



Department Application Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

Name of institution	City, University of London	
Department	School of Health Sciences	
Focus of department	STEMM	
Date of application	29 th November 2017	
Award Level	Bronze	
Institution Athena SWAN award	Date: May 2017	Level: Bronze
Contact for application <small>Must be based in the department</small>	Professor Susan Ayers	
Email	susan.ayers@city.ac.uk	
Telephone	020 8040 5834	
Departmental website	www.city.ac.uk/health	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

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

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



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Sarah Dickinson-Hyams
Head of Equality Charters
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

Dear Sarah,

RE: School of Health Sciences (SHS), City, University of London – Athena SWAN Bronze Application

It is with great pleasure I provide this letter of endorsement for the SHS Athena SWAN application.

I have been privileged to co-lead the SHS Self-Assessment Team (SAT) since joining City in October 2015. Advancing the careers of women in higher education and research is something I am personally passionate about and, having built an academic career while raising two children, I am acutely aware of the difficulties women face in relation to progression. My commitment to championing gender equality means I have undertaken, in my capacity as Dean, the role of Equality and Diversity Representative for SHS.

A comprehensive consultation is currently underway in relation to the SHS draft Strategic Plan 2020/21. I have taken this opportunity to create a strategic goal explicitly focused on creating a working environment in which staff feel valued and supported. I strongly believe the principles demonstrated in the Athena SWAN charter and actions identified during the Self-Assessment process are key to our strategic success in this area.

I confirm the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School. Athena SWAN has, for some time, been embedded in the School's culture and governance. The SAT are included in formal committee reporting structures and Athena SWAN is a standing item on staff meeting agendas. Our International Women's Day events are extremely well attended and the inclusion of an Inspirational Women's Wall in our foyer provides visual representation of gender equality being at the forefront of our interactions, activities and decision-making.

I am proud of the progress SHS has made in the promotion of gender equality in recent years. We have seen, among other initiatives, the introduction of an academic workload model and the establishment of flexible hours for professional staff. SHS has worked with colleagues across the institution to share examples of good practice and has been instrumental in several University-wide initiatives, including the Equality and Organisational Culture survey and establishing an annual Athena SWAN lecture series.

Progress has been acknowledged by staff through improvements in staff survey results. For example, the number of SHS staff who felt the University promotes equality and diversity increased from 51% in 2015 to 70% in 2016.

Nonetheless, I am cognisant there is more to be done, particularly in relation to staff work-life balance and the experience of fixed-term researchers. We have considered staff feedback throughout our self-assessment process and have focused on areas of concern raised through staff surveys and focus groups within our action plan.

Achievement of a Bronze award would recognise our commitment to gender equality and would provide a mandate for our continued success. I look forward to further embedding Athena SWAN values within the School. I am confident the implementation of identified actions will result in tangible improvements for all our staff and will help us on our journey to apply for an Athena SWAN Silver award in 2021.

Yours sincerely,



Professor Debra Salmon

Dean

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Section 1	
Actual word count	487
Recommended word count	500

Submission Notes

Data are presented over the last four years for staff (2013/14 to 2016/17) and three years for students 2013/14 to 2015/16).

Actions are referenced in the application and set out in full in the Action Plan (page 76 onwards). Please note:

- Actions already implemented from 2015 to 2017 are numbered 0.1 onwards.
- Future actions are numbered 1.1 onwards.

References to Professors indicate all Professors unless otherwise stipulated.

Where 'Research' is noted in tables this means all staff on research staff terms and conditions of service e.g., Research Assistants and Research Fellows. These are distinct from staff on academic contracts.

Glossary of abbreviations

A&R	Academic and Research
AD	Associate Dean
AS	Athena SWAN
BAME	Black and Ethnic Minority groups
ECR	Early Career Researcher
E&D	Equality and Diversity
E&OC	Equality and Organisational Culture survey (conducted in 2015)
ECU	Equality Challenge Unit
FTC	Fixed-Term Contract
FTE	Full-Time Equivalent
HESA	Higher Education Statistics Agency
HR	Human Resources
HSRM	Health Services Research and Management
KIT	Keeping in Touch (days)
LCS	Language and Communication Science
OVS	Optometry and Visual Sciences
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator
PS	Professional Services
RSF	Research Sustainability Funds
SAT	Self-Assessment Team
SHS	School of Health Sciences
UB	Unconscious Bias
UG	Undergraduate

Application Word Count	
Actual Application Word Count	10,470
Recommended Word Count	10,500

2. DESCRIPTION OF THE DEPARTMENT

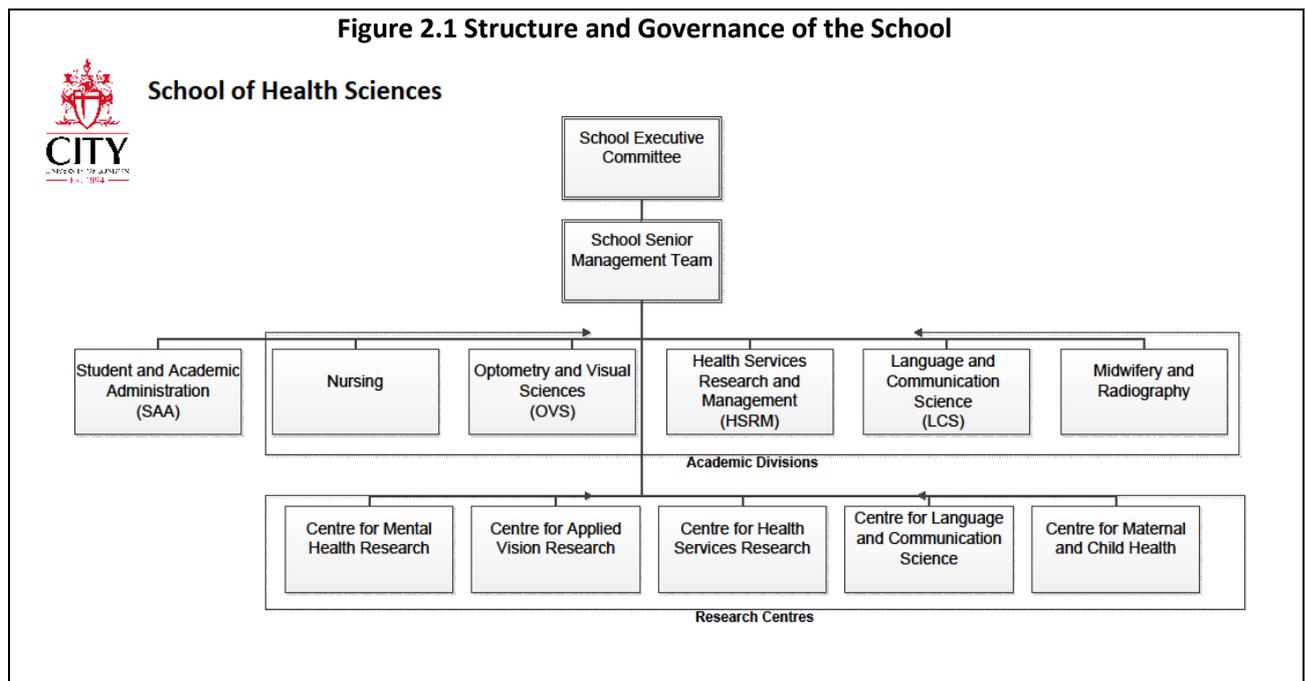
Recommended word count: Bronze: 500 words | Silver: 500 words

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

The School of Health Sciences (SHS) is part of City, University of London. City was successful in achieving a Bronze award in November 2016 after a previous unsuccessful application in 2014.

SHS started work towards Athena SWAN (AS) in 2015 but was not able to apply for an award until we received our institutional award. The School strongly believed in progressing equality and diversity (E&D) so we started AS work and implementing actions while also contributing to the work towards the institutional award. Work was therefore underway for some actions in SHS and we have seen noticeable improvements in some areas.

SHS staff are located in one building. SHS has five Divisions: Nursing; Midwifery and Radiography; Language and Communication Science (LCS); Health Services Research and Management (HSRM); and Optometry and Visual Sciences (OVS). The structure and governance of SHS are shown below (Figure 2.1).



SHS has five Research Centres: Applied Vision Research; Mental Health Research; Health Services Research; Maternal and Child Health Research; and Language and Communication Research. Centres were introduced in 2014 to support research and research development within SHS and help translate our research into education. Some Centres map onto Divisions (e.g., Centre for Applied Vision Research and OVS) but staff choose which Centre(s) they wish to be allied to.

Subjects offered in SHS fall within subjects allied to medicine (Table 2.1).

Table 2.1 Undergraduate programmes in SHS	
Course title	Division
Nursing (BSc) Adult	Nursing
Nursing (BSc) Child	Nursing
Nursing (BSc) Mental Health	Nursing
Nursing Studies (BSc)	Nursing
Health Sciences (BSc)	Nursing
Midwifery (BSc)	Radiography and Midwifery
Radiography (BSc) Diagnostic Imaging	Radiography and Midwifery
Radiography (BSc) Radiotherapy and Oncology	Radiography and Midwifery
Optometry (BSc)	Optometry
Foundation Degree in Ophthalmic Dispensing	Optometry
Health and Social Care (BSc)	HSRM
Primary Care (BSc)	HSRM
Public Health (BSc) District Nursing	HSRM
Public Health (BSc) Health Visiting	HSRM
Public Health (BSc) School Nursing	HSRM
Speech and Language Science (BSc)	LCS
Speech and Language Therapy (BSc)	LCS

(i) Staff in the School

SHS has 262 staff: 189 academic staff (including research-only) and 73 Professional Services (PS) staff (Table 2.2). Women comprise 69% of academic staff and 70% of PS staff. This is broadly consistent with UK benchmarks where women comprise 75% of academic staff in Nursing and Allied Health Professions (ECU 2014/15) and 63% of PS staff. Headcount rather than FTE is used throughout this application.

Table 2.2 Academic and Professional Services (at 31.07.2017)					
	Women	Men	Total	% W	% W**
Academic					
Deanery	[redacted]	redacted	redacted	83%	4%
Health Services Research and Management	redacted]	redacted]	redacted]	73%	18%
Language and Communication Science	redacted]	redacted]	redacted]	75%	21%
Midwifery and Radiography	redacted]	redacted]	redacted]	78%	19%
Nursing	redacted]	redacted]	redacted]	69%	27%
Optometry and Visual Science	redacted]	redacted]	redacted]	47%	11%
Deanery	redacted]	redacted]	redacted]	0%	0%
Total	redacted]	redacted]	redacted]	69%	100%
Professional Services	redacted]	redacted]	redacted]		
Deanery	redacted]	redacted]	redacted]	71%	10%
Health Services Research and Management	redacted]	redacted]	redacted]	100%	4%
Language and Communication Science	redacted]	redacted]	redacted]	33%	2%
Midwifery and Radiography	redacted]	redacted]	redacted]	0%	0%
Nursing	redacted]	redacted]	redacted]	29%	4%
Optometry and Visual Science	redacted]	redacted]	redacted]	75%	12%
Student and Academic Administration	redacted]	redacted]	redacted]	78%	69%
Total	redacted]	redacted]	redacted]	70%	100%
Grand Total	181	81	262	69%	100%

(ii) Students in the School

SHS has 2,931 students (2015/16) and is committed to academic excellence, high-quality education and outstanding student experience. This is reflected in ranking 1st in London and 2nd in the UK for professional healthcare courses in the *Guardian University Guide 2018*. In the NSS 2017 85% to 100% of students were satisfied with the quality of courses in SHS.

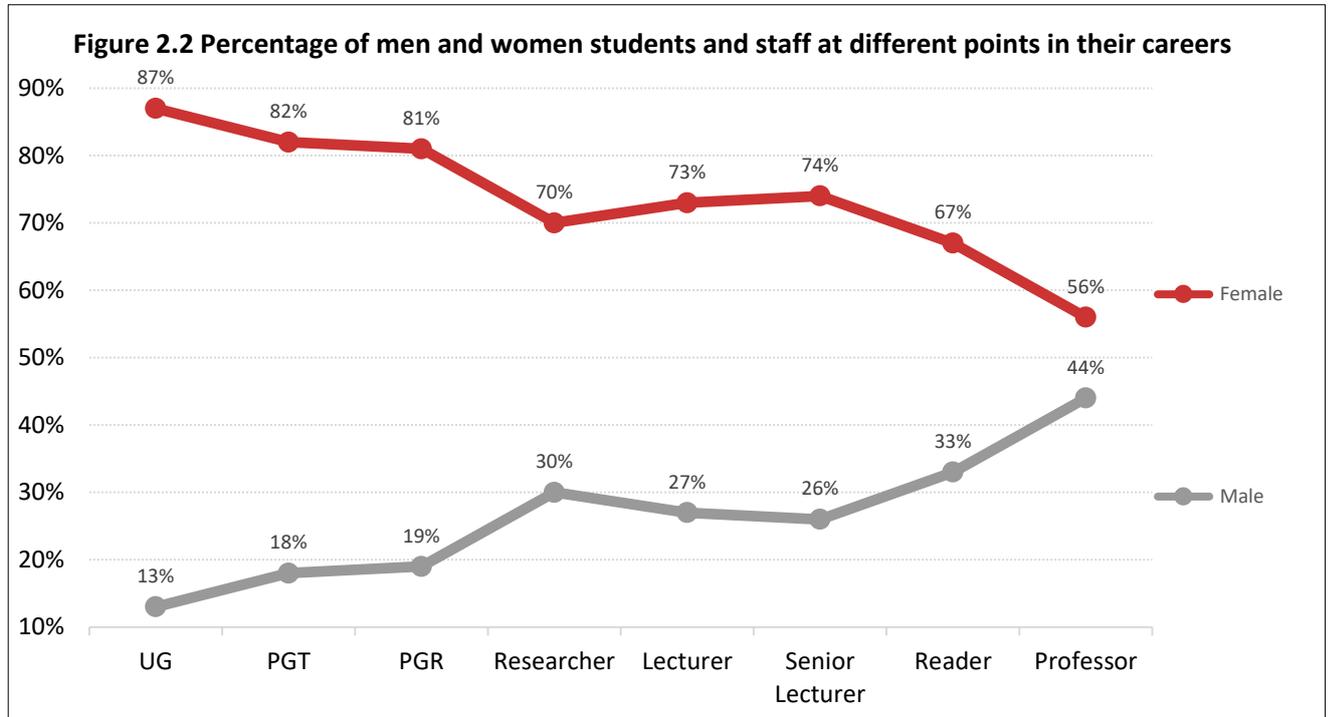
Women comprise the majority of students at undergraduate (UG) and postgraduate (PG) levels and the proportion of women students is relatively stable at 82% to 84% (Table 2.3).

Table 2.3 Proportion of women and men across all programmes by year and course level												
Level	2013/14				2014/15				2015/16			
	Women	Men	%W	%M	Women	Men	%W	%M	Women	Men	%W	%M
Foundation	55	15	79%	21%	49	16	75%	25%	44	20	69%	31%
UG	1659	270	86%	14%	1452	238	86%	14%	1375	207	87%	13%
PGT	895	274	77%	23%	941	230	80%	20%	997	219	82%	18%
PGR	82	20	80%	20%	71	20	78%	22%	56	13	81%	19%
Total*	2691	579	82%	18%	2513	504	83%	17%	2472	459	84%	16%

*Benchmarking data for all students across all degree levels by gender: 80% women, 20% men.

(iii) Pipeline in the School

The career pipeline for men and women in SHS (Figure 2.2) shows a pattern typical in STEMM subjects where women are relatively under-represented at professorial level compared to the average across SHS.



Section 2	
Actual word count	396 (This excludes headings, sub-headings, tables, graphs and references to action points.)
Recommended word count	500

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

(i) A description of the self-assessment team

A lead for AS was appointed in January 2015 and the self-assessment team (SAT) established in April 2015. Expressions of interest were invited from all staff at an all-staff meeting and via email. From the expressions of interest received the SAT was carefully composed so that it included:

- representatives from every Division
- representatives from senior management
- academics from early career, mid-career and professorial level
- student representation (postgraduate)
- PS staff at different grade levels
- part-time and full-time workers
- people with caring responsibilities
- LGBT representation
- a gender balance similar to that of SHS
- members from BAME groups

The SAT consists of 12 members: eight academic staff, three PS staff and one PG student (three men and nine women). The SAT is co-chaired by a senior academic (Professor Susan Ayers) and senior manager (Professor Debra Salmon, Dean of SHS). Because the SAT has been running since 2015 five members left the University or took maternity leave. These members were replaced by a similar representative for their role. SAT members are listed in Table 3.1 and some shown in Figure 3.1.

Figure 3.1 SHS Self-Assessment Team



Table 3.1 Self-Assessment Team					
Name (alphabetical order by surname)	Job Title	Gender	Ethnicity	SAT Role	Additional Information
Professor Susan Ayers	Professor of Maternal and Child Health	F	White	Co-Chair. Representative for Midwifery.	Full-time. Single parent of two adult children.
Dr Sally Barlow	Lecturer – previously Research Fellow	F	White	Representative for Nursing. Data analysis working group.	Full-time. No children. Dual career household.
Miss Sophie Battams	PA / Administrator	F	White	Representative for PS staff. Administrative support for SAT.	Full-time. Studying part-time. Dual career household.
Mx Rosa Benato	Senior Lecturer	Other	White Other	LGBT representative. Social media, publicity and webpages.	Full-time. Parent of one adult child within extended family unit.
Dr Kirsty Harrison	Senior Lecturer	F	White	Representative for LCS. Data analysis working group.	Part-time (0.8 FTE). Parent of one child (4 years). Dual career household.
Dr Hayley McBain <i>(while on maternity leave covered by Dr Nadine McGale)</i>	Lecturer – previously Research Fellow <i>(Research Fellow)</i>	F <i>(F)</i>	White <i>(White)</i>	Representative for HSRM. Data analysis working group.	Full-time. Parent of one child under 2 years. Dual career household.
Professor Debra Salmon	Dean of School; Professor of Community Health	F	White	Co-Chair. School lead for Equality & Diversity.	Full-time. Parent of two adult children.
Ms Mandeep Sekhon <i>(previously Ms Gabriella Caminotto)</i>	Research Assistant and PhD student <i>(PhD student; former School PS Staff)</i>	F <i>(F)</i>	BAME <i>(White Other)</i>	Representative for PG students and RAs. Data analysis working group.	Part-time RA and PGR student. No children. Dual career household.
Mr Dominic Smith <i>(previously Ms Esiri Onojaife; Previously Mr John Middleton)</i>	Human Resources Adviser	M <i>(F)</i> <i>(M)</i>	White <i>(BAME)</i> <i>(White)</i>	Advising on HR policies.	Full-time.
Dr Ahalya Subramanian	Senior Lecturer; Head of Division	F	BAME	Representative for OVS. Data analysis working group.	Full-time. Parent of one child (6 years). Dual career household.
Mr Matt Such <i>(previously Ms Kay Jones)</i>	Chief Operating Officer	M <i>(F)</i>	White <i>(White)</i>	Senior Management (PS).	Full-time. Parent of two children (2 and 5 years). Dual career household.
Mr Richard Thorne <i>(previously Mr Darren Walls)</i>	Lecturer	M <i>(M)</i>	White <i>(White)</i>	Representative for Radiography.	Full-time. Parent of two children (9 and 22 years). Dual career household.

(ii) An account of the self-assessment process

The self-assessment process was approached in four stages (Table 3.2). **Stage 1** was to establish the SAT, embed AS in SHS and raise awareness of AS. **Stage 2** was to identify and prioritise equality issues in SHS. **Stage 3** was to develop an action plan and start working on actions. And **Stage 4** was to apply for the AS award. A new action plan has been developed for this submission. For clarity, reference to actions implemented prior to the application are numbered **0.0** onwards. New actions accompanying this application are numbered **1.0** onwards.

Table 3.2 Self-assessment team process		
Stage	Objective and activity	Time Frame
Stage 1		
Establish SAT and raise awareness of Athena SWAN		
Establish Self-Assessment Team	<ul style="list-style-type: none"> • Invite expressions of interest • Appoint members • Establish monthly meetings 	Jan – April 2015
Embed Athena SWAN in the School	<ul style="list-style-type: none"> • Monthly reports to Senior Management Team • Monthly reports to Executive Committee • Standing item at termly all-School Meetings • Standing item at Divisional Meetings 	April - May 2015
Embed Athena SWAN in the School within University equality and diversity governance	<ul style="list-style-type: none"> • Representation on the Equality & Diversity Committee (Professor Ayers) • Representation on the University SAT (Professor Ayers) • Representation on the Gender Equality Steering Group (Professor Ayers) • Representation on the Gender Equality Working Group (Professor Ayers, Dr Harrison) • Lead University Equality & Organisational Culture survey working group (Professor Ayers) • Involvement in University Athena SWAN working groups (Professor Ayers, Ms Caminotto, Dr Harrison) 	Oct 2015 - present
Raise awareness of Athena SWAN in the School	<ul style="list-style-type: none"> • Updates and discussion at all-School meetings • Presentations at Divisional meetings • All-staff email updates • Posters in communal areas • Athena SWAN information added to School webpages • Twitter account established • Standing item about Athena SWAN in <i>Dean's Newsletter</i> to staff 	April 2015 - present
Stage 2		
Identify equality issues that need addressing in the School		
Collate and analyse data for staff and students by gender	<ul style="list-style-type: none"> • Data analysis working group established (Dr Barlow, Dr Harrison, Drs McBain/McGale, Ms Sekhon, Dr Subramanian) • Collate and analyse data from HR and Student services • Analysed for key issues 	Jan – June 2016
Staff consultation on gender equality in the School	<ul style="list-style-type: none"> • Developed the Equality and Organisational Culture (E&OC) survey (Professor Ayers, Miss Battams) • Staff surveyed 	July 2015 – Jan 2016
Staff consultation on key issues	<ul style="list-style-type: none"> • Focus groups run to explore key issues in more detail • Responses analysed and report written for SAT (Dr Barlow, Miss Battams) 	May – June 2017
Stage 3		
Develop action plan and implement actions		
Consider results of Stage 2 and generate potential actions	<ul style="list-style-type: none"> • Presentations of data from data analysis working group • Generation of actions on the basis of quantitative and qualitative data at three half-day workshops for the SAT • Prioritisation of actions • University-level actions (e.g., HR policies) passed onto University SAT 	July 2016
Resourcing actions	<ul style="list-style-type: none"> • Approval of action plan by Senior Management Team • Approval of action plan by the Executive Committee • £8,000 budget allocated to resource urgent actions in 2015/16 • From 2016/17 actions resourced on a case-by-case basis 	May 2015 - present
Start implementing actions	<ul style="list-style-type: none"> • See final page of action plan for actions already implemented (numbered 0.1 onwards) 	July 2016 - present

Table 3.2 Self-assessment team process (continued)		
Stage 4	Apply for an Athena SWAN bronze award	
Complete application	<ul style="list-style-type: none"> • Draft application (Professor Ayers, SAT) • Assess progress to date against actions already implemented (SAT) • Refine action plan accordingly in terms of future actions (SAT) • Develop performance indicators and monitoring processes (SAT) 	July – Sept 2017
Feedback and approval	<ul style="list-style-type: none"> • Feedback and approval by School SAT, Senior Management Team, Executive Committee • Feedback from City’s Equality & Diversity, Athena SWAN Manager (Dr Taylor-Steads) • Feedback from a critical friend (Dr Majerus, University of Nottingham) • Feedback and approval by the University SAT (now the Athena SWAN Implementation Group) • Feedback and approval by the University Executive Committee 	Oct – Nov 2017
Revise and submit	<ul style="list-style-type: none"> • Final revisions (Professor Ayers) • Submit application 	Nov 2017

Throughout this process the SAT team met monthly within term times (23 meetings). Every member was actively involved and made significant contributions to AS work. Attendance at SAT meetings was high e.g., 86% in 2016 (excluding annual leave).

AS was clearly embedded in SHS and University Governance structures from the start (Figure 3.2). Awareness of AS initiatives was raised through discussions at all-staff School meetings, all-staff emails, an AS Twitter account, SHS webpages and posters (Figure 3.3). These initiatives were very successful and in the Equality Organisational Culture (E&OC) survey 2015 (see below) 100% of academic staff reported being aware of AS. In addition to University resources for AS, SHS committed extra funding with a dedicated budget of £8,000 budget in 2015/16. Subsequent actions were resourced as needed (e.g., £7,636 in 2016/17).

