



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

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 University of Glasgow (UofG)

Department Institute of Cancer Sciences

Focus of department STEM

Date of application April 2019

Award Level Silver

Institution Athena SWAN award
Date: April 2016
Level: Bronze

Contact for application
Must be based in the department Dr Christina Halsey

Email Chris.Halsey@glasgow.ac.uk

Telephone 0141 330 8135

Departmental website <https://www.gla.ac.uk/researchinstitutes/cancersciences/>

As we are a Department with both clinical and non-clinical staff we have been granted an additional 1000 extra words (see email below). These have been used in sections 4 & 5 to allow in depth analyses of clinical and non-clinical staff, separately. **The total word count for the final document (sections 1-7) is 12,969.**

Extra words email authorisation:

We are happy to grant an additional 1,000 words to the Institute of Cancer Sciences at the University of Glasgow for their April 2019 submission due to the mix of both clinical and non-clinical staff.

Please attach a copy of this email at the beginning of the application, and state clearly throughout where the additional words have been used.

With best wishes,

Jess

Jessica Kitsell
Equality Charters Adviser

E jessica.kitsell@advance-he.ac.uk
T +44 (0)20 3870 6022

 **AdvanceHE**

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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



University of Glasgow | Institute of Cancer Sciences

29th April 2019

Dear Athena SWAN Panel members,

I am delighted to support our application for a Silver Athena SWAN award, which reflects the continued hard work and dedication of the Institute of Cancer Sciences (ICS)-SAT, and demonstrates the real progress we have made in involving all our staff and students in creating a supportive, diverse and equitable working environment. In my own research career (running and participating in many large collaborative grants), I have seen the value of enriched collaborative environments that support diversity and flexibility. Staff/teams are so much more motivated when they feel associated with an organisation that supports their career and are working towards a common goal. As a member of the LGBTQ community, I am also acutely aware how important all aspects of diversity/inclusion are.

I am particularly proud of our significant progress in addressing issues identified by our original 2014 ICS-SAT survey. 94% of our staff took part in the 2018 survey and we have moved from having six areas requiring immediate attention to zero and from three areas of good practice to thirteen over the last 4 years. This is testament to the positive impact of Athena SWAN on all aspects of ICS life.

ICS-SAT has recently expanded to become **the VOICE (Visibility, Opportunity, Inclusion, Career development and Equality) committee**. This reflects our ICS vision to create a world-class working environment, which values team science, work-life balance, well-being and maximising potential regardless of background or job family. The VOICE committee places equality and diversity right at the heart of ICS. Indeed, Athena SWAN is integral and essential to our strategic aims, and central to decision making in ICS. It features on our website homepage, is included in all our Townhall and Principal Investigator meetings and annual staff away-days. We have an ICS-SAT twitter-feed and include Athena SWAN updates in the Institute's quarterly newsletter. VOICE has direct representation on our Institute Management Board where all operational decisions are made, and is a standing agenda item on all ICS committees.

Despite the positive trajectory outlined herein, I am aware of areas where we continue to struggle, particularly in attracting and promoting more female Professors. We have discussed possible solutions extensively, and developed an evidence-based bespoke **ICS Women in Senior Employment (iWISE) Strategy** in response to this challenge. I look forward to seeing the impact of this as we implement our Silver action plan and this is our number one priority going forward. In addition, real progress requires investment as well as good-will and enthusiasm. **Our Athena SWAN Charter ICS Embedded Support Strategy (ACCESS)** allocates significant resources to underpin our action plan. In this way, we will address these challenges and build on our past progress as we work towards our eventual aim of an AS Gold award.

Finally, I would particularly like to acknowledge all of our female role models in ICS who are an inspiration to us all and integral to our high-performance dynamic community.

The information presented in this application including qualitative and quantitative data) is an honest, accurate, and a true representation of the Institute.

Yours Faithfully,



Owen J. Sansom

Professor Owen Sansom FRSE, FMedSci
Director of the Institute of Cancer Sciences and the Beatson Institute of Cancer
Research
Garscube Estate
Switchback Road
Bearsden
Glasgow G61 1BD
United Kingdom
www.beatson.gla.ac.uk
Tel: +44(0)141 330 3953
Tel: +44(0)141 330 7125
Fax: +44(0)141 942 6521
Email: o.sansom@beatson.gla.ac.uk

(Word count section 1- 510 words)**Table 1: List of Abbreviations**

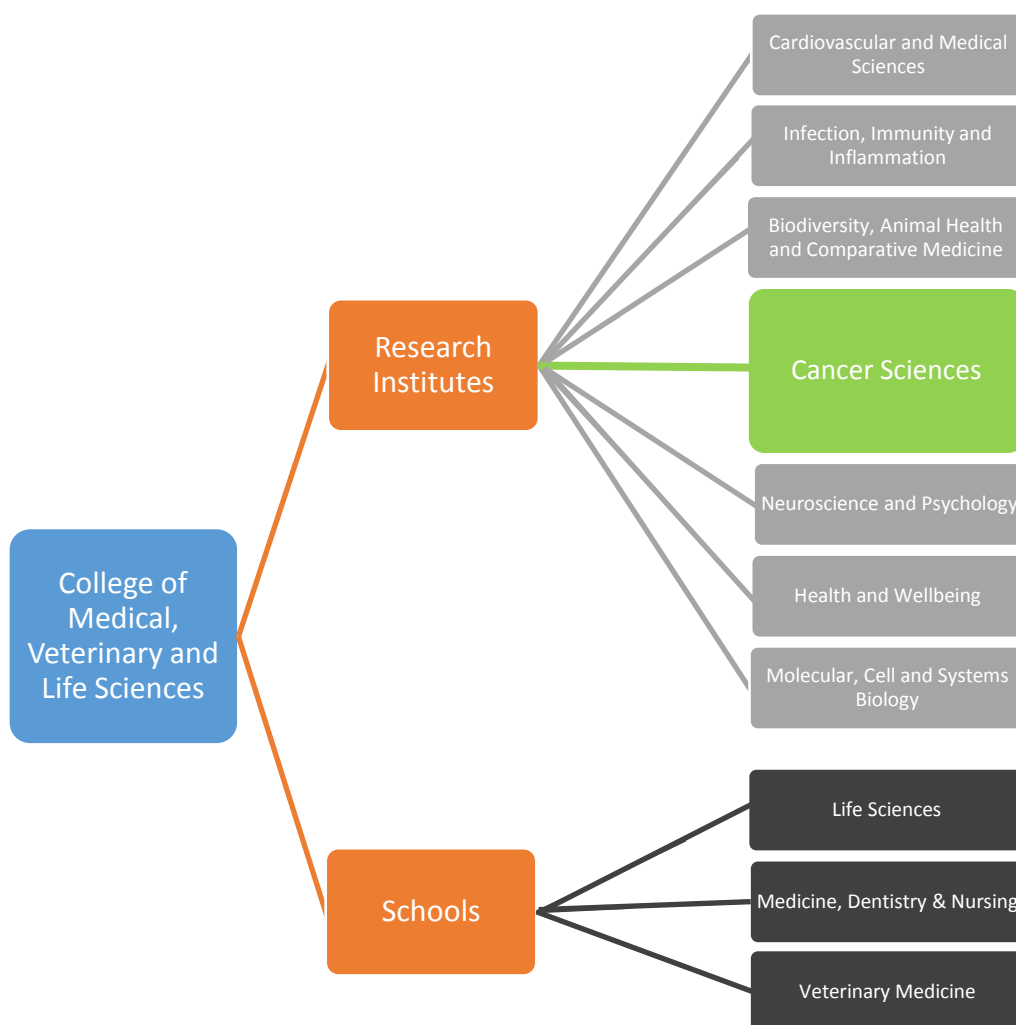
Abbreviation	Meaning
ACCESS	Athena SWAN Charter ICS Embedded Support Strategy
AP	Action Point
AS	Athena SWAN
AS-Chair	Athena SWAN Chair
BAME	Black, Asian & Minority Ethnic
BICR	Beatson Institute for Cancer Research
Bronze-AP	Bronze Action Point
CDG	Career Development Group
CIRN	Clinicians in Research Network
CRF	Clinical Research Fellow
CR-UK	Cancer Research United Kingdom
CSL/CSRF	Clinical Senior Lecturer/Research Fellow
CTU	Clinical Trials Unit
E&D	Equality and Diversity
ECDP	Early Career Development Program
ECR	Early Career Researcher
EDU	Equality and Diversity Unit (University of Glasgow)
EOD	Employee and Organisational Development
FED	Funding End Date
FFIP	Family Friendly Information Pack
F/M	Female/Male
FT	Full Time
FTE	Full Time Equivalent
GEC	MVLS Gender Equality Committee
HESA	Higher Education Statistics Agency
HR	Human Resources
ICS	Institute of Cancer Sciences
ICS-SAT	Institute of Cancer Sciences Self-Assessment Team
IMB	Institute Management Board
ISSF	Institutional Strategic Support Fund
IWD	International Women's Day
iWISE	ICS Women in Senior Employment
KEIC	Knowledge Exchange and Impact Committee
KIT	Keeping in Touch
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning & others
MPA	Management, Professional and Administrative
MVLS	College of Medical, Veterinary and Life Sciences
NERD	Network for Early Career Researcher Development
NHS	National Health Service
P&DR	Performance and Development Review
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator
POGLRC	Paul O'Gorman Leukaemia Research Centre
P&S	Professional and Support

PT	Part Time
R&T	Research and Teaching
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RSF	Returners Skills Fund
SAT	Self Assessment Team
SPLIT	Shared Parental Leave in Touch
STEMM	Science, Technology, Engineering, Mathematics and Medicine
TRM	Transforming Research Management
UoA	Unit of Assessment
UoG	University of Glasgow
VOICE	Visibility, Opportunity, Inclusion, Career development and Equality
WiRN	Women in Research Network
WLM	Workload Modelling
WWCRC	Wolfson Wohl Cancer Research Centre

2. DESCRIPTION OF THE DEPARTMENT

The Institute of Cancer Sciences (ICS) formed in 2010 as part of a major University restructure. ICS sits within the College of Medical, Veterinary, and Life Sciences (MVLS), which comprises 7 Research Institutes and 3 Schools (**Figure 1**). MVLS undergraduate teaching is managed by the Schools, and the primary focus of ICS is research. The Institute Director is Professor Owen Sansom supported by a deputy Director, Professor Laura Machesky, and a Clinical Director, Professor Jeff Evans.

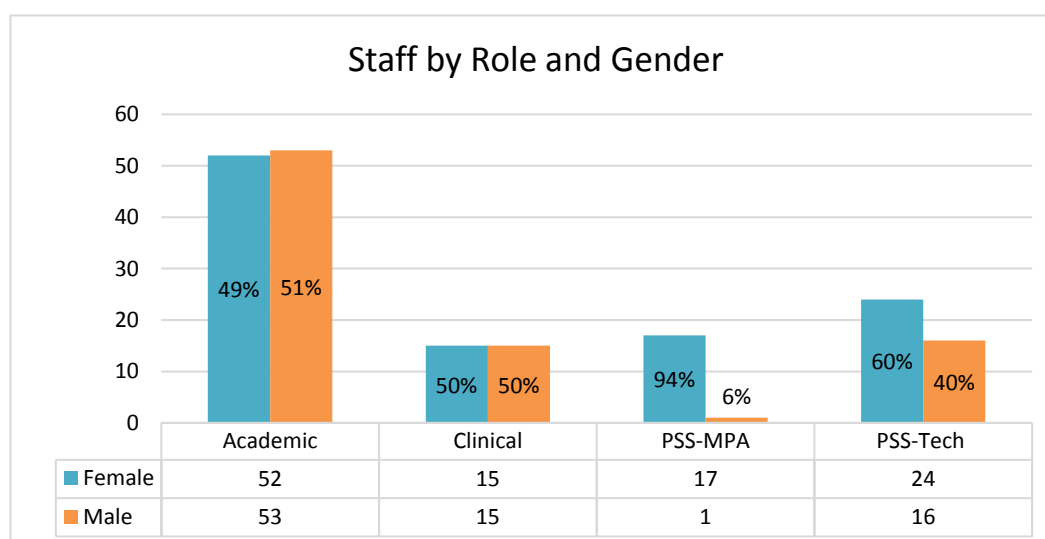
Figure 1: Structure of the UoG College of Medical, Veterinary and Life Sciences (MVLS)



ICS comprises a mix of non-clinical (n=105) and clinical (n=30) academic staff, alongside Professional and Support Services (P&S) Staff (n=58). Our P&S staff are from Management, Professional and Administrative (MPA) (n=18) and Technical & Operational (Tech) (n=40) job families (**Table 2, Figure 2**).

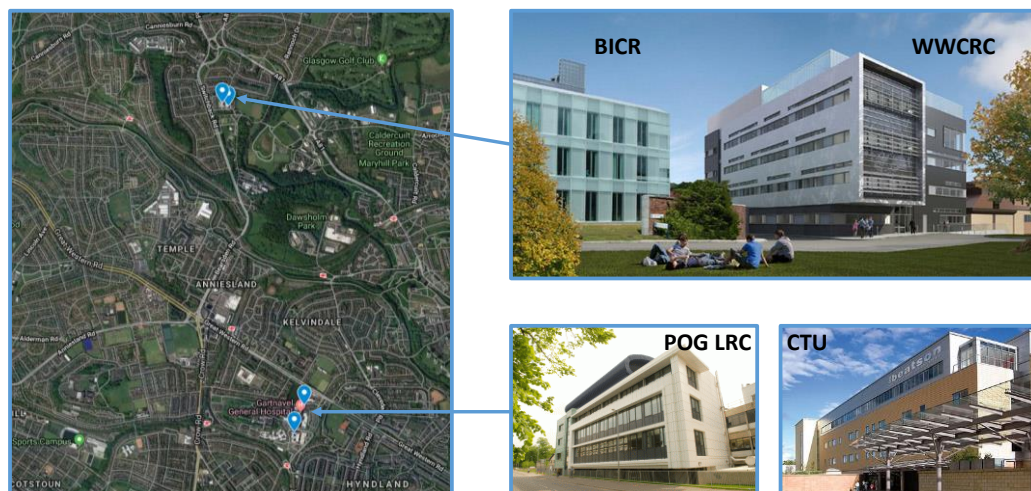
Table 2: Staff Numbers 2017-18 by Job Family, FT/PT and Gender

Job Family	FT/PT	Female	Male
Academic	FT	48	51
	PT	4	2
Clinical	FT	14	15
	PT	1	-
P&S MPA	FT	7	1
	PT	10	-
P&S Tech	FT	21	16
	PT	3	-
Total Full-time		89 (52%F)	83 (48%M)
Total Part-time		19 (90%F)	2 (10%M)
Grand Total		108 (56%F)	85 (44%M)

Figure 2: Staff Numbers 2017-18 by Job Family and Gender

This engenders a true “bench-top to bedside” approach to cancer research, enabling fundamental basic science to inform translational and clinical research programmes. We do not have any teaching-only staff. Staff are located across three sites that are less than 2 miles apart and easily accessed by car, bike or public transport (**Figure 3**). The main administrative base is the Wolfson Wohl Cancer Research Centre (WWCRC) and flexible space with access to computers is available for staff and students based at other sites who visit for meetings or seminars.

Figure 3: Map of ICS Sites: Wolfson Wohl Cancer Research Centre (WWCRC), The Beatson Institute for Cancer Research (BICR), Paul O’Gorman Leukaemia Research Centre (POG LRC) and the Clinical trials Unit (CTU)



The Institute is unique within the College in that most research funding is from charitable sources, mainly Cancer Research-UK (CR-UK) and Bloodwise. This means we have a high level of public engagement, and fundraising activity. Our focus on research means that we have a large proportion of early career staff (G6 and G7) employed on fixed-term grant funding. This brings challenges in terms of stability and career development which we discuss in section 4.2(i).

All ICS clinical staff also hold NHS Honorary appointments. The large number of P&S staff reflects a substantial clinical trials workload. Fifteen of the academic staff (2F: 13M; 11% of ICS) hold joint contracts with CR-UK and the University of Glasgow (UoG). These staff work in an adjoining building (Beatson Institute for Cancer Research) with direct internal access to WWCRC. They are an integral part of the ICS faculty and subject to UoG promotions procedure and therefore included in this application.

We do not co-ordinate any undergraduate courses but have a flourishing postgraduate programme. We currently have 111 PhD students, including those writing-up and 25 students on the Postgraduate Taught (PGT) course (MSc in Cancer Sciences), launched in 2014 (**Table 3**).

Table 3: PGR/PGT Student Numbers 2017-18 by Gender

Student Type	Female	Male	Total
PGR	64 (58%)	47 (42%)	111
PGT	15 (60%)	10 (40%)	25
Total	79 (58%)	57 (42%)	136

Altogether, this gives us a vibrant community of 329 staff and students (57%F). We are committed to inclusivity and equality: our ICS mission is to create a world-class working environment which values team science, work-life balance, well-being and maximising the potential of all staff, regardless of background or job family.

(Section 2= 442 words including text in figures)

3. THE SELF-ASSESSMENT PROCESS

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

(i) a description of the self-assessment team

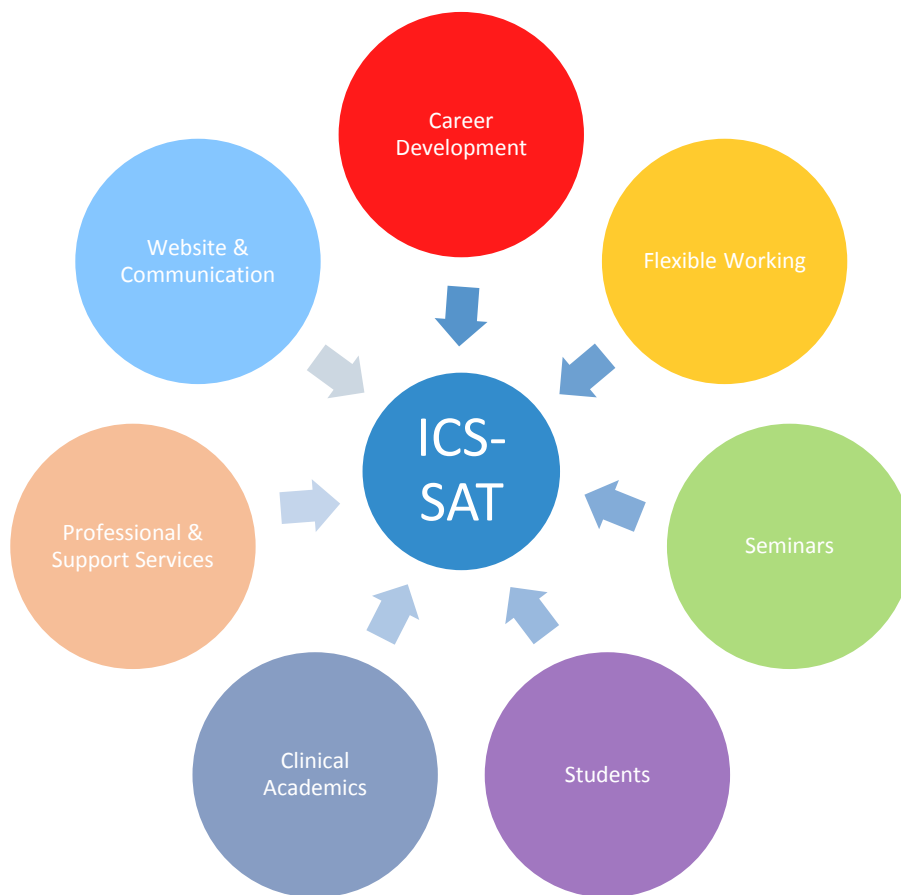
The Self-Assessment Team (ICS-SAT) comprises 44 members (29F:15M). Calls for new members are made via the ICS Twitter feed, newsletters and email. Importantly, there is strong senior academic membership (2F:4M professors including the Institute Director and Clinical Director) and excellent P&S, Early Career Researcher (ECR) and student (PGR/PGT) representation. Male representation has increased from 8 to 15M i.e. 34%M compared to 43%M of our ICS population. We aim for gender balance (**SILVER AP1a**). New ICS-SAT structuring (see 3.iii) should increase male representation.

IMPACT (1)*: Bronze-AP aim = wider ICS-SAT membership. Increase from 24 to 44 reflects impact of regular recruitment drives and widespread ICS support for AS

**Impact boxes highlight areas where our ICS-SAT activities have resulted in a measurable improvement in outcomes.*

A large committee brings challenges. To ensure all members are heard, the ICS-SAT is organised into six subgroups (**Figure.4**). Members participate in one or more subgroups with an identified lead.

Figure 4: Structure of the ICS-SAT



ICS-SAT have a diverse range of career and work-life experience (**Table.4**) and are shown in **Figure.5**.

SILVER Action Plan

- AP1a: Audit SAT Membership annually to ensure representation of all job families and student groups and to assess gender balance, use of targeted recruitment to achieve this as needed.

Figure 5: The ICS-SAT



Table 4: Membership of the ICS-SAT

ICS-SAT Administration					
Name	M/F	Role	Staff Type	FT/PT	Circumstances
Christina Halsey AS Chair	F	Senior Clinical Lecturer	Clinical	FT	Dual medical career family; 3 boys aged 11, 15, 16. Worked PT (70%-95% FTE) for 12 years.
Calum Calderwood	M	Athena SWAN Intern	MPA	PT	My partner works part-time as a NHS research nurse. We co-habit and have no dependants.
Katie Farrell	F	Gender Equality Officer	MPA	FT	Dual-career relationship. Experience as PGR at the University.
Jeff Evans	M	Professor/ Clinical Director	Clinical	FT	My wife works 0.8FTE at the CR-UK Clinical Trials Unit, Glasgow. We have no children or dependants.
Gareth Inman	M	Director of Research Strategy	Academic	FT	3 daughters, 2 at high school 1 University. Partner works away 4 days p/wk so often have sole parental duties.
Keilly MacDonald	F	AS Data Officer	MPA	PT	I work part-time & have 2 children at primary school.
Angela Newlands	F	Secretary	MPA	PT	2 daughters aged 21 and 22. Husband works full time as Global Project Manager for Hewlett-Packard
Antonia Roseweir	F	Lecturer	Academic	FT	Married, on maternity leave with 1st child. Experience of working on short-term contracts. WiRN representative.
Owen Sansom	M	Professor/ BICR Director	Academic	FT	Dual-career relationship, married (same sex), we have no dependents.
David Tedman	M	HR Manager	MPA	FT	Married with three grown up children still at home (triplets).
Website & Communication (supported by ICS-SAT Administration)					
Susanne Hendry	F	Administration	MPA	FT	Dual-career relationship. Husband and I both work FT at UoG. We have 2 school age children.
Students					
Joanne Edwards Subgroup Lead	F	Professor	Academic	FT	My husband works full-time and frequently travels. We have 1 school age daughter.

Peter Bailey	M	Senior Lecturer	Academic	FT	My wife who is a Scientist is unemployed - former UoG researcher.
Lucie Robert de Beauchamp	F	PhD student	Student	FT	3rd year international student.
Maejoy Vena Campo	F	Msc Student	Student	FT	Cancer Sciences MSc Class Representative.
Fiona Conway	F	Administrative Assistant	MPA	PT	Married, two children. Have always been allowed to be flexible with my part-time working hours.
Eirini-Maria Lampraki	F	Postdoctoral Research Assistant	Academic	FT	Ex Postgraduate Research Student Representative at the ICS. Founder of the PhD Forum.
Milly McAllister	F	PhD student	Student	FT	I am a full-time PhD student with no dependents.
Eilidh McCulloch	F	PhD student	Student	PT	I am a full-time employee of UoG, studying a PhD part time. Dual career relationship.
Kathryn Pennel	F	2nd year PhD student	Student	FT	2nd year PhD student.
Career Development Group					
Paul Shiels Subgroup Lead	M	Professor	Academic	FT	My wife works full-time as a transplant co-ordinator. I have two children at university.
Aula Ammar	F	Postdoctoral Research Associate	Academic	FT	80% FTE, I have 3 children in primary school.
Alan Bilsland	M	Postdoctoral Research Associate	Academic	FT	Dual-career relationship: my partner and I both work full-time. We co-habit and have no children.
Karen Keeshan	F	Reader	Academic	FT	Dual-career relationship. Husband and I both work FT at UoG. We have 2 school age children.
Oliver Maddocks	M	Senior Research Fellow	Academic	FT	Married, both work full time, one child under 5 yrs.
Freddie Nesbitt	M	Washroom Assistant	Technical	FT	Widowed, one adult child.
Alice Newman	F	Postdoctoral Research Associate	Academic	FT	My husband works full-time as a GP trainee. We have no dependents. ICS NERD representative.
Jessica Perochon	F	Research Assistant	Academic	FT	3 years postdoc experience at University. My partner works full-time. We have no dependents.
Chantevy Pou	F	Postdoctoral Research Associate	Academic	FT	Dual career relationship - my husband is a pharmacist. ICS NERD representative
Fiona Thomson	F	Director of Translational Pharmacology Laboratory	Academic	FT	Dual career relationship.

Derek Wright	M	Bioinformatician	Academic	FT	I am a single parent with a 4-year old son who attends Kelvin Nursery.
Seminars (supported by Career Development Group)					
Kristina Kirschner Subgroup Lead	F	Group leader	Academic	FT	Dual-career relationship: both work full-time. We have two children, one in nursery, one in primary school.
Chinmay Munje	M	Postdoctoral Research Associate	Academic	FT	Just married, no dependents.
Flexible Working					
Donna Nile Subgroup Lead	F	Postdoctoral Research Associate	Academic	FT	Flexible Tue-Sat working-week. Dual-career relationship. Pre-school daughter & 2nd maternity leave May-19.
Sarah Buchanan	F	Technician	Technical	FT	Single parent with two school aged children. Previously held a Daphne Jackson Fellowship part-time.
Eric Kalkman	M	Lab Manager	Technical	FT	Dual-career relationship, my wife works 3 days a week. We have 2 young children.
Sheena McGowan	F	Project Manager	MPA	PT	I have worked PT for the university for 12 years. Have 3 grown up children.
Katrina Stevenson	F	Research Technician	Technical	FT	2 children of primary school age - experience of maternity leave and coming back to work after leave.
Professional & Support Services					
Stacey Hoare Subgroup Lead	F	Chief Technician / Laboratory Manager	Technical	FT	25 years working in the University, 18 on short term contracts. Attended the Aurora programme 2017-18.
Anne Best	F	Senior Administrator	MPA	PT	Dual-career relationship. Partner works flexibly at home & away. Three grown up children, one moved away.
Sharon Burns	F	Technician	Technical	PT	Dual-career relationship, 3 school age children. Working 86% FTE for the last year, previously FT.
Allan McVie	M	Technician	Technical	FT	30 years' experience of short-term Research Technician contracts (20 at Glasgow).
Clinical (also supported by Chris Halsey)					
Mhairi Copland Subgroup Lead	F	Clinical Professor	Clinical	FT	Dual-career relationship; partner works abroad.
Campbell Roxburgh	M	Clinical Senior Lecturer/ Honorary Consultant	Clinical	FT	My wife and I are both ICS clinical senior lecturers. Our 3 children are ages 2, 4 and 7.

(ii) an account of the self-assessment process

The ICS-SAT has met 2-monthly since April 2014. Bronze self-assessment revealed a lack of cohesive ICS culture and career development support and a scarcity of women in senior roles. The ICS-SAT worked hard to enable both structural and culture change, achieving Post-May 2015 Bronze in November 2016. To keep the process fresh and dynamic a major recruitment drive was undertaken early 2017, leading to a new AS-Chair(F) and a reorganised ICS-SAT (**Figure 4**). Importantly, 14 previous members remained – allowing continuity and “corporate memory”. Subgroups meet as required. Subgroup leads and AS-Chair meet monthly and the whole ICS-SAT convenes 2-monthly to review progress and share ideas. Senior management buy-in is clear – the ICS-SAT has dedicated administrative support for meetings and communications (Twitter, website and flyers/posters). Additionally, ICS invested in a postgraduate AS-Intern (Calum Calderwood) to assist this Silver application through collating data, preparing case-studies and ensuring drafts met deadlines. This has enabled the ICS-SAT to reflect on progress and focus on our future AP.

The ICS-SAT has developed robust channels of communication, both internally and externally, to ensure that initiatives: a) translate into ICS policies (implementation); b) reflect the needs of our staff and students (via consultation); and c) reach their target populations (dissemination) as summarised in **Table 5**:

Table 5: ICS-SAT Two-way Communications Strategy

Implementation of AS actions
<ul style="list-style-type: none"> • AS-Chair is a standing member of the ICS Management Board (IMB) providing direct communication with senior management • ICS Director of Research Strategy is a key member of the ICS-SAT • AS-Chair and Director of Research Strategy are members of the “ICS think-tank” a group of key stakeholders that advise the ICS Strategy Board on new policy development
Dissemination of information, new initiatives and achievements
<ul style="list-style-type: none"> • Standing AS item on PI forum agenda • 6-monthly Townhall meetings • AS news section in the quarterly ICS newsletter

- ICS-AS website – information on AS, Inspirational ICS women, case-studies, career development, unconscious bias training, minutes and information leaflets
- AS annual report -emailed to all staff and students
- AS event posters
- Creation of seven ICS-SAT information leaflets (below)
- AS information at PGT/PGR student induction events
- AS information at P&S away-day

Consultation with staff and students

- Staff surveys – ICS-AS Survey and University Staff Survey
- Student surveys – ICS PGR and PGT surveys
- PI Forum/Townhall
- Subgroups have links to networks such as MPA, Student representatives, NERD

We also developed a series of ICS-AS leaflets available across sites and in social areas (WWCRC café, POGLRC lunchroom) and downloadable from the ICS-AS website. We will send all students a copy with their induction pack and update them regularly (**SILVER AP2**). Use of these leaflets is demonstrated throughout the application (identified by a leaflet icon (**Figure.6**))

Figure 6: ICS-SAT Information Leaflets



External channels of communication

Reporting to UoG senior management – the AS-Chair sits on the MVLS Gender Equality committee (GEC). GEC, chaired until recently by Prof Sally-Ann Cooper (AS Gold Award holder), comprises MVLS SAT Chairs and senior HR and Equality and Diversity (E&D) unit staff, thus providing a wealth of experience to address challenges. GEC reports to the College Senior Management Group and is represented on the University’s Gender Equality Steering Group. This allows two-way communication with senior management and UoG HR, facilitating sharing of best practice.

Engagement with Advance HE – The AS-Chair has attended national AS training events and three ICS-SAT members have participated in AS panels. We hosted a newly-appointed AS project officer from University College Cork (December 2017) at the ICS-SAT to share experiences.

IMPACT (2): Communications strategy secured “buy-in” with AS activities across ICS:

- In our recent ICS-SAT staff survey **94% of ICS staff* took part in this voluntary consultation** (increased from 69% in 2016).
- Moreover, **88%F:93%M staff agreed that progress has been made with regard to gender equality** in ICS over the last 5 years.

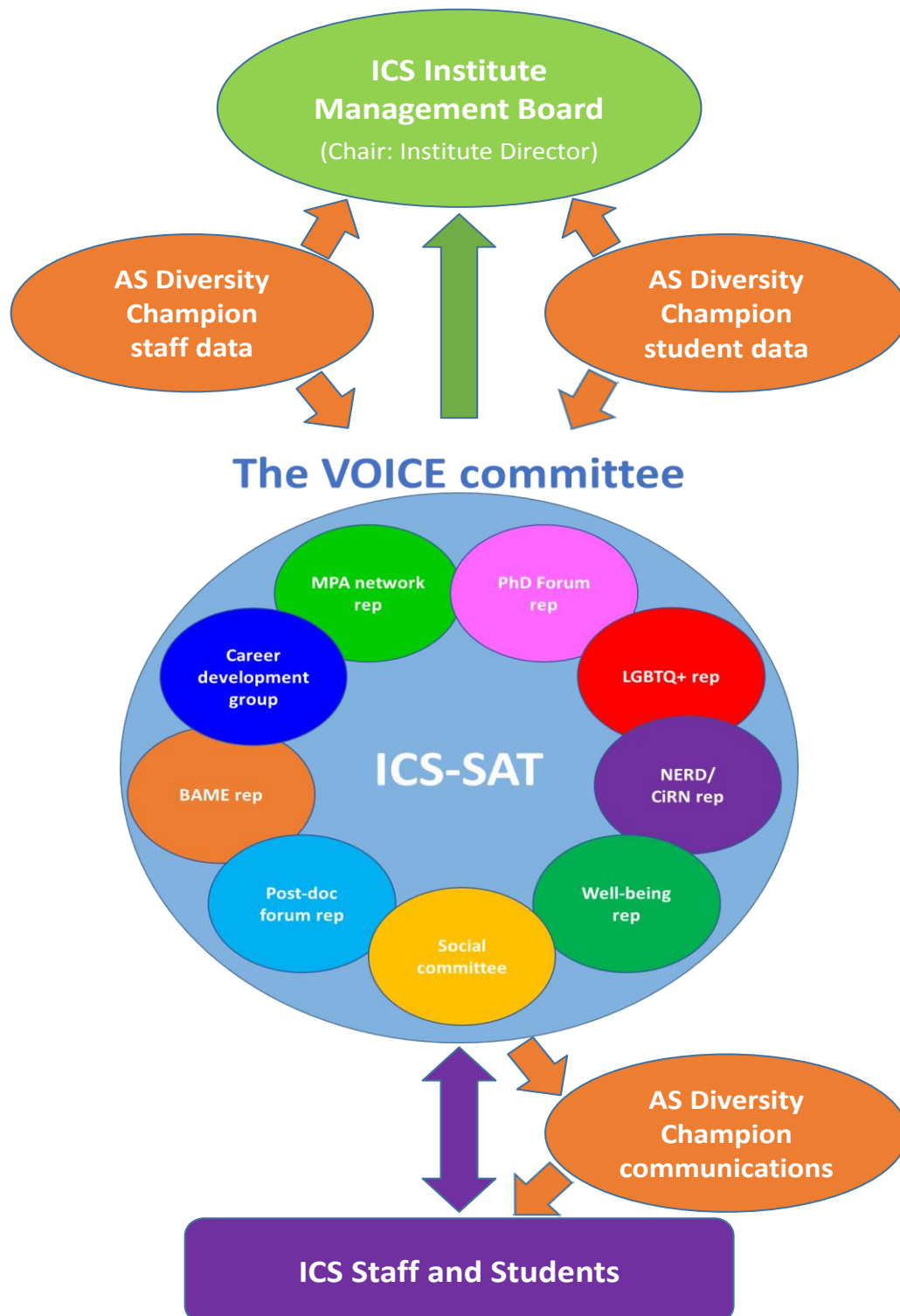
*Response rate was 182/193 staff (89F:84M:9 prefer not to say (PNTS)) and for the PGR student survey was 85/111 students (77%) (46F:31M:8PNTS). Survey findings throughout this application are given as overall results and disaggregated by gender, PNTS results are not separated as small numbers makes the respondents potentially identifiable, but they are always included in overall percentages.

