



**Athena SWAN Bronze department award application**

**Name of university: The University of Glasgow**

**Department: Institute of Infection, Immunity and Inflammation**

**Date of application: April 2016**

**Date of university Bronze and/or Silver SWAN award: April 2013**

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55/56 Lincoln's Inn Fields  
London, WC2A 3LJ

26<sup>th</sup> April 2016

Dear Athena SWAN Panel members,

**Athena SWAN bronze award application from the Institute of Infection, Immunity and Inflammation**

As Head of Institute, I offer my strongest possible endorsement of, and support for, our Athena SWAN bronze award application.

As you will be aware, we failed in our initial submission. This was fairly bruising, but has proved to be an extremely positive outcome, resulting in us thinking more carefully and deeply about all aspects of equality within the Institute. Athena SWAN commitments are now central to our research strategy, ensuring we recruit and retain the best researchers. As the father of two daughters, I am personally extremely sensitive to the need to ensure equality of opportunity for all.

Following the first application, we initiated a number of actions to improve the situation, many inspired by feedback received on the original submission. These centre around two of our key Athena SWAN goals – to aid the career development of all and increase the number of females at senior levels. I can assure you of my complete commitment to enhancing equality, including promotion options for, and recruitment of, female academics. I am hopeful for the future following the strategic appointment of a number of superb early career researchers, many of whom are female. The actions described here, including allocating Institute funds for technical assistance and release from teaching duties for staff members returning from maternity (or extended paternity/shared parental) leave exemplify this commitment.

**Professor Iain B McInnes** FRCP, PhD, FRSE, Director of Institute  
Muirhead Chair of Medicine/Honorary Consultant

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We as an Institute, and the SAT in particular, have spent considerable time analysing and discussing the self-assessment data. The low numbers of female senior academics makes for sober reading. As does the often shameful results from our staff survey clearly indicating the areas in which we were failing our female staff. The SAT has focused on these areas and proposed imaginative, and hopefully constructive, solutions. I fully endorse and authorise the SAT's action plan.

We have also adopted a 'core hours' policy ensuring all Institute meetings occur between 10 a.m. -4 p.m. This speaks to our third Athena SWAN key goal – improving support and inclusivity within the Institute.

Feedback from our staff survey and focus groups has also exposed clear problems with internal communication. To improve this, we have initiated a series of monthly 'open door' meetings at which myself, or the Deputy Director, together with a senior female academic and our Head of Administration will be available to address any questions, or concerns, staff may have confidentially.

In summary, whilst we have made some progress, we are acutely aware that the Institute has a long journey ahead to continually improve equality and diversity. Our action plan demonstrates our commitment to this journey, to improving opportunities for all staff in the Institute, and to the Athena SWAN charter. I assure you it has my complete and unwavering support.

I look forward to your feedback, please do not hesitate to contact me for any further information.

Yours faithfully,

Word count: 487

**Professor Iain B McInnes** FRCP, PhD, FRSE, Director of Institute  
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## 1. The self-assessment process

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

The Institute of Infection, Immunity and Inflammation's self-assessment team (SAT) was first convened in January 2014. In November 2014, we submitted our first application for an Athena SWAN Bronze Award; this was unsuccessful. This was an extremely useful learning experience. Based on this constructive critique, we have carefully considered our Action Points and implemented significant changes.

The SAT has grown to include a student representative, Early Career Researchers (ECRs) and Clinical academic staff, selected from volunteers. It has full-time, part-time and flexibly working staff, and similar levels of men and women from Academic, Clinical Academic and Professional and Support job families. The SAT also includes staff from the Institute's two geographical sites– Gilmorehill and Garscube Estate. The SAT benefits from expert input from the Institute's Head of Administration, the College Head of Human Resources, and the University's dedicated Gender Equality Officer.

The SAT, chaired by the Institute Deputy Director, is introduced below:

**Table 2.1: SAT members**

SAT member	Job title and relevant work roles	Gender	Role on SAT	Experience of life/work balance
Sue Barnett	Professor Post Graduate Convenor Mentor for Cross College Athena Swan Programme (helped mentor female in another institute during promotion to Professor)	Female	Chairs Senior Academic Focus Group Monitors levels of female and part-time students	Dual career marriage; three children, good work-life balance

Fergus Brown	Head of Human Resources  Extensive experience in career development for academic staff	Male	Will run ' <i>Employee Advice Sessions</i> ' Sessions and provides expert knowledge on HR-related issues	Dual-career relationship
Katie Farrell	Gender Equality Officer	Female	Provides link to University-level Athena SWAN activities	Dual career relationship; maintains and promotes positive work-life balance as part of University-wide role
Sheila Graham	Professor  Institute Convener of Learning and Teaching	Female	Oversees actions relating to undergraduate students/teaching	Single parent (two daughters) for entire career, appreciates demands and difficulties of establishing successful scientific career without backup at home
Gerard Graham	Professor  Deputy Head of Institute	Male	Runs ' <i>Employee Advice Session</i> ' sessions  Runs ' <i>Communication drop in sessions</i> '  Co-ordinates ' <i>Get That Grant</i> ' workshops	Married with four children giving insight into the challenges of achieving a good work-life balance
Christina Halsey	Senior Clinical Lecturer and Honorary Consultant Paediatric Haematologist	Female	Chairs Clinical academic focus group  Oversees clinical actions	Dual medical career family; 3 young boys. Worked PT (70%-95% FTE) for 12 years; now FT

Chris Hansell	<p>Post-doctoral research fellow</p> <p>Co-ordinator of Institute's public engagement group</p> <p>Institute representative on the University's Postdoctoral Research Forum</p> <p>Member of College-wide Impact Strategy Group</p>	Male	<p>Chairs Post-doc focus group</p> <p>Co-ordinates '<i>Bench and Bairns</i>'</p> <p>Member of Institute Mentorship Committee</p>	Dual career family; two young daughters, work/life balance aided by flexible working hours
Síle Johnson	PhD student	Female	<p>Chairs PhD student focus group</p> <p>Co-ordinates '<i>Bench and Bairns</i>'</p>	Maintains a good work-life balance in a line of employment where this is often challenging
Keilly MacDonald	College Equality & Diversity Officer	Female	Co-ordinates data for application and ongoing monitoring of student and staff numbers	In a dual-career marriage working part time 0.8FTE with two young children aged 6 and 3
Megan MacLeod	<p>Research Fellow</p> <p>Interest in public engagement and women in science; invited speaker at World Women's Day Event</p>	Female	<p>Co-ordinated application and SMART objectives</p> <p>Chairs senior post-docs and fellows focus group</p> <p>Member of the Institute's Mentorship Committee</p>	Single person balancing increasing responsibilities at work with life/work balance

Richard McCulloch	Senior Lecturer Member of the University's Gender Equality Steering Group Mentor for the Royal Society University Research Fellowship scheme	Male	Will run ' <i>Making P&amp;DR work for you</i> ' workshop  Formulate the flowchart for promotion for grant-funded staff	Dual career family; 2 school age children
Maria McPhillips	Research Manager for the Centre for Virus Research Member of the College's Gender Equality Committee Equality & Diversity Ambassador for the Microbiology Society	Female	Co-ordinated application and SMART objectives  Co-ordinates networking events and <i>Fellowship and Grant surgeries</i>	Dual career relationship; works flexibly to care for one young child and maintain a positive work/life balance
Neal Millar	Senior Clinical Research Fellow	Male	Engagement with local clinicians	Father of three young children. Partner also works part time and both realise well the difficulties of work/life balance
Gurman Pall	Laboratory Manager Contributes to Race Equality Group and Empowering People Groups at Glasgow University	Male	Will run ' <i>Making P&amp;DR work for you</i> ' workshop	Married with three children. Wife has own career interest. Understands importance of a healthy work-life balance
Alison Wallace	Institute Head of Administration	Female	Administrative support, staff survey preparation, provision	Dual career family; two young boys, benefits from flexible working to

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of staff and student  
data

manage work/family life  
balance

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A selection of SAT members, April 2016



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

Following the original application, the SAT continued to meet to ensure embedding of Athena SWAN principles and practices, and new initiatives. Feedback on our initial submission, together with constructive discussions with ECU staff and consultation with SAT members across the University has helped shape this resubmission (Table 2.2). This time of reflection, reassessment and action has helped us formulate a more focussed strategy with three key priorities:

- Create a supportive and inclusive Institute culture
- Increase female promotion and recruitment at senior levels
- Improve career development for all

We believe these aims are complementary and will, in addition to mirroring the ethos of Athena SWAN, improve the working environment and career progression of all Institute staff.

**TABLE 2.2: Lessons learned**

Lessons from previous application	2016 progress
Need to improve composition and tenure of SAT committee members and external consultation with other SATs	<ul style="list-style-type: none"> <li>• Students, early career researchers and clinical staff are now represented</li> <li>• SAT members from both sites (Gilmorehill and Garscube) are included</li> <li>• SAT members now have a 2-year tenure with staggered on/off rotations</li> <li>• Consultation with local SATs and SAT members from other Universities</li> </ul>
Increased analysis, including benchmarking, and reflection on the data and increased SMART objectives	<ul style="list-style-type: none"> <li>• More in-depth reflection on Athena SWAN objectives has led to increased analysis of our data</li> <li>• National benchmarking data (HESA) have been added to the analyses</li> <li>• SMART objectives have been highlighted in each Action Points table</li> </ul>
Support is required for senior women applying for promotion	<ul style="list-style-type: none"> <li>• Athena SWAN focus group established for senior academics, run by female professor</li> <li>• Personal and fellowship/grant funding</li> </ul>

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The Institute should take responsibility for removing barriers to progression of women's careers

- mentoring has been put in place
- A "Promotions Pathway" will be embedded in the personal mentoring scheme and female staff especially encouraged to engage
- Line managers will receive a bullet list of the key points to discuss during P&DR, including promotion
- A "demystifying promotion" workshop is to be delivered annually
- Female early career researchers have been appointed to all Institute committees and will be given management experience by "shadowing" senior committee members
- Female staff members will be encouraged to attend leadership courses

A change in culture from the previously male-dominated situation in the Institute is required

- More female members, including early career researchers, have been appointed to Institute decision-making committees
- Role of Head/Deputy of Research Area will rotate every 5 years, female staff will be encouraged to apply
- Timing of all Institute meetings has been adjusted to occur within core hours of 10.00-16.00
- An Athena SWAN web page has been developed and Athena SWAN is a standing item on the Institute Management Committee agenda
- Equality and Diversity training is now mandatory and Unconscious Bias Training will be put in place for all line managers and interview panel members
- A work-life balance forum has been established together with social and networking events for all staff

Lack of structured support for clinical staff

- Bespoke mentoring scheme to be developed for Clinical Research fellows and Clinical Lecturers, Senior Clinical academic staff will be invited to participate in the Institute's Mentoring scheme
  - Specific information on clinical academic
-

	<p>career trajectory and promotions pathway will be generated</p> <ul style="list-style-type: none"> <li>• Development of Clinicians in Research Network (CiRN) with events focussing on career development and work-life balance</li> </ul>
<p>A formalised staff development process that supports various career aspirations</p>	<ul style="list-style-type: none"> <li>• We have formalised a four step pathway for career progression that is applicable to a range of career aspirations within and beyond academia: mentoring, promotions pathway, professional development and leadership training</li> </ul>

Through regular formal meetings and frequent email communications, the SAT has identified data requirements, formulated and discussed actions and, with assistance from Human Resources, designed and conducted a staff survey (June-July 2015). This examined staff attitudes to various Institute functions and culture identifying areas for improvement, particularly those relating to gender equality and work/life balance. The survey and reminders (email and personal) were sent to all academic staff. 135 responses were received (52% of staff), with similar representation of female (49%) and male (52%) respondents. The survey results, discussed throughout the application, show that staff feel that the Institute’s culture and support for career development could be improved. These responses have directly shaped our Athena SWAN priorities and related Action Points.

We have also established several focus groups (Table 2.3). We will use these groups to gather qualitative data on the impact of Action Points and as a forum to discuss new initiatives; some groups have met prior to resubmission for this purpose.

**Table 2.3: III Athena SWAN focus groups**

<b>Focus Group</b>	<b>SAT leader</b>	<b>Group make-up</b>	<b>Meetings</b>	<b>Specific issues addressed</b>	<b>Outcomes</b>
<b>PhD students</b>	Síle Johnson	PhD students	29.2.16	Few female students see themselves as future PIs; Concerns about how to manage a work/life balance as a PI	Set up Work/Life Balance Forum, ‘ <i>Bench and Bairns</i> ’
<b>Post-docs</b>	Chris Hansell	Grade 6 and 7 Post-docs	May 2016	Career development with a focus on academic versus	

				alternative careers	
<b>Senior Post-docs and Research Fellows</b>	Megan MacLeod	Senior Grade 7 post-docs and Grade 8 research fellows	19.2.2016	Career development at key transition from Grade 7 to 8	Creation of 'Promotion Pathway' and 'Demystifying Promotion' workshops
<b>Senior Academics</b>	Sue Barnett	Grade 8-10 females	June 2016	Promotion for women at senior levels	
<b>Clinical Academic</b>	Christina Halsey	Clinical staff at all grades	23.3.16	Support for clinical academics at key transition points, role models for female clinician academics	Set up a cross-Institute network of clinical academics

From the staff survey, there is evidence of strong support for action relevant to Athena SWAN. 67% of survey respondents agreed that the Institute should take action to promote gender equality. We aim to increase this further through the initiatives detailed in the Action Plans; success will be assessed via biennial staff surveys (**Action 2.1**).

The staff survey highlighted that 58% of male and worryingly only 44% of female staff agreed that communication from Institute management was effective. To address this, the Institute Director and Deputy Director have initiated 'Town Hall' meetings, an open forum for staff to raise issues (**Action 2.2i**). Monthly 'Communication Drop-in Sessions' will offer staff the opportunity to meet on a one-one basis with the Director or Deputy Director, a senior female academic and Head of Administration (female) to discuss any issue relating to the Institute or the staff member's career. Staff may also wish to be accompanied by their line manager or mentor (**Action 2.2ii**).

**Resubmission Process:** We have taken a number of approaches to improve the application. We have considered and taken lessons from various successful applications from within and outwith the University of Glasgow. We have submitted application drafts for review both to Institute staff and reviewers with experience of Athena SWAN panels. We sought further advice and support for the application by sending an advanced draft to all Institute staff (12 detailed responses were received) and the final version was approved by the Institute Management Committee. Our progress is summarised in Table 2.4.

**Table 2.4: SAT timeline: Revised Submission**

<b>14/05/15</b>	SAT meeting to discuss feedback from the Athena SWAN assessment panel; monthly meetings thereafter
<b>25/06/15 – 31/07/15</b>	Repeat of staff survey conducted
<b>18/06/15</b>	Expanded membership of the SAT to include student representative and additional male staff members
<b>23/09/15</b>	ECU visit to Glasgow to discuss feedback for first application
<b>16/10/14</b>	Two members of SAT team met with College Athena SWAN champion for feedback on first application
<b>10/12/15- 24/01/16</b>	First draft of revised application prepared by SAT
<b>11/12/2015</b>	SAT member attended an ‘Athena SWAN for the Biosciences’ sharing of best practice event organised by learned societies
<b>25/01/16</b>	First draft of revised application circulated to SAT for review
<b>01/02/16</b>	Application sent to College Gender Equality committee for review
<b>09/02/16</b>	SAT member attended College Gender Equality committee to receive review comments
<b>19/02/16</b>	Senior Post-docs and Research Fellow focus group held
<b>19/02/16</b>	Notified Equality Charters Team of our intention to submit
<b>24/02/16- 08/04/16</b>	Further redrafting of application based on feedback from College Gender Equality committee
<b>29/02/16</b>	PhD student focus group held
<b>08/04/16</b>	Second draft of revised application circulated to SAT, College Gender Equality committee and all Institute staff for review
<b>18/04/16- 28/04/16</b>	Application finalised by SAT
<b>29/04/16</b>	Athena SWAN Bronze application resubmitted

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

The SAT is a standing Institute committee, meeting regularly to monitor Athena SWAN-related issues, undertake ongoing assessment of the Action Plan and analyse results of the biennial staff survey (**Action 2.3**). The SAT reports to the Institute Management Committee on issues relating to gender equality, work-life balance, Action Plan implementation, and evidence-based proposals for improvement. SAT members also contribute to the College's Gender Equality Committee which brings together SAT members from across the College to discuss common challenges, share best practice, and network around ongoing Athena SWAN activities.

**Ongoing SAT membership and implementation of Actions:** The position of SAT Chair will rotate every 24 months to ensure sharing of responsibilities, opportunities, and input. SAT membership will be renewed on a rolling basis (with 30% of the SAT changing every 24 months) to include as many Institute staff as possible whilst maintaining continuity (**Action 2.4**). Individuals responsible for particular Actions will report to the SAT on progress with the SAT chair having overall responsibility for timely Action implementation. When SAT members rotate, their responsibilities will be passed onto new members as appropriate; new members will receive additional support from the chair if required.

The SAT will collate information to measure the success of Actions as described in the Action Table. This information will be presented in an annual report that will be distributed to the Institute outlining Action Plan progress (**Action 2.5**). The SAT will also organise an annual Athena SWAN meeting for all staff and students to encourage discussion of Athena SWAN related issues (**Action 2.6**) and present progress at lab group meetings for staff unable to make the meeting. We have also established an Institute Athena SWAN website as well as a dedicated email address ([iii-ins-athenaswan@glasgow.ac.uk](mailto:iii-ins-athenaswan@glasgow.ac.uk)), through which staff can communicate directly, and confidentially, with the SAT. This is monitored regularly by the Head of Institute Administration and by the SAT Chair (**Action 2.7**).

**Relevant Actions** (see Action Plan for details)

<b>Action 2.1</b>	Run an Institute-wide Athena SWAN staff survey every two years
<b>Action 2.2i</b>	The Institute Director and Deputy Director will hold quarterly 'Town Hall' meetings
<b>Action 2.2ii</b>	The Institute Director and Deputy Director will hold monthly 'Communication Drop-in' sessions
<b>Action 2.3</b>	SAT to meet every 1-2 months
<b>Action 2.4</b>	Refreshment of SAT members, 30% change every 24 months
<b>Action 2.5</b>	Annual Institute Athena SWAN report to be compiled and disseminated to all staff and students
<b>Action 2.6</b>	Annual Institute-wide Athena SWAN meeting
<b>Action 2.7</b>	Maintenance and monitoring of Institute's Athena SWAN confidential email

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## 2. A picture of the department

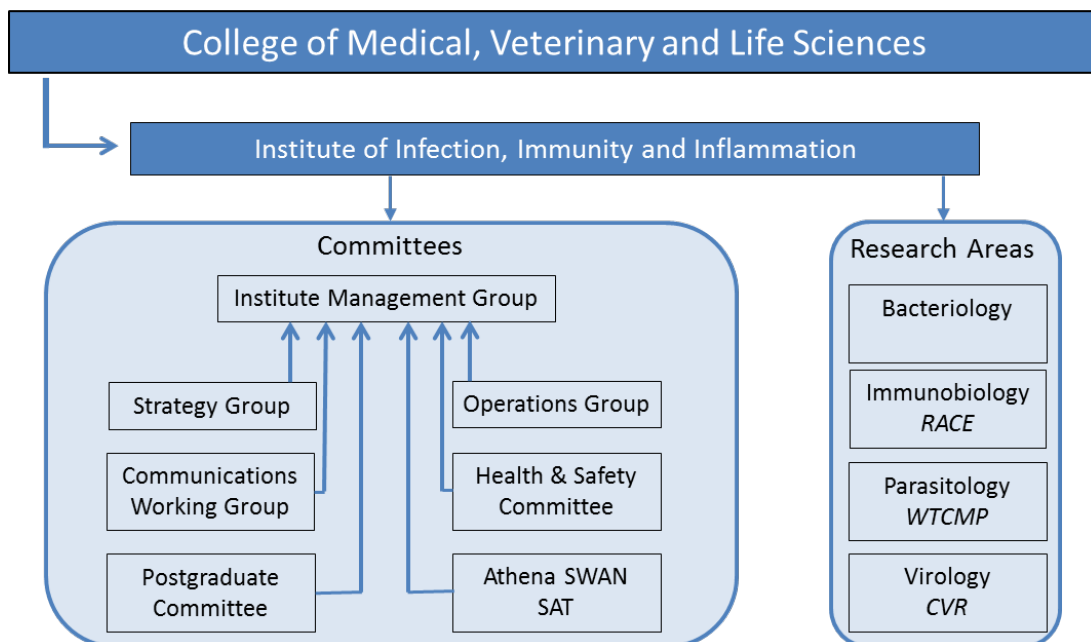
- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The Institute of Infection, Immunity and Inflammation, figure 3, is the largest research Institute within the College of Medical, Veterinary and Life Sciences at the University of Glasgow (GU). The Institute has over 300 members including post-graduate students, technical, administrative, academic and clinical academic staff.

Research within the Institute comprises studies on the molecular pathogenesis of viruses, parasites and bacteria, as well as basic immunology and inflammation biology. In addition, the Institute has strong clinical links and focuses its clinical/translational research on rheumatoid arthritis, autoimmune diseases of the nervous system and infectious diseases.

