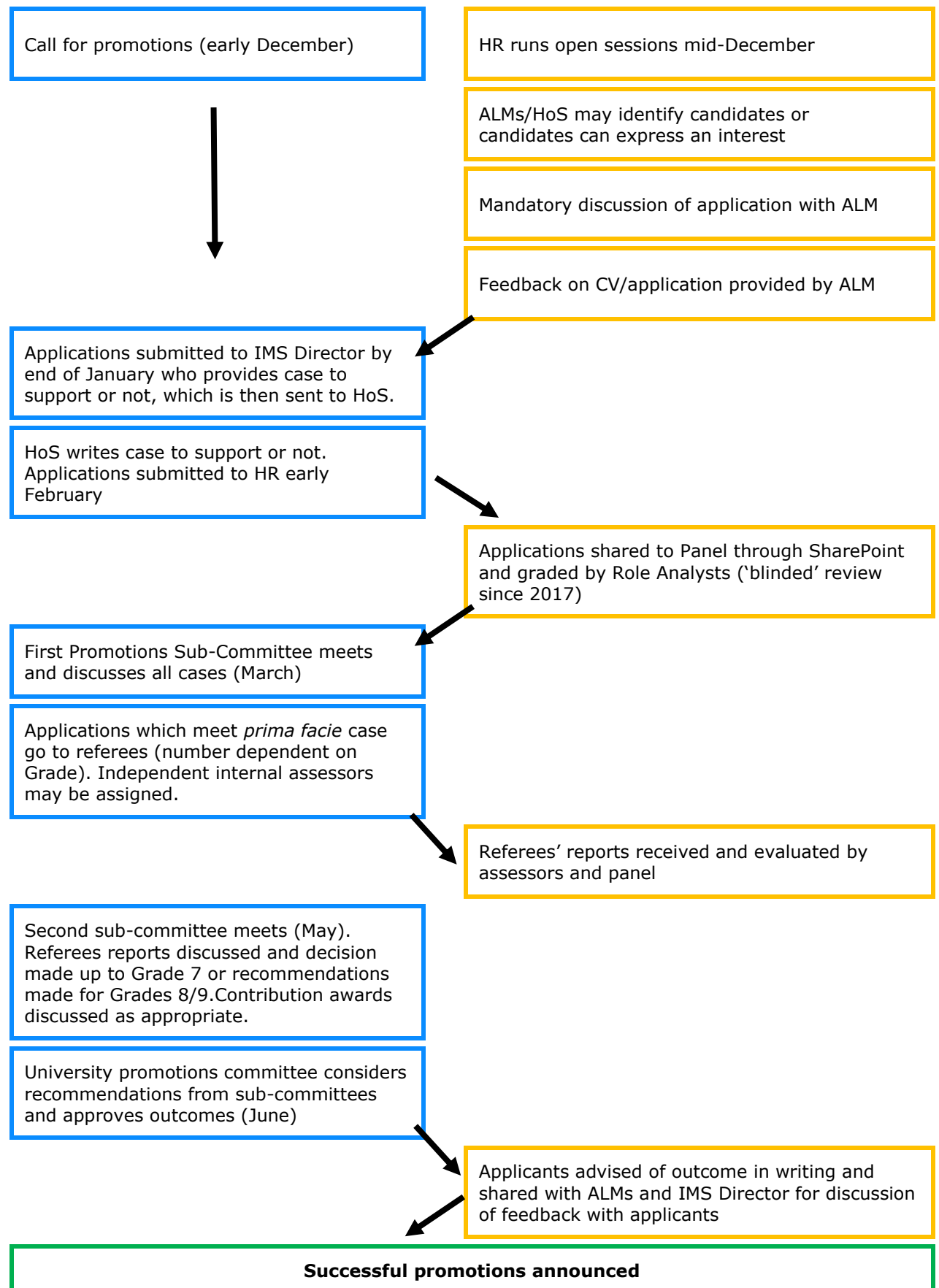
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Drop in sessions on promotion were recently provided by the Senior Women's network; although the sessions were not restricted to women only, 12 women/no men from across the School attended. Informal feedback from attendees was very positive.

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Support with Promotion Application – drop-in session hosted by the Senior Women's Network
Tuesday 6 March, 2-3pm Polwarth Building Room 1:029

The Senior Women's Network will host a drop-in session for colleagues who would like to learn about members' experiences of the promotions process and would like advice on finalising promotion application paperwork. Feel free to bring along your draft applications and experienced colleagues will aim to answer questions and provide advice. Colleagues from the Senior Women's Network who have participated in promotion panels and a representative from HR will attend the session.

</div>

Figure 28:   Promotions process flow chart

Call for promotions (early December)	HR runs open sessions mid-December
	ALMs/HoS may identify candidates or candidates can express an interest
	Mandatory discussion of application with ALM
	Feedback on CV/application provided by ALM
Applications submitted to IMS Director by end of January who provides case to support or not, which is then sent to HoS.	
HoS writes case to support or not. Applications submitted to HR early February	
	Applications shared to Panel through SharePoint and graded by Role Analysts ('blinded' review since 2017)
First Promotions Sub-Committee meets and discusses all cases (March)	
Applications which meet *prima facie* case go to referees (number dependent on Grade). Independent internal assessors may be assigned.	
	Referees' reports received and evaluated by assessors and panel
Second sub-committee meets (May). Referees reports discussed and decision made up to Grade 7 or recommendations made for Grades 8/9.Contribution awards discussed as appropriate.	
University promotions committee considers recommendations from sub-committees and approves outcomes (June)	
	Applicants advised of outcome in writing and shared with ALMs and IMS Director for discussion of feedback with applicants

Successful promotions announced

The numbers applying for promotion are low and have been decreasing; we have combined PT and FT because of this. Over 5 years across all grades, 38 (49%) women applied; the same proportion %F of academic staff (Table 31). At each grade there is yearly variability but generally >50% are successful and no discernible gender difference given low numbers. In 2018 there are currently 11 (9F/2M) applications under consideration.

Table 31: Promotion applications and outcome (non-clinical academic staff, PT and FT, headcount)

Promotion applications by non-clinical academic staff (headcount)													
To Grade	Job Title applied for	Status	2013		2014		2015		2016		2017	
			F	M	F	M	F	M	F	M	F	M
6	Research/ Teaching Fellow	Applied	2	1	0	0	2	0	0	0	0	0
		Successful	0	1	-	-	1	-	-	-	-	-
		Unsuccessful	2	0	-	-	1	-	-	-	-	-
7	Research/ Teaching Fellow or Lecturer	Applied	3	4	4	5	3	0	2	1	1	0
		Successful	1	3	1	4	2	-	0	1	0	-
		Unsuccessful	2	1	3	1	1	-	2	0	1	-
8	Senior Research/ Teaching Fellow or Senior Lecturer	Applied	2	3	2	2	2	3	2	0	0	1
		Successful	2	3	1	1	1	2	2	-	-	1
		Unsuccessful	0	0	1	1	0	1	0	-	-	0
8	Reader	Applied	1	0	1	0	1	3	1	2	1	1
		Successful	1	-	1	-	1	1	0	0	1	0
		Unsuccessful	0	-	0	-	0	2	1	2	0	1
9	Professor (from Senior Lecturer)	Applied	3	2	2	2	1	1	0	0	2	0
		Successful	2	1	2	1	0	1	-	-	1	-
		Unsuccessful	1	1	0	1	1	0	-	-	1	-
9	Professor (from Reader)	Applied	0	4	1	1	2	2	0	0	0	1
		Successful	-	3	0	0	1	1	-	-	0	0
		Unsuccessful	-	1	1	1	1	1	-	-	-	1

Our 2017 survey showed that 44% women/39% of men thought PT working was '*detrimental to career progression*'. In the 2017 survey we asked staff for the reasons

if they had not applied for promotion in the last 3-5 years. Interestingly only 7% of men, but 21% of women identified 'lack of confidence' as an issue.

Issues identified in 2016 prompted us to ask more detailed questions in the 2017 survey (Table 32). Differences between men and women include more women who have never applied, and more men reporting self-motivated decisions to apply. Also there are still large proportions who feel the process is not transparent and training needs remain; these figures have not changed since 2016.

Table 32:   Responses to survey questions about promotion

Survey responses (2017)	Female	Male
Never applied for promotion	53%	28 40%
Line manager gave support (yes)	29%	33%
Self-motivated to apply	54%	65%
Said more training required	25%	29%
Disagreed process is transparent	37%	39%

Small numbers of clinical staff apply for promotion, with 1 successful application to professor (M, 2013) 1 unsuccessful/1 successful application for professor (both F, 2014/2015 respectively), 1 successful application to reader (F, 2016) and no applications in 2017, totalling 4 applications over 5 years (3F/1M). Overall, success rates do not appear to vary by gender, but the low numbers may obscure trends.

Action box point 11

The problem: Improve support for staff (academic, clinical and P&S) applying for promotion through confidence building (see also AP9 and AP10).

The action: Some staff report lacking confidence to apply for promotion, some have never applied for promotion. Very few applications from part time staff.


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

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

The proportion of eligible women returned for both RAE/REF was higher than men. Submissions to RAE2008 for women were higher than national averages (Figure 29). For REF2014 IMS staff were submitted to units of assessment 1 (UoA1, Clinical Medicine) or UoA5 (Biological Sciences); %F was again higher than national figures.

However, of the 8 impact case studies submitted to REF2014 to which IMS staff contributed, all were led by men; the same was seen University-wide. AP12 addresses this for REF2021.

For REF2021 the IMS has been very proactive in terms of supporting all staff to ensure they have a good number of 3* or 4* papers; a dedicated fund has been set aside to support additional work to increase the quality of papers and regular sessions have been held to keep staff informed.
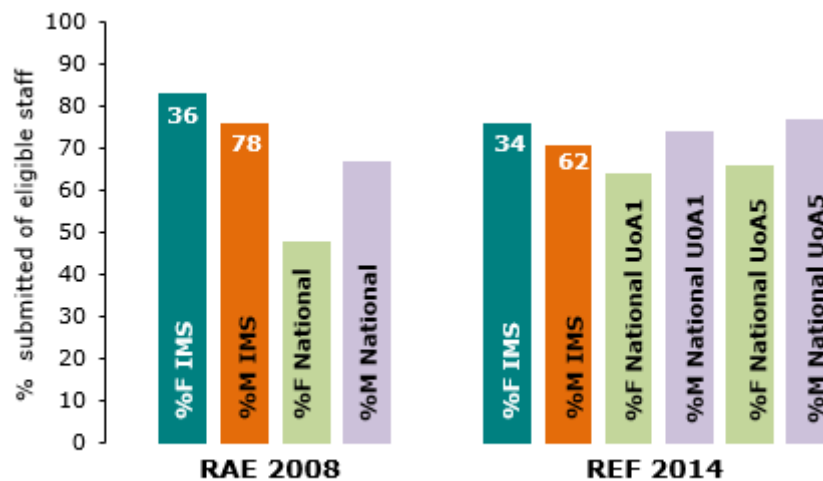
Figure 29:   **RAE and REF submissions by gender**
Bars show %F/M of eligible IMS staff submitted with headcount in white text. Also shown are %F/M from national data for each scheme. *UoA1=clinical medicine, UoA5=biological sciences*

Action box 12

The problem: In REF 2014 there were no women leading impact case studies.

The action: We will run impact training workshops and drop in clinics for all staff and work with female PIs to develop impact case studies for future REFs

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SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i)   Induction

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

(ii)   Promotion

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

5.2 Professional and support staff

(i) Induction

Induction procedures are the same for all grades and staff roles (see above). Administration staff have additional meetings with the IMS Senior Administrative Officer and technical staff have a meeting with the Technical Resources Manager. The 2017 staff survey revealed that a third of P&S had no induction/could not recall; we seek to improve the tracking system to bring the number receiving induction closer to 100% and to assess its effectiveness (AP8).