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

ICS-SAT subgroups will enact our ambitious Silver-AP. The AS-Chair will rotate 3-yearly and a deputy appointed to allow succession planning (**SILVER AP1b**). A 6-monthly call for new members is ongoing. The high response rate in our staff survey indicates a commitment in ICS to the equality agenda. We will build on this to include intersectionality and a focus on building a sustainable world-class working environment. The ICS-SAT has devised two new tools to achieve this:

1. Embed ICS-SAT within a new standing ICS committee with a wider remit – the VOICE (Visibility, Opportunity, Inclusion, Career development and Equality) committee (SILVER AP1e). The ICS-SAT will remain at the core, joined by colleagues interested in inclusion across all protected characteristics, enhancing career development and well-being. VOICE will be chaired by the AS-Chair to mainstream AS charter principles (Figure.7).

Figure 7: VOICE Committee structure and lines of communication



2. The appointment of AS-Diversity Champions for: staff; students; strategy and communications to support (i) data collection (ii) consideration of equality in all ICS operational decisions and (iii) event organisation. This ensures data related to AS principles is regularly and critically reviewed and acted upon (**SILVER AP3**). Actions around this are grouped as ACCESS (Athena SWAN Charter ICS Embedded Support Strategy) initiatives.

SILVER Action Plan

- AP2b: Review ICS-AS information leaflets annually and update as needed
- AP1b: Rotate chair every 3 years and appoint deputy chair, who would be expected to be chair-elect
- AP1e: Widen the remit to create the VOICE committee and invite representatives from NERD, CIRN, LGBTQ+, ICS Technician champion, MPA and ICS Disability champion
- AP3: Create AthenaSWAN Charter ICS Embedded Support Strategy (ACCESS) to support regular collection and analysis of Equality and Inclusion data into ICS operational structures

(word count for section 3 = 1145 words)

4. A PICTURE OF THE DEPARTMENT

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

4.1 STUDENT DATA

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

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

n/a

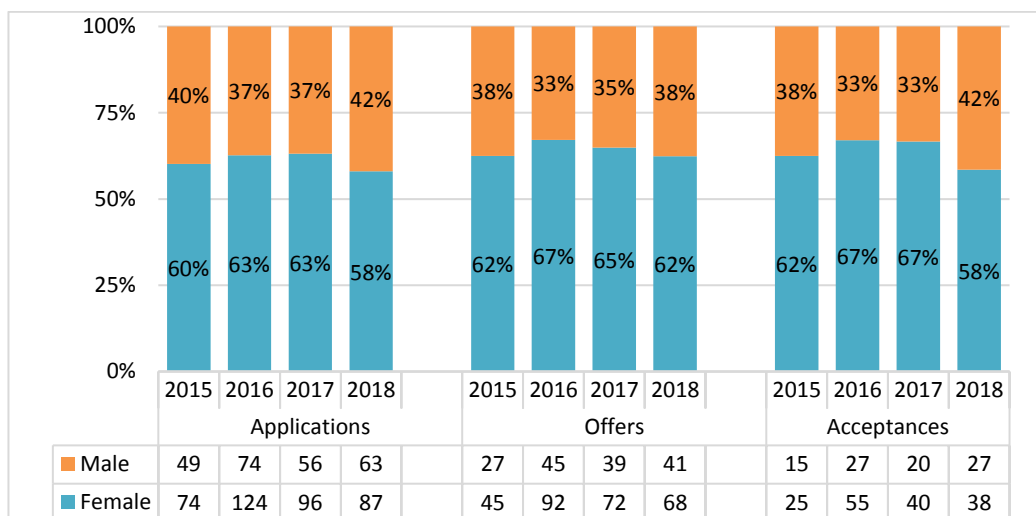
(ii) Numbers of undergraduate students by gender

n/a

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

Our MSc in Cancer Sciences launched 2015. **Figure 8** shows application data

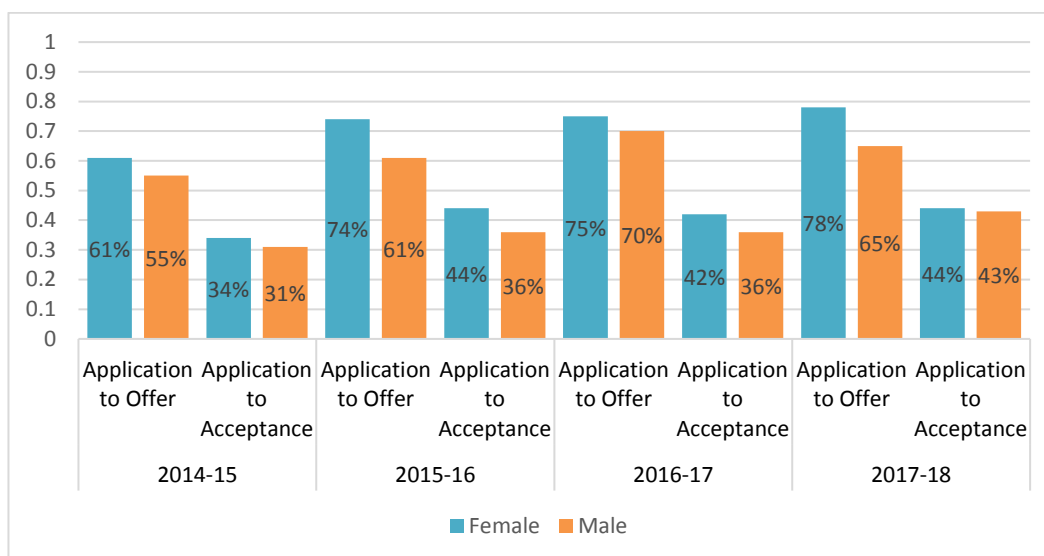
Figure 8: PGT Application, Offer & Acceptance Numbers and Percentages by Gender.



There is a modest female preponderance in applications, leading to higher rates of female offers and acceptances. The slightly higher percentage of male applicants in 2018 may reflect early impact of our Bronze-AP to make course content and promotional materials more attractive to a diverse range of applicants and learning styles (i.e. gender-neutral). It is too early, however, to discount natural fluctuations as the cause.

Applications are made online with no interview process. Conversion rates (**Figure.9**) show females are slightly more likely to be offered a place, but the conversion percentage from application to acceptance is gender-balanced. To ensure equality of opportunity we will introduce mandatory unconscious bias training for those involved in the offers process and review the impact on offer rates by gender (**SILVER AP4a**).

Figure 9: PGT Conversion Rates by Gender



Gender balance on our ICS course is more even than national benchmarks and the only comparable UK Cancer Research Institute that also runs a PGT course² (**Table.6**). Our ACCESS strategy (**SILVER AP3b**) will ensure annual analysis of this data and corrective actions, if required.

Table 6: Benchmarking Data for PGT Applications Process (percentage female)

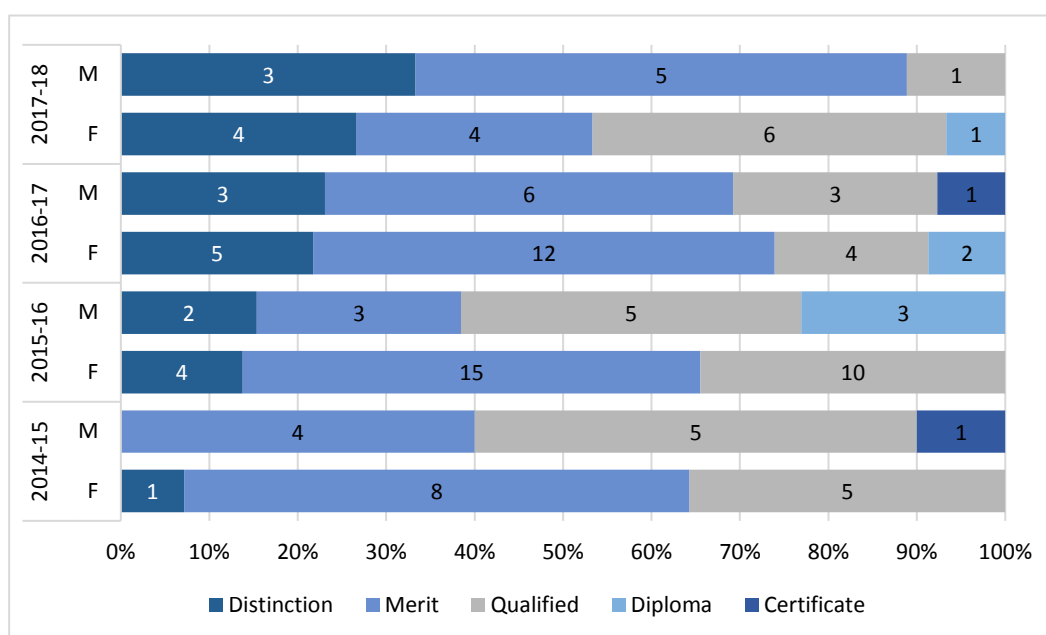
	ICS (2017-18)	UCL CI (2012-13)	HESA (2015-16)
Applications	58% F	65% F	N/A
Offers	62% F	69% F	N/A
Acceptances	58% F	75% F	71% F

All students are full-time, the course structure prevents part-time study due to an intensive 3-month laboratory-based project. Our expanding PGT portfolio (new courses in Palliative Care and Molecular Pathology) will offer part-time study option. (**SILVER AP4b**).

Completion rates (**Table.7**), and attainment by gender (**Figure.10**) indicate females had higher levels of attainment (Distinctions and Merits) 2014-16. New teaching/assessment methods introduced from 2016 onwards increased overall attainment and results appear more gender-balanced, although 2018 results show higher male attainment. Through ACCESS (**SILVER AP3b**) the ICS Teaching Committee will analyse attainment data annually and take corrective action if evidence of sustained gender imbalance emerges.

Table 7: PGT Completion Rates by Gender

		Enrolled	Completed	% Completed
2014-15	Female	14	14	100%
	Male	10	10	100%
2015-16	Female	29	29	100%
	Male	13	13	100%
2016-17	Female	23	23	100%
	Male	13	13	100%
2017-18	Female	15	15	100%
	Male	10	9	90%

Figure 10: PGT Degree Classification by Gender**SILVER Action Plan**

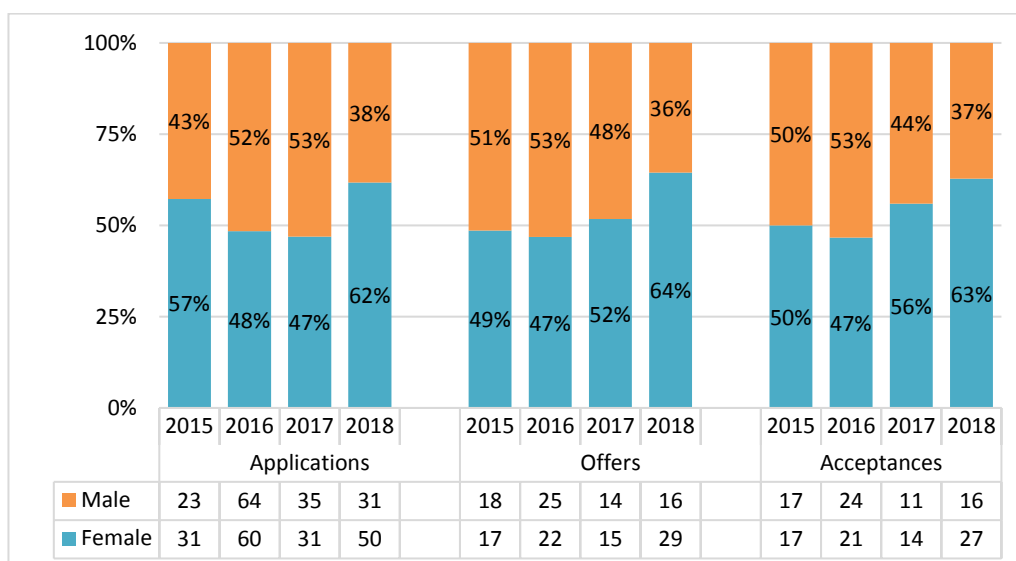
- AP4a: Mandate unconscious bias training for staff involved in PGT application process.
- AP3b: Annual review of student E&D data provided by ACCESS to ICS-SAT student subgroup with report on progress and any additional action needed to AS-Chair & IMB.
- AP4b: Introduce part-time study option on all new PGT courses.

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

All PGR students are undertaking a PhD (except one male MD student). Application data over the last 4 years shows **no evidence of gender inequality**, females comprise 47-63% of the PGR intake (**Table.8** and **Figure.11**).

Table 8: PGR Numbers by FT/PT and Gender

Year	Female			Male			Total
	FT	PT	Thesis Pending	FT	PT	Thesis Pending	
2014-15	25	3	1	16	1	1	47 (62%F)
2015-16	30	4	9	34	0	2	79 (54%F)
2016-17	28	3	20	32	1	9	93 (55%F)
2017-18	42	4	18	28	2	17	111 (58%F)

Figure 11: PGR Application, Offer & Acceptance, Numbers and Percentages by Gender.

Our gender balance is in line with peer Institutes (**Table.9**).

Table 9: Benchmarking Data for PGR Applications Process (percentage female)

	ICS (2017-18)	ICR (non-clinical PhD) (2015-16) ¹	UCL CI (2012-13)
Applications	62% F	54% F	54% F
Offers	64% F	61% F	48% F
Acceptances	63% F	70% F	47% F

Failure to complete PGR in our Institute is unusual – over the last 4 years 83 students have graduated (51F(61%):32M(39%)) (**Table.10**), and only 4 students have withdrawn (1F:3M). Withdrawals were due to career change or ill-health. All those that withdrew had a range of pastoral and practical support prior to their departure.

Table 10: PGR Completion Rates by Gender

Number of PGR graduates (withdrawals)				
Admit Year	2014-15	2015-16	2016-17	2017-18
Female	13	16 (1)	13	9
Male	8 (1)	5 (1)	6	13 (1)
Total (% completion)	21 (95%)	21 (91%)	19 (100%)	22 (96%)

¹The Institute of Cancer Research, 'Athena SWAN Silver Department Award Application', viewed on 07 March 2019, https://d1ijoxngr27nfi.cloudfront.net/corporate-docs-accounts-and-annual-reports/athena-swan-silver-application-november-2015.pdf?sfvrsn=85ab7969_5

The average time to completion **shows no gender bias (Table.11)**

Table 11: PGR Average Time to Submission of Thesis

Average time to submission (where submitted) (Years)				
Admit year	2011-12	2012-13	2013-14	2014-15
Female	3.93	3.54	4.00	3.87
Male	3.96	4.01	3.97	3.48

PhD awards are not graded but in 2017, as part of our agenda to celebrate success, we introduced best clinical and non-clinical PhD thesis prizes. These were won by 1M/1F (2017) and 2F(2018) (**Figure.12**). Prize-winners are invited to give a seminar to enhance career development and provide role models for current students.

Figure 12: ICS PhD Prize-winners

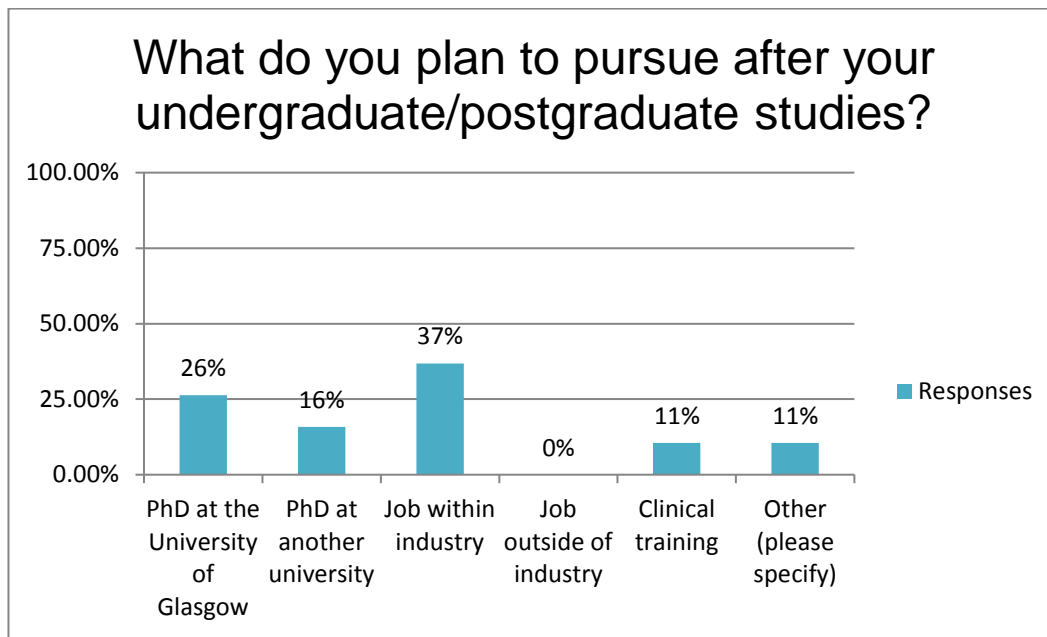


(v) Progression pipeline between undergraduate and postgraduate student levels

Undergraduate to PG: Applications to ICS PGT/PGR programmes come from diverse undergraduate life-sciences subjects. Current HSEA benchmark for Undergraduate Life Sciences is 63%F, suggesting our PG recruitment (PGT:58%F; PGR:63%F) reflect undergraduate gender balance.

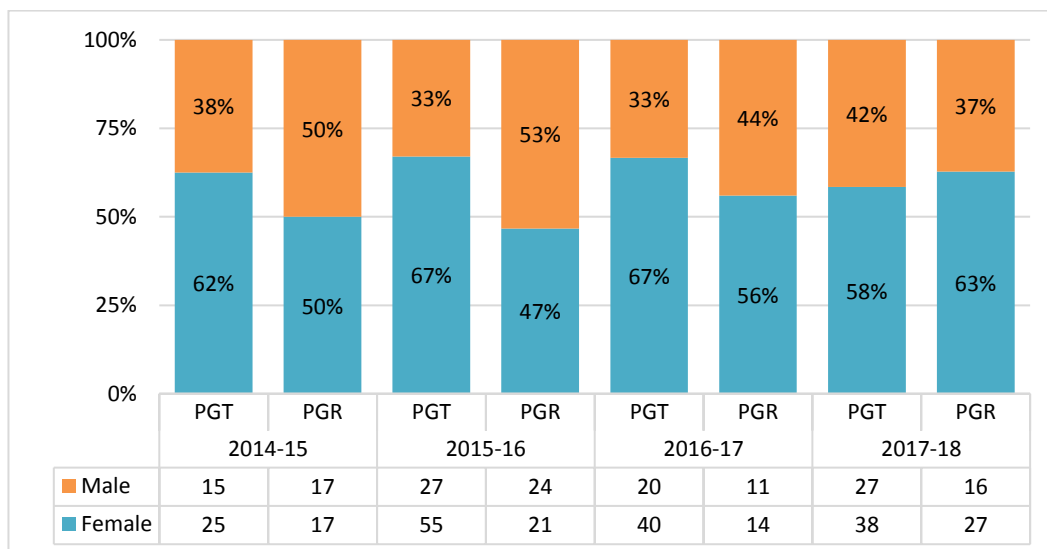
PGT to PhD: Our PGR student survey indicates >50% of PGR students previously completed PGT programmes. **Figure.13** shows 42% of our PGT students want to pursue a PhD.

Figure 13: PGT Survey responses



Data collected for Bronze (2014-16) indicated a relative under-representation of women at PGR compared to PGT (**Figure.14**).

Figure 14: PGT versus PGR Numbers and Percentages by Year and Gender



Retaining female postgraduate students and equipping them with the skills to progress their academic careers is fundamental to increasing our senior female pipeline. Our Bronze-AP included a range of PGT-PGR conversion initiatives to achieve this aim

(Table.12) and we now have approximately equal female representation at PGT and PGR (Figure.14). Our Silver-AP initiatives further support retention (SILVER AP4c); implementation the UoG 1+3 funding model will facilitate transition from MSc to PhD for students with appropriate grades (SILVER AP4d).

Table 12: Bronze-AP Initiatives to Support PGT to PGR Conversion

Bronze-AP PGT to PGR Conversion Initiatives
Q&A session with a PhD student
CV and PhD applications career workshops
Prospectus of PhD opportunities within ICS
Invites to Women in Science seminars with student meet-the-speaker lunch after

SILVER Action Plan

- AP4c: Organise on-going PGT career development workshops and signpost to PGR opportunities.
- AP4d: Introduce UoG 1 + 3 funding model to facilitate retention of talented ICS PGT students and monitor uptake by gender.

4.2 Academic and research staff data

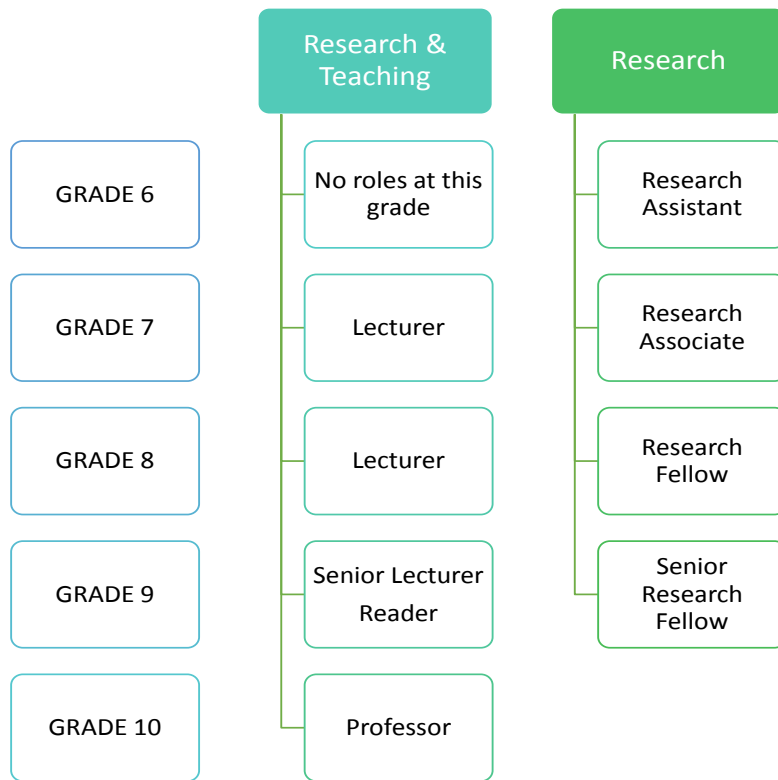
- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

To aid analysis we have separated this section into non-clinical and clinical academic staff.

Non-Clinical Academic Staff

As a Research Institute, our non-clinical academic staff are employed on Research-Only, or Research and Teaching (R&T), contracts. Our grant-funded research staff are Research-Only, usually at Grade (G) 6/G7. Staff who hold personal fellowships are usually G8 or G9 Research-Only. Senior research fellowships are tenure-track positions with progression to G9 R&T at the end of contract, subject to satisfactory performance. Senior faculty comprises G9/G10 staff across all families. All grades have clear role descriptors and titles as follows (Figure.15):

Figure 15: Job Roles and Grades for Non-Clinical Academic Staff in ICS



Figures.16-17 and Table.13 graphically illustrate the key priority for our ICS-SAT – the significant leaky pipeline:

Figure 16: Non-Clinical Academic Pipeline Snapshot for 2017-18

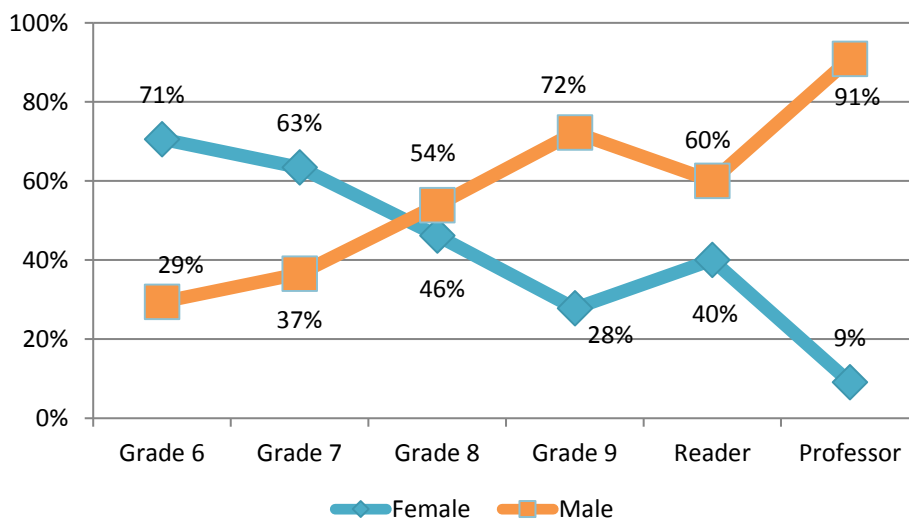
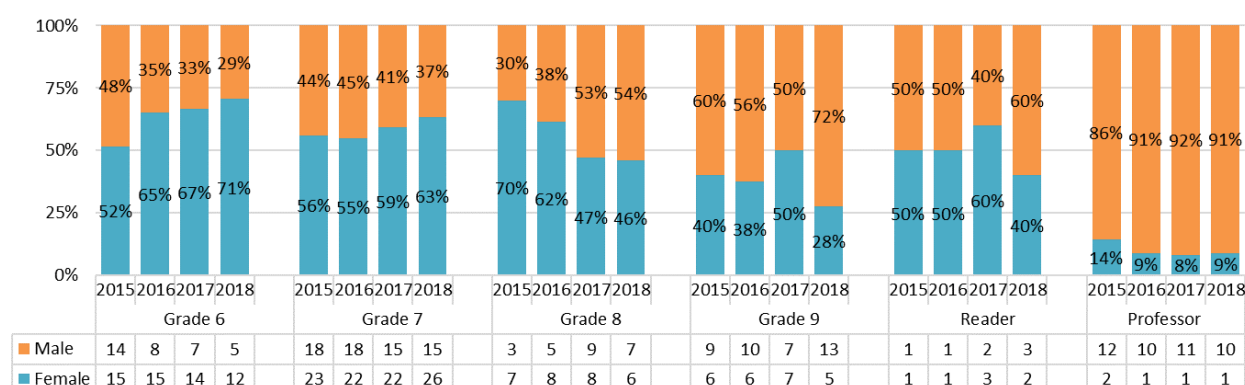


Figure 17: Non-Clinical Academic Staff Numbers and Percentages by Grade and Gender**Table 13: Benchmarking Data for Non-Clinical Academic Staff (percentage female)**

Grade / Equivalent	ICS (2017-18)	HESA (2015-16) ²	ICR (2015)	UCL CI (2013)
Grade 6/7	67%	52%	51%	65%
Grade 8	46%	51%	20% *	62%
Grade 9/Reader	30%	46%	31% **	39%
Professor	9%	23%	40%	22%

*('tenure track faculty') **('career faculty/ reader')

Analysis

There is a continuous reduction in proportions of female academic staff from G6 onwards although gender balance is reasonable until the G8/9 transition where there is a huge drop from 46%F G8s to 28%F G9s and then a shocking 9%F Professors. Benchmarking our data against both HESA Biosciences data and peer Cancer Research Institutes shows our gender balance at G6-G8 are similar to benchmark, but we lag significantly behind at senior grades.

The influx of 5 new senior lecturers in 2017-18 is due to transfer of 5(M) BICR group leaders, previously employed under CR-UK contracts, to University hybrid-contracts. These staff were not appointed by ICS and therefore our Bronze-AP to address the lack of senior women couldn't be applied. To address this in future we have devised actions to share best practice with BICR CR-UK Human Resources and ensure a joined-up recruitment strategy for tenure-track posts (**SILVER AP8d**).

² Higher Education Statistics Agency, 'Table B - Academic staff (excluding atypical) by source of basic salary, academic employment function, salary range, contract level, terms of employment, mode of employment and sex 2016/17', viewed on 07 March 2019, <https://www.hesa.ac.uk/data-and-analysis/staff/overviews?breakdown%5B%5D=583&year=2>

Figure.18 and **Figure.19** show reasonable gender-balance in Research-Only posts throughout (albeit with some year-to-year variation and small numbers at G9). The real gender disparity occurs in R&T posts, which are tenured, or tenure-track, indicating that our major gender-issue is with faculty roles.

Figure 18: Research-only Staff Numbers and Percentages by Grade and Gender

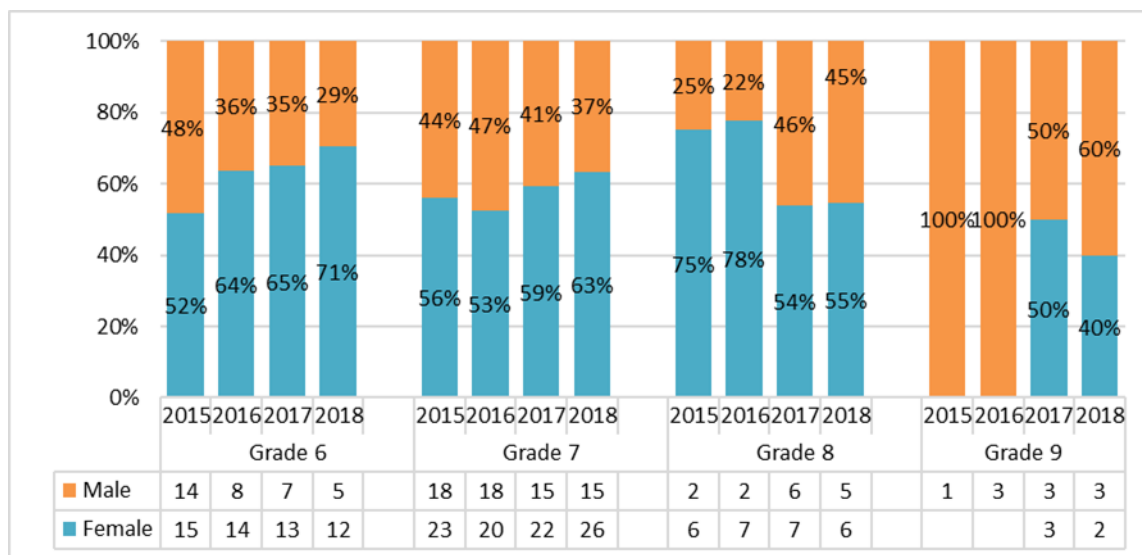
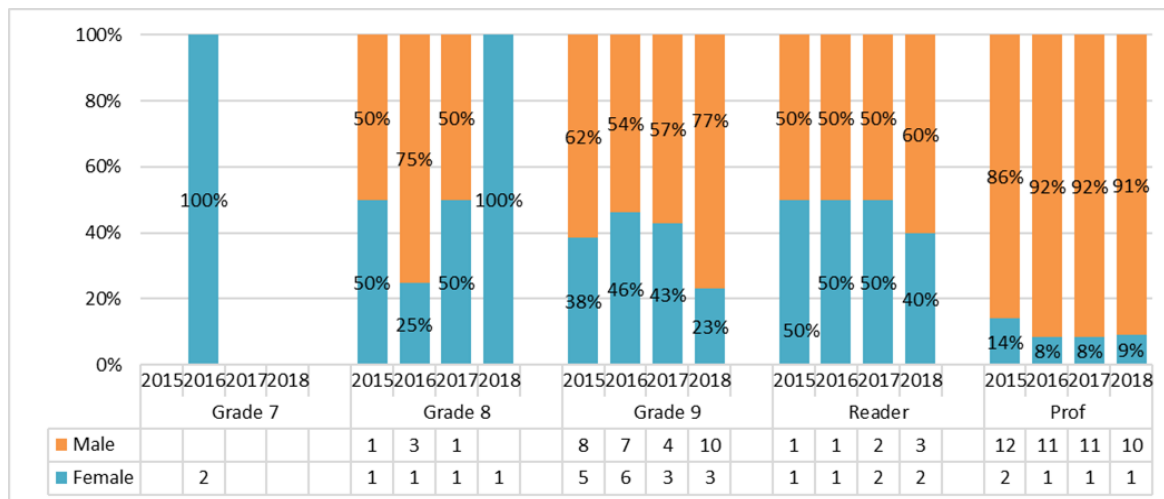


Figure 19: Research & Teaching Staff Numbers and Percentages by Grade and Gender



We reviewed individual career progression for female staff in tenure-track/tenured posts (**Figure.20**). Here, female staff retention and progression through the pipeline is evident.