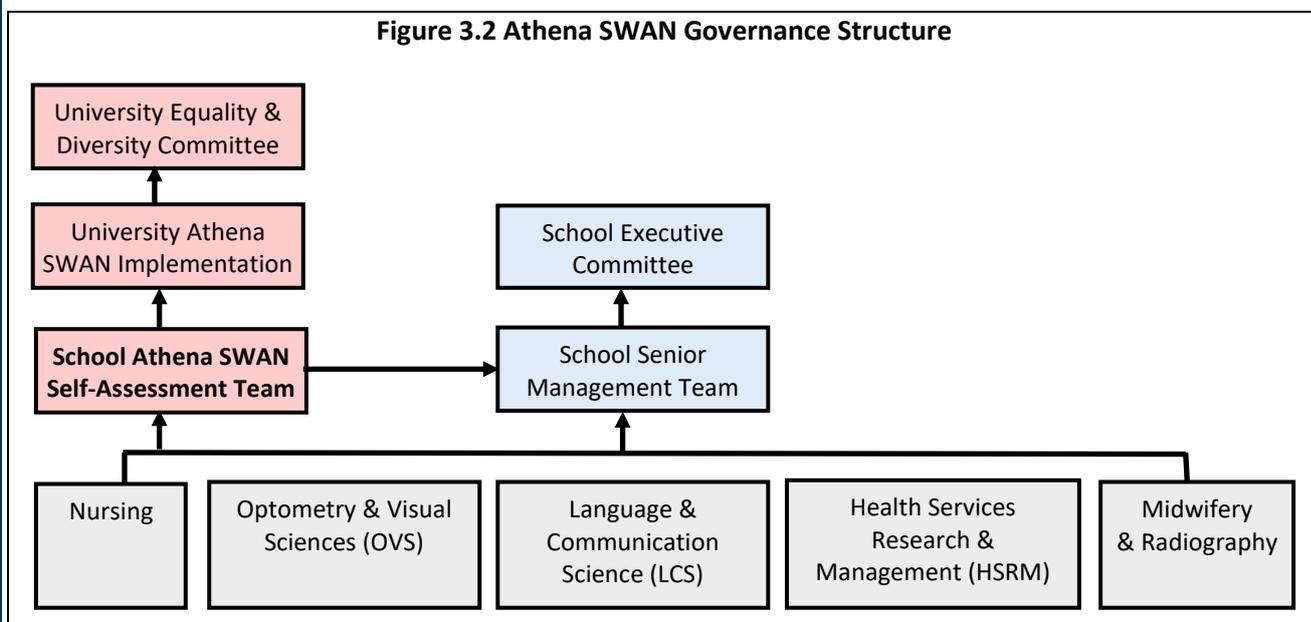
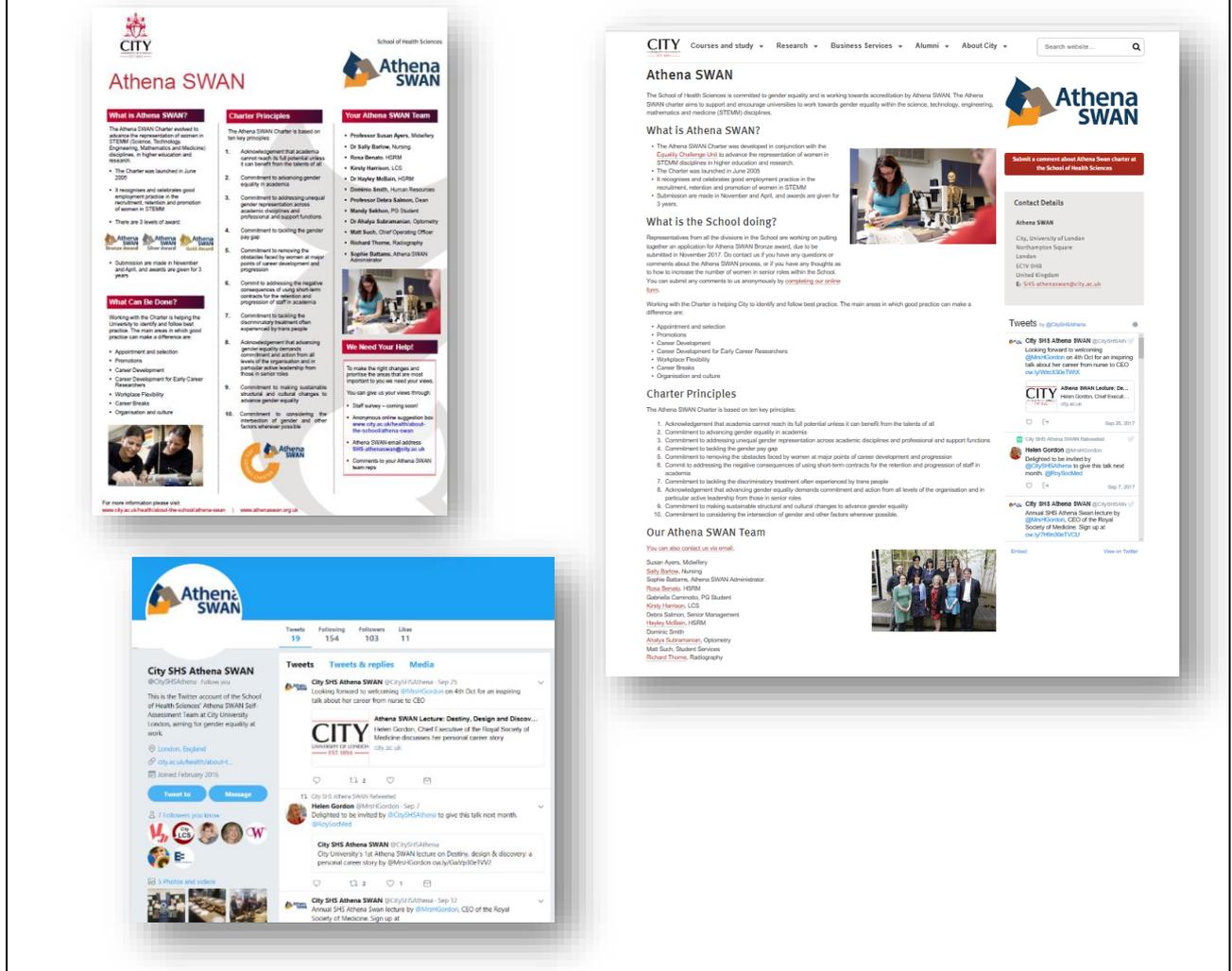


Figure 3.3 School Athena SWAN Poster, Webpages and Twitter



The E&OC survey was developed by a cross-University working group chaired by the SHS SAT co-lead (Ayers). The survey was conducted across the University from December 2015 to January 2016. It was structured to address areas specified by AS and adapted with permission from a survey developed by the University of Leicester. The response rate for academic staff in SHS was 51% (respondents were 78% women). The response rate for PS staff was lower at 34% (68% women, 20% men¹). An action is therefore:

- **Action 1.2** Increase the response rate of PS staff to the E&OC survey.

A follow-up, qualitative consultation was undertaken within SHS in 2017 to explore key issues that arose from the E&OC survey. These were the perceived effect of gender on career progression and issues for researchers on fixed-term contracts. Two focus groups were conducted: one for academic and PS staff (six staff, 100% women) and one for researchers on fixed-term contracts (three staff, 100% women).

An initial action plan was created in 2015/16 based on results of the staff consultation (E&OC survey) and analysis of HR and student data by gender. Actions were generated and prioritised through three half-day

¹ 12% preferred not to say or did not answer this question

workshops with the SAT. Many of those actions were implemented (**Actions 0.1 onwards**). Actions were reviewed and the action plan updated for the current submission (**Actions 1.1 onwards**).

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

The SAT will meet termly to monitor implementation of actions, report to SHS and the University on progress through governance structures (Figure 3.2). The SAT will evaluate the effectiveness of the actions against measurable outcomes, adjusting actions as necessary.

SAT membership will be reviewed annually to enable new members to join and existing members to step down. Succession planning will be needed for handover of one of the co-Chair roles in 2018/19. Expressions of interest will be invited, particularly from PS and mid-career academic staff. The successful candidate will shadow the co-Chair for an agreed handover period. Workload for members of the SAT is considered in workload planning (**Action 0.14**). Another E&OC survey will be conducted to examine progress against specified targets (**Action 1.1**) and inform a future application for a Silver Award (**Action 13.2**).

Section 3 Example Actions

- 1.1 Conduct an Equality and Organisational Culture (E&OC) survey every 3-4 years.
- 1.2 Increase the response rate of PS staff to the E&OC survey.
- 13.2 Apply for Athena SWAN Silver award.

Section 3	
Actual word count	738 (This excludes headings, sub-headings, tables, graphs and references to action points.)
Recommended word count	1000

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

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

This section provides data for three years for students (2013/14 to 2015/16)² and four years for staff (2013/14 to 2016/17). Where appropriate, benchmarking is done using ECU Statistical Report 2016 data for subjects allied to medicine. This provides the closest match to the subjects in SHS, although we do not teach subjects that typically have a higher proportion of men e.g., physiotherapy, dentistry.

4.1. Student data

Across all programmes in SHS the proportion of women is significantly higher than the proportion of men. This is approximately 5% higher than benchmarking data (80% women, 20% men) across all programmes and Divisions (Table 4.1).

Table 4.1 Students across all programmes by gender, year and Division												
Division	2013/14				2014/15				2015/16			
	Women	Men	% W	% M	Women	Men	% W	% M	Women	Men	% W	% M
OVS			72%	28%			72%	28%			76%	24%
Nursing			89%	11%			90%	10%			89%	11%
Midwifery & Radiography			83%	17%			82%	18%			81%	19%
LCS			97%	3%			97%	3%			98%	2%
HSRM			81%	19%			86%	14%			87%	13%
Total	2934	515	85%	15%	2687	450	86%	14%	2671	442	86%	14%

[data redacted]

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

SHS successfully ran several Foundation degree programmes. However, following a strategic decision at University level these are gradually being discontinued. At present, SHS has one active Foundation degree in Ophthalmic Dispensing. Over time, the proportion of women on the programme varied from 69% to 79% (Table 4.2). This is slightly lower than the HESA benchmarking average of 83% but consistent with the gender balance of optometrists and ophthalmic dispensers³. This course will be discontinued in 2019.

² Data for students in 2016/17 are not presented because the academic year was not complete when the application was written.

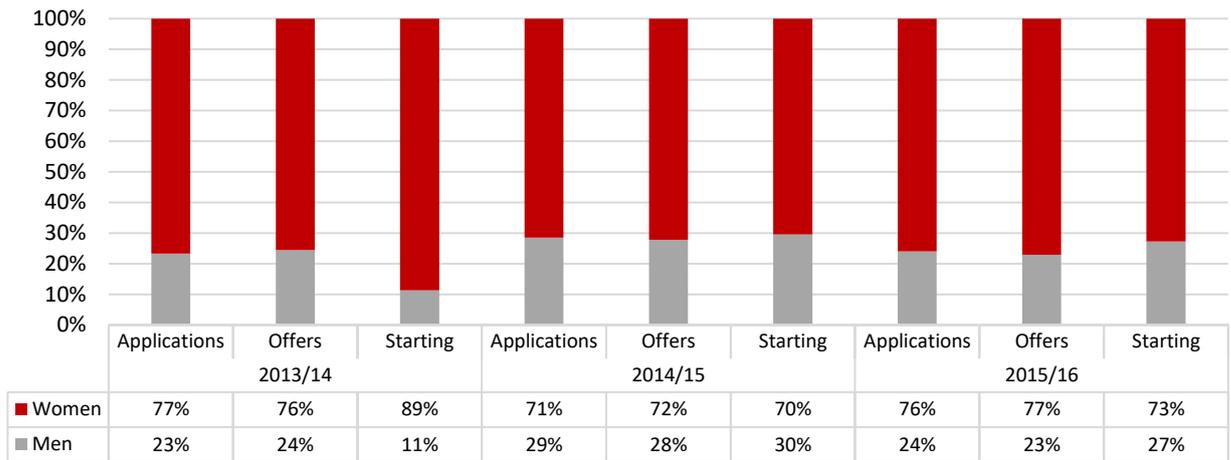
³ College of Optometrists 2016, [Optical Workforce Survey](#) (accessed November 2017)

Table 4.2 Proportion of Women and Men on Foundation Degree courses by year and division

Division	2013/14				2014/15				2015/16				Benchmark
	Women	Men	% W	% M	Women	Men	% W	% M	Women	Men	% W	% M	% W
OVS	55	15	79%	21%	49	16	75%	25%	44	20	69%	31%	83%

In the last two years there were no noticeable differences in the proportion of applications and starters by gender (Figure 4.1). However, in 2013/14 there were fewer men starting courses compared to applications and offers.

Figure 4.1 Foundation Degree in Ophthalmic Dispensing: Applications, Offers and Starters



[quantities redacted]

Historically, there may have been gender differences in degree classification, although numbers are small and therefore unreliable (Table 4.3). Anonymous marking in assessment boards was introduced in 2015/16 and gender differences in degree classification were no longer apparent (82% of women and 80% of men in 2015/16 achieved Distinction). Anonymous marking has been introduced to all assessment boards and SHS will:

- **Action 2.1** Review the effectiveness of anonymous marking at assessment boards on degree classification.

Table 4.3 Degree Classification Foundation Degree by year and gender

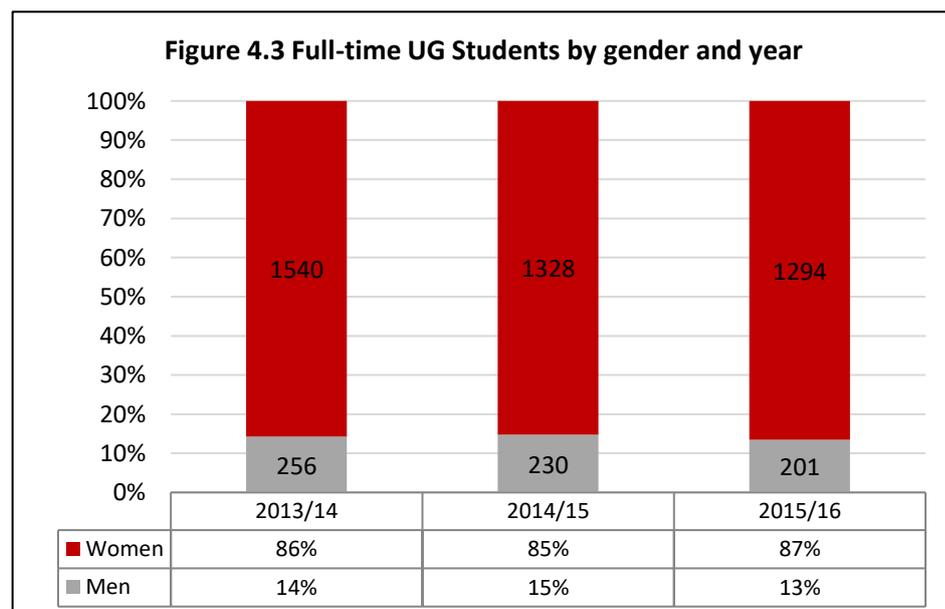
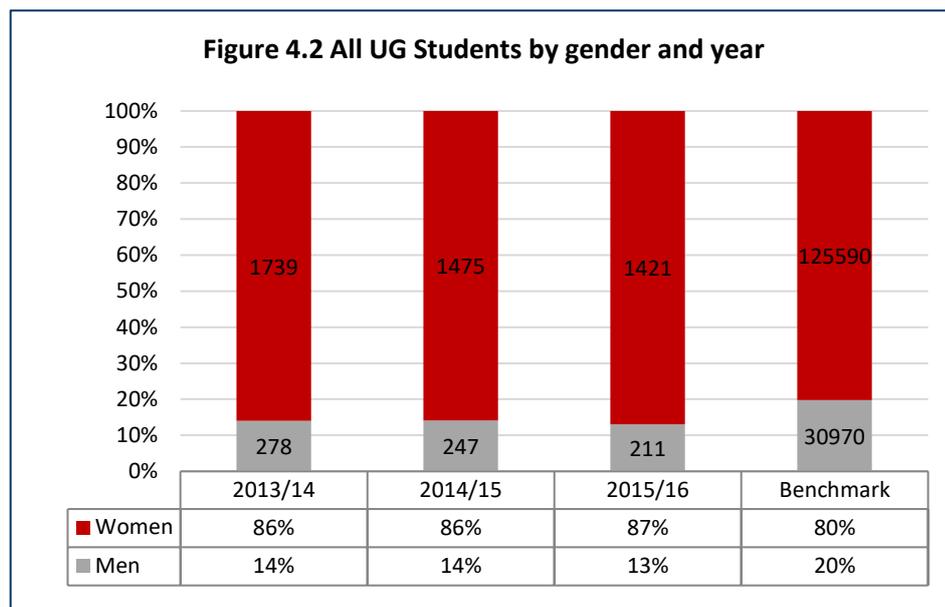
	Ordinary				Merit				Distinction			
	Women	Men	% W*	% M*	Women	Men	% W*	% M*	Women	Men	% W*	% M*
2013/14	0	0	0%	0%			69%	33%			31%	67%
2014/15	0	0	0%	0%			35%	100%			65%	0%
2015/16	0	0	0%	0%			18%	20%			82%	80%

* Percentage of women/men in each year who obtain ordinary, merit or distinctions

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, acceptance rates and degree attainment by gender.

The majority of UG students in SHS are women (Figure 4.2). This is the case for both full-time (87% women, Figure 4.3) and part-time programmes (93% women, Figure 4.4). This is slightly above the benchmarking average of 80% (Figure 4.2) but is probably due to the majority of the programmes offered having a higher proportion of women in the workforce (e.g., Speech and Language Therapy, Midwifery, Nursing) (Table 4.4). The proportion of men and women on UG programmes has remained fairly consistent over time.



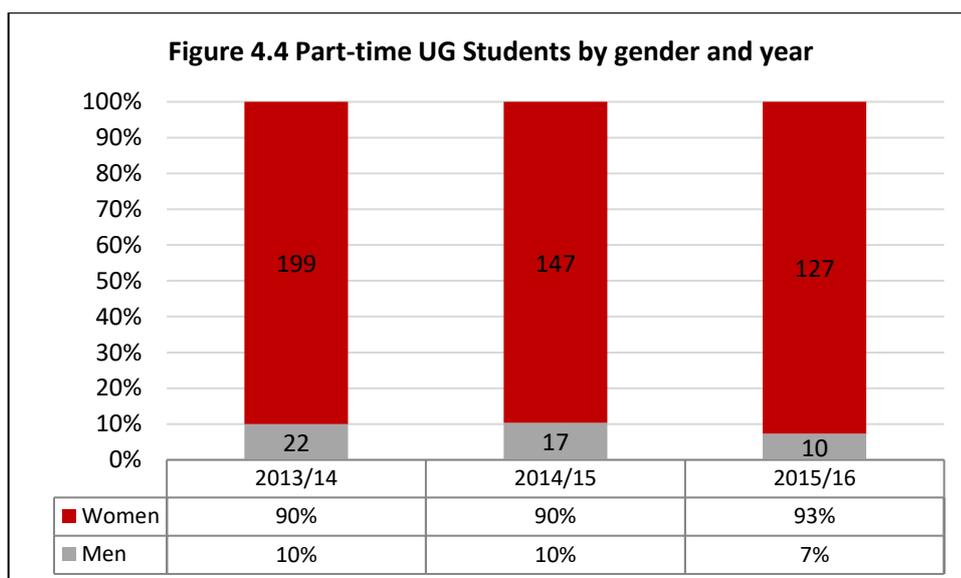


Table 4.4 Proportion of Men and Women on UG courses by year and division

Division	2013/14				2014/15				2015/16				Work Force
	Women	Men	% W	% M	Women	Men	% W	% M	Women	Men	% W	% M	% W
OVS			72%	28%			72%	28%			78%	22%	41% ⁴
Nursing			91%	9%			91%	9%			92%	8%	Nursing & Midwifery 11% ⁵
Midwifery & Radiography			82%	18%			81%	19%			81%	19%	Radiography 24% ²
LCS			97%	3%			98%	2%			99%	1%	3% ⁶
HSRM			89%	11%			92%	8%			93%	7%	
Total	1739	278	89%	11%	1475	247	86%	14%	1421	211	87%	13%	

[data redacted]

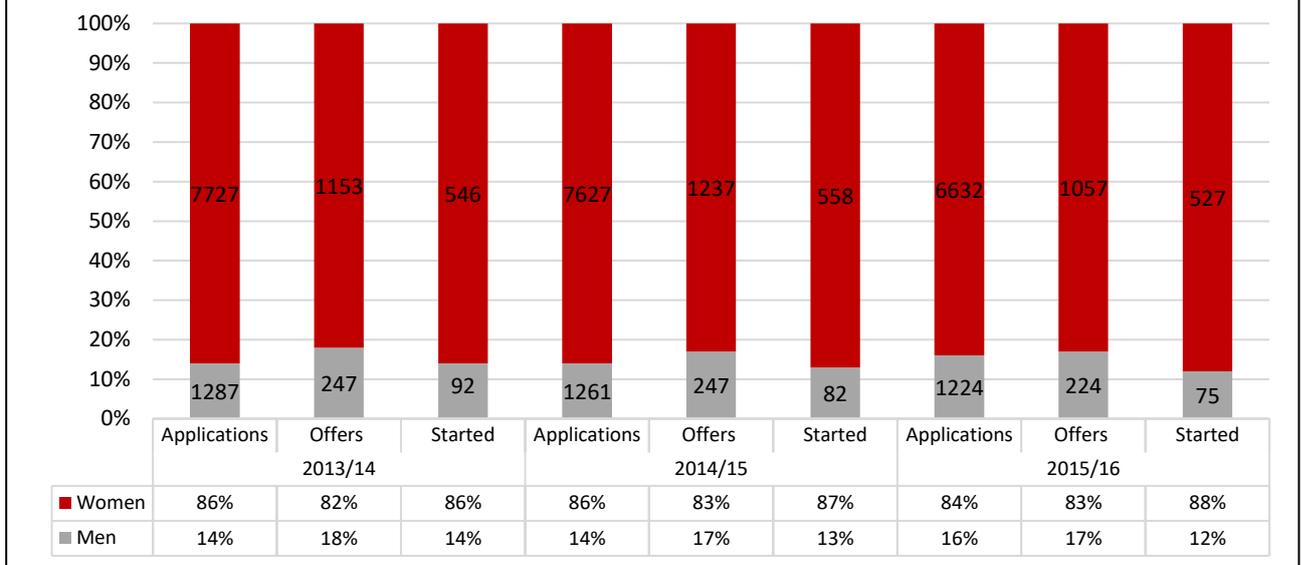
Women make up the majority of applicants on UG programmes (84%) as well as offers (83%) (Figure 4.5). Slightly more offers were made to men compared to applications (men comprise 16% applicants, 18% offers). This could represent unconscious bias (UB) in selection processes. However, the conversion rates from offers to starters are lower for men (33%) than women (50%) and is the case for both full-time and part-time students.

⁴ *E&D Monitoring Report*, General Optical Council, 2016.

⁵ *Annual E&D Report 2015-2016*. The Nursing & Midwifery Council.

⁶ Health and Care Professions Council, Registrants by gender, 2016.

Figure 4.5 Conversion rates for UG programmes by gender



There are some differences between Divisions (Table 4.5). Nursing has no gender imbalance in conversion rates from offers to started, but a high proportion of women students (93%). Optometry had an increase in the proportion of women students from 55% in 2013 to 79% in 2016, which reflects change in gender balance within the profession overall (73% of the profession are now women aged under 30; College of Optometrists, 2016). Speech and Language Therapy predominantly attracts women applicants (93%) and students (100%) with no men starting in 2015/16. This partly reflects the workforce, where women comprise 97% of the profession.⁷

SHS is keen to address this gender imbalance, although we are mindful of the fact that this is a sector-wide problem, actions include:

- **Action 2.2** Ensure men staff and students are present at Open Days.
- **Action 2.3** Review SHS marketing materials for inclusivity, including course-specific marketing.
- **Action 2.4** Admissions Tutors and Programme Directors to undertake Inclusive Leadership/UB training.

⁷ Health and Care Professions Council, Registrants by gender, 2016.