(v) Promotion

The Professional Services sub-committee considers applications from professional /administrative/managerial staff; technical staff are considered by the Science sub-committee. Staff have to been in post for at least 1 year. There are no restrictions on numbers who can apply nor on numbers who can be promoted. Numbers of P&S staff applying are small (Table 33).

Table 33:   Promotion applications and outcomes for Professional and Support staff by gender (headcount)

Promotion applications by Professional and Support staff (headcount)											
To Grade	**Status**	**2013**		**2014**		**2015**		**2016**		**2017**	
		F	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**
5	Applied	0	0	1	0	2	1	1	0	2	1
	Successful	-	-	1	-	2	1	1	-	1	1
	Unsuccessful	-	-	0	-	0	0	0	-	1	0
6	Applied	2	0	0	0	1	0	1	1	1	1
	Successful	2	-	-	-	1	-	1	0	1	1
	Unsuccessful	0	-	-	-	0	-	0	1	0	0
7	Applied	0	0	0	0	2	0	1	1	1	0
	Successful	-	-	-	-	0	-	1	1	0	-
	Unsuccessful	-	-	-	-	2	-	0	0	1	-
8	Applied	0	0	0	1	0	0	0	0	1	1
	Successful	-	-	-	1	-	-	-	-	0	0
	Unsuccessful	-	-	-	0	-	-	-	-	1	1
9	Applied	0	0	0	0	1	0	0	0	0	0
	Successful	-	-	-	-	1	-	-	-	-	-
	Unsuccessful	-	-	-	-	0	-	-	-	-	-

Over 5 years at all grades, 18 women (75%) and 6 men (25%) applied; identical to overall proportions of F/M P&S staff, suggesting no gender differences. The system of line managers prompting promotion applications works well for P&S staff; the staff survey showed 56% were motivated this way (versus 28% of academic staff). There were 8 applications in 2017 and five were successful (2F/3M). The staff survey suggests similar issues as academic staff with women citing lack of confidence as an issue.

5.3. Career development: academic staff

(i) Training

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

Training courses range from mandatory safety courses, specific equipment, liquid nitrogen, teaching courses, PhD supervision training, specific laboratory skills courses and training for career progression, such as promotion. Information is provided by email and on webpages. Feedback is obtained.

All grades and roles have access to University courses such as management or personal development related courses, computing courses, first aid, mindfulness, IT courses etc. Details are emailed and available online. Review of training needs is included in AR and staff can make suggestions. In the 2017 survey, 86% women/91% men said they had attended training in the last 2 years, the most popular of which were PG supervision (30% staff) and grant writing (40%).

There are also popular core facilities laboratory training courses open to all. Variable numbers have attended and the proportion of men has been lower than that of women (Figure 30).
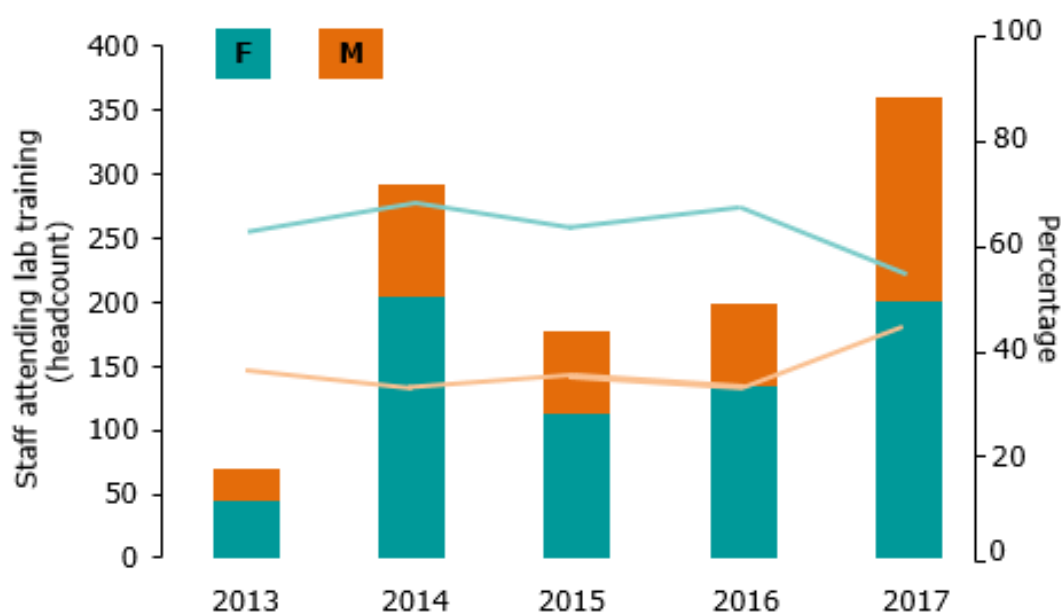
Figure 30:   Numbers attending laboratory skills training by gender.
Bars are headcount and lines are % F/M.

Other courses are provided by the Centre for Academic Development, in teaching and learning, research and professional development, communicated by email. We have data from 2015-17 (Figure 31) which, although numbers are low, shows that attendance at courses related to personal/professional development (PPD) or management/HR (MAN) are attended more often by women than men and that P&S staff also attend these.
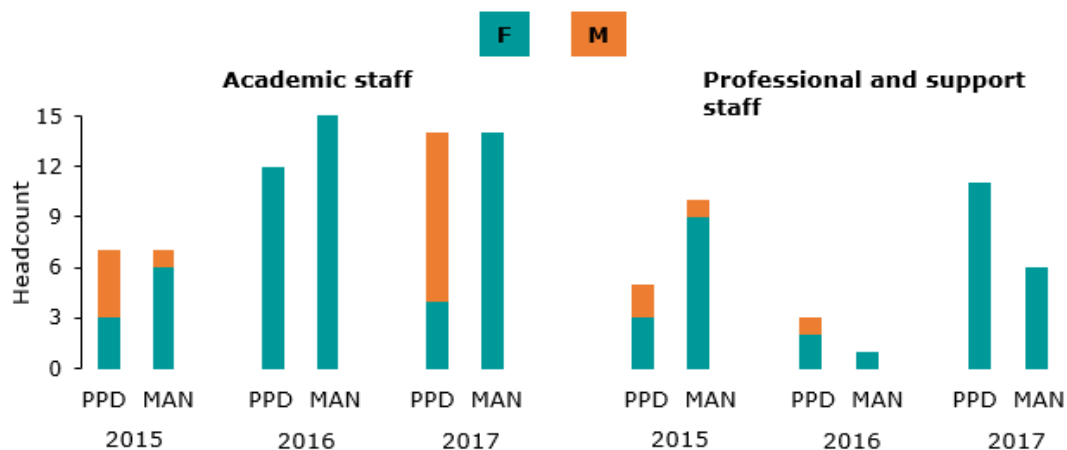
Figure 31: **Attendance at courses by staff type and gender**
Bars show headcount and proportions of F and M attendees.
PPD is personal/professional development related and MAN is management/HR related courses.

Training is provided for ALMs: Management Expectation Setting, Line Management Organisational Responsibility, Essential HR, Finance and Budgets. Additional training is also provided in the IMS on annual review, probation, family friendly policies etc. HR keep attendance details and provide updates but the effectiveness is not monitored.

The IMS also provides training and support for grant and fellowship applications - see Section 5.3(vii).

(vi) Appraisal/development review

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

Annual review (AR) supports staff to achieve excellence in the performance of their duties/responsibilities and recognizes special talents, capabilities, and achievements. AR is obligatory and allows staff to reflect on their performance in the previous year and agree objectives/needs for career progression. A Framework of Academic Expectations (FAE) specifies expected 5 year grant income/publication output at each grade. AR for non-clinical staff is a University-wide process which the IMS organises and implements and comprises a 1h face-to-face interview. The staff member completes the AR form, and, in consultation with their PI for more junior staff, sets

objectives for the forthcoming year. In addition, promotion aspirations, mentoring, the next REF, research income, publications, teaching load and PhD student supervision are discussed and an 'information gathering document' captures other responsibilities that staff may have such as committee membership and internal/external roles. There is a checklist. Training and development requirements are identified and there is an opportunity to provide 'upward feedback'. Reviews are conducted by ALMs for academic/research staff. Annual training is provided and there an online video showing a successful review discussion.

In 2016 we realised there was inadequate processes regarding whether AR took place so robust systems were put in place. Some staff are not eligible for AR – (clinical staff, probationers, those newly appointed, on maternity or sick leave). Overall 120 academic/research staff (57F/63M) were eligible and 91%F and 97%M completed AR in 2017.

> **Impact box**
> We implemented new systems to document which staff are eligible for annual review and to ensure it takes place, resulting in 93% of staff having annual review in 2017 compared to 62% in 2016

The AR form was changed in 2017 to include discussion of promotion and in the 2017 survey only 16% of staff (no difference between men and women) said that career progression was not usefully discussed at AR; this is an improvement from the 2016 survey (25%). However only 25% of staff consider AR to be effective overall.

> **Action box 13**
> **The problem:** Although engagement with annual review is good, 25% of staff consider it ineffective overall.
>
> **The action:** We will consult with staff to better understand issues and adapt accordingly.

Clinical academic staff have separate appraisal/revalidation processes via the Scottish Online Appraisal Resource conducted by clinical staff, supported by their ALM.

(vii) Support given to academic staff for career progression

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

Mentoring supports all staff; in our 2016 staff survey 90%F/79%M found mentoring useful and in the 2017 PG survey 85% of women/77% of men felt that a mentor was the most important factor for a successful career in academia. A new University wide mentoring scheme recently started and two IMS mentor champions were appointed, who regularly hold open meetings.

In the 2017 survey 67% women/86% of men said mentoring had not been discussed with them but 77% women/88% of men who did have a mentor said it was useful. IDEALL hosted a mentoring workshop –17 attended (15 women) mostly early career researchers (ECRs). Our consultation with ECRs revealed that this group need of more support and we will follow up the workshop to ensure all the attendees are assigned a mentor who wish to have one.

Feedback from the IDEALL information workshop on mentoring was very positive:

The format was appropriate ☺ 100%

I learned new information ☺ 100%

I would recommend this event to others ☺ 100%

The content was relevant to me ☺ 100%

71% said they would get a mentor and 29% said they were thinking about it

Action box 14

The problem: Although the benefits of mentoring are appreciated, many staff still do not have a mentor.

The action: We will discussion of mentoring at induction, annual review and planned ECR events. Mentoring roles will be considered in the workload model.

Various levels of leadership training are offered. Four women/10 men from the IMS attended 'entry level' PI training between 2013-17. In 2015-16 the University supported 15 women to attend the women-only Aurora Leadership Development programme (one from the IMS). Senior staff including P&S staff also undertake the International Leadership Development Programme (ILDP). In the past attendees were selected by the HoS and 6 male/7 female IMS staff attended in the last few years. A cross-University panel now allocates places after open application. The 2017-18 ILDP has just commenced; 6 men/6 women have been selected (1 woman and 1 man from the IMS).

Action box 15

The problem: Staff attendance at leadership training is low.

The action: We will use a variety of ways to communicate opportunities and share experiences of those who have attended.

Since 2017 those staff whose grant income is significantly less than the FAE have been assigned a senior colleague grant writing mentor. Reporting of data relating to this initiative will be undertaken as part of the annual cycle of business of the E&D committee.