Figure 20: Individual Career Trajectories of Grade 8-9 Female Non-Clinical Academic Staff Over 5 Years. ID Column: Red = staff moving up a tier, Blue = 2018 promotion application (F13= successful fast-track promotion to Professor, F12=decision awaited)

ID	2013-14	2014-15	2015-16	2016-17	2017-18
F1	Grade 8	Grade 8	Grade 8		
F2	Grade 8	Grade 8	Grade 8	Grade 8	
F3	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8
F4	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8
F5			Grade 8	Grade 8	Grade 8
F6		Grade 8	Grade 8	Grade 8	Grade 8
F7				Grade 8	Gde 9 Tech
F8	Grade 8	Grade 8	Grade 8	Grade 9 SL	Grade 9 SL
F9		Grade 9 SL	Grade 9 SL	Grade 9 SL	Grade 9 SL
F10	Grade 9 SL	Grade 9 SL	Grade 9 SL	Grade 9 SL	
F11	Grade 9 SL	Grade 9 SL	Grade 9 SL	Grade 9 SL	Grade 9 SL
F12	Grade 9 SL	Grade 9 SL	Grade 9 SL	Grade 9 SL	Grade 9 SL
F13	Grade 9 SL	Grade 9 SL	Grade 9 SL	Grade 9 SL	Grade 9 SL
F14	Grade 9 SL	Grade 9 SL	Grade 9 SL	Reader	Reader
F15	Grade 9 SL	Reader	Reader	Reader	Reader

IMPACT (3): Bronze-AP included development of mentoring scheme and support for fellowship and promotion applications:

- From 2014-2018 4/15(27%) female Grade 8-Readers have moved up a grade compared to 5/25(20%) male Grade 8-Readers (Figure.20).
- 67%(63%F/77%M) of staff agree that they have received advice and encouragement regarding planning and progressing their career.

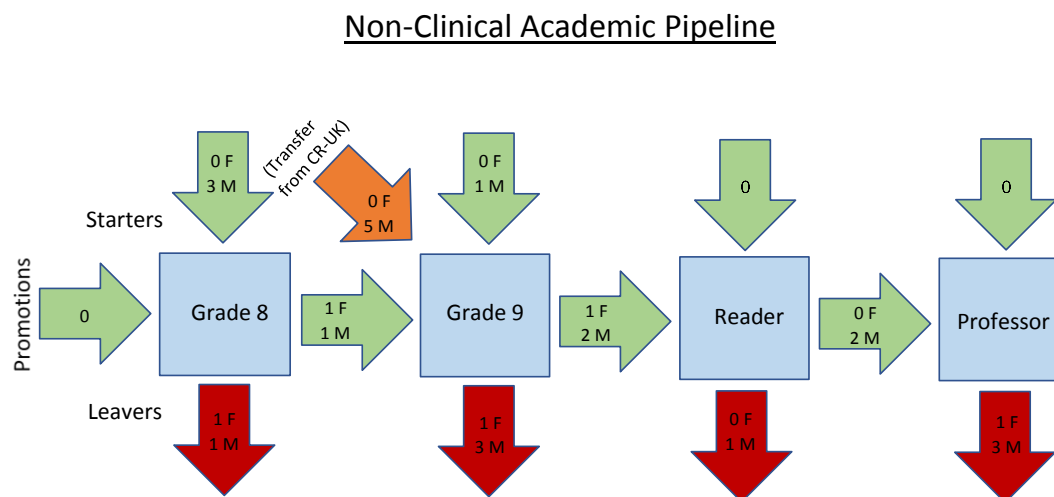
"I've really been mentored a lot, by Senior ICS staff who put me forward for the UKI future leader's fellowship. I've also been asked to assist with external seminar organisation. This means I can connect with lots of influential external researchers."

-Female ECR, Grade 7

We are very disappointed not to increase our overall (n) female professors, however the reduction from 2 to 1 professor in 2016 reflects Professor Karen Vousden's appointment to Chief Scientist for CR-UK – providing an excellent role model for all female UoG and UK scientists. We are also delighted that we now have a new female professor (ID.F13 **Figure.20**). This individual was identified by ICS senior management, approached, and supported to apply for promotion (Case Study-2). We aim to formalise this process by constituting an ICS promotions panel (**SILVER AP7a**) to identify staff at key career transition points and provide bespoke support for career progression.

To identify the best intervention points, we analysed the ways staff enter/leave at G8-Prof (**Figure.21**).

Figure 21: Non-Clinical Academic Grade 8-10 Pipeline Showing Gender Breakdown of Staff Promoted, Starting and Leaving Over the Four-Year Period 2015-18



As a Research Institute, G8 staff are generally supported either by fixed-term funding on a project requiring high levels of expertise or by personal junior research fellowships awarded competitively by funding bodies. We only have one ICS funded non-clinical lecturer post (due to our lack of undergraduate teaching). This creates a “bottle-neck”, reflected in the large drop from 41 G7 (63%F) staff to only 13 G8 (46%F) (**Figure.17**).

G9 positions comprise externally awarded Senior Research Fellowships, which can progress to tenured appointments and some internal promotion (or transfer onto University contract for CR-UK staff, as discussed above). Therefore, actions to improve G7/8/9 transitions are directed towards strong support for career development of our female ECRs and especially fellowship applications and mentoring to support progress to

tenure-track positions (**SILVER AP5-7**). These actions are discussed in section 5.3(iii). Most concerning is the G9 SL/Reader to Professor transition. Here, we see evidence of significant and sustained gender imbalance. Most ICS professorial appointments are via internal promotion. Over the last 5 years there were no new external Professorial appointments. Upcoming strategic recruitment requires actions to ensure gender equality in recruitment processes alongside enhanced career development/promotion support (**SILVER AP10-15**).

Continuing to take assertive action to tackle the lack of senior women is the highest priority for ICS. Tackling this requires a thorough, consistent and joined-up approach leading to structural and cultural changes – thus we have developed an ICS-specific strategy – iWISE (ICS **W**omen in **S**enior **E**mployment). iWISE is informed by our staff survey, ICS-SAT working groups and Advance HEs analysis of the most effective ways to promote and advance women’s careers¹. The core steps are shown in **Table.14**. **SILVER AP 3, 5-8, 16-17 & 22** enact iWISE and are highlighted throughout the application.

Table 14: iWISE Strategy

iWISE Step	Strategy	SILVER AP
iWISE STEP 1	Collect and analyse data to ensure "gender lens" is applied to all strategic decisions	SILVER AP3a-d
iWISE STEP 2	Provide equality training and guidance	SILVER AP3e-g
iWISE STEP 3a	Encourage mentoring programmes	SILVER AP6
iWISE STEP 3b	Develop coaching programmes	SILVER AP5 & 7
iWISE STEP 4	Identify, attract and recruit a larger number of female faculty particularly at Professor	SILVER AP8
iWISE STEP 5	Ensure ICS provides excellent support for staff with family and caring responsibilities	SILVER AP16
iWISE STEP 6	Promote a healthy work-life balance within ICS	SILVER AP17
iWISE STEP 7	Promote dedicated programmes for women to support their careers and development	SILVER AP22

¹<https://www.ecu.ac.uk/publications/what-works-supporting-womens-careers/>

SILVER Action Plan directly linked to iWISE Strategy

iWISE STEP1:

- AP3a-d: Increase embedded administrative support (ACCESS) and designate AS-Diversity Champions for Students, Staff, Communications and ICS-Decision making committees

iWISE STEP2:

- AP3e: Annual review of compliance with mandatory staff and student E&D training
- AP3g: Rollout of compulsory Unconscious bias training for all staff and students.

iWISE STEP3a:

- AP6a: Promote ICS mentoring scheme and run regular training sessions
- AP6b: Develop bespoke Grade 9 mentoring scheme

iWISE STEP3b:

- AP7a: Initiate annual P&DR review panel to proactively identify staff at key career transition points and offer tailored support for promotion/fellowship/major funding applications
- AP7b: Implement a 3 year "mid-term" review for Grade 8 & 9 tenured/tenure-track staff
- AP5a: Promote the 12Ps for PIs document, promoting the career development of ECRs in ICS

iWISE STEP4:

- AP8a: Identify three peer Institutes with higher numbers of female faculty and adopt best practices.
- AP8b: Increase senior female academics visiting ICS and ensure opportunities to meet faculty
- AP8c: ICS Director of Research Strategy to act as AS-Diversity champion and ensure that female candidates are actively considered and approached for all strategic appointments (inc BICR).
- AP8d: BICR Head of Human resources to attend ICS-SAT meetings..
- AP8e: ICS faculty visiting other institutions to promote ICS diversity and well-being agenda.

iWISE STEP5:

- AP16c: Create "Top tips for supporting parents and carers in ICS" document for PIs/line managers
- AP16a: Annual review of ICS FFIP to include new UoG and ICS initiatives and devise Family leave returners survey to assess impact of buddying scheme and ICS-returners reskilling fund.
- AP16f: Designate family-friendly areas in each ICS building

iWISE STEP6:

- AP17a: Adopt the flexible lunch-break manifesto
- AP17d: Organise an annual ICS-well-being week

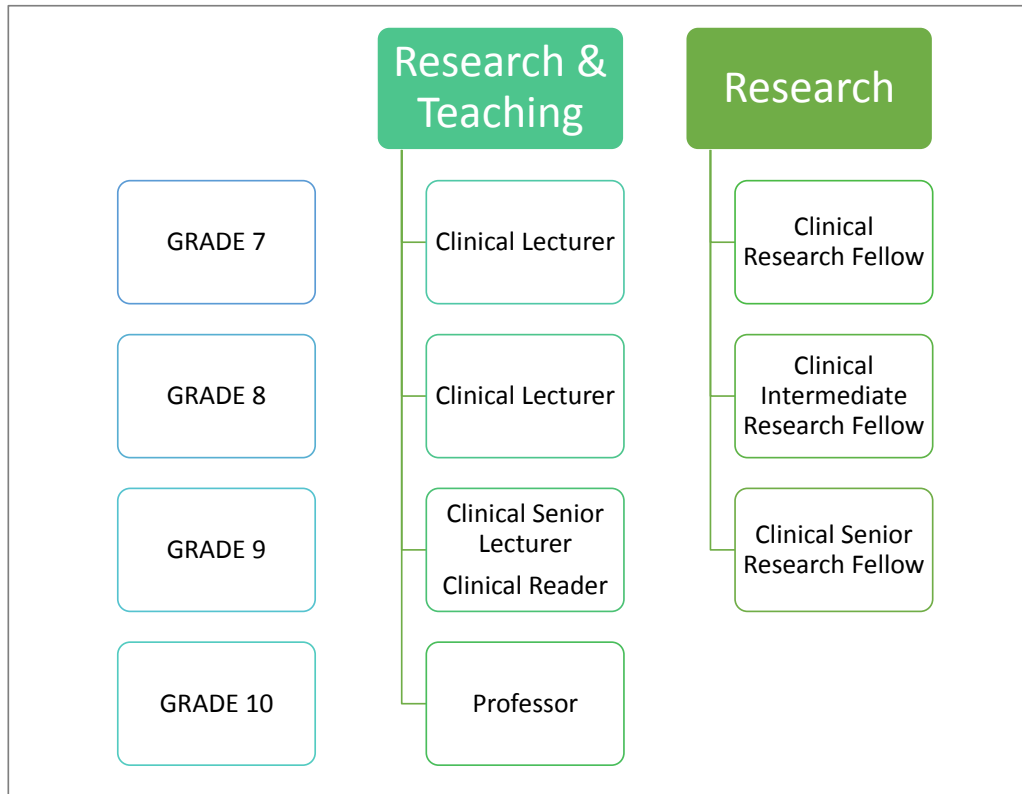
iWISE STEP 7

- AP22d: Identify females with leadership potential to attend Aurora and other leadership courses
- AP22a: ICS Women in Science seminar series with lunch for ECRs and students with speaker
- AP22b,c: Annual ICS Women in Research Network (WiRN) and International Women's Day events

Clinical Academic Staff

Clinical academic staff in ICS are on R&T or Research-Only tracks (**Figure.22**).

Figure 22: Job Roles and Grades for Clinical Academic Staff in ICS.



Data on our clinical academic staff are presented in **Figures.23-24 and Table.15**.

Figure 23: Clinical Academic Pipeline Snapshot for 2017-18

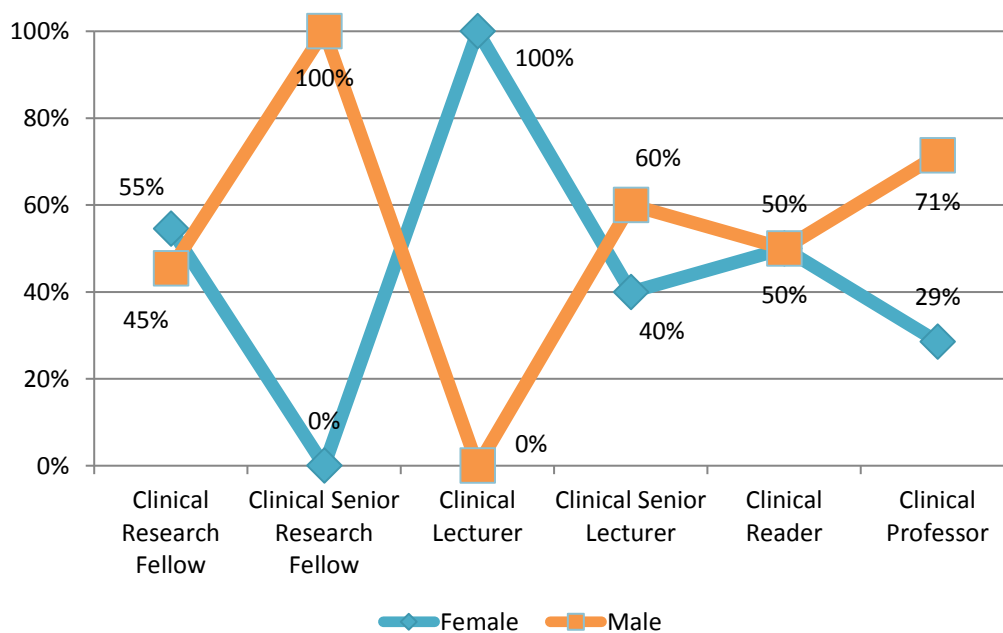
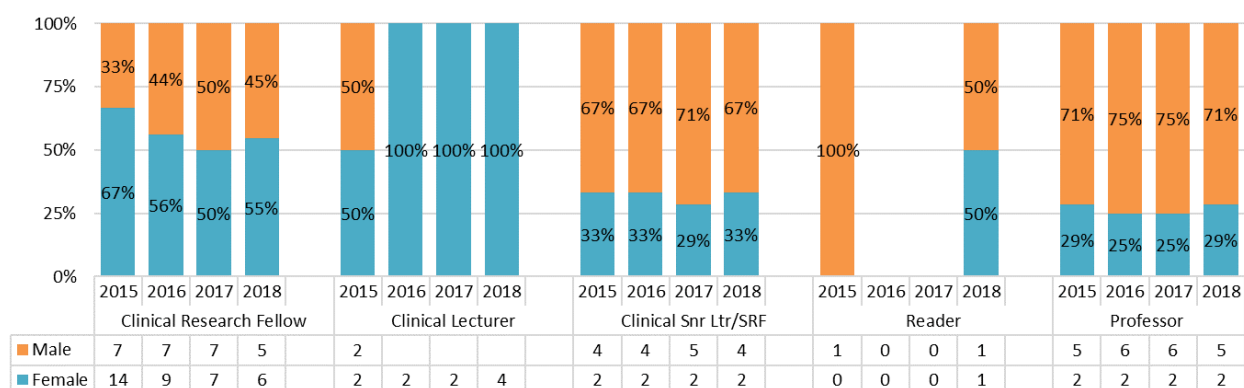


Figure 24: Clinical Academic Staff Numbers and Percentages by Grade and Gender

(*Clinical Snr Ltr/SRF category contains 1M Clinical Sen Research Fellow (2017 & 18) others are CSLs)

Table 15: Benchmarking Data for Clinical Academic Staff (percentage female)

Grade	ICS (2017-18)	ICR (2015)	UCL CI (2013)	MSC Survey (2017) ³
CRF	55%	40%	No Data	47% ***
Clinical Lecturer	100%	0% *	100%	44%
CSL / Clinical Reader	38%	0% **	54%	37%
Clinical Professor	29%	27%	14%	19%

* ('tenure track faculty') ** ('career faculty/reader') ***('Researcher')

Our proportions of women up to CSL/Clinical Reader, reflect benchmarks, and are marginally better at Clinical Professor. There is clearly huge potential for improvement throughout the sector with evidence of a leaky pipeline from Clinical Lecturer onwards.

Clinical Research Fellows (CRFs) are PhD students, accounting for the high numbers at this grade (**Figure.24**). Almost all CRFs return to clinical practice for a period following their PhD to complete specialty training. In contrast, Clinical Lecturers are on clinical academic career-tracks and are encouraged to progress via junior/senior clinical research fellowships to faculty positions. **We have doubled our number of female Clinical**

³ Medical Schools Council, 'Clinical Academic Survey', viewed on 07 March 2019, <https://www.medschools.ac.uk/clinical-academic-survey>

Lecturers, which bodes well for the future. **Silver AP9** will feed this pipeline, by attracting trainees into clinical academia.

IMPACT (4): Bronze-AP =expand number of clinical lecturers: we have increased posts from 2 to 4 and all 4 are talented females.

"I was actively encouraged to apply and was closely mentored throughout. I have achieved more than I thought possible during my time in ICS, in no small part due to the support of my mentors."

-Female, Clinical lecturer.

SILVER AP 3, 6-8, 16-17 & 22 follow our iWISE strategy to support women's career development and promotion towards clinical professorial roles. This builds on Bronze-AP which already yielded positive results:

IMPACT (5): Bronze AP = increased support for promotions and mentoring schemes for clinical academics. Since then:

- **1F moved from a Clinical lecturer (non-tenured) to a tenured Senior Clinical lecturer post,**
- **1F promoted from a Senior Research Fellow (non-tenured) to a tenured Senior Clinical Lecturer**
- **1F promoted from a Senior Clinical Lecturer post to a Clinical Reader.**

"My AS mentor gave me the confidence to approach senior management about transition to a faculty position; I am now in a tenured post and thinking about promotion. The AS promotions workshop gave me some really useful insights and I have met with the ICS Clinical Director to discuss my promotion application. I hope to apply to for professor next year."

-Female Grade 9, CSL

SILVER Action Plan

- AP9a: Expand number of clinical research fellow posts
- AP9b: Develop new MB/PhD programme in Cancer Sciences
- AP9c: Organise annual "ICS Research workshop for Clinical Trainees" where Haematology and Oncology trainees can hear about taking time out of training to do research and can "speed date" potential supervisors.
- AP9d: Directory of potential ICS supervisors with contact details and research interests

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

Transition of technical staff to academic roles

Over the last 4 years, 2(F) ICS staff transitioned from G6 Technical and Specialist track to G7 Research-Only track. Additionally, 2(F) technical staff have undertaken PhDs. Technical staff enjoy diverse career development opportunities in ICS, including, potential to transfer to the Research Scientist job family, an academic track that facilitates progression through promotion. Via **Silver AP13**, we seek to maximise impact of the Technician Commitment⁴, a UK-wide initiative to ensure visibility, recognition, career development and sustainability for all technicians working in HE. UoG recently joined, launching an associated Action Plan that includes support for the professionalisation and career development of technicians⁶. discussed more detail in Section.5.4(iii).

⁴ The Science Council & the Gatsby Charitable Foundation, 'Technician's Commitment', viewed on 07 March 2019, <http://technicians.org.uk/techniciancommitment/>,

⁶<https://www.gla.ac.uk/myglasgow/staff/technicians/>

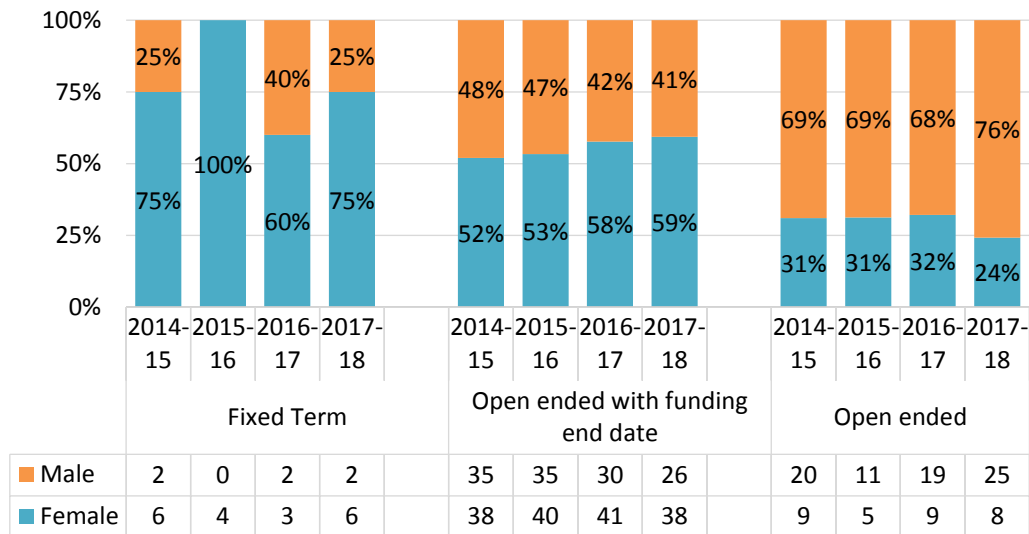
SILVER Action Plan

- AP13a: Create an ICS Technicians Forum
- AP13b: Develop an accompanying ICS Technician's webpage to improve visibility and disseminate information on career development opportunities
- AP13c: Add publications and other research outputs to ICS technician's profiles (currently only available for academic staff)
- AP13d: Nominate two ICS Technician champions to sit on the MVLS Technician Commitment working party
- AP13e: ICS Chief Technician to sit on IMB.

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

Table 16: Non-Clinical Academic Staff by Contract Type (number of F/M staff and percentage female shown)

	2014-15			2015-16			2016-17			2017-18		
	Fix. T	OE with FED	OE	Fix. T	OE with FED	OE	FT	OE with FED	OE	FT	OE with FED	OE
G 6	1/0 100%	14/14 50%		1/0 100%	14/8 64%		1/1 50%	13/6 68%		2/0 100%	10/5 67%	
G 7	5/2 71%	17/16 52%	1/0 100%	3/0 100%	18/18 50%	1/0 100%	2/0 100%	19/15 56%	1/0 100%	3/1 75%	23/14 62%	
G 8		5/2 71%	2/1 67%		6/5 55%	2/1 67%	0/1 0%	6/7 46%	2/1 67%	1/1 50%	3/5 38%	2/1 67%
G 9		2/3 40%	3/6 33%		2/4 33%	4/6 40%		3/2 60%	3/5 38%		2/2 50%	3/11 21%
R			1/1 50%			1/1 50%			2/2 50%			2/3 40%
Prof			2/12 14%			1/11 8%			1/11 8%			1/10 9%
Tot.	6/2 75%	38/35 52%	9/20 31%	4/0 100%	40/35 53%	9/19 32%	3/2 60%	41/30 58%	9/19 32%	6/2 75%	38/26 59%	8/25 24%

Figure 25: Non-Clinical Academic Staff Contract Type by Gender

ICS only uses fixed-term contracts for <12-month appointments, (e.g. parental leave cover). No staff are on zero-hours contracts. Open-ended contracts with funding-end-dates have the same terms and conditions as tenured open-ended contracts (no end-date).

Typically, open-ended contracts with funding-end-dates are held by ECRs undertaking externally-funded projects/fellowships. Numbers vary from year-to-year depending on success-rates of funding applications. Principal investigators (PIs) are notified 9, 6, and 3 months in advance of their staffs' end-dates and are required to discuss their redeployment options.

UoG's Redeployment Register enables staff to register 6 months before funding end-dates, and we encourage this. PIs must check the register for suitable staff, who are offered an interview, before advertising posts.

The gender balance of staff on different contract types mirrors our academic pipeline (**Figure.25**). Of our current G8 and G9 staff 5/11 (45%) females and 12/20 (60%) males hold open-ended contracts (i.e. have tenure) as do 100% of both male and female staff at Reader and professorial level (**Table.16**). Our plans to address challenges to women's progression into tenured faculty positions will improve this (**SILVER AP 3, 6-8, 16-17 & 22**).

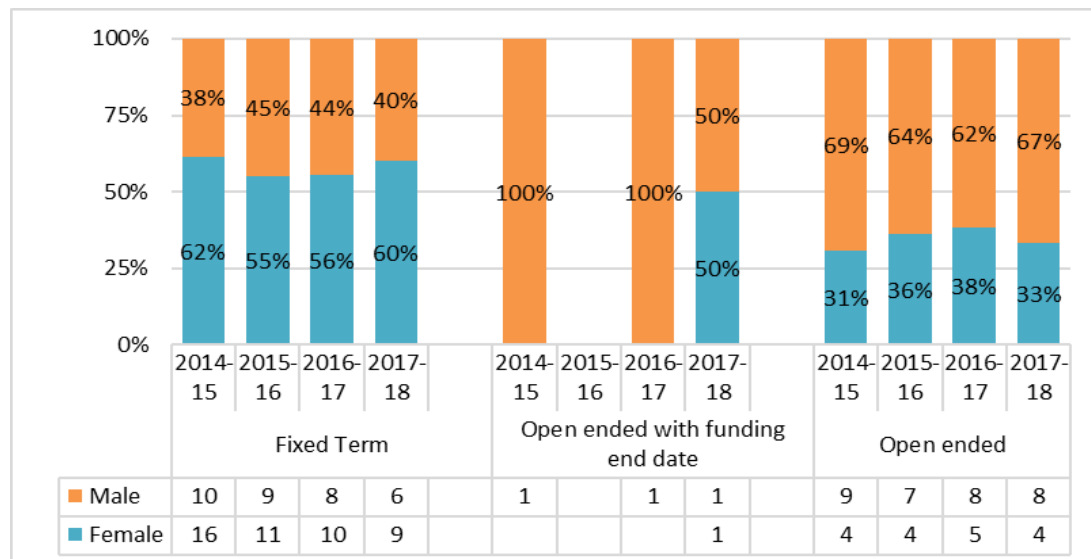
Clinical Academic Staff

All clinical lecturer and CRF posts have fixed-term contracts (due to government/NHS training duration restrictions).

Table 17: Clinical Academic Staff by Contract Type (number of F/M staff and percentage female shown)

	2014-15			2015-16			2016-17			2017-18		
	Fix. T	OE w. FED	OE	Fix. T	OE w. FED	OE	Fix. T	OE w. FED	OE	Fix. T	OE w. FED	OE
CRF	14/6 70%	0/1 0%		9/7 56%			7/7 50%			5/5 50%	1/0 100%	
CL	2/2 50%			2/0 100%			3/0 100%			4/0 100%		
CSRF	0/1 0%		2/3 40%	0/2 0%		2/2 50%	0/1 0%	0/1 0%	2/3 40%	0/1 0%	0/1 0%	2/2 50%
CSL									1/0 100%			1/1 50%
CR			2/6 33%			2/6 25%			2/4 33%			2/5 29%
CP			2/6 33%			2/6 25%			2/4 33%			2/5 29%
Tot.	16/9 64%	0/1 0%	4/9 31%	11/9 55%		4/8 33%	10/8 56%	0/1 0%	5/8 38%	9/6 60%	1/1 50%	5/8 38%

Figure 26: Clinical Academic Staff Contract Type by Gender

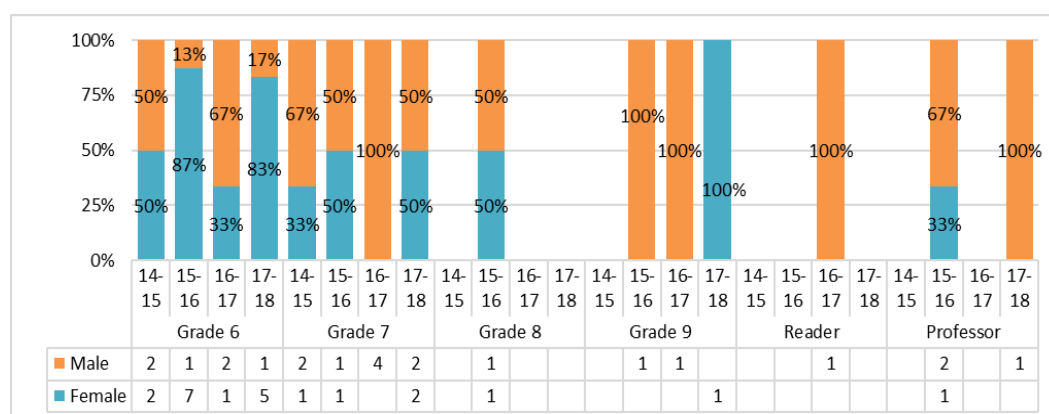


The predominance of women at CRF grade, leads to consistently higher proportions of women on fixed-term funding (**Figure.26**). The gender imbalance at senior clinical grades means the proportion of women on open-ended contracts is consistently lower (average 30%) (**Table.17**). Similar to non-clinical academic staff our Silver AP will help improve this. (**SILVER AP 3, 6-8, 16-17 & 22**).

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

Table 18: Non-Clinical Academic Leavers by Gender, Grade and FT/PT

		2014-15		2015-16		2016-17		2017-18	
		F	M	F	M	F	M	F	M
Grade 6	FT	1	2	7	0	1	2	5	1
	PT	1	0	0	1	-	-	-	-
Grade 7	FT	1	1	1	1	-	4	2	2
	PT	1	0	-	-	-	-	-	-
Grade 8	FT	-	-	0	1	-	-	-	-
	PT	-	-	1	0	-	-	-	-
Grade 9	FT	-	-	0	1	-	1	1	-
	PT	-	-	-	-	-	-	-	-
Reader	FT	-	-	-	-	-	1	-	-
	PT	-	-	-	-	-	-	-	-
Prof	FT	-	-	0	2	-	-	-	1
	PT	-	-	1	0	-	-	-	-

Figure 27: Non-Clinical Academic Leavers by Gender

There appears to be a gender difference in the G6 data, with 15 females leaving in the period compared to 6 males. This trend is reversed at G7, although there is a slight predominance of women at this grade, turnover has been low in the last 3 years. At G8 and above, 7M and 3F left senior positions (**Figure.27**).

The reasons staff left ICS are summarised in **Table.19**. The “leaver request” on the HR Core system captures information on destination of leavers, where known/disclosed, including geographical location, and institution-type of next post. Bronze self-assessment highlighted data gaps. Our Bronze-AP sought to address this by conducting exit interviews, liaising with the line-managers and using publicly-available profiles. This has

significantly increased our data capture: ***we now have leaver information on 100% of our leavers over the last 2 years.***

Table 19: Non-Clinical Academic Leaver Destinations

Year	Destination	Female	Male	Total
2014-15	Working in the NHS	0	1	1
	Not Known	3	1	4
	Working in a Research Institute (Public)	0	1	1
	Not in regular employment	0	1	1
2015-16	Not Known	3	4	7
	Registered as a student	1	0	1
	Working in a Research Institute (Public)	3	1	4
	Working in another Education Institution	2	1	3
	Working in another Public Sector Organisation	0	1	1
	Working in Higher Education	0	1	1
	Working in the Private Sector	1	0	1
2016-17	Working in a Research Institute (Private)	0	3	3
	Working in Higher Education	0	3	3
	Working in a Research Institute (Public)	1	2	3
2017-18	Working in the NHS	1	0	1
	Retired	1	0	1
	Working in a Research Institute (Private)	2	2	4
	Working in a Research Institute (Public)	5	3	8

There is little evidence of any gender bias with respect to leaver destination with 61%M:60%F staying in academia since 2016.

Clinical Academic Staff

Figure 28: Clinical Academic Staff Leavers by Gender

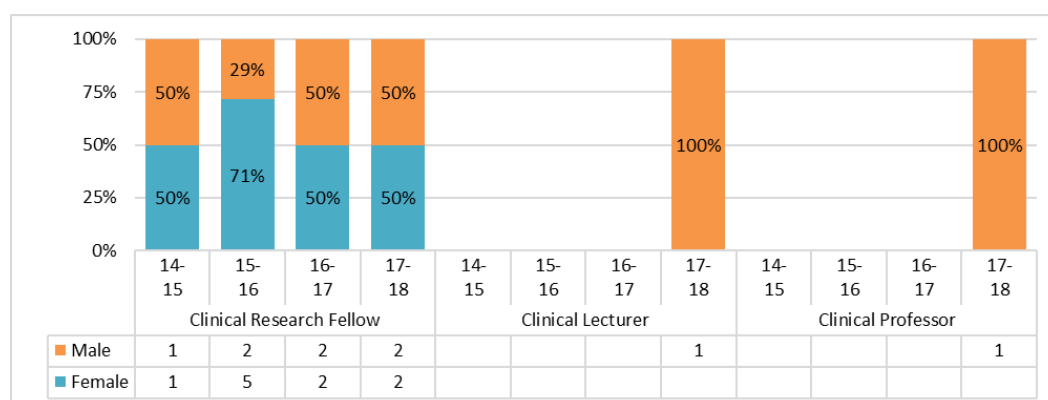


Table 20: Clinical Staff Leaver Destinations (all leavers were working FT)

	Destination	Female	Male	Total
2014-15	NHS/General Medical Practice/Dental Practice	1	1	2
2015-16	NHS/General Medical Practice/Dental Practice	4	1	5
	Working in a research Institute (Private)	0	1	1
	Working in another Public Sector Organisation	1	0	1
2016-17	NHS/General Medical Practice/Dental Practice	2	2	4
2017-18	NHS/General Medical Practice/Dental Practice	1	3	4
	Working in a research Institute (Public)	1	1	2

All leavers (2014-18) were CRFs or Clinical Lecturers except one male clinical professor who left to head an academic department in London (**Figure.28, Table.20**).

We will use ACCESS to review data regarding retention in academia annually (**SILVER AP3b**). Concerns will be addressed using targeted components of the iWISE strategy (**SILVER AP6,7,16,17,22**).