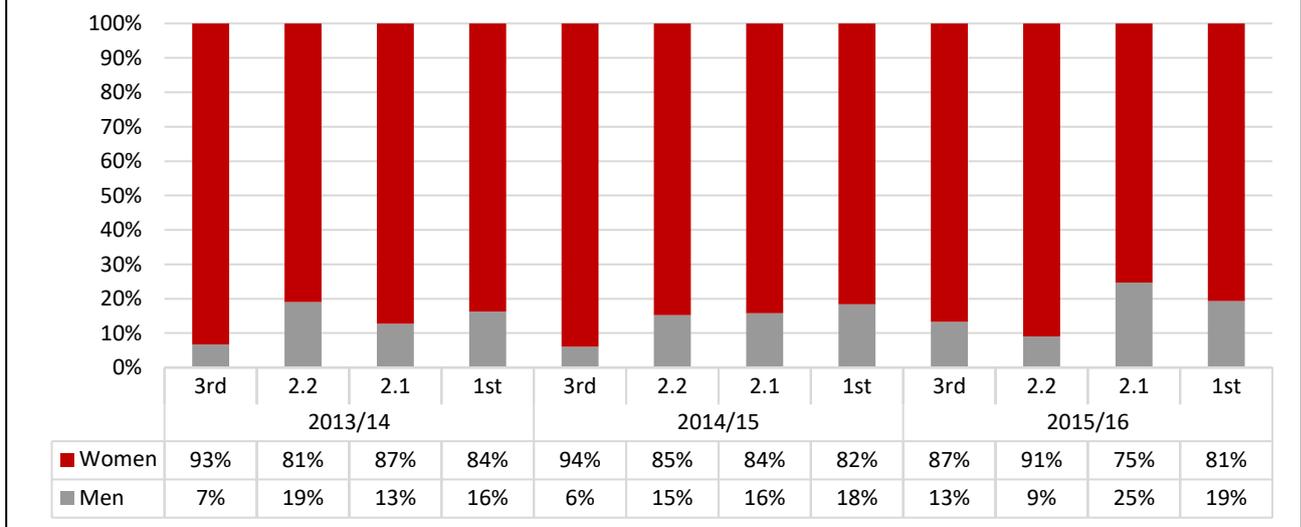
Table 4.5 Applications, offers and students starting on UG courses by Division, gender and year

	2013/14				2014/15				2015/16			
	Women	Men	% W	% M	Women	Men	% W	% M	Women	Men	% W	% M
Applications												
OVS			71%	29%			70%	30%			70%	30%
Nursing			89%	11%			88%	12%			88%	12%
Midwifery & Radiography			82%	18%			85%	15%			82%	18%
LCS			95%	5%			94%	6%			93%	7%
HSRM			92%	8%			96%	4%			93%	7%
Total	7727	1287	86%	14%	7627	1261	86%	14%	6632	1224	84%	16%
Offers												
OVS			70%	64%			68%	65%			70%	64%
Nursing			9%	7%			9%	6%			10%	5%
Midwifery & Radiography			12%	16%			12%	14%			10%	11%
LCS			26%	15%			40%	29%			28%	7%
HSRM			97%	100%			100%	100%			100%	100%
Total	1153	247	15%	19%	1237	247	16%	20%	1057	224	16%	18%
Started												
OVS			16%	35%			23%	19%			28%	19%
Nursing			73%	97%			55%	62%			64%	64%
Midwifery & Radiography			48%	33%			56%	47%			63%	57%
LCS			49%	33%			33%	29%			43%	0%
HSRM			78%	60%			91%	100%			100%	100%
Total	566	109	49%	44%	558	82	45%	33%	527	75	50%	33%

Degree classifications by gender (Figure 4.6) show a higher proportion of women get a 3rd class degree compared to men, although the number of students with this degree classification is small. Differences between Divisions probably reflect the gender profiles of students on different courses rather than any systematic gender bias (Table 4.6).

[data redacted]

Figure 4.6 Degree Classification for UG students by gender



[quantities redacted]

SHS is aware of the importance of achieving a good degree. In combination with the University, SHS recently rewrote their personal tutoring policy to provide enhanced support to all students. This will be implemented in 2017/18. Software e:Vision has been introduced to help academic staff monitor student progression and engagement better. Students will meet regularly with their personal tutors with the aim of improving progression and attainment of a better degree qualification. The effectiveness of this on gender differences in degree classification will be monitored to inform future actions (**Action 2.5**).

Table 4.6 Degree Classification UG by Division, gender and year

	3 rd				2.2				2.1				1 st			
	Women	Men	% W*	% M*	Women	Men	% W*	% M*	Women	Men	% W*	% M*	Women	Men	% W*	% M*
2013/14																
OVS**			2%	4%			27%	56%			49%	28%			20%	12%
Nursing			1%	0%			22%	13%			61%	61%			13%	26%
Midwifery & Radiography			0%	0%			16%	14%			61%	62%			18%	24%
LCS			4%	0%			21%	0%			60%	100%			13%	0%
HSRM			29%	0%			29%	57%			37%	40%			4%	2%
Total			4%	1%	96	44	22%	39%	243	52	56%	46%	73	15	17%	13%
2012/13																
OVS			0%	0%			25%	31%			59%	51%			16%	18%
Nursing			8%	6%			32%	25%			48%	31%			10%	38%
Midwifery & Radiography**			1%	0%			9%	26%			47%	47%			29%	26%
LCS			4%	0%			33%	0%			43%	100%			16%	0%
HSRM			44%	6%			28%	68%			13%	26%			10%	0%
Total			8%	3%	105	44	25%	40%	192	45	46%	41%	90	18	21%	16%
2011/12																
OVS			0%	0%			10%	19%			74%	59%			15%	22%
Nursing			9%	27%			29%	9%			48%	36%			12%	27%
Midwifery & Radiography			1%	0%			7%	10%			37%	48%			35%	41%
LCS			6%	0%			19%	0%			60%	0%			12%	0%
HSRM			39%	2%			25%	73%			25%	20%			7%	5%
Total			7%	4%	70	39	18%	36%	195	42	50%	39%	94	23	24%	21%

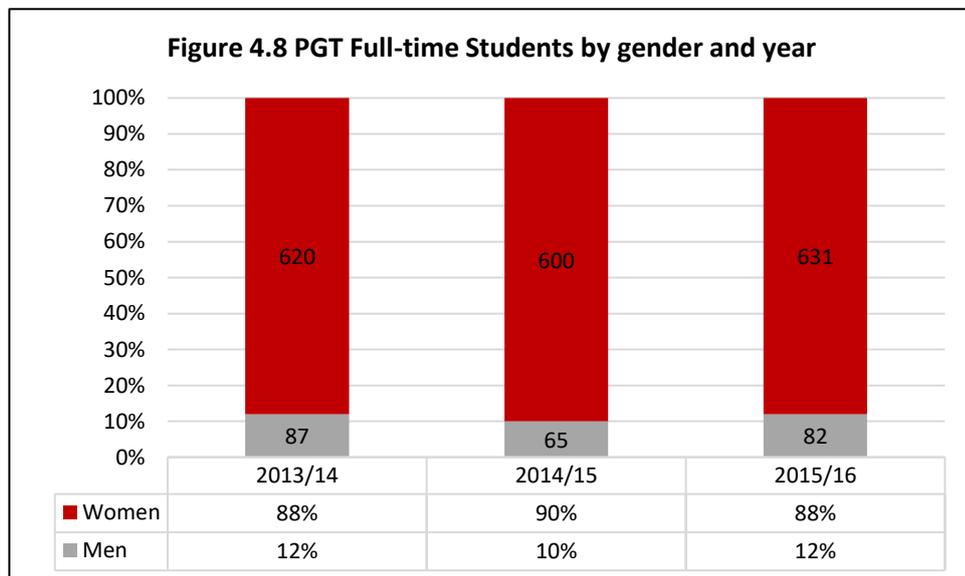
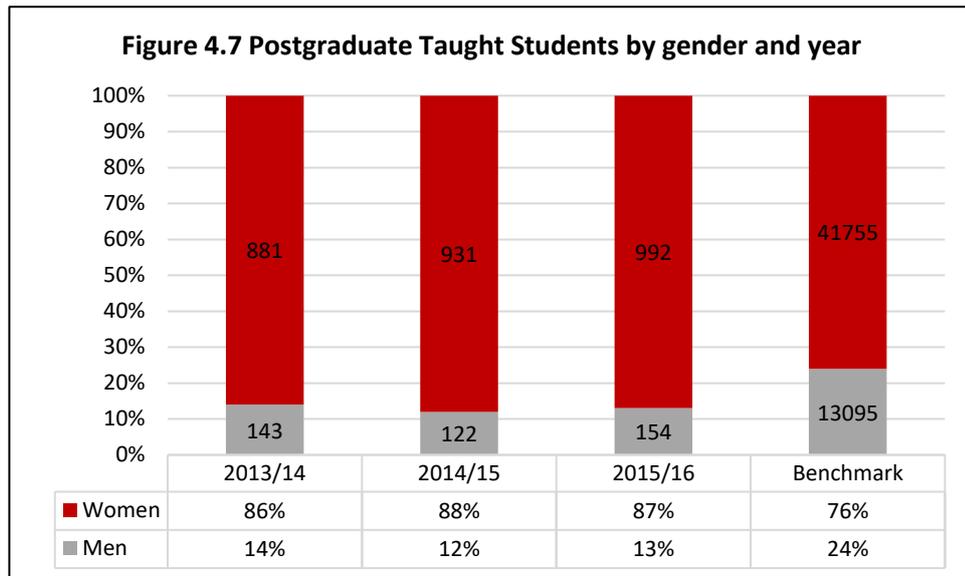
* Percentage of women/men in each year who obtain ordinary, merit or distinctions; ** 1 woman student obtained an ordinary degree.

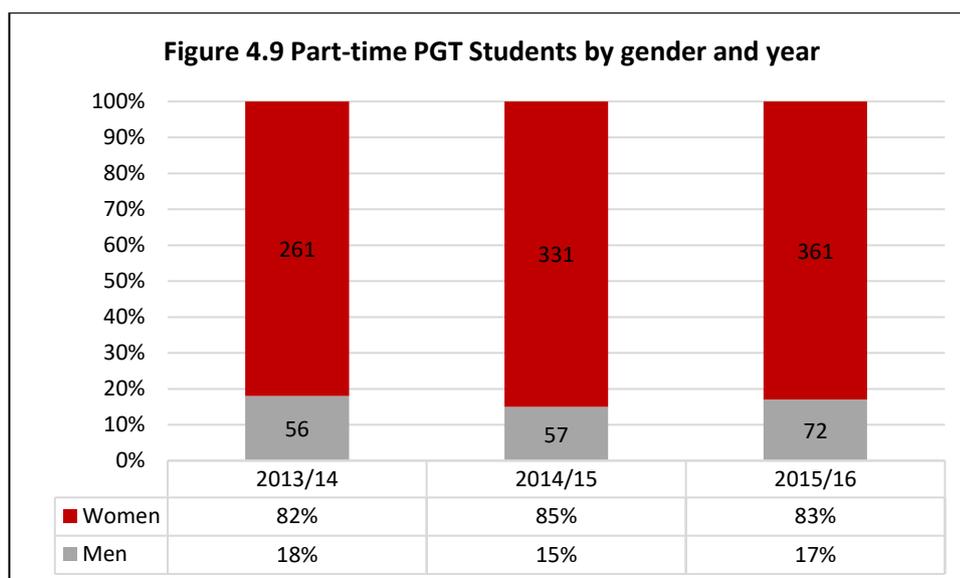
[data redacted]

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

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

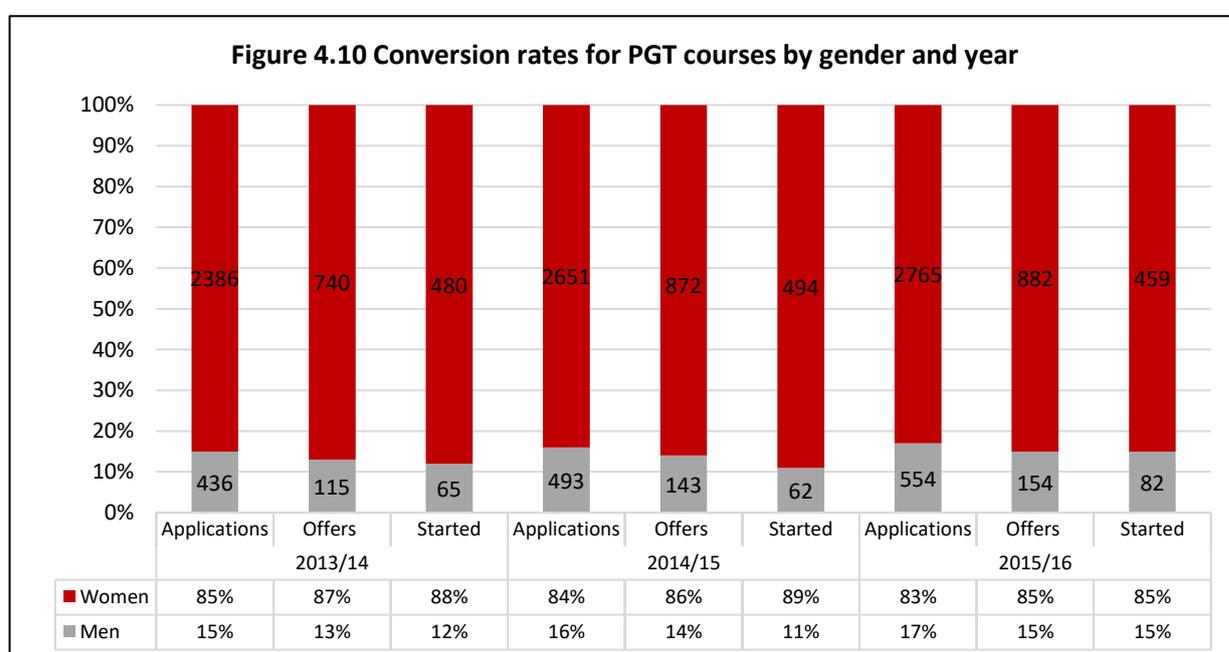
Similar to UG, the proportion of women on postgraduate taught programmes (PGT) (87% women) is above the benchmarking average of 76% (Figure 4.7). This pattern is observed in full-time (Figure 4.8) and part-time programmes (Figure 4.9).





Actions to address gender imbalances in UG students will be applied to PG students also. The challenges at PGT level are similar to those encountered at UG level. A consultation will therefore be conducted with UG and PG students to find out what would encourage men to enrol and study at UG and PGT levels (**Action 2.6**).

The conversion rate for men on PGT courses is similar to UG programmes in that they comprise 17% of applicants but 15% of starters (Figure 4.10). This gender imbalance is observed in full-time but not part-time courses.



There is large variation between Divisions, with women comprising 34% of applicants in OVS and 92% of applicants in LCS (Table 4.7). In previous years the conversion rate for women has been higher than men.

For example, in 2014/15 60% of women who applied started compared to 43% of men who applied. However, in the current year the conversion rate was the same for both genders (53% women, 53% men).

Table 4.7 Applications, offers and students starting on PGT courses by Division, gender and year												
	2013/14				2014/15				2015/16			
Division	Women	Men	% W	% M	Women	Men	% W	% M	Women	Men	% W	% M
Applications												
OVS			83%	17%			79%	21%			34%	66%
Nursing			80%	20%			79%	21%			76%	24%
Midwifery & Radiography			84%	16%			86%	14%			51%	49%
LCS			93%	7%			93%	7%			92%	8%
HSRM			65%	35%			66%	34%			58%	42%
Other*			81%	19%			82%	18%			57%	43%
Total	2006	436	82%	18%	2196	493	82%	18%	2145	776	73%	27%
Offers												
OVS			87%	100%			58%	40%			83%	13%
Nursing			24%	17%			26%	20%			31%	19%
Midwifery & Radiography			61%	49%			54%	56%			67%	16%
LCS			20%	15%			25%	11%			21%	14%
HSRM			68%	42%			76%	51%			74%	29%
Other*			61%	29%			63%	48%			75%	22%
Total	649	115	32%	26%	768	143	35%	29%	772	154	36%	20%
Started												
OVS			85%	67%			73%	0%			40%	100%
Nursing			63%	51%			59%	58%			48%	53%
Midwifery & Radiography			88%	100%			89%	89%			87%	86%
LCS			64%	57%			60%	40%			74%	57%
HSRM			50%	43%			44%	14%			38%	39%
Other*			79%	57%			43%	14%			34%	35%
Total	434	65	67%	57%	459	62	60%	43%	411	82	53%	53%

*Other category relates to MSc Advanced Practice in Health and Social Care which runs across OVS, Nursing, Midwifery & Radiography and LCS.

[data redacted]

Historically more women on PGT programmes were awarded distinctions (Figure 4.11). However, the gender ratio of merits and distinctions was equivalent in the last year, both for full-time and part-time students. This is possibly due to the introduction of anonymous marking for PGT programmes in 2015/16.

Degree classifications for men and women on PGT programmes vary in different Divisions with between 17% and 100% of women getting distinction (Table 4.8). However, small numbers of students in some Divisions mean data are unreliable. In Divisions with a larger number of students, the proportion of women obtaining distinction is reasonably consistent over time.

Figure 4.11 Degree Classification for PGT programmes by gender and year

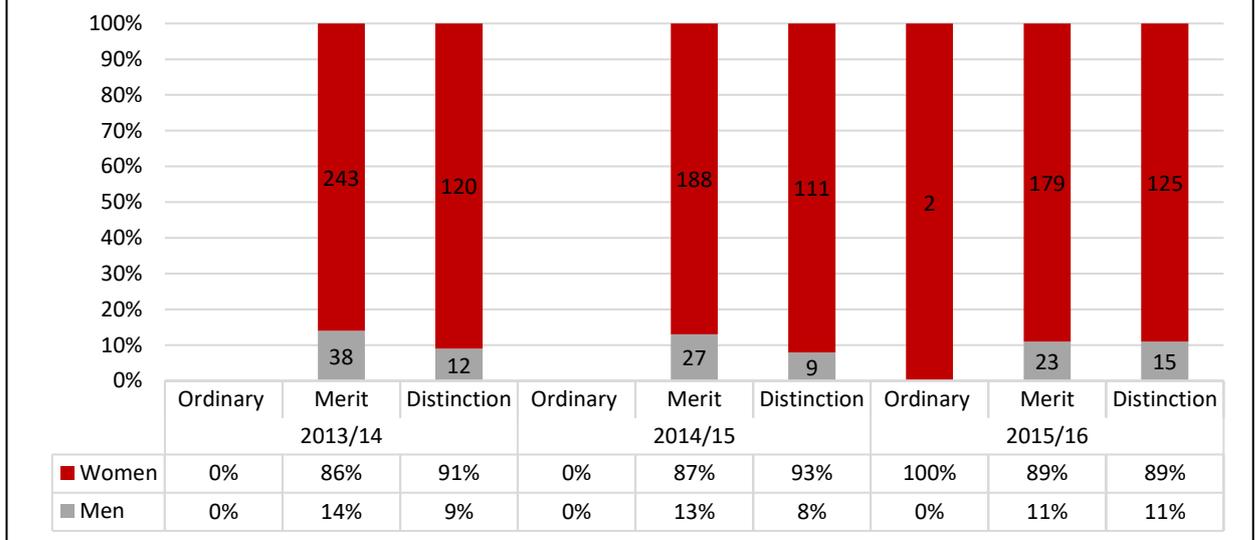


Table 4.8 Degree Classification for PGT by Division, gender and year

	Ordinary				Merit				Distinction			
	Women	Men	% W*	% M*	Women	Men	% W*	% M*	Women	Men	% W*	% M*
2013/14												
OVS							25%	50%			75%	50%
Nursing							72%	89%			28%	11%
Midwifery & Radiography							67%	54%			33%	46%
LCS							60%	80%			40%	20%
HSRM							83%	100%			17%	0%
Total					243	38	67%	76%	120	12	33%	24%
2014/15												
OVS							0%	100%			100%	0%
Nursing							70%	72%			30%	28%
Midwifery and Radiography							78%	50%			22%	50%
LCS							51%	67%			49%	33%
HSRM							56%	100%			44%	0%
Total					188	27	63%	75%			37%	25%
2015/16												
OVS							0%	0%			100%	0%
Nursing							71%	67%			29%	33%
Midwifery and Radiography							65%	53%			35%	47%
LCS							42%	33%			58%	67%
HSRM							50%	65%			17%	35%
Total					168	32	58%	60%	119	21	41%	40%

* Percentage of women/men in each year who obtain ordinary, merit or distinction

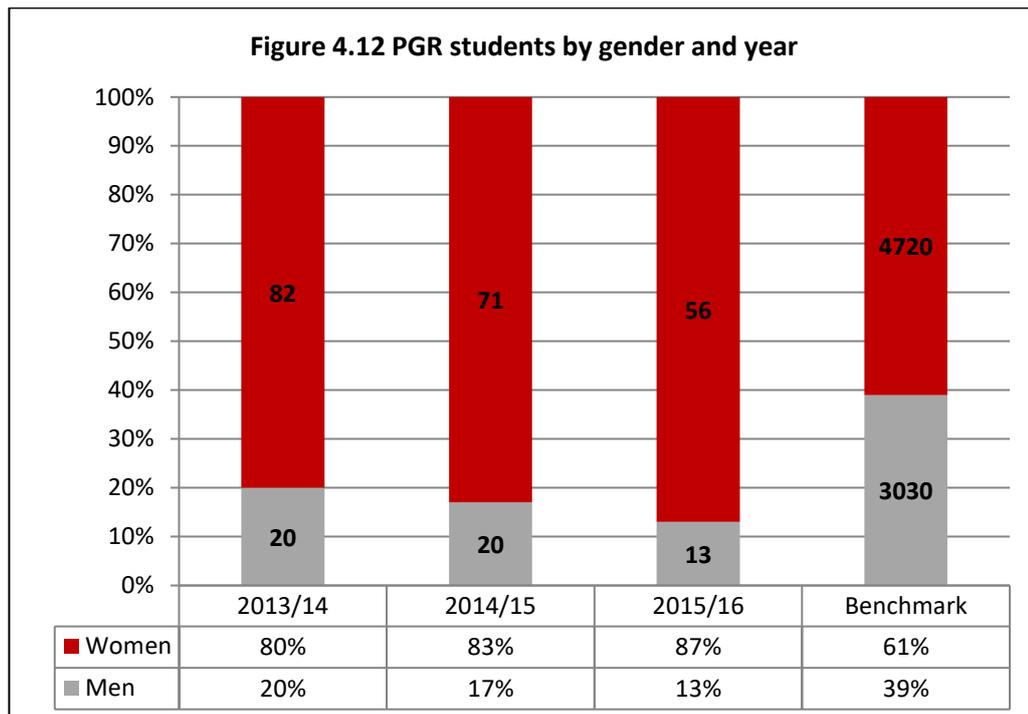
(iv) Numbers of men and women on postgraduate research degrees

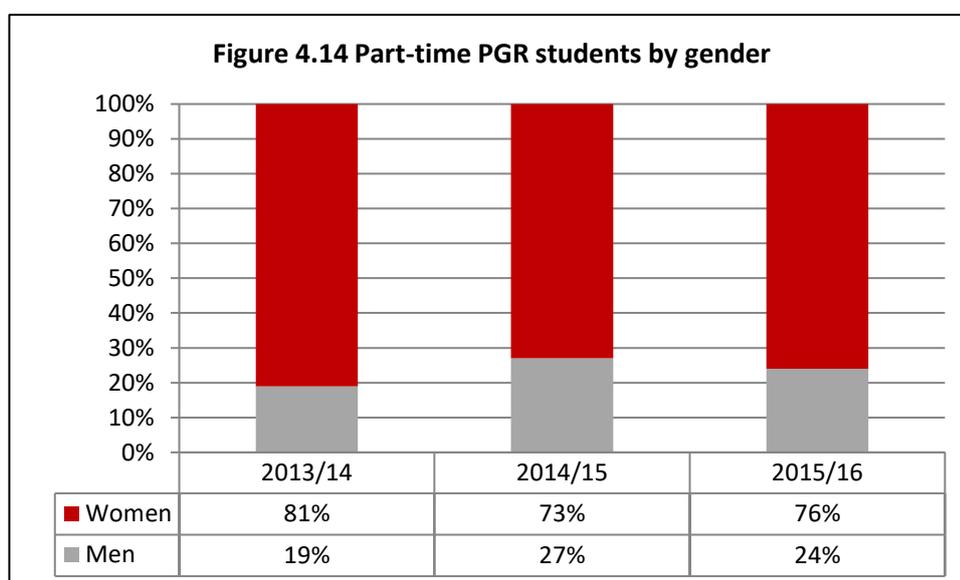
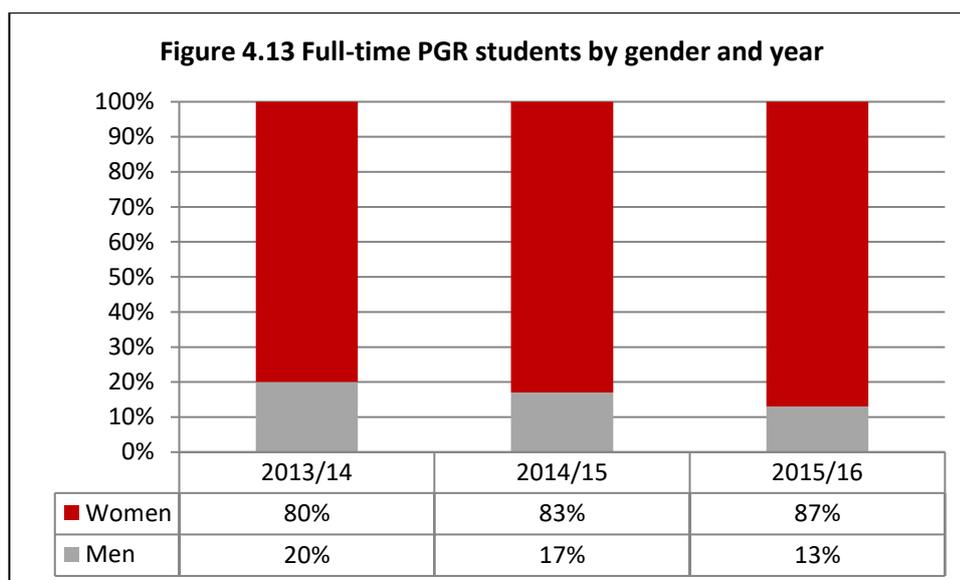
Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

The proportion of women on postgraduate research (PGR) courses (81% women, 19% men) is above the benchmark (61% women, Figure 4.12). This suggests good progression of women from UG (80% women) to PGR (81% women) but may indicate that men are not encouraged to apply. Men are less represented on full-time (12% men, Figure 4.13) compared to part-time PGR programmes (Figure 4.14) (24% men). In the last three years the proportion of men on full-time programmes has decreased (from 20% to 13%), with a corresponding increase on part-time programmes (from 19% to 24%). This suggests men may feel more encouraged to study part-time.