All staff are encouraged to use the careers service including ECRs and post docs; funding is available at research programme level for attending conferences and staff are also encouraged to take on teaching. However our focus group consultations with ECRs revealed that they feel pressurised to deliver on their project with little time to develop their careers. In particular a lack of understanding of the fellowship 'traffic light' system was highlighted – see Section 5.3(v).

> **Action box 16**
>
> **The problem:** An ALM with specific responsibility as a post doc/ECR champion will be appointed.
>
> **The action:** Post-docs/ ECRs feel they need more support for career development.

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

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

Support for UG students has been recently increased at all levels notably to address the fact that attainment of male students is below that of women: for example assignment of personal tutors (gender can be requested) and student mentors via the new *Students4Students* peer mentoring scheme. We ensure key support staff are visible and accessible (e.g. Well-being Champion, Disability Officer). Online material and drop-in sessions provide both academic and pastoral support and are coupled with face-to-face sessions with staff. Courses supporting careers are available including career planning, writing a CV, job searching strategies etc. The industrial placement course includes a "Working Out Placement and Career Skills" element which many attend even if not undertaking a placement.

One of our UG members of the SAT, herself a mature student with children, was supported by the E&D committee to set up a 'students-and-parents' group to help those juggling study with parenthood. This resulted in provision of parent space and was featured in an article in the University magazine, Gaudie. However UG students have not been asked for their views on E&D and whether support of students with caring responsibilities is adequate.

> **Action box 17**
>
> **The problem:** We have not previously surveyed UG students about their views on E&D or their needs in this respect.
>
> **The action:** We will capture the views of 4th year UG students, particularly with regards to caring responsibilities and implement initiatives to provide support.

Open days provide information on PG opportunities and the University offers an alumni discount. Generic skills training courses are part of PGT programmes and provide skills required for academic/other careers. The 'Enhanced Transcript' system recognises AS involvement of UG/PGT students.

PGR students have at least two supervisors and an 'advisor' for pastoral support. The student is free to change advisor/request a female/male if wished. The Postgraduate Research School is pan-University and offers transferable and generic skills training for PGR students, plus research specific courses. Some studentships provide additional training. Courses on academic and grant writing, preparation for assessments, presentations on safety, research, core facilities and ethics are provided. The research programmes provide opportunities to develop presentation skills in a friendly environment. The University Careers Service also provides information to all students. Our consultation with PGR students revealed a high level of satisfaction with IMS support but more training on CV writing and interview skills was suggested. A new

format for the PGR symposium was recently introduced, which is run by the students with support from the PG co-ordinator, placing responsibility for personal development in their own hands. Many PGR students undertake demonstrating and tutorials and assist with laboratory training; certificates of experience are provided. We have recently introduced a staff-PGR student liaison committee to improve communication.

Action box 18

The problem: Postgraduate students request more career advice and support.

The action: We will improve careers events for PG students.

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

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

Support with grant applications is summarised in Figure 32. The University-wide Grants Academy supports production of high quality grant applications via pre-application review, training, mentoring, provision of costings and meetings with funders. A compulsory intention-to-submit process is in place for Research Council/Wellcome Trust applications, with feedback and support to increase quality/success. This has reduced submissions and increased success rates. All IMS applications are peer reviewed and approved by the IMS Directorate, Research Financial Services and Research and Innovation teams. Until recently this was a cumbersome paper-based system requiring multiple signatures but an online system has streamlined the process.
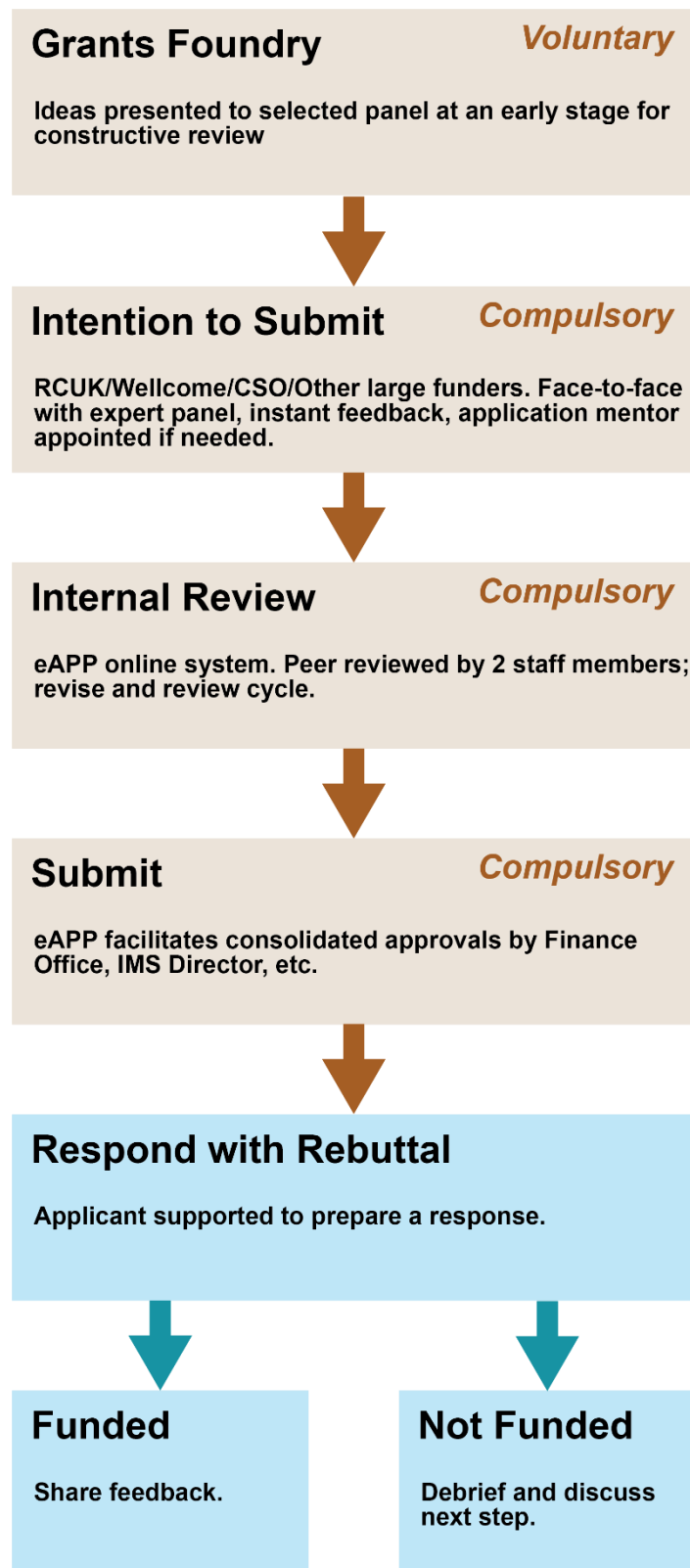
In 2016/17 the IMS adapted the intention-to-submit process to provide instant feedback at face-to–face meetings. Five staff have submitted grant applications since this system was introduced. One of these was not funded and the others await decisions. Feedback from participating staff has been positive (see below).

Impact box
We implemented a new system to improve support for staff when submitting grants by via a face-to-face meeting enabling detailed discussion and instant feedback, with positive comments from staff taking part (see quote below).

"The intention to submit and the associated internal review process have been an excellent resource particularly to myself as a more junior member of staff. It provides the checks and balances to ensure your ideas are clear and concise and are ready for submission at an early stage in the process, allowing grants to be more efficient. The post decision meeting was also incredibly useful. Sometimes when you receive a rejection it can be difficult to know what the best course of action should be, but the post decision meeting really helped put the comments into a useful, constructive context and will certainly help me with future applications."

Lecturer in the IMS (M)

Grants Foundry *Voluntary*

Ideas presented to selected panel at an early stage for constructive review

Intention to Submit *Compulsory*

RCUK/Wellcome/CSO/Other large funders. Face-to-face with expert panel, instant feedback, application mentor appointed if needed.

Internal Review *Compulsory*

eAPP online system. Peer reviewed by 2 staff members; revise and review cycle.

Submit *Compulsory*

eAPP facilitates consolidated approvals by Finance Office, IMS Director, etc.

Respond with Rebuttal

Applicant supported to prepare a response.

Funded

Share feedback.

Not Funded

Debrief and discuss next step.

Figure 32:   Grant application support processes in the IMS

A new voluntary Grants Foundry allows staff to present proposed funding applications at an early stage to get face-to face feedback from a panel of experienced colleagues.

This has proved to be popular and we will be able to assess its impact on subsequent submission and success rates in due course.

> "As a senior researcher I was dubious about what the Grants Foundry could offer me by way of review of a proposed clinical trial. Indeed the panel were not experts in this field. However, their broad ranging expertise turned out to be very insightful and I adapted my study design to take on board their suggestions, submitted the grant application and it was funded".
>
> *Senior Researcher in the IMS (F)*

The IMS also introduced practical support for applicants who need to submit rebuttal responses, and to capture feedback. A 'library' of feedback and rebuttals from both successful/ unsuccessful applications is being set up which all staff will be able to access.

Action box 19

The problem: New systems have been implemented to support staff in applying for grants but we need feedback and effectiveness data.

The action: We will secure feedback from staff and modify the process as required.

A mandatory 'traffic light' triage scheme supports early career researchers to submit high quality fellowship applications. Candidates have their CV and project proposal reviewed by senior academics with an in-person discussion. If they get the 'green light' they are assigned an application mentor, peer reviewer(s) and a fellowship 'buddy'; a personal timetable towards application is generated. Those not getting a green light are given detailed feedback to support resubmission.

Table 34 shows that over 5 years 28F/14M submitted applications (66%F). Our overall success rate is 19% over 5 years (all funders) compared to Biotechnology and Biological Research Sciences (BBSRC) fellowship success rates of 8%. The improved success rates of women: 6/28 women (21%) versus 2/14 men (14%) over 5 years concurs with BBSRC trends but is better that the national average BBSRC success rate of 9% women. Of our current female staff at grades 8/9, 7 out of 18 (39%) previously had an independent fellowship, compared to only 2/37 (5%) male staff, suggesting fellowships are a genuine route into substantive posts for women in particular.

Table 34:   Fellowship applications by gender (headcount)

Year	Applications submitted		Success	
	F	M	F	M
2013	4	6	0	2
2014	11	4	3	0
2015	5	3	2	0
2016	3	1	1	0
2017	5	0	0	-

Our consultation with postdoctoral research fellows/ECRs revealed dissatisfaction with the traffic light system, with a feeling that some staff were being prevented to apply for a fellowship and a lack of understanding of what had been achieved. The goals of the scheme have not been well presented to staff and support is insufficient.

Action box 20

The problem: Independent fellowships are a route into substantive posts in which women are underrepresented. ECRs feel the traffic light fellowship system lacks clarity.

The action: We will consult with ECRs to share experiences to develop guidelines and improve information provision and support to maximise engagement and outcomes. We will lobby for funding for local fellowships to maximise the opportunity for more women securing higher grade posts.

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i)   Training

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

(ii)   Appraisal/development review

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

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

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

5.4   Career Development: Professional and support staff

(i)   Training for professional and support staff

As mentioned above, most training is available to all staff regardless of grade or role and all University level training courses and accredited professional development programmes are available to all staff and are circulated University wide; 71% of P&S staff report attending training in the last two years (2017 survey). Line managers also capture training needs at AR and staff can make training requests. The 2017 survey found that 37% of P&S staff are not aware of training opportunities from the Centre for Academic Development and comments state funds are insufficient. Figure 30 above shows P&S staff attendance at training events.

> **Action box 21**
> **The problem:** Not all P&S staff are aware of training opportunities
>
> **The action:** We will engage line managers to address this at AR and provide lists of available and relevant training, along with funding opportunities.