SILVER Action Plan

- AP3b: Annual review of ACCESS E&D data by ICS-SAT and report on progress and any additional action needed to IMB

(Word count section 4 = 2348 (extra 350 words for clinical staff))

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

Following Bronze we instituted procedures to ensure gender-neutrality with respect to recruitment:

- A commitment to AS is included in ICS job adverts.
- Interview panels are arranged prior to advert closing and are gender balanced where possible.
- All panel members have up-to-date Recruitment and Selection and E&D training.

IMPACT (6): Bronze AP = aimed for at least 25% females on panels. **Figure.29** shows the impact of this policy.

Moreover in 2018 survey = 99% of staff (98%F:100%M) feel they were treated fairly, regardless of gender, in recruitment and selection (an increase from 95%F in 2016).

Figure 29: Gender Balance on Interview Panels

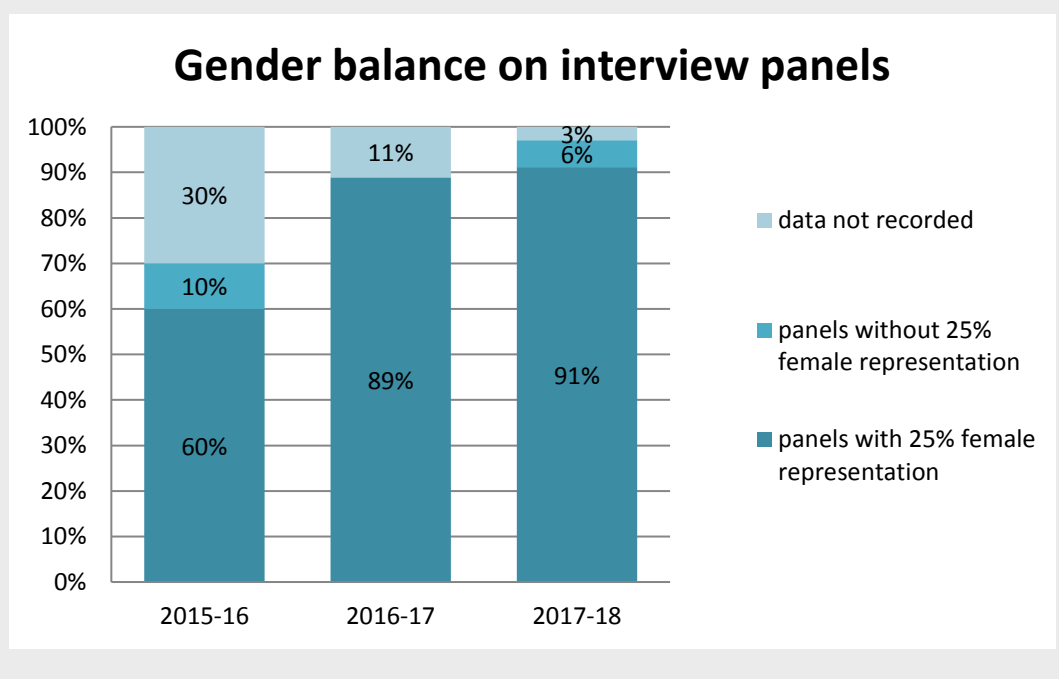
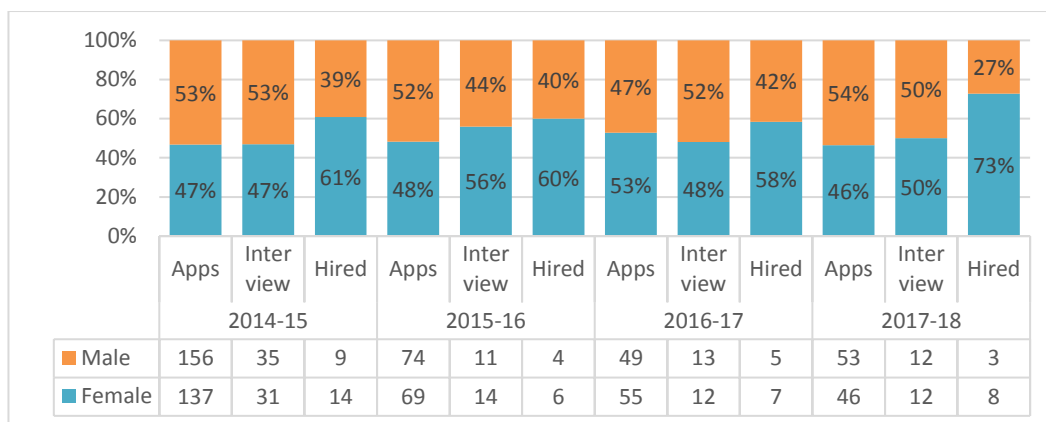


Table 21: Number of Positions Advertised per Year for Academic Staff

	2014-15	2015-16	2016-17	2017-18
Grade 6	10	5	4	4
Grade 7	14	10	6	7
Grade 8	3	2	1	1
Grade 9	2	1		
Reader				
Professor				1
Clinical Research Fellow		1	1	3
Clinical Lecturer		3	1	1

Table.21 shows advertised posts. **Figure.30** indicates gender balance in applications and shortlisting, although female candidates appear to perform better at interview.

Figure 30: Non-Clinical Academic Staff Recruitment by Gender



Although numbers are small, breakdown by grade reveals that women are less likely to apply for higher grade posts (**Table.22**). iWISE strategy STEP 4 is designed to encourage female applications for senior posts (**SILVER AP8**) and is a high priority for our ICS-SAT.

Table 22: Non-Clinical Academic Staff Recruitment Data by Grade and Gender (no Reader or professor posts advertised in this period)

		2014-15		2015-16		2016-17		2017-18	
		F	M	F	M	F	M	F	M
G6	Applications	61 43%	82	20 59%	14	26 59%	18	26 46%	31
	Shortlist	12 44%	15	3 75%	1	5 56%	4	5 56%	4
	Hires	8 73%	3	2 100%	0	2 50%	2	3 75%	1
G7	Apps	76 51%	74	48 45%	59	27 56%	21	20 49%	21
	Shortlist	19 49%	20	11 55%	9	7 54%	6	7 50%	7
	Hires	6 50%	6	4 57%	3	5 83%	1	5 83%	1
G8	Apps					2 17%	10	0%	1
	Shortlist					1 25%	3	0%	1
	Hires					0 0%	2	0 0%	1
G9	Apps			1 50%	1				
	Shortlist			0 0%	1				
	Hires			0 0%	1				

As most staff are employed on research grants it is also possible to name staff on these applications rather than advertise openly for external candidates. This is a valuable way of supporting career development of junior staff within the Institute and providing some element of job security.

IMPACT (7): Bronze-AP encouraged staff to consider named appointments when submitting grant applications (12Ps for PIs).

From 2014 to 2018, 7 female and 2 male staff were named (Table.23), suggesting a positive impact on advancing women’s careers in our Institute and confirming the high level of regard with which our junior female researchers are held.

Table 23: Named Appointments 2015-18 by Grade and Gender

	2014-15		2015-16		2016-17		2017-18	
	F	M	F	M	F	M	F	M
G 6		1	2				1	1
G 7			2				1	
G 8			1					

SILVER Action Plan

- AP8a: Identify three peer Institutes with notably higher proportions of female faculty level applicants and recruits. Identify and share best practices that could be adopted in ICS. Specifically discuss their experiences with using head hunting organisations
- AP8b: Increase number of senior female academics visiting ICS and ensure opportunities to meet faculty and learn about research environment here. Aim for gender balance of visiting seminar speakers
- AP8c: ICS Director of Research Strategy to act as AS-Diversity champion and ensure that female candidates are actively considered and approached for all strategic appointments (inc BICR).
- AP8e: Ask ICS faculty giving lectures in other institutions to promote any upcoming posts and emphasise ICS Diversity and well-being agenda

Clinical Academic Staff

Although numbers are small, female success rates (applications/appointments) have improved since the start of our AS journey (2014) (**Figure.31, Table.24**). The low numbers of female applicants in 2017-18 may reflect natural variation, however, we will regularly review data for sustained trends (**SILVER AP3**).

In 2014-18 there was no senior clinical academic recruitment. There is a national shortage of clinical academics and therefore we have devised a “Train and Retain” approach focussing on attracting clinicians into academia, underpinned by a major expansion in CRF posts and development of an undergraduate MB/PhD programme (**Figure.32**)(**SILVER AP9**). We also plan a recruitment drive for senior clinical faculty. Our iWISE strategy will encourage female applications to these new posts (**SILVER AP8**).

Figure 31: Clinical Academic Staff Recruitment by Gender

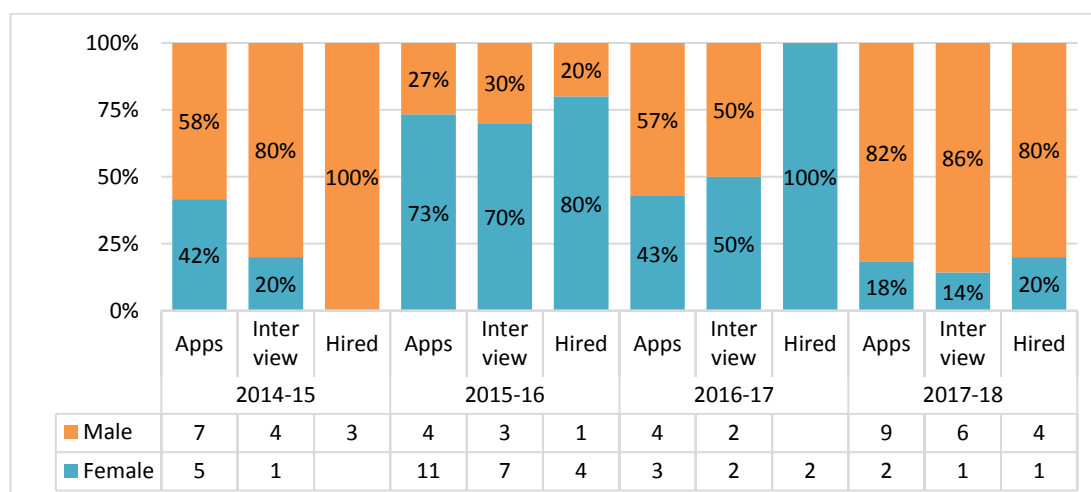


Table 24: Clinical Academic Staff Recruitment Figures by Grade and Gender

		2014-15		2015-16		2016-17		2017-18	
		F	M	F	M	F	M	F	M
CRF	Applications	5 42%	7	8 67%	4	2 40%	3	2 22%	7
	Interview	1 20%	4	5 63%	3	1 50%	1	1 20%	4
	Hires	0 0%	3	2 67%	1	1 100%	0	1 25%	3
CL	Applications			3 100%	0	1 50%	1	0%	1
	Interview			2 100%	0	1 50%	1	0%	1
	Hires			2 100%	0	1 100%	0	0%	1

Figure 32. Train and Retain Academic Cancer Clinicians (TRACC) – A joint ICS Programme to Improve the Clinical Academic Pipeline



SILVER Action Plan

- AP9a: Expand number of clinical research fellow posts offered by ICS as part of TRACC clinical training programme
- AP9b: Develop new MB/PhD programme
- AP9c: Organise annual "ICS Research workshop for Clinical Trainees" where Haematology and Oncology trainees can hear about taking time out of training to do research and can "speed date" potential supervisors
- AP9d: Annually update directory of ICS supervisors with contact details and research interests

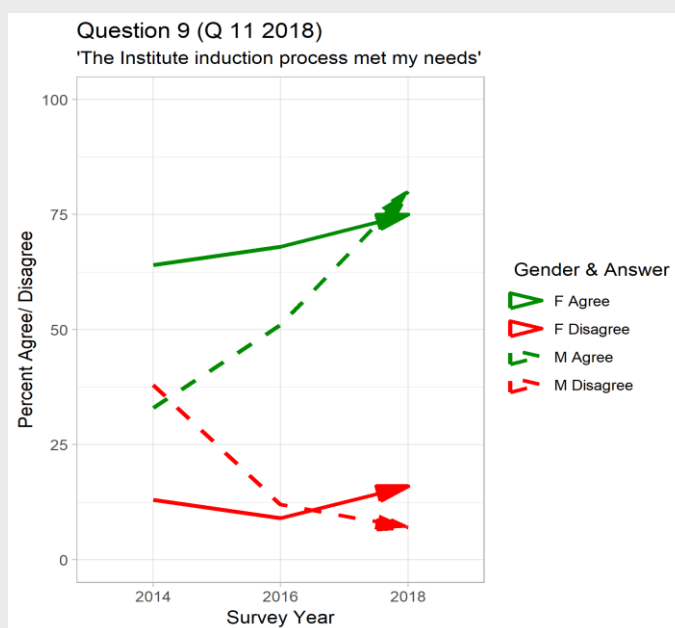
(ii) Induction

Following Bronze we completely revamped the induction process at ICS. Checklists for new starts and line managers detail all ICS initiatives, including information on our mentoring scheme, social events, nomination of a buddy from the local team to provide help and advice over the first few weeks, and mandatory training.

Induction training includes compulsory online modules in: health, safety and wellbeing; data protection; fire safety; and equality and diversity training. Research staff are also required to complete the research integrity course, whilst those who will sit on interview panels undertake mandatory recruitment and selection training. There is also specific, compulsory laboratory safety training by the line manager as required.

IMPACT (8): Steady improvement in staff feedback on induction and male and female staff now feel equally supported.

Figure 33: Staff Survey Answers for Question 9 (Q11 2018)



There is still some scope for improvement and we have planned additional initiatives to further enhance the induction process and increase collegiality (SILVER AP10).

SILVER Action Plan

- AP10a: Introduce new start coffee mornings 3-monthly where all new staff can meet ICS Director and Director of Research Strategy and other faculty members
- AP10b: Introduce a 10 people to meet in 10 days policy where the line manager emails 10 colleagues who are important contacts for the-start with an introduction and a request that they meet briefly sometime in the next 10 days.
- AP10c: Develop a bespoke induction pack for each job family with targeted ICS AS leaflets and information on MPA, NERD, CiRN, Technicians support group, PI forum etc according to staff group.
- AP10d: Develop a picture wall of ICS staff (all job families) on ICS website.

(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.

The annual academic promotion round is launched in December by an email from the ICS Director to all staff with information on how to apply. Applications are submitted in January, and outcomes known by May/June. **Figures.34-35** and **Table 25** indicate the number of staff promoted since 2014-15.

Figure 34: Staff Promotion Numbers

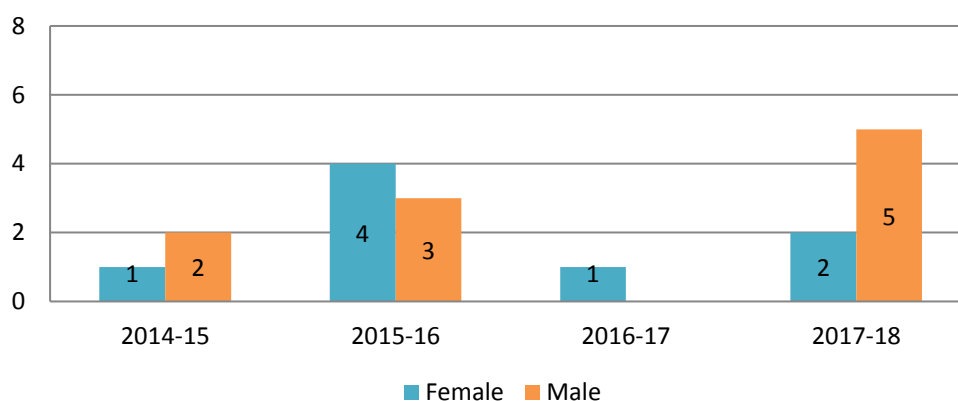


Figure 35: Promotions to Senior Academic Positions

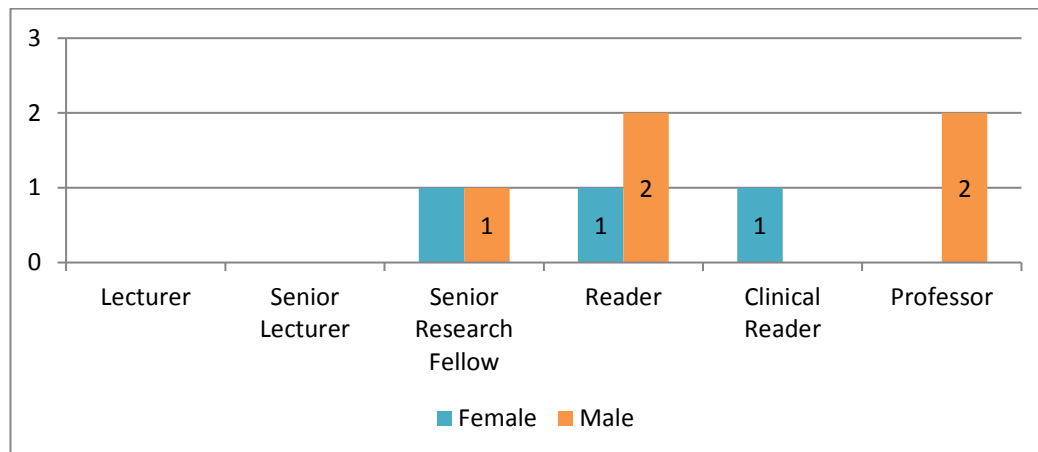


Table 25: Promotion Application Success Rates

Year	Gender	Grade	FTE	Applied Grade	Outcome
2014-15	Male	Grade 6	0.1	Grade 7	Successful
	Female	Grade 6	1	Grade 7	Successful
	Female	Grade 8	1	Grade 9	Unsuccessful
	Male	Reader	1	Professor	Successful
2015-16	Female	Grade 8	1	Grade 9	Successful
	Female	Grade 9	1	Reader	Successful
	Female	Clinical Senior Lecturer	1	Clinical Reader	Successful
	Male	Grade 6	1	Grade 7	Successful
	Female	Grade 6	1	Grade 7	Successful
	Male	Grade 6	1	Grade 7	Successful
	Male	Grade 9	1	Reader	Successful
2016-17	Female	Grade 7	1	Grade 8	Successful
	Female	Grade 7	0.86	Grade 8	Unsuccessful
	Female	Grade 9	1	Reader	Unsuccessful
	Male	Grade 8	1	Grade 9	Unsuccessful
	Female	Grade 9	1	Reader	Unsuccessful
2017-18	Female	Grade 6	1	Grade 7	Successful
	Male	Grade 6	1	Grade 7	Successful
	Male	Grade 9	1	Reader	Successful
	Male	Reader	1	Professor	Successful
	Male	Grade 8	1	Grade 9	Successful
	Female	Grade 7	1	Grade 8	Unsuccessful
	Male	Grade 6	1	Grade 7	Unsuccessful
	Female	Grade 8 (R&T)	1	Grade 9 (Tech)	Successful

There were 24 applications over the period from 13(54%)F and 11(46%)M reflecting the gender balance amongst academic ICS staff. Success rates were 8/13F and 9/11M. Two applications (8%) were from part-time staff with a 50% success rate, part-time staff comprise 5% of ICS academic staff, suggesting no bias against part-time workers applying.

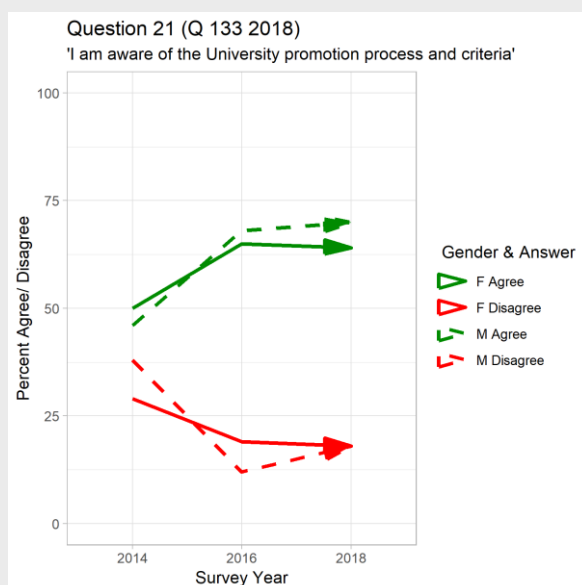
Following consultation and an emphasis on driving positive citizenship and collegiality within academia, UoG has developed revised 2019 promotions criteria recognising non-traditional academic performance more explicitly. We will run a workshop to make sure all staff are fully informed and will monitor the impact this has on applications and success rates (SILVER AP11b).

Staff surveys identified promotion as a specific issue (Figure.36) . To address this, we held an academic promotion workshop in Autumn 2015 to encourage applications. Following this we saw **an increase from 4 (2014) to 7 (2015) applications, 4 of whom were from females – all were successful.** Workshops have been regularly repeated and the increased rate of applications from ICS staff has been sustained.

IMPACT (9): Staff are now more aware of promotions procedures (Fig 30).

- **Numbers of staff feeling encouraged and supported to apply for promotion have increased from 30%(38%F;16%M) to 42% (40%F;46%M)** (*n.b* this question is answered by all academic staff and may be less applicable to ECRs on project grants).
- Moreover, awareness of the process has increased:

Figure 36: Staff Awareness of Promotions Process



Although we are having measurable impact, we are still concerned about the numbers of staff feeling unsupported or lacking knowledge of the process. We have devised new actions to address this (SILVER AP7a & 11).

SILVER Action Plan

- AP7a: Set up a new P&DR review panel that will review all the P&DR forms for academic staff and proactively identify those that are approaching key career transition points. Offer these staff one-to-one meetings with the senior management and HR and given advice and support in maximising their chances of promotion. Ensure this process is transparent and clearly communicated to all staff
- AP11a: One-to-one meetings with HR to discuss promotion process offered to all staff
- AP11b: Run an annual promotion workshop alternating "top tips for successful promotion applications" & "promotions myth busting" from year to year
- AP11c: Organise an ICS AS workshop on "overcoming imposter syndrome"

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

44 ICS staff were eligible for returned under Unit of Assessment 1 (UoA1) Clinical Medicine in REF2014. Five (11%) were not selected (3F:2M) (Table 26).

Table 26: Staff Returned or Not Returned in REF2014

REF2014	Female	Male	Total
Returned	14 (82%)	25 (93%)	39 (89%)
Not returned	3 (18%)	2 (7%)	5 (11%)
Total	17 (100%)	27 (100%)	44 (100%)

Although the numbers are small, a greater proportion of women (3/17; 18%) than men (2/27; 7%) were not returned. The overall return rates in 2014 were strikingly better than in 2008 UoA2 Cancer Studies (Table 27), where 32.1% (18/56) researchers were not returned, but the same gender difference is apparent in 2008. This partly reflects the

leaky pipeline – with more male staff at higher grades which we plan to address via our iWISE strategy (SILVER AP 3, 6-8, 16-17 & 22). All tenured academic staff will be submitted for REF2021. ICS members internally scoring potential REF outputs undergo mandatory E&D and unconscious bias training. We aim to maximise transparency and knowledge around REF2021 within ICS (SILVER AP12).

Table 27: Staff Returned or Not Returned in RAE2008

RAE 2008	Female	Male	Total
Returned	13 (62%)	25 (71%)	38 (68%)
Not returned	8 (38%)	10 (29%)	18 (32%)
Total	21 (100%)	35 (100%)	56 (100%)

SILVER Action Plan

- AP12: Run open ICS REF2021 information sessions (PI forum, Townhall and workshops) to increase transparency, ICS-SAT and IMB to review data on ICS submissions by gender.

SILVER APPLICATIONS ONLY

5.2 Key career transition points: professional and support staff

(i) Induction

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

(ii) Promotion

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

5.2 KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

(i) Induction

P&S staff undergo the same induction process as academic staff with the induction checklist containing additional optional items tailored to P&S staff needs. In the 2018

survey, 65% of P&S staff (71%F) felt that induction met their needs. To improve induction further we will introduce new initiatives to enhance the process (**SILVER AP10**) we also recently launched an ICS-SAT leaflet to promote our MPA network (**Figure.37**).

Figure 37: MPA Peer Network Leaflet



(ii) P&S Promotion

The University does not promote P&S staff; posts are graded on the role/service it is established to provide, not by expertise of post-holders. We focus on developing all staff, ensuring appropriate opportunities are provided and funded. Hence staff grow their skills, improving chances when applying for higher grade posts. This is very different from academic promotion and has been highlighted by our P&S ICS+SAT working group as a potential contributor to lack of career development and associated job dissatisfaction for some.

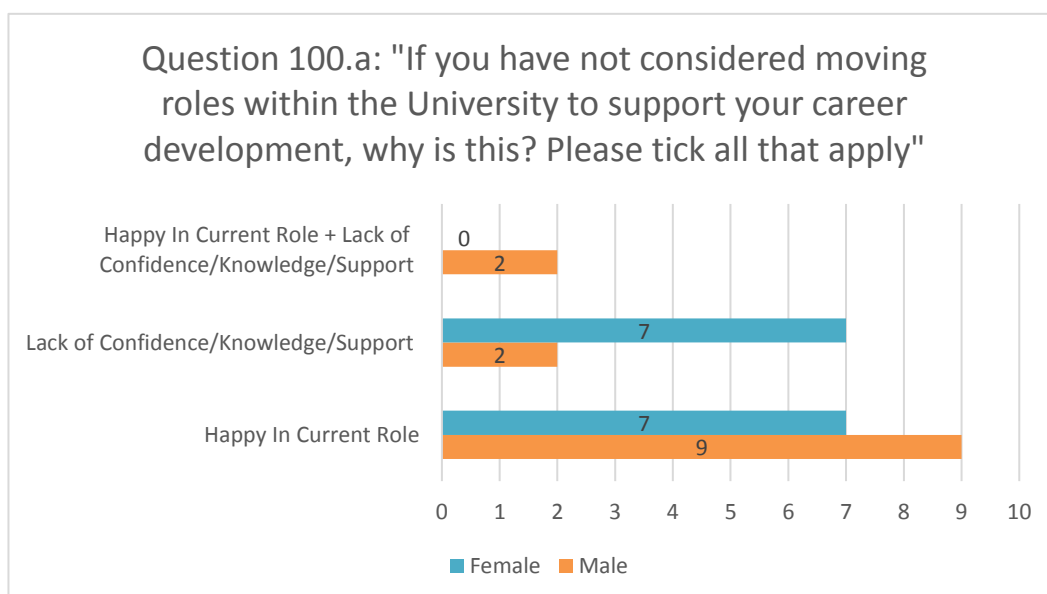
The University has a P&S staff regrading process, if a post substantially changes. Line-managers and ICS Head of Administration help staff with applications. **Table 28** shows data on ICS P&S staff who have applied for promotion/regrading. In total, 4/9 (all F) regrading applications were successful. In addition, three female Technicians have successfully applied for higher-grade posts within their research group.

Table 28: P&S Applications for Promotion by Regrading or New Post (* indicates those who have applied for a new post within their existing research group, all others are formal regrading)

M/F	Job Family	Current grade	Applied for	Date	Success
F	MPA	Grade 5	Grade 6	Jan 2016	NO
F	MPA	Grade 5	Grade 6	Jun 2018	YES
F	TECH	Grade 5	Grade 6	Sep 2017	YES*
F	TECH	Grade 5	Grade 7	Apr 2018	YES*
F	TECH	Grade 5	Grade 6	Jan 2015	YES
F	TECH	Grade 5	Grade 6	Mar 2018	YES
F	MPA	Grade4	Grade5	Apr 2018	NO
F	MPA	Grade 6	Grade 7	Dec 2018	NO
F	TECH	Grade 5	Grade 6	Jun 2016	YES
F	MPA	Grade 7	Grade 8	Dec 2017	NO
F	TECH	Grade 5	Grade 6	Jun 2018	YES*
F	MPA	Grade 8	Grade 9	Mar 2018	NO

In our staff survey 65% (72%F:60%M) of P&S staff stated that they were aware that career progression in Professional Services roles can often require moving elsewhere within the University. However, 21% of staff (25% F, 20%M) answered that they would **NOT** consider moving within the University to support their career development and/or progression. The reasons behind these responses are shown in **Figure.38** and identify lack of confidence and lack of knowledge of other areas as key factors. In order to support staff better we plan to continue to promote improve both knowledge of career progression opportunities and confidence building via mentoring and cross-Institute networking (SILVER AP15).

Figure 38: P&S Answers to Staff Survey Question 100.a



SILVER Action Plan

- 10A. Introduce new start coffee mornings 3-monthly where all new staff can meet ICS Director and Director of Research Strategy and other faculty members
- 10B. Introduce a 10 people to meet in 10 days policy where the line manager emails 10 colleagues who are important contacts for the new-start with an introduction and a request that they meet briefly sometime in the next 10 days.
- 10C. Develop a bespoke induction pack for each job family with targeted ICS AS leaflets and information on MPA, Technicians support group etc. according to staff group.
- 15A. Develop ICS policy for PSS line managers including information on expectation that at least one career development activity is performed annually and that this is discussed at P&DR.
- 15B. Following launch of policy (above), run workshop for PSS staff on career development opportunities
- 15C. Extend ICS Mentorship scheme to PSS staff, exploring cross Institute mentorship to increase confidence and networking.
- 15D. Provide access to leadership training (e.g. Aurora) for PSS staff to progress to senior roles

5.3 Career development: academic staff

(i) Training

The ICS-SAT Career Development Group (CDG) was established following the 2014 staff survey which identified a lack of ICS-specific initiatives. CDG comprises non-clinical and clinical senior academics, the Associate Dean for PGR (F), students and staff from all grades.

The first training received by all new staff at ICS is at induction – this is covered in section 5.1(ii). The University’s Employee and Organisational Development (EOD) team provide a comprehensive range of specialist training courses. Between 2014-2018, 154 ICS academic staff attended EOD courses (some attending more than one), including unconscious bias training (**Table.29**), 53% Female, **suggesting no gender inequality in access to relevant training**. Staff are informed of training opportunities via Institute and University emails/websites with regular email updates for compulsory courses including E&D and PGR supervisor training. Course attendees complete an evaluation form and this is used to identify future training needs.

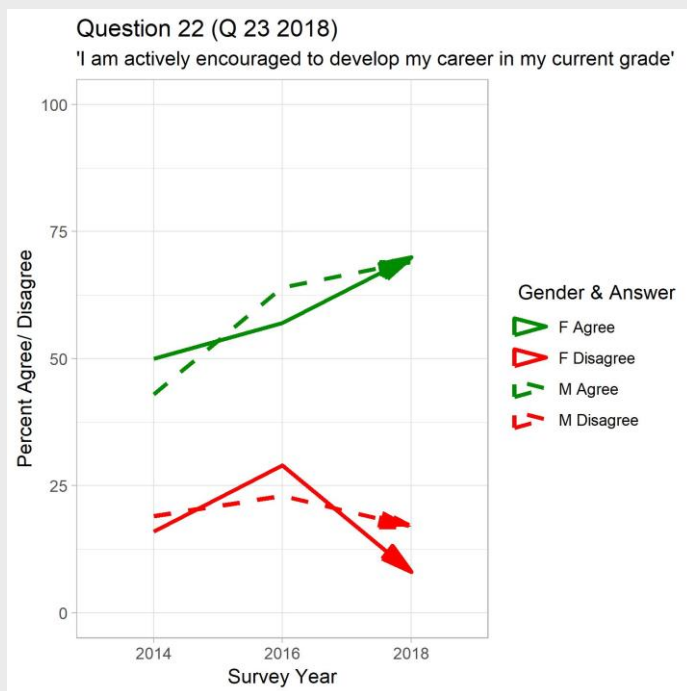
Table 29: Number of Training Courses (Excluding Compulsory Health and Safety Training and Fire Safety) Attended by Staff

Year	Female		Male	
	R&T	Clinical	R&T	Clinical
2014-15	5	1	13	0
2015-16	20	0	20	0
2016-17	36	1	20	0
2017-18	13	5	19	1

Learning and Development is embedded within Performance & Development Review (P&DR) and discussed annually with the line manager during the review. The new (2016 onwards) online P&DR system includes “My Learning and Development History” which enables staff to request ad-hoc training in specific categories (including to attend (and record) external courses from specialist providers) and to specify and record priority,

timeline, learning objectives and training results. In addition, within ICS we organise local training courses for new equipment or techniques.

IMPACT (10): Bronze-AP = create CDG. The work of our ICS-SAT CDG has increased the number of academic staff feeling actively encouraged to develop their career.



Despite the year-on-year improvements, our survey suggests some gender imbalance with females feeling less encouraged/supported. Thus, we have devised actions to address this (**SILVER AP14a**).

SILVER Action Plan

- **AP14A:** Add quick- links within ICS-AS Career Development webpages to "funding for training" sections for each staff/student group. Include information on ICS specific funds such as the RSF plus UoG schemes (ISSF) and external funds. Publicise pages via newsletter and PI forum.

(ii) Appraisal/development review

P&DR is compulsory for all staff regardless of grade and across all job families. The data is used to provide evidence for the reward and recognition scheme and is considered against promotion criteria, which informs objective setting, performance standards and future development needs.

P&DR is usually conducted with the staff member's direct line manager – however, staff can request an alternate reviewer on a case-by-case basis. **Table.30** shows 92%F:94%M now complete P&DR following targeted dissemination of its importance for career development. We would like to build on this and achieve full-compliance by 2021 (**SILVER AP14b**).

Table 30: P&DR Completion Rates

	Female		Male	
	Complete	Incomplete	Complete	Incomplete
2013-14	69 (86%)	11	51 (82%)	11
2014-15	78 (93%)	6	54 (90%)	6
2015-16	91 (90%)	10	69 (88%)	9
2016-17	74 (91%)	7	48 (94%)	3
2017-18	71 (92%)	6	47 (94%)	3

For clinical staff, Annual Review of Competency Progression for trainees and the Appraisal and Revalidation process for Consultant staff are mandatory. Clinical appraisal is always conducted with two designated reviewers, one from ICS and the other from the NHS. Thus, academic objectives are clearly set and opportunities for academic promotion are discussed. The Consultant appraisal process is used formatively to ensure professional development (revalidation; every 5 years).