Within the Institute are three externally funded centres: the Medical Research Council – University of Glasgow Centre for Virus Research (CVR); The Wellcome Trust Centre for Molecular Parasitology (WTCMP); and the Arthritis Research UK Rheumatoid Arthritis Pathogenesis Centre of Excellence (RACE) a joint initiative with the Universities of Birmingham and Newcastle. All Institute staff receive administrative support, this includes a new Research Management Team who provide support from the initial application stage through to the administration of successful grants and reporting of impacts.

**Figure 3:** Structure of the Institute of Infection, Immunity and Inflammation





The majority (70%) of staff are located in the Sir Graeme Davies Building (SGDB) on the Gilmorehill campus and the CVR is located a commutable 3 miles away on the Garscube campus.

Academic staff span University Grades 6 to 10 with many of the research-intensive posts (particularly Grades 6-8) supported by fixed-term external grant funding. In 2014-15, 180 research and teaching staff, of whom 58% were female, were supported via time-limited funding; this has significant implications for staff retention and promotion. Female staff members are disproportionately affected and, consequently, many of our Action Points are directed towards these individuals, specifically addressing career development and promotion. In addition, the Institute is acting as a case study for an HR-led review of processes for managing staff on funding end date contracts. This review will consider how to improve the pathway to independent group leader for talented individuals and how to equip all staff for the most suitable career trajectory including opportunities in industry and other positions outside academia.

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

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

We do not deliver access or foundation courses.

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

The Institute contributes to, but does not lead, the medical undergraduate degree and a range of biological science undergraduate degrees spanning the Institute’s expertise: Virology, Immunology, Parasitology and Microbiology. The Schools of Life Sciences, Medicine and Veterinary Medicine are responsible for administration of undergraduate teaching consequently we will not present these data. However, some of our Action Points (e.g. **Actions 3.1-3.3**) target undergraduate students and aim to help embed a culture and mind-set that embraces female progression within academic sciences from the earliest career stages:

**Relevant Actions** (*See Action Plan for details*)

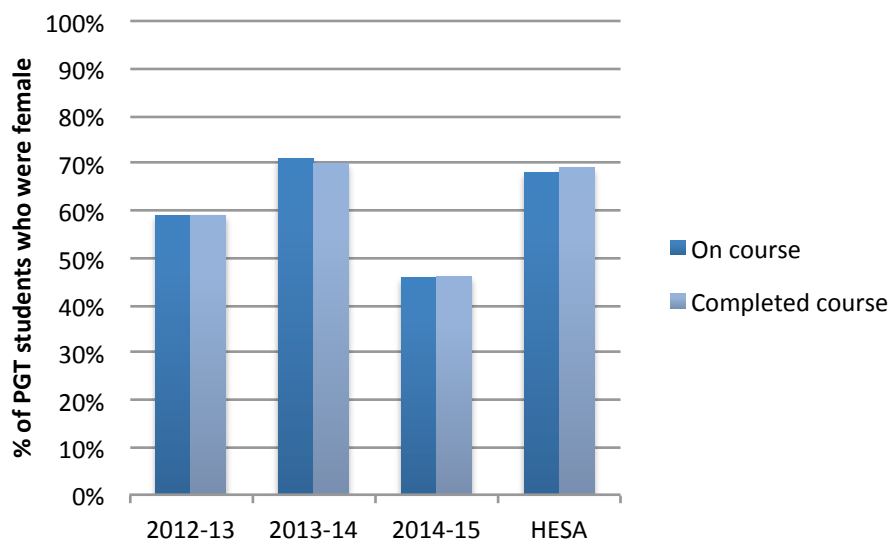
<b>Action 3.1</b>	Invite prominent female academics to discuss careers with undergraduates
<b>Action 3.2</b>	Invite female scientists to attend undergraduate field trips
<b>Action 3.3</b>	Create an online resource and PDF documenting career paths of successful alumni

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

Currently all Institute postgraduate taught (PGT) students are studying full-time. This contrasts sharply with UK-wide data: 49% of this student cohort study part-time<sup>1</sup>. The Institute has long-term plans to develop its e-learning and distance learning portfolio. As these courses develop, likely post-2019, the number of part-time students is expected to increase; the SAT will continue to review this (**Action 3.4**).

There is a predominance of female students within the PGT cohort (46-70%). National data (HESA area, “Biology”) show a similar profile with 70-80% female students (Figure and Table 3.1). Therefore, we believe that current female participation rates in our PGT courses are acceptable. Over the three years, all females completed the course, one male dropped out and one received a PG-certificate. Annual monitoring will continue and should any significant changes arise, we will discuss options for addressing this with the responsible colleagues (**Action 3.5**).

**Figure 3.1: Percentage of female PGT students on or successfully completing an Institute taught course from 2012-2015**



<sup>1</sup>[www.universitiesuk.ac.uk/highereducation/Documents/2014/PostgraduateTaughtEducationTheFundingChallenge.pdf](http://www.universitiesuk.ac.uk/highereducation/Documents/2014/PostgraduateTaughtEducationTheFundingChallenge.pdf)

**Table 3.1: Numbers and percentages of female (F) and male (M) PGT students on or successfully completing an Institute taught course from 2012 to 2015**

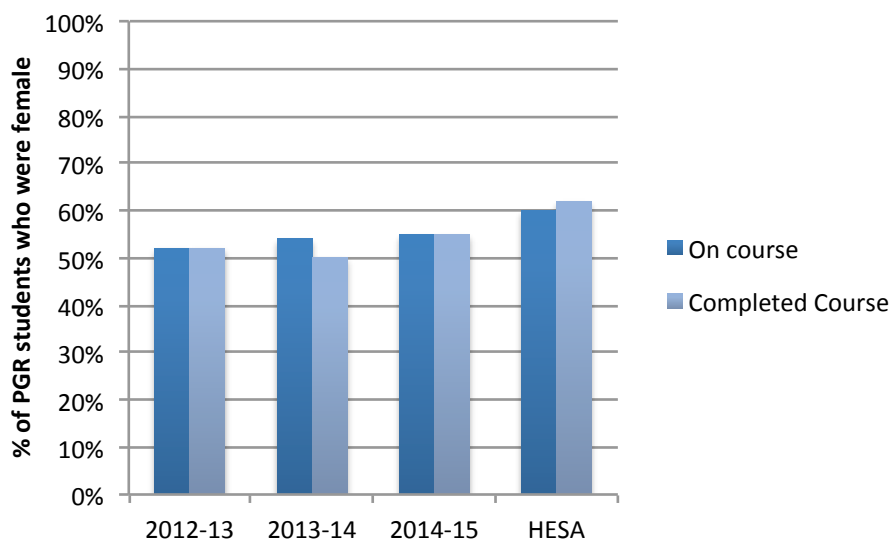
	2012-13			2013-14			2014-15			HESA 2012-13
	Number		%	Number		%	Number		%	%
	M	F	F	M	F	F	M	F	F	F
<b>On course</b>	9	13	<b>59</b>	9	21	<b>70</b>	13	11	<b>46</b>	<b>68</b>
<b>Completed</b>	9	13	<b>59</b>	8	21	<b>72</b>	12	11	<b>48</b>	<b>69</b>

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

The research degree undertaken by Institute postgraduate students is a PhD, funded by a range of agencies and typically of 3-4 years duration. The majority of current students are full-time, however, we have had 4 students studying part-time since 2012; all were female. Case studies of these students will be featured on our Athena SWAN webpages to increase awareness of this option; the SAT will continue to review the number and gender of part-time postgraduate research (PGR) students (**Action 3.4**).

The gender balance in our PGR student cohort paints a positive picture with around 55% of females in this group. This ratio is maintained at course completion matching UK-wide HESA data of 60% females in 'Biology' (Figure and Table 3.2). Our PGR courses run for varied lengths of time (from 3-4 years with some students taking an extra year to write up). The number of students completing are not, therefore, reflective of the number of students in any particular year.

**Figure 3.2: Percentage of female PGR students on, or successfully completing, an Institute research course from 2012-2015**



**Table 3.2: Numbers and percentages of female (F) and male (M) PGR students on or successfully completing an Institute research course from 2012 to 2015**

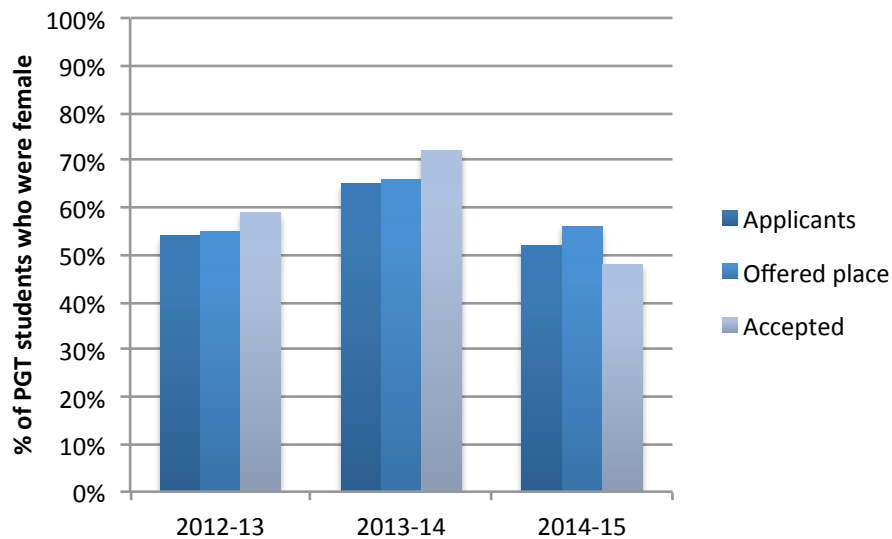
	2012-2013			2013-2014			2014-2015			HESA 2012-13
	Number		%	Number		%	Number		%	%
	M	F	F	M	F	F	M	F	F	%
<b>On course</b>	73	85	<b>54</b>	75	92	<b>55</b>	51	67	<b>57</b>	<b>60</b>
<b>Completed</b>	12	13	<b>52</b>	14	14	<b>50</b>	17	21	<b>55</b>	<b>62</b>

Whilst these figures are gender balanced, discussions at the recent PGR focus group indicate that even at this stage, female researchers are aware of and concerned about, gender bias, particularly the challenges of successfully balancing the demands of a senior academic career with family life. To address this concern, we will convene a Work/Life balance forum, *'Bench and Bairns'* at which staff with families will discuss their challenges and solutions to managing a career and family life with students and post-docs (**Action 3.6**).

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

**PGT:** Across the three years of review, we have broadly equivalent numbers of males and females applying for, and accepted onto, Institute PGT courses (Figure and Table 3.3). Not all students accept their offer: many have applied for multiple courses; some students change their mind; others fail to meet visa requirements. Nevertheless, we see a similar proportion of females offered a place and on the course (accepted) indicating that we do not disproportionately “lose” either female or male students. The SAT will continue to review this and new Action Points will be formulated should the situation change.

**Figure 3.3 Percentages of female PGT students applying for, offered and accepting one of our taught courses from 2012-2015**



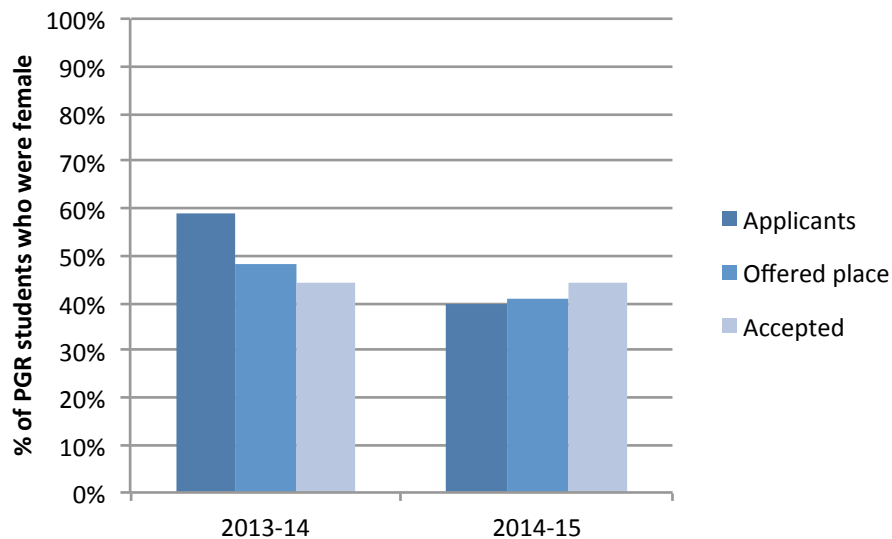


**Table 3.3: Numbers and percentages of female (F) and male (M) PGT students applying for or offered one of our taught courses from 2012-2015**

	2012-2013			2013-2014			2014-2015		
	Number		%	Number		%	Number		%
	M	F	F	M	F	F	M	F	F
<b>Applicants</b>	45	52	<b>54</b>	70	129	<b>65</b>	86	93	<b>52</b>
<b>Offered</b>	23	28	<b>55</b>	53	102	<b>66</b>	54	69	<b>56</b>
<b>Accepted (on course)</b>	9	13	<b>59</b>	8	21	<b>72</b>	12	11	<b>48</b>

**PGR:** Prior to 2013, the collection of PGR application data was not optimised. Since 2013/2014 the SAT has ensured an improvement in data quality. In 2013-14, over half the applicants were female, dropping to 40% in 2014-15, Figure and Table 3.4. This drop is a concern. Whilst ongoing monitoring will alert us to any emerging trends, we can report that the CVR has recently received 40 applications for new PGR studentships to commence in September 2016 with 60% from females. Across the two years we have data for there does not appear to be a significant difference in the proportions of females who applied for positions and those subsequently offered and accepted onto PGR courses.

**Figure 3.4: Percentage of female PGR students applying for, or offered, one of our research courses from 2012-2015**



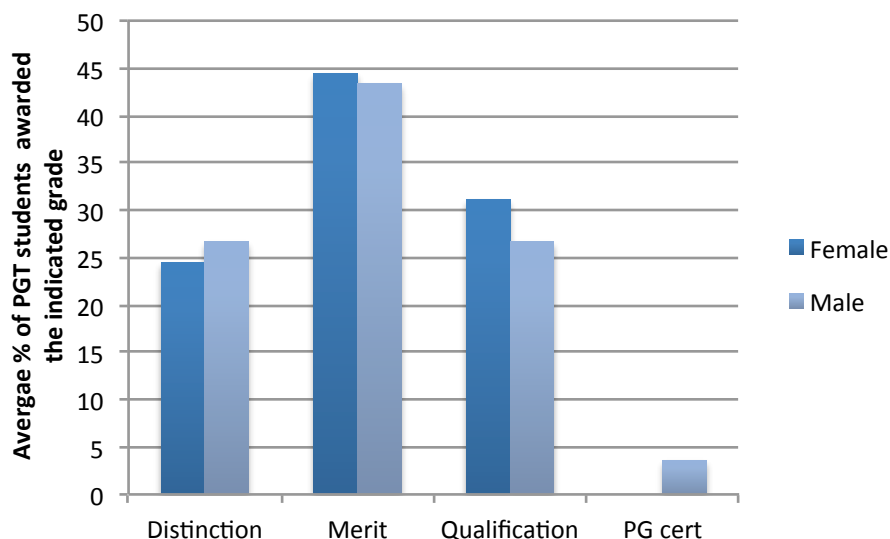
**Table 3.4: Numbers and percentages of female (F) and male (M) PGR students applying for, offered and accepting one of our research degrees from 2013-2015.**

	2013-2014			2014-2015		
	Number		%	Number		%
	M	F	F	M	F	F
<b>Applicants</b>	33	48	<b>59</b>	31	21	<b>40</b>
<b>Offered</b>	12	11	<b>48</b>	17	12	<b>41</b>
<b>Accepted</b>	10	8	<b>44</b>	15	12	<b>44</b>

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

**PGT:** Over the three year review period, the majority of both female and male students received a Merit grade (44% and 43% respectively). Similarly, 24% and 27% of males and females were awarded Distinctions. These data, displayed in full in Table 3.5, suggest that there is no gender-bias in PGT degree classification.

**Figure 3.5: The average percentages of male and female PGT students awarded the indicated grade between 2012-2015**



**Table 3.5: The numbers and percentages of female (F) and male (M) PGT students awarded the indicated grade between 2012-2015**

	2012-13				2013-14				2014-15			
	Number		%		Number		%		Number		%	
	M	F	M	F	M	F	M	F	M	F	M	F
<b>Distinction</b>	2	3	9	14	1	2	3	7	5	6	22	26
<b>Merit</b>	6	8	27	36	5	11	17	17	2	1	9	4
<b>Qualification</b>	1	2	5	9	2	8	7	7	5	4	22	17
<b>PG Cert</b>	0	0	0	0	1	0	3	3	0	0	0	0

**PGR:** There are no degree classifications for PGR awards. As the data in Figure 3.2 shows, the number of females attaining a PhD reflects the number enrolled on courses, suggesting that we have no gender-bias in the award of PhDs.

**Relevant Actions** (*See Action Plan for details*)

<b>Action 3.4</b>	Review the numbers of part-time students undertaking postgraduate studies in the Institute
<b>Action 3.5</b>	Review PGR studentship applications to ensure dip in female applicants does not continue
<b>Action 3.6</b>	A <i>'Bench and Bairns'</i> forum will be established to promote discussion of work/life balance

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

Academic staff within the Institute can be split into three categories: Research Only, Research and Teaching, and Clinical Academic. For the purpose of this application, Research Only and Research and Teaching have been grouped together as “research” staff, as these researchers have similar work loads/career structures. Clinical Academic staff are considered separately as their work loads, career structures, and specific gender-related issues are more distinct. Staff grades within these categories are shown in Table 3.6.

**Table 3.6 Grades within the Institute**

Grade	Research Only	Research and Teaching	Clinical Academic
<b>Professor (Grade 10)</b>		Professor	Professor
<b>Grade 9</b>	Senior Research Fellow	Reader Senior Lecturer	Senior Lecturer
<b>Grade 8</b>	Research Fellow	Lecturer	Lecturer
<b>Grade 7</b>	Research Associate	Lecturer	No equivalent
<b>Grade 6</b>	Research Assistant	No equivalent	No equivalent

**Research staff:** Figure 3.6 is based on data in Table 3.7 and is a diagrammatic representation of research staff within the Institute averaged across 2012-2015;. We believe this diagram most clearly represents the challenges females face within the Institute. While the ratios of males to females shows a slight female predominance at Grade 6-8, there is a leaky pipeline at these stages, and then a dramatic drop in females at senior grades (9-10).

**Figure 3.6: A diagrammatic representation of the grades and numbers of research staff within the Institute, average of 2012-15**

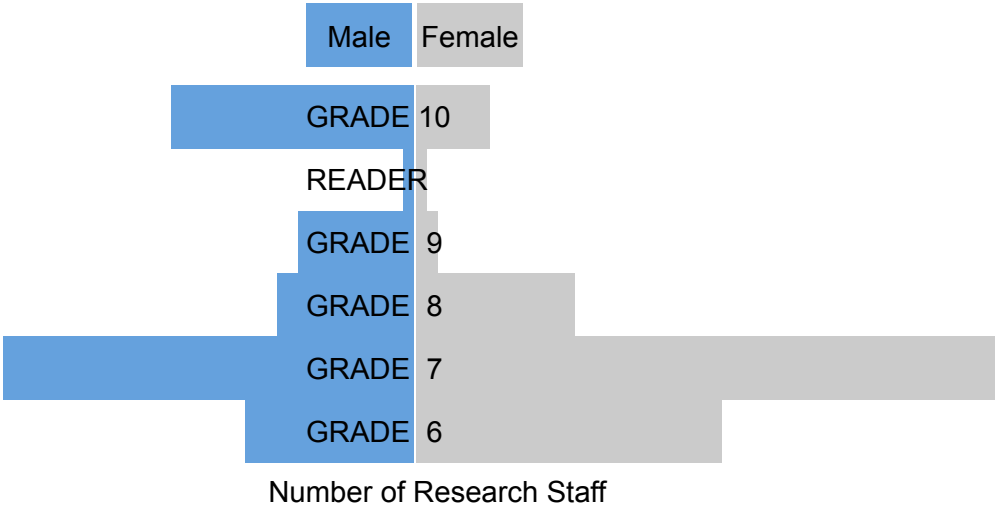
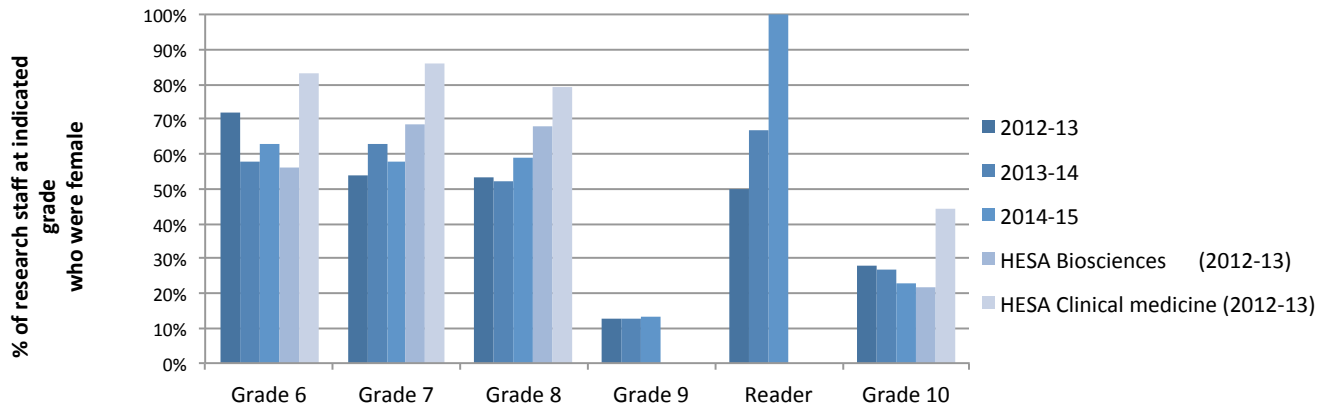


Figure and Table 3.7 show a breakdown of research staff in comparison to UK-wide HESA data. The loss of female academic staff at senior grades is a common challenge across the UK. We have included benchmark data from HESA Clinical Medicine and Bioscience as 55% of Institute staff fit within the Clinical Medicine bracket and 38% within the Bioscience bracket. The remainder are within Veterinary Medicine. The Institute compares poorly with the UK Clinical Medicine bracket in terms of the percentages of female staff at all grades. We clearly have a serious issue with the progression of female staff through to senior grades and this is of great concern. Addressing this imbalance is the main focus of our Action Plan and we will target areas where historical inadequacies in our practices may unduly affect female staff. Actions will address the mentoring and career development of female staff from the earliest stages of the academic pathway, embed initiatives to encourage and support female staff through promotion and boost the number of female applicants for senior positions (**Actions 4.1-4.8, 4.11, 4.12, 4.14, 4.15**).