(ii)   Appraisal/development review

P&S staff undergo AR in the same way as academic staff, with the relevant line manager (described above). There is a separate form for grades 1-4 and 5-9. Uptake of AR was 93% of women and 86% of men. P&S staff are generally happy with AR - 72% of women but only 50% agreed their workload was satisfactorily discussed at AR (2017 survey); the remaining 50% of men responded neutrally.

(iii)   Career progression

P&S staff have training for promotion application and AR and training relevant for skills and personal development. There was good feedback regarding promotion; only 15% of P&S staff reported not having a good understanding of the promotion system. However at AR 27% of P&S staff did not find that career progression was usefully discussed. P&S staff are supported to attend specialist conferences for example technical staff from the flow cytometry team attend a biennial international conference and in 2018 all three technical staff attended the Cyto2018 conference in Prague. As detailed above leadership training is offered to P&S staff; one person (F) is currently taking part in ILDP.

> **Action box 22**
> **The problem:** Over a quarter of P&S staff did not feel that career progression was usefully discussed at AR.
>
> **The action:** We will consult with P&S staff to ensure we support staff appropriately and provide training for line managers

5.5. Flexible working and managing career breaks
Note: Present professional and support staff and academic staff data separately

Cover and support for maternity and adoption leave: before leave

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

The IMS goes beyond University policies regarding maternity/paternity/adoption leave. Information on the policies is circulated by email, leaflets, direct contact via "parent support champions" (see below), plasma screens, web pages. The policies apply to all staff of all grades/roles. Staff are offered a meeting with the IMS HR partner before maternity leave. Paid time off for antenatal care (including attending that of a partner), relaxation/parentcraft classes plus travelling/waiting time is offered. Staff have a Health and Safety Risk Assessment of their work environment which may result in temporary variation to working hours, duties or conditions.

"Prior to going on maternity leave I had risk assessments and spoke with my line manager who was very supportive. HR had minimal contact but did make sure I was aware that the parent champions were available for support".

Researcher currently on maternity leave (F).

However, our 2016 focus group with staff who had taken maternity leave revealed that information provision was inadequate and so we appointed two 'parent support champions': Julie Brookes and Neil Vargesson, both members of the SAT/E&D committee and both parents. They underwent training with HR and have had several one-to-one meetings with staff members. In the 12 months since Julie and Neil were appointed 4 male/4 female staff members have met them. In 2016, 64% women for whom it was applicable, reported that they felt unsupported about making preparation to take maternity leave; in 2017 this was just 11%.

> **Impact box**
> We appointed two parent champions to support staff taking parental leave, resulting in a decreased in women saying they felt unsupported from 64% in 2016 to 11% in 2017

Maternity and Paternity Coaching

03 March 2017

As part of the University's ongoing commitment to supporting work-life balance, we are delighted to offer our staff complimentary Maternity and Paternity Coaching to help ease the transition between work and leave.

A free parental coaching scheme for available for all staff. The sessions involve the use of active listening, observation and questioning to staff in managing work commitments alongside family life.

Our survey of staff attending these confidential coaching sessions showed that of 12 (7 women) attendees, 100% said the coaching was positive. All reported that the coaching 'helped me think about issues related to paternity or maternity leave' either to some extent (22%) or very much so (78%). All comments were very positive (see below). IMS staff have attended.

> I found the sessions extremely useful

> With just 2 sessions the coach helped me to overcome challenges I thought were insurmountable

> The coaching was a very good experience but personally I would benefit more from a group session

> Very useful experience

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

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

Policies are the same for all types of staff. Maternity pay is funded at School level if external funders do not cover costs. Staff whose contracts are due to end during maternity leave have their contracts extended to the end of the leave and before redeployment is implemented.

Staff on maternity leave are entitled to 10 keeping in touch (KIT) days and are encouraged to take these although many do not. There may be some confusion about KIT days and our staff survey in 2016 showed that a 25% women/77% of men for whom this was relevant did not understand KIT days and this had not improved in the 2017 survey. We hope that the parent champions will make a difference in this respect. Not many women on maternity leave use all their KIT days; over the 5 year period 15-50% used at least one KIT day (average 3 days). Only four women used all 10 days.

Action box 23

The problem: Many staff do not understand how KIT days can be used and other aspects of parental leave

The action: We will provide a simple summary/factsheet to provide key details which parent champions can discuss with staff

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Line managers keep as much contact with staff as each staff member needs or requests and all university information emails continue to be circulated. Cover is organised on an individual basis. Staff often bring their babies into the IMS for visits and are invited to social events whilst on leave.

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

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

Returners from maternity leave have a welcome back meeting with their line manager and the IMS Director meets them a few months after their return to ensure they have settled back into work and to deal with any issues raised. The University has recently launched a parents network for staff.

Funding is available for academic staff after all types of career break; such funds can be used to reduce teaching loads on return and/or provide research costs, negotiated on a case by case basis, via the Wellcome Trust Institutional Strategic Support Fund. Two women from the IMS have recently successfully applied for this funding. Staff returning after maternity leave can also request flexible working (section 5.5).

Our 2016 data analysis revealed that the IMS had no clear breastfeeding provision. We now display posters throughout the IMS welcoming breastfeeding with a private room and individual lockable fridges for expressing milk. In addition another newly refurbished 'family room' is available in an adjacent building.

Photo 3:   Breastfeeding policy poster

> **Impact box**
> Posters describing our breastfeeding policy are now displayed throughout the IMS and provide space has been made available. Only 5% of staff reported being unaware of the facility in the 2017 survey.

Signs throughout the IMS direct women wishing to use private space to the relevant room and high-chairs are available in the cafe area.

The Rocking Horse Nursery on the main university site has 78 places and a nursery on the hospital site has limited reserved places for University staff. Several staff use the nursery on the main campus but many use private nurseries.

In 2015 a scheme for childcare expenses for conference attendance was initiated. One staff member from the IMS, and two from other institute were awarded funding. The IMS lobbied for funding to be continued and the 2018 round has just opened.

> "The money will support the additional cost of childcare from a local childminder because the conference occurs over days that I normally am at home, as part of my part-time contract. I am excited to have been selected to give a short talk at the 20th International Society for Human and Animal Mycology conference in Amsterdam in June. This will be my first international conference since my youngest child was born".
>
> *IMS Research Fellow (F) who has received a family award to attend a conference in June 2018*

(iv)   Maternity return rate

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

The numbers taking maternity leave are low and variable (Table 35); ranging from 11 taking maternity leave in 2013-14 to just 4 in 2016-17. Just one or 2 people at each

grade of academic staff and 2 P&S staff have taken maternity leave each year. This precludes any analysis by grade or staff type.

Table 35:   Maternity leave and return rate by role

Year	Staff category	Number taking leave	Number returned	Number still at IMS after:		
				6 months	12 months	18 months
2012-13	Research & scholarship	1	1	1	1	1
	Research	6	5	4	4	3
	Professional & Support	2	2	2	2	2
2013-14	Research & scholarship	0	-			
	Research*	8	6	3	1	1
	Professional & support	2	2	2	1	1
2014-15	Research & scholarship	1	1	1	1	1
	Research	4	2	2	2	2
	Professional & support	0	-			
2015-16	Research & scholarship	0	-			
	Research*	9	5	4	3	2 (NYK)
	Professional & support	2	2	2	1 (NYK)	NYK
2016-17	Research & scholarship	0	-			
	Research	1	1	1	NYK	NYK
	Professional & support	1	1	NYK	NYK	NYK

Headcount shown. *includes 2 clinical research fellows.   NYK = not yet known

Most staff at higher grades and on permanent contracts return after maternity leave, whilst those who leave are mainly at lower grades/on funding limited contracts. If contracts are due to end during leave they are extended and after return from leave redeployment is activated. Over the 5 year reporting period, 8 women did not return. For 4 women their contracts were due to end during the maternity leave but were extended to the end of the leave; the remainder either resigned or moved to another job.

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

The overall initial return rate over 5 years was 71%, with 40% still in post at 18m (Table 32). All but one of those who did not remain in post were on funding limited contracts: 100% women at academic grades 7/8 returned to work and were still in post after 18m. Most P&S staff are on permanent contracts and also return and stay in post.

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

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

Two weeks paid paternity leave is available but uptake of paternity leave is very low (Table 36) and is difficult to monitor as not all men inform HR about becoming a parent if they do not take leave. It is hoped the parent support champions will encourage more fathers-to-be to take leave and four men have already met with them.

Table 36:   Paternity leave uptake (headcount)

Year	Number
2013	5
2014	3
2015	2
2016	2
2017	2

"My second child was born in January 2017 and I decided to take paid paternity leave (plus one week of annual leave). The paternity leave policy was explained to me and my line manager was very supportive in this. Being home and being able to take care of my wife while she recovered from the birth was very rewarding as I felt my rights as a father were recognized by my working environment."

IMS researcher (M) who recently took paternity leave.

No staff have taken adoption leave in the last 5 years and nobody in the IMS has taken up the new shared parental leave, in common with national trends.

(vi) Flexible working

Provide information on the flexible working arrangements available.

The University allows part time, flexible hours, job sharing, annualised contracts and unpaid leave. A 9-day fortnight has recently been implemented for P&S staff including in the IMS. The staff surveys found that around ~45% of staff work from home (Table 36). Staff wishing to work regular flexible hours arrange this with their line manager and several IMS staff start work early and leave in time for school pick-up and some have annualised contracts. However we have no formal record of how many people have such agreed working practices. The staff survey shows that most people are aware of the support for flexible working but is important that line managers are consistent. Formal alteration to contracted hours is a matter for HR but all requests are considered on a case by case basis.

Action box 24

The problem: We have no record of staff working flexibly.

The action: We will provide information to line managers to ensure they are up to date with procedures and a new form will be created to track discussions and ensure consistency.

Nobody is expected to work longer than contracted hours. A new working hours policy was introduced in 2017 (37.5h/week or 1,650 hours/year) and >99% of staff said they were aware of the policy, but both men and women report working long hours; largely self-driven (Table 37). Staff are strongly encouraged to take all their annual leave and this is included in the AR checklist. Staff are also told they are not expected to respond to emails out of core hours.

Table 37:   Agree/strongly agree responses to 2017 survey questions about working hours

Question	F	M
Work long hours- self driven	66%	70%
Work long hours- employer driven	10%	9%
Work flexibly – often/sometimes	46%	43%
Work flexibly – never or not applicable	45%	54%

Urgent 'domestic distress' leave is available when required, on a case-by-case basis.

"I recently had a flood at home- my line manager was very supportive and granted me immediate 'domestic distress' leave and I was also subsequently supported to work remotely for an extended period of time to allow me to decamp whilst my home dried out".

Senior IMS researcher (F).

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

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

Requests for PT working after a break or return to FT after a period of PT are considered on a case-by-case basis and there are examples of people returning after maternity leave to work part-time before returning full-time. Staff requests for periods of time away from work for other reasons are considered on a case by case basis and the University will often continue to provide pension contributions even if such leave is unpaid. In the last 5 years one women and one man have taken unpaid leave of 294/148 days respectively.

5.6. Organisation and culture

(i) Culture

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

The IMS provides an inclusive environment fostering networking and interaction. The atrium café is well used by staff/students and visitors. Networking also occurs at research programme meetings, seminars and informal meetings, in teaching teams and research groups. Standards of behaviour are high and staff are given information at induction about how to report any concerns.

Successes, both internal and external are celebrated, with congratulation emails circulated from the IMS Director and sharing via email newsletters, plasma screens, University eZine, web pages and very actively by social media. In the 2017 staff survey ~70% of staff agreed/strongly agreed that '*successes were celebrated*' compared to 55% in 2016.

