



Department Application



ATHENA SWAN GOLD DEPARTMENT AWARDS

A Gold department award recognises sustained progression and achievement, by the department, in promoting gender equality and addressing challenges particular to the discipline. A well-established record of activity and achievement in working towards gender equality should be complemented by data demonstrating continued impact. Gold departments should be beacons of achievement in gender equality, and should champion and promote good practice to the wider community.

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 Gold department awards.

You should complete each section of the application.

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Gold Department application	
Word limit	13,000
<i>Recommended word count</i>	
1. Letter of endorsement	500
2. Description of the department	500
3. Self-assessment process	1,000
4. Picture of the department	2,000
5. Supporting and advancing women's careers	7,000
6. Case studies	1,500
7. Further information	500

Table of Abbreviations

Additional Paternity Leave	APL
Administrative and Technical Staff Advisory Group	ATAG
Athena SWAN	AS
Centre for Medicine	CfM
Concordat to Support the Development of Career Researchers	CSDCR
Departmental Administrator for Staffing	DAS
Departmental Management Group	DMG
Equality Challenge Unit	ECU
Higher Education Academy	HEA
Higher Education Statistics Agency	HESA
Head of Department	HoD
Health Sciences	HS
Health Services Research	HSR
Human Resources	HR
Leadership Foundation for Higher Education	LFHE

Learning and Teaching Committee	LTC
Leicester Precision Medicine Institute	LPMI
Bachelor of Medicine	MBChB
Doctor of Medicine	MD
Medical Statistics	MS
National Institute for Health Research	NIHR
National Health Service	NHS
Postgraduate Taught	PGT
Postgraduate Research	PGR
Research Design Service	RDS
Research Excellence Framework	REF
Research Staff Advisory Group	RSAG
Research Team Meeting	RTM
Strategic Advisory Group	SAG
Self-Assessment Team	SAT
Specific, Measurable, Achievable, Realistic, and Time-scaled	SMART
Teaching and Administration Points	TAP
Terms of Reference	ToR
Undergraduate	UG
University Executive Board	UEB
University of Leicester	UoL

Staff categorisations

The table below gives a description of research and academic staff grades at Leicester. Within our Department, professional/support staff are formally categorised as “professional services staff” (to which we will refer throughout the application). This group encompassing administrative, support, and technical staff.

Grade	Researcher Job Title	Academic Job Title
6	Research Assistant	
7	Research Associate	
8	Research Fellow	Lecturer
9	Senior Research Fellow	Senior Lecturer/Reader (renamed Associate Professor in September 2016)
10	Professor	Professor



Denotes an example of beacon activity

Figure 1: Department of Health Sciences staff



Name of institution	University of Leicester	
Department	Health Sciences	
Focus of department	STEMM	
Date of Gold application	30 November 2016	
Date of current Silver award	2013	
Institution Athena SWAN award	November 2014	Level: Bronze
Contact for application Must be based in the department	Kate Williams	
Email	ksw6@le.ac.uk	
Telephone	0116 2525432	
Departmental website	http://www2.le.ac.uk/departments/health-sciences	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken

up the post, applicants should include an additional short statement from the incoming head.

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

28 November 2016

Dear Dr Gilligan

I am delighted to endorse the Department of Health Sciences' Athena SWAN Gold application. Building on our 2013 Silver award, we have continued progress towards gender equality, providing an attractive, inclusive, equality-driven environment where all academic, research and professional-services staff and students can realise their ambitions. We have systematically implemented the 'equality basics', evidenced in our staff surveys, and introduced several ambitious initiatives, resulting in tangible improvements for our colleagues. I personally have been an active member of the Self-Assessment Team since 2012, and have continued since becoming Head of Department in 2015.

In pursuing our Silver award, we reflected on our practice, gathered a clear picture of what we were doing well and where we could improve, and instigated work to improve our structure, processes and culture. We have seen this work bear fruit through clear progress in priority areas, e.g. more women are now attaining senior departmental positions. We ensure holistic support for men and women in career development and promotion, formalised in our 'Pathway to Progression' (Figure 15), which ensures support tailored to staff at every level on both research and academic scales. We have embedded robust consultation and feedback processes (18 departmental events/consultations since 2013) into departmental life, celebrating success and identifying further areas for improvement.