A major focus of the ICS-SAT has been to harness the enormous potential of P&DR to support career development and proactively identify actions to support promotion as well as encourage a healthy work-life balance.

IMPACT (11): Bronze AP = Improved P&DR information resources (Figure.39), training and refresher courses for reviewers and reviewees. **Leading to an improvement in staff perceptions of P&DR (Figure.40)**

Figure 39: P&DR Leaflet

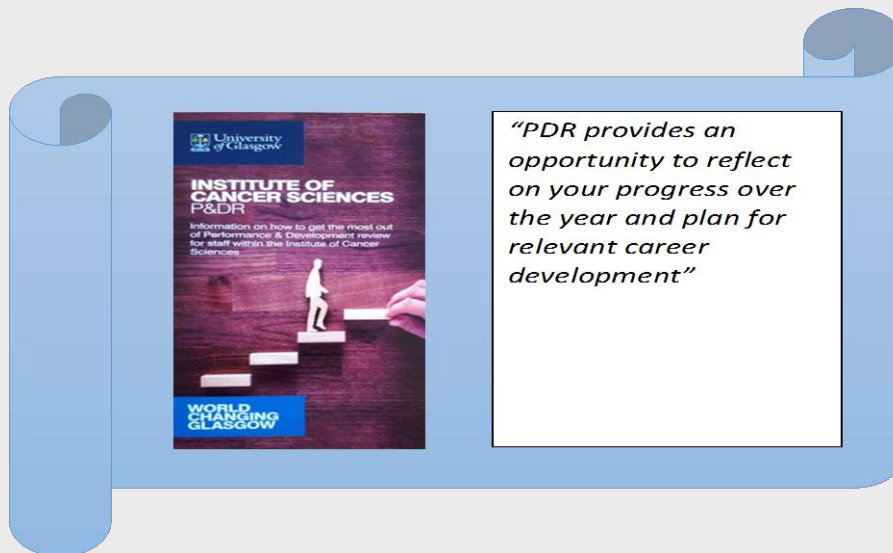
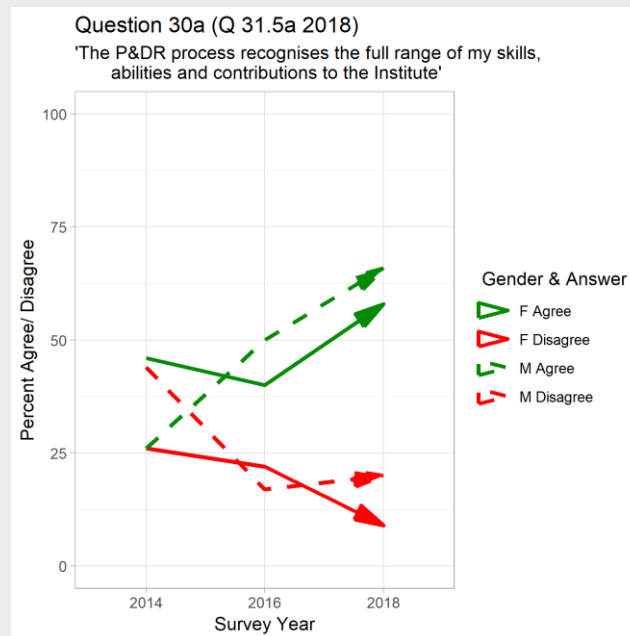


Figure 40: P&DR Staff Survey Responses



P&DR provides a key opportunity to enhance female staff retention and progression. We will establish a P&DR Review Panel comprising the ICS-Director, Head of Research Strategy (AS-Diversity Champion) and ICS-HR. The Panel will review all P&DR forms to identify colleagues approaching key career transition points (potential for independent fellowships, progression from junior to intermediate to senior fellowships, promotion readiness) (iWISE STEP2, **SILVER AP7a**). ICS senior management and HR will offer one-to-one support to those staff to maximise their chances of success in navigating these transitions. **Examples of similar support are illustrated in our case studies and directly resulted in promotion of one of our female staff to Professor and another female to Senior Lecturer.**

SILVER Action Plan

- AP 14b: Promote P&DR as a career development tool. Organise annual P&DR refresher for reviewers and reviewees and send round ICS-SAT P&DR information leaflet via email with each annual P&DR launch
- AP7a: Set up a new P&DR review panel that will review all the P&DR forms for academic staff and proactively identify those that are approaching key career transition points. Offer these staff one-to-one meetings with the senior management and HR and given advice and support in maximising their chances of promotion. Ensure this process is transparent and clearly communicated to all staff

(iii) Support given to academic staff for career progression

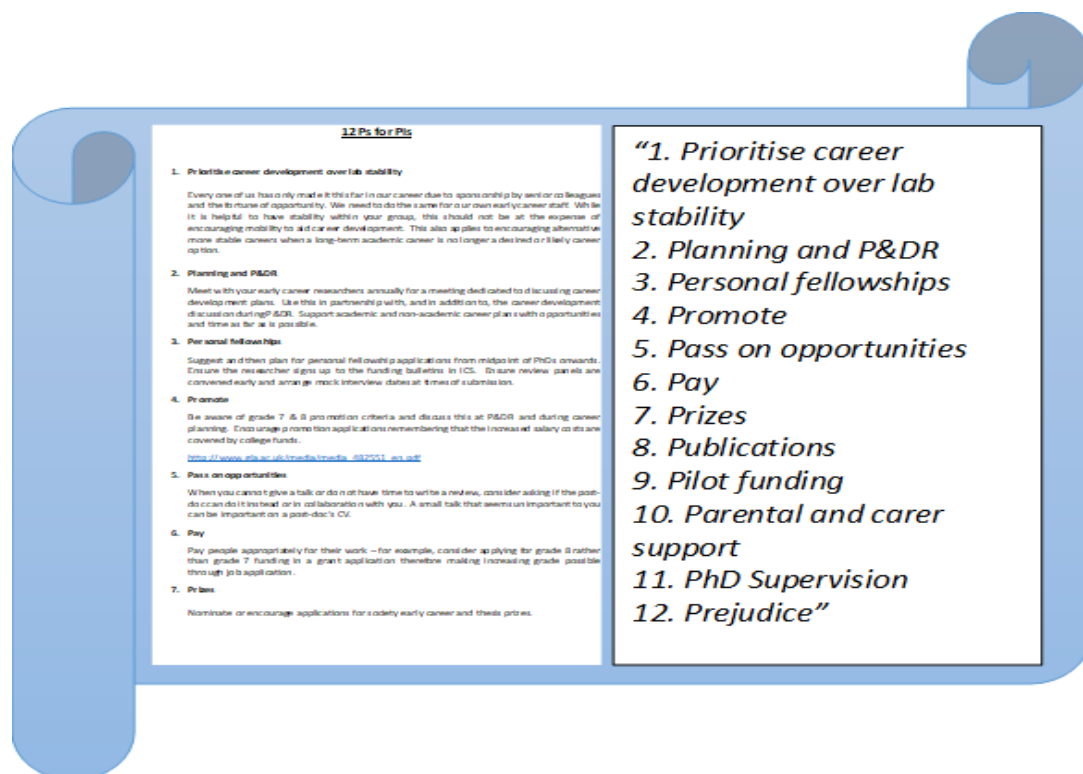
As outlined above, our focus is on addressing the 'leaky' female pipeline, primarily, through internal development and progression. We have made strong progress on this since Bronze with demonstrable impact (Impact Boxes throughout application)

Our iWISE strategy STEPs 1-3&7 (**SILVER AP3, 6-7 & 22**) will continue to address the drop-off points in our Academic/Clinical pipeline (see Section.4.2(ii)) as part of our Silver AP.

Significant achievements/progress made since Bronze include:

- Establishment of a comprehensive portfolio of mentorship opportunities for all staff from G6 upwards (details below).
- Formation of a Grant/Fellowship Application Clinic to maximise success in funding applications (inaugural clinic held 28/03/19, 35 attendees with equal gender representation).
- Encouraging PIs to support career development for researchers in their team via adoption of best practice from a fellow Research Institute (Institute of Cardiovascular and Medical Sciences) the “12Ps for PIs” policy document (Figure.41)

Figure 41: '12 Ps for PIs' Word Document



- Joining with 2 other UoG Research Institutes (3Is and ICAMS) to develop and financially support a Network for Early Career Researchers (NERD) whose mission is to: 1. Provide career support, information & advice for ECRs, 2. Foster collegiality, collaboration & sharing of resources within and between Institutes, 3. To understand the challenges facing ECRs, advocating for their needs to senior management. (Figure.42). Relevant events held by NERD include: a Mock grant

review panel (26th Nov 2018), and workshops on CV writing, “Grant Brewing” and public engagement.

Figure 42: Logo from NERD Webpage



- Supporting an ICS postdoc forum with regular meetings focused on career development and social events to promote peer-to-peer support.
- Supporting development of the Clinicians in Research Network (CiRN) – jointly organised by 2 ICS CRFs. CiRN hold lunch-time forums and annual meetings focusing on career development, clinical research skills and networking (Figure.43).

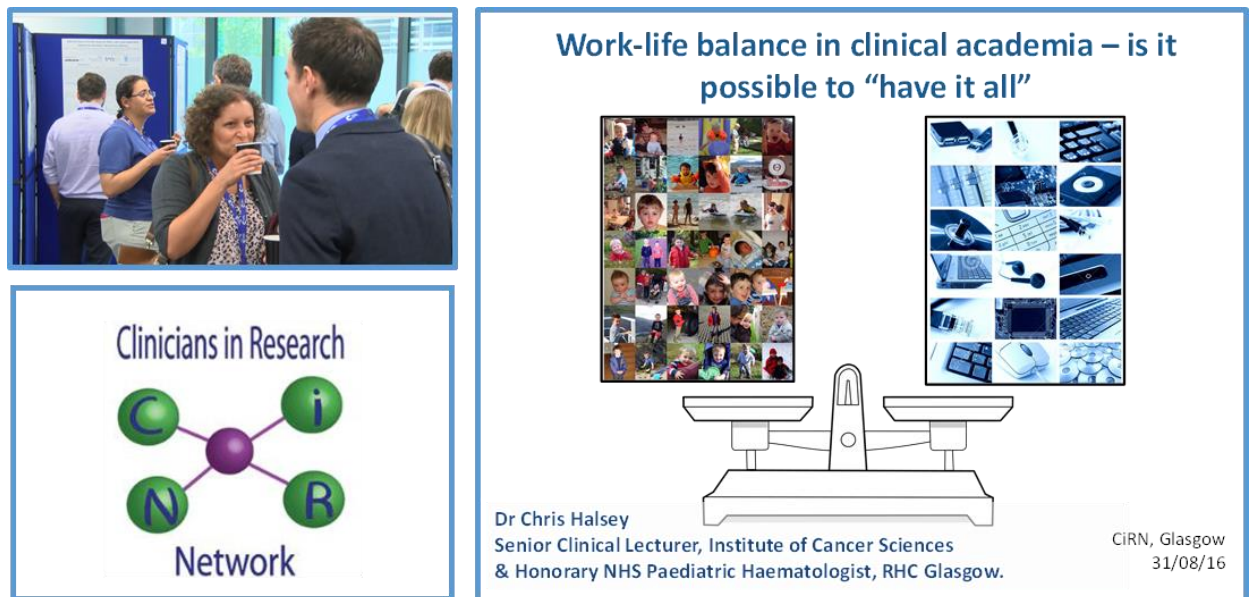
IMPACT (12): Bronze-AP = developing supportive networks.

Has led to an increase from 67% (56%F, 2016) agreeing that there are opportunities for networking in ICS to 75% (79%F, 2018).

“ICS joining NERD has opened up fantastic opportunities to meet like-minded ECRs from other Institutes and discuss common issues. It provides great support as well as motivation to aim high”

-Female, Grade 8 ECR

Figure 43: CiRN – Images from the 2016 (69 attendees, 31F/38M) and 2017 (40 attendees 21F/19M) Annual Meetings.



- Researchers in ICS led on developing a 3-week online learning course (MOOC) on “Research Impact – making a difference” launched Oct-2018, available free of charge to all ICS researchers. 2121 individuals worldwide (50%F) enrolled on the first course.
- ICS has funded 3 members of staff to attend the Aurora leadership programme.

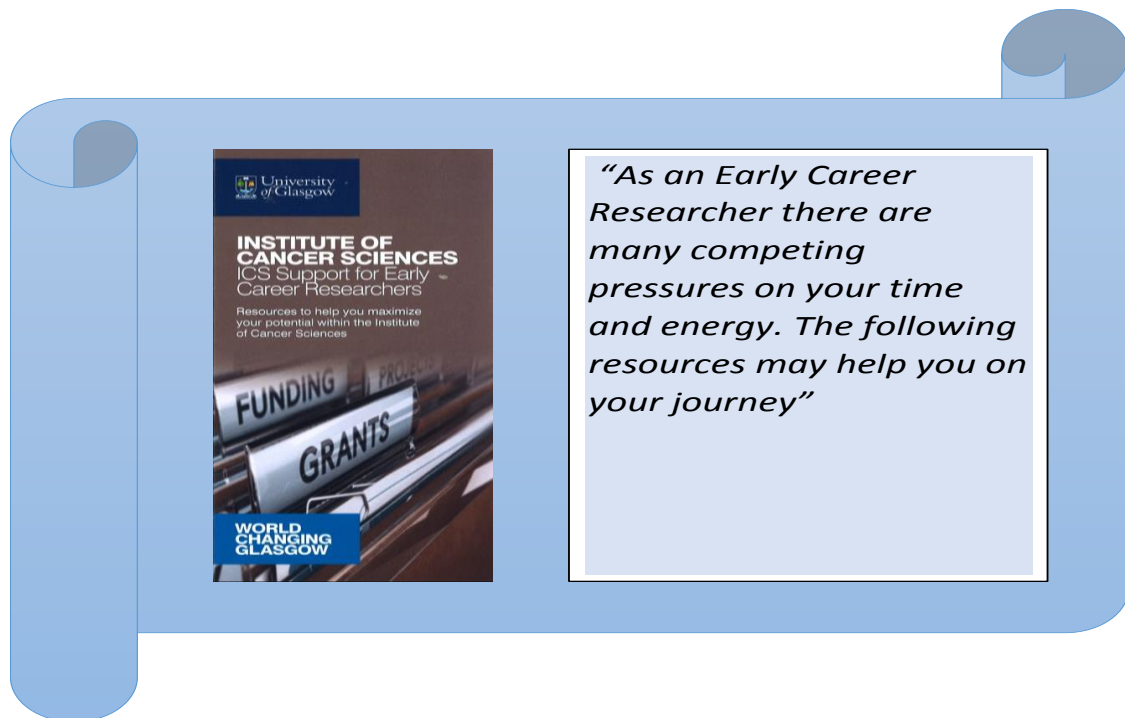
IMPACT (13): Following support to attend the Aurora leadership programme, one female ECR was awarded two highly competitive external fellowships.

“I was nominated by ICS senior management to attend the Aurora programme. This was immensely beneficial to my fledgling research career”.

ECR, female. Grade 8

All career development initiatives are publicised via email, newsletters, screens at reception and posters in social spaces, the ICS-AS career development pages on our website and via ICS-SAT leaflets (**Figure.44&45**)

Figure 44: Early Career Researchers Information Leaflet



Mentoring within ICS

Academic staff in ICS have access to complementary formal mentoring schemes as well as informal mentoring:

1. Staff G6 and above have access to the newly launched ICS mentoring scheme (November 2018). Launched with an informal networking session in our WWCRC Café, the scheme allows participants to indicate a preference for the gender of their mentor and specific areas they would like support; from work-life balance to career development. Prior to launch we held a capacity-building session on benefits of mentoring with approximately 50 attendees. A subsequent training session for mentors and mentees in ICS had 24 attendees (16F:8M). Given the recent launch it is too early to show impact but in our **2018 staff survey 67% of staff felt this was a beneficial scheme that would support ECRs.**

Figure 45: ICS Mentoring Scheme Information Leaflet



2. To complement our ICS initiative, all permanent academic staff appointed at G8 are also enrolled on the UoG Early Career Development Programme (ECDP). ECDP provides learning and development opportunities in all aspects of the academic role, allocates a mentor and sets annual objectives aligned to achieving promotion to G9 within defined timescales.

3. Senior staff are offered bespoke mentoring at key transition points (see case studies). For those preferring a mentor outside ICS we have arranged an exchange of mentoring workload with other MVLS Institutes. We would like to further develop this scheme and are working with GEC to develop necessary structural support (**SILVER AP6b**). We plan actions over the next 4 years to build on our achievements thus far, and align them with

our iWISE strategy to ensure the desired outcome in terms of addressing our leaky pipeline. (SILVER AP6,7& 22)

SILVER Action Plan

- AP5a: Create a directory of funders who offer ECR fellowships
- AP5b: Run a further NERD Fellowship-shop event for new Grade 7 staff
- AP5c: Annual update and dissemination of the 12Ps for PIs document,
- AP5d: Publicise opportunities for ECRs to shadow on ICS committees
- AP6a: Promote ICS mentoring scheme and run regular training sessions
- AP6b: Develop bespoke cross-Institute Grade 9 mentoring scheme
- AP7a: Initiate annual P&DR review panel to offer tailored support for promotion/fellowship/major funding applications
- AP7b: Implement a 3 year "mid-term" review for Grade 8 & 9 tenure-track staff
- AP7c: Support females to take leadership positions by regular rotation of chair position on ICS internal committees.
- AP7d: Advertise open committee positions to all ICS staff and prioritise gender balance where possible
- AP7e: Create database of ICS staff with external expertise to improve knowledge sharing and support around grant applications
- AP22d: Identify females with leadership potential to attend leadership courses
- AP22a: ICS Women in Science seminar series with lunch for ECRs with speaker
- AP22b,c: Annual ICS WiRN and IWD events

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

For PGT students, career talks are embedded throughout the year. Students can meet with the careers department and have one-to-one mock interviews. PGT/PGR students also have access to careers service courses/events, including an annual career day with industrial partners and potential employers.

PGR students keep a Development log documenting their research training courses, workshops and conference attendance. Within the first 3 months of the course student and supervisor complete a detailed plan of training needs (document provided by MVLS Graduate School). Our Bronze-AP, made E&D Training mandatory for all new PGR students (required before progression to 2nd year). Development logs and career intentions are discussed during the PGR annual review process.

The ICS PGR forum was established in 2014 under our Bronze-AP, this is organised by PGR students with a monthly event, followed by an opportunity to socialise (financial support is provided for refreshments/travel reimbursement). Several of the events in the last 2 years have focused on careers.

IMPACT (14): The ICS PGR 2018 survey showed that:

- 97%F:88%M felt they had good access to courses/seminars/workshops on career development.
- 71%F:75%M felt the annual review process helped them to reflect on professional development.
- 85%F:75%M knew where to find information about postgraduate training and career development opportunities.
- 94%F:79%M had taken part in a career development event.

For clinical trainees, we have a range of initiatives, adapted to fit with locally identified needs. In clinical haematology, for example, a research subgroup meets trainees at the start, middle and end of their 5-year training programme as well as running a bi-annual event where potential CRFs and PhD supervisors meet. For Oncology trainees, an annual research evening is held where they present research projects, network and get the opportunity to meet research active Clinical academics from ICS and discuss PhD

opportunities. All trainees receive advice on research opportunities, CV development, relevant fellowships and offered mock interviews when shortlisted. Since Bronze, 14 Clinical trainees (6F:8M) have commenced a PhD in ICS.

Our Silver AP extends this career support for our students (**SILVER AP4c,9c**).

SILVER Action Plan

- AP4c: Organise on-going career development seminars and workshops for PGT student body and signpost to PGR opportunities. Collect feedback from events and use this to improve content and identify any unmet needs.
- AP9c: Organise annual "ICS Research workshop for Clinical Trainees" where Haematology and Oncology trainees can hear about taking time out of training to do research and can "speed date" potential supervisors.

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

The University has invested heavily in dedicated research management support since 2016. In MVLS, this cradle-to-grave support for grants from costing to post-award financial management is embedded locally in the Institutes. In ICS, based the CDG has further developed our team to facilitate a range of supportive internal peer-review processes for all applications over £100k. For Fellowship applications, the CDG convenes a gender balanced mock-interview panel with suitable expertise. Training/workshops are also available to maximise success (**Table.31**).

Table 31: Training Courses and Events to Support Research Grant Applications

ICS Courses (organized by ICS-SAT CDG)
Grant Application Clinic
Open Science, Knowledge Exchange and Impact
University EOD Courses (held 3-4x yearly)
Building Effective Research Collaborations
Four Steps to Research Success
Impact Statements in Grant Applications
Industry Engagement Training
Planning your Impact

Industry Engagement Training
Winning Research Income (Grant Applications)
NERD events (ICS, ICAMS, 3Is collaborative network)
Funding Sandpit event
Fellowship Applications Top-tips
Mock Grant Panel

IMPACT (15): Our support has led to an increase from 63% (62%F:80%M) (2016) to 76% (73%F:87%M) (2018) of staff feeling they are supported when submitting research grant applications.

“placing project coordinators on site in WWCRC has been a transformative. As a new PI I am relatively inexperienced in managing budgets. The support from my project coordinator has helped me to get the most out of my funding and has made a material difference to the output of the lab.”

Male Grade 8 ECR

We are pleased to see improvements, but note the higher proportion of males feeling supported. This may reflect the different proportions of ECR vs faculty amongst our F/M staff. We plan to enhance our support with a particular focus on ECRs and monitor gender uptake of these opportunities (**SILVER AP 5a,b & 7e**)

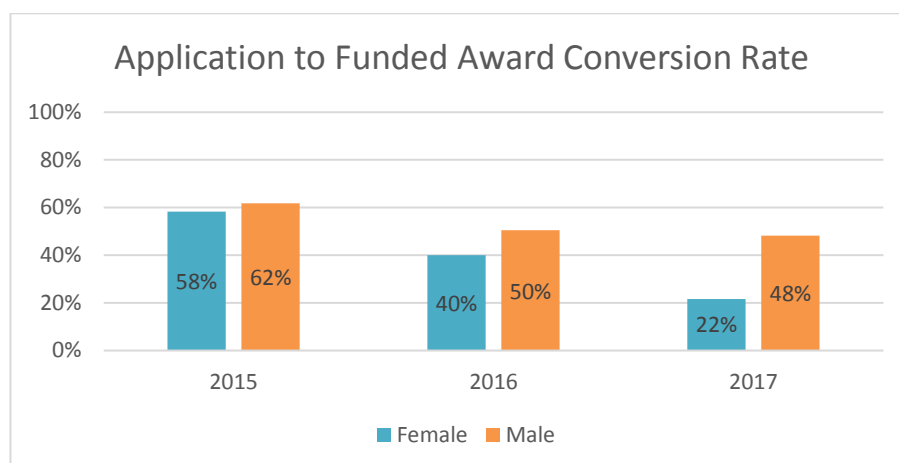
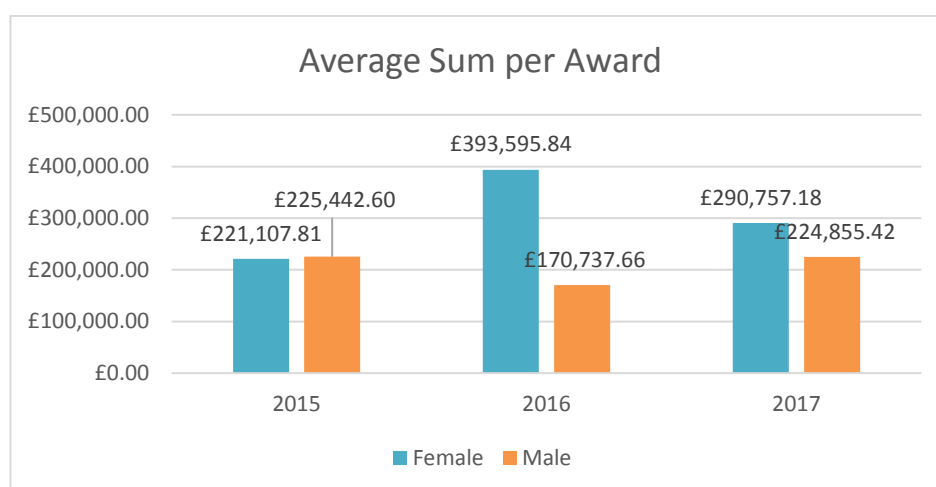
Table 32: Applications by Gender Compared to Staff Profile at Grade 9-10

	Number of F applications	% of total applications from F	% Female Staff G9-10 in ICS	Number of M applications	% of total applications from M	% Male Staff G9-10 in ICS
2014-15	25	20%	29%	103	80%	71%
2015-16	40	28%	27%	103	72%	73%
2016-17	43	33%	31%	87	67%	69%
2017-18	30	26%	25%	85	74%	75%

Table 33: Number of Awards and Total Award Money by Gender

	Female		Male	
	Awards	Total Award Money	Awards	Total Award Money
2015	19	£4,201,048	53	£11,948,458
2016	14	£5,510,342	60	£10,244,260
2017	12	£3,489,086	43	£9,668,783

Tables.32 and 33 show the success rates for grant applications from our male and female staff. The majority of PIs on grant applications are at G9 and above and so application rates reflect the gender profile of our senior academic staff. The relatively even conversion rates (**Figure.46**) and the average sum per award (**Figure.47**) show that females are extremely successful in income generation. This data provides further evidence in support of adoption of our iWISE strategy.

Figure 46: Application to Funded Award Conversion Rate**Figure 47: Average Sum per Awarded Grant by Gender**

Unsuccessful applications are discussed at P&DR where line managers offer further support and advice for revision or future training. Peer-to-peer support is also crucial. For Bronze we focussed on improving networking and peer support **and in our staff survey 72% (68%F:78%M) of ICS academic staff have benefitted from the advice of peers.**

Finally, strong support for grant and fellowship applications, particularly for ECRs, is fundamental to advancing female career progression and is one of the pillars of our iWISE strategy:(**SILVER AP5, 7e**)

SILVER Action Plan

- AP5a: Create (and publicise) a directory of funders who offer ECR fellowships, with contact details and application deadlines
- AP5b: Run a further NERD Fellowship-shop event for new Grade 7 staff
- AP7e: Create database of ICS staff who sit on external funding panels or committees. Make database available to all ICS staff and students. This will improve knowledge sharing and support around grant applications and opportunities for leadership and general career development

SILVER APPLICATIONS ONLY

5.4 Career development: professional and support staff

(i) Training

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

(vi) Appraisal/development review

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

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

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

5.4 CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

(i) TRAINING FOR P&S STAFF

The ICS-SAT CDG includes P&S staff to ensure equality of access to training for all our job families. Like academic staff our P&S training begins at induction (see 5.1(ii)). Technicians receive compulsory laboratory safety training.

P&S staff also have access to UoG EOD training courses, with training needs discussed and identified at P&DR (see 5.4 (ii)) and uptake is shown in **Table.34** below.

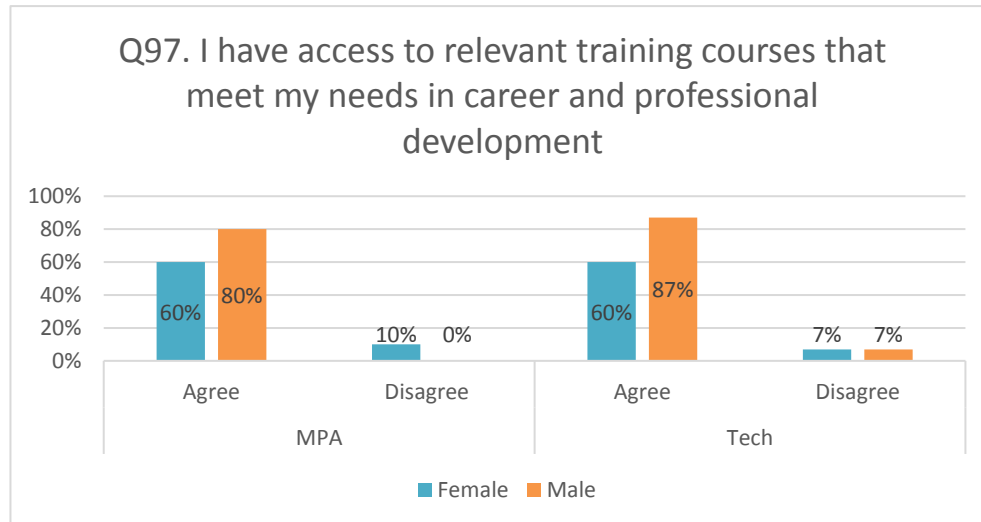
There appears to be no gender inequality in access to training opportunities.

Table 34: P&S Staff EOD Course Attendance per Year by Gender

Year	Female	Male
2014-15	34	2
2015-16	5	3
2016-17	20	4
2017-18	22	6

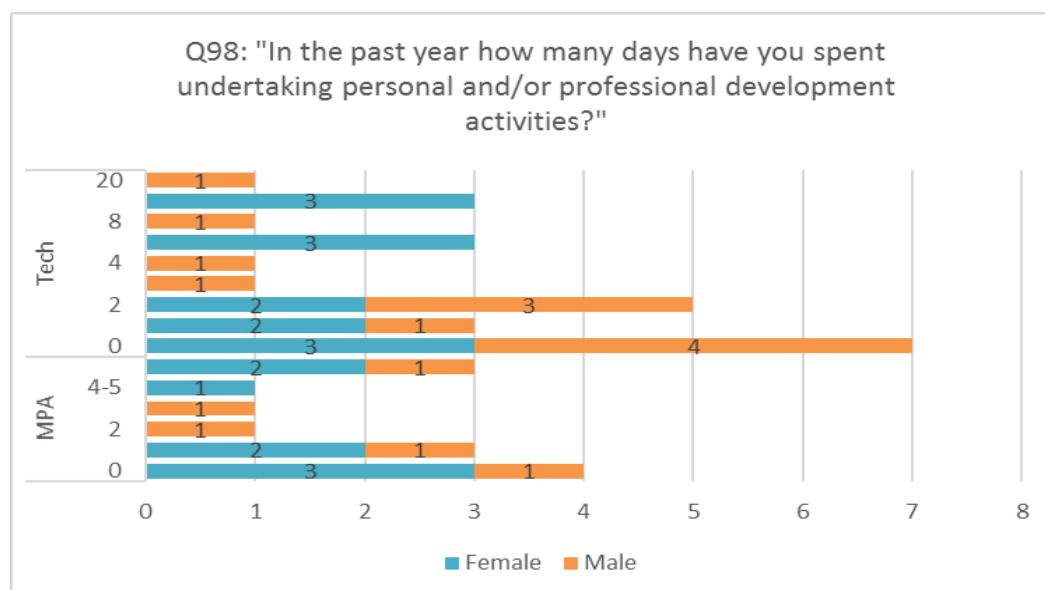
We surveyed P&S staff on the adequacy of training opportunities via our 2018 staff survey (**Figure.48**). Overall 70% of P&S staff felt they had access to relevant training courses although females were less satisfied.

Figure 48: P&S Staff Answers to Survey Q97 by MPA/Technician and Gender



We also surveyed the number of days P&S staff had spent on personal or professional development activities in the past year (**Figure.49**), although 71% of P&S staff had undertaken at least 1 day (range 0-20 days), 29% (6F/5M) of P&S staff had not. As career development is an essential component of maximising potential and ensuring equality of opportunity, this is concerning. We will address this via our P&DR process (**SILVER AP13 &15**)

Figure 49: Days Spent on Professional Development in 2018 by Job Family and Gender



SILVER Action Plan

- AP13f: Email reminder to P&S staff line-managers to consider career development and outreach activity as part of their P&DR discussions.
- AP15a: Develop ICS policy for P&S line managers including information on expectation that at least one career development activity is performed annually and that this is discussed at PDR.

(ii) Appraisal/development review

All P&S staff undertake the same P&DR process as academic colleagues (see section 5.3.ii). In our staff survey, 67% of P&S staff (58%F:80%M) agreed that ICS provided them with a helpful annual appraisal. Despite this overall positive response, the gender imbalance is striking. Therefore, we analysed according to job families within P&S and found that females in Admin roles were the most dissatisfied with P&DR (overall 57% approval with only 44%F agreeing that P&DR was helpful). Amongst technical staff 73% were satisfied overall (69% for Female). More detailed analysis within the survey revealed that most staff felt P&DR was helpful for feedback on job performance, setting objectives and identifying training opportunities (**Figure.50**) but that it did not support the raising of concerns with senior staff or provide guidance on progressing careers (**Figure.51**). We are very concerned about these issues and plan to instigate new actions to support raising of concerns (**SILVER AP1f**) and to better link P&DR to improved support for career development (**SILVER AP15A**).

SILVER Action Plan

- AP1f. Create an ICS-SAT mailbox to allow anyone to email with queries or to raise issues, mailbox to be monitored by AS Diversity Champion in liaison with AS-Chair
- AP15a. Develop ICS policy for P&S line managers including information on expectation that at least one career development activity is performed annually and that this is discussed at P&DR.