For example several of our female IMS professors have received women in science related awards which have been widely celebrated (Photo 4). Professor Delibegovic was awarded the 'Super Woman' award at the First International Festival of the Modern Woman; Professor Erskine was one of 11 leading women given a piece of heirloom jewellery held until handing on to another leading woman scientist after 2 years under the 'Suffrage Science' scheme.

Photo 4:

Professors Mirela Delibegovic (left) and Lynda Erskine (right) award recipients

E&D training is mandatory for all (updates required biennially, with automatic email reminders) and AS activities are widely communicated. All staff undertake the Diversity in the Workplace training module, and those involved in Teaching and Learning have additional training, updated biennially. Data on E&D training uptake was noted not to be available and so we implemented a system to record and monitor this. We now know that 95% of IMS staff have undertaken E&D training compared to only 20% in 2016.

> **Impact box**
> Systems were implemented to encourage staff to undertake E&D training and monitor compliance, resulting in 95% having done this in 2017 compared to only 20% in 2016.

Almost all (95%) were aware of the aims of AS in the 2017 survey compared to 70% in 2016.

> **Impact box**
> E&D training is now included agenda of all IMS Executive, Research Programme and Open IMS meetings, with minutes available online. This has resulted in 95% of staff being aware of the aims of Athena SWAN in 2017 compared to 70% in 2016
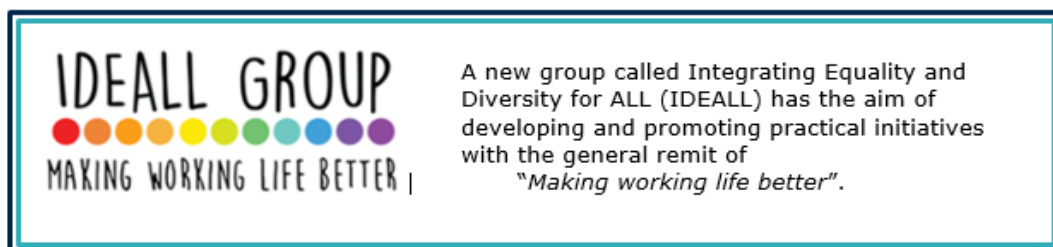
However our consultation with ECRs revealed that of all the staff groups, these were least engaged with AS. This was in contrast to the PGR consultation group who were all aware of the AS charter and its aims.

> **Action box 25**
> **The problem:** Although more staff and students are aware of AS, our consultation with ECRs/post docs showed they lacked understanding
>
> **The action:** We will liaise with this group of staff to increase knowledge and understanding and increase engagement with AS and E&D

We have webpages on the IMS site dedicated to E&D with the Athena SWAN charter, the remit of the E&D committee and the role of the parent support champions clearly presented. Minutes of all of the E&D meetings are available online.

> **IDEALL GROUP**
> **MAKING WORKING LIFE BETTER** |
> A new group called Integrating Equality and Diversity for ALL (IDEALL) has the aim of developing and promoting practical initiatives with the general remit of
> *"Making working life better".*

After our 2016 data analysis we set up a group (IDEALL) to take responsibility for organising, publicising, facilitating and/or delivering events. Competitions were held to name the group/design its logo. Engagement has been very good with all grades and roles of staff attending. Events are communicated by email and social media.

There are three main areas of activity:
Wellbeing and Fitness (eg Step Challenge, Pilates)
'Just for Fun' (eg strawberries and cream picnic, IMS Movie Club, wine tasting, 'night out', forest walk, bowling)
Seminars and discussion sessions (e.g. work-life balance seminar, lunchtime mentoring and mindfulness workshops).

IDEALL is co-led by academic staff and SAT members Ann Rajnicek and Stefanio Spano. The strawberries and cream picnic, free of charge to all students and staff was enthusiastically received. The delivery of information on IDEALL has been very effective; the 2017 survey showed that 90% of staff were aware of events and feedback of events was excellent (eg mindfulness workshop: 87% attendees said the content was relevant and 93% said they would practice mindfulness in future).

> **Impact box**
> A budget has been set up for E&D activities and the IDEALL group was set up, resulting in the delivery of a variety of events, excellent engagement (90% of staff aware of IDEALL) and very positive feedback.

Well-being initiatives in other adjacent buildings on the hospital site are available such as free yoga and aerobics classes, and music and social events.

Photo 5:   Strawberries and cream picnic summer 2017

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

Policies apply to all staff and students. Our 'HR partner' has close relationships with the IMS Directorate and ensures University procedures for staff are followed. Ongoing training of line managers assists with consistency.

There have been no formal complaints regarding bullying and harassment in 5 years. A University Mediation Team is available and many issues are resolved without formal complaint; records of uptake of the service are limited by confidentiality. Given recent media coverage about sexual harassment, emails from the HoS backed up by an email from the IMS Director were sent to all staff highlighting zero tolerance of sexual harassment and sources of support/policies and reporting options.

Action box 26

The problem: The specific topics of dignity at work, bullying, harassment, grievance and disciplinary processes have not been covered in IMS open meetings.

The action: We will provide opportunity of detailed discussion of each topic at separate open meetings followed by Q&A sessions and consultations to ensure staff feel supported

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ALMs also receive training on other policies, probation, capability and other matters, but the constant interaction with the HR partner is crucial.

(iii)   Representation of men and women on committees

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

The most influential committee is the IMS Executive (Table 38). Other important committees are shown in Figure 33. Membership of most is by holding a specific post or role; the tenure depends on the role held but is usually 3 years. The major roles which serve these committees are filled by advertising and appointment. Overall there has been a steady increase in the proportion of women on the committees (Table 39) and no suggestion of committee overload.

Impact box

Processes were established for appointments to key roles to be made after open advertising and application, to increase transparency and fairness, resulting in 100% of key roles appointed in this way in 2017.

Table 38:   **Current membership of the IMS executive by gender**

Role	F/M
IMS Director	M
IMS Deputy Directors	F/M
Research programme co-leads:	7M/5F
Integrative centre representatives	F/M/M
Technical Resource Managers	F/M
Clerk	F
Equality and Diversity co-leads	F/M
Total	10F /13M
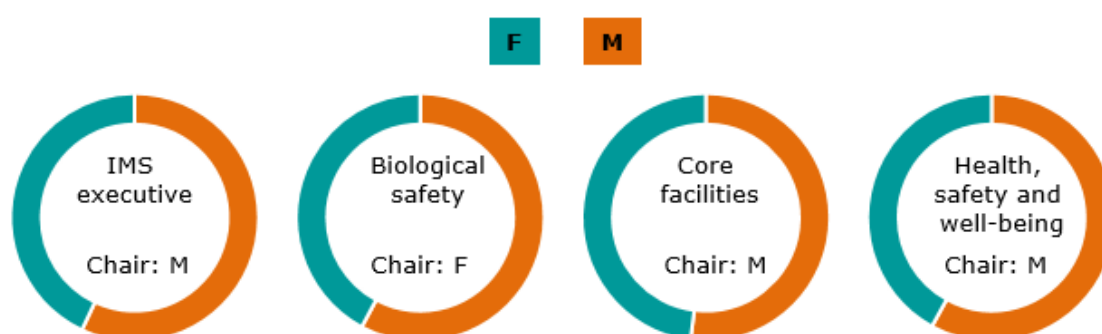
Figure 33:   **Gender split of key IMS committees currently**
Proportions of F/M shown.

Table 39:   **Key IMS committees membership (gender of chair and %F)**

Year	IMS Executive	Biological safety	Core facilities	Health safety and wellbeing
2014-15	Chair: M 40% F	Chair: M 35% F	Chair: M 47% F	Chair: M 37% F
2015-16	Chair: M 42% F	Chair: F 41% F	Chair: M 50% F	Chair: M 40% F
2016-17	Chair: M 43% F	Chair: F 41% F	Chair: M 52% F	Chair: M 42% F

However, since many roles associated with committee membership are senior ones, junior staff do not get opportunities.

Action box 27

The problem: Major roles are appointed after application/interview but junior staff do not get as many opportunities.

The action: We will facilitate observer roles and shadowing to allow junior staff to gain experience.

(iv) Participation on influential external committees

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

External roles, both within the University (eg Senate, Court, Gender and Equality Steering Group, promotions committee) and external organisations such as funding panels, committees of professional bodies, journals, conferences, reviewing activities, ethics committees etc are captured at AR. However these data have not been collated and analysed.

Action box 28

The problem: Staff feel their external roles are not recognised.

The action: We will collect summary data from AR and highlight IMS input to external roles with individual contributions acknowledged and shared

There is an allowance under the workload model (see below) for administration; staff are encouraged to take part whilst recognising the need for balance and this is discussed at AR to prevent overload. Currently 4 female/4 male IMS staff are members of Senate and one female IMS professor is a Senate Assessor on University Court. In our 2017 survey, 33% women/41% of men reported participating in external committees in the last 2 years; 54% women/44% men agreed/strongly agreed that they were recognized for this; overall 15% felt these roles were not recognised.

(v) Workload model

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

The IMS workload model is based on normal expectations for Teaching (load), Research (funding, outputs and PGR supervision) and Administration (local, University and external).
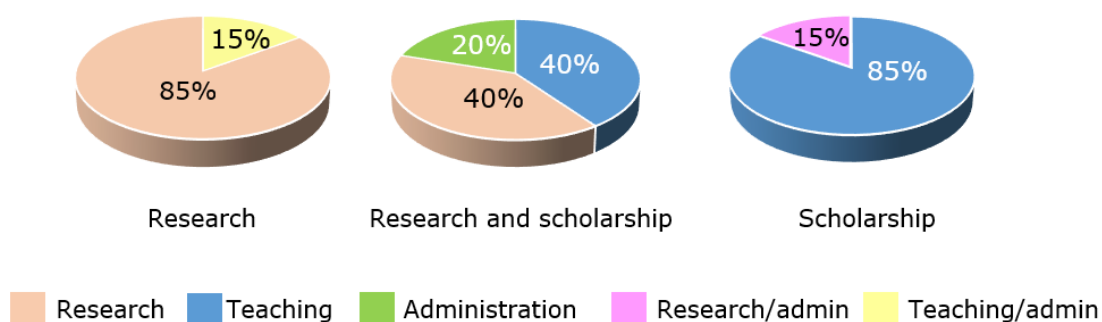
Figure 34: **Workload model for different career tracks**
% of working hours shown

There is an expectation of time spent on research/teaching/administration depending on career track (Figure 33). Clear allowances for specific roles have been agreed (eg 160h for AS co-leads/50h for SAT members). Workload is discussed at AR; ALMs are provided with teaching hours and individual allowances for administrative activities. The model can be 'nuanced' to allow flexibility for individual staff circumstances.

AR in 2017-18 revealed that some staff had greatly in excess of the allocated teaching hours whilst others had much less. To rebalance the inequities there have already been offers to take on extra teaching, showing positive collegiality. For the standard non-clinical academic contract of 40:40:20 (89% IMS staff), the median teaching was broadly similar for female and male staff members (466/482h respectively).

Impact box

We rolled out a new hours of work and workload model with more robust assessment of teaching loads and 99% of staff reported being aware of set working hours.

Action box 29.

The problem: Some staff have greatly in excess of the workload model hours for teaching and some have a lot less. Some still feel workload allocation is not transparent.

The action: We will address this imbalance and in the first instance have already asked staff for expressions of interest to take on additional teaching. This will be followed up with reassignment of teaching and all steps taken to rebalance workload will be in discussion with staff.

The 2017 staff survey showed around a third of staff agreed that 'allocation of workload has been more clear and transparent in the last 12 months', but another third gave neutral responses and another third disagreed. This was a 10% improvement from 2016 but needs further action. There was no difference in these figures between men and women.