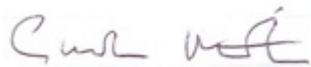
Our application demonstrates the breadth and vitality of work ongoing in our Department on gender equality and improving working lives; I will highlight just a few key components. As the first department in the University to achieve a Silver award, we have shared learning with colleagues through a session (run by Kate Williams and me) for all heads of department in the University, and have provided support to 10 departments preparing Athena SWAN applications (three of which have now achieved Silver). We are regularly asked to share our staff survey (led by Emma Angell), and produced guidance on how to create a good survey, which, as well as helping others, has helped us reflect on our own practice. We have supported 12 other universities with their awards, giving presentations, reviewing applications and sharing good practice. They have appreciated our input just as we have learned from them, and we remain committed to working with colleagues to champion equality across the sector. Collaborating with our Vice Chancellor, colleagues (Kate Williams, Lucy Smith and Nicola Cooper) contributed to an investigation of gender inequality in funding council decisions. Following publication in Nature, this led to a high-profile symposium run by the Foundation for Science and Technology to determine how universities and funders might respond.

continued .../

While many staff have been involved in our gender-equality activity, I would like to commend the work of our Self-Assessment Team: academic, research and professional-services colleagues who have driven the work tirelessly, and whose example is an inspiration for others.

I confirm that the information in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the department. I look forward to working together as a department to implement our action plan to 2020.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Graham Martin', written over a light blue horizontal line.

Graham Martin MA(Oxon) MSc PhD FHEA
Professor of Health Organisation and Policy
Head of Department

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: 500 words

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

Health Sciences (HS) is a **diverse and vibrant department**, the largest in the College of Medicine, Biological Sciences and Psychology (Figure 2), with 28 academic staff, 55 research staff, 45 professional and support staff, and, from 2011-2016, 303 postgraduate students (Figure 3). HS is purely postgraduate although staff contribute to teaching of undergraduate medical degrees. Over the past five years the Department has had a ratio of 2:1 female-to-male members of academic staff and postgraduate students, and 4:1 professional services staff. Seventeen percent of academics are clinical staff employed jointly by the University and NHS. Since 2011 **the number of female clinical staff has doubled** (three in 2011; six in 2015); 33% of clinical academics are now female. Our Department comprises seven research groups and the Research Design Service and is located on two sites: the Centre for Medicine; and Leicester General Hospital (for the Diabetes Research Centre which has strong clinical links). Both sites are linked by a regular free Hospital Hopper bus service.

We are extremely proud of the positive, inclusive, and collaborative culture of our Department. Since our Silver award we have **embedded gender equality and diversity** in our departmental policies and processes and have influenced institutional activity. We strive to learn, improve, and share our experiences with others; we are now recognised as leading the way towards a fair, equality-driven environment across our institution. The appointment of Kate Williams, co-Chair of our Self-Assessment Team (SAT), to **Deputy Pro-Vice Chancellor for Equality and Diversity** in September 2016 cemented **our beacon status** within the University. We have played a pivotal role in assisting four departments in our College to achieve three Silver and one Bronze Athena SWAN (AS) awards since 2013. **We have been instrumental in effecting change in other departments:** many of our models of good practice have been adopted and are detailed in our application. Our beacon activity also stretches beyond Leicester. SAT members connect with colleagues and departments across the UK to share learning, raise awareness of AS principles and actions, and promote gender equality as being at the heart of good practice. **In 2016 we also shared our experiences with a visiting colleague from Australia.** Mentoring other institutions enables us to continually reflect on our practice and drive forward our efforts for sustained quality improvement.

We recognise there are areas where we can do more. In February 2016, our Department was co-located (with the exception of one clinical research group) to the new, state-of-the-art Centre for Medicine (CfM), the largest Passivhaus building in the UK. This has brought opportunities to enhance cross-departmental collaboration, but we face challenges to ensure our existing culture is maintained as we adapt to our new environment. We also recognise the complexity of individual identities, and providing **support for staff members whose identities intersect protected characteristics** is a key focus of our work. Our action plan reflects these ambitions and our drive to maintain areas of good practice while continually striving to improve our working practices at a departmental and institutional level.