To ensure representative gender balance of PGR students, actions include:

- **Action 2.3** Review SHS marketing materials for inclusivity, including course-specific marketing.
- **Action 2.6** Conduct focus group consultation with UG and PG students.
- **Action 2.7** Proactively encourage men UG and PGT students in Speech and Language Therapy to continue to PGR studies.





[quantities redacted]

The high proportion of women PGR students is partly due to SHS teaching subjects where men are less represented than the broader benchmarking category of subjects allied to medicine. This is substantiated by differences between Divisions (Table 4.9) where men comprise 0% of PGR students in LCS but 40% in OVS. The proportion of male PGR students in each discipline is consistent with the gender balance in the workforce for Optometry, higher for Nursing and Midwifery (24% men compared to 11% of the workforce⁸) and lower for Speech and Language Therapy (0% men compared to 3% of the workforce⁹). The higher rate in Nursing and Midwifery is probably due to Radiography PGR students being classified in this group.

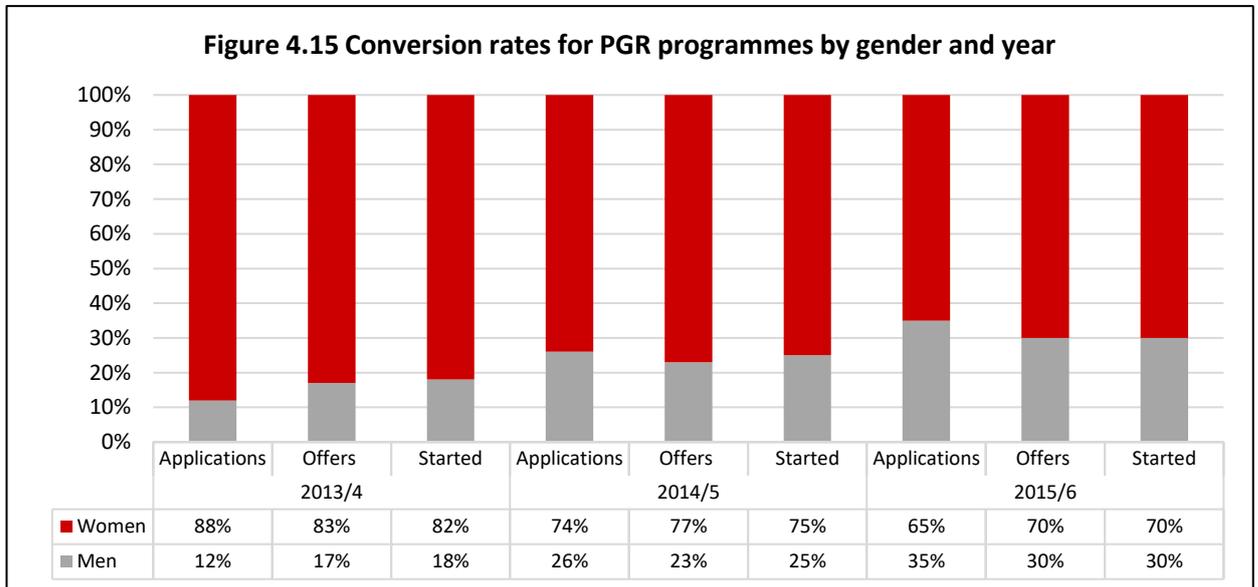
⁸ The Nursing & Midwifery Council 2016

⁹ Health and Care Professions Council, Registrants by gender, 2016.

Table 4.9 PGR students by Division, gender and year												
	2013/14				2014/15				2015/16			
Division	Women	Men	% W	% M	Women	Men	% W	% M	Women	Men	% W	% M
OVS			48%	52%			47%	53%			60%	40%
Nursing*			85%	15%			78%	22%			76%	24%
LCS			96%	4%			95%	5%			100%	0%
HSRM			100%	0%			100%	0%			90%	10%
Total	82	20	80%	20%	71	20	78%	22%	56	13	81%	19%

* Midwifery & Radiography PGR students are classified with Nursing

The conversion rates from offers to starters for PGR programmes are similar for women and men (Figure 4.15).



[quantities redacted]

No differences are observed in conversion rates from offers to started between Divisions (Table 4.10). Gender differences in the proportion of men and women applying to different subjects is the same as for other programmes.

Table 4.10 Applications, offers and students starting on PGR courses by division and gender												
	2013/14				2014/15				2015/16			
Division	Women	Men	% W	% M	Women	Men	% W	% M	Women	Men	% W	% M
Applications												
OVS			50%	50%			67%	33%			67%	33%
Nursing			100%	0%			63%	37%			67%	33%
LCS			100%	0%			100%	0%			67%	33%
HSRM			100%	0%			100%	0%			50%	50%
Total			88%	12%			74%	26%	15	8	65%	35%
Offers												
OVS			67%	100%			75%	50%			100%	100%
Nursing			69%	0%			67%	57%			100%	100%
LCS			100%	0%			56%	0%			20%	0%
HSRM			50%	0%			100%	0%			100%	100%
Total			68%	0%			65%	0%			47%	0%
Started												
OVS			100%	100%			100%	100%			100%	100%
Nursing*			89%	0%			88%	100%			100%	100%
LCS			100%	0%			80%	0%			100%	0%
HSRM			100%	0%			100%	0%			100%	100%
Total			93%	0%			88%	0%			100%	0%

* Midwifery & Radiography PGR students are classified with Nursing

Completion rates differ slightly by gender over time (Table 4.11) but this may be due to differences in annual cohorts rather than a systematic bias.

[quantities redacted]

Table 4.11 Completion Rates on Full-time PGR courses by gender, year and Division												
	2013/14				2014/15				2015/16			
Division	Women	Men	% W	% M	Women	Men	% W	% M	Women	Men	% W	% M
OVS			83%	17%			50%	50%			25%	75%
Nursing*			25%	75%			67%	33%			89%	11%
LCS			100%	0%			83%	17%			100%	0%
HSRM			50%	50%			100%	0%			100%	0%
Total			64%	36%			74%	26%			82%	18%

* Midwifery & Radiography PGR students are classified with Nursing

(v) Progression pipeline between undergraduate and postgraduate student levels

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

Women are well represented on UG and PGT programmes (both 87% women, 13% men) with a slight drop at PGR level (81% women, 19% men). Men are less well represented on UG and PGT programmes which is probably due in part to the gender balance of the disciplines offered. Actions to address this and attract more men students include:

- **Action 2.2** Ensure men staff and students are present at Open Days.
- **Action 2.3** Review SHS marketing materials for inclusivity, including course-specific marketing.
- **Action 2.6** Conduct focus group consultation with UG and PG students.

Section 4.1 Example Actions

- 2.1 Review the effectiveness of anonymous marking at assessment boards on degree classification.
- 2.2 Ensure men staff and students are present at Open Days.
- 2.3 Review SHS marketing materials for inclusivity, including course-specific marketing.
- 2.4 Admissions Tutors and Programme Directors to undertake Inclusive Leadership/UB training.
- 2.5 Examine student attendance, progression and engagement (i.e., e:Vision) by gender
- 2.6 Conduct focus group consultation with UG and PG students.
- 2.7 Proactively encourage men UG and PGT students in Speech and Language Therapy to continue to PGR studies.

4.2. Academic and research staff data

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

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

SHS is broadly in line with comparators: 69% of academic staff are women (Table 4.12) compared with 75% of Nursing and Allied Health Professions¹⁰. SHS attracts a high proportion of women at Researcher, Lecturer and Senior Lecturer levels (70-74% women). However, the distribution of staff across the career pipeline is typical of STEMM subjects, with women relatively under-represented at professorial level (56% women, Figure 2.2) compared to the average in SHS (69% women). Actions to support women to progress to Professor are outlined in Section 5.

¹⁰ ECU 2014/15 Academic and research staff by gender

There are two types of academic contract in SHS: Researchers (Grade 6-8) are on ‘research only’ contracts (70% women) and academics (Lecturer to Professor) are on ‘education and research’ contracts (69% women). Promotion criteria have role profiles for both education and research. Contract type is therefore only discussed in relation to promotion and the management of fixed-term research contracts.

Table 4.12 Academic and Research Staff by level and gender								
		School of Health Sciences			Benchmark (ECU data – 2014/15 only)			
		Women	Men	% W	Women	Men	% W	
Researcher	2013/14			74%	6940	2220	75.8%	“Not a Professor” (ECU, 2014/15)
	2014/15			80%				
	2015/16			77%				
	2016/17			70%				
Lecturer	2013/14			63%				
	2014/15			71%				
	2015/16			72%				
	2016/17			73%				
Senior Lecturer	2013/14			73%				
	2014/15			74%				
	2015/16			65%				
	2016/17			74%				
Reader	2013/14			50%				
	2014/15			50%				
	2015/16			70%				
	2016/17			67%				
Professor	2013/14			52%	230	160	59.1%	Professor (ECU, 2014/15)
	2014/15			54%				
	2015/16			52%				
	2016/17			56%				
Total	2013/14	125	59	68%	7170	2380	75.1%	All Nursing & Allied health (ECU, 2014/15)
	2014/15	133	57	70%				
	2015/16	138	59	70%				
	2016/17	130	58	69%				

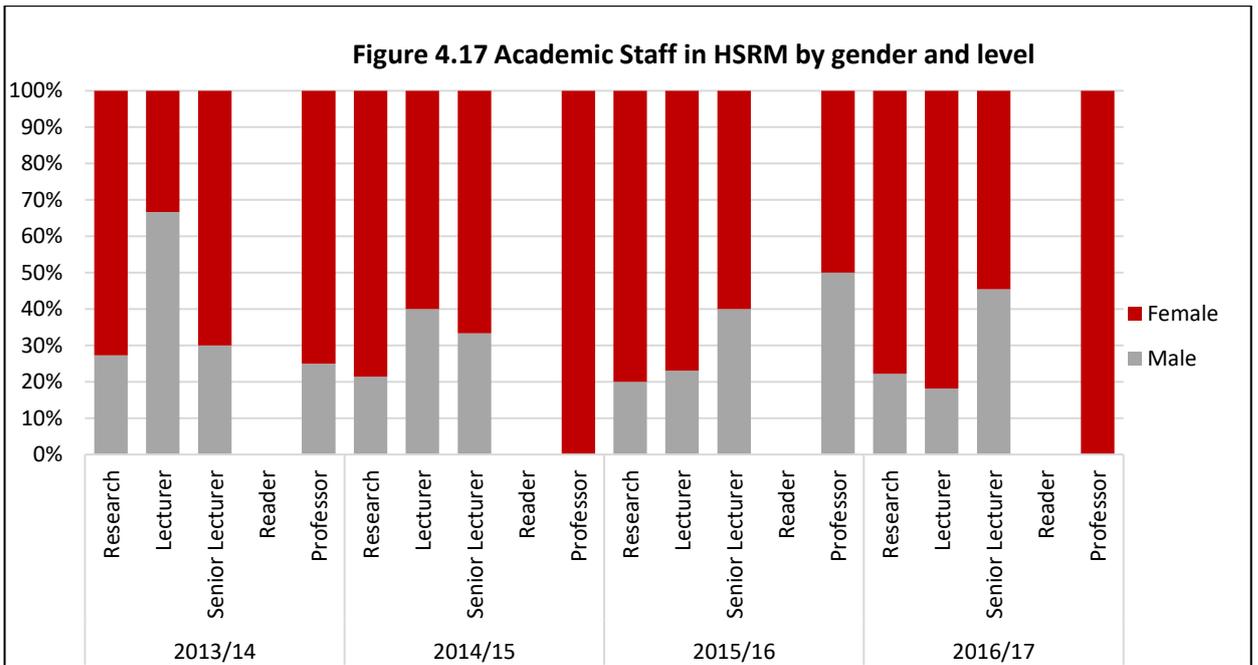
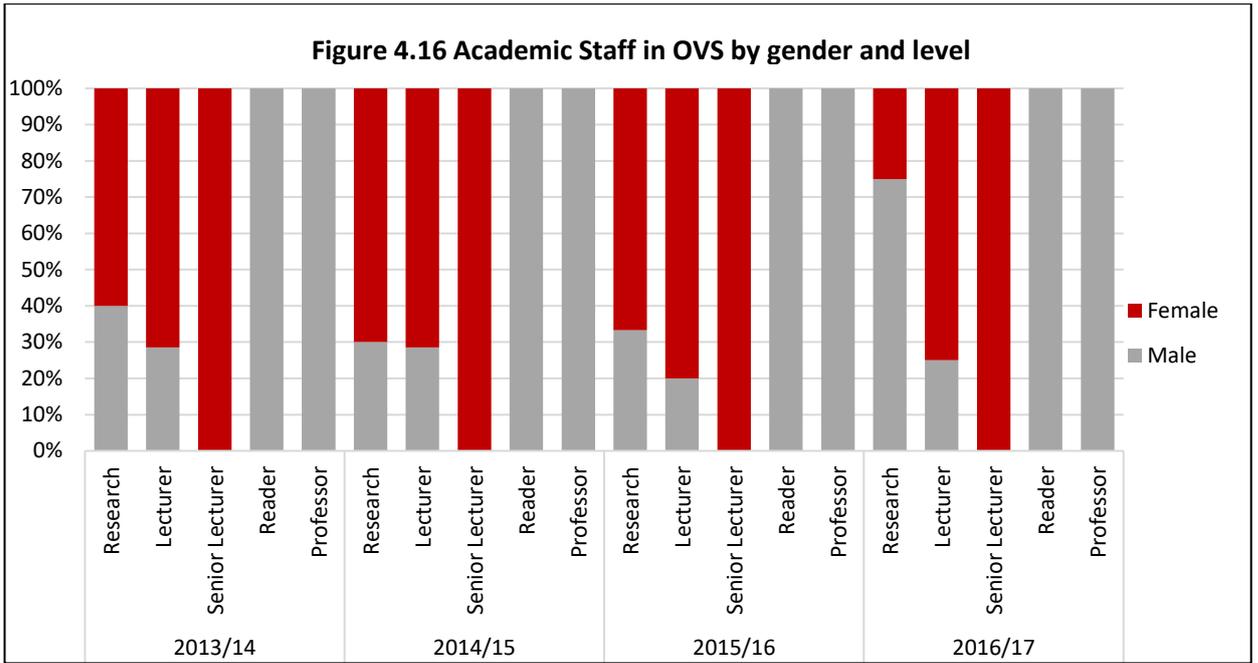
[data redacted]

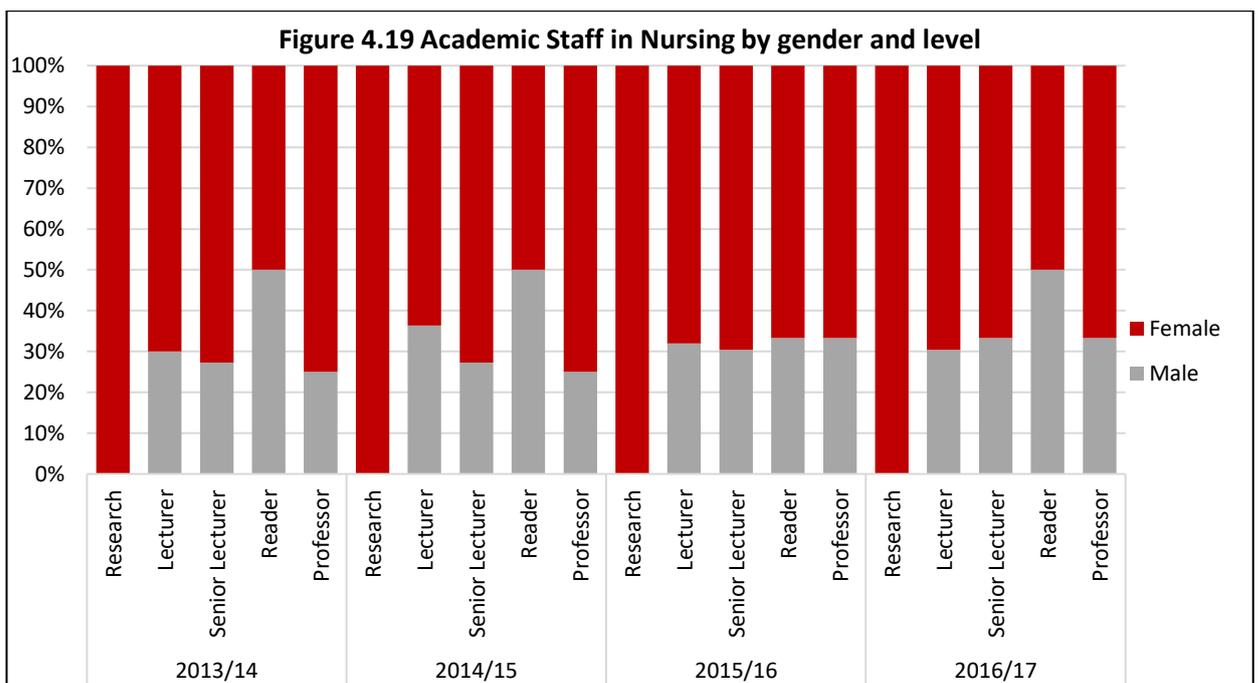
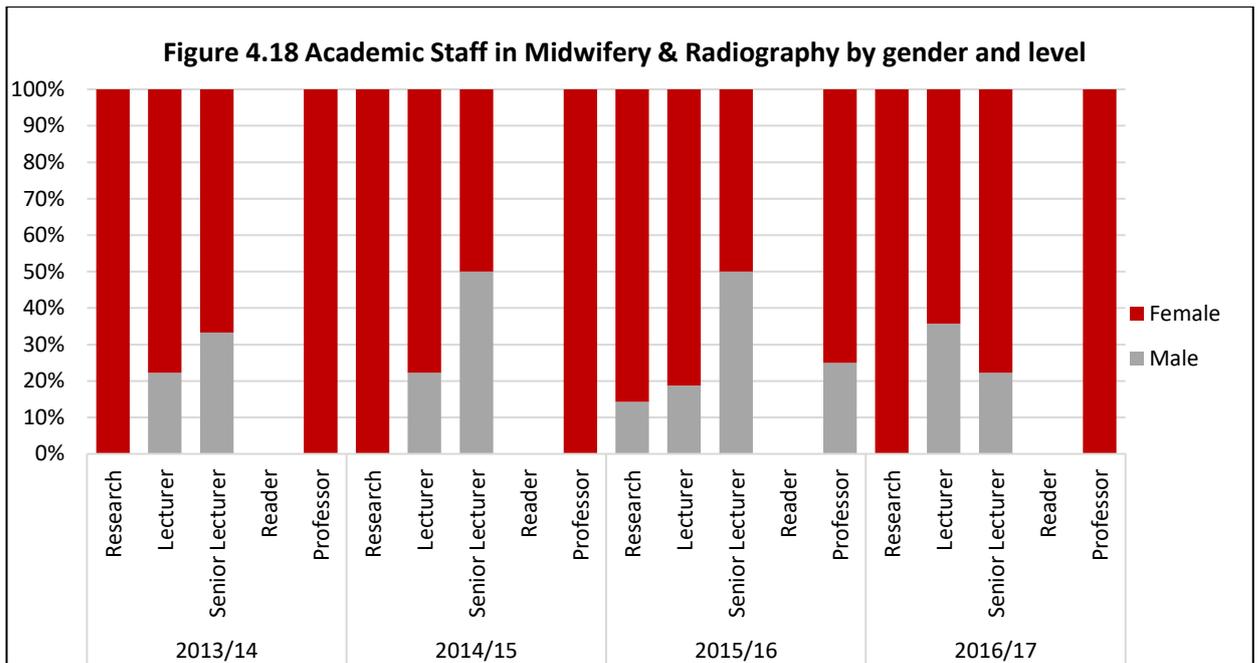
The proportion of women at Researcher, Lecturer and Senior Lecturer has remained fairly constant over time. There has been an increase in the proportion of women at Reader level from 50% to 67%, which may be due to actions to support the promotion of women (**Action 0.6**).

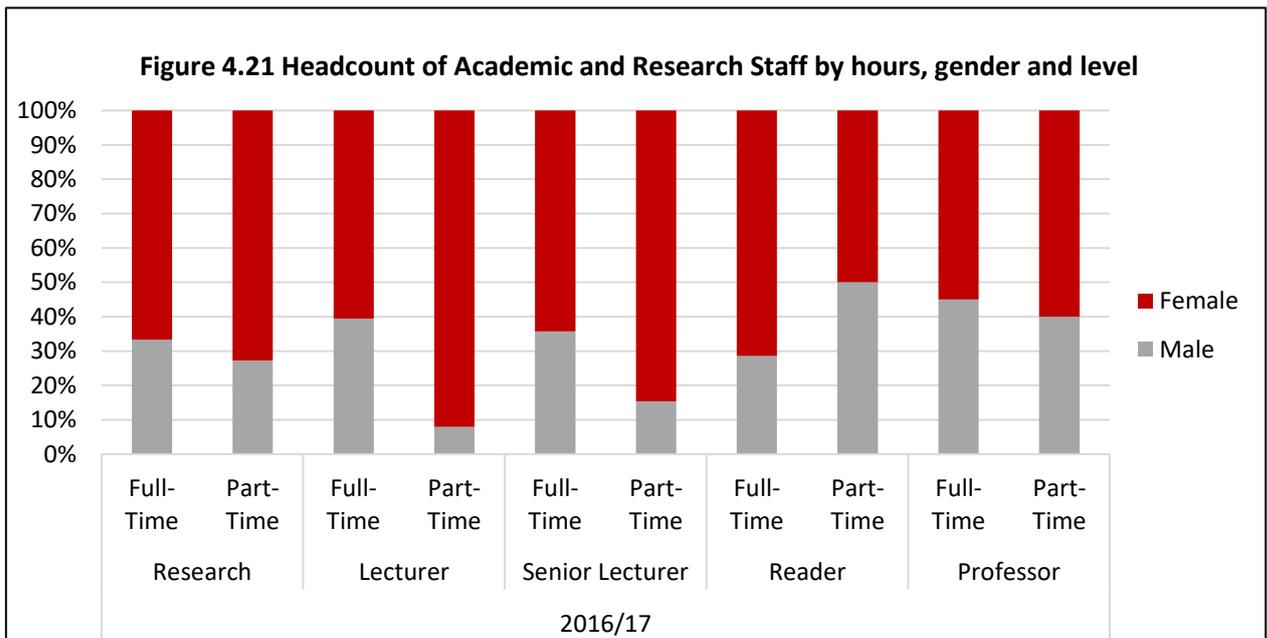
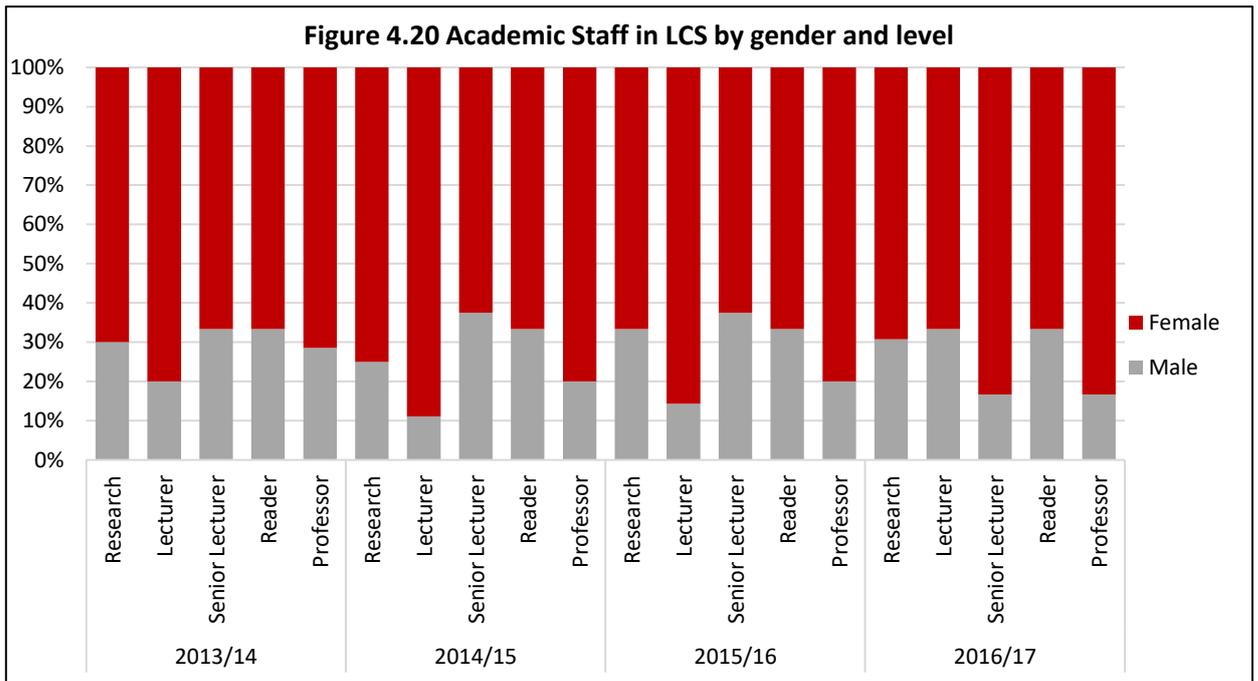
There is variation between Divisions (Table 2.2) with fewer women staff in OVS (47% women) compared to other Divisions (69% to 78% women). The proportion of women in OVS is slightly lower than the gender balance among optometrists (57% women) and dispensing opticians (54% women¹¹). This is probably due to the large number of men research staff in OVS (9 researchers, 66% men).