**Figure 3.7: Percentages of Institute research staff who were female by grade, 2012-2015**



**Tables 3.7: Numbers and percentages of Institute female (F) and male (M) research staff by grade, 2012-2015**

	2012-2013			2013-2014			2014-2015			HESA Biosciences (2012-2013)	HESA Clinical Medicine (2012-2013)
	Number		%	Number		%	Number		%	%	%
	M	F	F	M	F	F	M	F	F	F	F
<b>Grade 6</b>	12	31	<b>72</b>	17	23	<b>58</b>	19	33	<b>64</b>	<b>56</b>	<b>83</b>
<b>Grade 7</b>	37	44	<b>54</b>	33	56	<b>63</b>	47	64	<b>58</b>	<b>69</b>	<b>86</b>
<b>Grade 8</b>	15	17	<b>53</b>	12	13	<b>52</b>	11	16	<b>60</b>	<b>68</b>	<b>79</b>
<b>Grade 9</b>	7	1	<b>13</b>	14	2	<b>12</b>	13	2	<b>13</b>		
<b>Reader</b>	3	3	<b>50</b>	1	2	<b>67</b>	0	2	<b>100</b>		
<b>Grade 10</b>	23	9	<b>28</b>	22	8	<b>27</b>	23	7	<b>23</b>	<b>22</b>	<b>44</b>

The lack of females at Grade 9 in the HESA data is because the GU and HESA salary scales did not match; Table 3.8 shows how we have chosen to match the data.

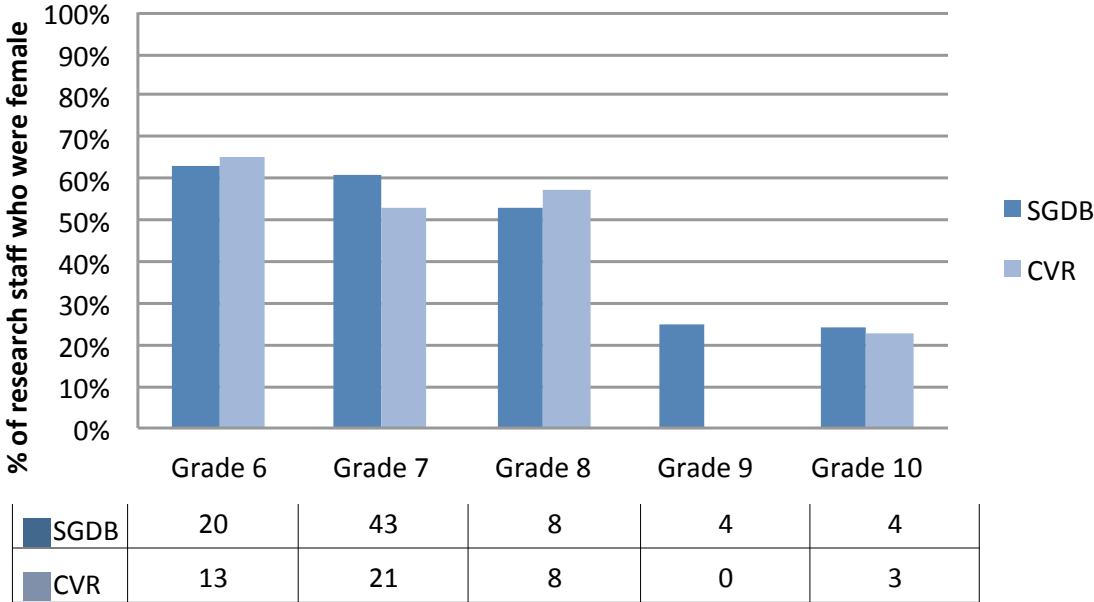
**Table 3.8: Matching of GU and HESA salary scales**

GU Grade	GU salary scale (2013)	HESA salary scale (2012-13)
6	£26,527 - 32, 590	£23,352 - 31,331
7	£32,590 - 40,046	£31,331 - 42,055
8	£40,046 - 50,688	£42,055 - 56,467
9/Reader	£47,787 - 58,739	*
10	>£58,739	>£56,467

\* No equivalent HESA scale.

The data shown in Figure 3.6 are combined from across the two Institute sites (SGDB and CVR). The proportion of males and females at different grades are broadly similar at both locations, Figure 3.8. Therefore, all subsequent data will be presented as combined. Importantly, although the research discipline at the CVR is specific, the career paths and gender-based challenges faced by researchers are the same.

**Figure 3.8: Percentages and numbers of research staff who were female by grade at the two Institute sites, 2012-2015**

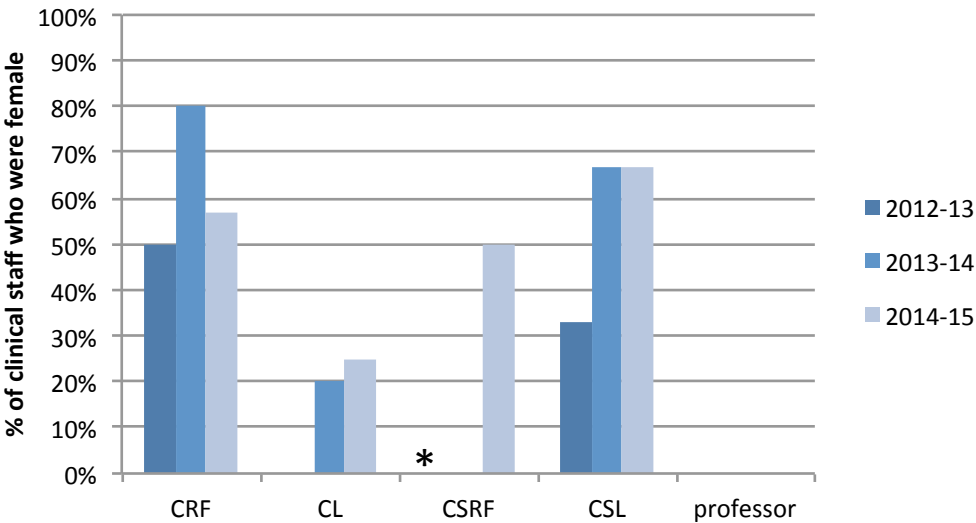




**Clinical Academic staff:** Clinical staff in the Institute follow a career progression pathway from Clinical Research Fellow to Clinical Lecturer followed by Clinical Senior Lecturer or Senior Clinical Research Fellow before progressing to Professor. The numbers of clinical academic staff employed in the Institute are small (average of 21 across the three years). Females represent an average of 32% of these staff from 2012-2015. This is comparable with National Statics from “A survey of staffing levels of Medical Clinical Academics in UK medical Schools as at 31 July 2015”<sup>2</sup> which reported that women represent 28% of the clinical academic workforce.

At more junior grades (Clinical Research Fellow, CRF and Clinical Lecturer, CL), there are roughly equivalent numbers of males and females in the Institute (Figure and Table 3.9). As with research staff, the proportion of females drops as grade seniority increases, but the precipice is at professorial rather than senior lecturer level; all six of the Institute’s clinical academic professors are male. This figure compares poorly with national data where 18% of clinical professors are female. The complete absence of female clinical professors is an area of great concern. Steps have already been taken to address this with the recruitment of two female Senior Clinical Lecturers, SCL, during the reporting period. Promotion of these staff in the coming years will begin to redress this imbalance. In addition, we will also implement mentoring and training for Clinical Research Fellows and Clinical Lecturers to secure external funding and progress to Senior Clinical Lecturer status (**Actions 4.11iv, 4.12**).

**Figure 3.9: Percentage of clinical academic staff who were female by grade, 2012-2015**



\*No staff members at this grade in indicated year

<sup>2</sup> <http://www.medschools.ac.uk/SiteCollectionDocuments/MSC-survey-2015-web.pdf>

**Table 3.9: Numbers and percentages of female (F) and male (M) clinical academic staff at the indicated grades in the Institute from 2012-2015**

	2012-2013			2013-2014			2014-2015		
	Number		%	Number		%	Number		%
	M	F	F	M	F	F	M	F	F
Clinical Research Fellow	5	5	<b>50</b>	1	4	<b>80</b>	3	4	<b>57</b>
Clinical Lecturer	4	0	<b>0</b>	4	1	<b>20</b>	3	1	<b>25</b>
Clinical Senior Research Fellow	0	0	<b>NA</b>	1	0	<b>0</b>	1	1	<b>50</b>
Clinical Senior Lecturer	2	1	<b>33</b>	1	2	<b>67</b>	1	2	<b>67</b>
Professor	6	0	<b>0</b>	6	0	<b>0</b>	6	0	<b>0</b>

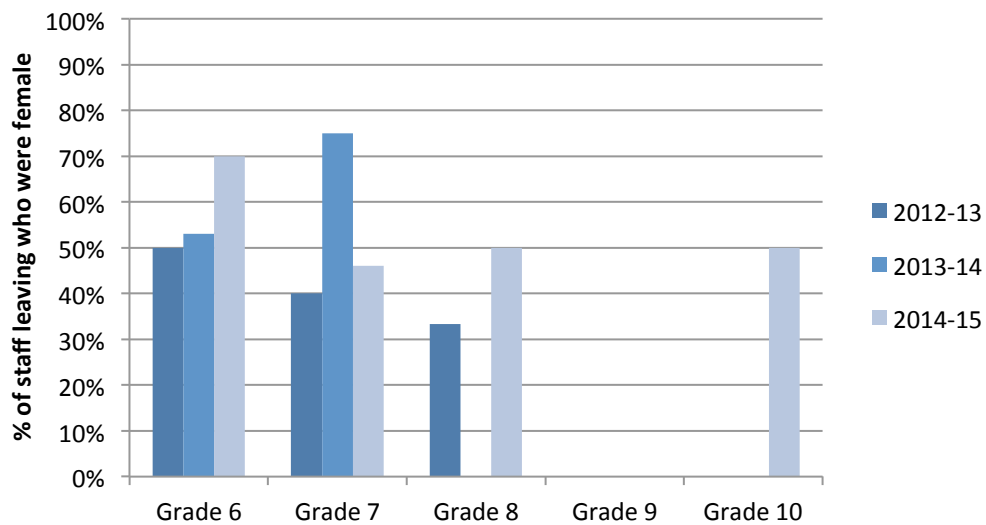
**Relevant Actions** (See Action Plan for details)

<b>Action 4.1</b>	Ensure the use of gender-neutral language in all job advertisements
<b>Action 4.2</b>	Enhance accessibility, understanding and awareness of University and Institute family-friendly policies
<b>Action 4.3</b>	An annual ' <i>Demystifying Promotion</i> ' workshop will improve staff understanding of the promotions process
<b>Action 4.4</b>	A Promotion Pathway will be mapped for staff at Grade 8/Clinical Senior Lecturer and above in consultation with the staff member's line manager and mentor
<b>Action 4.5</b>	Staff will discuss their promotion questions and training needs with the Institute's Deputy Director and College Head of HR during quarterly ' <i>Employee Advice Sessions</i> '. The Institute Director will meet annually with all senior clinical academic staff
<b>Action 4.6</b>	Flow chart illustrating the process for promotion for grant-funded staff will be created and disseminated via Institute's Athena SWAN webpage
<b>Action 4.7</b>	Female ECR will be encouraged to apply for competitive grants, including women-specific Fellowship options e.g. the Royal Society Dorothy Hodgkin Fellowship and the L'Oreal Women in Science competition, which will be promoted during ' <i>Fellowship and Grant Surgeries</i> '
<b>Action 4.8i</b>	An annual ' <i>Making P&amp;DR work for you</i> ' workshop will improve the experience and usefulness of P&DR
<b>Action 4.8ii</b>	Line managers/Reviewers will receive a bullet point list highlighting key areas to discuss at P&DR including gender-sensitive career development and professional training, promotion, mentoring needs and equality and diversity training
<b>Action 4.11i</b>	Promotion Pathway discussions will be embedded into Institute mentoring scheme
<b>Action 4.11iv</b>	A cross-Institute mentoring scheme for Clinical Research Fellows and Clinical Lecturers will be developed
<b>Action 4.12</b>	Internal and external mentorship, leadership and grantsmanship schemes will be promoted; Female staff will be encouraged and supported to undertake Aurora Leadership training

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

**Research:** The proportion of male and female staff leaving the Institute is broadly reflective of staff ratios at each grade (Figure and Table 3.10). Currently we have only informal knowledge of the next destinations of our grant-funded staff; we are particularly keen to understand more about the career choices of Grade 7 and 8 female staff. This information will help us evaluate the success of training and support aimed at helping these staff progress in STEM careers beyond GU. GU provides a voluntarily exit interview, although uptake of this general online questionnaire is limited. To gain better insight into staff destinations, we have introduced a voluntary system of one-to-one exit interviews (**Action 3.7**). The information from these interviews will be collated by the SAT and used to formulate new actions to assist such individuals with career development and planning.

**Figure 3.10: Of the staff who left the Institute, the percentages of those who were female at the indicated grade between 2012-2015**



**Table 3.9: Numbers and percentages of female (F) and male (M) staff at the indicated grades leaving the Institute from 2012-2015**

	2012-2013			2013-2014			2014-2015		
	Number		%	Number		%	Number		%
	M	F	F	M	F	F	M	F	F
Grade 6	7 (12)	7 (31)	<b>50</b>	7 (17)	8 (23)	<b>53</b>	3 (19)	7 (33)	<b>70</b>
Grade 7	6 (37)	4 (44)	<b>40</b>	3 (33)	9 (56)	<b>75</b>	7 (47)	6 (64)	<b>46</b>
Grade 8	2 (15)	1 (17)	<b>33</b>	1 (12)	0 (13)	<b>0</b>	2 (11)	2 (16)	<b>50</b>
Grade 9	1 (7)	0 (1)	<b>0</b>	0 (14)	0 (2)	<b>NA</b>	0 (13)	0 (2)	<b>NA</b>
Grade 10	1 (23)	0 (9)	<b>0</b>	0 (22)	0 (8)*	<b>NA</b>	1 (23)	1 (7)	<b>50</b>

**\*One female Prof moved Institute but remained within the university**

**Clinical academic staff:** Turnover within the Institute’s clinical academic community is limited; therefore data will be described but not graphed. Since 2012, two tenured clinical academic members of staff left the Institute. Both individuals were male; one retired, the other returned to full-time clinical work. There is more turnover at the Clinical Research Fellow level with 5 staff members (2 female and 3 male) leaving since 2013 to complete their NHS clinical specialty training. As discussed in Section 4, we have developed a range of actions in relation to career development and promotion to improve the retention and progression of Clinical Academic staff.

**Relevant Actions** (see Action Plan for details)

<b>Action 3.7</b>	Develop and offer one-to-one exit interviews
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*Word count: 2052 (52 of additional 1000 word allowance used)*

#### 4. Supporting and advancing women's careers

##### Key career transition points

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

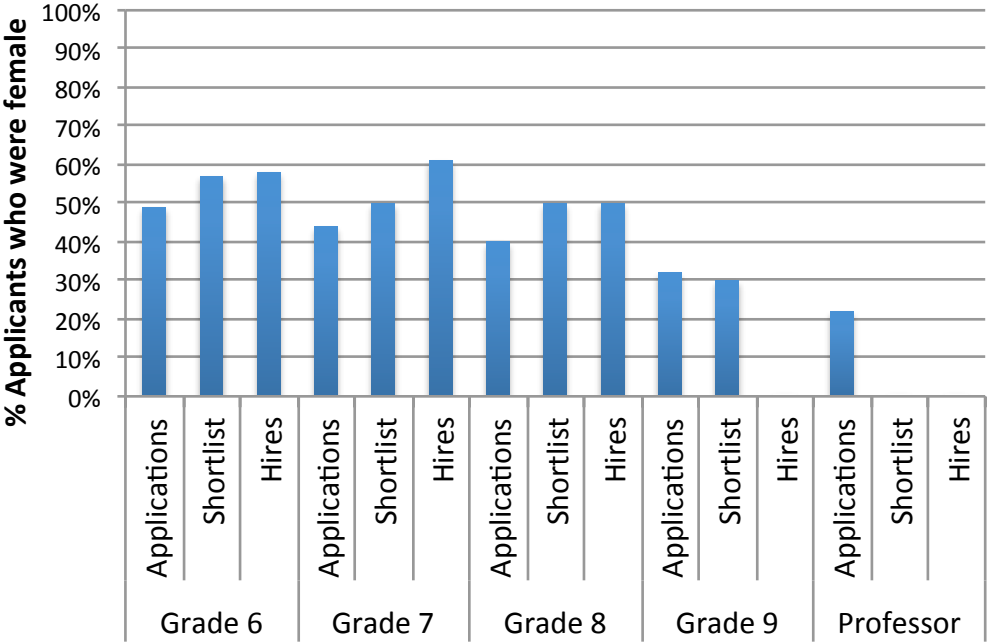
(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

The majority of staff recruited to the Institute from 2012-15 were appointed at Grade 6 or 7. Data averaged over this period indicate that fewer females than males applied for Grade 6 and 7 posts, but females were more likely to be shortlisted and appointed (Figure and Table 4.1a). These data illustrate that whilst we could do more to increase applications from females, there is no gender bias in the shortlisting and appointment processes at these grades.

The majority of new clinical academic appointments have been at junior levels (Clinical Research Fellow/Clinical Lecturer) and the numbers are too low to draw any firm conclusions, Table 4.1b. However, the percentages of males and females who apply and are successful are broadly balanced suggesting that there is no gender bias in clinical recruitment.

We feel that too few staff were recruited at Grades 8-10 to ascertain fully whether the application process is gender biased. From 2012-15, 4 staff were recruited at these grades, one of whom (Grade 8) was female. A total of 62 individuals applied for these positions, 31% were female. This suggests that we fail to attract similar numbers of male and female Grade 8-10 applicants. Our Action Plan will therefore focus on increasing the number of females applying for senior positions and for promotion. We will ensure our advertisements are gender-neutral, highlight the University's family friendly policies and provide links to our Athena SWAN website (**Actions 4.1-4.2**). Female representation on the shortlist reflects the numbers who apply, suggesting that this stage of the process is not biased.