(543 words)

Figure 2: College and Departmental structure

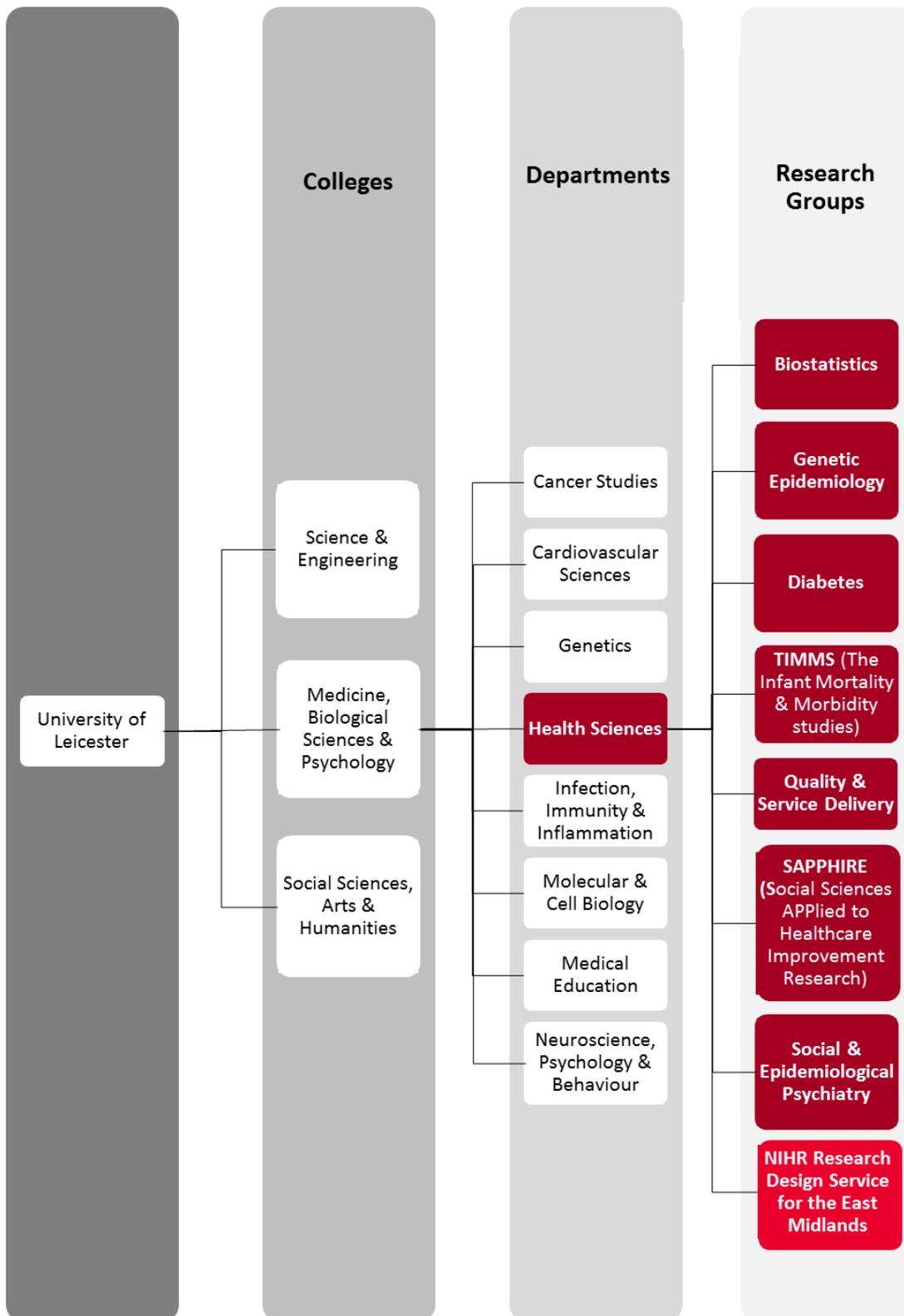
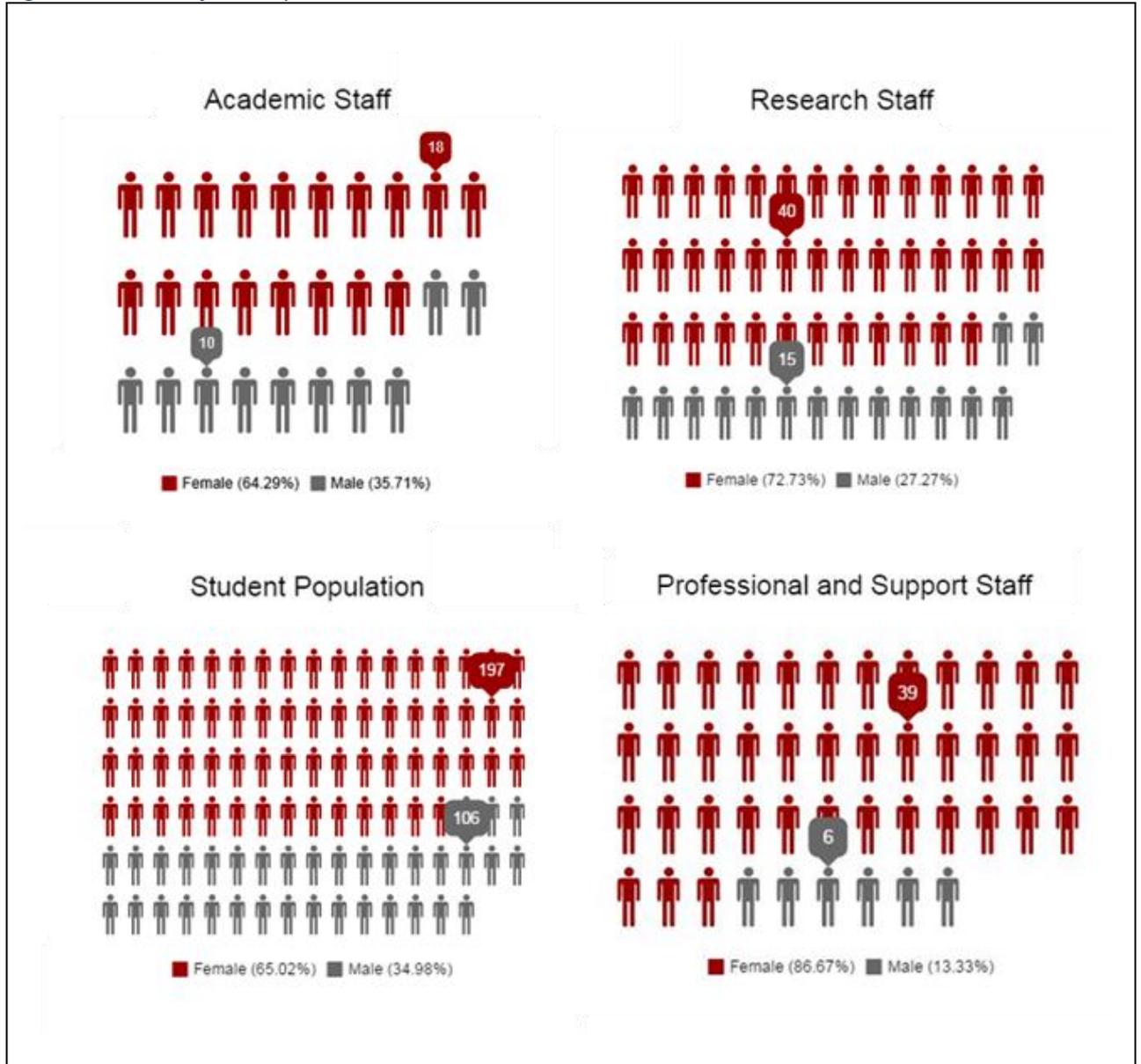