Variation is also observed at senior levels: in OVS there are no women at Reader and Professorial levels (Figure 4.16), while in HSRM and Midwifery & Radiography there are no men at Reader and Professorial levels (Figures 4.17 and 4.18). However, numbers are small so this is difficult to interpret.

¹¹ College of Optometrists 2016, [Optical Workforce Survey](#) (accessed November 2017)







[quantities redacted]

There are slight gender imbalances in full-time and part-time workers. Women comprise a slightly greater proportion of part-time (76%) than full-time staff in SHS (67%) (Figure 4.21). However, this is broadly comparable with the sector average for Nursing and Allied Health Professions (81% part-time, 72% full-time¹²). The proportion of women working part-time has remained relatively stable over time.

Overall, this section shows women and men are under-represented in senior roles in different Divisions. This reinforces the importance of recruitment and career progression in addressing gender imbalances.

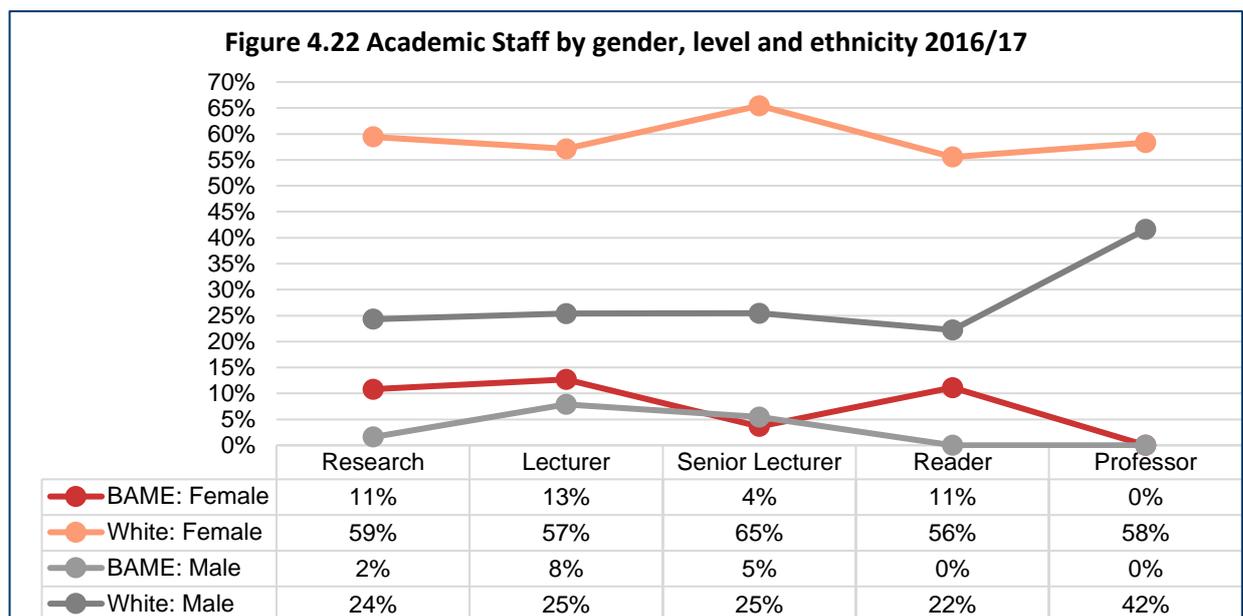
¹² ECU 2014/15 academic staff by gender

Actions to support the progression and recruitment of women and men are given in Section 5.1 (e.g., **Actions 0.6, 2.4, 3.4, 5.2, 5.6, 5.7, 6.3, 8.1**).

Intersection of Gender and Ethnicity

BAME staff are under-represented in SHS (Figure 4.22). BAME women comprise 11% of Researchers and 0% of Professors. BAME men comprise 2% of Researchers and 0% of Professors.

Change over time rests on very small numbers so is not reported in detail. The number of BAME academic staff increased for women (9 in 2013/14; 15 in 2016/17) but remained similar for men (7 in 2013/14; 6 in 2016/17). We plan to increase recruitment and progression of BAME staff, and promote diversity and inclusiveness for all (**Actions 3.2, 3.3, 5.2, 5.3, 5.9**).



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

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

SHS's normal practice is to appoint academic and research staff on permanent contracts, irrespective of the duration of funding for an appointment. The exception is staff employed on Fixed-Term Contracts (FTCs) where it is known in advance that the funding is only available short-term (i.e., less than six months).

The majority of academic and research staff (96%) are on permanent contracts (Table 4.13), with only 7 staff currently on FTCs. The majority of these (4) are at Lecturer level.

In 2014/15 there was a gender imbalance in contract type with women comprising 69% of staff on FTCs (11 women and 5 men), although this is consistent with the proportion of women academic staff in SHS. Actions were taken to address this, such as guidance to principal investigators (PIs) on management and

staff development (**Action 0.15**), workshops for research staff to develop research applications (**Action 0.16**). These were successful in reducing the number of staff on FTCs from 16 in 2014/15 to 7 in 2016/17.

Future actions ensure fixed-term research staff receive support early in their contracts and have information on their rights and options for redeployment, redundancy and career progression. These include:

- **Action 6.1** Induction process for research staff to include a checklist for Principal Investigators to ensure research staff on FTCs get information and support early in their contracts.
- **Action 6.5** Enhance the information and training for Principal Investigators on managing research staff.
- **Action 6.7** Review the Research Concordat and Vitae Researcher Development Framework and identify areas that need addressing in SHS.

Table 4.13 Academic and Research Staff on Fixed-Term and Permanent Contracts

		Women		Men	
		FTC	Permanent	FTC	Permanent
Researcher (all grades)	2013/14				
	2014/15				
	2015/16				
	2016/17				
Lecturer	2013/14				
	2014/15				
	2015/16				
	2016/17				
Senior Lecturer	2013/14				
	2014/15				
	2015/16				
	2016/17				
Reader	2013/14				
	2014/15				
	2015/16				
	2016/17				
Professor	2013/14				
	2014/15				
	2015/16				
	2016/17				
Total	2013/14	[<10]	119	[<10]	54
	2014/15	11	122	[<10]	52
	2015/16	[<10]	132	[<10]	53
	2016/17	[<10]	127	[<10]	56

SHS engages Visiting Hourly Paid Lecturers (VLs) and Guest/Special Lecturers, who are employed on an hourly basis. Most are healthcare practitioners who provide specialist lectures. Appointments are authorised by Divisional Leads and approved at School level.

The number of VLs has increased in the last 4 years, with the proportion of women also increasing during this time (Table 4.14). There is a higher proportion of women VLs (75%) compared to academic staff (69%)

but fewer women have honorary appointments (59% women) (Table 4.15). It is not clear if this is a systematic bias so we will monitor changes in VL and honorary appointments by gender (**Action 1.4**).

Table 4.14 Visiting Lecturing Staff by gender and grade												
	2013/14			2014/15			2015/16			2016/17		
	Women	Men	% W									
GR5B			69%			75%			78%			80%
GR6			50%			80%			60%			71%
GR7			71%			73%			75%			71%
Special			70%			33%			43%			60%
Total	71	32	69%	58	23	72%	81	29	74%	98	32	75%

Table 4.15 Honorary Academic Appointments by gender and level			
	Women	Men	% W
Honorary Research Fellow			62%
Honorary Senior Lecturer			65%
Honorary Lecturer			66%
Honorary Professor			36%
Professor Emeritus			0%
Total	102	72	59%

[data redacted]

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

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

The proportion of women leaving is consistent with the proportion of women staff overall (women are 70% of leavers, 69% of staff). There is a small difference in part-time staff, where women comprise 75% of leavers (Table 4.16) and there are some differences between Divisions (Table 4.17), although the numbers are small and there does not appear to be any systematic bias. The most common reason for leaving was resignation (56% women, 60% men) (Table 4.18). Other reasons were contract expiring, retirement and redundancy.

Table 4.16 Academic Staff Leavers on Full-Time and Part-Time Contracts by gender and level

	2013/14						2014/15						2015/16						2016/17					
	Full-time			Part-time			Full-time			Part-time			Full-time			Part-time			Full-time			Part-time		
	W	M	% W	W	M	% W	W	M	% W	W	M	% W	W	M	% W	W	M	% W	W	M	% W	W	M	% W
Researcher			63%			0%			0%			71%			50%			90%			71%			80%
Lecturer			100%			100%			100%			0%			0%			100%			33%			100%
Senior Lecturer			80%			100%			66%			100%			66%			-			75%			0%
Reader			-			-			-			-			-			-			-			-
Professor			100%			100%			-			40%			-			100%			-			0%
Total			75%			75%			20%			57%			36%			95%			64%			75%

Table 4.17 Academic Staff Leavers on Full-Time and Part-Time Contracts by gender and Division

	2013/14						2014/15						2015/16						2016/17					
	Full-time			Part-time			Full-time			Part-time			Full-time			Part-time			Full-time			Part-time		
	W	M	% W	W	M	% W	W	M	% W	W	M	% W	W	M	% W	W	M	% W	W	M	% W	W	M	% W
Deanery			0%			100%			50%			-			-			-			-			-
HSRM			66%			100%			100%			33%			0%			50%			83%			75%
LCS			100%			-			0%			80%			100%			100%			-			100%
Midwifery & Radiography			100%			100%			100%			100%			33%			100%			0%			57%
Nursing			100%			100%			80%			0%			66%			100%			60%			100%
OVS			0%			0%			66%			100%			0%			100%			50%			66%
Total			75%			75%			20%			57%			36%			95%			64%			75%

[data redacted]

Table 4.18 Reasons for Academic and Research Staff Leaving by gender

	2013/14			2014/15			2015/16			2016/17		
	Women	Men	% W									
Expiry of contract			67%			57%			100%			56%
Redundancy			40%			33%			100%			100%
Resignation			91%			92%			50%			68%
Retirement			100%			43%			75%			100%
Transfer of Undertaking			0%			0%			0%			100%
Total			75%			66%			74%			70%

[data redacted]

Section 4.2 Example Actions

- 1.4 Monitor change in Visiting or Honorary appointments by gender
- 2.4 Admissions Tutors and Programme Directors to undertake Inclusive Leadership/UB training.
- 3.2 Include University statement on commitment to E&D in recruitment adverts and refine to encourage applications from under-represented groups.
- 3.3 Introduce measures to promote and support recruitment and progression of BAME academic staff.
- 3.4 Ensure all selection panels have both genders represented.
- 5.2 Encourage eligible women academic staff at Senior Researcher, SL, Reader and Professorial level to apply for promotion to support progression of women into senior roles.
- 5.3 Record and analyse progression data for PS staff by gender and BAME.
- 5.6 Create case studies of successful applications for sabbaticals and promotions for academic and research staff.
- 5.7 Review SHS information on academic promotion to ensure clarity and inclusion of information on E&D (e.g., in promotions workshop).
- 5.9 Identify and support talented staff, particularly those from under-represented groups.
- 6.1 Induction process for research staff to include a checklist for Principal Investigators to ensure research staff on FTCs get information and support early in their contracts.
- 6.3 Support the development of role profiles for research staff by the University and disseminate in SHS when they are done.
- 6.5 Enhance the information and training for Principal Investigators on managing research staff.
- 6.7 Review the Research Concordat and Vitae Researcher Development Framework and identify areas that need addressing in SHS.
- 8.1 Ensure career progression is discussed with all staff in appraisals.

Section 4

Actual word count	2230 (This excludes headings, sub-headings, tables, graphs and references to action points.)
Recommended word count	2000

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

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

Job vacancies are advertised through City's website and other platforms. SHS did not have processes to ensure people from under-represented groups were encouraged to apply. Actions to address this include:

- **Action 2.3** Review SHS marketing materials for inclusivity, including course-specific marketing.
- **Action 3.2** Include University statement on commitment to E&D in recruitment adverts and refine to encourage applications from under-represented groups.

We ensure our public-facing material is diverse and inclusive (Figures 5.1 and 5.5) and include AS information on SHS webpages (Figure 3.3).



Recruitment shows a trend for more applications from women (67% women) (Table 5.1). However, proportionately more men are short-listed, offered and accept academic positions than women.

Actions to address this include:

- **Action 3.1** Divisional Leads, Line Managers and recruitment panel chairs to undertake Inclusive Leadership/UB training.
- **Action 3.4** Ensure all selection panels have both genders represented.

Table 5.1 Recruitment by level, gender and year

Grade	Recruitment process	2013/14					2014/15					2015/16					2016/17				
		Men	Women	Not disclosed	% W*	% W**	Men	Women	Not disclosed	% W*	% W**	Men	Women	Not disclosed	% W*	% W**	Men	Women	Not disclosed	% W*	% W**
Academic	Applications				64%	59%				65%	16%				60%	37%				67%	19%
	Short-listed				67%	57%				0%	0%				50%	11%				67%	12%
	Offered				91%	29%				22%	20%				47%	47%				92%	58%
	Accepted				75%	30%				13%	29%				29%	33%				75%	47%
Researcher Grade 5b	Applications				4%	11%				79%	76%				83%	42%				82%	64%
	Short-listed				0%	13%				75%	63%				72%	48%				97%	61%
	Offered				0%	14%				100%	40%				100%	18%				86%	32%
	Accepted				0%	30%				100%	29%				100%	33%				86%	32%
Researcher Grade 6	Applications				32%	31%				69%	8%				58%	20%				62%	15%
	Short-listed				33%	30%				78%	37%				77%	37%				93%	27%
	Offered				9%	57%				67%	40%				86%	35%				50%	11%
	Accepted				25%	40%				60%	43%				80%	33%				67%	21%
Researcher Grade 7	Applications	0	0	0	0%	0%	0	0	0	0%	0%				40%	1%				35%	2%
	Short-listed	0	0	0	0%	0%	0	0	0	0%	0%				50%	4%				0%	0%
	Offered	0	0	0	0%	0%	0	0	0	0%	0%				0%	0%				0%	0%
	Accepted	0	0	0	0%	0%	0	0	0	0%	0%				0%	0%				0%	0%
Researcher Grade 8	Applications	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
	Short-listed	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
	Offered	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
	Accepted	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
Total	Applications				100%	100%				75%	100%				67%	100%				74%	100%
	Short-listed				100%	100%				76%	100%				69%	100%				86%	100%
	Offered				100%	100%				53%	100%				61%	100%				76%	100%
	Accepted				100%	100%				32%	100%				50%	100%				70%	100%

NB. All percentages calculated on the basis of disclosed gender. There are instances where the shortlisting and/or offers are less than the number of accepted applicants. This is because applicants do not always go through each stage of the process via the recruitment system e.g., they may skip a stage or not be entered onto the system until the offered or accepted stage.

* Percentage of women in all applicants/short-listed/offered/accepted for that academic level (i.e., women and men).

** Percentage of women applicants/short-listed/offered/accepted compared to total applications from women in that year.

[quantities redacted]

The University's e-recruitment system was updated in 2015 to ensure data on gender are routinely collected. Previously the field for gender was not compulsory which accounts for the large number of people in the 'not disclosed' category. We did not enforce a gender balance on selection panels or at shortlisting/interview. Actions to address this include:

- **Action 3.1** Ensure Divisional Leads, Line Managers, Admissions Tutors, Programme Directors and recruitment panel chairs in the SHS undertake Inclusive Leadership/UB training.
- **Action 3.4** Ensure all selection panels have both genders represented.

(ii) Induction

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

Induction is done by Divisional Leads and supported by HR. An induction checklist ensures that issues ranging from the requirements of the role, available support, resources and other practical measures are covered. All PS and academic staff are expected to have an induction that covers the items on the checklist and this will be extended to research staff (**Action 6.1**). Induction includes the completion of mandatory online courses in E&D, Health and Safety and other requirements of the role.

The induction process was a very useful process for me as a new lecturer. It was valuable to meet some of the senior management team and acquire understanding of the governance of the School.

E&OC survey 2015

Induction workshops are run by HR twice a year and were attended by 85% of new staff in 2016/17 [redacted]. Staff who did not attend were invited to attend subsequent workshops.

New staff are also invited to a University-level 'Welcome to City' workshop which

introduces staff to the wider institution and support from University services. This was attended by 32% of new staff in SHS in 2015/16 (12 of 38: 32% of women, 30% of men) and no new staff in 2016/17 (0 of 24). Feedback from the E&OC survey suggest the recent poor uptake may be partly due to the timing of the workshop and staff availability.

I thought the [University] induction was great, particularly compared to other institutions I have worked at. It was interesting and informative, with a professional setting and feel. I particularly liked that the Vice-Chancellor spoke and answered questions in a very open and non-defensive manner. It gave a really good impression of City and senior management.

E&OC survey 2015

The E&OC survey indicated 77% of academic respondents had an induction when they joined City. The majority of staff felt the induction met their needs (51% women, 63% men). However, among staff who felt induction did not meet their needs most were women (6% men, 30% women).

Several actions are included to ensure inductions are effective. These include:

- **Action 0.23** Creation and circulation of *SHS Staff Guide*, inclusive of various HR policies and procedures (long-term leave, flexible working, appraisal, career progression, wellbeing etc.)
- **Action 4.1** Promote attendance at 'Welcome to City' in SHS induction.
- **Action 4.2** Promote attendance at SHS induction workshops.

(iii) Promotion

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

Academic staff are invited to apply for promotion via emails to all staff from the HR Director and Dean of SHS. Applications are initiated by the staff member but Divisional Leads may encourage individuals to apply. Promotions consider staff achievements, contributions to research, education, professional practice and service/leadership (including outreach and pastoral responsibilities). Promotions from Lecturer to Senior Lecturer are determined at School level. Promotions to Reader, Associate Professor and Professor are determined at University level by the Academic Promotions Committee (38% women, 62% men).

Historically, few SHS staff applied for and got promotion (Table 5.2). In 2013/14 no staff were promoted and 1 was promoted in 2014/15. This changed in 2015/16 with 9 staff being promoted each subsequent year (Table 5.2). The percentage of eligible women who applied for promotion from Lecturer to Senior Lecturer was lower than men from 2013 to 2015. This trend reversed from 2015 to the current year with a greater percentage of eligible women applying for promotion at all levels.

Data on promotion between professorial bands 1-4 are limited because reviews of professorial bands only occur every two years and few staff applied. Analysis shows that in 2013/14 a greater percentage of eligible women applied and were successful, while in 2015/16 this trend reversed so a greater percentage of eligible men applied. Both genders were equally successful.

The E&OC survey indicated 47% respondents did not know what to do to apply for promotion (49% women, 38% men) and many were unclear how applications were assessed (45% women, 57% men). More men felt unsupported in promotion processes (33% women, 52% men).

Table 5.2 Promotions by Level and Gender												
Academic Promotions	Eligible			Applied			Promoted			Unsuccessful		
	Women	Men	% W	Women	Men	% W	Women	Men	% W	Women	Men	% W
2013/14												
Lecturer to Senior Lecturer			70%			63%			0%			63%
Senior Lecturer to Reader / Associate Professor			73%			100%			0%			100%
Senior Lecturer to Professor			73%			0%			0%			0%
Reader to Professor			50%			0%			0%			0%
Total			71%			67%			0%			67%
2014/15												
Lecturer to Senior Lecturer			71%			63%			100%			57%
Senior Lecturer to Reader / Associate Professor			70%			100%			0%			100%
Senior Lecturer to Professor			70%			0%			0%			0%
Reader to Professor			50%			0%			0%			0%
Total			70%			67%			100%			63%
2015/16												
Lecturer to Senior Lecturer			76%			80%			86%			67%
Senior Lecturer to Reader / Associate Professor			68%			100%			100%			100%
Senior Lecturer to Professor			68%			0%			0%			0%
Reader to Professor			50%			100%			100%			100%
Total			70%			88%			89%			88%
2016/17												
Lecturer to Senior Lecturer			74%			80%			86%			67%
Senior Lecturer to Reader / Associate Professor			72%			100%			100%			100%
Senior Lecturer to Professor			72%			0%			0%			0%
Reader to Professor			40%			100%			100%			100%
Total			72%			88%			89%			88%

To support staff progression and career development actions were therefore implemented urgently. Academic Promotion workshops were provided in 2015/16 led by the Dean (**Action 0.6**). Workshops outlined the criteria for promotion and set out expectations for each academic level in each discipline. Divisional Leads were asked to discuss promotion with eligible members of staff and encourage applications where appropriate. One-to-one sessions were also offered by Associate Deans.

These actions were effective: 15 women applied for promotion in 2015/16 [REDACTED]

This represents a significant swing so that eligible men were less likely to apply for a promotion across all grades. Across all years women were also more likely to be promoted when they applied than men.

The workshop on promotion was really informative. I found it helpful to know what the committee is looking for. It was good to understand more about the actual process too. It encouraged me to apply.

Female, Academic

Applications for promotion from Lecturer to Senior Lecturer increased from 13% of eligible women in 2013/14 to 16% of eligible women in 2015/16. The number who were promoted also increased from 0% of women applicants in 2013/14 to 80% in 2016/17. However, there is a large pool of Senior Lecturers who may be eligible¹³ to apply for promotion to Reader (31 women and 12 men in 2016/17) yet very few of these applied [REDACTED]. Those who did apply were all women and success rates ranged between 0% in 2013/14 to 20% in 2016/17. As this is the level at which women become less well represented actions will be brought in to support progression from Senior Lecturer to Reader (**Action 5.2**).

We have not recorded data on promotion rates separately for full-time and part-time staff so this will be recorded in future (**Action 5.1**). We aim to ensure promotion criteria for academic staff are clear and transparent at all levels (**Action 5.7**). Other actions will:

- **Action 5.6** Create case studies of successful applications for sabbaticals and promotions for academic and research staff.
- **Action 8.1** Ensure career progression is discussed with all staff in appraisals.

Promotion data exclude researchers on the basis that researchers' contracts are linked to external funding and specific role profiles. Researchers have annual pay increments. Those on Grade 5 automatically transfer to Grade 6 on award of a PhD. Those at the top of Grade 6 automatically transfer to Grade 7. Researchers have to apply to be promoted to Grade 8 but this is rare and it is unclear what support is needed. Actions to improve researcher career pathways:

- **Action 6.2** Conduct focus group with research staff to identify actions that will be most useful in relation to career progression.
- **Action 6.3** Support the development of role profiles for research staff by the University and disseminate in SHS when they are done.

¹³ Eligibility defined as Senior Lecturer on Education and Research contract.

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

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

There is a clear gender imbalance in the percentage of eligible staff submitted to the RAE and REF (Table 5.3). In the RAE 2008 fewer eligible women were submitted than men (35% women, 62% men). This imbalance reduced in the REF 2014 (42% women, 50% men). Submission to the REF 2014 was decided on the basis of publications. Staff were entered if they had the requisite number of publications rated as 3* (internationally excellent) or 4* (world-leading) by internal review. The number of publications required was adjusted for early career researchers (ECRs), those working part-time, or who had career breaks. This suggests the remaining gender imbalance may be due to fewer women having the required number and standard of publications, or to UB in the internal review process.

	Eligible			Submitted			% of eligible women who were submitted	% of eligible men who were submitted
	Women	Men	% eligible staff who are women	Women	Men	% submitted staff who are women		
RAE 2008	172	73	70%	61	45	58%	35%	62%
REF 2014	119	62	66%	50	31	62%	42%	50%

E&OC survey responses indicated support was needed for staff, with a substantial minority saying they felt unsupported in undertaking research (35% women, 48% men) and applying for research funding (28% women, 19% men). Actions to increase support for research staff included:

- **Action 0.14** Introduction of the Workload Activity Record for academic and research staff (including recognition of committee commitments e.g., SAT).
- **Action 0.17** Writing workshops run for staff with guidance on how to write/finish a publication.