**Figure 4.1: The percentages of females who applied for, were shortlisted, and appointed for research positions, data combined from 2012-15**



**Table 4.1a: The numbers and percentages of individuals, who applied for, were shortlisted and appointed for research positions from 2012-15. No listing for grade indicates no advertised posts for that year.**

		Number			%
		Male	Female	Total	Female
<b>2012-13</b>					
<b>Grade 6</b>	Applications	51	95	146	65
	Shortlist	2	14	16	88
	Hires	2	8	10	80
<b>Grade 7</b>	Applications	81	80	161	50
	Shortlist	9	7	16	44
	Hires	5	10	15	67
<b>Grade 8</b>	Applications	1	1	2	50
	Shortlist	1	1	2	50
	Hires	1	1	2	50
<b>Grade 9</b>	Applications	12	6	18	33
	Shortlist	1	1	2	50
	Hires	0	0	0	-
<b>Grade 10</b>	Applications	14	4	18	22
	Shortlist	1	0	1	0

	Hires	1	0	1	0
<b>2013-14</b>					
<b>Grade 6</b>	Applications	92	59	151	39
	Shortlist	9	6	15	40
	Hires	6	6	50	50
<b>Grade 7</b>	Applications	114	90	204	44
	Shortlist	8	14	22	64
	Hires	8	14	22	64
<b>Grade 9</b>	Applications	1	0	1	0
	Shortlist	1	0	1	0
	Hires	1	0	1	0
<b>2014-15</b>					
<b>Grade 6</b>	Applications	82	63	145	43
	Shortlist	8	5	13	38
	Hires	5	4	9	44
<b>Grade 7</b>	Applications	109	72	181	40
	Shortlist	8	4	12	33
	Hires	5	4	9	44
<b>Grade 8</b>	Applications	5	3	8	38
	Shortlist	1	0	1	0
	Hires	0	0	0	-
<b>Grade 9</b>	Applications	11	5	16	31
	Shortlist	0	0	0	-
	Hires	0	0	0	-

**Table 4.1b: The numbers and percentages of individuals, who applied for, were shortlisted and appointed to clinical academic positions from 2012-15. No listing for grade indicates no advertised posts for that year.**

		Number			%
		Male	Female	Total	Female
<b>2012-13</b>					
<b>Clinical Research Fellow</b>	Applications	0	3	3	100
	Shortlist	0	2	2	100
	Hires	0	2	2	100
<b>2013-14</b>					
<b>Clinical Research</b>	Applications	5	8	13	62
	Shortlist	1	1	2	50



<b>Fellow</b>	Hires	1	1	2	50
<b>Clinical Lecturer</b>	Applications	0	1	1	100
	Shortlist	0	1	1	100
	Hires	0	1	1	100
<b>2014-15</b>					
<b>Clinical Research Fellow</b>	Applications	1	4	5	80
	Shortlist	0	1	1	100
	Hires	0	1	1	100
<b>Clinical Lecturer</b>	Applications	4	0	4	0
	Shortlist	1	0	1	0
	Hires	1	0	1	0
<b>Senior Clinical Lecturer</b>	Applications	0	1	1	100
	Shortlist	0	1	1	100
	Hires	0	1	1	100

**Relevant Actions** (see *Action Plan for details*)

<b>Action 4.1</b>	The wording of all job advertisements will be reviewed to ensure the use of gender-neutral language
<b>Action 4.2i</b>	University family friendly policies will be highlighted in all job advertisements which will also include a link to our Institute Athena SWAN webpages
<b>Action 4.2ii</b>	The Institute's Athena SWAN webpages will be a source of information for potential applicants and current staff

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

Promotion is an annual University-wide self-nomination process. All applicants complete standardised forms and require the Institute Director’s support. Promotion round dates, with links to application information, are emailed to all staff and are available on the University website. Promotion criteria are set by a multi-disciplinary panel who are responsible for the review of applications; all panel members have completed unconscious bias training.

The relatively small numbers of promotion applications submitted by research staff (Table 4.2) precludes meaningful analyses. However, the figures indicate that women are more successful than men when they apply. Women submitted 5 applications for promotion to Grades 7 and 8 with a success rate of 60%, while 4 applications were received from men with a success rate of 50%. During the reporting period, 2 women successfully applied for promotion to senior grades compared to 9 applications from men, 8 of which were successful.

Promotion applications from Grades 6 to 7 and 7 to 8 are low considering the high number of staff at these grades. The majority of these post-holders are grant-funded staff. There may be uncertainty around eligibility for promotion, or concerns about the potential impact on award budgets. Grant-funded staff are eligible for promotion and the additional costs associated with promotion are covered by the College, and so a flow chart will be produced to illustrate the promotion pathway for grant-funded staff (**Action 4.6**).

**Table 4.2: Numbers and percentages of male and female research staff who have applied for and been promoted**

Grade applied for		Applications Made				Successful Applications			
		Female		Male		Female		Male	
		No.	%	No.	%	No.	%	No.	%
<b>Grade 7</b>	2012/2013	2	100	0	0	2	100	0	0
	2013/2014	0	-	0	-	0	-	0	-
	2014/2015	2	67	1	33	0	-	0	-
	<b>Total</b>	<b>4</b>	<b>80</b>	<b>1</b>	<b>20</b>	<b>2</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>Grade 8</b>	2012/2013	0	0	1	100	0	0	0	0
	2013/2014	0	0	2	100	0	0	2	100
	2014/2015	1	100	0	0	1	100	0	0
	<b>Total</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>1</b>	<b>33</b>	<b>2</b>	<b>67</b>
<b>Grade 9</b>	2012/2013	1	25	3	75	1	25	3	75
	2013/2014	0	0	2	100	0	0	2	100
	2014/2015	0	-	0	-	0	-	0	-
	<b>Total</b>	<b>1</b>	<b>17</b>	<b>5</b>	<b>83</b>	<b>1</b>	<b>17</b>	<b>5</b>	<b>83</b>
<b>Reader</b>	2012/2013	0	-	0	-	0	-	0	-
	2013/2014	0	-	0	-	0	-	0	-
	2014/2015	0	0	1	100	0	-	0	-
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grade 10</b>	2012/2013	1	50	1	50	1	50	1	50
	2013/2014	0	0	1	100	0	0	1	100
	2014/2015	0	0	1	100	0	0	1	100
	<b>Total</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>75</b>

The staff survey revealed significant shortcomings in staff understanding of the promotion process with 47% of female and 55% of male staff indicating that they understood the process. This lack of understanding, coupled with a reluctance to self-nominate, may account in part for the low numbers of applications from female staff.

Of much greater concern is that only 20% of females compared to 43% of males feel that they were developed and encouraged to apply for promotion (Figure 4.2). In addition, only 9% of female staff, compared to 33% of male staff, agreed that appropriate support was available at every stage of the promotions process.

Figure 4.2

**Q: Staff are developed and encouraged to apply for promotion within the Institute?**



This feedback clearly shows that the Institute has historically failed to create an environment and culture that supports and encourages female staff to consider and apply for promotion, this must change. The Director and Deputy Director, in consultation with line managers, heads of research area, and mentors, will map all Grade 8, Grade 9, Reader and Senior Clinical Lecturer staff to a personalised 'Promotion Pathway' (**Action 4.4**). First, all staff at these grades will receive a personal email introducing the initiative and encouraging them to consider putting themselves forward for promotion. Information on promotion criteria, details of the application process and 'Demystifying Promotion' workshop will also be provided (**Action 4.3**). Staff will then be invited to meet annually with either the Director (Clinical Academic staff), or Deputy Director (Research staff), together with the Head of College HR and line manager or mentor (**Action 4.5**). Targeted support will be offered to staff through these meetings: personal promotion plans will be formulated with reference to promotion criteria; development needs that could be met through informal or formal means including from University Employee and Organisational Development or opportunities within the Institute will be addressed; and a timeframe for submission of a promotion application will be mapped. Staff will also be fully supported with the preparation of a promotion application.

These meetings will provide a dedicated forum for the discussion of promotion thus augmenting the promotion discussions that are a component of the Performance and Development Review (P&DR) process. As discussions at P&DR can also inform promotion, our Action Plan will focus on improving the experience and usefulness of P&DR (**Action 4.8**). Whilst the 'Promotion Pathway' initiative will involve both male and female staff, we hope that it will be of particular benefit to our female staff, embedding support and encouragement for promotion within Institute culture thereby addressing historical inadequacies.

It is an area of concern that none of our clinical academic staff have applied for promotion in the last three years. Clinical Research Fellows and Clinical Lecturers make up half of our clinical academic

cohort and are supported through external funding to complete a period of research alongside NHS clinical training. One of the main barriers to progression for these individuals which has been identified by national reports<sup>3</sup>, as well as our local focus group, is the acquisition of funding to support post-PhD studies. Our efforts will focus on mentoring and supporting these staff to apply for external funding with the long-term goal of transitioning to an independent research career and Clinical Senior Lecturer status (**Actions 4.7, 4.11iv**).

Our 3 Clinical Senior Lecturers have all been recruited since 2011. We anticipate applications for promotion from 2016/2017 onwards. However, our Institute focus group identified that there is no clear route for clinical academics to discuss promotion prospects as their University line-manager is not necessarily included in their annual appraisal panel. This represents a major deficiency in our management of the career development of clinical academics. They are also not subject to the University P&DR scheme. To address this, the Director of Institute will meet annually with each member of senior clinical academic staff to discuss their pathway to promotion, identify and address additional training needs (**Action 4.5**).

We anticipate that there will be individuals who are not interested in promotion. Whilst this will be fully respected, we will explore the reasons for this (e.g. negative perceptions of the prospect of gaining promotion, the job requirements at higher grades) as this information may shape our action planning.

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<sup>3</sup> *A Cross-Funder Review of Early Career Clinical Academics: Enablers and Barriers to Progression*, Nov 2015

**Relevant Actions** (see *Action Plan for details*)

<b>Action 4.3</b>	An annual ' <i>Demystifying Promotion</i> ' workshop will improve staff understanding of the promotions process
<b>Action 4.4</b>	A Promotion Pathway will be mapped for staff at Grade 8/Clinical Senior Lecturer and above in consultation with the staff member's line manager and mentor
<b>Action 4.5</b>	Staff will discuss their promotion questions and training needs with the Institute's Deputy Director and College Head of HR during quarterly ' <i>Employee Advice Sessions</i> '. The Institute Director will meet annually with all senior clinical academic staff
<b>Action 4.6</b>	Flow chart illustrating the process for promotion for grant-funded staff will be created and disseminated via Institute's Athena SWAN webpage
<b>Action 4.7i</b>	Female ECR will be encouraged to apply for competitive grants, including women-specific Fellowship options e.g. the Royal Society Dorothy Hodgkin Fellowship and the L'Oreal Women in Science competition, which will be promoted during ' <i>Fellowship and Grant Surgeries</i> '
<b>Action 4.8</b>	An annual ' <i>Making P&amp;DR work for you</i> ' workshop will improve the experience and usefulness of P&DR
<b>Action 4.11ii</b>	Promotion Pathway discussions will be embedded into Institute mentoring scheme
<b>Action 4.11iv</b>	A cross-Institute mentoring scheme for Clinical Research Fellows and Clinical Lecturers will be developed
<b>Action 4.13</b>	Staff will be encouraged to participate in the ' <i>Get that Grant</i> ' mentorship scheme

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

(i) **Recruitment of staff** – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

The Institute follows all University policies and procedures regarding recruitment and selection ([www.gla.ac.uk/services/humanresources/recruitment/selection](http://www.gla.ac.uk/services/humanresources/recruitment/selection)). Since 2011 new staff must complete an online e-induction within 3 months of joining. This includes mandatory Equality and Diversity training and from autumn 2016 will include Unconscious Bias training. By April 2016, 60% of Institute staff (205/340) had completed Equality and Diversity training. Following reflection on the last application, we instigated a policy whereby all members of Institute interview panels must have completed Equality and Diversity training, in addition to selection and recruitment training which includes Unconscious Bias training, within the last five years (**Action 4.9ii**).

The gender make-up of our interview panels generally reflects the composition of our senior staff with more males than females. In the last 4 years, only 25% of panel members for Grade 8 or above positions have been female. On reflection, we believe this is completely unacceptable. As part of our Action Plan we will achieve gender balance on interview panels with the support of female staff from other University departments, thus avoiding over burdening our senior female academics (**Action 4.10**).

We advertise relatively small numbers of posts each year. It is crucial that we improve practices to encourage female applicants to help address our current gender imbalance. We have established an Institute Athena SWAN webpage and will continue to update and maintain this as a resource for potential job applicants and current staff. The webpage will deliver information on equality and diversity training requirements and policy, policies on flexible working, maternity, paternity, parental and carer leave, child care benefits, promotion, gender-specific mentoring, networking and career development initiatives, and links to the Human Resources A-Z of policies (**Action 4.2**).

**Relevant Actions** (see Action Plan for details)

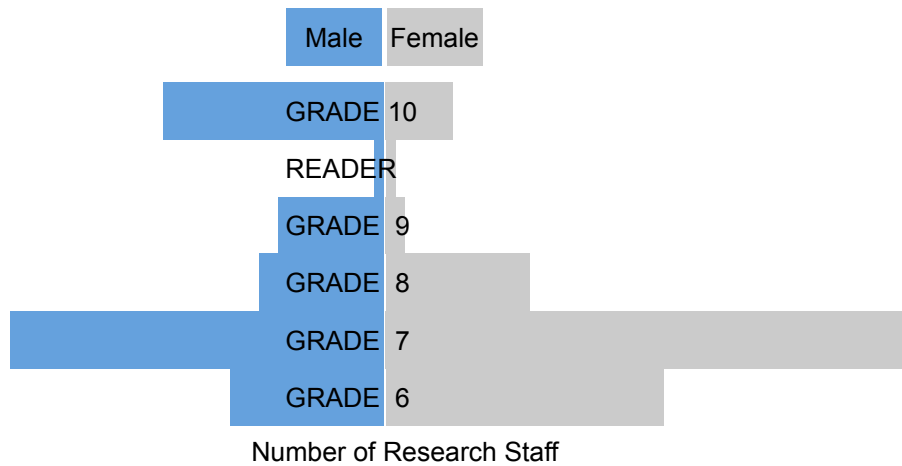
<b>Action 4.1</b>	The wording of all job advertisements will be reviewed to ensure the use of gender-neutral language.
<b>Action 4.2i</b>	University family friendly-policies will be highlighted in all job advertisements which will also include a link to our Institute Athena SWAN webpage
<b>Action 4.2ii</b>	The Institute's Athena SWAN webpages will be maintained as a source of information for potential applicants and current staff
<b>Action 4.9ii</b>	All interview committee members will complete equality and diversity training and selection and recruitment training, which includes unconscious bias, within the last 5 years
<b>Action 4.10</b>	All interview panels will be gender mixed, and appointing committees for senior positions will be gender balanced



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

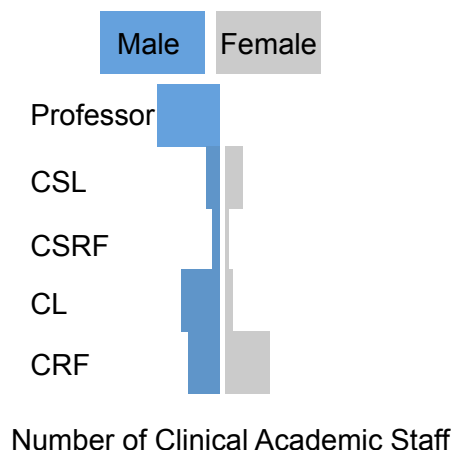
The key career transition point for Institute research staff is progression from Lecturer/Research Fellow to Senior Lecturer/Reader, Figure 4.3a. We see a staggering drop in females between these grades, from a 3 year average of 55% to 20% of individuals.

**Figure 4.3a: Diagrammatic representation of Institute research staff averaged across 2012-15**



For clinical staff, the critical transition appears to be from Clinical Research Fellow to Clinical Lecturer and from this position through to Clinical Senior Lecturer and beyond, although the small number of staff makes it difficult to draw firm conclusions, Figure 4.3b.

**Figure 4.3b Diagrammatic representation of Institute clinical academic staff averaged across 2012-15**

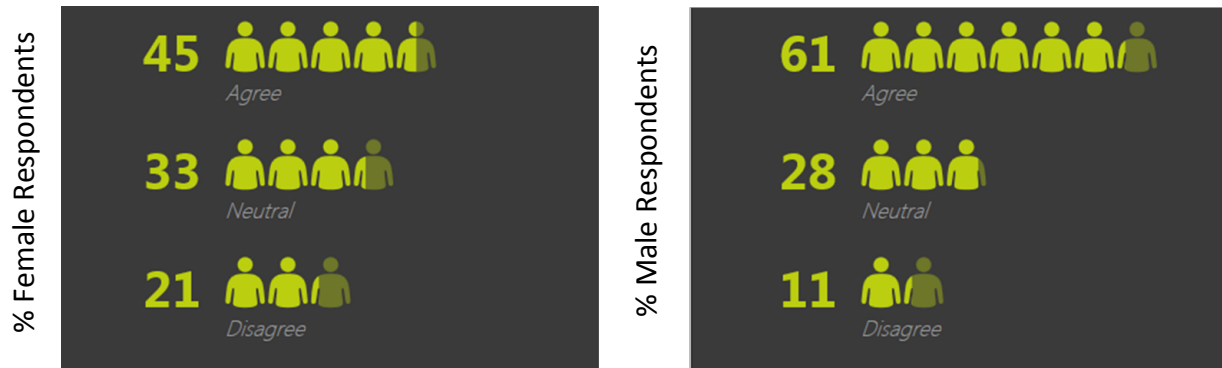


These data, taken together with the staff survey results and focus group feedback, clearly indicate that we have failed to create an environment and culture in which our female staff feel encouraged and developed in their career aspirations; this is completely unacceptable and we must change. When considering the most effective actions to address this, we concluded that whilst this failing is most clearly manifested by the small numbers of female staff progressing from Grades 8 to 9, a more robust career progression and mentoring approach for students and staff at all stages of the academic pathway is urgently needed to effectively tackle this issue in the long-term.

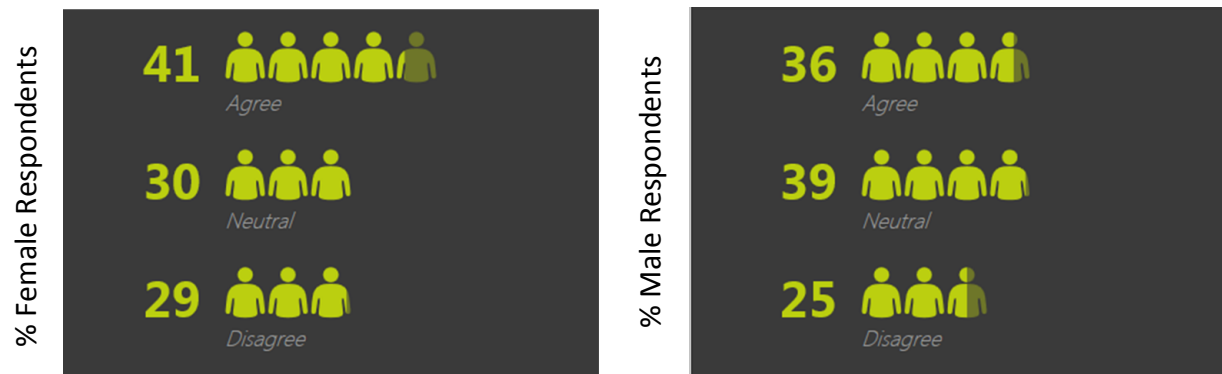
We will, therefore, employ a combination of approaches with initiatives specifically targeting our senior female academic staff, e.g. Promotion Pathway (**Action 4.4**), running alongside actions which, whilst likely to be of benefit to senior staff, are primarily targeted at staff in Grades 6 to 8, Clinical Lecturers, PhD students and Clinical Research Fellows.

**Mentoring:** Since 2010, the Institute has offered a mentoring scheme for all new academic staff (Grade 8/Senior Clinical Lecturer and above). Staff are paired with a more experienced researcher; a male or female mentor can be requested, and mentor and mentee meet at least twice a year. The staff survey highlighted some issues with mentoring: 21% (12/57) of females compared with 11% (6/57) of males disagreed with the statement that formal mentoring is actively encouraged (Figure 4.4). 29% of females (16/56) compared with 25% (14/56) of males felt that they had not benefitted from formal mentoring (Figure 4.5). In response to this feedback, we will form an Institute Mentoring Committee to oversee the promotion and reach of this scheme (**Action 4.11**). This Committee will be gender balanced and members will represent a range of academic and clinical academic grades. This Committee will be responsible for offering mentoring to any member of existing staff who either requests or is identified through P&DR as likely to benefit from it. Whilst the Institute scheme has the advantage of offering a mentor with discipline-specific knowledge, the Committee will also promote University-wide Mentorship schemes which aim to support researchers in managing their career development (**Action 4.12**).

**Figure 4.4: Formal mentoring is encouraged?**



**Figure 4.5: I have benefitted from the advice of formal mentors within the Institute?**



**Cross-Institute Clinical Links:** Within the SAT we have discussed how to implement measures to support and retain female clinical academics. We believe strongly that the issues and barriers to career progression are common to clinicians across disciplines. Indeed a recurring theme across the College is that female clinicians feel there are insufficient role models and access to senior female academics for advice. We have, therefore, forged links with other Institutes within the College to develop a number of initiatives to support and foster women in clinical academic medicine. This collaborative effort facilitates the pooling of resources (particularly female academic role models) which should enhance the exposure of female early career clinical academics to appropriate support and career advice (**Action 4.11iv**).