(vi) Timing of departmental meetings and social gatherings

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

Core family friendly hours for essential meetings are 10am-4pm and are upheld by the IMS wherever possible. From the 2017 staff survey more than two thirds of both female and male staff agreed the timings of meetings meant they were able to attend. In Scotland, many standard UK bank holidays are not recognised; there are 'local holidays' which vary depending on where staff live. Sometimes key teaching and exams are scheduled on these days and this can be an issue for staff with children although staff can claim time off in lieu.

> **Action box 30**
>
> **The problem:** Some meetings and teaching/exams are scheduled on days when there are local holidays.
>
> **The action:** We will secure and advertise the dates of local holidays and 'in service days' a year in advance and display them on a notice board and on IMS webpages to try and avoid these dates when scheduling. A centralised events calendar will be used to allow organisers of meetings to avoid certain dates where possible.

For social events we vary the type of activity and the time so try and provide something to suit everyone (eg Music in the Atrium, wine tasting, Science Celebration). The Christmas Party is held in the afternoon and staff can bring children. Talented staff provide musical entertainment and the event is subsidised. There is a Christmas carol concert and regular charity raffle/bake sales during the working day which are popular. Social events organised by research groups or programmes include off-site breakfasts, lunchtime barbecues on the beach including families, pub quizzes, cake days. In addition drinks/food before/after seminars, graduations, PhD vivas and training events are often available and are rarely outside core hours.

Photo 6:

PhD successes are 'announced' by way of a poster on a display board in the IMS atrium

(vii) Visibility of role models

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

Our seminar programme brings together the range of research interests in the IMS. External speakers are suggested by IMS staff and reviewed by the IMS Seminar Group (2 men/2 women), which reports to the SAT.

Our 2016 data analysis showed that over 4 years 20% of external speakers had been female (Figure 35). We set a target of 40% and actively encouraged staff to suggest women speakers, invited external female speakers from slightly more junior positions than perhaps previously and allowed more flexibility regarding the seminar day/time. Although around half of female invitees declined, citing childcare issues and unavailability, we reached our goal.

See also 5.6(i).
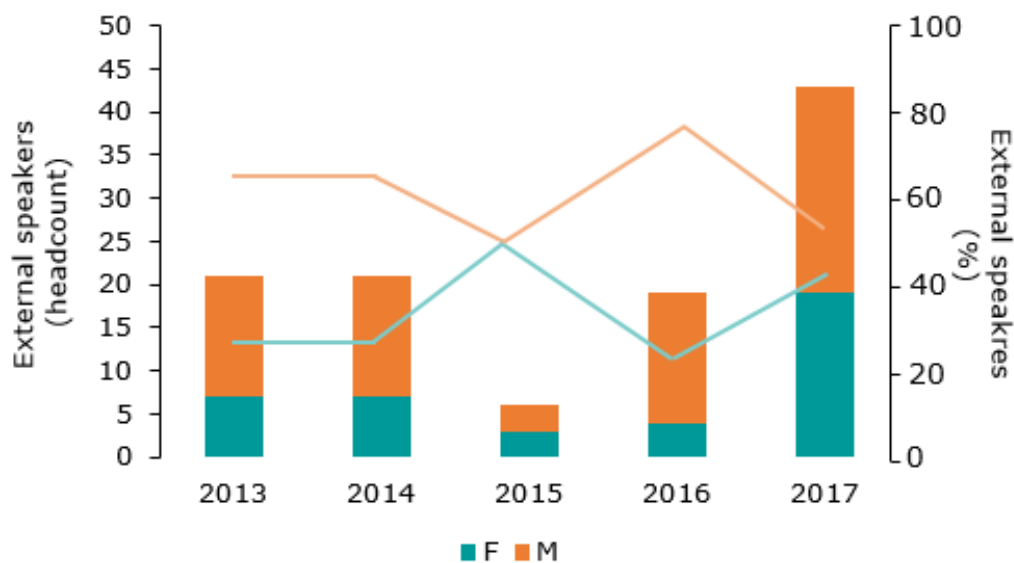
Figure 35: **External speakers by gender**
Bars are headcount and solid lines are %F/M.

> **Impact box**
> We implemented strategies in 2016 to increase the number of invitations to female external speakers, resulting in a >50% increase in the proportion of female speakers from 20% in 2013 to 44% in 2017.

The University has a policy regarding broad representation on webpages and our SAT carried out an audit of the IMS webpages in 2016; images are mainly gender neutral (eg cells) and good representation of men/women and ethnic diversity is also apparent. An annual audit will be part of our E&D activities.

(viii) Outreach activities

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

IMS staff and students are involved in many outreach events. There is an annual Principal's Prize for Public Engagement to recognise outstanding contributions in research-led public engagement. We are very proud that in 2017 the overall Senior Prize went to Neil Vargesson, and the award in Biomedical Sciences was given jointly to Jonathan Pettitt and Karen Wardle- all three winners are IMS staff, and Neil and Jonathan are both part of our SAT.

Photo 7   Dr Neil Vargesson receiving his award from Professor Sir Ian Diamond, Principal and Vice Chancellor of the University of Aberdeen, August 2017

The Public Engagement Unit (PERU) organises 'Café Medicine' and 'Café Scientifique' events for public audiences, often held in a local bookstore and streamed live on FaceBook. The PERU team reported that until 2015 they had not considered the gender of speakers, but since then equal numbers of men and women were invited such that gender balance was achieved in 2017 (Figure 3). Seven women/5 men from the IMS were involved in 2016/2017 including several members of the SAT.
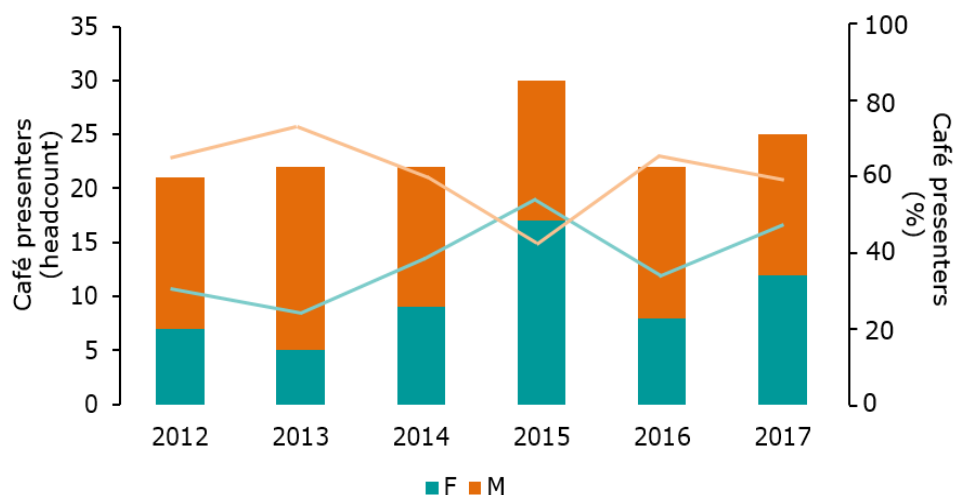
Figure 36:   Participation in Café Med and Café Scientifique by gender
Bars are headcount and solid lines are % F/M

Ann Rajnicek (Café Sci 2017)

Helen Galley (Café Sci 2017)

Students are encouraged to take part in outreach -for example, students were recently involved in displaying their posters in the Scottish Parliament.

IMS staff/students take part in outreach activities such as Doors Open Day, Techfest; 3 IMS staff and 2 students are taking part in Soap Box Science as part of the University's May Festival in 2018.

IMS Staff/students also participate in outreach in schools and nurseries. These events are widely advertised on social media.

Photo 8:   Outreach activities

However we do not currently have formal records of all the outreach activities that take place and a breakdown by gender, grade or role, although 43% women/49% men reported taking part in at least one public engagement event in the 2017 survey.

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Action box 31

The problem: Records of IMS staff participation in public engagement events are not collected at IMS level.

The action: We will create a public engagement checklist as part of annual review and acknowledge contributions in the workload model.

</div>

[7410 WORDS]

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver 1000 words

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

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

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

Further information

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

As described briefly at the start of this application, the SAT was formed in late 2015 and we undertook initial data assessment which revealed several issues. We submitted an application for a Bronze award in November 2016 which was unsuccessful and, with hindsight, was rushed. However the issues we had identified prompted us to implement a series of mitigating strategies despite not having our Bronze award. We therefore took the decision not to simply resubmit in the next round but to give ourselves time to undertake further comprehensive data analysis to assess the impact of the initiatives we had implemented and to consult with staff and students more widely. We found that we had made an impact in several areas and therefore took the decision to apply for a Silver award.

The 'elephant in the corner' for science generally -and for the IMS- is the very low proportion of women compared to men at Grade 7 and above. This is an issue which is compounded by very few new posts and will require multi-faceted strategies to deal with contributory factors. We have already taken steps in this regard by our initiatives surrounding maternity polices, appointment of parent champions, breastfeeding facility provision and funding for childcare during conference attendance. Visibility of E&D is better and is included on every agenda of key committees, E&D training uptake is now almost 100%, recruitment practices are improved and the general atmosphere in the IMS has become considerably more sociable with activities every week, following the creation of IDEALL.

We have improved support for grant/fellowship applications and, by raising the proportion of female external speakers, are providing high profile role models. In March 2018 two new posts –lecturer and professor- both resulted in the appointment of women, which is hugely encouraging.

Many of our proposed action points will continue to chip away at the underlying issues with regards to supporting women in their careers, including lobbying for funded local fellowships, support for preparation of grant applications, providing mentors -and ensuring this is part of the workload model to encourage staff to become mentors-, improved family friendly policies, blinded promotion procedures, highlighting role models, support for PhD students and appointment of an ECR Champion. Our intention is that all of these will contribute to addressing the issues which challenge women in particular and with such support we aim to steadily move towards equality of opportunity for everyone.

[401 WORDS].