Figure 50: P & S Staff Responses to Qs 105.1, 105.2, 105.3 by Gender

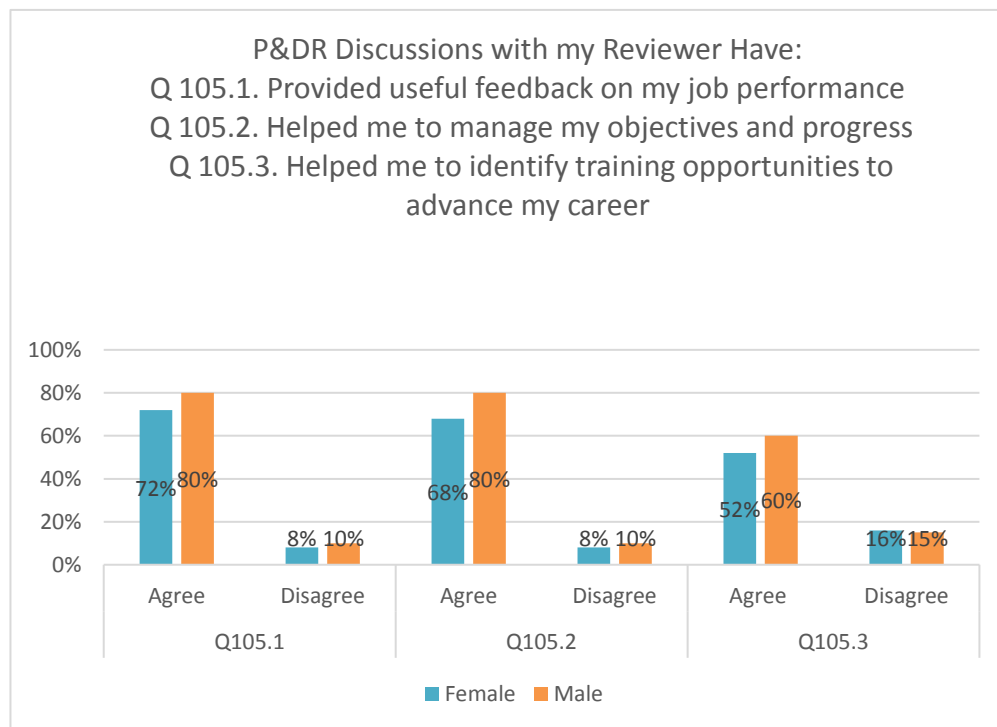
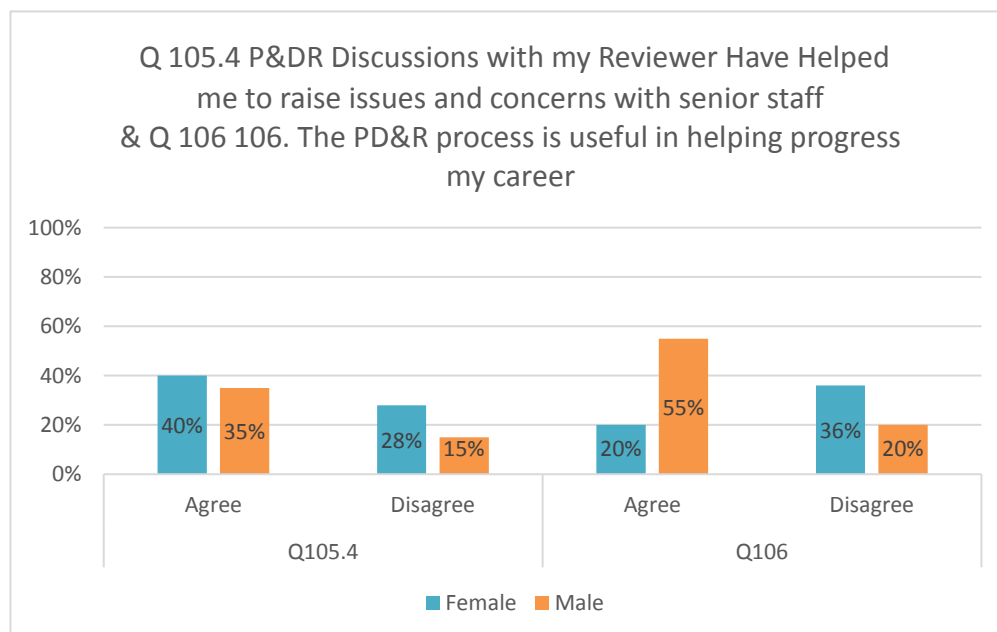


Figure 51: P & S Staff Responses to Qs 105.4 and 106 by Gender



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

As well as specific support for regrading discussed in section 2(ii) (**SILVER AP11 and 15**), we have a range of activities to support career development for P&S staff since Bronze, including:

- An annual P&S staff away-day. The inaugural away-day (Oct-2017) was attended by 21 P&S staff (19F/2M) and involved talks on research and strategy within ICS and the AS Chair discussed the aims and ambitions of the ICS-SAT with specific reference to P&S staff. After lunch, a group activity “SPY School” encouraged teamwork across job roles.

IMPACT (16): Following the P&S away-day, **14 P&S staff volunteered to join ICS committees – with 9 joining the ICS-SAT and 5 the Social committee.**

"Taking time out the office to discuss work matters with colleagues, and hear how improvements are being made through Athena Swan, makes you feel valued and part of a bigger picture"

P&S staff member, female

- Two ICS members are on the organising committee of the Women in Research Network (WiRN) which ran an event on 18/09/18 **“Alternative academic careers and professional development for professional services staff.”** With approximately 50 attendees (>90%F).
- ICS-SAT chair has worked closely with GEC to successfully lobby for the MVLS ISSF secondment scheme to be opened up to Technical staff to acquire new skills and develop their career. The ICS-SAT has publicised this via email, twitter and newsletters.
- Provision of funds for a P&S staff member to attend the Aurora leadership course

IMPACT (17): Following Aurora, a P&S staff member took on the role of Acting ICS Head of Professional Services.

“The Aurora course provided me with extra knowledge and skills to undertake leadership roles, but the main thing it provided me with was the confidence to put myself forward for new challenges and job roles”

-Female P&S Staff Member, Acting Head of ICS Administration

Going forward, the ICS mentoring scheme will be extended to include P&S staff (**SILVER AP15**). As outlined in section 4.2(i) our P&S AS subgroup has developed an Action Plan for engagement with the UoG Technician Commitment to maximise career development opportunities for ICS Technical staff (**SILVER AP13**).

SILVER Action Plan

- AP15c: Extend ICS Mentorship scheme to P&S staff
- AP13a: Create an ICS Technicians Forum
- AP13b: Develop an accompanying ICS Technician’s webpage to improve visibility and disseminate information on career development opportunities
- AP13c: Add publications and other research outputs to ICS technician’s profiles (currently only available for academic staff)
- AP13d: Nominate two ICS Technician champions to sit on the MVLS Technician Commitment working party
- AP13e: ICS Chief Technician to sit on IMB

5.5 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

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

Staff actively plan their maternity/adoption leave with their line manager. With oversight from the line manager, a team approach is taken; 1) line managers support research/specific job roles 2) the research support team liaise with funders and request extensions for those with funding end-dates, locum positions etc, 3) postgraduate convenor arranges cover for teaching commitments and 4) ICS operational team support access to information on maternity entitlements, KIT days etc. This is underpinned by an ICS Family friendly information pack (FFIP) which signposts resources and highlights key considerations before, during and following maternity leave (**Figure.52**).

Figure 52: Family Friendly Policies Information Leaflet



UoG Finance Office provide a Maternity Cost Calculator to assist decision-making. There are several maternity pay schemes and options to transfer leave to fathers, all of which can be confusing for prospective parents. This process is demystified in our FFIP which is updated regularly to reflect any changes in HR policies (**SILVER AP16a**).

Expectant/adoptive mothers may not wish to discuss their planning concerns with their line manager. The ICS-SAT has arranged 1:1 drop-in sessions with the ICS HR manager on-site (**SILVER AP16b**). Furthermore, we have set up a maternity buddying scheme, with

available buddies comprising males/females from technical, academic, clinical and support job families with a wide range of relevant experience (SILVER AP16d); buddying time can be included in our Workload Model (SILVER AP22b).

A letter outlining the above plus a copy of the FFIP is sent to all expectant/adoptive mothers. The Flexible Working subgroup identified a number of practical measures (and attitudes) to support staff. We will develop an ICS guide; "Top tips for supporting parents and carers in ICS" similar to our successful '12Ps for PIs' leaflet (SILVER AP16c), which we will share with other UoG institutes via our GEC.

SILVER Action Plan

- AP16a: Regularly update ICS FFIP to include new UoG and ICS initiatives, particularly with regard to shared parental leave and initiatives 16B-E below). Also devise a family leave returners survey that is sent to all staff 4 months after their return to gather qualitative data on the uptake and perceived benefit of ICS family friendly initiatives and to identify any unmet need.
- AP16b: Offer 1:1 meeting with HR for all staff considering parental leave or formal flexible working. Publicise via newsletter and Townhall meetings.
- AP16c: Create an information sheet for PIs/line managers on "Top tips for supporting parents and carers in ICS" Include information on KIT days and shared parental leave.
- AP16d: Continue ICS Maternity/Paternity Buddying System. Extend to buddying for those considering shared parental leave.
- AP21b: WLM to include time for "citizenship" activities such as maternity buddying, mentoring, public engagement.

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

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

The University has recently announced changes to maternity and adoption policies. Importantly, the minimum service requirement in order to access the enhanced benefits has been removed and pay above SMP rates has been increased to 18 weeks full pay, with flexibility about how this is used. ICS-SAT Flexible Working subgroup has widely publicised these new policies to staff and updated the FFIP to reflect this. Information on the tax-free government childcare scheme is provided in the FFIP and on the ICS AS webpages.

During maternity/adoption leave, the line manager and staff member maintain a mutually agreed level of contact. This aids keeping up-to-date with workplace developments/changes and provides an opportunity to discuss work-related issues if necessary. The maternity buddying scheme provides further support/contact during maternity leave (SILVER AP16d).

The ICS-SAT recognises that KIT (and SPLIT) days are a very valuable way of supporting staff during leave and easing transition back to work. Information about KIT days is included in the ICS FFIP. KIT days are paid at the normal hourly/salary rate for the hours worked. We would like to better understand uptake and perceived benefits and barriers to using KIT days (SILVER AP16a).

SILVER Action Plan

- AP16a: devise a family leave returners survey that is sent to all staff 4 months after their return to gather qualitative data on the uptake and perceived benefit of ICS family friendly initiatives and to identify any unmet need.
- AP16d: Continue ICS Maternity/Paternity Buddying System. Extend to buddying for those considering shared parental leave.

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

ICS staff can access the UoG Nursery which provides full-day childcare. For Bronze we collated information about this and other local nurseries/childminders for ICS staff. There is a negotiated 5% discount for ICS staff at Busy Bees Kelvin Nursery (situated within the same grounds as WWCRC/ BICR).

Another Bronze initiative provided private facilities for nursing mothers to express and store milk. We recognise that pregnant/nursing mothers need frequent rest periods and on returning to work, line managers are asked to ensure that staff are given ample breaks, there are good facilities for this, including purified drinking water and café facilities on all sites.

Women returning from maternity leave often find it difficult to participate in activities essential for research career progression (e.g., networking, conference attendance); the ICS-SAT recognises that one reason is that women returning from maternity leave and/or working part-time are less likely to have grant income for professional development.

IMPACT (18): Bronze AP = established an ICS Returners Skills Fund (ICS-RSF) providing up to £500 to support career development opportunities. Two female staff have used the scheme.

"The ICS-RSF covered additional childcare costs to allow me to attend a conference. This really helped me get back up to speed after my maternity leave and the support from ICS made me feel a valued member of the team" –Female, ECR Grade 7

ICS staff are also eligible for the MVLS Academic Returners Research Support Scheme (max £10,000 irrespective of FTE), designed to support resumption of research activity (including buyout of teaching or other duties; travel (including conferences); small equipment and training). Information on both schemes is in the FFIP.

For teaching active staff, a plan of PG teaching cover is arranged in consultation with ICS management. ICS will ensure reduced teaching loads for 6 months on return to work, to help the staff re-engage with their research, whilst learning to balance new family commitments with work.

(iv) Maternity return rate

Since 2014, 14 ICS staff (12FT/2PT) have taken maternity leave (**Figure.53**). All staff with leave in 2014-2017 returned; in 2018, 2 have returned, 2 are still on maternity leave (**Table.35**).

Figure 53: Maternity Leave Numbers by Staff Grouping

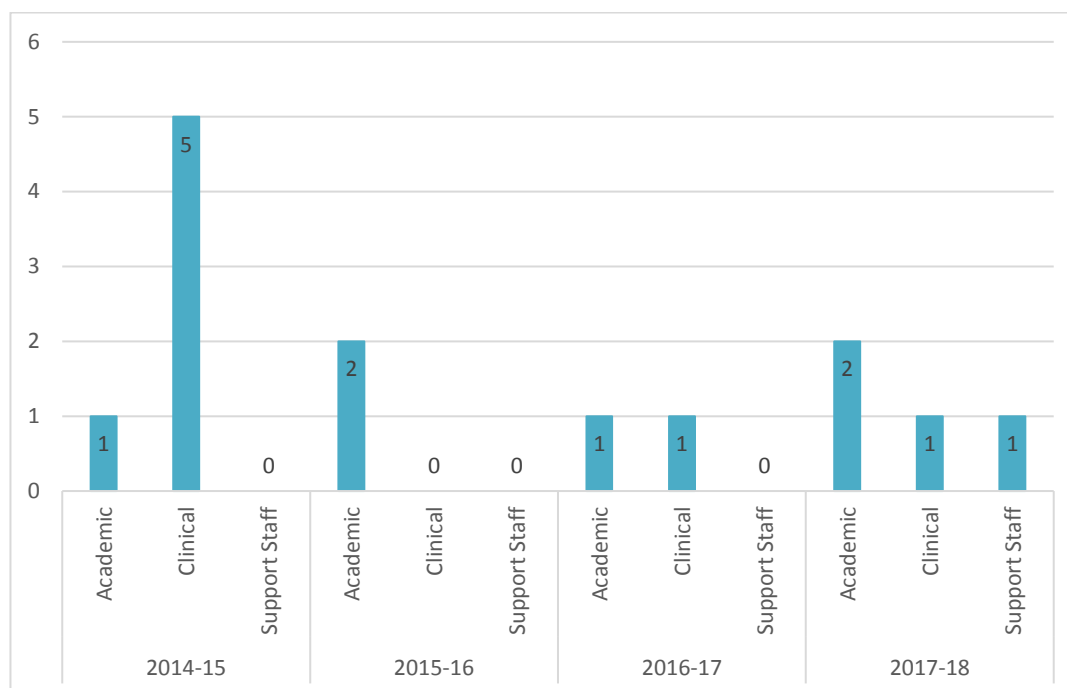


Table 35: Maternity Return Rates

	Returned	Did not Return	Still on Leave
2014-15	6 (100%)	0	0
2015-16	2 (100%)	0	0
2016-17	2 (100%)	0	0
2017-18	2 (50%)	0	2 (50%)

SILVER APPLICATIONS ONLY

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

As shown in **Table 36 & 37** below all staff remain in post after their return, except one clinical academic who has returned to NHS practice (as planned) following their PhD. We want to maintain this excellent return and retention rate and will continue to evolve our support for parents (**SILVER AP16**).

Table 36: Staff Remaining in Post 6, 12 and 18 Months after Return from Maternity

Year leave started	No of maternity leavers	Yet to return	Returned	Employed 6 months post-return	Employed 12 months post-return	Employed 18 months post-return
2014-15	6	0	6	6	5	5
2015-16	2	0	2	2	2	2
2016-17	2	0	2	2	2	2
2017-18	4	2	2	2	N/A*	N/A*

Leave

* Not enough time passed to collect data

Table 37: Individual Staff Remaining in Post 6, 12 and 18 Months after Return from Maternity Leave

Year		6 months	12 months	18 months
2014-15	RT	Y	Y	Y
	Clinical	Y	N	N
	Clinical	Y	Y	Y
	Clinical	Y	Y	Y
	Clinical	Y	Y	Y
2015-16	RT	Y	Y	Y
	RT	Y	Y	Y
2016-17	Clinical	Y	Y	Y
	RT	Y	Y	Y
2017-18	RT	Y	N/A*	N/A*
	RT	Y	N/A*	N/A*
	MPA	N/A*	N/A*	N/A*
	Clinical	N/A*	N/A*	N/A*

* Not enough time passed to collect data

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

Our Bronze application revealed lack of uptake of paternity and parental leave. Our Bronze-AP aimed to increase awareness. We also widely publicised (via email, newsletters and Institute electronic noticeboards) a recent improvement in the University's paternity pay policies (extending fully paid paternity leave from one to two weeks). No ICS members have taken adoption or (unpaid) parental leave over the last 4 years.

IMPACT (19): Uptake of paternity leave and shared parental leave has increased since 2016 (**Table.38**).

Table 38: Paternity and Shared Parental Leave Uptake per Year

	Paternity	Shared Parental Leave
	Male	Male
2014-15	0	0
2015-16	2	0
2016-17	1	0
2017-18	3	2

In addition to increased uptake, the staff survey indicated progress with only 15%(9%F/4%M) and 24%(16%F/5%M) of staff unaware of where to find our ICS policies on paternity and shared parental leave, respectively. We will further promote uptake of shared parental leave to help shape a culture-change towards greater gender equality, foster positive attitudes to career breaks and promote a healthy work-life balance (**SILVER AP16**).

SILVER Action Plan

- AP16b: Offer 1:1 meeting with HR for all staff considering parental leave or formal flexible working. Publicise via newsletter and Townhall meetings.
- AP16c: Create an information sheet for PIs/line managers on "Top tips for supporting parents and carers in ICS" Include information on KIT days and shared parental leave.
- AP16g: Run a training/awareness workshop for all line managers to alert them to the various flexible working arrangements that should be available for all staff, irrespective of job family.

(vi) Flexible working

Informal flexible working is widely adopted throughout ICS, however, we are also supportive of formal requests: only 4 academic and 4 P&S (all female) applied over the period (**Table.39**) - all were approved. Feedback from staff that work flexibly (formally or informally) indicates that arrangements are advantageous, allowing staff to maintain their work commitments whilst meeting caring responsibilities. Holding meetings in core hours also supports a flexible working culture. The ICS FFIP emphasises the availability of both informal and formal flexible working (**SILVER AP16**).

"I felt very supported when I returned from maternity leave and was able to work flexibly to accommodate my young family. I maximised my work-life balance due to the support of a fantastic mentor who understood the demands of juggling work and family" - Clinical Lecturer, Female

Table 39: Flexible Working Requests/Success Rates

		Female	Male
2014-15	R&T	-	-
	Support	1/1	-
2015-16	R&T	1/1	-
	Support	1/1	-
2016-17	R&T	1/1	-
	Clin	1/1	-
	Support	1/1	-
2017-18	R&T	-	-
	Clin	1/1	-
	Support	1/1	-

Our ICS-SAT Flexible working subgroup identified P&S staff as less likely to have informal flexible working arrangements with varied awareness of options amongst line managers. Since P&S are predominantly female this leads to inequality in access. We will address this (**SILVER AP16**) to ensure flexible working arrangements are given due consideration for all staff, irrespective of job family.

SILVER Action Plan

- 16G. Run training/awareness workshops for all line managers to alert them to the various flexible working arrangements that should be available for all staff, irrespective of job family.

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

All academic and P&S staff are supported to move back to full-time when they wish. Over the last 4 years one member of academic staff has moved from part-time to full-time working. This move was a phased increase from 70% to 85% FTE and then 100%. The individual took part in the ICS Athena SWAN mentoring scheme and was fully supported throughout. The request to fund the additional hours was approved by the ICS MB. Any future requests will be similarly supported with a bespoke plan jointly managed by HR and the ICS operational team.

5.6 Organisation and culture

(i) Culture

Development of an inclusive and diverse culture has been at the heart of our AS agenda:

1. Support for AS principles is featured at new staff induction and as a standing item on IMB, PI Forum and Townhall meeting agendas.
2. Celebration of key events including International Women's Day and, more recently, through men's health events connected with International Men's Day (**Figure.54**).

Figure 54. ICS International Women's Day And Men's Day Events 2018



3. Mainstreamed inclusion in ICS Social events leading to a switch from predominantly evening events to accessible events within core hours (**Figure.55**).

Figure 55: A Selection of ICS Social Committee Events



4. ICS Communications Team, established post Bronze Award, recognises and celebrates success in quarterly e-newsletter, ICS-SAT webpages and ICS-AS Twitter feed (Figure.56). The latter has 191 followers (a >50% increase over the last year).

Figure 56: (a) ICS AS Twitter Account (b) Excerpt from ICS-AS webpages



5. Our Bronze-AP developed a series of well-being initiatives including Tuesday lunchtime yoga, Monday lunchtime running club and a lunchtime chess club. These are promoted in our 'Wellbeing in ICS' leaflet (**Figure 57**).

Figure 57: ICS Wellbeing Leaflet

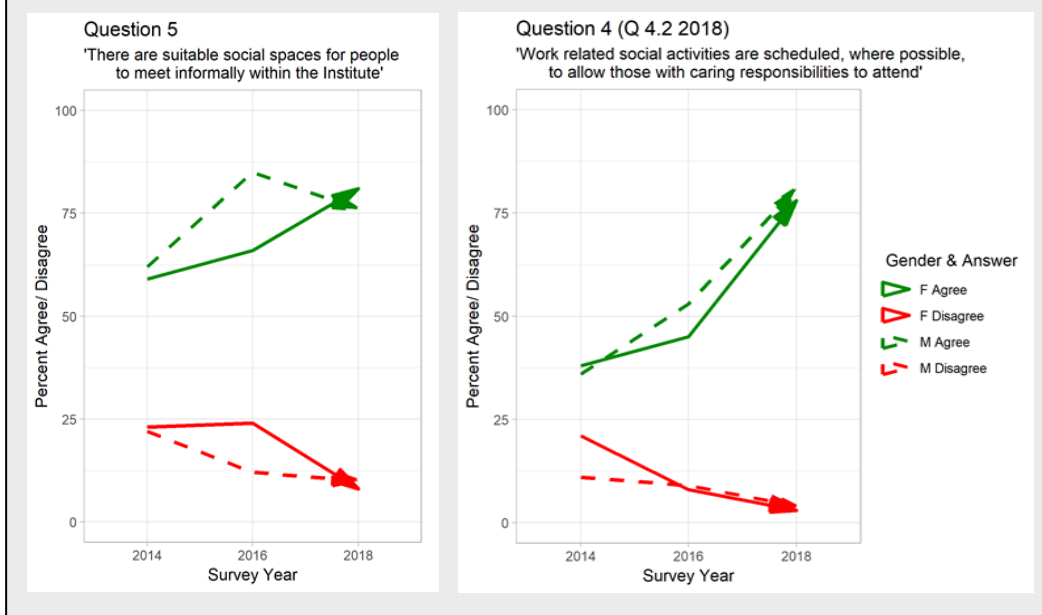


6. Two female staff (academic/P&S) have undergone mental health awareness training and are named mental health first-aiders. In addition, we have run three seminars on well-being a) "Genes, the brain, and the environment; Explaining differences in Well-being" 14/9/18 (attendance; 16F/10M). b) "Mental Health and Wellbeing workshop" 27/2/19, jointly organised with the MPA network (attendance; 14F/2M). c) Mindfulness session, 24/04/19 "demonstrating strategies to cope with work challenges in a positive manner and protect your mental wellbeing"

IMPACT (20): Bronze-AP = developing a more inclusive culture.

- **88% (85%F/94%M)** agree that the atmosphere in ICS is inclusive for both women and men (increased from 79%, 2014).
- **79% (74%F/86%M)** agree that ICS is equally supportive for men and women (increased from 69%, 2014).
- **improvements in perception of social spaces and activities (Figure.58)**

Figure 58. ICS Social Activities in Staff Survey



7. We recently held a networking and inclusion “international pot-luck lunch” (**Figure.59**), with staff and students encouraged to bring along a national dish for sharing – 14 different countries were represented.

Figure 59. The ICS International Pot-Luck Lunch Event



8. Cohort building has been a major emphasis for PGT/PGR students since Bronze and several initiatives facilitate this (**Table.40**). For example; the introduction of a PGR Buddying scheme – piloted in 2017 and rolled out to all students in 2018. Our student retreat received 4 or 5 out of 5 ratings from 88% of participants.

“My buddy encouraged me and provided information and links with people and initiatives within ICS. It made me feel like a valued member of the institute from the start”

Year 2 PGR student, male.

Table 40: Student Initiatives from Bronze-AP

Student cohort	Initiative	Frequency
PGT/PGR	Student Forum (ICS funded)	Monthly
PGT/PGR	Student Staff Liaison Committee	Quarterly for PGR End of each semester for PGT
PGR/PGT	Welcome Night	Annual
PGR	Student Retreat	Annual
PGR/PGT	Summer Barbeque	Annual
PGT	Graduation Breakfast	Annual
PGR/PGT	Ceilidh/Halloween Ball	Annual
PGR	Two-day conference style ICS Annual Review Talks/Poster session	Annual
PGR	PGR Facebook Group	Ongoing

9. Celebrating success: Through Bronze-AP, we introduced PhD prizes with winners invited to give an ICS seminar. Of note, 3 out of 4 winners so far are female (**Figure.11**).

In our 2018 survey we asked about work-life balance for the first time. 71% of staff (72%F/72%M) and 81% of students (80%F/87%M) feel supported to have a good work-life balance. Although we are generally encouraged by relatively high satisfaction in a profession where work-life balance is a challenge, we would like to improve this and aim for all staff and students feeling supported (**SILVER AP17**).

We will also expand our remit to include a greater focus on diversity and intersectionality (SILVER AP18). Finally, we will share our experiences and develop Beacon activities (SILVER AP19) to take us towards a Gold award in the future.

SILVER Action Plan

- 17a. Adopt the flexible lunch-break manifesto and to promote activities including lunchtime Yoga, running club and walks on Garscube campus
- 17b. Include the ICS-SAT well-being information leaflet in all induction packs
- 17c. Expand "Dr Bike" events (free cycle maintenance) on the Garscube campus.
- 17d. Organise an annual "ICS wellbeing week"
- 18a. Review all ICS communications to ensure use of inclusive language.
- 18b. Record ethnicity of seminar speakers as well as gender
- 18c. Run a LGBTQ+ awareness event in ICS to coincide with Glasgow Pride week
- 18d. Publicise availability of a multi-faith room on Garscube and Gartnavel sites
- 18e. Designate gender-neutral toilets on all sites
- 18f. Promote new UoG E-learning course for Line Managers of Disabled Staff
- 18G. Run a "hidden disability awareness" workshop
- 19. Develop beacon activities at dedicated "ICS Gold workshop" and share with MVLS GEC

(ii) HR policies

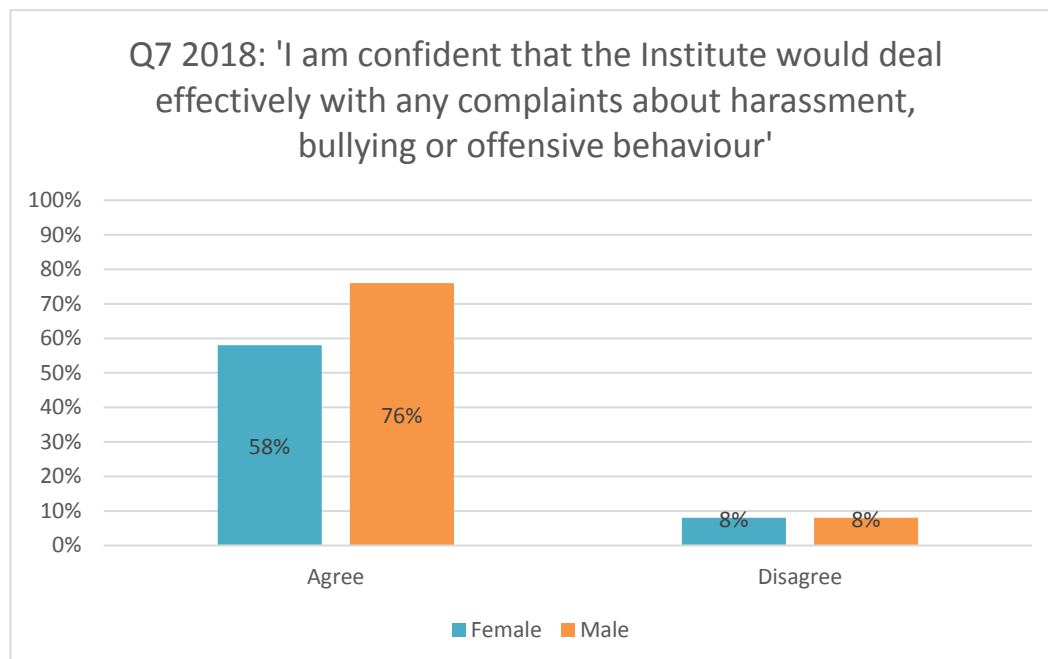
Local ICS processes ensure compliance with formal UoG HR procedures. Starting at induction, with compulsory E&D training, signposting to dignity at study and work policy, familiarisation with Athena SWAN principles, links to University grievance policy, and disciplinary policy and procedure. This sets expectations on behaviour and actions from the outset.

The ICS community is notified of new policies via the ICS staff/student email list, the monthly ICS newsletter and AS webpage updates.

PI Forum meetings provide another dissemination route and policy/procedures updates are a standing item, PIs are asked to cascade information to team members and not just assume they have read circulated emails. The biannual Townhall meeting held in each research site (POG, BICR and WWCRC) also allows discussion of any new policies.

We have checked differences between policy and practice using our staff survey. **Figure.60** shows that most staff agree that the Institute would deal effectively with any complaints about harassment, bullying or offensive behaviour.

Figure 60: Answers to Staff Survey Question 7 by Gender (Excluding Neutral & Blank Responses)



We are very concerned however, that some staff disagreed with this statement and have included a section on bullying and harassment in our ICS-SAT Wellbeing in ICS leaflet (**Figure.51**) and strengthened our support for individuals with protected characteristics

as well as developed an AS mailbox to allow reporting of any concerns (**SILVER AP1f & AP18**).

SILVER Action Plan

- AP1f: Create an ICS-SAT mailbox to allow anyone to email with queries or to raise issues, mailbox to be monitored by AS Diversity Champion in liaison with AS-Chair
- AP18a: Review all ICS communications to ensure use of inclusive language. Review website to ensure images reflect a diverse and inclusive ICS culture.

(iii) Representation of men and women on committees

Table 41: Committee Membership by Gender (Influential Committees in Green)

Committee	Members (n)	Chair Gender	% F 2018	% F 2016	Chair Selection
Athena Swan	42	F	67	68	3 year rotation
ICS Management Board	16	M	50	36	Held by ICS director
ICS Strategy Group	11	M	27	New Committee	Held by ICS director
KE/Impact Committee	9	M	44	42	Held by director of research impact
GM Committee	6	F	33	n/a	2-year rotation
POG Senior Staff Committee	9	F	78	78	Post held by POG director
H&S Committee	14	M	71	61	3 year rotation
ICS Social Committee	9	F	67	New committee	Annual rotation

Table.41 and **Figure.61** show current ICS committee membership broken down by gender and job family. The key decision-making committee in ICS – the IMB achieved gender balance in 2018. Other committees vary, but there is no overall gender inequality. The Strategy Board, formed of *ex officio* roles within ICS, reflects our relative lack of senior female leaders and will be addressed with our iWISE strategy (**SILVER AP7,8,22**). We will

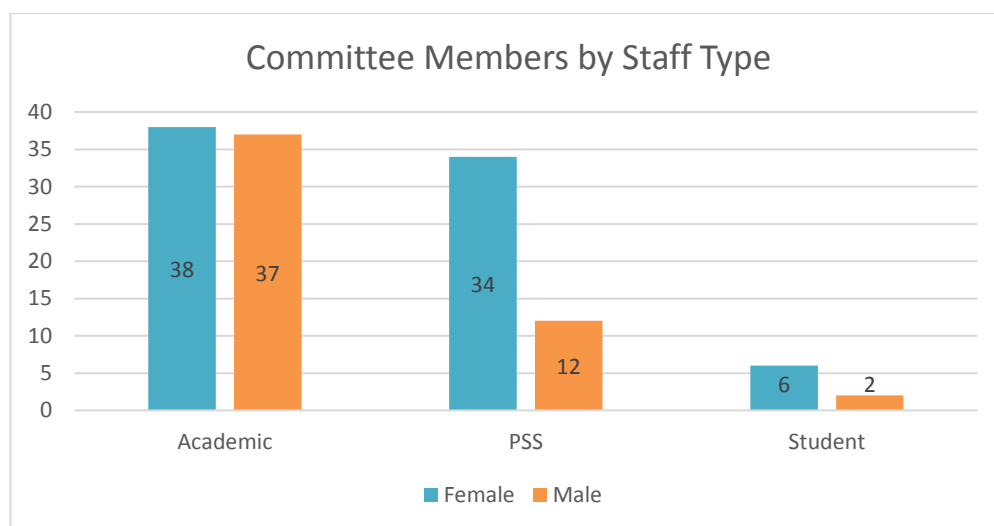
ensure our female staff are getting meaningful committee experience and are not overburdened with high-input/low-status committee work (**SILVER AP7**).

IMPACT (21): Bronze-AP = regular rotation of committee chairs.

50% of our committees have a female chair compared to 33% in 2016.

To improve opportunities to participate in departmental committees, positions will be openly advertised including essential and desirable criteria, to encourage all suitable staff to apply (**SILVER AP7 &19**).

Figure 61: Committee Members by Staff Type



(iv) Participation on influential external committees

25 ICS staff (14M/11F) sit on 110 external committees, including national/international funding and advisory boards (**Figures.62-63**).

IMPACT (22): Bronze AP = dissemination of importance of influential external committee membership for promotion.

Proportion of females participating in such committees has increased from 25% in 2016 to 44% in 2018 (despite females only comprising 26% of staff at grade 9 and above).

6F/3M showing significant external influence (involved in more than 5 external strategic committees)

We will further benefit from this wealth of experience by creating a database of external expertise, available to all ICS staff and students. This will improve knowledge sharing and support e.g. around grant applications and opportunities for career development. (SILVER AP7).