Only 12.5% of staff reported taking sabbatical leave (11% women, 19% men) and many felt the sabbatical procedures were unclear (35% women, 57% men). Actions therefore include promoting applications for sabbaticals (**Action 5.4**) and making sabbatical procedures clearer and transparent (**Action 5.5**).

Section 5.1 Example Actions

- 2.3 Review SHS marketing materials for inclusivity, including course-specific marketing.
- 3.1 Divisional Leads, Line Managers and recruitment panel chairs to undertake Inclusive Leadership/UB training.
- 3.2 Include University statement on commitment to E&D in recruitment adverts and refine to encourage applications from under-represented groups
- 3.4 Ensure all selection panels have both genders represented.
- 4.1 Promote attendance at 'Welcome to City' in SHS induction.
- 4.2 Promote attendance at SHS induction workshops.
- 5.1 Record data on promotion rates for full-time and part-time academic staff in relation to gender and review.
- 5.2 Encourage eligible women academic staff at Senior Researcher, SL, Reader and Professorial level to apply for promotion to support progression of women into senior roles.
- 5.4 Advertise sabbatical leave opportunities for academic staff with regular deadlines for applications.
- 5.5 Run sabbatical application workshops for academic staff.
- 5.6 Create case studies of successful applications for sabbaticals and promotions for academic and research staff.
- 5.7 Review SHS information on academic promotion to ensure clarity and inclusion of information on E&D (e.g., in promotions workshop).
- 6.1 Induction process for research staff to include a checklist for Principal Investigators to ensure research staff on FTCs get information and support early in their contracts.
- 6.2 Conduct focus group with research staff to identify actions that will be most useful in relation to career progression.
- 6.3 Support the development of role profiles for research staff by the University and disseminate in SHS when they are done.
- 8.1 Ensure career progression is discussed with all staff in appraisals.

5.2. KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

Not required for Bronze applications

Career development and progression of PS staff differ in that promotion is usually achieved by appointment to a new role/post, rather than by individual personal development. Actions to support this include:

- **Action 5.3** Record and analyse progression data for PS staff by gender and BAME.
- **Action 5.8** Encourage PS staff to take up career development opportunities.
- **Action 7.1** Identify training needs for career development in PS staff.

5.3. Career development: academic staff

(i) Training

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

A variety of staff training and development programmes are available online, through face-to-face learning, internal or external networks. Training is available for research and enterprise, education, leadership and management. Training and development needs are identified through appraisal and dialogue between staff and their Divisional Lead.

Historically, few staff attended training courses (Table 5.4). This changed recently with more staff undertaking training (74 in 2016/17 compared to 49 in 2013/14). The gender balance in the current year (66% women) is similar to the gender balance of SHS overall (69% women). The proportion of women on different training courses varies, particularly for Leadership, but the small numbers make this difficult to interpret.

Table 5.4 Number of Places on Training Courses by gender and year*

Type of training course	2013/14			2014/15			2015/16			2016/17		
	Men	Women	% W									
E&D			100%			0%			82%			66%
Management			80%			75%			63%			71%
Leadership			100%			100%			100%			33%
Career progression			50%			90%			100%			-
Personal development			71%			56%			100%			69%
Total			73%			69%			78%			66%

* Data provided for Academic staff only

[quantities redacted]

The increase in staff undertaking training may be due to a range of factors. Details of University training programmes were made available on the Staff Hub (intranet) in 2016 to make it easier to view opportunities and apply for those that suit individuals' development needs. Consideration of training needs is included in the online appraisal system introduced in 2014/15.

For specialist training, SHS's Training Committee provides funding for staff to undertake training not provided by the University. SHS's Travel and Conference fund provides funding for attending conferences (travel, conference registration, accommodation and subsistence) which staff and PGR students can apply for. Guidance on how to apply for funds was updated and circulated to all staff and PGR students (**Action 0.25**). Applications are reviewed by the committees which meet monthly or termly respectively. In 2016/17 there were 55 applications to the Travel and Conference fund (85% women, 15% men) and 52 grants were awarded for a total of £34,767 (95% success rate). Grants were awarded to staff at all levels: Senior Lecturers (25%), Lecturers (21%), PGR students (13%) and research staff (12%).

The University has offered Aurora training for women since 2014 and we encourage SHS staff to apply, with [*less than 10*] getting onto the programme since 2014 (18% of University places). Women on this programme report it being beneficial to their career development.

Actions to support the development and progression of staff and identify gender differences or bias in training needs include:

- **Action 5.9** Identify and support talented staff, particularly those from under-represented groups.
- **Action 7.2** Conduct thematic analysis of training needs identified in appraisals for PS and academic staff.
- **Action 7.3** Provide training sessions identified as needed in thematic analysis of appraisals.

Going on the Aurora programme gave me the time to reflect, evaluate and critically think about my career development, priorities and to relook at how I work within the organisation in order to meet my aspirations. It provides an ongoing network of female colleagues I can gain support from, within the organisation and external contacts.

Female, Academic

(ii) Appraisal/development review

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

Appraisals are undertaken annually and recorded using an online system. Appraisal discussions review work during the past year, set objectives for the coming year and identify training and development needs. The majority of staff had appraisals in 2015/16 (92% women, 87% men) (Table 5.5). This will be increased in future (**Action 8.3**).

Table 5.5 Appraisals in 2015/16 by level and gender*						
	Men		Women		% M	% W
	No. of Eligible employees**	Appraisals Conducted	No. of Eligible employees	Appraisals Conducted		
Research					100%	87%
Lecturer					83%	95%
Senior Lecturer					82%	91%
Reader					100%	83%
Professor					91%	100%
Total	47	41	104	96	87%	92%

* Data are up to 2015/16 because appraisals were not complete for 2016/17 when writing the application

** Excludes Leavers, those on probation, maternity, long-term sick.

The E&OC survey showed staff felt the advice on career development they received during appraisals was good (42% women, 38% men), or neither good nor bad (35% women, 43% men). A minority felt the advice they received was bad (20% women, 14% men). Qualitative comments suggest the experience of appraisals was very dependent on the appraiser.

Actions to address this include:

- **Action 8.1** Ensure career progression is discussed with all staff in appraisals.
- **Action 8.2** All staff who conduct appraisals to receive Appraiser training and Inclusive Leadership/UB training.
- **Action 12.1** Ensure workload activity records are discussed with staff in appraisals.

Appraisal at present is very good because I have a good appraiser. In the past, appraisal has been an empty experience with staff members disinterested in my career development and seeming to only undertake my appraisal because it is part of their job rather than a task they value.

E&OC survey 2015

I've been really encouraged by my line manager re: career development and specifically within City. She really made an impression on me that City care about developing and keeping their employees, which was really nice.

E&OC survey 2015

(iii) Support given to academic staff for career progression

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

SHS provides support for career progression through various routes. These include appraisals, Research Sustainability Funds (RSF) (see section 5.3(iv)), pump priming funds for early and mid-career researchers, financial incentives such as discretionary accounts for PIs, research centres to support research and financial support for conferences and training.

Teaching development and progression is also supported. All staff and PGR students have the opportunity to take the Postgraduate certificate/diploma or MA in Academic Practice. The RISES Scheme (Recognising

Individual Staff Education Status) provides staff with the opportunity to apply for a HEA Fellowship and all participants are allocated a mentor.

The E&OC survey indicated that 39% of academic respondents felt encouraged to take part in career development (37% of women, 43% of men).

SHS is unusual in that a significant proportion of academic staff do not have a doctorate (Table 5.6). It is important we support this group of staff to develop through opportunities to study. The E&OC survey indicated that a quarter of staff would like to study (20% women, 27% men) yet only 13% felt SHS supported staff well during periods of study (12% women, 14% men). To address this we will review procedures in place for supporting staff during study (**Action 5.10**).

Table 5.6 Academic staff with doctorate (as at 31.07.2017)					
	Women	Men	% W*	% W**	Overall % of staff with Doctorate
Deanery			60%	5%	71%
Health Services Research and Management			68%	25%	67%
Language and Communication Science			77%	28%	61%
Midwifery and Radiography			100%	10%	19%
Nursing			54%	11%	25%
Optometry and Visual Science			50%	21%	87%
Total	61	33	65%	100%	50%

* As a proportion of all staff who have doctorates within that department.

** As a proportion of women staff in SHS who have a doctorate.

[quantities redacted]

To support postdoctoral researchers' career progression workshops were run for post-doctoral researchers to help them develop and apply for external funding (**Action 0.16**). In future, informal networking and support events will be held every term to provide a forum where researchers can share skills and knowledge (**Action 6.6**).

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

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

All students and recent graduates have access to the University's Careers Service which helps with CV and application checks, career guidance and mock interviews. Students can also register with Unitemps to work part-time e.g., as student ambassadors at Open Day events, or temporary research assistants.

Some programmes in SHS organise career talks for students (e.g., OVS). These outline a variety of career options (including academic careers) and give students the opportunity to interact with PGR students and staff. Feedback shows these initiatives are welcomed by students. We will therefore expand career talks across all Divisions, including information about PGT/PGR degrees (**Action 2.8**). We introduced an SHS AS lecture to inspire students and model leadership (**Action 0.24**).

PGR students are supported in several ways to transition to an academic career. The Doctoral Seminar Series takes place once a month and topics include 'Writers block and managing time' and 'Disseminating and publishing your PhD'. SHS holds an annual Doctoral Research Conference which provides students with the opportunity to present their research and gain supportive, constructive feedback. In 2017, the conference was organised by a PGR student committee and we aim to continue this in future (**Action 2.9**). PGR students are members of research groups involving other research and academic staff. Groups may offer peer support, journal clubs, scholarly discussion of issues in the field, writing workshops, strategy meetings and/or seminars.

SHS provides financial support to PGR students and ECRs. The SHS Research Sustainability Fund (RSF) is available to stimulate research activity, including supporting ECRs. The RSF supports the cost of PGR studentships and match-funded studentships (where costs are matched by an external organisation). Recently the RSF Committee created two annual 'PhD progress awards' which provide six months of financial support after thesis submission so students can write up and publish their research. All PGR students can have the cost of one open access publication covered by the RSF. The Travel and Conference fund supports PGR students to disseminate their research at conferences (see Section 5.3(iii)).

Publications are increasingly important in employability of PGR students. Guidelines for PhD by prospective publication were introduced in 2015/16 to facilitate students completing on this route. The first two students completed in 2017 with five publications each. Both secured lectureships with other universities. Progression and future employment of PGR students by publication or nonpublication route will be recorded to inform future actions (**Action 2.10**).

The Progress Award gave me the space and time to disseminate my research findings, write papers for publications and pursue avenues for further research funding. As a result, I was able to get a research post that was well-suited to the skills and experience I had built up during my PhD.

Male PhD Student
Progress Award Winner

Without the Travel and Conference Fund, I wouldn't have been able to present at the most important international conference in my field. I am now writing up my presentation for publication in a book edited by a scholar I met at the conference.

Female PhD Student

The Progress Award will offer me stability in the most precarious moment of my academic career.

Female PhD Student
Progress Award Winner

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

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

Research Centres in SHS provide a structure to support research and applications for funding. Financial support for grant applications includes University pump-priming funds and RSF funds which can be used to conduct preliminary research to strengthen subsequent grant applications. Pump-priming funds provide up to £5,000 for 12 months for ECRs with applications accepted twice a year. RSF funds are described in section 5.3(iii).

The E&OC survey indicated some staff did not feel supported undertaking research (35% women, 48% men) or applying for research funding (28% women, 19% of men). SHS's Research Support Services Manager therefore altered their role to focus only on pre-award support (e.g., talking with staff about their research and possible funding sources, identifying funding opportunities, costing, developing and submitting grant applications). SHS appointed a new part-time Research Support Services Officer to provide post-award support for staff and research projects (**Action 0.26**).

Internal peer review for all grant applications was implemented to provide feedback to applicants prior to submission. Following unsuccessful applications staff can access feedback and support from the Research Support Services Manager and Associate Dean (AD) for Research (**Action 0.27**).

In addition SHS has a Business Development Manager who supports staff bidding for tenders or consultancy contracts. This includes costing, developing and submitting tenders, overseeing contracts and finance if the bid is awarded.

The impact of these actions on staff views about support for research will be analysed in the next E&OC survey (**Action 1.1**).

Section 5.3 Example Actions

- 1.1 Conduct an Equality and Organisational Culture (E&OC) survey every 3-4 years.
- 2.8 Provide career talks for students in all Divisions.
- 2.9 Ensure future PGR student conferences are organised by the PGR student committee.
- 2.10 Record progression and future employment of PGR students by publication or nonpublication route.
- 5.9 Identify and support talented staff, particularly those from under-represented groups.
- 5.10 Review procedures for supporting staff while they are studying (e.g., teaching loads, sabbaticals).
- 6.6 Networking event for early career researchers.
- 7.2 Conduct thematic analysis of training needs identified in appraisals for PS and academic staff.
- 7.3 Provide training sessions identified as needed in thematic analysis of appraisals.
- 8.1 Ensure career progression is discussed with all staff in appraisals.
- 8.2 All staff who conduct appraisals to receive Appraiser training and Inclusive Leadership/UB training.
- 8.3 All eligible staff to have an annual appraisal.
- 12.1 Ensure workload activity records are discussed with staff in appraisals.

5.4. Career development: professional and support staff

Not required for Bronze applications

5.5. Flexible working and managing career breaks

(i) Cover and support for maternity and adoption leave: before leave

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

Staff taking maternity and adoption leave are invited to a meeting with HR to plan for the period of leave and provide confirmation of benefits. The Divisional Lead can be in attendance. This includes discussions of how Keeping in Touch (KIT) days can be used and the extent to which the member of staff wishes to be involved with work, research, etc. during leave.

Few women staff have taken maternity leave (Table 5.7 [redacted]) in the last 4 years.

Table 5.7 Headcount of Staff taking Maternity/Paternity/Adoption Leave												
	2013/14			2014/15			2015/16			2016/17		
	Women	Men	% W	Women	Men	% W	Women	Men	% W	Women	Men	% W
Academic												
Maternity leave												
Paternity												
Shared parental leave												
Adoption leave												
Total			75%			86%			100%			100%
Professional services												
Maternity leave												
Paternity												
Shared parental leave												
Adoption leave												
Total			0%			0%			100%			100%

[quantities redacted]

The E&OC survey indicated women (90%) who had taken maternity leave reported receiving support before their leave, e.g., time off, guidance and meetings with managers. Fewer men reported receiving support (50%). More men also thought taking such leave would disadvantage their careers (17% of women, 24% of men).

Actions to promote equality in processes for maternity, paternity and adoption leave include:

- **Action 9.2** Create an information pack on maternity/paternity/adoption/shared parental leave and promote this at an all-staff meeting.
- **Action 9.3** Raise awareness with line managers of maternity/paternity/adoption/shared parental leave.
- **Action 9.5** Improve support for paternity/adoption/shared parental leave.

I was appointed as a Lecturer just as I was about to go on maternity leave and the job officially began while I was on leave. I was actively encouraged and supported by my line manager at the time to apply for the role. He along with the interview panel were extremely understanding and supportive of my imminent departure onto maternity leave. On return, my new line manager has supported my request for adjusted hours.

Female Academic
E&OC survey 2015

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

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

SHS provide funding to cover maternity and adoption leave. Key duties and responsibilities are covered by a replacement post (e.g., maternity leave cover) or deployment of VLs or other staff. KIT days are used for training or other work activities (e.g., conference attendance, appraisal meetings, Division away days) up to normal contractual hours. Support includes contact from the Divisional Lead, as well as continued receipt of School emails. SHS will provide funding for childcare during KIT days (**Action 9.6**).

The E&OC survey indicated 60% of women felt supported during their leave – mostly through KIT days and contact with their manager. However, staff in the focus groups felt there was not always adequate cover for maternity leave. Participants were concerned this meant women on maternity leave feel guilty that colleagues have to absorb additional work. Actions therefore include ensuring cover for maternity leave is provided consistently across SHS (**Action 9.7**).

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

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

Support for returning to work is planned with the member of staff in consultation with the HR advisor and Divisional Lead. This may include an initial phased hours period, alteration to workload (e.g., reduced teaching load), or flexible working. A buddy system will be introduced to ensure staff are fully supported when returning from long-term leave (**Action 9.1**).

Staff who decide not to return to work are not required to refund any element of maternity pay. Those who return receive additional payments equal to 10 weeks' pay based on the number of hours worked prior to the maternity leave. The payments are spread over the first 10 months after returning to work.

The E&OC survey indicated 55% of women felt supported returning to work after leave. Support included advice and guidance on return to work arrangements, childcare vouchers and employee benefits, return to work meetings and flexible working arrangements. The focus group consultation suggested

flexible working is important to support staff returning to work. Participants suggested the lack of childcare facilities within the University may be a barrier to staff with young children returning. Action will be taken to increase awareness of flexible working options (**Action 10.1**) and apply for the Unicef UK Baby Friendly Initiative (**Action 13.1**).

(iv) Maternity return rate

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

The maternity return rate is 88% for academics over the last four years (14/16 women [redacted] [redacted]) (Table 5.8). There is some indication research staff are less likely to return. The small numbers of PS staff taking maternity leave make data difficult to interpret.

Data on retention suggest a few staff leave 6 to 12 months after returning from maternity leave. For example, in 2015/16 only 1 of 3 returners was still working in SHS after 12 months. It is not clear why this occurs so actions are included to record reasons why women do not return or leave after returning (**Action 9.8**).

Table 5.8 Maternity Leave Return Rates by year												
	2013/14			2014/15			2015/16			2016/17		
	Total	Return	% Return Rate	Total	Return	% Return Rate	Total	Return	% Return Rate	Total	Return	% Return Rate
Academic												
Researcher			100%			100%			0%			33%
Lecturer			-			100%			100%			50%*
Senior Lecturer			-			-			-			-
Reader			100%			-			-			-
Professors			-			-			-			-
Total			100%			100%			66%			40%*
Professional services												
GR4	0	0	-	0	0	-			-			0%
GR5	0	0	-	0	0	-			100%	0	0	-
GR6	0	0	-	0	0	-			-	0	0	-
GR7	0	0	-	0	0	-			-	0	0	-
GR8	0	0	-	0	0	-			-	0	0	-
GR9	0	0	-	0	0	-			-	0	0	-
Total	0	0	-	0	0	-			100%	1	0	0%

*Maternity Leave has not yet ended to complete the fields for the second employee.

[quantities redacted]

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

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

Staff with more than 26 weeks continuous service are eligible to take two weeks of paid paternity leave, plus further unpaid leave. Paid paternity leave can be taken flexibly as a block of two weeks or in several shorter periods of absence.

The uptake of paternity leave is low (Table 5.7 [REDACTED]). No one took paternity leave in the last two years. No academic or PS staff took other types of leave (e.g., adoption, or parental leave).

In the E&OC survey only 25% of academics who had taken paternity leave reported receiving advice and guidance before paternity leave.

SHS aims to provide better support for paternity, shared parental, adoption and parental leave and encourage men to take paternity leave (**Action 9.4, Action 9.5**). This includes the development of a booklet clearly outlining rights and support available (Figure 5.2, **Action 0.23**). Further actions include creating a paternity, shared parental, adoption and parental leave information pack for staff, promoting this at an all-staff School meeting and raising awareness in line managers (**Action 9.2, Action 9.3**).

(vi) Flexible working

Provide information on the flexible working arrangements available.

Flexible working arrangements can be formal or informal. Formal flexible working is agreed between the Divisional Lead and staff member and includes reduced hours, compressed hours or working from home. However, it is common for academics to have informal flexible working without necessarily agreeing this with their Divisional Lead.

The E&OC survey indicated that 27% of academic and 56% of PS staff were aware of the formal flexible working policy and 41% of academic and 52% of PS staff felt their line manager was supportive of flexible working. However, flexible working was not widely used. Formal arrangements were only reported by 9% of academic and 28% of PS staff. Informal arrangements were reported by 44% of academic and 11% of PS staff. Among academic staff women were more likely to report informal flexible working arrangements (45% women, 37% men).

Flexible working in the form of customised working hours was piloted in our Student and Academic Services for six months in 2015/16 (**Action 0.5**). Staff specified their preferred working hours and requests were accommodated as much as possible. Staff were surveyed at the end of the pilot (Flexible Hours Survey) with a 67% response rate (31 PS staff, 90% women).

Staff overwhelmingly supported flexible working. They reported benefits for them, their teams and student experience. Positive benefits included better work-life balance, caring for family and dependents and health benefits (e.g., stress reduction). Sick leave reduced by 26% compared to the same period in 2014/15. Positive benefits for teams included improved morale, productivity and a better working atmosphere. The flexible working scheme is therefore now offered to all PS staff (**Action 0.9**).

The E&OC survey showed academic staff had mixed views on whether their line manager was supportive of flexible working, with similar proportions agreeing (41% women, 38% men) or disagreeing (36% women, 33% men). The focus group consultation suggested there was an expectation that staff be physically present in SHS. The University's flexible working policy and processes were deemed, complicated and therefore discouraging by some participants.

The University recently revised their flexible working policy, which now has clearer guidance on a range of options, including part-time, home working and compressed hours. We therefore aim to increase awareness and uptake of flexible working (**Actions 10.1, 10.2**) and provide guidance to staff and line managers on considering flexible working (**Action 10.3**).

I do hope that the [flexible hours] scheme is continued. I leave 15 minutes earlier each day... It doesn't sound like much but it allows me to catch the 5.10 train... [which] means I get 30-40 minutes extra with my fiancée, exercising, food shopping etc. I would be very grateful if it continued.

Flexible Hours Survey
Professional Services Staff

It would help if the School/ University clearly supported all staff to manage their own time and workloads more flexibly – it would cost very little but would empower people, help them balance work with other commitments and lead to better staff morale and staff retention.

Academic Staff
E&OC survey 2015

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

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

Support for staff who transition to full-time work after career breaks varies according to the wishes of the member of staff, the needs of SHS and available resources. We make every effort to accommodate requests for increases in hours, including a phased transition to full-time hours. If part-time hours were agreed for a fixed-term period and funding is in place to enable return to full-time work, the resumption of full-time hours is straightforward. Where funding is not in place requests are dealt with on a case-by-case basis.

Section 5.5 Example Actions

- 9.1 Establish a buddy system for new staff and staff returning from long-term leave (e.g., sick leave, maternity, adoption, paternity, shared parental leave).
- 9.2 Create an information pack on maternity/paternity/adoption/shared parental leave and promote this at an all-staff meeting.
- 9.3 Raise awareness with line managers of maternity/paternity/adoption/shared parental leave.
- 9.4 Promote the uptake of paternity and shared parental leave.
- 9.5 Improve support for paternity/adoption/shared parental leave.
- 9.6 Funding for childcare for Keep in Touch days (up to £50 per day).
- 9.7 Ensure cover for maternity/paternity/adoption/shared parental leave is provided consistently across SHS.
- 9.8 Monitor reasons why women from different staff groups do not return from maternity leave, or leave in the 12 months after returning.
- 10.1 Increase awareness of and uptake of opportunities for flexible working.
- 10.2 Create and use digital stories to illustrate how staff may work flexibly around their individual circumstances.
- 10.3 Ensure training and support for line managers administering flexible working.
- 13.1 Work towards Unicef UK Baby Friendly Initiative accreditation.

5.6. Organisation and culture

(i) Culture

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

SHS has a vibrant learning and research community and a diverse and inclusive student population. We have areas of good practice in E&D, many of which have been initiated or strengthened by the AS work carried out by SHS and the University.

We recognised that to advance gender equality we needed commitment and action from all levels of the organisation, particularly those in senior roles, with strong leadership from the Dean. All SHS staff are encouraged to get involved in AS events and actions, which have generated a lot of enthusiasm and positive momentum. For example, the SHS Film Club considers issues of E&D (e.g., *One Flew Over the Cuckoo's Nest*, *I Daniel Blake*). These are open to all staff/students, held during core working hours and followed by discussion.

The AS work to date has resulted in several successes. There are examples of these throughout this application including:

- Raising awareness of AS (Section 3)
- Increase in promotion applications and staff being promoted (Section 5.1(iii))
- Customised hours for PS staff (Section 5.5(vi))
- E&D training being mandatory

We are committed to making further sustainable structural and cultural changes to advance equality (**Action 1.3**). This is reflected in the first of SHS's strategic goals for the next five years, which is to create a working environment in which members of staff in SHS feel valued and motivated, where we actively recognise and develop talent and nurture success. The principles of the AS charter and actions identified during the Self-Assessment process are central to our success in this area.

The culture in SHS is collegiate and supportive. This was helped by everyone moving into the same premises in 2015, which is open-plan with communal kitchens and breakout areas. Academic and PS staff work alongside each other which has facilitated the development of a more collective identity. We have social events which are open to all staff. These include staff coffee mornings once a term and the SHS Christmas party. Other events open to students and staff include the Health Has Got Talent awards and SHS Film Club.