7. ACTION PLAN

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

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

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

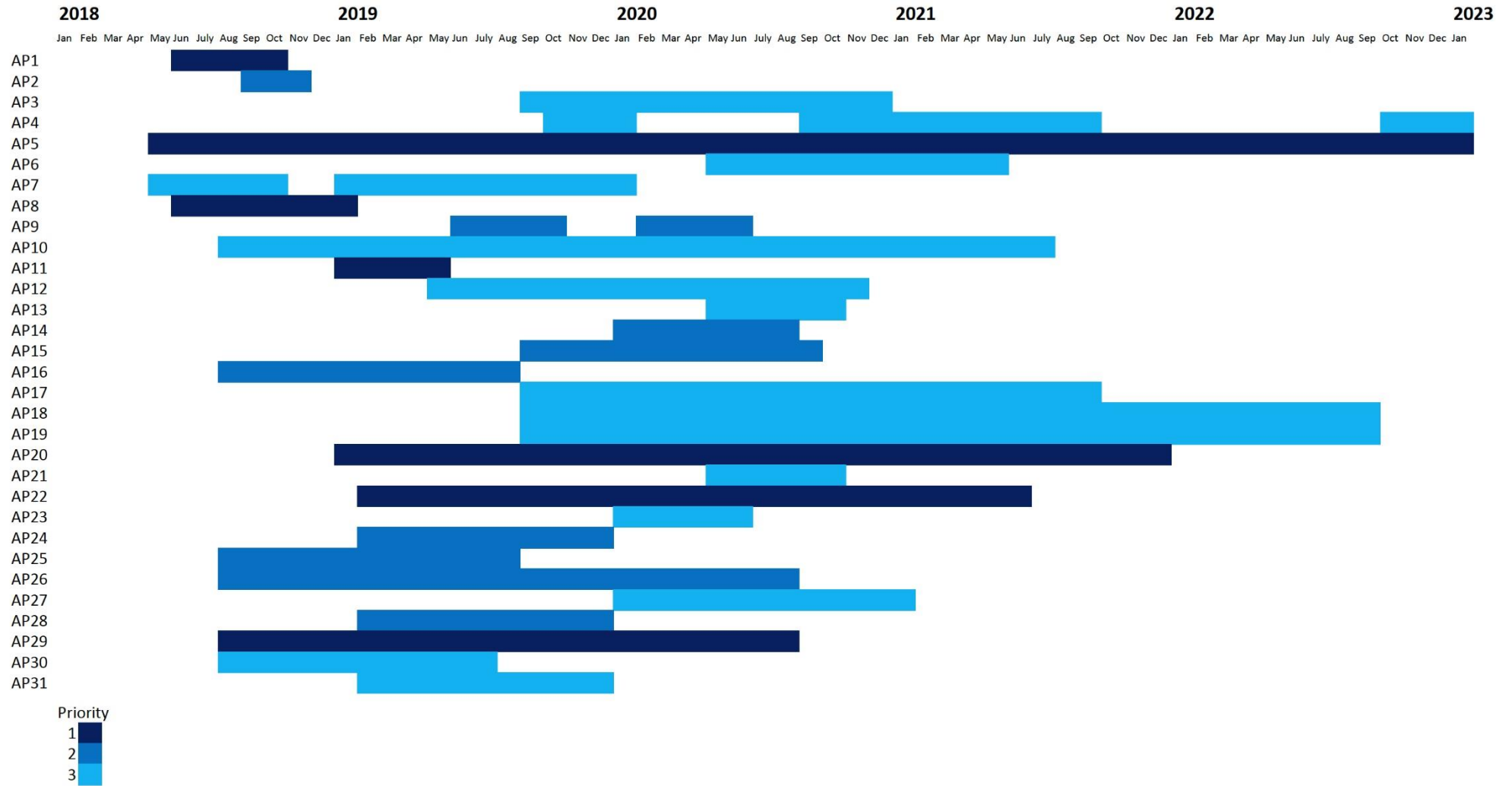See the awards handbook for an example template for an action plan.

ACTION PLAN

GANTT Chart

ACTION PLAN

AP no.	Priority	Planned action	Rationale	Key outputs and milestones	Timeframe		Responsible person(s)	Success criteria and outcome
					Start	Finish		
ACTION POINT 1	1	Rebalance disparities in number of staff line managed.	Line managers have between 1-17 staff and this needs to be balanced more fairly.	Review line management system and adjust number managed to 5-7 staff members per manager.	06/18	10/18	IMS Directorate and IMS HR partner.	Disparities removed so each manager has no more than 7 staff to manage.
			Disparity in number of female staff managed by male and female line managers.	Consider allowing staff to choose the gender of their ALM if feasible.				Where feasible staff who wish to do so can choose the gender of their manager.
				Staff satisfaction assessed using survey.				Next staff survey reports >70% staff are satisfied with the line manager system.
ACTION POINT 2	2	We will include a PGT student on the E&D committee. This will be a different student every year.	There should be PGT student representation on the E&D committee.	At the beginning of each academic year PGT students will be invited to volunteer to join the E&D committee.	09/18	11/18	E&D co-leads and PGT lead	Process in place for a PGT student appointment yearly. Student gets recognition via the Enhanced Transcript process and Certificate of Experience.
ACTION POINT 3	3	Investigate the reason why fewer men take up industrial placements leading to MSci degrees than women.	Proportionally fewer men than women currently take industrial placements.	Undertake survey followed by consultation to understand reasons why students choose to take/not take and criteria for offers of industrial placements.	09/19	12/19	Industrial placement co-ordinator and industrial liaison lead.	>50% response rate of survey. Consultation taken place. Data analysed and contributory factors identified. Data analysed and appropriate actions agreed and implemented.
				Develop better marketing of industrial placements and fairer systems for offering places.	01/20	12/20		Men taking MSci degrees proportional to overall male student numbers in 2y.

ACTION POINT 4	3	Improve breadth of analysis of PGT/PGR data	No data are currently collected for attainment for PGT and PGR students of different origin.	Develop IMS process to collect outcome results of overseas versus home/EU PGT and PGR students. Analyse PG outcome data by origin annually and develop appropriate strategies to support the relevant students.	10/19	01/20	E&D co-leads and PGR lead	Outcome data are analysed and the relative outcomes for students of different origin is known. Strategies agreed /implemented as required. Similar outcomes for students of differing origin in 3y.
			%M has decreased slightly in 2016-17 for PGR students and there is a hint that more men than women fail to complete.	Develop appropriate actions to investigate recruitment strategy in different research areas.				Data are analysed and any differences in proportion of F/M students in different research areas is identified. Appropriate actions are agreed and changes are implemented. %M increased by 10% in 3y.
				Analyse reasons for non-completion.				Identify issues relating to non-completion and implement support strategies.
			Men do worse than women in terms of MSc awards.	Analyse data in more detail and identify contributory issues.	09/20	09/21		Data are analysed and any issues are identified strategies agreed to address these.
ACTION POINT 5	1	Further improve proportion of women at Grade 9 (see also AP7, AP9, AP10, AP11)	The proportion of women at Grade 9 is lower than at Grade 8.	Job advertisements at will be further enhanced to include details of E&D initiatives and impacts.	05/18	12/18	IMS directorate and IMS HR partner	New advert policy agreed and implemented.
				Success of E&D initiatives to demonstrate progress to current staff and potential recruits will be celebrated on IMS webpages.	05/18	12/18		IMS webpages will include E&D initiatives aims and impacts.
				Women will be actively encouraged to apply for promotion	12/18	By Jan 2023	Line managers and IMS directorate	Increase from 37% to 45% of women at grade 9 in 5 years

ACTION PLAN

ACTION POINT 6	3	Analysis of the proportions of staff made redundant over the next 3 years and more detailed exit surveys of staff who leave.	The proportions of women research staff made redundant has been 10% higher than men over the last 5 years; proportionally more female grade 5 staff leave.	We will survey research staff who leave in more detail to identify reasons why proportionally more women leave. Redundancy rates by gender will be monitored over the next 3 years to see if trend continues.	05/20	05/21	IMS HR partner	100% of staff who leave will be provided with a revised detailed exit survey, with a response rate of 75%. Redundancy rates analysed. New initiatives devised as required.
ACTION POINT 7	3	Biographies of new senior staff and promotions will be added to IMS webpages	We do not currently highlight this on our webpages and this is a missed opportunity to provide visible role models.	We establish the practice of placing biographies of newly appointed or promoted senior staff on the IMS webpages and prioritise them for the IMS Seminar series to showcase and celebrate as role models.	05/18	10/18	E&D leads and IMS administrator, Seminars team	Details of new senior F and M appointees on IMS webpages.
				Add question to staff survey to check staff awareness of biographies.	01/19	01/20		90% of staff aware of biographies in next staff survey.
ACTION POINT 8	1	Feedback will be sought from new staff 3 and 6 months after appointment.	There is no systematic process to the effectiveness of our induction processes.	New employees will meet with line managers at 3 and 6 month after start date to discuss well-being and satisfaction with training, physical workplace and overall support. Any staff with issues will be supported to seek solutions.	06/18	01/19	Line managers, IMS HR partner, IMS administrator,	100% of new staff attend meetings with line manager at 3 and 6 months. Managers report on meetings and 100% of issues are followed up with appropriate person.
				Assess relevant staff views using staff survey.				At least 80% satisfaction with induction process for new staff in next survey.

ACTION PLAN

ACTION POINT 9	2	Revised promotion workshops and 'bite size' summary sessions offered	Promotion procedures information sessions poorly attended but staff surveys report 25% poor understanding of promotions procedure.	In the 6 months before each promotions round we will provide lunchtime 'bite size' summary sessions focussing on issues raised in the survey (eg specific requirements at each grade, CV preparation, choosing referees, acting on feedback, making use of others' experiences, motivation and confidence, issues for P&S or PT staff etc). We will seek feedback on content and revise accordingly.	06/19	10/19	IMS HR partner	Lunchtime 'bite-size' sessions devised and advertised. Good attendance. Feedback response at least 60% with at least 75% favourable feedback.
				We will provide a workshop to allow engagement with recently promoted staff at each grade/staff role to describe key steps. Feedback will be sought				Workshops devised and advertised. Good attendance. Feedback response at least 60% with at least 75% favourable feedback.
				Assess staff understanding of promotions procedures using staff survey	02/20	06/20		At least 50% staff report understanding of promotions procedures from staff survey.
ACTION POINT 10	3	Track the effect of the new blinded promotion system on outcomes and perception by staff.	A new blinded promotions system has been set up but its effectiveness and the perception by staff of this system are unknown. Some staff feel it is easier for women to be promoted but data do not support this.	Number of F/M promoted will be tracked over the three years after instigation of the blinded promotions system to determine its influence on F/M promotion.	08/18	07/21	IMS HR partner	Number of F/M promoted tracked and analysed over three years to determine any effect of blinding process on promotion application rates and outcomes.
				We will consult with staff of varying grades to determine opinions of the	08/18	06/19	E&D co-leads	Consultation with staff takes place. Results analysed and strategies agreed and

				new blinded promotions system. Appropriate strategies implemented to reduce staff perception of bias.				implemented. No comments that the promotion process favours women in next staff survey.
ACTION POINT 11	1	Improve support for staff (academic, clinical and P&S) applying for promotion. (see also AP9, AP10, AP14, AP22)	Some staff report lacking confidence to apply for promotion, some have never applied for promotion. Very few applications from part time staff.	We will encourage and support applications likely to be successful via information provision, confidence building training. ALMs will discuss promotion at AR particularly with those who have never applied for promotion and PT staff. A checklist of questions will be created for guidance.	01/19	05/19	Line managers and IMS HR partner	100% of relevant staff asked about promotion at AR. Training events held with good attendance and feedback. At least 75% of staff reporting useful discussion of promotion in next survey.
ACTION POINT 12	2	We will run training workshops and drop in clinics to encourage female PIs to develop impact case studies.	In REF 2014 no women led case studies from the IMS.	Training workshops and impact drop in clinics will be provided in the IMS. Feedback will be sought.	05/19	11/20	IMS Directorate	REF impact case study training workshops and impact information sessions held. Good attendance with at least 75% good feedback.
				The IMS REF team, and research and innovation will work with female PIs to help develop impact and potential of impact case studies.				At least one impact case study with F lead submitted – this will most likely not be until REF28.
ACTION POINT 13	3	We will consult with staff to understand better the issues they report regarding annual review.	Although engagement with AR is good, 25% of staff do not consider it effective overall.	We will consult with staff groups at different grades to find out the reasons behind the perception of ineffectiveness of AR.	05/20	10/20	IMS HR partner	Consultation with staff conducted with good engagement to identify issues.
				Appropriate changes to AR will be agreed and measures implemented to achieve consistency, share experiences and best practice in AR.				Modification of AR as appropriate with training for ALMs as required. At least 80% of ALMs will attend at least 1 joint meeting with other ALMs every 6 months.