**Grant Funding:** The ability to obtain and maintain research funding is essential for successful progression from lecturer to senior lecturer and beyond. We have initiated a 'Get that Grant' mentorship scheme to provide support with the preparation of grant applications, from initial

discussion of overall strategy through to advice on writing the proposal and interview preparation (**Action 4.13**). A small team of mentors (2-3 members, selected on the basis of scientific expertise and experience in grant writing and reviewing) is assembled for each application by the Institute Deputy Director. Participation in this scheme will be mandatory for those staff members on the Promotion Pathway and open to all other staff upon request. Despite being a relatively new resource, this initiative has already paid dividends with 3 early career female academics within the Institute being mentored to successful Fellowship funding within the last three years, including Clare Harding, Case study 1:

**Case study 1: Clare Harding** was recognized as a successful and dynamic post-doctoral researcher within the Institute and was encouraged to apply for a Sir Henry Wellcome Post-doctoral Fellowship. Clare was mentored through the application process and interview preparation and successfully secured a fellowship in 2015. Following the award of this fellowship, Clare took a period of maternity leave and returned in early 2016. During her pregnancy and maternity leave, Clare received additional technical support which she acknowledges was a great help in ensuring her research continued apace.

In 2015, the University also invested in additional research support staff to reduce the administrative burden associated with grant applications and awards historically borne by academic staff. Each staff member is assigned a project co-ordinator who offers bespoke grant assistance. The Research Management Team is of particular value to ERCs who are less familiar with application processes.

Specific training programmes are provided at University level to prepare and help staff manage career transitions ([http://www.gla.ac.uk/services/humanresources/employeeand\\_organisational\\_development/leadershipprogrammes/#/](http://www.gla.ac.uk/services/humanresources/employeeand_organisational_development/leadershipprogrammes/#/)). Our action plan will target individuals for leadership training (**Action 4.12ii, iii**) and particularly encourage and support women at Grades 8 and 9 to engage in Aurora Leadership training, now supported by the University (**Action 4.12iii**).

**Relevant Actions** (see Action Plan for details)

<b>Action 4.4</b>	A Promotion Pathway will be mapped for staff at Grade 8/Clinical Senior Lecturer and above in consultation with the staff member's line manager and mentor
<b>Action 4.5</b>	Staff will discuss their promotion questions and training needs with the Institute's Deputy Director and College Head of HR during quarterly 'Employee Advice Sessions'. The Institute Director will meet annually with all senior clinical academic staff
<b>Action 4.11</b>	An Institute Mentorship Committee will be formed
<b>Action 4.12i</b>	University mentorship, leadership and grantsmanship schemes will be promoted to all staff
<b>Action 4.12iii</b>	Female staff will be supported and encouraged to undertake Aurora Leadership training.
<b>Action 4.13</b>	Staff will be encouraged to participate in the 'Get that Grant' mentorship scheme

Since submission of the original application, we have implemented a range of initiatives intended to increase opportunities for **professional development**, and **networking** for all staff, with an emphasis on staff from the earliest stages of the academic career pathway, from PhD students/Clinical Research Fellows through to Grades 6-8/Clinical Lecturers. Our objective is to strengthen the working practices and culture of the Institute as a whole, thereby addressing historical deficiencies that may have disproportionately affected our female staff.

Many of these actions, described below, are still 'bedding in' and whilst feedback has been positive, we are not yet in a position to determine which have been most effective at the different career stages. We will continue to consult staff on how best to support them at key transition points, monitor the development and impact of new initiatives and use the biennial staff survey to gather information on their value to staff (**Actions 4.14-4.15**).

**Professional Development:** Results from the staff survey were encouraging with respect to opportunities for professional development with 77% (44/57) female and 70% (40/57) of male staff agreeing to the statement 'I have access to opportunities for professional development'. As part of our ongoing strategy to increase opportunities for career development and support the career aspirations of our staff, we have initiated the actions described below:

Action	Career Stage	Frequency	Objective
4.7iii	Grades 6-8 Clinical Lecturers; PhD students Clinical Research Fellows	Biannual	<p><b><i>'Fellowship and Grant Surgeries'</i></b></p> <ul style="list-style-type: none"> <li>• Raise awareness of available funding schemes; general advice and guidance on preparing an application</li> <li>• Launched in 2015 with Dr Candy Hassall, Head of Researchers' Affairs at the Wellcome Trust, as the key note speaker</li> <li>• More than 100 students and post-docs attended; feedback was very positive</li> <li>• Future events will include female-specific Fellowship options such as the Royal Society Dorothy Hodgkin Fellowship scheme and the career re-entry Daphne Jackson scheme</li> </ul>
4.14	Grades 6-8 Clinical Lecturers	Annual	<p><b><i>'Pump-Priming Prize'</i></b></p> <ul style="list-style-type: none"> <li>• Annual competition for early career researchers</li> <li>• Up to £5,000 available to support an independent research project or a research visit to another Institute</li> <li>• In 2015/2016, 69% (9/13) applicants were female and 83% (5/6) awards were made to females</li> </ul>
4.14	Grades 6-8 Clinical Lecturers	Annual	<p><b><i>'CVR Postdoc Prize'</i></b></p> <ul style="list-style-type: none"> <li>• Up to £3000 awarded to successful applicants to support an independent project</li> <li>• Applicants gain experience in proposal development and defending an application before a funding panel, budget and project management</li> <li>• In 2015/2016, 50% (4/8) applications were submitted by females with a success rate of 50%</li> </ul>
4.14	Grades 6-8 Clinical Lecturers; PhD students Clinical Research Fellows	Annual	<p><b><i>'CVR Travel Award'</i></b></p> <ul style="list-style-type: none"> <li>• Travel award offered annually to one PhD student and one postdoc</li> <li>• Review committee formed by postdocs</li> <li>• In 2015/2016, both awardees were female</li> </ul>

**Networking:** The Institute offers a range of networking opportunities, including Institute-wide and research discipline-specific events. These include external seminars featuring invited speakers, internal seminar series featuring PhD students and postdocs, workshops, away days and social events. Whilst the majority of staff agree that networking opportunities exist, males were more likely to agree: 82% (46/56) compared to 66% (37/56) of female staff. We have therefore instigated the following initiatives to increase networking opportunities.

Action	Career Stage	Frequency	Objective
4.15	Grades 6-8 Clinical Lecturers;  PhD students Clinical Research Fellows	Annual	<p><b><i>'PhD and Post-doc Research Day'</i></b></p> <ul style="list-style-type: none"> <li>• Post-docs and PhD students present research</li> <li>• Networking with the aim of establishing student, or post-doc, driven collaborations</li> <li>• External Keynote speakers are successful scientists still at early stages of their careers e.g. Jessica Strid, a successful lecturer at Imperial College London who talked openly about her life/work balance as a mother of two small children</li> <li>• Career panel discussions including the external speaker, representatives from industry, and scientific entrepreneurs</li> <li>• Part funded by the institute and sponsorship acquired by the student and post-doc organisers</li> </ul>
4.14	Grades 6-8 Clinical Lecturers;  PhD students Clinical Research Fellows	Bi-monthly	<p><b><i>'Bench and Beyond'</i></b></p> <ul style="list-style-type: none"> <li>• Events cover academic careers/funding and also feature discussions on the options available to those wishing to leave academia</li> <li>• ≥60 attendees at each event; feedback consistently positive</li> <li>• Organised by PhD students and postdocs with running costs supported by the Institute</li> </ul>
Action	Career Stage	Frequency	Objective

4.15	Grades 6-8 Clinical Lecturers;  PhD students Clinical Research Fellows	4-5 events/yr	<p><b><i>West of Scotland Immunology Group (WSIG)</i></b></p> <ul style="list-style-type: none"> <li>• Joint venture between immunologists at the Universities of Glasgow, Strathclyde and West of Scotland</li> <li>• Funded by the British Society for Immunology and commercial sponsorship</li> <li>• Between 30-60 researchers attend from PhD students to professors</li> <li>• Opportunities for networking to encourage interactions between the universities at all levels</li> </ul>
4.15	Grades 6-8, Clinical Lecturers;  PhD students Clinical Research Fellows	Annual	<p><b><i>Networking Event</i></b></p> <ul style="list-style-type: none"> <li>• Aim to create a dedicated environment for female researchers to discuss their experience, the obstacles and challenges they've faced</li> <li>• Open to all staff and students including established and early career female researchers</li> </ul> <p>Provide insight, advice and guidance for early career staff and students</p>
4.15	Grades 6-8, Clinical Lecturers;  PhD students Clinical Research Fellows	Bimonthly	<p><b><i>Women in Research Network</i></b></p> <ul style="list-style-type: none"> <li>• The Institute contributes to the running costs of this University-wide initiative aimed at women working in research positions across STEM subjects and offering members the opportunity to hear prominent women discuss their challenges and pathways to success</li> </ul> <p>Early career and senior female staff and students will be encouraged to attend</p>



Action	Career Stage	Frequency	Objective
4.11iv	Clinical Research Fellows/Clinical Lecturers	Monthly	<p data-bbox="867 279 1365 310"><b><i>Clinicians in Research Network – CiRN</i></b></p> <ul data-bbox="878 352 1500 747" style="list-style-type: none"> <li data-bbox="878 352 1500 611">• This network has been set up by a current female Clinical Research Fellow in the Institute and is a cross-institute initiative to provide networking opportunities, information on career development and issues such as work-life balance</li> <li data-bbox="878 625 1500 747">• It is supported by the University New Initiatives Fund and has a launch event planned for 12<sup>th</sup> August 2016</li> </ul>

## Career development

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

(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

The University has a compulsory annual Performance and Development Review (P&DR) for all staff, including grant-funded postdoctoral researchers. This review involves the setting of annual objectives and covers all areas of academic work including research, teaching, pastoral support for students, leadership, contributions to university life and public engagement. Clinical Research Fellows are appraised as PGR students using the University Annual Postgraduate Review. Clinical Lecturers have an NHS-led annual review of competency progress (ARCP) with input from an academic supervisor including setting academic objectives and discussing future academic plans. Senior clinical staff have a joint appraisal carried out by NHS and academic peers which links to GMC revalidation and includes an academic performance review and setting of academic objectives.

The criteria for P&DR mirror promotion criteria and the review is carried out by line managers. Achievements are assessed in terms of quality and quantity and take account of personal circumstances. The Institute Director/Deputy Director review all P&DR forms and the entire process is monitored by an independent University committee. In 2014/2015, 99% of Institute staff completed P&DR.

The P&DR process is used to discuss career advancement and addresses development needs that could be met by the University or elsewhere. The Institute fully endorses the University's recommendation that postdoctoral staff undertake at least three days of career development training annually. There is also a mandatory P&DR section to discuss promotion. However, despite high completion rates, only 20% of female and 33% of male research Institute staff agreed that the P&DR process is useful in helping them progress their career.

Our Action Plan will focus on improving the experience and usefulness of P&DR by running an in-house '*Making P&DR work for you*' workshop. This will explain the P&DR process and how it can promote and support staff development, with discipline-specific advice provided by the Institute's Deputy Director (**Action 4.8i**). We will also promote uptake of the University P&DR training courses for staff and line managers. Reviewers will be reminded of the key areas to discuss at P&DR including career

development, professional training, promotion, and mentoring needs, and the need for these to be gender-sensitive (**Action 4.8ii**). We will raise awareness amongst line managers of the opportunities available within the Institute (e.g. the *'Pump-Priming'* awards (**Action 4.14**), resources to support conference attendance (**Action 4.2iii**), and the maternity–returners fund to support research) to facilitate discussion of these opportunities during P&DR and encourage female staff to apply (**Action 4.8**). We will also map a Promotion Pathway for all staff at Grade 8/Clinical Senior Lecturer and above to provide targeted support with the planning and preparation of a promotion application (**Action 4.4**). We will also develop and deliver an annual *'Demystifying Promotion'* workshop for all staff; the material from this workshop will be available online throughout the year (**Action 4.3**).

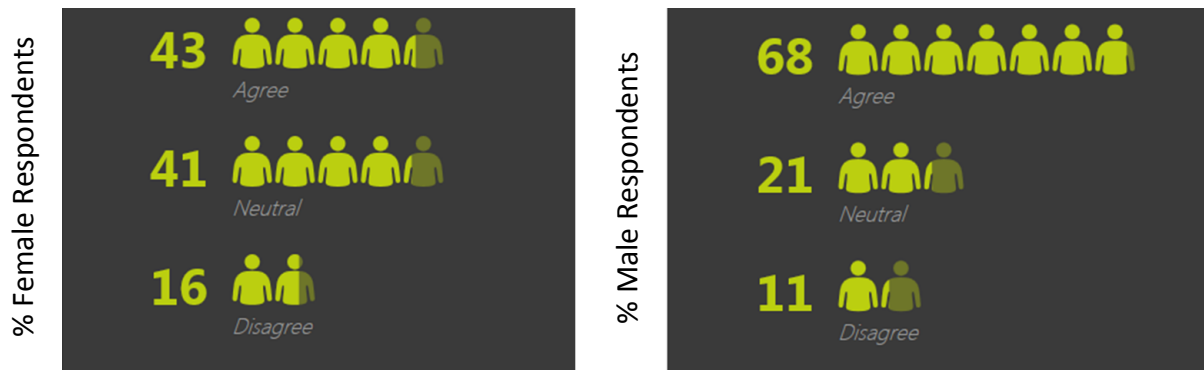
#### Relevant Actions (see Action Plan for details)

<b>Action 4.2iii</b>	Details of career development opportunities and conference travel funds will be displayed on the Institute's Athena SWAN webpages with links to the University's researcher development resources and a summary flyer will be produced for circulation
<b>Action 4.3</b>	An annual <i>'Demystifying Promotion'</i> workshop will improve staff understanding of the promotions process
<b>Action 4.4</b>	A Promotion Pathway will be mapped for staff at Grade 8/Clinical Senior Lecturer and above in consultation with the staff member's line manager and mentor
<b>Action 4.5</b>	Staff will discuss their promotion questions and training needs with the Institute's Deputy Director and College Head of HR during quarterly <i>'Employee Advice Sessions'</i> . The Institute Director will meet annually with all senior clinical academic staff
<b>Action 4.7</b>	Female ECR will be encouraged to apply for competitive grants, including women-specific Fellowship options e.g. the Royal Society Dorothy Hodgkin Fellowship and the L'Oreal Women in Science competition, which will be promoted during <i>'Fellowship and Grant Surgeries'</i>
<b>Action 4.8i</b>	An annual <i>'Making P&amp;DR work for you'</i> workshop will improve the experience and usefulness of P&DR
<b>Action 4.8ii</b>	Line managers/Reviewers will receive a bullet point list highlighting key areas to discuss at P&DR including gender-sensitive career development and professional training, promotion, mentoring needs and equality and diversity training
<b>Action 4.11ii</b>	Promotion Pathway discussions will be embedded into Institute mentoring scheme
<b>Action 4.14</b>	Promote opportunities for professional development

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

The University's induction process (<http://www.gla.ac.uk/services/humanresources/staff/new/induction>) includes a corporate induction, campus tour and an event for all new staff and their partners/family. Additionally, the Institute also provides all new staff with a 'pen drive' containing full details of the Institute management structure and policies, as well as other essential health and safety details. Following further analyses of the staff survey, Figure 4.6, and reflection since the initial submission, we have started to include the University's family-friendly policies, our Athena SWAN application and details of Institute-specific initiatives (**Action 4.16i**). Monthly informal coffee mornings are used to welcome new staff and Inaugural Lectures are given by new staff at Grade 8 and above (**Action 4.16ii**). We will also instigate a bespoke list of '10 people to meet in a month' to enable new staff to establish a network of useful contacts (**Action 4.16iii**).

**Figure 4.6: The Institute's induction process met my needs?**



**Relevant Actions** (see Action Plan for details)

<b>Action 4.16i</b>	Induction pen-drive will be updated and distributed to all new staff
<b>Action 4.16ii</b>	Inaugural Lecture series will be promoted to showcase the research interests of newly appointed senior clinical and academic staff
<b>Action 4.16iii</b>	'10 people to meet in a month' list will be developed for all new staff to ensure they meet the most relevant administration and scientific staff for their area

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

We recognise that the issues that manifest themselves in the sharp decline in female staff from Grade 8 to 9 and across the senior clinical academic trajectory likely take root much earlier. Consequently, many of the career development initiatives are targeted at PhD students and Clinical Research Fellows, (pgs 51-58). Our research students also attend Graduate School courses and training events which address the requirements set out in the Researcher Development Framework ([http://www.gla.ac.uk/media/media\\_359156\\_en.pdf](http://www.gla.ac.uk/media/media_359156_en.pdf)).

The Institute’s Post Graduate Convenors are both female and one is also a SAT member. They are the key contacts for all PGT and PGR students, facilitating access to support services, promoting awareness of relevant policies, such as the student maternity and paternity leave policy (<http://www.gla.ac.uk/colleges/mvls/graduateschool/currentstudents/phdstudentmaternitypaternityparentalandadoptionpayandleavepolicy/>) and providing advice on all aspects of pastoral care. The Post Graduate Convenors will accommodate any requests from students for female assessors and ensure that students are treated fairly. In the 2015 PG Research Experience Survey, 91% of Institute students were satisfied with their research degree experience. The role of PG convenor, supervisor and assessor are formally recognised via the P&DR process and will be accounted for in the workload model.

Pastoral support is provided to all students via regular meetings with their assessors. Assessors also advise more generally on research direction and career prospects. Formal annual review meetings with assessors provide an ideal opportunity to discuss career development and we will provide guidance to assessors to ensure this discussion takes place, particularly during the review meetings at the end of years 2 and 3 (**Action 4.17**).

Previously we have been poor at gathering data on the destination of postgraduate students. This represents a serious gap in our understanding of the diversity of job opportunities taken up by our students. We have initiated a range of social media based strategies to keep in touch with former students and monitor their progress and destinations (**Action 4.18**).

<b>Action 4.17</b>	Career development discussions will be encouraged during annual review meeting
<b>Action 4.18</b>	Data gathering of student destinations will be improved

To specifically address the Institute's low number of clinical female staff, we will:

<b>Action 4.19i</b>	Create a resource describing the career trajectory of inspirational female clinical academics trained in Glasgow
<b>Action 4.19ii</b>	Maintain contact with BMedSci Intercalated BSc medical students that we teach
<b>Action 4.19iii</b>	Encourage and support undergraduate medical students to apply for Summer Research Studentships to gain research experience in the Institute
<b>Action 4.19iv</b>	Run an Annual Translational Medicine event at which career prospects will be discussed. We will ensure that at least one female Clinical Research Fellow presents at these events

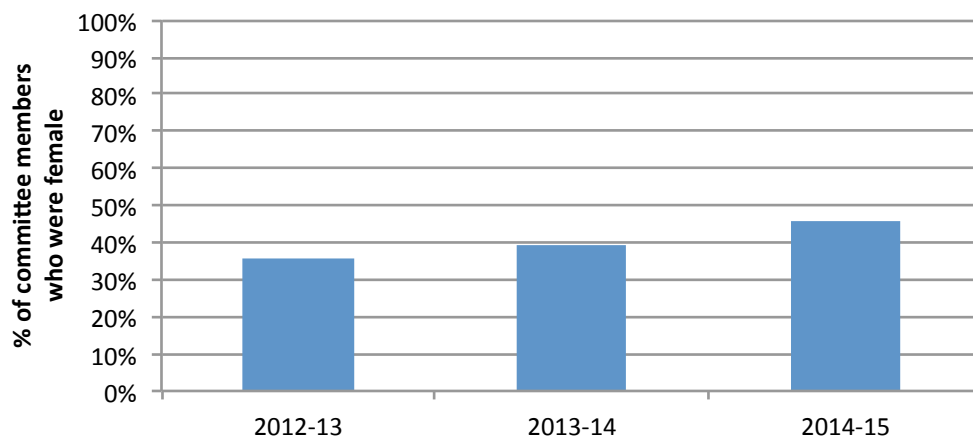
## Organisation and culture

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

(i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

Details of committee composition are available to all staff on our website. Committee membership is largely informed by the roles of staff members, consequently there is a preponderance of senior academic male staff on most committees (Figure 4.7 and Table 4.3); this is unacceptable. We are reviewing all committee membership and terms of office to ensure gender representation is proportionate to that of the Institute and that the interests of female staff are represented (**Action 4.20**).