However there are still important areas that need addressing to improve E&D and staff experience and wellbeing. One is work-life balance. The E&OC survey showed work-life balance was a challenge for many

academic staff with 72% saying they often or always worked in their own time (71% women, 76% men). Qualitative comments and the focus group consultation suggest this is due to high workloads and scope for flexible working varying across Divisions. Actions to address this include:

- **Action 0.14** Introduction of the Workload Activity Record for academic and research staff (including recognition of committee commitments e.g., SAT).
- **Action 10.1** Increase awareness of and uptake of opportunities for flexible working.
- **Action 10.2** Create and use digital stories to illustrate how staff may work flexibly around their individual circumstances.
- **Action 10.3** Ensure training and support for line managers administering flexible working.
- **Action 12.2** Allocate time at SHS meetings to discuss limiting emails outside of working hours.

The School has a welcoming friendly atmosphere, but people are expected to work very long hours and although there is a feeling of camaraderie I witness people (both men and women) working under considerable stress. Parents (especially women) struggle to meet their family commitments. There have been some recent steps to address this which are welcomed.

E&OC survey 2015
Academic

Another area is improving support for researchers on FTCs (**Action 6.4**). The E&OC survey was completed by 15 members of staff who were on FTCs. Of these, nearly half had been on FTCs for three years or more. Qualitative feedback in the E&OC survey indicated women on FTCs felt unsupported, were unclear of their rights for maternity leave and felt they were particularly vulnerable to the stresses of job insecurity. The focus group suggested staff on FTCs felt supported by their immediate line managers but lacked wider support from the organisation. In addition, FTCs precluded some career development activities, such as applying for grants as a PI or supervising PGR students. Therefore a range of actions have been put in place to support researchers on FTCs (see Sections 4.4(ii) and 5.5(iv)).

Another area is increasing BAME staff and those with other protected characteristics (**Action 3.2**). We have been working on LGBT+ rights with the LGBT+ representative on the SAT contributing to a new University policy on Transgender, Intersex and Gender Non-Conforming Staff and Students implemented in 2017. In future we will consider the intersection of gender and other factors.

(ii) HR policies

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

The SHS HR Manager supports Divisional Leads and staff in procedural and practical requirements of implementing policies. Monitoring consistent application of HR policies is complicated by the devolved nature of staff and managerial interaction. Feedback from staff and trade union representatives highlights any discrepancies between policy and practice. Staff with management responsibilities are offered management development, coaching and mentoring. They can access policies on the Staff Hub

and are supported to prepare for formal stages in people management policies by the HR Manager. We will promote the University mentoring scheme to encourage career development (**Action 5.11**)

The E&OC survey indicated a lack of transparency and awareness of policies, such as E&D policies, maternity leave for researchers and flexible working policies. Gender imbalances were evident in relation to policies on flexible working and procedures for inappropriate behaviour, bullying and harassment. A third of men and women academics did not know who to speak to if they were a recipient of inappropriate behaviour. Qualitative comments in the E&OC survey suggested this was due to insufficient publicity of policies on the intranet and inconsistency in how they are applied.

SHS therefore created a booklet (**Action 0.23**) giving an overview of policies such as flexible working, gender equality, leave and career progression policies (with links to the complete policy documents) (Figure 5.2). This was distributed to all staff electronically. Printed copies were made available in communal areas. It is given to all new staff as part of induction and will be updated annually. We also aim to improve the transparency of processes for reporting inappropriate behaviour (**Action 1.8**).

The University AS Action Plan included actions to review relevant policies for E&D. We will implement new University policies and practices in SHS, communicating revised policies to staff when they are released.

Figure 5.2 School Staff Guide



(iii) Representation of men and women on committees

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

The gender balance on School Committees has remained consistent over the last four years. Women form the majority of members on most School committees (Table 5.9), including Executive Committee (67% women), Senior Management Team (61% women), Finance Committee (70% women) and Board of Studies (72% women). Most of these committees are chaired by women (80%) with the exception of the Research Committee.

These proportions are broadly in line with representation of women in SHS (69% women). The exception is the Research Committee where women are under-represented (38% women). PS staff are represented on all committees except Board of Studies where membership is determined by academic roles. In the E&OC survey the majority of staff felt that women were well represented on School Committees (65% women, 67% men).

Identification and selection of committee members depends on the nature of the committee and is determined by role. For example, membership of academic governance committees is in accordance with Senate Regulations (e.g., SHS Board of Studies). This results in a core membership usually derived of staff from the Senior Management Team (e.g., Dean/Associate Deans/Divisional Leads) and other senior staff from Divisions (e.g., Programme Directors).

There are SAT members on all these committees to ensure E&D issues are recognised and addressed. To avoid 'committee overload' committee membership is formally recognised within the academic workload model (**Action 0.14**). In addition, most positions of seniority and responsibility (e.g., Associate Dean/Divisional Lead) are awarded for a period of three years. This allows role rotation and periodic consideration of E&D representation (**Action 11.2**).

To encourage staff to be involved in committees we will hold key committees between 10am and 3pm where possible (**Action 11.1**) and introduce shadowing of committee members (**Action 11.3**).

(iv) Participation on influential external committees

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

SHS staff sit on a range of influential external committees. This is the case across academic, research and PS staff. For example, academic staff sit on research council panels, parliamentary inquiries and boards of professional organisations, such as the Royal College of Speech and Language Therapists and the General Optical Council. There has been no formal record of membership of external committees so this is now recorded in the academic workload model (**Action 0.14**) to ensure committee responsibilities are acknowledged and shared equally.

Table 5.9 Membership of School Committees

Committee Name	2013/14					2014/15					2015/16					2016/17				
	Gender		Staff Type*			Chair	Gender		Staff Type*			Chair	Gender		Staff Type*			Chair		
	M	W	A&R	PS	M		W	A&R	PS	M	W		A&R	PS	M	W	A&R		PS	
School Executive Committee																				
School Senior Management Team Committee																				
School Finance Committee																				
School Board of Studies**																				
School Research Committee																				

* Staff Type: A&R (Academic and Research staff); PS (Professional Services staff).

** Board of Studies membership includes students (2 in 2016/17). BoS membership was reviewed in 2015/16 as it was not compliant with Senate Regulations. As a result of this exercise, the membership was reduced. At present professional staff can attend meetings but are not counted as official members.

[quantities redacted]

(v) Workload model

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

SHS did not have a workload model. This was reflected in the E&OC survey where few academic staff (11%) thought the way workloads were allocated was fair. Fewer women thought work was allocated irrespective of gender (academic staff: 57% women, 67% men. PS staff: 59% women, 83% men).

Staff reported high workloads, with 72% of academic staff working 'always' or 'often' in their own time (71% women, 76% men). The focus group consultation suggested academic and PS staff had concerns about heavy workloads and subsequent impact on job satisfaction. Participants thought the apparent expectation to work outside of contracted hours may disadvantage staff with caring responsibilities or on part-time contracts. Participants also reported that work completed outside of normal working hours was not compensated (e.g., time off in lieu).

A workload model for academic staff was therefore implemented in 2016 (**Action 0.14**) to harmonise existing practices in SHS, ensuring the approach was fair and transparent. It was developed through consultation with Divisional leads, staff and trade unions, using principles of consensus building and informed by examples of good practice in institutions with an AS award. A workload record was developed to capture the breadth of staff activities (e.g., teaching, assessment, module/programme leadership, internal admin/committees, student supervision/support, research grants, research outputs). This record is descriptive and staff are not asked to quantify the time they spend on the activities listed.

The workload record was piloted in 2015/16 and revised to better incorporate activities of research staff. Personal workload records are now completed annually and reviewed in 1:1 meetings between staff and Divisional Leads. In 2016/17 this process was moderated to ensure consistency between different staff groups and Divisions.

This approach has resulted in staff contributions being explicitly recognised and workload allocation being more equitable and transparent. Going forwards the model will enable SHS to build programmes with greater consideration of existing staff workload and help identify areas in need of resource/investment. It is a requirement that Divisional Leads undertake UB training (**Action 3.1**) to ensure the equitable allocation of tasks regardless of protected characteristics.

(vi) Timing of departmental meetings and social gatherings

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

The E&OC survey indicated that 29% of academic and 60% of PS staff agreed committee meetings were completed in core hours. This difference between academic and PS meetings may be because the

customised hours scheme in PS staff reinforced the use of core hours. All meetings at Divisional and School level will now be held during core hours (10-3) (**Action 11.1**) and, where possible, scheduled for alternate weekdays throughout the year to accommodate part-time staff.

Most social events take place within core hours, e.g., monthly coffee mornings for all staff, SHS Film Club and AS events. Social events in the evening are generally scheduled with sufficient notice to enable staff to plan their attendance. Attendance at social events is always optional.

(vii) Visibility of role models

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

SHS has been raising awareness of E&D and promoting women role models through communications and events such as regular updates to staff, events for International Women's Day and an AS lecture in 2017 from the Chief Executive of the Royal Society of Medicine (Figure 5.3). A woman Dean of SHS was appointed in 2017.

A permanent gallery wall in our School entrance showcases SHS's extraordinary women (SHS staff, students, alumnae) (**Action 0.11**) (Figure 5.4) to inspire women students and staff to go further in their careers, emphasise women role-models and normalise the notion of women leaders.

The University also has strategies to improve E&D that are highly visible and involve SHS staff, such as the #Iamalso campaign that celebrates achievements of City women staff outside the workplace.

The E&OC survey showed over half of academic staff (52% of women; 53% of men) thought SHS utilised women as visible role models, e.g., at staff inductions, graduation, recruitment events.

Figure 5.3 International Women’s Day and the Athena SWAN Lecture

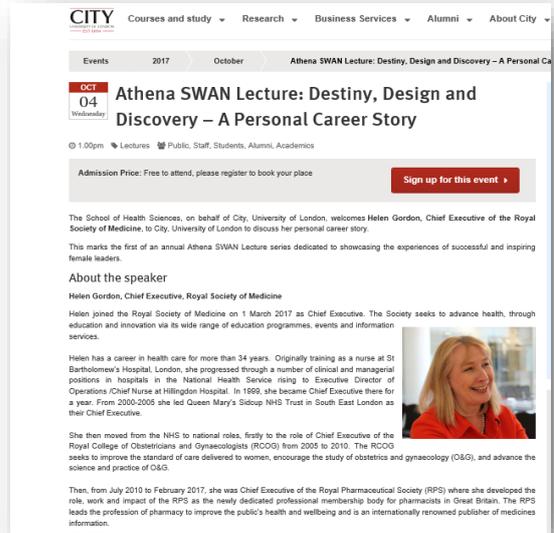
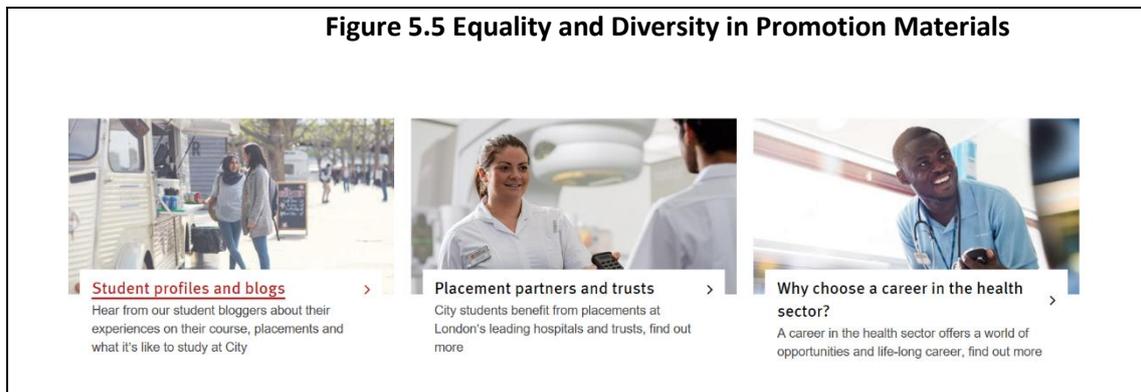


Figure 5.4 Display of Extraordinary Women in School Entrance



In 2016/17 women speakers were well represented at research seminars (63% women) and Dean's Lectures (60% female). Data were not formally recorded prior to this but will be in future (**Action 1.5**).

Consideration is given to gender and intersectionality in publicity materials (Figure 5.5). These will be reviewed annually to ensure they are reflective of E&D in SHS (**Action 2.3**). In future we will monitor awards for gender and intersectionality (**Action 1.6**).



(viii) Outreach activities

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

The E&OC survey indicated 34% of academics in SHS were involved in outreach activities and 61% of staff would like to take part in outreach/engagement activities (59% women, 71% men). Academics are involved in community engagement activities, such as partnerships with voluntary sector organisations and knowledge exchange events. Academics have close links with NHS Trusts and professional organisations – such as the Royal College of Midwives – and collaborate on a range of learning and teaching activities.

Barriers to staff involvement in outreach activities might be that they were not formally recorded or recognised. This is now addressed by including it as part of workload records (**Action 1.7**).

Section 5.6 Example Actions

- 1.3 Online E&D training to be mandatory for all permanent and FTC staff, with refresher training required every 3-4 years.
- 1.5 Monitor public speakers (SHS Deans Lectures, Research Seminars) to ensure appropriate gender balance.
- 1.6 Record and analyse SHS awards for gender bias and intersectionality with ethnicity.
- 1.7 Record outreach and engagement activities in workload activity records and raise awareness.
- 1.8 Increase awareness of processes for reporting inappropriate behaviour.
- 2.3 Review SHS marketing materials for inclusivity, including course-specific marketing.
- 3.1 Divisional Leads, Line Managers and recruitment panel chairs to undertake Inclusive Leadership/UB training.
- 3.2 Include University statement on commitment to E&D in recruitment adverts and refine to encourage applications from under-represented groups.
- 5.11 Promote University mentoring scheme, including:
 - Recruitment of mentors (Academic and PS).
 - Running mentor training workshops.
 - Pairing staff with mentors.
 - Evaluate the mentor scheme and make recommendations as needed.
- 6.4 Ensure more transparent processes for accessing RSF bridging funds for research staff on FTCs.
- 10.1 Increase awareness of and uptake of opportunities for flexible working.
- 10.2 Create and use digital stories to illustrate how staff may work flexibly around their individual circumstances.
- 10.3 Ensure training and support for line managers administering flexible working.
- 11.1 Establish core hours in the SHS and monitor to ensure key meetings take place within these hours.
- 11.2 Introduce periodic rotation of responsibilities for chairing committees.
- 11.3 Co-chairing of committees and opportunities for shadowing committee members.
- 12.2 Allocate time at SHS meetings to discuss limiting emails outside of working hours.

Section 5	
Actual word count	6623 (This excludes headings, sub-headings, tables, graphs and references to action points.)
Recommended word count	6000

6. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

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

Section 6	
Actual word count	0 (This excludes headings, sub-headings, tables, graphs and references to action points.)
Recommended word count	500

7. ACTION PLAN

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

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

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

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

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
Equality, Diversity & Inclusiveness							
1.1	Conduct an Equality and Organisational Culture (E&OC) survey every 3-4 years.	Monitor effectiveness of Athena SWAN actions.	1. E&OC survey conducted. 2. Responses analysed. 3. Report to SAT.	Start: Sept 2020 Finish: July 2021	SHS SAT/ SHS Dean	E&OC survey conducted. Recommendations to SAT.	All (Application pg. 17, 57)
1.2	Increase the response rate of PS staff to the E&OC survey.	Increase response rates, particularly in men and PS staff.	1. Response rates analysed. 2. Report to SAT.	Start: Sept 2020 Finish: July 2021	SHS SAT	Over 50% response rate from PS staff in E&OC survey.	9 and 10 (Application pg. 16)
1.3	Online E&D training to be mandatory for all permanent and FTC staff, with refresher training required every 3-4 years.	Embed E&D values in SHS.	1. Email to all-staff. 2. Update guidance for appraisals to ensure E&D training is discussed. 3. Monitor completion rates. 4. Report to SAT of E&D training by gender.	Start: Sept 2018 Finish: July 2019	SHS Dean/ E&D lead/ SHS HR manager	All staff completing E&D training.	All (Application pg. 65)
1.4	Monitor changes in Visiting or Honorary appointments by gender.	Ensure gender balance of Visiting and Honorary staff reflects the gender balance in SHS.	1. Monitor changes in VL and honorary appointments by gender. 2. Report to SAT.	Start: Sept 2020 Finish: July 2021	SHS HR Manager/ SHS SAT	Gender balance in Visiting and Honorary appointments reflects that of the SHS (69% women).	3 and 9 (Application pg. 40)
1.5	Monitor public speakers (SHS Deans Lectures, Research Seminars) to ensure appropriate gender balance.	Ensure public lectures and seminars reflect the gender balance within SHS.	1. Monitor public speakers by gender. 2. Report to SAT.	Start: Sept 2017 Finish: July 2021	SHS SAT	Gender balance of public speakers is consistent with gender balance within	3 and 9 (Application pg. 73)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
						SHS (69% women).	
1.6	Record and analyse SHS awards by gender and intersectionality with ethnicity.	Information not currently recorded. Need to ensure there are no gender or ethnic inequalities in awards made.	1. Record gender and ethnicity for award winners and analyse for bias e.g., The WOW! Awards, Health Has Got Talent, Learning Enhancement awards. 2. Report to SAT.	Start: Sept 2017 Finish: July 2021	SHS SAT	Report to SAT and appropriate actions set.	2, 3, 9 and 10 (Application pg. 73)
1.7	Record outreach and engagement activities in workload activity records and raise awareness.	Information not currently recorded. Need to ensure there are no gender or ethnic inequalities in outreach and engagement activities.	1. Workload activity records to include section on outreach and engagement. 2. Raise awareness at all-staff meeting. 3. Report to SAT.	Start: Sept 2017 Finish: July 2021	SHS Dean/ Divisional Leads	Increase proportion of academic staff who report doing outreach activities in the E&OC survey.	1, 2, 3, 8 and 9 (Application pg. 73)
1.8	Increase awareness of processes for reporting inappropriate behaviour.	Encourage staff to report incidents of inappropriate behaviour and enable monitoring for gender inequality.	1. Appoint Harassment Adviser. 2. Provide information at all-staff meeting. 3. Monitor reports of inappropriate behaviour by gender.	Start: Sept 2017 Finish: July 2021	SHS HR manager/ Executive committee/ Divisional Leads/ Head of Academic Services	Report to SAT on reports of inappropriate behaviour by gender and appropriate actions set.	5, 7 and 10 (Application pg. 67)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
Students							
2.1	Review the effectiveness of anonymous marking at assessment boards on degree classification.	Continue to ensure there are no gender biases in degree classifications.	1. Analysis of degree classification by gender. 2. Report to SAT.	Start: Sept 2020 Finish: July 2021	Head of Academic Services/ SHS SAT	No gender bias in degree classifications from 2017 to 2021.	8, 9 and 10 (<i>Application pg. 19</i>)
2.2	Ensure men staff and students are present at Open Days.	Ensure gender balance of UG applications reflects the gender balance for each profession.	1. Open Days include men staff and students. 2. Analysis of UG applications by gender. 3. Report to SAT.	Start: Sept 2017 Finish: July 2018	UG Programme Directors/ Head of Academic Services/ Admissions tutors	Increase the number of men applying for UG courses to reflect the norms for each discipline (3% Speech and Language Therapy ¹⁴ ; 11% Nursing and Midwifery ¹⁵ ; 24% Radiography ¹ ; 41% Optometry ¹⁶)	2 and 3 (<i>Application pg. 22, 34</i>)
2.3	Review SHS marketing materials for inclusivity, including course-specific marketing.	Ensure marketing materials are inclusive and increase the visibility of men and BAME staff and students.	1. Review marketing materials for inclusivity in images and language used. 2. Report to SAT.	Start: Sept 2017 Finish: July 2018	SHS Marketing Manager/ UG and PGT Programme Directors/ SHS SAT	Marketing materials reflect our inclusive values and commitment	2, 3, 9 and 10 (<i>Application pg. 22, 30, 34, 44, 73</i>)

¹⁴ Health and Care Professions Council, Registrants by gender, 2016.

¹⁵ [Annual E&D Report](#) 2015-2016. The Nursing & Midwifery Council

¹⁶ [E&D Monitoring Report](#), General Optical Council, 2016.

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
						to gender equality.	
2.4	Admissions Tutors and Programme Directors to undertake Inclusive Leadership/UB training.	Reduce UB in the recruitment and selection of students.	1. Provide Inclusive leadership/UB training. 2. Record attendance to ensure all targeted leads attend.	Start: Sept 2017 Finish: July 2018	SHS Dean/ SHS E&D lead	All targeted staff to have completed Inclusive Leadership/UB training.	8, 9 and 10 (Application pg. 22, 38)
2.5	Examine student attendance, progression and engagement (i.e., e:Vision) by gender.	Identify gender bias in student progression and engagement.	1. SAT to receive information on attendance, progression and engagement from new system (e:Vision). 2. Analysis by gender. 3. Report to SAT.	Annually (July)	Head of Academic Services/ SHS SAT	Analysis conducted, results reported to SAT and appropriate actions set.	3 and 9 (Application pg. 24)
2.6	Conduct focus group consultation with UG and PG students.	Identify reasons why men not well represented and find ways in which we can address this.	1. Run focus group with UG students (March 2018). 2. Run focus group with PG students (March 2018) 3. Report results to SAT.	Start: Sept 2017 Finish: July 2018	SHS SAT	Focus groups conducted, results reported to SAT and appropriate actions set.	3 and 9 (Application pg. 27, 30, 34)
2.7	Proactively encourage men UG and PGT students in Speech and Language Therapy to continue to PGR studies.	Ensure gender balance of PGR students reflects the gender balance for each profession.	1. Identify men UG and PGT students in SLT. 2. Approach one-to-one to find out if they are interested in PGR studies and/or what the barriers are.	Start: Sept 2017 Finish: July 2021	SHS SAT representative for Speech and Language Therapy	Increase men PGR students in Speech and Language Therapy to 3% by 2021 ¹⁷ .	3 and 9 (Application pg. 30)

¹⁷ [Gender Balance in Public Sector Occupations](#), Speech and Language Therapists. PARITY Briefing paper, 2013.