Figure 3 : Picture of the Department in 2016



3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

Our SAT comprises 15 members: 12 women and three men (Figure 5), reflecting the gender balance of the Department. It includes students and staff from academic, research and professional services from a diverse range of disciplines and perspectives in relation to experience, work-life balance, and career stage. Membership is dynamic, evolving as staff join and leave the Department, or where members need to prioritise work or study commitments. Individuals typically volunteer to serve for three years. Participation is valued as an important contribution by the Department and the University, and is recognised in the academic workload model (50 workload hours for Chair and 20 for members). Students are keen to participate but tend to serve for

shorter periods due to intensive data collection or writing-up periods. We have formed **a wider departmental AS Network** (Figure 6), comprising 12 staff and students (9 female, 3 male) who are unable to serve on the SAT (some are SAT alumni) but who champion and communicate our initiatives and activities. Together, we have personal experiences of redeployment, dual-career partnerships, flexible/part-time working and study, maternity/paternity leave, promotion, clinical work, and balancing work and family life.

Our 2015/16 survey revealed that **all staff knew about AS activity in the Department and 96% considered it a force for good**. We believe this is, in part, due to the effective communication we have embedded through our Network. This wide support of gender equality means that activities to support AS principles are embedded and owned.

Within the SAT we have a number of sub-groups who ensure, for example, effective **delivery of events, data analysis, survey design and have responsibility for implementation of actions** (Figure 4). These groups are more fluid and responsive than the wider SAT, and feed into the SAT on a monthly basis, allowing the work of the self-assessment process to be shared (Figure 7). Our application narrative was co-ordinated by a writing sub-group on behalf of the SAT and Network members, all of whom contributed to the application. The Department also funded (three-month secondment, 0.6 FTE) an AS officer to work alongside the SAT in the self-assessment process, and to co-ordinate the application.