**Figure 4.7: Percentages of Institute committee members who were female 2012-2015**



**Table 4.3: Numbers and grades of committee members in 2014-15**

	Male					Female				
	No.	Position	Tech	R*	Clinical	No.	Position	Tech	R*	Clinical
<b>Operations Group</b>	2	<b>Grade 6</b>	0	0	0	3	<b>Grade 6</b>	0	0	0
		<b>Grade 7</b>	0	0	0		<b>Grade 7</b>	1	1	0
		<b>Grade 8</b>	0	0	0		<b>Grade 8</b>	0	1	0
		<b>Grade 9</b>	0	0	0		<b>Grade 9</b>	0	0	0
		<b>Grade 10</b>	0	2	0		<b>Grade 10</b>	0	0	0
<b>Institute Management Group</b>	12	<b>Grade 6</b>	0	0	0	7	<b>Grade 6</b>	0	0	0
		<b>Grade 7</b>	0	1	0		<b>Grade 7</b>	1	0	0
		<b>Grade 8</b>	0	1	0		<b>Grade 8</b>	0	1	0
		<b>Grade 9</b>	0	0	0		<b>Grade 9</b>	0	3	0
		<b>Grade 10</b>	0	8	2		<b>Grade 10</b>	0	2	0
<b>Strategy Group</b>	11	<b>Grade 6</b>	0	0	0	3	<b>Grade 6</b>	0	0	0
		<b>Grade 7</b>	0	0	0		<b>Grade 7</b>	0	1	0
		<b>Grade 8</b>	0	0	0		<b>Grade 8</b>	0	1	0
		<b>Grade 9</b>	0	0	1		<b>Grade 9</b>	0	1	0
		<b>Grade 10</b>	0	7	3		<b>Grade 10</b>	0	2	0
<b>Health and Safety Committee</b>	3	<b>Grade 6</b>	0	0	0	5	<b>Grade 6</b>	0	0	0
		<b>Grade 7</b>	0	0	0		<b>Grade 7</b>	3	0	0
		<b>Grade 8</b>	0	0	0		<b>Grade 8</b>	0	1	0
		<b>Grade 9</b>	0	0	0		<b>Grade 9</b>	0	1	0
		<b>Grade 10</b>	0	2	1		<b>Grade 10</b>	0	0	0



<b>Postgraduate Committee</b>	2	<b>Grade 6</b>	0	0	0	1	<b>Grade 6</b>	0	0	0
		<b>Grade 7</b>	0	0	0		<b>Grade 7</b>	0	0	0
		<b>Grade 8</b>	0	0	0		<b>Grade 8</b>	0	0	0
		<b>Grade 9</b>	0	1	0		<b>Grade 9</b>	0	0	0
		<b>Grade 10</b>	0	1	0		<b>Grade 10</b>	0	1	0
<b>Communications Working Group</b>	7	<b>PhD student</b>	0	0	0	8	<b>PhD student</b>	0	1	0
		<b>Grade 6</b>	0	1	0		<b>Grade 6</b>	0	1	0
		<b>Grade 7</b>	0	2	0		<b>Grade 7</b>	0	4	0
		<b>Grade 8</b>	0	1	1		<b>Grade 8</b>	0	1	0
		<b>Grade 9</b>	0	1	0		<b>Grade 9</b>	0	1	0
		<b>Grade 10</b>	0	1	0		<b>Grade 10</b>	0	0	0

\*: Research

**Relevant Actions** (*see Action Plan for details*)

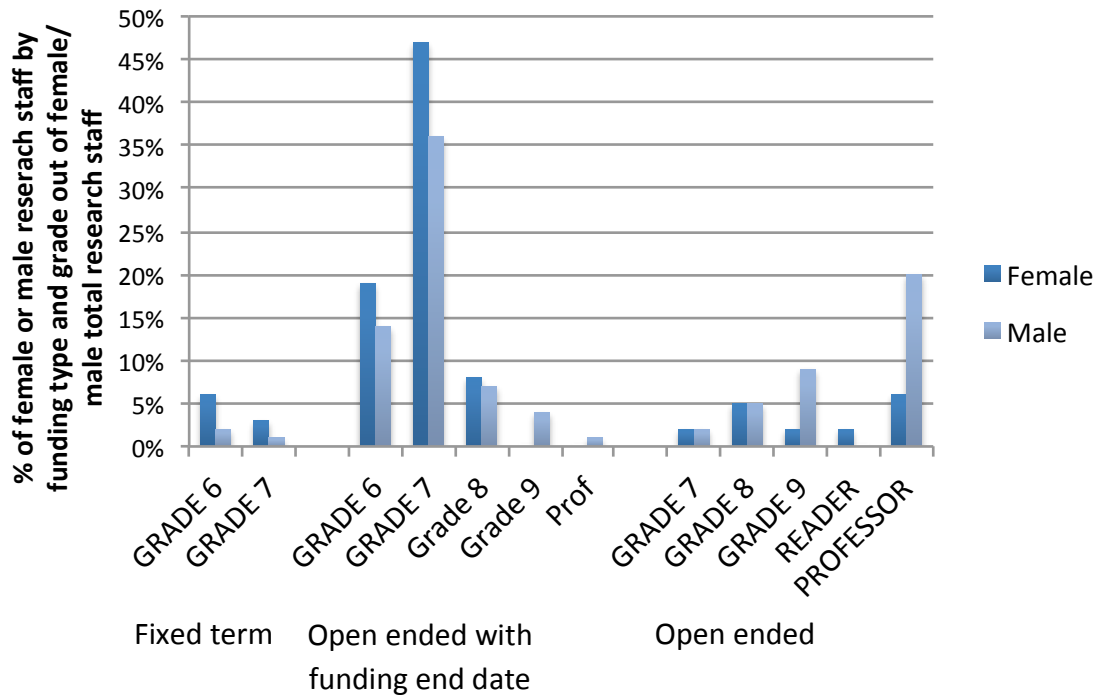
<b>Action 4.20i</b>	A term of office and timeline for rotation will be set for all committee members, this information and details of committee membership will be available on the Institute website
<b>Action 4.20ii</b>	Vacant committee positions will be advertised via an open call to all staff
<b>Action 4.20iii</b>	The practice of 'shadowing' will be introduced to allow early career researchers to gain experience of committee function
<b>Action 4.20iv</b>	Female early career researchers will be personally encouraged to apply for committee membership
<b>Action 4.20v</b>	Female staff members will be encouraged to sit on broader Committees within and beyond the University

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

For research staff employed with a funding end-date, it is University policy to offer an open-ended contract. Fixed-term contracts are typically used only for short term projects (< 1 year duration). Grant-funded staff have the same employment rights, benefits and development opportunities as permanent staff.

In Figure 4.8 and Table 4.4a we show the percentages of research staff who are female by grade and funding type for 2014-15 (previous years show a similar pattern). A higher percentage of female, than male, staff are on contracts with funding end dates. This is largely because we have a preponderance of female staff members at Grades 6/7, the majority of whom are supported by external funding.

**Figure 4.8: The percentages of female and male research staff at the indicated grade and funding type**



**Table 4.4a: The numbers and percentages of research staff who were female (F) and male (M) by grade and funding type in 2014-2015**

Grade	Fixed Term				Open Ended with Funding End Date				Open Ended			
	Number		%		Number		%		Number		%	
	M	F	M	F	M	F	M	F	M	F	M	F
<b>Grade 6</b>	2 (112)	7 (119)	2	6	16 (112)	23 (119)	14	19	-	-	-	-
<b>Grade 7</b>	1 (112)	4 (119)	1	3	40 (112)	56 (119)	36	47	2 (112)	2 (119)	2	2
<b>Grade 8</b>	-	-	-	-	8 (112)	10 (119)	7	8	6 (112)	6 (119)	5	5
<b>Grade 9</b>	-	-	-	-	4 (112)	0 (119)	4	0	10 (112)	2 (119)	9	2
<b>Reader</b>	-	-	-	-	-	-	-	-	0 (112)	2 (119)	0	2
<b>Grade 10</b>	-	-	-	-	1 (112)	0 (119)	0	1	22 (112)	7 (119)	6	20

In this and Table 4.4b, the percentages are calculated using total staff of the indicated gender (shown in brackets), as the dominator.

Points discussed throughout this application, which aim to increase the promotion of female staff at Grade 8 and beyond, encourage females to apply for senior positions, and enhance career development for staff at all levels, will address this issue, listed below.

Fixed-term contracts are used for Clinical Research Fellows and Clinical Lecturers who are completing a fixed period of research training alongside clinical training. The contract ends when they return to full-time clinical training or complete their training. The numbers of female staff with fixed term, open ended with funding end date, or open-ended contacts therefore reflects the composition of each grade, Table 4.4b.

**Table 4.4b: The numbers and percentages of clinical academic staff who were female (F) and male (M) by grade and funding type in 2014-2015**

	Fixed Term				Open Ended with Funding End Date				Open Ended			
	Number		%		Number		%		Number		%	
Grade	M	F	M	F	M	F	M	F	M	F	M	F
CRF	3 (14)	3 (7)	21	43	0 (14)	1 (7)	0	14	-	-	-	-
CL	2 (14)	1 (7)	14	14	1 (14)	0 (14)	7	0	-	-	-	-
CSRF	1 (14)	0 (7)	7	0	-	-	-	-	-	-	-	-
CSL	-	-	-	-	-	-	-	-	1 (14)	2 (7)	7	29
Professor	-	-	-	-	-	-	-	-	6 (14)	0 (7)	43	0

**Relevant Actions** (see Action Plan for details)

<b>Action 4.2iii</b>	Details of career development opportunities and conference travel funds, and maternity–returners fund will be displayed on the Institute’s Athena SWAN webpages with links to the University’s researcher development resources and produce a summary flyer for circulation
<b>Action 4.3</b>	An annual ‘ <i>Demystifying Promotion</i> ’ workshop will improve staff understanding of the promotions process
<b>Action 4.4</b>	A Promotion Pathway will be mapped for staff at Grade 8/Clinical Senior Lecturer and above in consultation with the staff member’s line manager and mentor
<b>Action 4.5</b>	Staff will discuss their promotion questions and training needs with the Institute’s Deputy Director and College Head of HR during quarterly ‘ <i>Employee Advice Sessions</i> ’. The Institute Director will meet annually with all senior clinical academic staff
<b>Action 4.6</b>	Flow chart illustrating the process for promotion for grant-funded staff will be created and disseminated via Institute’s Athena SWAN webpage
<b>Action 4.7</b>	Female ECR will be encouraged to apply for competitive grants, including women-specific Fellowship options e.g. the Royal Society Dorothy Hodgkin Fellowship and the L’Oreal Women in Science competition, which will be promoted during ‘ <i>Fellowship and Grant Surgeries</i> ’
<b>Action 4.8i</b>	An annual ‘ <i>Making P&amp;DR work for you</i> ’ workshop will improve the experience and usefulness of P&DR
<b>Action 4.8ii</b>	Line managers/Reviewers will receive a bullet point list highlighting key areas to discuss at P&DR including gender-sensitive career development and professional training, promotion, mentoring needs and equality and diversity training
<b>Action 4.11ii</b>	Promotion Pathway discussions will be embedded into Institute mentoring scheme
<b>Action 4.20iii</b>	The practice of ‘shadowing’ will be introduced to allow early career researchers to gain experience of committee function
<b>Action 4.20iv</b>	Female early career researchers will be personally encouraged to apply for committee membership

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

(i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

The current composition of our decision-making committees is unacceptable; the preponderance of male staff (Figure 4.7 and Table 4.3) perpetuates a male dominated culture which, albeit unintentional, may lead to decisions that bias Institute policy towards males and/or discount policies that could benefit females. Only 29% of our female staff, compared with 57% of male respondents, agreed that there is fair gender representation on Institute committees.

To increase female representation on our decision-making committees, the Institute Management Committee has adopted the SAT’s recommendation that the positions of Head and Deputy of the Institute’s Research Areas are rotated every 5 years; female staff will be encouraged to apply for these roles (**Action 4.20**). Female ECR academics have been invited to join the Institute Management Group and the Strategy group now includes the Postgraduate Convener and Learning and Teaching Convener, both of whom are female professors and members of the SAT.

**Relevant Actions** (see Action Plan for details)

<b>Action 4.20i</b>	A term of office and timeline for rotation will be set for all committee members, this information and details of committee membership will be available on the Institute website
<b>Action 4.20ii</b>	Vacant committee positions will be advertised via an open call to all staff
<b>Action 4.20iii</b>	The practice of 'shadowing' will be introduced to allow early career researchers to gain experience of committee function
<b>Action 4.20iv</b>	Female early career researchers will be personally encouraged to apply for committee membership
<b>Action 4.20v</b>	Female staff members will be encouraged to sit on broader Committees within and beyond the University



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

The staff survey highlighted that issues of transparency in workload allocation were a major concern for staff (only 15% and 25% of females and males respectively agreed that workload allocation within the Institute is transparent). However, current data suggest female staff are not overburdened with administration (a lower percentage of Grade 8 and above females (45%) are on committees compared to equivalent males (56%)) or teaching duties (females have an average of 147 hours teaching/year, males an average of 230 hours/year).

Many of these concerns will be addressed by the new University on-line workload-modelling system, in place by late 2016. This system is designed to assist with the process of workload management by providing transparent workload information. The system specification includes teaching, clinical, administration (to include pastoral, outreach and Athena SWAN activities) and research responsibilities. Workload allocation data will be reviewed during P&DR. As part of our Action Plan, we will make staff aware of this system, provide training in its use, and analyse data from the workload model reports to identify any gender disparity (**Action 4.21**). This data will inform decisions regarding the distribution of responsibilities, particularly those with a heavy workload or of particular value to career development.

**Relevant Actions** (see *Action Plan for details*)

<b>Action 4.21</b>	Raise staff awareness of the workload model and provide training in its use
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**(iii) Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

In the staff survey, 56% and 66% of females and males respectively agreed that Institute meetings were scheduled to allow those with caring responsibilities to attend. Since our 2014 application, we have implemented a 'core hours' policy (10am to 4pm, Monday to Friday) for Institute meetings and social gatherings. In March 2016, an E-mail from the Institute Director to all staff reiterated the Institute's commitment to this policy. Details of this policy are included on our Athena SWAN webpages and in induction materials for new staff. Further monitoring is required to ensure compliance (**Action 4.22**).

Institute-wide meetings and social events are held on rotating days of the week and dates released at least six weeks in advance allowing staff to make personal arrangements if needed. The minutes of all Institute meetings are posted on our website. We continue to be responsive to individual circumstances, for example the day and timing of Institute management and operational meetings have been changed to accommodate the attendance of a staff member with childcare responsibilities. We regularly use online scheduling tools (e.g. Doodle) to identify the most suitable day/time for ad hoc meetings.

The Institute's Communications Working Group was formed in 2011. The group organises regular events giving all staff an opportunity to interact in a social setting. Events take place during core hours and many are designed to raise money for charity, such as a Christmas jumper competition and charity raffle day. Families and partners of staff join us for an annual summer BBQ. Our monthly Communications Coffee Club events have proved popular with all staff invited to down tools for half an hour and enjoy meeting colleagues.

Figure 4.9: A selection of Institute social events



**Relevant Actions** (see Action Plan for details)

<b>Action 4.22</b>	Staff will be regularly reminded of the core hours policy, and the day/timing of Institute-wide activities will be rotated to ensure part-time staff can attend
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(iv) **Culture** – demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

Our staff survey indicated that whilst the majority of staff feel that the atmosphere in the Institute is inclusive for both genders (73% of females and 88% of males), women were less likely to agree with this statement and this is a concern. As this falls within one of our Athena SWAN Priorities, relevant Action Points are discussed throughout the application and are listed in the below.

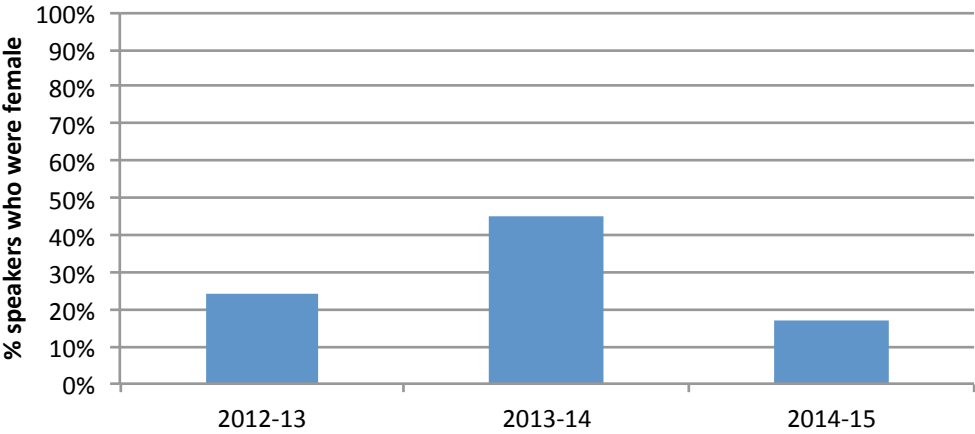
We are hopeful that many of the actions detailed will, once implemented, serve to foster and enhance an inclusive atmosphere in the Institute. We will continue to monitor the development and impact of new initiatives via the biennial staff survey (**Action 2.1**).

Discussions within focus groups have indicated that some staff struggle to maintain an appropriate work/life balance and many PhD students and junior postdocs feel that academics must decide between a successful career and a family life. To counter this, a ‘*Bench and Bairns*’ forum will be initiated in which both male and female staff with caring responsibilities will discuss their challenges and solutions to maintain a work/life balance with PhD students and post-docs (**Action 3.6**).

Whilst we aim to have an equivalent number of male and female speakers at Institute seminars, we have not succeeded during the reporting period, Figure 4.10 and Table 4.5. Having made some progress in 2013/2014, we did not continue to promote and embed gender balance in our 2014/15 seminar series. To address this, we invited two female ECRs to assume responsibility for the external seminar series. This has had an immediate impact with the percentage of female 2015-16 speakers at 40%. We will increase this to 50% by asking staff to consider female suggestions when recommending seminar speakers and including links to webpages listing discipline-specific female scientist (e.g. “Women in Immunology” compiled by the European Federation of Immunological Societies, and ‘Women Virologists’ ([bit.ly/1wEXA72](http://bit.ly/1wEXA72)) ) (**Action 4.23**).

We have asked both male and female speakers to talk informally at lunches with PhD students and post-docs about their career path and work/life balance. Prof Gillian Griffiths, Director of the Cambridge Institute for Medical Research, recently participated and attendee feedback was positive: *“Prof Griffiths highlighted the challenges she faced, especially as a female scientist with a young family. It was very encouraging to see how successful she has been, and plenty of helpful advice was given to us.”*

**Figure 4.10: The percentages of female speakers at Institute seminars, 2012-15**



**Table 4.5: The numbers and percentages of female (F) and male (M) speakers at Institute seminars, 2012-15**

2012-2013			2013-2014			2014-2015		
Number		%	Number		%	Number		%
M	F	F	M	F	F	M	F	F
25	8	24	18	15	46	38	8	17

**Relevant Actions**(see Action Plan for details)

<b>Action 2.1</b>	Run an Institute-wide Athena SWAN staff survey every two years
<b>Action 3.6</b>	A 'Bench and Bairns' forum will be established to promote discussion of work/life balance
<b>Action 4.22</b>	Staff will be regularly reminded of the core hours policy, and the day/timing of Institute-wide activities will be rotated to ensure part-time staff can attend
<b>Action 4.23</b>	Our External Seminar series will be gender-balanced

(v) **Outreach activities** with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

The Institute Communications Working Group oversees the Institute's outreach activities and is currently chaired by a senior female academic. The MRC-University of Glasgow Centre for Virus Research has also appointed a senior male academic as their Public Engagement Champion.

The Institute is extensively involved in outreach activities with a wide portfolio of initiatives ranging from social media through to school visits, discussion of research with lay groups, patient groups and the media, involvement in the annual Glasgow Science Festival and interaction with the local Science Centre. A key aim of our outreach activities is to promote research careers in biological sciences to school children and members of the Institute have been instrumental in establishing 'ScienceGRRL' within Glasgow, their activities include extensive school outreach ([sciencegrrl.co.uk/about/chapters-local-connections/glasgow-chapter/](http://sciencegrrl.co.uk/about/chapters-local-connections/glasgow-chapter/)).

Evaluation of our outreach activities is integral to ensuring they successfully contribute to our communication and engagement objectives. This learning is shared within the Communications Working Group who regularly publicise examples of best practice across the Institute.

Our ability to successfully deliver outreach activities is wholly dependent on the involvement of committed and highly enthusiastic Institute staff and students, Figures 4.11 and 4.12. Opportunities to get involved in outreach activities are regularly communicated by email to all staff and students and training is provided to those without previous experience. Involvement in outreach activities is recognised in the P&DR assessment as a key component of career development and will be included in the workload model; however, only 41% of staff agreed that involvement in outreach activities is given consideration in their overall workload. We will therefore encourage staff to record their involvement in outreach activities in the workload model and during P&DR assessment to ensure these efforts are appropriately recognised (**Action 4.24**).



Figure 4.11: Participants in Institute outreach events from 2012 to 2015

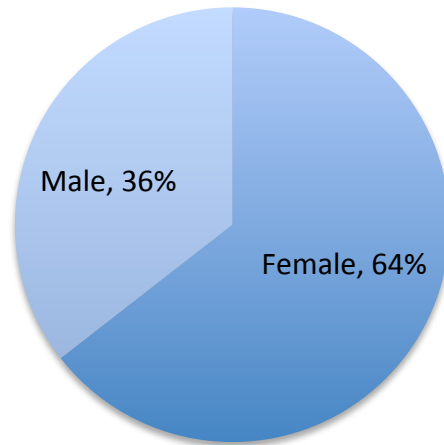


Figure 4.12: Institute staff participating in outreach activities

**Relevant Actions** (see Action Plan for details)

<b>Action 4.24</b>	Staff will be encouraged to record outreach activity in the workload model and include such activity in their P&DR assessment
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### **Flexibility and managing career breaks**

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

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

In the staff survey, 77% of female staff agreed that they knew where to access policies on maternity leave, with 54% indicating they had a clear understanding of these policies. We had 4 maternity leaves in 2012/13, 6 in 2013/14 and 9 in 2014/2015 across all grades, including clinical staff. Of these, 18 staff have returned to work and one staff member will return in the summer of 2016 and so we currently have a 100% maternity return rate.