Figure 62: Participation on External Committees

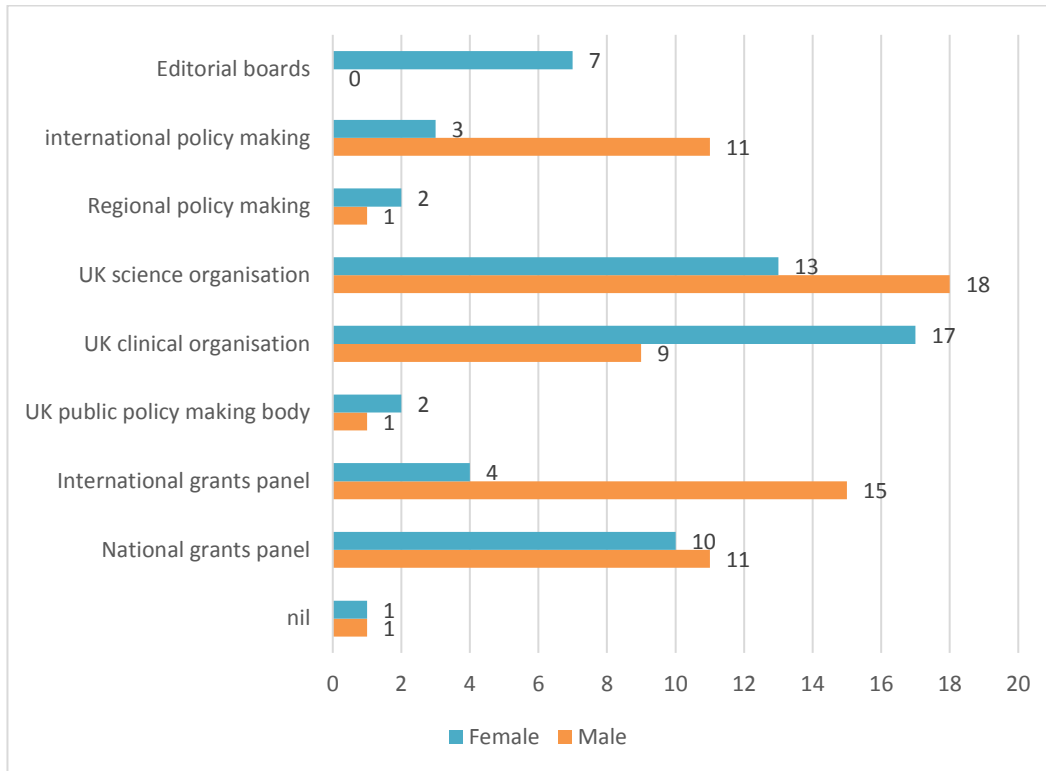
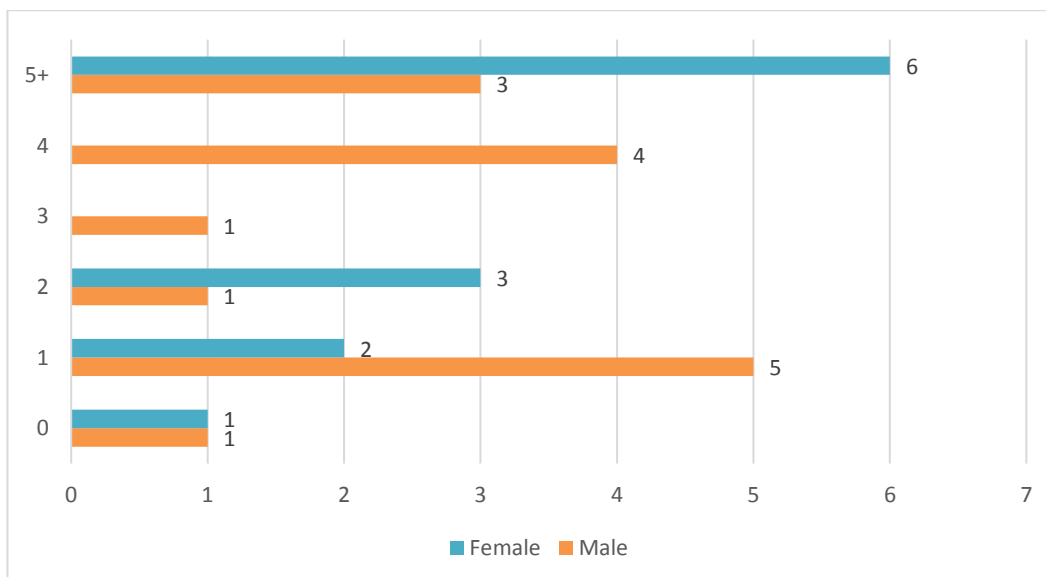


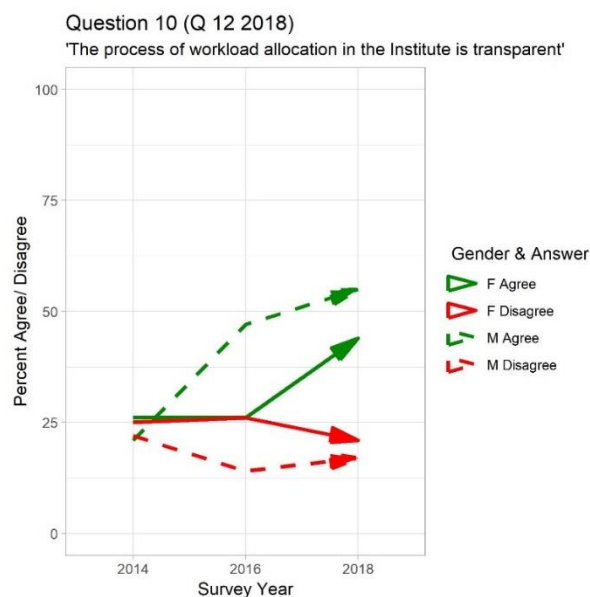
Figure 63: Number of External Committees per Person



(v) Workload model

The new electronic UoG WLM system was rolled-out in 2017. This covers all academic, teaching, clinical and administrative responsibilities, and we have configured it to include outreach, mentoring and AS activity. It flags circumstances to take account of when allocating/reviewing workload including periods of maternity/parental/adoption leave and reasonable adjustments for disability. Our Bronze AP involved ensuring transparency and information around the roll-out. The use of WLM has **increased staff agreeing that workload allocation is transparent from 25% (2014/16) to 48% (2018) (Figure.64).**

Figure 64: Staff Survey Responses Regarding Workload Allocation



The approval rate is going in the right direction but is still low. We consulted the PI Forum and our ICS-SAT P&S subgroup about how to better allocate workload such as teaching and citizenship roles and have developed an action plan ([SILVER AP21](#)).

SILVER Action Plan

- 21A. Produce workload allocation document that sets out ICS principles of equal distribution of laboratory placement supervision between PIs, central allocation of marking for student projects and ensure rotation of PG convenor role at PhD vivas. Discuss at PI forum and disseminate to all PIs.
- 21B. WLM to include time for "citizenship" activities such as maternity buddying, mentoring, public engagement

(vi) Timing of departmental meetings and social gatherings

Through Bronze-AP we instituted an ICS-wide policy of adopting core hours (10am-4pm) for all meetings and encouraging daytime social events.

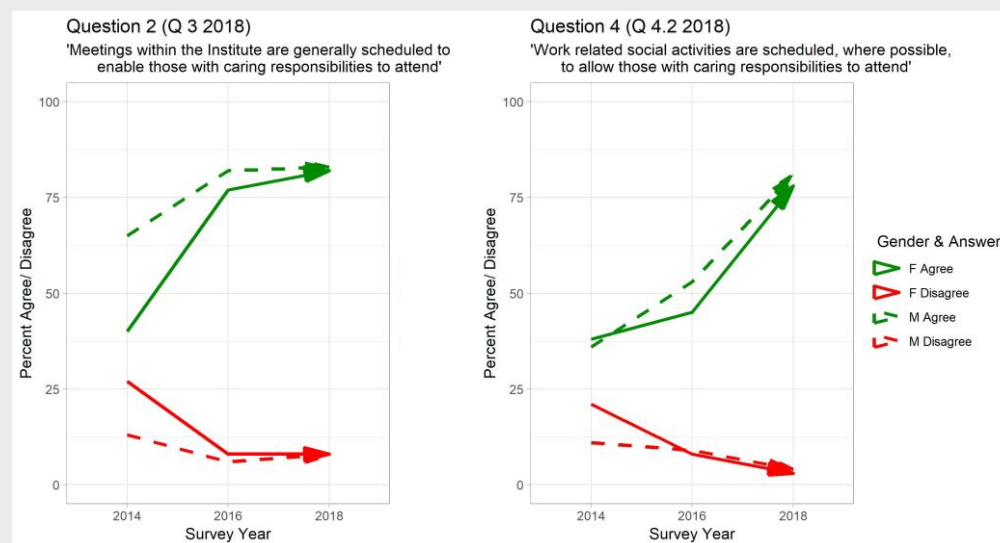
“As a single parent and an International student I was worried that I would find it hard to meet people during my PhD. However, I’ve always found ICS to be very welcoming and the lunchtime social events are a really great way to get to know people” - Female PGR student.

Following discussion in our AS Student subgroup we modified the student retreat to allow daytime-only attendance for those with caring responsibilities.

We aim to circulate details of ICS meetings and events at least 2 months in advance – this benefits not only our staff with caring responsibilities but also our clinical academics who need to give 6 week’s notice if they need to reschedule NHS clinical commitments.

IMPACT (23): Bronze-AP = core hours reinforced and new inclusive social committee formed.

Figure 65: Staff who agree that a) scheduling of meetings and b) work related social activities, allows those with caring responsibilities to attend

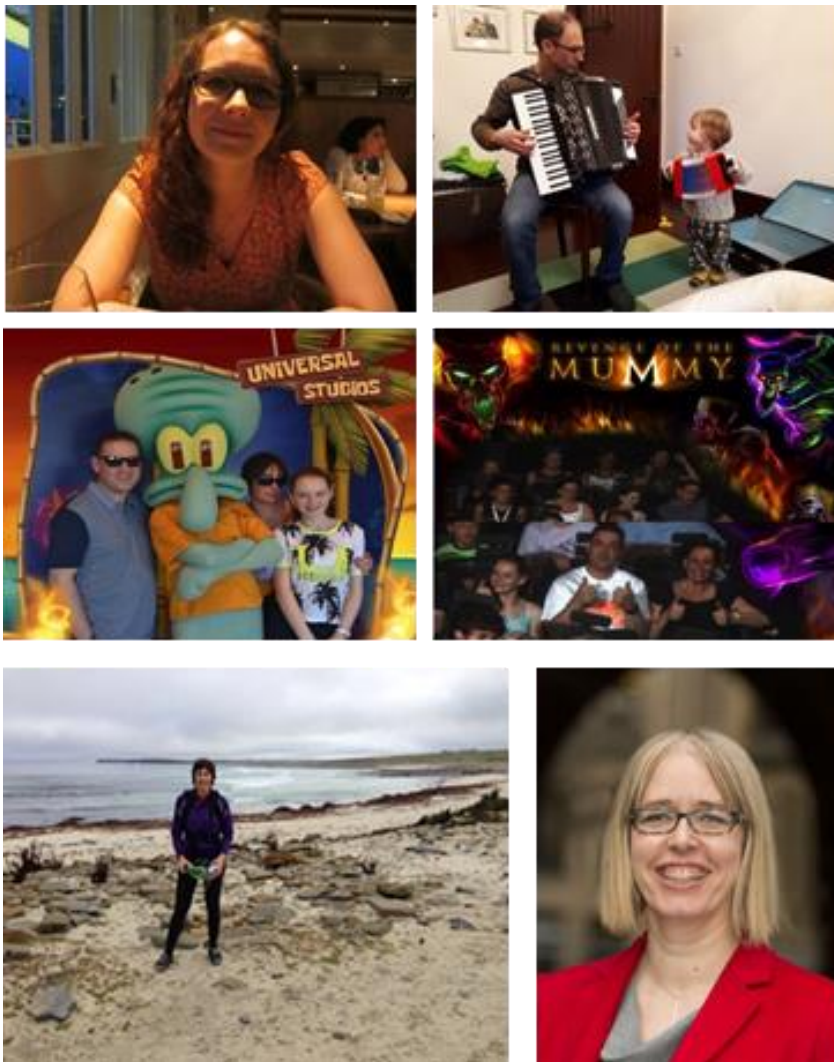


(vii) Visibility of role models

Increased visibility of role models is fundamental to our iWISE strategy (STEPS 3-7, **SILVER AP 6-9, 16-17,22**). Since Bronze we have:

1. Created an Inspirational Women page on our website
2. Produced case studies including male and female, MPA, technical, clinical academic and academic staff describing career journeys (**Figure.66**).




Figure 66: Our ICS-AS Website Case Studies and Inspirational Role Models



3. In our academic seminar series, we ask presenters to provide an opening slide of their career pathway, depicting pitfalls and highlights.

4. ICS IMB approved funds for a “Women in Science” seminar series organised by the ICS-SAT (**Table.42**). All post-docs and PhD students invited to lunch with the speaker after the event.

Table 42: ICS Women in Science Seminar Series

Date	Speaker	Title	Attendance	
			F	M
02/02/2018	Louise Nordfors 	"My Journey from Fashion to Science"	22	5
04/05/2018	Carol Monaghan 	"From PhD to MP – views of a female scientist in politics"	15	5
14/09/2018	Prof Meike Bartels 	"Genes, the brain, and the environment; Explaining differences in Well-being"	16	10

IMPACT (24): Bronze AP = Women in Science Seminar series.

- **74% of all staff (71%F/80%M) agree seminar series was useful in promoting career development**
- **87% of staff (83%F/91%M) agree this type of event should continue**

5. CiRN organised an event on how to be a successful clinical academic. The ICS-SAT Chair gave a presentation on top tricks for work-life balance with a young family (**Figure.43**)

6. Two ICS members are on the organising committee of the Women in Research Network (WiRN). Guest speakers are successful researchers and champions of women in STEMM. They discuss their career challenges, as well as the wider gender-equality issues, followed by a discussion covering a number of issues that affect all (such as moving around for jobs, fellowship applications). It regularly has over 100 attendees (~20% male) and feedback has been positive (>80% rate as very good or excellent) (**Table.43**).

Table 43: WiRN Events

Date	Speaker	Event Name
26/11/2015	Dr June McCombie,	"I Did Not Think I Was Good Enough"
26/01/2016	Prof Jane Norman,	"Women in Research"
08/03/2016	Prof Andrea Nolan,	"My Pathway to Leadership"
21/06/2016	Dr Sara Shinton	"Successful Networking"
30/05/2018	Panel event	"Work Life Balance"
18/09/2018	Dr Veena O'Halloran	PS Careers
07/11/2019	Prof Carron Shankland	Burn-out in Academia
20/11/2018	Dr Tracey Stead	Resilience workshop
31/01/2019	Panel event	Mental Health and Wellbeing

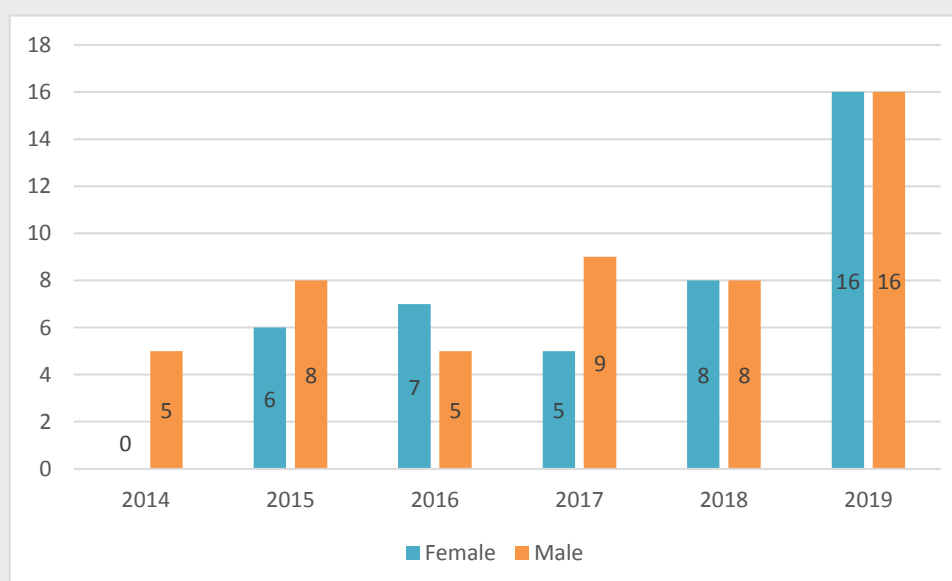
7. Representation of male and female images on ICS communications are audited. Currently the website has 15F and 13M images. Regular checking of ICS communications for unconscious bias and inclusivity will be part of the role of the AS-Diversity champion (**SILVER AP2**).

8. ICS seminar programme: our Bronze-AP overhauled our processes for inviting external speakers and requested consideration of gender-balance when suggesting names. This was piloted in 2018 and has resulted in gender-balance since **Figure.56**.

IMPACT (25): Bronze AP = active promotion of gender balance for invited speakers.

We have achieved gender balance in our seminar series since 2018.

Figure 67: Gender of Seminar Speakers



Of note, this increase in distinguished external female speakers also feeds into our iWISE strategy (**STEP4 SILVER AP8**).

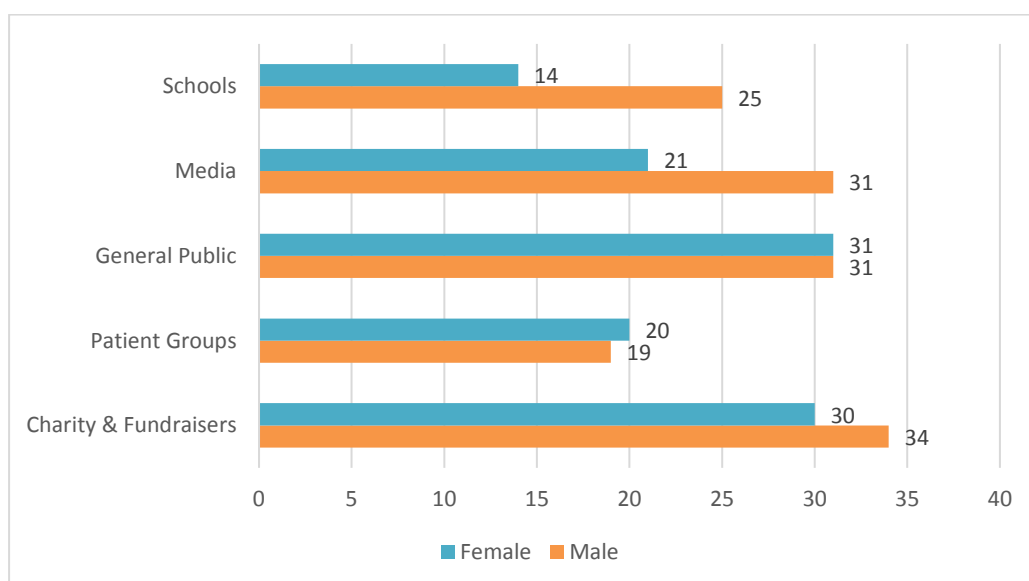
SILVER Action Plan

- AP22a: Continue ICS Women in Science seminar series with student and ECR lunch afterwards
- AP22b: ICS WiRN event to be held on Garscube campus
- AP8b. Increase number of senior female academics visiting ICS and ensure opportunities to meet faculty and learn about research environment here - visiting Glasgow and meeting key collaborators is the first step. Monitor gender balance of seminar speakers

(viii) Outreach activities

Outreach activity is embedded in ICS culture, with staff and students engaged in a broad range of outreach events (**Figure.68-69**). There is a slight male predominance, but overall no evidence of significant gender disparity in outreach workload.

Figure 68: Outreach Undertaken



Our Knowledge-Exchange and Impact committee (KEIC) helps promote recognition of outreach activities; records interactions with external stakeholders and provides

training/information for staff. This has encouraged visibility and appreciation of outreach, which is recognised and recorded for P&DR and promotion. 10 ICS staff (100%F) are registered STEMM ambassadors reflecting a culture of public engagement. There is a strong focus within the Ambassador scheme of providing role models that reflect diversity and inclusion.

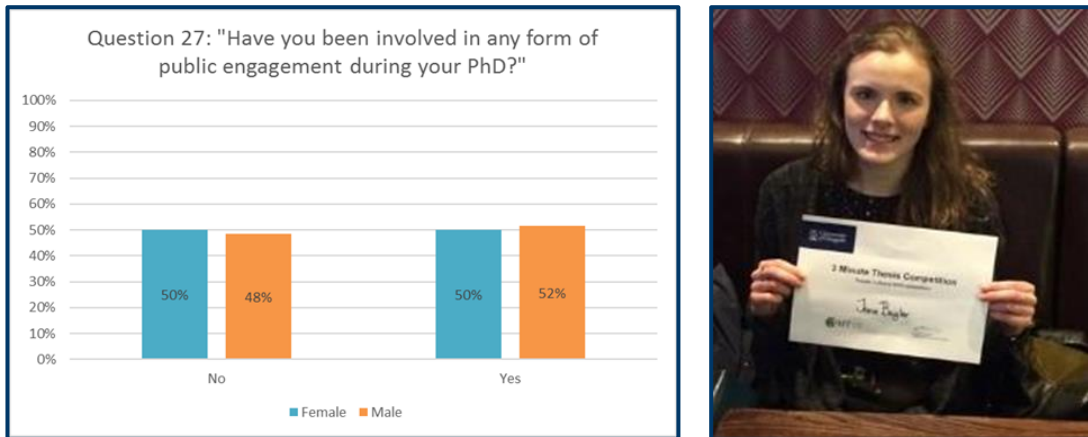
Figure 69: a selection of ICS outreach events. Left to Right from Top: Glasgow Science Centre “Noel” Event (Nov 18), STEM showcase at Mearns Primary School #whatsinyourblood (July 18), Firpark Secondary School Stem Cell Day (Feb 19), St Aidan's High School Careers Day (Mar 19), Public Launch of CTRad Initiative (July 18), STEMM Ambassadors at High School Science Day (Aug 18), Patient Visit to ICS (Mar 18), St Columba's High School ‘Wellbeing day’ (Sept 18), “Science Lates” at the Science centre (Dec 17).



We are extremely proud of ICS student engagement, with 50%F/52%M PGRs participating (**Figure.70(a)**). These include ICS-specific events (open evenings) and wider initiatives (e.g., Explorathon; Glasgow Science Festival). Indeed, an ICS PGR won the 2018 UofG’s Three Minute Thesis Competition (**Figure.70(b)**).

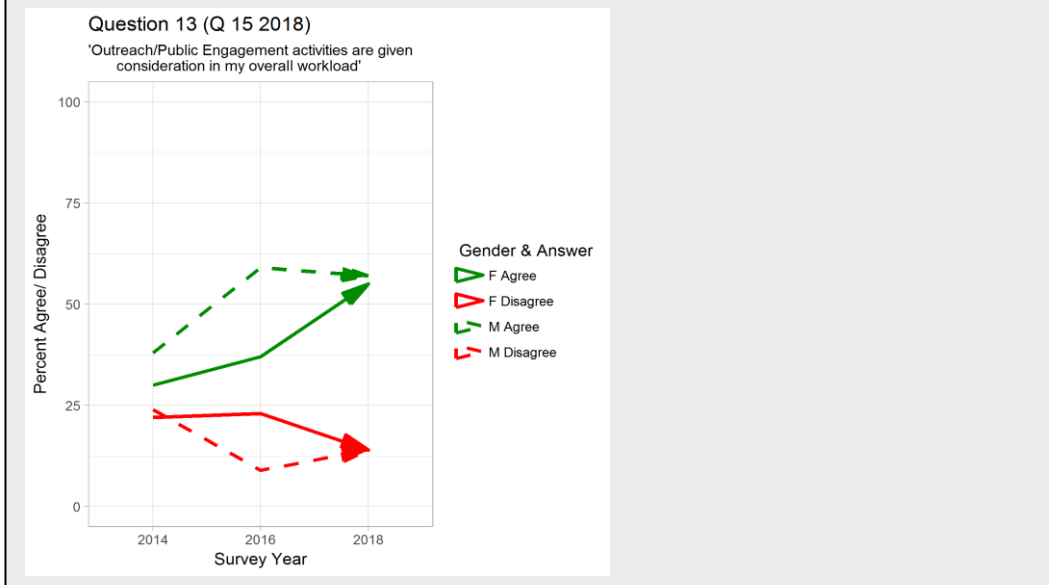
To recognise the vital importance of citizenship and outreach we plan to formally include 10 hours per annum of good citizenship activity for all staff in the WLM (**SILVER AP20b**).

Figure 70: (a) Answers to PGR Survey Question 27 (b) Three Minute Thesis Prizewinner (People’s Choice Award)



IMPACT (26): Bronze AP = include outreach activities recorded at P&DR and included in electronic WLM.

Figure 71: Answers to Staff Survey Question 13 (Q 15 2018)



SILVER Action Plan

- AP20b: Assign 10 hours pa in all job plans (academic and P&S) for outreach/external activities

(Word count section 5 = 7456, (extra 650 used for clinical staff))

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

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

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

The second case study should be related to someone else in the department.

More information on case studies is available in the awards handbook.

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Case Study 1. Dr Julia Cordero



I was born and raised in Argentina, completing my undergraduate education at the Universidad Nacional de San Luis. I went to the United States to work as a research assistant and completed my PhD in molecular-cell biology at Washington University. In 2009, my husband gained the opportunity to start a lab in Glasgow at the Beatson Institute. The Colorectal Cancer and Wnt Signalling group headed by Owen

Sansom was doing just the type of research I wanted to do, so I contacted him and secured a position here, as a post-doctoral fellow.

ICS was very accommodating of my personal research interests and goals. **The commitment to Athena SWAN principles provided me with the mentorship, support and direction I needed** to progress to the next stage of my career and become an independent PI.

In 2013, I was awarded a Royal Society Dorothy Hodgkin Fellowship, allowing me to fund my own lab. This developed further after obtaining a Wellcome Trust fellowship in 2015.

During my search for Fellowships I was provided with significant information and encouragement from my mentors. The administrative staff have also been fantastic, helping to work out budgets and costs, as well as proof-reading grants to ensure all application regulations are met.

Very soon after I gained the Wellcome Trust fellowship, my husband passed away. I was on maternity leave with my second child at the time. ICS had always been a supportive environment, but they especially came through for me during this time of need. I was **given the flexibility to come back to work in my own time**, and there was no pressure or expectations surrounding the work of my new lab. My mentors at the time, Professors Peter Adams and Owen Sansom had **encouraged me to apply for promotion** just before this difficult period and I had started the paperwork but could not continue due to the new circumstances. However, ICS staff arranged all the necessary paperwork. Professor Adams even came directly to my house to help me fill them in, as I was still away from work. **The request succeeded and I became a Senior Research Fellow.**

I have no other family here in the UK, which raises challenges in balancing childcare with work responsibilities. **The ICS policies on flexible working have helped ensure I can get my children to and from school and be there for important events.** The Wellcome Trust have also been extremely accommodating, allowing me to use my funding to pay for childcare costs so that I can attend conferences.

In any other context, I would have lost the confidence to carry on in my career, but the overwhelming support and options given to me convinced me to continue. Now, three years on, research in my lab has exceeded all expectations. We are publishing in high profile journals and I am now applying for more funding, with a hope that I can recruit more staff, increase scientific collaborations and move forward in producing research. I have recently joined the ICS PI forum, which also allows me to make a significant contribution to decision making here at an institute-wide level.

Case Study 2: Professor Joanne Edwards



I did my undergraduate degree in pharmacology at UoG, and a PhD in molecular biology at St Andrew's University. After post-doc positions in ovarian and prostate cancer, I moved into the field of cancer pathology. I worked as an NHS clinical scientist for four years, then in 2008 gained a position as a Lecturer in ICS. During this period, I had my daughter and **returned to work 3-days per week initially and then full-time. Since returning full-time I have always felt able to use informal flexible working,** enabling me to be there for important aspects of my

daughter's life while continuing to develop my career and achieve my ambitions.

I was promoted to Senior Lecturer (2010), and two years later was admitted as a Fellow of the Royal College of Pathologists. This was a great honour and showed I was making recognised contributions to the wider field.

The ICS-SAT has really raised the issue of a lack of senior females in ICS. We were all shocked when we saw the data. It has made staff recognise the issue, **given women the confidence to put ourselves forward for promotion, and encouraged management to give us more consideration in the promotion process.** Personally, I was encouraged and supported to apply for my Professorship by the ICS-Director, Owen Sansom. **I don't think I would have applied without this direct approach. I'm really pleased that the ICS-SAT has formalised targeted support in the Silver AP.**

As the PGR convener, the ICS-SAT has also empowered me to make the changes I wanted to implement, by highlighting the importance of understanding and meeting student's needs and motivating ICS to take steps towards improvement. **Following our Bronze-AP, ICS provided funds for an annual PhD retreat, a PhD introductory evening, and we have a buddying system in place for new starts.**

There has been a discernible change in the atmosphere in ICS over the last four years for the better. Everyone is trying to support and bring the best out in each other; **it feels like a much more positive working environment.** This collegial atmosphere also has a

practical side. If we work together, we can increase the quality of our publications, get better grants, and help to balance work-life commitments too.

(Word count case studies = 905 words)

7. FURTHER INFORMATION

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

It is clear we have come a long way since our first ICS-SAT meeting in 2014. In particular; the active collection of data, self-critical analysis and problem-solving required to understand and promote gender equality in ICS has led to a clear vision of where and how we plan to embed AS principles into ICS for the long-term. There are three key strands running through our action plan that follows, they aim to “mainstream” gender equality into everything we do:

1. Embedding AS principles of inclusion and valuing diversity across all ICS operational structures (ACCESS initiatives) (SILVER AP1-3).
2. Continuing to take assertive action to tackle the leaky pipeline resulting in underrepresentation of women in senior roles (iWISE strategy) (SILVER AP 3, 5-9, 16-17 & 22).
3. Build on our ethos that ICS should provide a world-class working environment which values team science, work-life balance, well-being and maximising the potential of all staff regardless of background or job family. (VOICE committee initiatives) (SILVER AP1-3,17-20).

(word count section 7= 163 words)

8. 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.