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
			3. Monitor whether these men progress to PGR studies. 4. Report to SAT.				
2.8	Provide career talks for students in all Divisions.	Support student progression and employment.	Provide careers talks for students.	Start: Sept 2018 Finish: July 2019	UG and PGT Programme Directors	At least five career talks per year.	1, 2, 3, 5, 8 and 9 (Application pg. 55)
2.9	Ensure future PGR student conferences are organised by the PGR student committee.	Encourage autonomy and career development in PGR students.	Organisation of PGR student conferences.	Start: Sept 2017 Finish: July 2018	AD Research/ PhD Programme Director/ Senior Tutors for Research	All SHS PGR student conferences organised by the PGR student committee.	1, 2, 5 and 9 (Application pg. 56)
2.10	Record progression and future employment of PGR students by publication or nonpublication route.	Identify best routes for PGR student progression and employment and increase uptake of the most effective route.	1. Monitor PGR student progression by route. 2. Monitor PGR student employment by route. 3. Report to SAT.	Start: Sept 2020 Finish: July 2021	AD Research/ SHS SAT	Recommendations made to PGR committee and appropriate actions set.	2, 3, 5, 8, 9 and 10 (Application pg. 56)
Supporting and Advancing Staff Careers							
Recruitment							
3.1	Divisional Leads, Line Managers and recruitment panel chairs to undertake Inclusive Leadership/UB training.	Reduce UB in the recruitment and selection of staff.	1. Provide Inclusive leadership/UB training. 2. Record attendance to ensure all targeted leads attend.	Start: Sept 2017 Finish: July 2018	SHS Dean/ SHS E&D lead	All targeted staff to have completed Inclusive Leadership/ UB training.	8, 9 and 10 (Application pg. 44, 46, 70)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
3.2	Include University statement on commitment to E&D in recruitment adverts and refine to encourage applications from under-represented groups.	Ensure gender balance of Academic and PS staff is reflective of that discipline/staff group.	University statement (or version of) included in all recruitment adverts.	Start: Sept 2017 Finish: July 2018	SHS HR Manager	University statement (or version of) included in all recruitment adverts.	3, 9 and 10 (Application pg. 39, 44, 66)
3.3	Introduce measures to promote and support recruitment and progression of BAME academic staff.	Increase the representation of BAME staff in the SHS.	1. Recruitment adverts to encourage applications from BAME people (Action 3.2). 2. Encourage existing BAME staff who are eligible for promotion to apply.	Start: Sept 2017 Finish: July 2021	SHS HR Manager	Increase proportion of BAME academic staff from 11% to 14% by 2021 to reflect norms for UK academic staff ¹⁸	1, 2, 3, 8, 9 and 10 (Application pg. 39)
3.4	Ensure all selection panels have all genders represented.	Reduce UB in recruitment and selection of staff.	Report to SAT on gender balance on recruitment panels.	Start: Sept 2017 Finish: July 2018	SHS HR Manager	All interview panels will have at least one man and one woman wherever possible.	1, 9 and 10 (Application pg. 38, 44, 46)
Induction							
4.1	Promote attendance at 'Welcome to City' in SHS induction.	Ensure new staff attend University induction sessions.	Report to SAT of attendance by gender.	Start: Sept 2017 Finish: July 2019	SHS HR Manager/ Division Leads/ Line Managers/	Increase attendance of the University induction from 4% to at least 50%.	9 (Application pg. 46)

¹⁸ HESA 2014/15 data on [Academic staff by ethnicity](#)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
					Head of Academic Services/ Divisional Administrators		
4.2	Promote attendance at SHS induction workshops.	Ensure new staff are supported through induction at SHS level.	Report to SAT of attendance by gender.	Start: Sept 2017 Finish: July 2018	SHS HR Manager/ Division Leads/ Line Managers/ Head of Academic Services/ Divisional Administrators	Increase attendance of the SHS induction from 85% to at least 95%.	2, 3, 9 and 10 (Application pg. 46)
Career Development and Promotion							
5.1	Record data on promotion rates for full-time and part-time academic staff in relation to gender and review.	Identify bias in promotion of full-time and part-time academic staff and address any gender imbalance.	1. Review data on promotion for full-time and part-time academic staff. 2. Identify inequalities. 3. Report to SAT.	Start: Sept 2017 Finish: July 2021	SHS HR manager/ SHS SAT	Data analysed, results reported to SAT and used to inform actions.	All (Application pg. 49)
5.2	Encourage eligible women academic staff at Senior Researcher, SL, Reader and Professorial level to apply for promotion to support progression of women into senior roles.	Reduce gender imbalance at Reader and Professorial levels. Consideration will also be given to BAME staff.	1. Email to all-staff from HR about promotion. 2. Discussion of career progression in appraisals (Action 8.1). 3. Promotion workshops.	Start: Sept 2017 Finish: July 2021	SHS HR manager/ Divisional Leads/ Line Managers/ Head of Academic Services	Increase proportion of women at Reader and Professorial level to be representative of gender	1, 2, 3, 5, 8, 9 and 10 (Application pg. 38, 39, 49)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
			4. Targeted emails from Divisional leads to eligible staff.			balance in SHS (69%).	
5.3	Record and analyse progression data for PS staff by gender and BAME.	Identify inequalities in progression of PS staff.	1. Record data on PS staff progression, gender and BAME. 2. Analyse data. 3. Report results to SAT.	Start: Sept 2017 Finish: July 2021	SHS HR manager/ Head of Academic Services	Analysis conducted, results reported to SAT and appropriate actions set.	All (Application pg. 39, 52)
5.4	Advertise sabbatical leave opportunities for academic staff with regular deadlines for applications.	Support academic staff in career development by increasing opportunities for sabbatical leave and increasing transparency of processes.	1. Provide a SHS policy for sabbatical leave applications and assessment. 2. Monitor applications for sabbatical leave. 3. Report to SAT.	Start: Sept 2017 Finish: July 2019	AD Research/ SHS HR manager	Increase proportion of staff saying procedures for sabbaticals are clear in E&OC survey from 24% to at least 50%.	1, 2, 3, 5, 6 and 9 (Application pg. 50)
5.5	Run sabbatical application workshops for academic staff.	Promote equal opportunities for all academic staff and increase applications for sabbaticals.	Annual workshops on sabbaticals for academic staff.	Annually (May)	AD Research/ SHS HR manager	Increase applications for sabbaticals.	All (Application pg. 50)
5.6	Create case studies of successful applications for sabbaticals and promotions for academic and research staff.	Role model success, encourage and increase the number of applications for sabbaticals and promotion.	1. Create case studies. 2. Disseminate to staff. 3. Make available on staff intranet. 4. Use in workshops for sabbaticals (Action 5.5) and promotions (Action 0.6).	Start: Sept 2018 Finish: July 2019	SHS HR manager/ AD Research	Increase proportion of academic staff who think sabbatical procedures are fair in E&OC survey	1, 2, 3, 5, 6, 8, 9 and 10 (Application pg. 38, 49)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
						from 16% to at least 50%.	
5.7	Review SHS information on academic promotion to ensure clarity and inclusion of information on E&D (e.g., in promotions workshop).	Encourage applications for promotion, particularly from under-represented staff.	1. Review information on academic promotion. 2. Include E&D in information and workshops.	Start: Sept 2018 Finish: July 2019	SHS HR manager	Increase proportion of staff saying promotion criteria are clear in E&OC survey from 30% to at least 50%.	1, 2, 3, 5, 6 and 9 (Application pg. 38, 49)
5.8	Encourage PS staff to take up career development opportunities.	Increase awareness and uptake of opportunities for secondments for PS staff, particularly women.	1. Email PS staff 2. Monitor uptake of training in PS staff by gender 3. Report to SAT	Start: Sept 2018 Finish: July 2019	SHS SAT/ Head of Academic Services	Increase uptake of secondment opportunities by PS staff.	1, 2, 3, 5, 6, 8 and 9 (Application pg. 52)
5.9	Identify and support talented staff, particularly those from under-represented groups.	Support the development and progression of talented staff, particularly under-represented groups.	1. Annual review of staff to identify high-performing staff. 2. Annual development meetings with high-performing staff to support development and progression.	Start: Sept 2018 Finish: July 2021	SHS HR manager/ SHS Dean/ Divisional Leads/ Line Managers/ Head of Academic Services	Increase women and BAME staff in senior positions to reflect SHS norms for women (69%) and BAME staff (11%).	All (Application pg. 39, 53)
5.10	Review procedures for supporting staff while they are studying (e.g., teaching loads, sabbaticals).	Ensure staff are not disadvantaged during study, particularly women and BAME staff.	1. Review procedures for supporting staff while they are studying. 2. Report to SAT.	Start: Sept 2018 Finish: July 2019	SHS HR manager/ Executive committee	Increase proportion of staff reporting they feel supported to study in the	2, 3, 5, 8, 9 and 10 (Application pg. 55)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
						E&OC survey from 21% to at least 50%.	
5.11	Promote University mentoring scheme, including: <ul style="list-style-type: none"> Recruitment of mentors (Academic and PS). Running mentor training workshops. Pairing staff with mentors. Evaluate the mentor scheme and make recommendations as needed. 	Encourage career development in all staff, irrespective of gender.	<ol style="list-style-type: none"> Mentor network established. Mentor training workshops delivered. Evaluation completed. Report to SAT. 	Start: Sept 2018 Finish: July 2019	SHS SAT/ Divisional Leads/ Line Managers/ Head of Academic Services/ Research Centre Leads	At least 40% of staff assigned a mentor. At least 40% of staff signed up to act as a mentor. ¹⁹	1, 2, 3, 5 and 8 (Application pg. 67)
Research staff							
6.1	Induction process for research staff to include a checklist for Principal Investigators to ensure research staff on FTCs get information and support early in their contracts.	Reduce inequalities for research staff on FTCs.	<ol style="list-style-type: none"> Develop induction checklist for Principal Investigators. Induction checklist sent to Principal Investigators before new research staff start. Monitor and report use of checklist to SAT. 	Start: Sept 2017 Finish: July 2018	SHS HR Manager/ Principal Investigator	Increase proportion of FTC staff reporting that the induction met their needs in E&OC survey from 75% to 90%.	All (Application pg. 40, 46)
6.2	Conduct focus group with research staff to identify actions that will be most useful in relation to career progression.	Improve research career pathway from Grade 7 to Grade 8.	<ol style="list-style-type: none"> Run focus group with research staff. Report results to SAT. 	Start: Sept 2017 Finish: July 2018	SHS SAT	Focus groups conducted, results reported to SAT and appropriate actions set.	1, 2, 3, 5, 6, 8, 9 and 10 (Application pg. 49)

¹⁹ E&OC survey showed 20% of staff have a mentor but more would like one (50% women, 40% men) 50% of staff would like to be a mentor.

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
6.3	Support the development of role profiles for research staff by the University and disseminate in SHS when they are done.	Increase transparency of research staff competencies required at different grades.	<ol style="list-style-type: none"> 1. Role profiles for research staff created by University. 2. Disseminate to research staff in SHS. 3. Disseminate to staff generally. 	Start: Sept 2018 Finish: July 2019	SHS HR manager/ Dean/ SHS SAT	Increase the proportion of research staff saying promotion criteria are clear in E&OC survey from 12.5% to at least 50%.	2, 3, 5, 6 and 9 (Application pg. 38, 49)
6.4	Ensure more transparent processes for accessing RSF bridging funds for research staff on FTCs.	Reduce inequalities for research staff on FTCs.	<ol style="list-style-type: none"> 1. Review and revise RSF information to increase transparency for applying for bridging funds for staff on FTCs. 2. Email to all-staff disseminating revised information. 3. Monitor application. 4. Report to SAT. 	Start: Sept 2018 Finish: July 2019	SHS HR manager/ AD Research	Report made to SAT and appropriate actions set.	2, 5 and 6 (Application pg. 66)
6.5	Enhance the information and training for Principal Investigators on managing research staff.	Reduce inequalities for research staff on FTCs.	<ol style="list-style-type: none"> 1. Enhance training. 2. Encourage uptake at all-staff meeting. 3. Monitor and report to SAT. 	Start: Sept 2017 Finish: July 2018	SHS HR manager/ University Organisational Development	Report made to SAT and appropriate actions set.	2, 5, 6 and 9 (Application pg. 40)
6.6	Networking event for early career researchers.	Reduce inequalities for research staff on FTCs.	<ol style="list-style-type: none"> 1. Organise termly coffee meetings for early career researchers. 2. Review effectiveness. 3. Report to SAT. 	Start: Sept 2018 Finish: July 2019	Executive committee/ AD Research	Early career researcher network meets at least once a term with an	2, 3, 5, 6 and 9 (Application pg. 55)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
						average of 10 people attending.	
6.7	Review the Research Concordat and Vitae Researcher Development Framework and identify areas that need addressing in SHS.	Encourage career development and progression of research staff, particularly those from under-represented groups.	1. Review of Vitae and Concordat against SHS practice. 2. Report to SAT.	Start: Sept 2019 Finish: July 2020	AD Research/ Research Centre leads	Report made to SAT and appropriate actions set.	2, 3, 5 and 10 (Application pg. 40)
Training							
7.1	Identify training needs for career development in PS staff.	Encourage career development training for members of PS staff, particularly those in under-represented groups.	1. Career development and training discussed in appraisals. 2. Individual training needs identified. 3. Thematic analysis of training needs (Action 4.4). 4. Training provided.	Start: Sept 2017 Finish: July 2018	Head of Academic Services/ SHS SAT/ University Organisational Development team	Increase proportion of PS staff who report attending training in the E&OC survey from 52% to at least 70%.	2, 3, 5, 6, 8, 9 and 10 (Application pg. 52)
7.2	Conduct thematic analysis of training needs identified in appraisals for PS and academic staff.	Identify gender differences or bias in training needs and recommend actions to address these.	1. Thematic analysis. 2. Report to SAT.	Start: Sept 2018 Finish: July 2019	SHS HR manager/ SHS SAT/ Head of Academic Services	Thematic analysis conducted, results reported to SAT and appropriate actions set.	2, 3, 5, 6, 7, 8, 9 and 10 (Application pg. 53, 63)
7.3	Provide training sessions identified as needed in thematic analysis of appraisals.	Support the development of PS and academic staff in the ways that are needed.	Provide additional or specialist training sessions	Start: Sept 2018 Finish: July 2019	SHS SAT/ University Organisational	Increase proportion of PS staff who report attending	All (Application pg. 53, 63)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
					Development	training in the E&OC survey from 52% to at least 70%.	
Appraisal							
8.1	Ensure career progression is discussed with all staff in appraisals.	Ensure all staff are provided with the opportunity to consider and discuss promotion/ progression. Enable monitoring of career progression for gender bias.	1. Modification of online appraisal system to include a section on career progression (University action 2.50). 2. Implementation in SHS.	Start: Sept 2017 Finish: July 2018	Divisional Leads/ Line Managers/ Head of Academic Services	Increase proportion of staff saying advice about career development in appraisals was good in E&OC survey from 53% to at least 70%.	All (Application pg. 38, 49, 54)
8.2	All staff who conduct appraisals to receive Appraiser training and Inclusive Leadership/UB training.	Promote equality in appraisals of staff.	1. Email to line managers. 2. All-SHS meeting. 3. Report on uptake to SAT.	Start: Sept 2017 Finish: July 2021	SHS HR manager/ SHS Dean/ Divisional Leads/ Line Managers/ Head of Academic Services	Increase proportion of appraisers attending appraiser training and Inclusive leadership/UB training by 10% every year.	All (Application pg. 54)
8.3	All eligible staff to have an annual appraisal.	Provide opportunities for appraisals and career development for all staff.	Report to SAT	Start: Sept 2017 Finish: July 2018	SHS HR manager/ SHS Dean/ Divisional	100% of appraisals completed for eligible staff.	1, 2, 3, 5, 6, 8, 9 and 10 (Application pg. 53)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
					Leads/ Line Managers/ Head of Academic Services		
Career breaks							
9.1	Establish a buddy system for new staff and staff returning from long-term leave (e.g., sick leave, maternity, adoption, paternity, shared parental leave).	Ensure staff are fully supported in their new role or when returning from long-term leave.	<ol style="list-style-type: none"> 1. Implement buddy scheme. 2. Evaluate buddy scheme. 3. Report to SAT. 	Start: Sept 2018 Finish: July 2019	SHS HR manager/ Divisional Leads/ Line Managers/ Head of Academic Services	All new or returning staff offered a buddy.	1, 2, 3, 4 and 9 <i>(Application pg. 60)</i>
9.2	Create an information pack on maternity/paternity/adoption/ shared parental leave and promote this at an all-staff meeting.	Promote equality in processes for maternity, paternity and adoption leave and reduce gender differences.	<ol style="list-style-type: none"> 1. Complete information pack. 2. Disseminate by email. 3. Promote at an all-staff meeting. 	Start: Sept 2018 Finish: July 2019	SHS HR manager/ E&D lead/ SHS SAT	<ol style="list-style-type: none"> 1. All staff who take maternity leave receive advice and guidance. 2. Increase proportion of staff reporting they receive advice and guidance on other types of leave in E&OC survey. 	2, 3, 5, 7, 8, 9 and 10 <i>(Application pg. 59, 62)</i>

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
9.3	Raise awareness with line managers of maternity/paternity/adoption/shared parental leave.	Promote equality in processes for maternity/paternity/adoption/shared parental leave and reduce gender differences.	1. Information pack or presentation. 2. Disseminate to line managers.	Start: Sept 2018 Finish: July 2019	SHS HR manager/ Divisional Leads/ Line Managers/ Head of Academic Services	Increase proportion of staff reporting they are supported by the SHS during maternity/paternity/adoption/shared parental leave in E&OC survey.	1, 2, 3, 5, 6, 7, 8, 9 and 10 (Application pg. 59, 62)
9.4	Promote the uptake of paternity and shared parental leave.	Promote the uptake of paternity and shared parental leave and reduce gender differences.	1. Email to staff 2. Email to Divisional leads 3. All-staff meeting	Start: Sept 2017 Finish: July 2018	SHS HR manager/ Divisional Leads/ Line Managers/ Head of Academic Services	Increase number of men taking paternity and shared parental leave.	9 (Application pg. 62)
9.5	Improve support for paternity/adoption/shared parental leave.	Promote equality in processes for maternity/paternity/adoption/shared parental leave and reduce gender differences.	Men and LGBT staff to be offered meetings with HR to discuss long-term leave options available to them.	Start: Sept 2017 Finish: July 2018	SHS HR manager	Increase proportion of staff reporting they were supported during maternity/paternity/adoption/shared parental leave in the E&OC survey.	2, 5, 6, 7, 8, 9 and 10 (Application pg. 59, 62)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
9.6	Funding for childcare for Keep in Touch days (up to £50 per day).	Financially support staff to attend KIT days, which will facilitate return to work after long-term leave.	Email to staff before and during maternity/paternity/adoption/shared parental leave.	Start: Sept 2018 Finish: July 2019	SHS HR manager/ SHS Chief Operating Officer/ Divisional Leads	Increase proportion of staff reporting they were supported to during long-term leave in the E&OC survey.	2, 3, 5, 8 and 9 (Application pg. 60)
9.7	Ensure cover for maternity/paternity/adoption/shared parental leave is provided consistently across SHS.	Promote equality in processes for maternity, paternity and adoption leave and ensure workload is covered.	Email to Divisional Leads.	Start: Sept 2017 Finish: July 2018	SHS HR manager/ SHS Chief Operating Officer	All roles are covered for staff taking maternity/paternity/adoption/shared parental leave.	2, 3, 5, 7, 8 and 9 (Application pg. 60)
9.8	Monitor reasons why women from different staff groups do not return from maternity leave, or leave in the 12 months after returning.	Increase proportion of women who return from maternity leave, particularly in researchers and PS staff.	1. Review return rates and reasons for non-return in different staff groups. 2. Report to SAT.	Start: Sept 2017 Finish: July 2021	SHS HR manager	Report made to SAT and appropriate actions set.	2, 3, 8 and 9 (Application pg. 61)
Flexible working							
10.1	Increase awareness of and uptake of opportunities for flexible working.	Increase opportunities for flexible working for academic and PS staff, particularly those with caring responsibilities.	1. Promote flexible working policy. 2. Monitor uptake across Divisions. 3. Monitor uptake in PS and academic staff. 4. Increase opportunities for uptake.	Start: Sept 2017 Finish: July 2021	SHS HR manager/ Divisional Leads/ Line Managers/ Head of Academic Services	Increase proportion of staff reporting they have a formal or informal flexible working arrangement in E&OC	2, 3, 5 and 9 (Application pg. 61, 63, 66)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
						survey from 47% in academic staff and 36% in PS staff to at least 50%.	
10.2	Create and use digital stories to illustrate how staff may work flexibly around their individual circumstances.	Increase awareness of flexible working options.	1. Create digital stories of part-time working, compressed hours, sabbaticals and leave related to caring responsibilities. 2. Digital stories put on intranet and promoted.	Start: Sept 2018 Finish: July 2019	SHS HR manager/ SHS SAT	Increase proportion of staff reporting they are aware of the University's flexible working scheme in E&OC survey from 27% to at least 50%.	2 and 5 (Application pg. 63, 66)
10.3	Ensure training and support for line managers administering flexible working.	Accessible flexible working for PS and academic staff, particularly those with caring responsibilities.	1. Provide training. 2. Evaluate training.	Start: Sept 2017 Finish: July 2018	Dean/ Chief Operating Officer/ University Organisational Development	At least 70% of line managers reporting they are supported administering requests for flexible hours.	5 and 8 (Application pg. 63, 66)
Committees							
11.1	Establish core hours in SHS and monitor to ensure key committee meetings take place within these hours.	Enable staff with caring responsibilities to engage in full range of activities.	1. Establish core hours of 10am – 3pm. 2. Monitor hours for key meetings. 3. Report to SAT.	Start: Sept 2017 Finish: July 2018	SHS HR manager/ Executive committee	All key SHS meetings to be held within core hours, wherever possible.	5 and 9 (Application pg. 68, 71)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
11.2	Introduce periodic rotation of responsibilities for chairing committees.	Create opportunities for more staff to chair committees and encourage women to apply.	Implement 3-4 year term for chairs of all key committees.	Start: Sept 2017 Finish: July 2018	Executive committee/ Divisional Leads	Increase proportion of staff who have chaired committees, particularly women.	1, 2, 3, 5, 8, 9 and 10 (Application pg. 68)
11.3	Co-chairing of committees and opportunities for shadowing committee members.	Encourage women to be members or chairs of committees.	1. Raise awareness of shadowing scheme (e.g., emails, SHS meetings). 2. Encourage shadowing through mentoring and appraisals.	Start: Sept 2017 Finish: July 2018	Committee chairs/ Executive committee	Increase uptake of co-chairing and shadowing on committees, particularly by women.	1, 2, 3, 5, 8, 9 and 10 (Application pg. 68)
Workload model							
12.1	Ensure workload activity records are discussed with staff in appraisals.	Establish equal opportunities for career development for all genders.	1. Include a review of workload activity records in appraisals. 2. Report to SAT.	Start: Sept 2017 Finish: July 2018	SHS HR manager/ SHS Dean/ Divisional Leads/ Line Managers/ Head of Academic Services	The majority of staff report workload activity was discussed in appraisals in the next E&OC survey.	All (Application pg. 54)
12.2	Allocate time at SHS meetings to discuss limiting emails outside of working hours.	Encourage work-life balance, especially in staff with caring responsibilities or early career researchers.	1. Discussion of limiting emails outside of work hours in Divisional meetings. 2. Dissemination of results at all-staff meeting.	Start: Sept 2018 Finish: July 2019	SHS SAT/ Executive committee	Decrease the proportion of staff reporting they often or always work in their own time in the E&OC survey from 72% to 60%.	1 and 5 (Application pg. 66)

Action Number	Planned Action (Principal Actions)	Rationale	Key Outputs and milestones	Timescale	Person Responsible	Success Indicator and outcome	Links to AS Principles & Application
Other Actions							
13.1	Work towards Unicef UK Baby Friendly Initiative accreditation.	Promote baby-friendly practice in Midwifery and Health Visiting staff and students.	Apply for Unicef UK BFI for: 1. BSc/PGDip Public Health (Health Visitor Route). 2. BSc/PGDip Midwifery.	Start: Sept 2017 Finish: July 2020	Programme Directors for these programmes	Specific UG programmes awarded Unicef UK Baby Friendly accreditation.	2, 3, 5, 6 and 9 (Application pg. 61)
13.2	Apply for Athena SWAN Silver award.	To ensure continued work towards E&D and inclusivity in SHS.	Application for AS Silver award.	Start: Sept 2020 Submit: Nov 2021	SHS SAT	Application for AS Silver award in 2020/21.	All (Application pg. 17)

This section lists actions implemented by SHS from 2015 to 2017, prior to the Athena SWAN application being submitted. SHS started work towards Athena SWAN in 2015 but was not able to apply for an award until the University received the institutional award. The School strongly believed in progressing equality and diversity (E&D) so we started work on AS and implementing actions while also playing a full part in the work towards the institutional award.

SHS Athena SWAN Actions Implemented 2015 - 2017	
2015	0.1 Creation of SHS Athena SWAN email address, allowing staff to send comments/queries
	0.2 Creation of SHS Athena SWAN webpage, with anonymous suggestion form - www.city.ac.uk/health/about-the-SHS/athena-swan
	0.3 £8,000 allocated from the SHS staff development budget to support Athena SWAN initiatives
	0.4 Athena SWAN added as standing item on SHS Senior Management Team and all-staff meetings
	0.5 Flexible approach to working hours piloted in Student and Academic Administration Team (PS staff)
2016	0.6 Introduction of Academic Promotion Workshops (including details of how applications are assessed and how promotion criteria are considered by pro-rata basis for part-time staff) *
	0.7 Establishment of SHS Athena SWAN Twitter account
	0.8 Athena SWAN added as standing item in the <i>Dean's Newsletter</i> and on Divisional meeting agendas
	0.9 Formal introduction of flexible hours for all PS staff following 2015 pilot and evaluation
	0.10 Introduction of annual International Women's Day celebratory events
	0.11 Establishment of the inspirational women photographic display in Myddelton Street Building reception, showcasing influential female academics and alumnae of SHS, celebrating the global impact of their work/research
	0.12 Sabbatical leave process clearly detailed in <i>Dean's Newsletter</i>
	0.13 Three group career coaching sessions run for academic and PS staff in the SHS
	0.14 Introduction of the Workload Activity Record for academic and research staff (including recognition of committee commitments, e.g., SAT)
	0.15 Line management and staff development guidance circulated to Principal Investigators (including concordat)
	0.16 Workshops run for postdoctoral researchers to develop research funding applications
	0.17 Writing workshops run for staff with guidance on how to write/finish a publication
	0.19 'E&D General Awareness' classroom training session, specifically for SHS staff
	0.20 'Dignity at Work' classroom training session, specifically for SHS staff

2017	0.21 Staff focus groups conducted to explore areas identified as needing further analysis: Focus Group 1: The impact of gender on current role and career progression Focus Group 2: The experience of fixed-term research staff
	0.22 Appraisal classroom training sessions, specifically for SHS staff
	0.23 Creation and circulation of <i>SHS Staff Guide</i> , inclusive of various HR policies and procedures (long-term leave, flexible working, appraisal, career progression, wellbeing etc.)
	0.24 Establishment of annual SHS Athena SWAN Lecture, showcasing the experiences of successful and inspiring female leaders. 2017 speaker: Helen Gordon, Chief Executive, Royal Society of Medicine
	0.25 Review of Staff Training Committee terms of reference and committee composition. Updated guidance circulated to all-staff on how to apply for funds.
	0.26 Extra research support staff provided for post-award support
	0.27 Internal peer review for all grant applications implemented to provide feedback to applicants prior to submission