To maintain this, we will continue to ensure that female staff can readily access the University's policies on maternity leave and links to these have been included on our Athena SWAN webpages (**Action 4.2ii**). To improve understanding of these policies, we will develop an information pack containing details of maternity leave statutory rights, including information on 'Keeping in Touch' days, Shared Parental Leave In Touch days, and the support available upon return, including local initiatives and the new College Academic Returner's Scheme (funding to support research). Additionally, with the support of the College's HR team, we will offer pregnant staff a 1:1 maternity leave planning session to ensure they have a clear understanding of relevant University's policies (**Action 4.25i-ii**). Prior to commencing maternity leave, the staff member will be partnered with a 'Maternity Buddy' - a female member of staff who has recently returned from maternity leave and is therefore well placed to provide advice prior to, during and after maternity leave (**Action 4.25iii**).



**Relevant Actions** (see *Action Plan for details*)

<b>Action 4.2ii</b>	Institute Athena SWAN webpages list links to all University policies concerning maternity leave and include information on local support available upon return, as well as the new College Academic Returner's Scheme
<b>Action 4.2vi</b>	The ' <i>Bench and Bairns</i> ' forum will include an annual presentation from an HR officer covering the University's maternity/paternity/adoption/parental leave and flexible working policies
<b>Action 4.25i</b>	A Maternity Leave information pack will be developed containing all relevant information for staff prior to, during and following return from maternity leave
<b>Action 4.25ii</b>	Prior to commencing maternity leave, staff will be offered a 1:1 meeting with HR
<b>Action 4.25iii</b>	Prior to commencing maternity leave, staff will be paired with a 'Maternity Buddy'

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

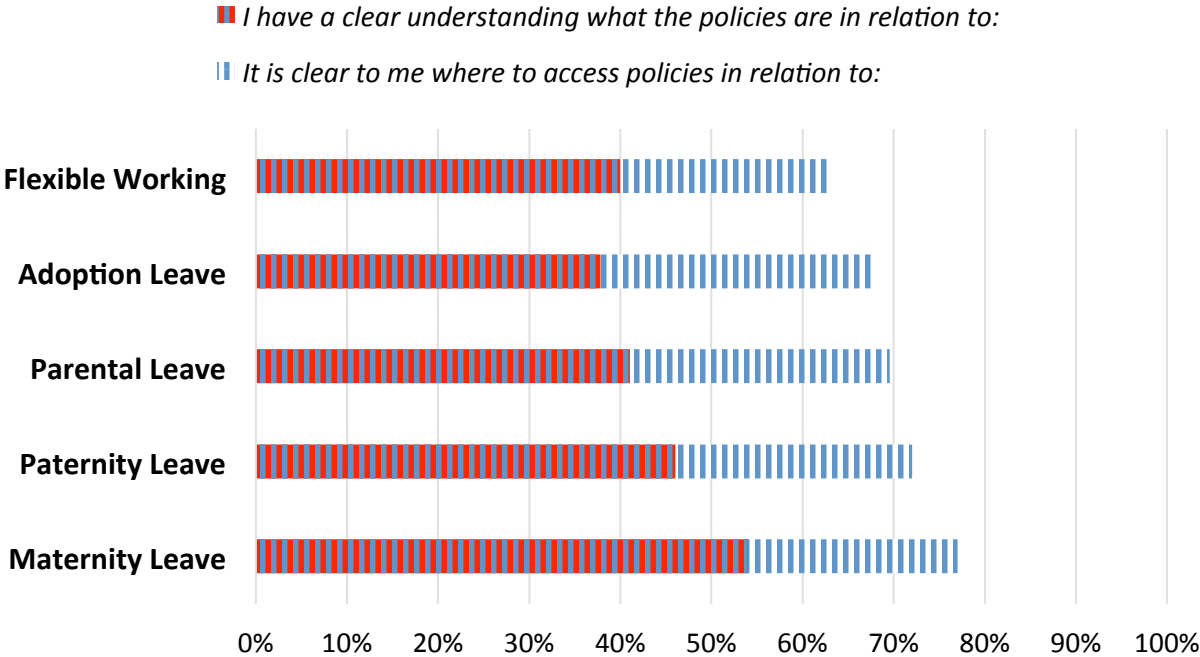
Between 2012-15, the Institute had 11 formal requests for paternity leave; these are broken down by grade in Table 4.6. The University offers the national requirement of paternity leave of one week full pay and one week statutory paternity pay. We anticipate that the recent legislative changes in relation to shared parental leave will lead to an increase in paternity leave requests and so efforts will focus on increasing staff awareness and understanding of these policies (**Action 4.26**)

**Table 4.6: Formal paternity requests received from 2012-2015**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Clinical Lecturer</b>
<b>2012-2013</b>			2	1
<b>2013-2014</b>		3		2
<b>2014-2015</b>	1	2		
<b>TOTAL</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>3</b>

Over the reporting period no formal requests were received for adoption leave or parental leave. Staff with parenting responsibilities are encouraged to discuss this and informally arrange their working patterns to meet these commitments.

**Figure 4.13: Awareness and understanding of family-friendly policies reported in the 2015 staff survey**



Results from the staff survey (Figure 4.13) indicate that whilst the majority of staff know where to access family-friendly policies, their understanding of these policies is lacking. Through our action plan we will develop and trial methods to achieve increased understanding including updating new staff induction packs, ensuring visibility of these policies on or Athena SWAN website together with contact details for HR staff (**Action 4.2ii**). One meeting each year of the ‘*Bench and Bairns*’ work/life balance forum will feature a presentation on the University’s family-friendly policies (**Action 4.2vi**). Any staff member planning paternity or adoption leave will also be offered a 1:1 meeting with HR staff to ensure they understand the relevant policies and to address any queries (**Action 4.26**).

**Relevant Actions** (see Action Plan for details)

<b>Action 4.2ii</b>	Raise awareness amongst staff of relevant policies with links on the Athena SWAN webpages and information in the induction pen-drive
<b>Action 4.2vi</b>	The ‘ <i>Bench and Bairns</i> ’ forum will include an annual presentation from an HR officer covering the University’s maternity/paternity/adoption/parental leave and flexible working policies
<b>Action 4.26</b>	Prior to commencing paternity or adoption leave, staff will be offered a 1:1 meeting with HR

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

Staff are entitled to apply for flexible working under the University-wide Flexible Working Policy. Individuals apply via their line managers who are encouraged to be sensitive to the individual's needs, particularly where based around caring responsibilities. During 2012-2015 there have been 5 formal requests for flexible working for changes in FTE (3 at Grade 7, 1 at Grade 9 and 1 Clinical Lecturer); all have been supported. Informal flexible working such as working from home or working hours to suit an individual's needs is common practice in the Institute and arranged through line managers.

**Relevant Actions**(see *Action Plan for details*)

<b>Action 4.2ii</b>	Raise awareness amongst staff of relevant policies with links on the Athena SWAN webpages and information in the induction pen-drive
<b>Action 4.2vi</b>	The ' <i>Bench and Bairns</i> ' forum will include an annual presentation from an HR officer covering the University's maternity/paternity/adoption/parental leave and flexible working policies

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

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

As shown in Table 4.7, between 2012-15 the majority of Institute staff working flexibly are female, although we have observed an increase in the number of male part-time workers. The Institute is fully supportive of requests for flexible working arrangements.

**Table 4.7: The numbers of female and male staff working part-time from 2012-2015**

	2012-2013		2013-2014		2014-2015	
	F	M	F	M	F	M
<b>Grade 6</b>		1				2
<b>Grade 7</b>	10	2	3	2	6	4
<b>Grade 8</b>	3		2		2	
<b>Grade 9</b>	1		2		2	1
<b>Grade 10</b>	1		2	1	1	1
<b>Clinical Senior Research Fellow</b>	1		1		1	
<b>TOTAL</b>	<b>16</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>12</b>	<b>8</b>

Informal conversations with academic staff working flexibly indicate that arrangements are advantageous in allowing staff to maintain work commitments whilst assuming caring responsibilities. The new induction programme will emphasise availability of flexible working and maternity/paternity/shared leave provisions to all new staff (**Action 4.16**). We will continue to highlight options for flexible working in recruitment packs, on our Athena SWAN webpages and through the annual P&DR review process as well as in staff induction packs and in job descriptions (**Action 4.2**).

**Relevant Actions** (see *Action Plan for details*)

<b>Action 4.2</b>	Options for flexible working will be highlighted in recruitment packs, on our Athena SWAN webpages, the induction pen-drive and through the annual P&DR review process
<b>Action 4.2vi</b>	The ' <i>Bench and Bairns</i> ' forum will include an annual presentation from an HR officer covering the University's maternity/paternity/adoption/parental leave and flexible working policies
<b>Action 4.16</b>	Provide new staff with an updated Induction pen-drive

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

The College provides funding to cover maternity pay (where a funder does not). Alternatively, grants can be put into abeyance and the staff member’s contract extended accordingly. We are mindful that return to work following maternity leave can be challenging in many ways including concerns about career progression, the demands of juggling work with a young child, the emotional experiences of returning to work and managing childcare issues, as well as practical issues such as provision for expressing milk.

To facilitate the return to work and resumption of research activity following maternity leave, the following actions have been identified:

**Relevant Actions** (see Action Plan for details)

<b>Action 4.25iii</b>	Prior to commencing maternity leave, the staff member will be partnered with a ‘maternity buddy’
<b>Action 4.25iv</b>	A new Academic Returners Fund was set up which returners from maternity/ adoption/ parental leave are eligible to apply for within a year of returning to work. This is to support their return to research and can be used flexibly to buy-out teaching time, provide administrative or research assistance, fund pilot work for a grant application or travel to conferences/ lab visits including taking their family. We will publicise this fund and audit uptake of the scheme in the coming years
<b>Action 4.25v</b>	Upon return from maternity leave, senior research active female members of staff will be automatically allocated additional technical support (0.5 FTE for 6 months) to help them re-establish their research activity as efficiently as possible. This initiative is funded from within our Institute budget
<b>Action 4.25vi</b>	Teaching activities will be reviewed prior to and following return from maternity leave and reduced if desired

Word count: 5918 (918 of additional 1000 word allowance used)

## 5. Any other comments

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

As we have prepared for this application and set about implementing our Athena SWAN related actions we, as an Institute, have learnt a lot about ourselves. The staff survey has been particularly enlightening, highlighting to us the areas in which we are failing to meet our staff's expectations and requirements. The many actions listed and discussed in the application will address these concerns, in particular improving the career development opportunities for both male and female staff. We aim for these actions to be of particular help to female staff who, as a community, feel that they do not receive sufficient support to manage both a family life and a career. When asked in the staff survey to comment on *"What do you regard as the major factors inhibiting career development for female academics in science?"* most responses talked about this problem of balancing a commitment to science and the family. We believe that by providing a combined approach of workshops, such *'making P&DR work for you* and the work/life balance forum *'Bench and Bairns'* with individual tailored mentoring, we will provide our female staff with both the practical information and self-belief required to take the next step in their careers.

We do recognise that we have a long journey ahead, not least in ensuring that the Actions discussed here are communicated widely and implemented successfully. We have already begun this process: SAT members have discussed the key parts of the application at the bimonthly discipline-specific principal investigator and fellows meetings to ensure that group leaders understand their responsibilities; SAT members will attend lab group meetings to make sure staff are aware of forthcoming workshops and where to access information; and a one page bullet point list of key actions has been emailed to every staff member.

We realise that we are not alone in this journey – our clinical staff will forge new links with clinical academics in related Institutes, providing a conduit to share best practice and experiences. Two of our SAT members, Gerry Graham and Maria McPhillips, sit on the College's Gender Equality committee at which Athena SWAN applications from across the University are discussed, again providing a resource to share best practice and novel approaches to achieving gender-balance. We have, and will continue to, discuss our challenges and approaches with colleagues from other universities, building a network of support and resources to help us to diversify our support for women's careers. Most importantly, we will continue to listen to our staff – asking for their feedback following workshops, asking for their opinion of their mentors and line managers, and asking for their evaluation of the success of our Athena SWAN actions in the biennial staff surveys. Their opinions, impressions and comments will be the measures of our successes and will point us in the right direction for future initiatives and actions.

*Word count: 472*



## 2. The self-assessment process

Key	Planned Action/Objective	Rationale	Key outputs & milestone	Timeframe (start/end dates)	Person responsible	Success criteria & outcome
2.1	Run an Institute-wide Athena SWAN staff survey every two years	To monitor changes in staff awareness of Athena SWAN-related matters & assess their attitudes & opinions of Athena-SWAN-related Actions	Run Institute-wide survey	Survey run over a one-two month period Sept-Oct 2017 & 2019	SAT members Alison Wallace, Head of Institute Admin, & Katie Farrell, E&D Officer	Increase questionnaire participation to $\geq 75\%$ of both male and female Institute staff
			Analyse data & compare to previous results to assess impact of Athena-SWAN-related Actions		SAT members Megan MacLeod & Maria McPhillips	Increase awareness of Athena SWAN related matters to $\geq 75\%$ of male & female staff
2.2	Enhance communication between staff &	Based on the survey, staff feel that	(i) Hold Town Hall meetings	Town Hall meetings held quarterly (1/3	SAT chair, Gerry Graham, Deputy	Determine staff appreciation of Athena-SWAN Actions, we aim for $\geq 75\%$ of female and male staff to agree that the Actions are useful
						Use questionnaire responses to help formulate new actions
						$\geq 75\%$ of both female & male staff agree that communication with Institute

	Institute management	communication with Institute management is not effective		at Garscube campus)	Director of Institute & Iain McInnes, Institute Director	management is effective measured in the Athena SWAN staff survey
			(ii) Hold 'Communication Drop-in sessions)	Drop-in session held monthly (1/4 at Garscube)	Gerry Graham or Iain McInnes, Alison Wallace plus another senior female academic; & staff member encouraged to bring their line manager or mentor as appropriate	
<b>2.3</b>	SAT to meet every 1-2 months	To ensure continuation & implementation of Athena SWAN activities within the Institute	Athena SWAN actions plans are implemented on time & are monitored	SAT meetings: continue every 1-2 months	SAT member Alison Wallace  SAT member Gerry Graham supported by Michelle Robb,	Athena SWAN Actions implemented as described for each Action Point

					Deputy Institute Admin	
<b>2.4</b>	Refreshment of SAT members, 30% change every 24 months	To ensure continuity of the SAT while also engaging more Institute staff in the Athena SWAN process	30% of committee members rotate every 24 months	Rotation to take place in Feb 2017 & Feb 2019	All SAT members, Alison Wallace to co-ordinate	SAT maintains 70% of committee members every 24 months
<b>2.5</b>	Annual Institute Athena SWAN report to be compiled & disseminated to all staff by email & by short presentations at lab group meetings	To ensure all staff are informed about Athena SWAN activities & progress	Dissemination of annual Institute Athena SWAN report  Short presentations at lab group meetings	Yearly in Dec	SAT chair, Gerry Graham, with input from all SAT members, admin support from Michelle Robb	Completion & dissemination of report by email & Institute Athena SWAN webpage  ≥75% of male & female staff report an understanding of Athena SWAN-related activities measured in staff survey
<b>2.6</b>	Annual Institute-wide Athena SWAN meeting	To ensure all staff are informed about Athena SWAN activities & progress & provide the opportunity for staff to raise &	Yearly meeting held at both sites	Yearly in Jan	SAT members: Gerry Graham with support from Megan MacLeod, Maria McPhillips	Attendance of meeting by ≥50% of staff  ≥75% of male & female staff report awareness of Athena SWAN-related activities as measured in staff survey

		discuss Athena SWAN related issues				
<b>2.7</b>	Maintenance & monitoring of Institute's Athena SWAN confidential email	To ensure a confidential route for staff to raise Athena SWAN related issues	Email address set up, checked daily; email address advertised on Institute Athena SWAN webpage	Email set up in 28.1.16  Checked daily (working days)	SAT members: Gerry Graham & Alison  Wallace & Michelle Robb deputised to	Email address set up  Emails acknowledged within 2 working days and a response plan formulated within 7 working days

### 3. Picture of the department

Key	Planned Action	Rationale	Key outputs & milestones	Timeframe	Person responsible	Success criteria & outcome
3.1	Invite prominent female academics to discuss careers with undergraduates	Provide positive role models for female students	2-3 female academics per year meet with final year undergraduates  Current example: Professor Anne Cooke, Emeritus Professor in Immunobiology at Cambridge University, provides a lecture & career discussion yearly to final year Honours Students	Ongoing  Speakers arranged by May for the following academic year	Co-ordinated by SAT member Shelia Graham, Institute Convener of Learning and Teaching, with input from honours course organisers	Increase awareness of successful females within academia; ≥75% of female students agree that these sessions help them think about their career options  Measured using the undergraduate feedback form run after each 6 month option by course administrators
3.2	Invite female scientists to attend undergraduate	Provide positive role models for female students	2-3 female academics per year accompany undergraduate field	Ongoing	Co-ordinated by SAT members Gerry Graham	Increase awareness of successful females within academia; ≥75% of female students agree that these

	field trips		trips	Female attendees arranged by May for the following academic year	& Sheila Graham with input from honours course organisers	sessions help them think about their career options  Measured via the undergraduate feedback form run by honours course organisers after each 6 month option
			Current example: Hazel Hamilton, PhD student in the Institute, accompanied 3 <sup>rd</sup> year Microbiology Honours Students on their annual field trip to Millport in 2015			
<b>3.3</b>	Create an online resource & PDF documenting career paths of successful alumni	To enhance academic career aspirations of female undergraduate, PhD, & ECR	Generation of online resource & PDF  PDF incorporated into course information documents of Institute related degrees  Online resource linked to Moodle site of relevant students	To be completed by Sept 2016 & updated yearly	SAT member: Megan MacLeod with web assistance from Michelle Robb (Deputy Head of Institute Admin)	Increase awareness by students & ECR of successful female academics; ≥75% of female students agree that the resources help them think about their career options  Measured via the undergraduate feedback form run at the end of each option & the Athena SWAN staff survey Sept –Oct 2017 &2019

& Institute's Athena Swan webpage						
<b>3.4</b>	Review numbers of part-time PGT & PGR students	Ensure that the Institute is aware of changes in PGT /PGR student work status	Track student work status	Oct of each year	PGT Convenor, Julia Edgar  PGR Convener & SAT member, Sue Barnett	Respond to any significant changes to student work status, formulate new actions points as required
<b>3.5</b>	Review numbers of female PGT & PGR students on courses	Ensure an appropriate gender balance within the Institute's PG student populations	Track gender balance of student populations	Oct of each year	PGT Convenor, Julia Edgar  PGR convener & SAT member, Sue Barnett	Respond to any significant changes in gender balance within the Institute's student populations
<b>3.6</b>	Initiate a work/life balance forum: "Bench & Bairns" to promote discussion of work/life balance	In response to the PhD student focus group's concern that academics cannot balance a successful career & a family life	A 'Bench & Bairns' forum will be initiated in which male & female staff with caring responsibilities will discuss their challenges & solutions to maintaining a	Sept 2016 onwards  Two forums will be held per year	Co-ordinated by SAT members Síle Johnson & Chris Hansell	Change perception that successful academics cannot have a fulfilling family life  Measured by feedback from focus groups & Institute survey:

			work/life balance with PhD students & post-docs			≥90% of male & female staff agree that the atmosphere in the Institute is inclusive for both men & women
			Repeat staff survey including questions on the inclusive atmosphere of the Institute	Sept 2017 & Set 2019		
<b>3.7</b>	Develop and offer voluntary one-to-one exit interviews	To understand in more detail the reasons for staff turnover in the Institute and gather next destination data	Formulate interview questions  Hold interviews	Interview questions formulated by May 2016  Interviews held as required	Co-ordinated by SAT members Alison Wallace, Head of Institute Admin Gerry Graham  Questions formulated by SAT	≥70% of male & female staff leaving the Institute have an exit interview  New SAT Actions formulated as required in response to feedback



#### 4. Supporting & advancing women's careers

Key	Planned Action	Rationale	Key outputs & milestones	Timeframe	Person responsible	Success criteria & outcomes
4.1	Ensure the use of gender-neutral language in all job advertisements	To increase the number of female applicants to all advertised positions	All job adverts will be checked for the use of gender-sensitive language prior to publication	April 2016 onwards	Institute HR officer (Dawn Mylett) with input from SAT members Katie Farrell, E&D officer & Alison Wallace, Head of Institute Admin	Increase in female applicants for all posts at all grades to ≥ 50% by March 2019
4.2	Enhance accessibility, understanding & awareness of University family-friendly policies	To make potential job applicants aware of the Institute's commitment to, & support of, staff with family responsibilities	(i) Highlight University family-friendly policies in all external job adverts & include a link to our Athena SWAN webpages	April 2016 onwards	Local Institute Admin Assistants  SAT oversight: Alison Wallace	Increase in female applicants for all posts at all grades to ≥ 50% by March 2019
		To promote understanding & awareness among current	(ii) Athena SWAN webpages will include information on equality & diversity training requirements & policy, policies on flexible working,	April 2016	Local Institute Admin Assistants  SAT oversight:	By the 2017 Staff Survey, 90% of both female & male staff will be