					Start	End		
				Assess staff views using staff survey.				Increase in staff who consider AR to be effective overall from 25% to 50% in next staff survey.
ACTION POINT 14	2	We will discuss mentoring with staff at every opportunity to increase the number of staff with mentors.	Staff recognise the benefits of mentoring but mentoring was reported not to have been discussed with them by 67% of women and 86% of men.	Discussions about the mentorship scheme will be included at induction, AR and at symposia with ECRs.	01/20	0 8/20	IMS mentor champions	Mentoring included in induction and AR checklists.
				Mentoring will be added to workload model to encourage staff to become mentors and show that we value their engagement whether as a mentor or mentee.				Mentoring added to workload model
				Assess how many staff have mentors via survey				All staff who want a mentor have one.
ACTION POINT 15	2	Improve staff awareness of leadership training programmes.	Attendance of leadership training courses is low.	We will use a variety of ways to communicate opportunities (eg targeted email, posters at entrances and by copy machines, LCD screens).	09/19	09/20	IMS administrator Training co-ordinator.	Increased advertising of leadership training programmes. All IMS meetings include mention of such training at least once a year.
				Use staff survey to assess awareness.				At least 75% of staff have seen an advert.
				Information sessions and workshop to share experiences of staff who have taken part in leadership training. Feedback will be sought.				Good attendance and at least 75% positive feedback. 20% increase in number applying to take part in leadership training programmes.

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ACTION POINT 16	1	An ALM with specific responsibility as a post doc/ECR champion will be appointed.	Post-docs/ECRs need more support for career development.	The champion will hold team building and information events and ensure best practice in line management and AR for post-docs/ECRs	08/18	08/19	Post-doc Champion, reporting directly to IMS Directorate and IMS executive,	Post-doc champion appointed. Series of post-doc/ECR targeted events delivered with good attendance and at least 75% positive feedback.
				Annual "Post-doc/ECR science and pizza afternoon" will be held. Senior staff attendance will be encouraged to underscore value/ importance of post-docs/ECRs and facilitate interaction. The best presentations and posters will be awarded prizes. Information will be provided about mentoring, fellowship applications, training and development opportunities.				Staff survey to include specific questions on career support for post-docs/ECRs. At least 75% of post-doc/ECRs report good career support in next staff survey.
				Consultations with post-docs/ECRs to understand better what career support they would like. Appropriate strategies will be developed.				Consultation completed. Appropriate strategies agreed and implemented.
ACTION POINT 17	3	Survey of UG students on their views of E&D and current provision of support for those with caring responsibilities.	Undergraduate students have not been surveyed previously for their views on E&D and support for students with caring responsibilities.	A survey of 4th year UG students will be undertaken at the beginning of the academic year.	09/20	09/21	Dean of Teaching and Learning	Survey of UG students undertaken with at least 50% response rate. Questions for future surveys identified.
				Further steps will be taken such consultation with specific student groups, such as those with caring responsibilities.				Consultation undertaken. Appropriate support needs and further actions identified.

ACTION POINT 18	3	Improve careers advice and support to PG students.	PG students request more career advice and support	We will arrange regular visits of the university career's advisor and industry representatives to the IMS to speak specifically to PG students and will ensure these events are well advertised.	09/19	09/22	IMS PGR lead and industrial liaison lead	Careers advisor and industry representatives visits are held and well attended with at least 75% positive feedback.
				Assess awareness and satisfaction using PG survey.				At least 75% PG students report awareness of careers support. At least 50% of PG students report satisfaction with career support.
ACTION POINT 19	3	Feedback will be sought from staff regarding support of grant applications and use of grant application rebuttal library.	New systems are in place to support staff in their grant applications but no system to secure feedback from staff as to effectiveness.	A feedback form will be used for staff using any of the support systems for grant or fellowship applications, to include perceived degree of benefit provided, timings before submission, relevance of the critique provided and any suggested changes to processes.	09/19	09/22	IMS directorate, academic line managers and research and innovation team	Feedback form created with at least 90% return rate. Changes implemented as required. System of 'debrief with ALMs implemented.
			Success rates of grant application rebuttals is not currently monitored.	We will implement systems to collect and analyse this data. Staff views obtained from survey.				Feedback information analysed and processes modified as appropriate. At least 75% staff satisfaction with support provided in next survey. Success rates after rebuttal collected. Use of the rebuttal "library" analysed.

ACTION PLAN

<table>
<tr><td rowspan="2">ACTION POINT 20</td><td>1</td><td>We will improve engagement with the traffic light fellowship scheme and lobby for locally funded new fellowships.</td><td>ECRs feel the traffic light fellowship system lacks clarity. We do not currently seek feedback from those taking part. Independent fellowships are a route into substantive posts in which women are under-represented.</td><td>We will seek feedback and consult with ECRs to understand the issues surrounding the traffic light scheme and adapt information provision to maximise engagement and outcomes.</td><td>01/20</td><td>06/20</td><td>Research and Innovation team.</td><td>Feedback responses from 75% of those using the traffic light scheme. Debrief with ALM takes place after 100% of unsuccessful application to traffic light scheme. Consultations undertaken. Specific information provision initiatives implemented as necessary. At least 75% satisfied with the scheme.</td></tr>
<tr><td></td><td></td><td>We will lobby at School and University level for funded local fellowships.</td><td>01/19</td><td>12/21</td><td>IMS Directorate, HoS</td><td>Strategies agreed and sources of funding identified. Scheme launched.</td></tr>
<tr><td rowspan="2">ACTION POINT 21</td><td>3</td><td rowspan="2">Advertising of P&S training opportunities will be improved and funding options made clearer.</td><td rowspan="2">Only 37% P&S staff aware of training opportunities or of funding available.</td><td>We will ensure line managers address this at AR using a checklist and guide staff where to look for opportunities and what funding can be obtained.</td><td>05/20</td><td>10/20</td><td>IMS HR partner</td><td>Checklist indicates 100% of staff have discussed training with their line manager.</td></tr>
<tr><td>Leaflets will be provided to line managers with details training opportunities and displayed by copy machines, cafe etc. Assess awareness via survey.</td><td></td><td></td><td></td><td>Next staff survey indicates at least 50% aware of training opportunities.</td></tr>
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ACTION POINT 22	1	We will improve career support for P&S staff.	Over a quarter of P&S staff did not consider that career progression was usefully discussed in AR.	We will consult with P&S staff to understand how we can improve career support. Appropriate initiatives will be identified.	02/19	06/21	IMS HR partner	Consultation undertaken. Strategies agreed and implemented.
				Line manager training will be provided to maximise career progression for P&S staff.				Training provided. At least 75% of line managers in first year/100% by second year receiving training.
				Assess staff satisfaction using survey.				Next staff survey indicates at least 50% report career progression is usefully discussed at AR.
ACTION POINT 23	3	A summary of key information regarding KIT days and other aspects of parental leave will be provided	Staff survey found that many staff did not understand how KIT days can be used	A leaflet summarising key information will be created in conjunction with HR and the parent champions and distributed to pregnant staff.	01/20	06/20	IMS HR partner and parent champions.	Summary sheet created and distributed.
				Assess understanding of relevant staff regarding KIT days.				All relevant staff members receive a leaflet. Nobody reports not understanding KIT days in survey.
ACTION POINT 24	2	We will acquire and analyse flexible working practices.	No records are kept of staff using flexible hours and uptake of flexible working policies in the IMS by gender and grade.	We will update line managers about flexible working policies.	02/19	12/19	IMS Directorate, ALMs and HR partner	100% of line managers receive updated information. AR checklist updated.
				Flexible working will captured at AR using the checklist and analysed.				100% of AR record details of flexible working. Analysis of data by gender and grade completed with identification of any issues. Strategies developed with actions to address these as needed.

ACTION POINT 25	2	Improve awareness of /participation in E&D initiatives and purpose of AS by IMS post-docs/ECRs.	Although very high awareness of AS in IMS, face to face consultation with post-docs/ECRs showed this group to be less aware and engaged.	Post-doc members of the E&D committee will work with research programmes communicate AS goals to post docs/ECRs (see also AP18).	08/18	08/19	ECR E&D members, programme leads	Inclusion of E&D at pizza and science event (see AP17).
				Consultation to determine optimum communication routes.				Consultation undertaken and new communication routes agreed. Information provided.
				Assess staff awareness and understanding using staff survey.				Staff survey indicates at least 75% of this staff group are aware of and understand the aims of E&D and AS.
ACTION POINT 26	2	The topics of dignity at work, bullying, harassment, and whistle-blowing processes will be presented at IMS open meetings.	Regular IMS open meetings are held but these specific topics have not been covered. Current media reports suggest widespread issues across society and we need to be proactive to ensure staff know how to report and what support is available.	Dignity at work, bullying, harassment and whistleblowing processes will be included at open meetings in the next year. One topic will be covered at each meeting with a Q&A session. Feedback will be sought.	08/18	08/20	IMS HR partner, IMS Directorate	Topics included on IMS open meeting agendas. Good attendance with at least 75% positive feedback.
				Add questions on these topics to staff survey				At least 75% staff will report awareness of policies and support.
ACTION POINT 27	3	Enable junior staff to have experience as observers on important IMS committees.	Committee membership is largely by virtue of holding a major role. This means junior staff are unlikely to gain committee experience.	We will advertise for junior staff members (lecturer level) to undertake observer roles on key committees. Contributions will be recorded at AR.	01/20	01/21	IMS directorate, committee chairs	Establish practice of advertising for observer roles and one junior staff member appointed for 1 year periods for every major committee.
				Feedback sought from committee chairs and junior staff				At least 75% positive feedback.

ACTION POINT 28	2	IMS will ensure staff awareness that we formally recognize staff contribution to external activities.	From the staff survey some staff said they were not recognized for their contribution to external activities.	Information on external roles is already collected at AR; we will review, collate and share a 'digest' of IMS external engagement.	02/19	12/19	IMS directorate and IMS HR partner	Information collected during AR on external roles is shared with staff.
				Assess staff views using staff survey.				Increase by 25% of staff agreeing they were recognized for their external activities.
ACTION POINT 29	1	Inequities in teaching load will be resolved and workload will be more transparent.	Some staff have teaching hours in excess of the workload model hours some have a lot less. Almost half of staff feel workload allocation is not transparent.	Teaching duties will be reallocated to be fairer. This will be achieved voluntarily where possible but may require mandatory action.	08/18	08/20	IMS Directorate	Relevant staff members have no more than 20% more teaching hours than the workload model.
				Workload allocation will be discussed openly at IMS open meetings to maximise transparency and facilitate engagement. Assess staff views in the survey.				Increase in those agreeing workload allocation is transparent to 75% by the next staff survey.
ACTION POINT 30	3	We will introduce systems such that meetings are less likely to be scheduled during local holidays.	Some meetings are scheduled on days when there are local holidays. There is no system currently to prevent this. A third of staff reported that some meetings were scheduled when they could not attend.	The dates of local holidays will be obtained a year in advance and displayed on a central notice board by the IMS administration office. etc so where possible these dates can be avoided whenever possible when scheduling.	08/18	07/19	Senior IMS administrator	An IMS events calendar is set up. Dates of local holidays, and other dates are made available.
				The events calendar will				Most meetings are not

				be held by IMS and School administration who coordinate many of the meetings to avoid clashes of centrally arranged meetings with holidays.				scheduled on local holidays as far as possible. Zero E&D meetings occur on local holidays or school holidays.
				Assess success by including in staff survey.				Increase by 10% of staff agreeing that meetings when they can attend.
ACTION POINT 31	3	Public outreach/ engagement activities will be recorded at IMS level and acknowledged at AR.	Central records are kept of public engagement in University organised events but we have no detailed IMS level record of all outreach activities.	ALMs will ensure outreach/public engagement activities are captured in more detail during AR using an updated checklist which staff are required to complete for AR. Summaries of activities across the IMS will be shared on our webpages.	02/19	12/19	IMS Directorate and ALMs	100% AR checklists show record of all outreach activities.
				Assess staff views by including in staff survey.				Outreach and engagement activities are recorded at AR. At least 75% of relevant staff agree they are recognised for their public engagement activities.

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