Figure 4: Data team sub-group



Figure 5: Health Sciences Athena SWAN SAT



Emma Angell, Teaching Fellow/PhD student. RSAG co-chair. Survey sub-group lead and career progression member. Works and studies part-time. Works flexibly and has a young family.



Nicola Cooper, Professor of Healthcare Evaluation Research. SAT Co-chair, Departmental Equality Officer, member of data analysis, beacon & career progression subgroups. Works part-time.



Alison Dunkley, Research Associate in Nursing. Post graduate tutor. Athena SWAN liaison for 'off-site' research group. Member of the career progression and events sub groups.



Clare Gillies, Lecturer in Medical Statistics. Member of our Survey & Data subgroups. Works part-time and flexibly to accommodate caring responsibilities.



Veronica Heney, Communications Assistant. Leads our events sub-group and is a member of our website and communications sub-group. Co-ordinated the application writing.



Helen Horsman, Deputy Departmental Manager. Professional Services lead, ATAG co-chair. Website, communications and events sub-group member.



Stephanie Hubbard, Lecturer in Medical Statistics & Director of M.Sc. In Medical Statistics. Learning & Teaching Committee representative, Aurora Champion, member of our outreach subgroup.



Samantha Johnson, Reader in Developmental Psychology. Research Staff Advisor, career progression sub group lead, and outreach sub-group member works full-time and has a young family (see case study two).



Emma Jones, PhD student. Full time PhD student member. Beacon activity sub-group member. Led focus group on Athena SWAN and quality improvement.



Graham Martin, Professor of Health Organisation and Policy. Head of Department since 2015. Supports embedding of AS initiatives into our processes. Works flexibly and has a young family.



Kay Phelps, Research Fellow. Researcher representative. Member of the career progression sub-group. Led focus groups on leadership. Worked part-time for 16 years.



Lucy Smith, Senior Research Fellow. Led data analysis sub-group and member of the beacon team. Worked part-time for 18 years while children growing up.



Kate Williams, Senior Research Fellow & Deputy PVC of Equality & Diversity for University. Co-Chair of our SAT, Beacon Activity sub-group lead. Co-ordinated preparation of our Gold application. Works part-time.



Martin Williams, Manager of the Research Design Service for the East Midlands. Departmental Research Team lead, member of the beacon and career progression sub-groups. Works full-time balancing working life with a young family.