<p>staff of the ethos of Athena SWAN, the Institute's commitment to promoting this &amp; the initiatives underway to embed this within Institute culture</p>	<p>maternity, paternity, parental &amp; carer leave, child care benefits, promotion, gender-specific mentoring, networking initiatives, &amp; links to the Human Resources A-Z of policies</p>	<p>Alison Wallace</p>	<p>aware of family friendly policies &amp; where to access these; 75% of staff will report that they understand family friendly policies</p>	
<p>The staff survey indicated that the majority of staff do not fully understand these policies</p>	<p>(iii) Details of career development opportunities &amp; conference travel funds will be displayed on the Athena SWAN webpages &amp; a summary flyer produced for circulation</p>	<p>April 2016</p>	<p>Local Institute Admin Assistants SAT oversight: Alison Wallace</p>	<p>By 2019 Staff survey, 85% of both female &amp; male staff will agree that they have access to professional development</p>

<p>(iv) Copies of all family friendly policies are now included on the induction pen drive provided to new staff, &amp; are accessible from our Athena SWAN webpages &amp; promoted in the Institute Newsletter</p>	<p>April 2016</p>	<p>Local Institute Admin Assistants  SAT oversight: Alison Wallace</p>	<p>opportunities  By 2019 Staff survey, 75% of both female &amp; male staff joining the Institute from 2017 onwards will report that the induction process was useful</p>
<p>(v) Employee Advice Sessions will give staff the opportunity to discuss any queries they might have about family-friendly policies</p>	<p>September 2016 &amp; quarterly thereafter</p>	<p>SAT members Gerry Graham, Deputy Institute Director &amp; Fergus Brown, Head of College HR</p>	<p>By 2019 Staff survey, 75% of male &amp; female staff will report that they understand family friendly</p>

			(vi) The <i>'Bench &amp; Bairns'</i> forum will include an annual presentation from an HR officer covering the University's maternity/paternity/adoption/parental leave & flexible working policies	April 2017 & annually thereafter	SAT members Síle Jonhson, Chris Hansell & Fergus Brown	policies  By 2019 Staff survey, 75% of male & female staff will report that they understand family friendly policies
<b>4.3</b>	Develop & deliver a <i>'Demystifying Promotion'</i> workshop to all staff explaining the promotion process	Application rates for promotion are lower from females than males & the results of the staff survey indicated a general lack of understanding of the promotions process	i) Early & mid-career focus groups will discuss factors that contribute to low number of applications for promotion from female staff	Sept – Oct 2016	SAT ECR Members: Megan Macleod & Chris Hansell	Feedback will shape the development of the <i>'Demystifying Promotion'</i> workshop & inform future actions

			(ii) Promotion workshop, informed by focus group feedback, delivered 3 months prior to annual promotion round	November 2016 & annually thereafter	SAT members Gerry Graham & Fergus Brown (Head of College HR)	25% increase in applications for promotion from female staff from 2017/2018 onwards
			(iii) Repeat staff survey including question on understanding of the promotions process	Sept-Oct 2017 & Sept-Oct 2019		75% of male & female staff report a clear understanding of the promotions process
<b>4.4</b>	Map all staff at Grade 8/Senior Clinical Lecturer & above on to a <i>Promotion Pathway</i>	Female staff have reported a distinct lack of development & encouragement to apply for promotion	The Director and Deputy Director, in consultation with line managers, heads of research area, and mentors, will map all Grade 8, Grade 9, Reader and Senior Clinical Lecturer staff to a <i>Promotion Pathway</i>	Sept 2016 – March 2017 & new staff by 6 months of start date	SAT oversight: Gerry Graham & Alison Wallace	≥75% of female staff report that they feel supported to apply for promotion  ≥50% increase in applications for promotion from senior female staff from

						2018/2019 onwards
4.5	Support staff on the Promotion Pathway with the identification of training needs based on promotion criteria, & direct them to the support available	The key transition points for female staff in the Institute are from Grade 8/Senior Clinical Lecturer onwards	(i) All Promotion Pathway staff will be invited to meet annually with the Institute Deputy Director & College Head of HR during 'Employee Advice Sessions'	Jan 2017 onwards	Gerry Graham & Fergus Brown	≥50% increase in applications for promotion from senior female staff from 2018/2019 onwards
			(ii) Senior clinical academic staff will meet annually with the Institute Director, a clinical academic	Jan 2017 onwards	Iain McInnes, Institute Director, a female clinical academic professor from another Institute will also attend upon request	

			(iii) Repeat staff survey including question on support to apply for promotion	Sept-Oct 2017 & Sept-Oct 2019		≥75% of female staff report that they feel supported to apply for promotion
<b>4.6</b>	Create a flow chart detailing the promotion process for grant funded staff	A small proportion of the grant-funded female staff at grades 6/7 apply for promotion	Liaise with HR, college finance & college research management to create an integrated flowchart (aimed at PIs) showing how additional costs for promotion are covered & how subsequent funding applications should be managed  Ensure flow chart is circulated to all staff, & is accessible via the Athena SWAN web pages	Jan 2017 – June 2017	SAT member Richard McCullough in collaboration with HR, Finance & Research Management team  Local Institute Admin Assistants  SAT oversight:	Increase in the numbers of applications for promotion from staff employed as grade 6/7 research assistants to ≥4/year by 2019 with a proportionate number of applications coming from females

						Alison Wallace	
4.7	Encourage female early career researchers to apply for competitive grants and fellowships	The key transition points for female staff in the Institute are from Grade 8 to Grade 9 & Clinical Lecturer to Senior Clinical Lecturer onwards, progress at these stages is dependent on securing external funding	(i) We will provide information on grant/fellowship options, including those that are women-specific, through the Athena SWAN Institute website	April 2016	Local Institute Admin Assistants	4 Female ECRs to apply for independent fellowships per year, including clinical fellowships	
			(ii) We will provide coaching at all stages of the application process	'Get that Grant' scheme established	Iain McInnes & SAT chair Gerry Graham to co-ordinate coaching for fellowship interviews & advice on writing fellowship		



			(iii) We will use 'Fellowship & Grant writing Surgeries' to enhance discussion of opportunities	Surgeries began in December 2015 & will be held twice a year	applications SAT member Maria McPhillips in collaboration with ECRs	
4.8	Improve the experience & usefulness of P&DR for all staff	The staff survey revealed that only 20% of female and 33% of male research Institute staff agreed that the P&DR process is useful in helping them progress their career	(i) Develop & deliver a “ <i>Making P&amp;DR work for you</i> ” workshop immediately prior to the start of the annual P&DR session	Sept 2016 & annually thereafter	SAT Members Richard McCulloch, Gurman Pall & Sue Barnet in collaboration with College HR team	≥75% of female & male staff will have attended a “ <i>Making P&amp;DR work for you</i> ” workshop by 2019
			(ii) Provide Line Managers with a bullet point list highlighting key areas to discuss at P&DR including gender-sensitive career development, professional training, promotion, & mentoring needs	Sept 2016 & annually thereafter	SAT will develop bullet points list to be distributed by Head of Institute Admin, Alison Wallace	Discussion of career development, professional training, promotion, & mentoring needs embedded in

			(iii) Repeat staff survey including question on the usefulness of the P&DR process	Sept-Oct 2017 & Sept-Oct 2019		P&DR process as evidenced by Line Manager's comments on the assessment form  ≥50% of female & male staff agree that the P&DR process is useful in helping them progress their career
<b>4.9</b>	Implement the mandatory requirement that all staff complete Equality & Diversity training	To improve the Institute's working culture & limit any unconscious gender bias during recruitment	(i) Completion of Equality & Diversity training is now a mandatory P&DR objective for all staff, submission & sign-off of P&DR form is dependent upon completion of training	Jan – Sept 2016, then annually thereafter	SAT member Alison Wallace	100% completion rate by Dec 2016

			(ii) All staff on Institute recruitment panels must have completed Equality & Diversity & recruitment training within the last five years	Initiated in 2015	Chair of Appointing Committee	100% completion rate by September 2017
			As of April 2016, 205/340 staff (60%) had completed Equality & Diversity training		SAT Oversight: Alison Wallace	
<b>4.10</b>	Continue to ensure that all interview panels are gender mixed	Institute interview panels generally feature more males than females	Female academics at all grades will be invited to sit on appropriate interview panels to gain experience, ensure gender mix & avoid overburdening senior female staff	April 2016 - onwards	Chair of appointing committee & Institute HR officer, Dawn Mylett	100% of interview panels will have a gender mix, & appointing committees for senior positions will be gender balanced
					SAT Oversight: Alison Wallace	Monitored by Institute Admin and HR

<b>4.11</b>	Create an Institute Mentoring Committee to increase the awareness, availability & uptake of mentoring opportunities; embed discussion of promotion in the mentoring scheme	Feedback from the staff survey indicated that many staff do not feel that mentoring is encouraged, nor do they feel that they have benefitted from formal mentoring	(i) All new staff at G8/Clinical Senior Lecturer & above will participate in the Institute's Mentoring Scheme	May 2016 - onwards	Allan Mowat, Head of Institute Mentoring Committee & SAT members Megan MacLeod & Chris Hansell	≥75% of female & male staff who have engaged with the mentoring scheme will agree that they have benefitted from formal mentoring
			(ii) All Promotion Pathway staff will engage with the Mentoring Scheme	May 2016 - onwards	SAT Oversight: Sheila Graham	
			(iii) A mentor will also be available to any other member of staff who requests it, or is thought would benefit from it	May 2016 - onwards	SAT member Sheila Graham and Institute Mentoring Committee	

	(iv) Contribute to the development & implementation of a cross-Institute mentoring scheme for clinical research fellows & clinical lecturers	Sept 2017- onwards	Clinical academic representative on the SAT (Chris Halsey) with clinical academic representatives from other Institute SATs (Cancer: Mhairi Copland), (Cardiovascular: Jennifer Logue)	All clinical research fellows & clinical lecturers will have access to a mentor by Jan 2018
	(v) Repeat staff survey including question on provision of mentorship support	Sept 2017 & Sept 2019		≥75% of female staff report that they feel supported to apply for promotion
Results of the staff survey indicated a	(vi) All mentors will regularly discuss criteria for promotion, the promotion process, & the support available within	May 2016 - onwards	Head of Institute Mentoring Committee	≥50% increase in applications for promotion from



			(iii) Female staff from grade 8 upwards will be supported to undertake Aurora leadership training	Sept 2016 - onwards	SAT to identify potential staff with input from the Promotion Pathway data & the Employee Advice Sessions	At least 3 female staff completing the programme by 2019
<b>4.13</b>	Encourage uptake of our 'Get that Grant' mentorship scheme	Securing grant funding is essential to progress from Grade 8 to 9/ Clinical Lecturer to Senior Clinical Lecturer & these are key transition points for our female staff	Staff will be supported with the preparation of grant applications, from initial discussion of overall strategy through to advice on writing the research proposal & mock interviews	Initiated 2015	Scheme co-ordinated by Institute Research Management Team in collaboration with SAT chair Gerry Graham	≥50% increase in female staff supported via the 'Get that Grant' scheme
<b>4.14</b>	Promote opportunities for professional development	The availability of a range of professional development activities will enhance the	Promote initiatives, monitor attendance, evaluate feedback & use the biennial staff survey to gather information on their value to staff	Sept-Oct 2017 – Sept-Oct 2019	Initiatives managed as described in this Action Plan  SAT members	Feedback gathered from participants help inform the development of

		career development of staff & help to maintain a supportive environment within the Institute			MacLeod & McPhillips will review feedback & staff survey results	future actions ≥85% of both male & female staff will agree that they have access to professional development opportunities
<b>4.15</b>	Promote networking opportunities	The availability of a range of networking opportunities will enhance the career development of staff & help to maintain a supportive environment within the Institute	Promote initiatives, monitor attendance, evaluate feedback & use the biennial staff survey to gather information on their value to staff	Sept-Oct 2017 – Sept-Oct 2019	Initiatives managed as described in the Action Plan  SAT members Megan MacLeod & Maria McPhillips will review feedback & staff survey results	Feedback gathered from participants help inform the development of future actions  ≥85% of both male & female staff will agree that opportunities exist for networking
<b>4.16</b>	Improve the	Results from the	(i) Provide new staff with an updated	April 2016	Local Institute	≥75% of male &



experience & usefulness of the induction process for new staff	staff survey indicated that the current induction process is not fully meeting the needs of new staff	Induction pen-drive		Admin Assistants	female staff joining the Institute from 2017 onwards will report that the induction process was useful	
		(ii) Promote the Inaugural Lecture Series	Initiated 2012	Head of Research Area		
		(iii) Develop a list of '10 people to meet in a month' for all new staff	Jan 2017 - onwards	New staff member's line Manager		
				SAT oversight: Alison Wallace		
				SAT oversight: Alison Wallace		
<b>4.17</b>	Encourage career development	Early career guidance may help with	(i) Design template/ guidance to guide year 2 & 3 progress review to include a	Jan-June 2017	PGR convenor & SAT member Sue	All year 2nd & 3rd postgraduate research

	discussions during annual postgraduate student assessor meetings	subsequent career progression, particularly for female students, thus increasing the number of senior female staff in the long-term	discussion on career planning		Barnett	students (both genders) to have details of the discussion on career planning recorded on the annual postgraduate review IT system by the summer 2018
			(ii) Implement career planning discussion within annual reviews; all reviewers record details on the IT system	July 2017 onwards	PGR convenor & SAT member Sue Barnett and student assessors	
<b>4.18</b>	Improve data gathering of student destinations	We lack an understanding of the next destination of our graduates due to inadequate information	Use a variety of social media to retrospectively, & prospectively, keep in touch & monitor next destination data for graduates	Sept 2017 - onwards	SAT member Alison Wallace & line managers	Development of a data base of at least 60% of former Alumni with details of career choices

gathering						
<b>4.19</b>	Engage with medical students to increase their awareness & understanding of research in the Institute & the academic clinician pathway	Exposure to & engagement with the Institute's research activities may influence the career trajectory of female medical students, encouraging them to consider a future career as a clinical academic	(i) Create a resource describing the career trajectory of inspirational female clinical academics trained in Glasgow	July 2017 – Dec 2017	Chris Halsey, Clinical academic representative on the SAT with clinical academic representatives from other Institute SATs (Cancer: Mhairi Copland), (Cardiovascular: Jennifer Logue)	Increased awareness of career opportunities & potential for early career female clinical academics measured via annual feedback for course run each April
			(ii) Maintain contact with BMedSci Intercalated BSc medical students taking courses on which we teach; offer these students honorary membership of the Institute once graduated	August 2016-onwards	Stefan Siebert, Intercalated BSc "Immunity in Health & Disease" course director	Maintain contact with at least 60% of intercalated students throughout their subsequent medical studies
					SAT Oversight: Chris Halsey	

(iii) Encourage & support undergraduate medical students to apply for Summer Research Studentships to gain research experience in the Institute	Dec 2016 - onwards	Stefan Siebert	2 medical students/year undertaking summer research projects
(iv) Run an Annual Translational Medicine event with careers talks from senior female clinical academics	March 2017 & annually thereafter	Event Organiser, Iain McInnes	Increased awareness of career opportunities & potential for early career female clinical academics; a survey monkey will be sent to each attendee following the event to assess success

<b>4.20</b>	Ensure gender representation on committees is	There is a preponderance of senior male staff on our	(i) A term of office & timeline for rotation will be set for all committee members, this information & details of committee membership will be	September 2016 - onwards	Iain McInnes & SAT member Alison Wallace	Increase in staff awareness of committee composition to
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proportionate to that of the Institute	committees which does not reflect the composition of our Institute; this is also an area for concern for staff as reflected in the staff survey results	available on the Institute website			≥80% monitored in the staff survey in Sept-Oct 2017 and 2019
		(ii) Vacant committee positions & details of the application process will be advertised via an open call to all staff	April 2016 - onwards	Institute Admin Assistants  SAT oversight: Alison Wallace	Increase in staff awareness of vacant committee positions; at least ≥70% of staff agree that they have been made aware of vacant positions, measured in the staff survey in Sept-Oct 2017 and 2019
		(iii) The practice of 'shadowing' will be introduced to allow early career researchers to gain experience of	September 2016 - onwards	Committee Chairs	At least 2 early career female researcher/year

			committee function			SAT Oversight: Alison Wallace	will 'shadow' an Institute committee member
			(iv) Female early career researchers will be personally encouraged to apply for committee membership; this activity will be captured in the workload model	April 2016 – onwards		Iain McInnes & SAT chair Gerry Graham	Each Institute committee will have a gender mix that is reflective of the composition of the Institute
			(v) Female staff members will be encouraged to sit on broader Committees within & beyond the University; this activity will be captured in the workload model	April 2016 - onwards		Iain McInnes & SAT chair Gerry Graham	30% of Institute female staff at grade 8 and above to sit on an external committee in any one year
<b>4.21</b>	Ensure all staff are aware of & utilising the University workload	A new workload model will be introduced across the University from	Advertise the workload model to staff via emails & the newsletter; consider if additional training or workshops are required & invite Workload Model Project Team to deliver these	Sept 2016 – March 2017		Iain McInnes & SAT member Alison Wallace	Increase in staff awareness of & engagement with the University

model; monitor workload allocation reports to identify gender disparity	late 2016. We must raise awareness amongst staff & ensure that training is available				Workload Model measured in the staff survey with an increase from the 2017 to the 2019 survey to ≥70%
	The majority of staff disagreed that workload allocation was transparent in the Institute	Analyse data from the workload model reports to identify any gender disparity	Sept 2017 – onwards	Iain McInnes and SAT member Alison Wallace	By Jan 2018 SAT to have an understanding of workload allocation & any areas of gender disparity Use this information to identify actions required for future Athena Swan action plans.
		Repeat staff survey including questions on transparency of workload allocation	Sept-Oct 2017 & Sept-Oct 2019		≥75% of staff of both genders to agree that

workload allocation is transparent by 2019 staff survey

4.22	Publicise & monitor adherence to the core hours policy for Institute meetings and social gatherings	Core hours were introduced in 2016, we will continue to publicise this & monitor compliance to improve the experience of staff with caring responsibilities.	Publicise the core hours policy via email, newsletter, website & induction material  Monitor the timing of the Institute's committee meetings & Institute-wide social events.	Completed 2016– core hours policy implemented & advertised by email, newsletter & on website  Jan 2016 & annually thereafter	Iain McInnes & SAT member Alison Wallace  Alison Wallace	Core Hours policy implemented  100% of the Institute's committee meetings & 75% of Institute-wide social events to be held within core hours & on rotating days by end 2016
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			Repeat staff survey including questions on whether meetings/events are held within core hours	Sept-Oct 2017 & Sept-Oct 2019		≥75% of female & male staff agree that meetings/ events are scheduled to enable those with caring responsibilities to attend by 2017 staff survey
<b>4.23</b>	Achieve gender balance in the Institute's guest seminar series	We have failed to attain gender balance in our external seminar series; we consider this an important opportunity to provide female role models for junior staff	Two female early career researchers have assumed responsibility for the external seminar series  Staff are encouraged to consider suggesting female speakers & links to lists of female immunology/ virology researchers sent in email & on Athena SWAN webpage	Sept 2015-Aug 2018       Sept 2015 onwards	Seminar Organisers    SAT Oversight: Megan MacLeod & Maria McPhillips	Gender balance in the external seminar series by 2017/2018  Success monitored in annual Athena SWAN report
<b>4.24</b>	Encourage staff to record outreach activity in the	The Institute supports staff engagement in outreach	Students & staff will be encouraged to formally record their involvement in outreach activity through the workload	Sept 2016 - onwards	Impact Champion:	Increase in the number of staff recording outreach activity



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				'Maternity Buddy'
(iv) Publicise the new Academic Returners Fund & monitor uptake of the scheme	April 2016 - onwards	Iain McInnes & Alison Wallace		By 2019, 3 members of staff will have participated in this scheme
(v) Upon return from maternity leave, senior research active female members of staff will be allocated additional technical support	Jan 2017 - onwards	SAT chair: Gerry Graham		From 2017, all senior female academic staff will receive additional technical support upon return from maternity leave
(vi) Teaching activities will be reviewed following return from maternity leave & reduced if desired for up to 24 months	Jan 2017 – onwards	Line manager of staff member with input and co-ordination from Sheila Graham, Institute Convener of Learning and		From 2017, all senior female academic staff will have the option to reduce their teaching duties upon return from maternity leave

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Teaching

(vii) Repeat the staff survey including questions on understanding of maternity policies

Sept-Oct 2017 & Sept-Oct 2019

≥75% of female staff report that they can access & understand maternity leave policies in the staff survey

<b>4.26</b>	Raise awareness & understanding of paternity, shared parental, adoption & parental leave amongst all staff	The majority of staff know where to access University policies relating to paternity, adoption & parental leave, but only a minority fully understand these policies	Any staff member considering paternity, adoption or shared & parental leave will have the opportunity to meet with a College HR officer to discuss these policies & address & queries	April 2016 - onwards	SAT member Alison, Wallace in collaboration with College HR Team	≥75% of staff report that they can access & understand policies relating to paternity, adoption shared & parental leave in the staff survey
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