Key (red = priority action)	Objective	Achievements from Bronze-AP	Actions going forward	Person Accountable/Responsible	Timescales Start/End/Repeat	Success Measures (SMART)
AP1	Ensure a sustainable ICS-SAT structure that represents the views of the whole staff and student body	Growth from 24 to 44 members; increased M from 8 to 15; PGT/PGR representation	1A: Audit SAT Membership annually to ensure representation of all job families and student groups and to assess gender balance, use of targeted recruitment as needed	AS-Chair/AS Diversity champion (communications) (see AP3D)	Jun-19 6 monthly until gender balance achieved then annually	Gender balanced (50%) male membership by end 2020
AP1		New Chair (F) elected March 2017	1B. Rotate chair every 3 years and appoint deputy chair who would be expected to be chair-elect	AS-Chair	Deputy May-19/Chair Aug-20 repeat 3 yearly	Deputy Chair in place June 2019, new Chair in place August 2020
AP1		Staff survey carried out Dec 2018/Jan 2019. 95% response rate.	1C. Carry out a regular staff culture survey -with results analysed and presented to ICS-SAT and summary to IMB	AS-Chair/Whole ICS-SAT with assistance from UoG AS Data Officer	Nov-20 repeat 2 yearly	Survey responses circulated to ICS-SAT Dec 20, summary to IMB Feb-21. maintaining high return rate
AP1		Student survey carried out Dec 2018/Jan 2019. 77% response rate.	1D. Carry out regular AS student culture survey - results analysed and presented to SAT and summary to IMB	AS-Student subgroup lead/ with assistance from UoG AS Data Office	Nov-19 repeat 2 yearly for PGR and annually for PGT	Survey responses circulated to ICS-SAT Dec 20, summary to IMB Feb-21. maintaining high return rate
AP1		VOICE committee, new Terms of Reference and lines of reporting ratified at IMB April 2019.	1E. Widen the remit of the ICS-SAT to create the VOICE committee, invite representatives from NERD, CIRN, LGBTQ+, ICS Technician champion, MPA and ICS Disability champion. Immediate priority is implementation of this Silver AP	AS-Chair/ICS Director to invite members	May-19 annual invitation	1st meeting on 7th June 2019. VOICE committee report as standing item on IMB, PI forum and Townhall meetings from June 2019 onwards

AP1		Mailbox created April 2019. Email sent to all ICS staff and students.	1F. Publicise the ICS-SAT mailbox; allowing anyone to email with queries or to raise issues, mailbox to be monitored by AS Diversity Champion in liaison with AS-Chair	AS Diversity champion (staff data) (see AP3A)	Apr-19 ongoing monitoring	Increase % of staff who agree that they are able to "raise concerns" from current 45% to >70% in Nov 2020 staff survey (with no gender imbalance (F=M))
AP2	Maintain clear lines of communication to staff and student body to increase engagement with diversity and inclusion agenda.	Townhall meeting held every 6 months at Garscube and Gartnavel sites. PI forum held every 3 months.	2A. Organise regular PI forum and Townhall events and have AS as a standing item on the agenda.	AS-Admin subgroup lead/AS Diversity champion (staff data)	Apr-19 PI forum 3 monthly, Townhall 6 monthly (at both POGLRC and WWCRC)	Ensure high level of staff engagement with AS (staff survey response rates), increase the percentage of F staff that agree that ICS is supportive of both males and females from current 74% to >80% in Nov 2020 staff survey (F=M)
AP2		Series of 7 ICS-SAT leaflets covering; ECR career development, P&DR, wellbeing, MPA network, student initiatives. FFIP and promotion, launched in ICS	2B. Annual review of ICS-AS information leaflets by subgroups and update as needed	AS-Chair/AS Subgroup leads	Jan-20 annually	As for 2A above
AP2		Enhanced frequency and content of Twitter feed postings. Membership grown to 192 followers.	2C. Increase posts from ICS AS Twitter feed to embrace ICS well-being, diversity and team science agenda	AS-Communications subgroup lead/AS Diversity champion (communications) (see AP3D)	in progress ongoing	Increase ICS-AS Twitter followers to >400 followers by 2021

AP2		12Ps for PIs adapted from ICAMS following sharing of good practice at MVLS GEC. Approved by IMB and launched at PI forum Q1 2018.	2D. Expand successful 12Ps for PIs to additional information resources, starting with top tips for line managers of staff going on maternity leave (see AP16C. below)	AS-Flexible working subgroup lead/AS Sub-group leads	Jul-20 aim for minimum of one new initiative every 2 years	See AP16C. Second initiative launched Jul 2022
AP2		Student induction events contain information on AS. PGR and PGT Student reps invited to join ICS-SAT. ICS-SAT PGR leaflet	2E. Organise student engagement events, specifically the annual talk on AS at PGT and PGR induction events and appointment of PGT and PGR representatives to ICS-SAT	AS-Student subgroup lead/AS Diversity Champion (student data)	Sep-19 annually	Increase percentage of students who are aware of AS principles from current 80% (2018) to >90% as measured by student survey response rates in Nov 20 and Nov 22) (F=M)
AP3	Create AthenaSWAN Charter ICS Embedded Support Strategy (ACCESS) to mainstream Equality and Diversity initiatives into all ICS operational structures (iWISE STEPs 1 & 2)	Admin support provided to ICS-SAT for organisation of SAT meetings and minute taking as well as disseminating information on AS activities.	3A. Increase admin support for AS by appointing 2 staff (1 for staff data and one for student data) to the role of "Diversity Champions" within the admin team. These champions will be given time in their job plan to provide dedicated support to deliver the SILVER AP and to provide E&D data for review by ICS-SAT & IMB annually	AS-Admin subgroup lead/ICS Director & Head of Professional Services to appoint Diversity Champions	Jun-19 ongoing	Staff identified and job plan agreed by Q3 2019. Data reviewed at IMB by Q4 2019
AP3			3B. Annual review of ICS E&D data on: 1. Gender balance on recruitment panels 2. E&D training uptake 3. Applicants, offers and acceptances for all new posts by gender. 4. Promotions success rates by gender (anonymised). ICS-SAT will review progress against SILVER AP and report on progress and any additional action needed to IMB	AS-Admin subgroup lead/AS Diversity Champion (staff data)	Sep-19 annually each September	Information included in ICS-SAT annual report sent to all staff and students to maximise transparency. >70% of staff report "they are kept up to date with AS activities and outcome data" to be measured in next staff survey Nov 2020 (F=M)

AP3			3C. Collate data on student applications/offers/acceptances and FT/PT by gender and review any trends suggesting gender inequality. ICS-SAT student subgroup will review progress against SILVER AP and report on progress and any additional action needed to AS-Chair & IMB	AS-Student subgroup lead/AS Diversity Champion (student data)	Sep-19 annually each September	Continued maintenance of gender balance on all PGT and PGR courses
AP3			3D. Website and communications team member assigned as AS Diversity champion (communications) with time in their job plan assigned to support AS website development, ICS-AS Twitter feed and newsletter feature	ICS Director & Head of Professional Services	Jul-19 ongoing	Increase percentage of staff who agree that the Institute newsletter and social media have helped improve communication from 63% in 2018 to >75% in Nov 20/22 staff survey (F=M)
		Mandatory E&D training introduced for all students in ICS	3E. Continue to make E&D training mandatory to staff and students - monitor compliance	AS-Admin subgroup lead/AS Diversity Champion (staff)	in progress ongoing	E&D training completion rates reviewed annually by IMB. Aim for full compliance by 2021
			3F. Nominate Diversity champions for all operational decision making committees to ensure AS remains a high priority for ICS and is central to ICS business.	AS-Chair/AS-Chair in conjunction with ICS-Director	Jul-19 Dec-19	Designated Diversity Champion sitting on all ICS decision-making committees by Jan 2020
		Unconscious bias training available on ICS-AS webpages, publicised at PI forum.	3G. Introduce unconscious bias training for all ICS recruitment panels. Achieve this by ensuring all panellists regularly refresh their recruitment and selection training, which now includes a specific unconscious bias module	AS-Admin subgroup lead/AS Diversity Champion (staff)	Jan-20 Apr-20	Uptake of training to be audited Q3/4 of 2020 aiming for >80% of panellists to have received training

AP4	Facilitate an inclusive diverse, gender balanced student body and maximise the potential of all students.	Incorporation of a wide variety of teaching methods to encompass all learning styles.	4A. Mandate unconscious bias training for staff involved in PGT application process	AS-Student subgroup lead/Head of Professional Services	Sep-19 ongoing	100% of staff involved in offers process to have completed training by the time of shortlisting for the 2020 intake
AP4			4B. Introduce part-time study option on all new MSc courses.	AS-Student subgroup lead/PGT Convenor	Sep-19 ongoing	100% of new ICS PGT courses to be available to study part-time by start of 2020 academic year
AP4		Career development sessions For PGT students including Q&A session with a PhD student, CV, PhD application & career workshops, Prospectus of PhD opportunities	4C. Organise on-going career development seminars and workshops for PGT student body and signpost to PGR opportunities. Collect feedback from events and use this to improve content and identify any unmet needs	AS-Student subgroup lead/PGT Convenor	Apr-19 ongoing	The majority of students currently rate University support for the next stages of their career as "somewhat helpful" (57% in 2018). Aim for more students rating help as extremely/very helpful from 37% in 2018 to >50% on 2020 survey (F=M)
AP4			4D. Introduce 1 + 3 funding model in ICS to facilitate retention of talented ICS PGT students within academia	AS-Student subgroup lead/PGT Convenor	Apr-20 ongoing	First 1+3 funded students recruited by Sept 2020 intake. Uptake by gender monitored by ICS-SAT student subgroup
AP5	iWISE STEP3 - Support G7 academic staff to apply for fellowships		5A. Create (and publicise) a directory of funders who offer ECR fellowships, with contact details and application deadlines	AS-Student subgroup lead/ICS TRM team leader	Aug-19 updated every quarter	Increase in Fellowship applications from ICS staff with at least 2 new research fellows (minimum 1 female) by 2022
AP5		NERD event "Fellowship-shop" held in March 2017	5B. Run a further NERD Fellowship-shop event for new G7 staff	VOICE-NERD representative/NERD committee	Jan-20 run every 2-3 years to capture new post-docs	Increase in Fellowship applications from ICS staff with at least 2 new research fellows (minimum 1 female) by 2022

		ICS 12Ps for PIs launched 2017	5C. Promote the 12Ps for PIs document that gives 12 tips for promoting the career development of ECRs in ICS	AS-Communications subgroup lead/AS Diversity champion (communications)	re-email to PIs June 2019 annual reminder	Increase in Fellowship applications from ICS staff with at least 2 new research fellows (minimum 1 female) by 2022
AP5		Shadowing approved by IMB 2018	5D. Publicise opportunity to shadow on ICS committees via Post-doc forum and ECR mailing list	VOICE post-doc forum rep/AS Diversity champion (communications)	Jun-19 annual invitation	At least 2 ECRs (min 1 female) volunteering to shadow on ICS committees by 2021
AP6	iWISE STEP3a - Encourage mentoring programmes	ICS G6-G8 mentoring scheme launched 2018, all G8 R&T staff offered ECDP mentor. Some female G7-G9 staff have mentor from MVLS AS mentoring pilot (ran 2015-6, now closed). Mentorship training session March 2019	6A. Promote ICS mentoring scheme to increase uptake by ICS mentees via bi-annual training sessions, information on mentoring scheme in induction and regular discussion at PI forum asking PIs to encourage their ECRs to participate	AS-Career Development subgroup lead/Career Development subgroup	in progress ongoing	Next training session held by Q1 2021. Increase in uptake of mentoring so that at least 33% of grade 6-9 staff participate in mentoring by Q4 2021 and >50% by Q4 2023 (F=M).
AP6		G9 staff mentors available on an ad-hoc basis	6B. work with MVLS GEC to develop a bespoke mentoring scheme for G9 staff, across MVLS, offering choice of internal and external mentors. Capture information on formal and informal mentoring in 2021/23 staff surveys	AS-Chair/Career Development subgroup	Jan-20 ongoing	>80% G9 staff to report mentoring relationships in 2023 staff survey (F=M)

AP7	iWISE STEP 3b Develop coaching programmes		7A. Set up a new P&DR review panel that will review all the P&DR forms for academic staff and proactively identify those that are approaching key career transition points. Offer a one-to-one meeting with the senior management and HR and given advice and support in maximising their chances of promotion. Ensure this process is transparent and clearly communicated to all staff	AS-Admin subgroup lead/ICS Director & Head of Professional Services in conjunction with ICS Human Resources lead	Aug 2019 P&DR round annually	>75% of female academic staff (G8-Reader) feeling encouraged and supported to apply for promotion in 2021 staff survey. Target of at least 6 new promotions (2 each to G8/G9/Prof (minimum 50%F) by 2023
AP7			7B. Implement 3 year "mid-term" review for G8 & G9 tenured/tenure-track staff where they present their work and plans for the future to a panel of academic leads within ICS. Include specific discussion about promotion plans to G9/Reader for G8/9 staff respectively and offer bespoke support as needed. Follow-up with 5-7 year review, again with focus on readiness for promotion to Reader/Professor and bespoke support plans	AS-Admin subgroup lead/ICS Director & Head of Professional Services	01/01/2020 (staggered start) /repeat cycle 3 yearly	>75% of female academic staff (G8-Reader) feeling encouraged and supported to apply for promotion in 2021 staff survey. Target of at least 4 new promotions (2 each to G9/Prof (minimum 50%F) by 2023 (as above)
AP7		Policy of regularly rotating chairs has resulted in 50% of our committees having a female chair compared to 33% in 2016	7C. Support females to take leadership positions by regular rotation of chair position on ICS internal committees. Consider addition of co-chair role where committee chair is dictated ex officio	AS-Admin subgroup lead/ICS Head of Professional Services	in progress annually	Maintain current rate of 50% of ICS committees having a female chair/co-chair

AP7			7D. Advertise open committee positions to all ICS staff (by email and newsletter), including essential and desirable criteria to encourage all suitable staff to apply. Prioritise gender balance on committee where possible	ICS Head of Professional Services/ AS Diversity champion (staff data)	Oct-19/ annually	Assess transparency in next staff survey aim for >70% of academic staff agreeing that there are fair opportunities for taking on leadership roles in ICS (F=M)
AP7			7E. Create database of ICS staff who sit on external funding panels or committees. Make database available to all ICS staff and students. This will improve knowledge sharing and support around grant applications and opportunities for leadership and general career development	AS-Career Development Group Lead/ CDG	Jan-20/ update annually	Increase the percentage of female staff who agree that they have benefited from the advice of peers in the Institute from 68% to >75% in Nov 2020 staff survey
AP8	iWISE STEP 4: Identify, attract and recruit a larger number of female faculty particularly at Reader and Professor grade		8A. Identify three peer Institutes with notably higher proportions of female faculty level applicants and recruits. Identify and share best practices that could be adopted in ICS. Specifically discuss their experiences with using head hunting organisations	ICS Head of Professional Services in conjunction with ICS Human Resources lead	Jul-19 Dec-19	Report presented to VOICE committee by Dec 2019 and discussed at IMB and recommendations implemented
AP8		Seminar series revamped in Q1 2019 to allow equitable access to funds for external speakers plus specific request to consider gender balance of speakers.	8B. Increase number of senior female academics visiting ICS and ensure opportunities to meet faculty and learn about research environment here - visiting Glasgow and meeting key collaborators is the first step. Monitor gender balance of seminar speakers	AS-Seminars Subgroup Lead/Seminars Subgroup	ongoing ongoing	Aim for at least 50% of visiting speakers to be female by 2021

AP8			8C. ICS Director of Research Strategy to act as Diversity champion attends all strategic appointments committees and ensures that female candidates are actively discussed and approached	AS-Chair/ICS Director of Research Strategy	Jul-19 ongoing	At least 30% of shortlisted applicants for ICS positions G8 and above between 2020 and 2023 to be female
			8D. Invite BICR Head of Human resources to ICS-SAT meetings to strengthen links. ICS Director of Research Strategy holds joint appointment between BICR and ICS - to fulfil the same role as in 8C above	AS-Chair/ICS Director of Research Strategy	Aug-19 ongoing	At least 30% of shortlisted applicants for BICR positions G8 and above between 2020 and 2023 to be female
AP8			8E. Ask ICS faculty giving lectures in other institutions to promote any upcoming posts and emphasise ICS diversity and well-being agenda	AS-Admin subgroup lead/ICS Director of Research Strategy	May-19 annual reminder via PI forum	Increase applications from female candidates from current level of 17% to >35% by 2021
AP9	iWISE STEP 4: Enhance clinical academic pipeline to attract and retain future female faculty	4 new CLs appointed – all female. Application to CRUK for "Train and Retain" funding for expansion of clinical academic CRF posts in ICS – successful April 2019	9A. Expand number of clinical research fellow posts offered by ICS as part of CR-UK TRACC programme	AS-Student subgroup lead/ICS Director and Director of Research Strategy	in progress decision anticipated Jun-19	Increase CRF posts by at least 2 by 2022, at least 50% F
AP9		Same funding bid as above for creation of MBPhD programme in Cancer Sciences	9B. Develop new MB/PhD programme in Cancer Sciences	AS-Student subgroup lead/ICS Director and Director of Research Strategy	in progress decision anticipated Jun-19	First 2 MB/PhD students to commence course by 2021. 6 students enrolled by 2023, at least 50% F

AP9		Haematology Research Subcom est. 2014. Haematology Research events held 2014, 2016 and 2018. Oncology research day held annually	9C. Organise annual "ICS Research workshop for Clinical Trainees" where Haematology and Oncology trainees can hear about taking time out of training to do research and can "speed date" potential supervisors. Gather feedback and uptake by gender; respond to any suggestions for improvement or unmet need	AS-Clinical Academic subgroup lead/Clinical Academic subgroup	Mar-20 2 yearly cycle	Workshops to be held in 2020 and 2022. Feedback reviewed by Clinical academic subgroup and report back to VOICE committee. Aim to increase applications to CRF posts to match expansion of posts planned in 9A above
AP9		Directory established 2016 and updated annually.	9D. Annually update directory of ICS supervisors with contact details and research interests	AS-Clinical Academic subgroup lead/Clinical Academic subgroup	ongoing annual update	Directory updated annually
AP10	Develop an induction process that clearly prioritises ICS vision of inclusivity and equality.	Checklist developed for line managers and new starts, new staff featured in ICS newsletter, line manager asked to nominate a buddy for all new starts	10A. Introduce new start coffee mornings 3-monthly where all new staff can meet ICS Director and Director of Research Strategy and other faculty members	AS-Admin subgroup lead/ICS Director of Research Strategy	Jun-19 3-monthly	Feb 2020 - survey new starts over last 6 months and ask for qualitative feedback on induction experience. Modify process to address any unmet need. Thereafter continue to evaluate induction process as part of Staff Survey aim for increase from current 76% approval to >90% by 2022 (F=M)
			10B. Introduce a 10 people to meet in 10 days policy where the line manager emails 10 colleagues who are important contacts for the start with an introduction and a request to meet-up	AS-Admin subgroup lead/AS Diversity Champion (staff)	Sep-19 ongoing	as above

AP10			10C. Develop a bespoke induction pack for each job family with targeted ICS AS leaflets and information on MPA, NERD, CiRN, Technicians support group, PI forum etc. according to staff group	AS-Admin subgroup lead/AS Diversity Champion (staff)	Sep-19 Oct-19	Bespoke induction pack in use by Oct-19, evaluate success in Feb 2020 feedback exercise aiming for >90% of staff to have found the pack useful (F=M)
AP10			10D. Develop a picture wall of ICS staff (all job families) on ICS website	AS Diversity Champion (staff)	Sep-19 update quarterly	as above
AP11	Increase knowledge and support around promotions process	ICS-SAT leaflet launched.	11A. Offer all staff one-to-one meetings with HR to discuss promotion process. Publicise this via PI forum, Townhall meetings, ICS newsletter and post-doc forum	AS-Admin subgroup lead/AS Diversity Champion (staff) in consultation with ICS Human Resources lead	Jul-19 annual reminder to staff	Staff Survey aim for increase from current 67% of staff who understand the promotion process to >80% by 2022 (F=M)
AP11		Promotions workshops held 2016 and 2018	11B. Run an annual promotion workshop at least 3 months prior to application window. To keep process fresh alternate the topics "top tips for successful promotion applications" and "promotions myth busting" from year to year	AS-Seminars Subgroup Lead/Seminars Subgroup	Aug-19 annually	Workshop on "top tips" to be held by Q3 2019 and "myth busting" Q3 2020 etc. Impact measured in staff survey as in 11A above
AP11			11C. Organise an ICS AS workshop on "overcoming imposter syndrome"	AS-Seminars Subgroup Lead	Apr-20 Apr-20	Workshop delivered. Assess usefulness by feedback form and modify next event as required
AP12	Ensure transparency in REF2021 submission process		12A. Run open ICS information sessions (PI forum, Townhall and workshops) to increase transparency, ICS-SAT and IMB to review data on ICS submissions by gender	ICS Chair of KEIC/AS Diversity Champion (staff)	Sep-19 Nov-20	Information sessions delivered by Jan 2020. Report on gender balance of planned submissions to IMB by 1st quarter 2020

AP13	Promote career development for technical staff		13A. Create an ICS Technicians Forum for networking, sharing best practice, disseminating training opportunities and dealing with ICS-specific matters	AS-PSS Subgroup Lead/ PSS subgroup, supported by AS Diversity Champion (staff)	Jan-20 Apr-20	First meeting of forum by Q1 2020. Feedback of progress to VOICE committee via PSS subgroup. Any new actions identified and embedded within ICS-SAT action plan
AP13			13B. Develop an accompanying ICS Technician's webpage to improve visibility and disseminate information on career development opportunities	AS-PSS Subgroup Lead/ PSS subgroup, supported by AS Diversity Champion (communications)	Feb-20 May-20	Creation of webpage by Q2 2020. Increase in percentage of technical staff who agree they are supported to develop their career from current 66% to >80% by Nov 2022 staff survey (F=M)
AP13			13C. Add publications and other research outputs to ICS technician's webpage profiles (currently only available for academic staff). Arrange link to University Enlighten repository to allow automatic updating of publications as they arise	AS Diversity Champion (communications)	Jan-20 Jan-20	Webpages contain information on research outputs by Q2.2020
AP13			13D. Nominate two ICS Technician champions to sit on the MVLS Technician Commitment working party	VOICE Technician rep/PSS subgroup	Jul-19 Dec-19	Champions appointed by Q3 2019, report back to ICS Technicians forum at first meeting in Q1 2020
AP13			13E. ICS Chief Technician to sit on ICS Management board and other decision-making forums	AS-Chair/ICS Director	in progress ongoing	Technician support initiatives added to IMB agenda
AP13			13F. Encourage involvement of Technicians in outreach activities by specific discussion at P&DR, email reminder to PSS staff line-managers to consider career development and outreach activity as part of their P&DR discussions	AS-PSS Subgroup Lead/AS Diversity Champion (staff)	Aug 2019 P&DR round annual	Increase in number of technical staff who agree that P&DR process is helpful in progressing their career from current 60% to >80% by Nov 2022 staff survey (F=M)

AP13			13G. Pilot extension of ICS Mentorship scheme to Technical staff. Explore partnership with other MVLS Institutes to allow pairing with mentors/mentees outside ICS	AS-Career Development subgroup Lead/CDG	in progress ongoing	Increase in number of technical staff who agree they are supported to develop their career from current 66% to >80% by Nov 2022 staff survey (F=M)
AP14	Maximise uptake of career development opportunities		14A. Add quick- links within ICS-AS Career Development webpages to "funding for training" sections for each staff/student group. This will include information on ICS specific funds such as the RSF (see AP16B) plus UoG schemes (ISSF) and external funds. Publicise pages via newsletter and PI forum	AS-Career Development subgroup Lead/CDG in partnership with ICS TRM team leader.	Jul-20 Dec 2020, then annual review	Increase in number of staff who agree they have access to funding for training from 68% in 2018 to > 80% by Nov 2022 staff survey (F=M)
			14B. Promote P&DR as a career development tool. Organise annual P&DR refresher for reviewers and reviewees and send round ICS-SAT P&DR information leaflet via email with each annual P&DR launch. (see related actions 7A,13F,15A, and 20)	AS-Admin Subgroup Lead/ICS Head of Professional Services	Aug 2019 P&DR round annual	Increase in number of ICS staff who agree that P&DR process is helpful in progressing their career from current 42% to >80% by Nov 2022 staff survey (F=M)
AP15	Support PSS staff to maximise potential		15A. Develop ICS policy for PSS line managers including information on expectation that at least one career development activity is performed annually and that this is discussed at P&DR	AS-PSS Subgroup Lead/PSS Subgroup	Aug 2020 P&DR round annual refresher pre-P&DR	Increase in number of PSS staff who agree that P&DR is useful to progress their career from current 33% to >60% by Nov 2022 staff survey (F=M)
AP15			15B. Following launch of policy (above), run workshop for PSS staff on career development opportunities	AS-PSS Subgroup Lead/Seminars Lead	Jul-20 repeat 2 yearly	Seminar held before 2020 P&DR round. Next workshop modified based on feedback

AP15			15C. Extend ICS Mentorship scheme to PSS staff (see 13G for Technician's scheme), exploring cross Institute mentorship to increase confidence and networking	AS-Career Development subgroup Lead/CDG	in progress ongoing	Increase in number of PSS staff who feel supported to develop their career from current 66% to >80% by Nov 2022 staff survey (F=M)
AP15		One member of PSS staff attended Aurora development programme 2017	15D. Continue to provide access to leadership training for PSS staff to progress to senior roles	AS-PSS Subgroup Lead/ICS Director of Research Strategy	in progress annually	At least two additional member of PSS staff to undergo leadership training by 2023
AP15		NERD event "An Introduction to the Research Technologist job family" held April 19 on main campus.	15E. Further event on Garscube Campus to publicise this initiative including a drop-in information session	VOICE NERD rep/Seminars subgroup lead	Dec-19 repeat 3 yearly	Event held by Q1 2020. At least two ICS members of staff (minimum 1F) to enter Research Technologist track by 2022
AP16	iWISE STEP 5: Ensure ICS provides excellent support for staff with family and caring responsibilities.	FFIP Launched 2017 available as pdf and on ICS-AS website. Follow-up ICS-SAT leaflet on family friendly policies in ICS launched Nov 2018.	16A. Annual review of ICS FFIP to include new UoG and ICS initiatives, with focus on shared parental leave and initiatives 16B-E below. Devise family leave returner's survey and send to all staff 4 months after return to gather qualitative data on the uptake and perceived benefit of ICS family friendly initiatives and identify any unmet need	AS-Flexible working subgroup lead/Flexible working subgroup with help from AS Diversity Champion (staff).	Jul-19 annual review of content	Family leaver returners survey to be approved by ICS-Sat by Q3 2019. Survey responses to be reviewed annually at ICS-SAT and IMB. FFIP reviewed and updated by Q4 2019
AP16		Returners reskilling fund launched 2016	16B. Continue to offer ICS Returners reskilling fund as well as signposting to UoG and external funding initiatives to support return to work	AS-Flexible working subgroup lead/ICS Head of Professional Services	in progress ongoing	Monitor uptake via family leave returner's survey. Identify any barriers to uptake or unmet need and take action to address this

AP16		16C. Offer 1:1 meeting with HR for all staff considering maternity/parental/shared parental leave or formal flexible working. Publicise via newsletter and Townhall meetings	AS-Flexible working subgroup lead/ICS Human Resources lead	in progress ongoing	>80% of staff taking maternity/adoption leave will meet with HR (data to be collected via family leave returners survey)
AP16		16D. Create a "Top tips for supporting parents and carers in ICS" information sheet. Include information on KIT days and shared parental leave. Get feedback on the document via PI forum. Disseminate to others in MVLS via GEC	AS-Flexible working subgroup lead/Flexible working subgroup	Jan-20 review content 2 yearly	Measure use of KIT days and qualitative responses to family leave returners survey to evidence culture change
AP16	maternity buddy scheme launched Jan 2018	16E. Continue ICS Maternity/Paternity Buddying System. Extend to buddying for those considering shared parental leave	AS-Flexible working subgroup lead/Flexible working subgroup	in progress ongoing	Get feedback on the scheme via survey of family leave returners
AP16		16F. Discuss with Estates regarding assignment of car parking spaces close to the WWCRC/BICR buildings for use by pregnant staff members	AS-Flexible working subgroup lead/Flexible working subgroup	in progress Aug-19	Car parking spaces identified by Q3 2019 and in use by Q4 2019
AP16		16G. Designate family friendly areas within each building where staff members can bring their children (supervised at all times)	AS-Flexible working subgroup lead/Flexible working subgroup	Jul-20 Aug-20	Family friendly areas identified and publicised to all staff and students by Q3 2020
AP16		16H. Run a training/awareness workshop for all line managers to alert them to the various flexible working arrangements that should be available for all staff, irrespective of job family	AS-Flexible working subgroup lead/ICS Human Resources lead	Oct-20 Dec-20	Workshop delivered on 'Flexible working for line-managers' by Q4 2020. Record attendance and review at VOICE committee

AP17	iWISE STEP 6: Promote a healthy work-life balance within ICS	ICS social events moved to core hours. ICS Yoga, running club, ICS-SAT wellbeing leaflet, workshop on 'Mental Health and Wellbeing' 27th Feb 2019	17A. Adopt the flexible lunch-break manifesto (https://www.workplacechallenge.org.uk/manifesto) in ICS and use the launch to promote the range of activities on offer including lunchtime Yoga, running club and walks on Garscube campus	AS-Admin subgroup lead/ICS Head of Professional Services	Jul-20 Sep-20	Manifesto launched by Q4 2020. Monitor impact via staff survey - aim for an increase in staff who feel supported to have a good work-life balance from current 71% to >85% by 2022 survey (F=M)
AP17			17B. Include the ICS-SAT well-being information leaflet in all new-start induction packs	AS-Admin subgroup lead/ICS Head of Professional Services	in progress ongoing	As above
AP17		Dr Bike events launched to encourage cycling to work	17C. Continue to run "Dr Bike" events (free cycle maintenance) on the Garscube campus. Request a bike repair station to be installed on Garscube campus and for an expansion of secure cycle parking	VOICE-Wellbeing Lead/AS Diversity Champion (staff)	in progress run 2-monthly (Spring-Autumn)	As above
AP17			17D. Organise an "ICS wellbeing week" to occur annually with opportunities to try out new activities, healthy eating initiatives and a themed seminar on wellbeing	VOICE-Wellbeing Lead/ICS social committee	Jun-19 annually	Record attendance at individual events. Conduct feedback exercise after 2019 event to ascertain what went well, and ideas for new events. Review feedback at VOICE committee
AP18		Increase visibility of role models and support for individuals with protected characteristics	All seminar speakers are requested to start their talk with a slide on career and life trajectory	18A. Review all ICS communications to ensure use of inclusive language. Review website to ensure images reflect a diverse and inclusive ICS culture	AS-Admin subgroup lead/AS Diversity champion (communications)	Sep-19 ongoing
AP18			18B. Record ethnicity of seminar speakers as well as gender	AS-Seminars Subgroup Lead/AS Diversity Champion (staff)	May-19 ongoing	Review data annually at VOICE and IMB. Aim for at least 25% ethnic minority representation by 2023 with gender-balance

			18C. Run a LGBTQ+ awareness event in ICS to coincide with Glasgow Pride week	VOICE-LGBTQ+ lead	Jul-20 annually	Event held by Q3 2020. Gather feedback for review by VOICE committee
AP18			18D. Publicise availability of a multi-faith room on Garscube and Gartnavel sites via Newsletter and Twitter feed and add information to ICS AS website	AS-Admin subgroup lead/AS Diversity Champion (staff)	Jul-19 Aug-19	Include question on whether ICS is a supportive environment for all ethnicities and faiths in 2020 and 2022 staff survey
AP18			18E. Designate gender-neutral toilets on all sites	AS-Admin subgroup lead/ICS Head of Professional Services	in progress Jul-19	Gender -neutral toilets to be available by Q3 2019
			18F. Encourage uptake of new UoG E-learning course for Line Managers of Disabled Staff	AS-Admin subgroup lead/ICS Head of Professional Services	Jan-20 annual reminder	Aim for 100% of line managers of staff who have declared a disability to have completed training
AP18			18G. Run a "hidden disability awareness" workshop	AS-Admin subgroup lead/VOICE Committee-wellbeing lead	Apr-22 May-22	Workshop delivered by Q2 2022. Record attendance and review at VOICE committee
AP19	Develop Beacon AS initiatives to share with other Institutes		ICS-SAT to identify Beacon activities at dedicated "ICS Gold workshop" and share with MVLS GEC initially for feedback and improvement then share with wider peer Institutes	AS-Chair/ICS-SAT	Apr-20 ongoing	Workshop delivered by Q2 2020. Provisional plans presented to GEC by Q3 2020. Activities implemented by Q1 2021 and good practice shared with other Institutes by Q4 2021
AP20	Build on collegiality and team science		20A. Run an AS "What is team science?" seminar for all staff and students	AS-Seminars Subgroup Lead/Seminars Subgroup	Apr-20 Jul-20	Seminar delivered by Q3 2020. Attendance recorded and reviewed by VOICE committee

AP20	agenda in order to recognise and value all our staff and students	ICS directive to all staff requesting inclusion of at least one citizenship activity when setting P&DR objectives	20B. Assign 10hours per annum in all job plans (academic and PSS) for outreach/mentorship or other "good citizenship" activities	AS-Admin subgroup lead/ICS Director & ICS Head of Professional Services	Sep-20 annually	WLM to incorporate 10 hours outreach by Q4 2020. Increase in staff who feel that outreach activities are given consideration in their workload from 54% in 2018 to > 70% in 2020 and >80% in 2022 (F=M)
AP20		2 trained mental health first aiders in ICS. ICS-SAT wellbeing leaflet with information on bullying, harassment and mental health support	20C. Promote ICS good mental health initiatives - The big white wall, trained mental health advisors, signposting , NERD mental health event, mindfulness session	VOICE-Wellbeing Lead/NERD representative	Jun-19 ongoing	Increase in staff who feel that ICS provides a supportive environment for people with poor mental health from 47% in 2018 to > 65% in 2020 and >75% in 2022 (F=M)
			20D. Appoint a dedicated student well-being advisor for the Garscube campus (shared between 3 Research Institutes)	AS-Admin subgroup lead/ICS Head of Human Resources	in progress review after 1 year	Increase in number of students who have experienced poor mental health answering that they have received some help for this from current 38% of affected students to >60% by Nov 2020 student survey (F=M)
AP20			20E. Take an annual staff photo (Academic and PSS together) and display in interview and seminar rooms	AS-Communications subgroup lead/ICS Head of Professional Services	Sep-19 annually	Photo taken by Q3 2019, hung in ICS spaces by Q1 2020
AP21	Develop implementation of workload allocation and electronic WLM in ICS to maximise their capacity to		21A. Produce workload allocation document that sets out ICS principles of equal distribution of laboratory placement supervision between PIs, central allocation of marking for student projects and ensure rotation of PG convenor role at PhD vivas. Discuss at PI forum and disseminate to all PIs	AS-Admin subgroup lead/ICS Head of Professional Services	Jan-20 review content 2 yearly	Document approved by Q2-2020 and disseminated by Q2 2020. Increase in staff who feel workload allocation is transparent from 48% in the 2018 staff survey to >70% in 2020 and >80% in 2022 (F=M)

AP21	act as a career development tools and to promote equality.		21B. WLM to include time for "citizenship" activities such as maternity buddying, mentoring, public engagement (linked to AP20B)	AS-Admin subgroup lead/ICS Head of Professional Services	Jan-20 ongoing	Approval by IMB by Q1 2020. Inclusion in workload allocation document (AP21A) above
AP22	iWISE STEP 7: Promoting dedicated programmes to motivate women and support their careers and development	ICS Women in science seminar series launched, inspirational role models and case studies on ICS-AS webpages.	22A. Continue ICS Women in Science seminar series with student and ECR lunch afterwards	AS-Seminars Subgroup Lead/ Seminars Subgroup	in progress ongoing	Aim for 2-4 events/year depending upon speaker availability
AP22		ICS representatives on WiRN committee	22B. ICS WiRN event to be held on Garscube campus	VOICE-WiRN representative/WiRN committee	Sep-20 Jun-21	Event topic identified by Q3 2020 and event delivered by Q2 2021
AP22		Annual ICS IWD events 2014-2018	22C. Run annual IWD event on Garscube campus	AS-Chair/ICS-SAT	Nov-19 annually	Event to be discussed by Q4 each year for delivery on IWD (early March) the following year. Record attendance and gather feedback including suggestions for subsequent events
AP22		Funded places for 2 ICS staff/year on Aurora programme 2017/18.	22D. Identify 1-2 individuals per year to participate in the Aurora development programme in Edinburgh. Funds provided by ICS	AS-Admin subgroup lead/ICS Head of Professional Services in consultation with ICS Director	Jul-19 annually	At least 5 ICS attendees by 2023.






This guide was published in May 2015. ©Equality Challenge Unit May 2015.

Athena SWAN is a community trademark registered to Equality Challenge Unit: 011132057.

Information contained in this publication is for the use of Athena SWAN Charter member institutions only. Use of this publication and its contents for any other purpose, including copying information in whole or in part, is prohibited. Alternative formats are available: pubs@ecu.ac.uk

LANDSCAPE PAGE

If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE  and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

To insert a landscape page, please copy from the first red marker down to here and paste into the document where the landscape page is required.