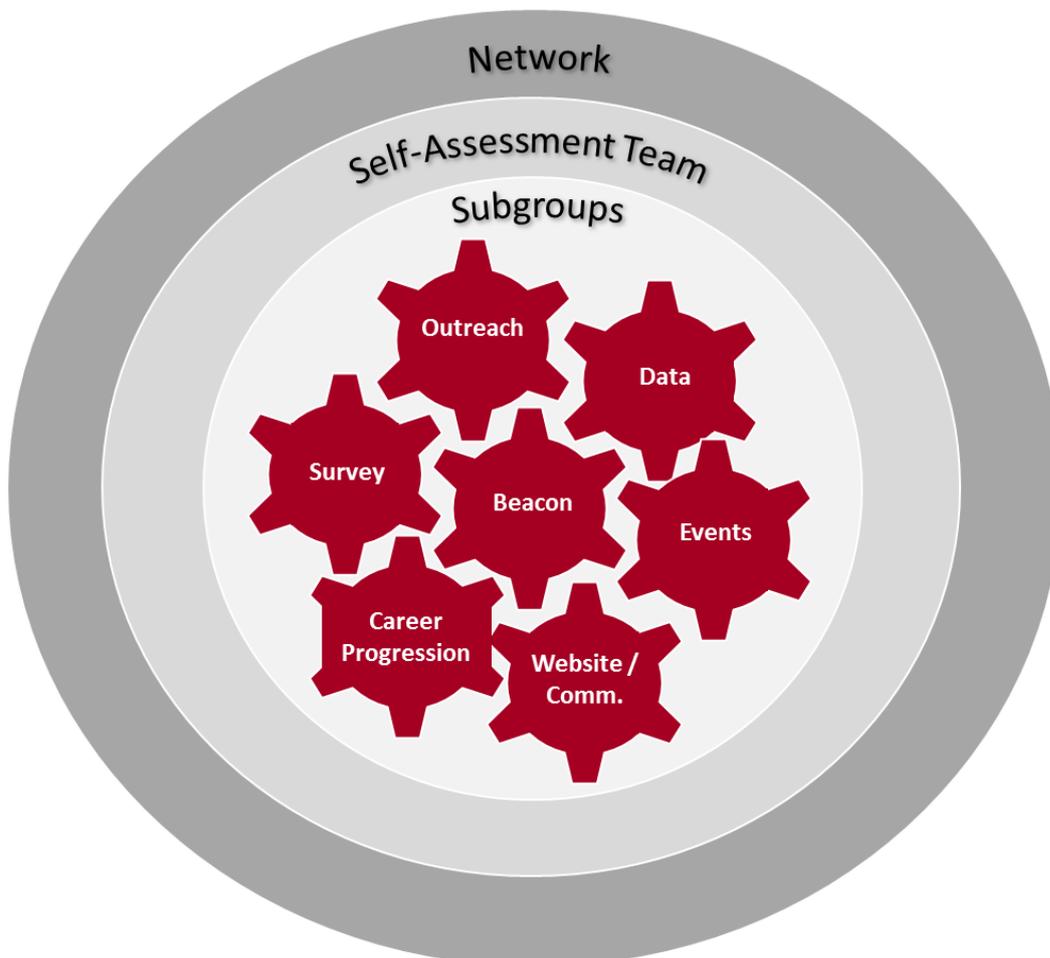


Andy Wilson, Clinical Professor. HoD 2011-2015. Member of the career progression sub group with emphasis on clinical career progression, works flexibly and part-time.

Figure 6: Health Sciences Athena SWAN Network

The Network comprises: Shona Agarwal (Research Associate); Tineka Blake (Research Assistant), SAT alumni, led on social activities; Elaine Boyle (Senior Clinical Lecturer), Clinical staff liaison; Sarah Clayton (Research Associate); Amy Elliott (intercalated BSc student), SAT alumni; Michelle Hadjiconstantinou (PhD student); Kathryn Lubkowski (Website & Marketing Administrator), led social media strategy; Kieran Meteyard (MSc student), contributed to survey data analysis; Tom Norris (Research Associate), new staff member; Debbie Oldham (Departmental Manager); Tom Palser (Clinical Academic); Carolyn Tarrant (Associate Professor), SAT alumni, Aurora Lead.

Figure 7: Sub-group structure indicating the contribution of the SAT and Network in our core activities.



- (ii) an account of the self-assessment process

Since our team was established in 2012 we have developed a strategy that promotes engagement of staff whilst recognising the multiple demands placed on people's time.

Our SAT work takes place primarily through monthly face-to-face meetings. Attendance ranges from 60% to 100%, with our Head of Department (HoD) attending 70% of meetings. We report directly to the Departmental Management Group (DMG) and Strategic Advisory Group (SAG) via membership of the SAT co-chairs. Since 2014 **we also feed directly into the College Gender Equality Committee** (chaired by our SAT co-Chair), which feeds into the University Gender Equality Committee and reports to the University Leadership Team (Figure 9). We keep creativity at the heart of our work by holding ad-hoc 'Innovation Meetings' based around specific themes e.g women in leadership, in addition to SAT sub-group meetings. Since 2013, we have received an annual budget of £2000 to support AS activity, which includes convening events, inviting speakers, funding attendance at leadership and gender equality events, and supporting our beacon activity.

Our departmental consultation process comprises three strands:

- 1) Questionnaire surveys of working lives (2012, 2014, 2016);
- 2) Focus groups on areas arising from the questionnaire requiring targeted activity e.g. leadership, mentoring;
- 3) Annual departmental-wide events to prioritise activities and actions, e.g. workshops, focus groups.

Staff engagement is reflected in our **consistently high survey response rates** (2012: 90%; 2014: 91%; 2016: 93%). This year two SAT members helped to develop a University-wide staff survey, the results of which showed that our working practices fared better than other University departments in 93% of the areas assessed.

We value the role of **external consultation** and collaboration in the development of our gender equality practice. SAT members visited the University of Warwick Medical School Women's Academic Network Meeting, attended national and regional workshops, and joined the Equality Challenge Unit (ECU) AS award panels. We have received expert advice from the ECU through telephone consultations.

Since receiving our Silver award we have been in **great demand as a critical friend**. We view this as a two-way process and have developed an **innovative 360-degree approach** whereby colleagues at other universities whom we supported to Bronze and Silver applications can then reflect on *our* practice. We have built strong links with the Department of Chemistry at the University of York who shared their Gold award experiences, and provided critical friendship.

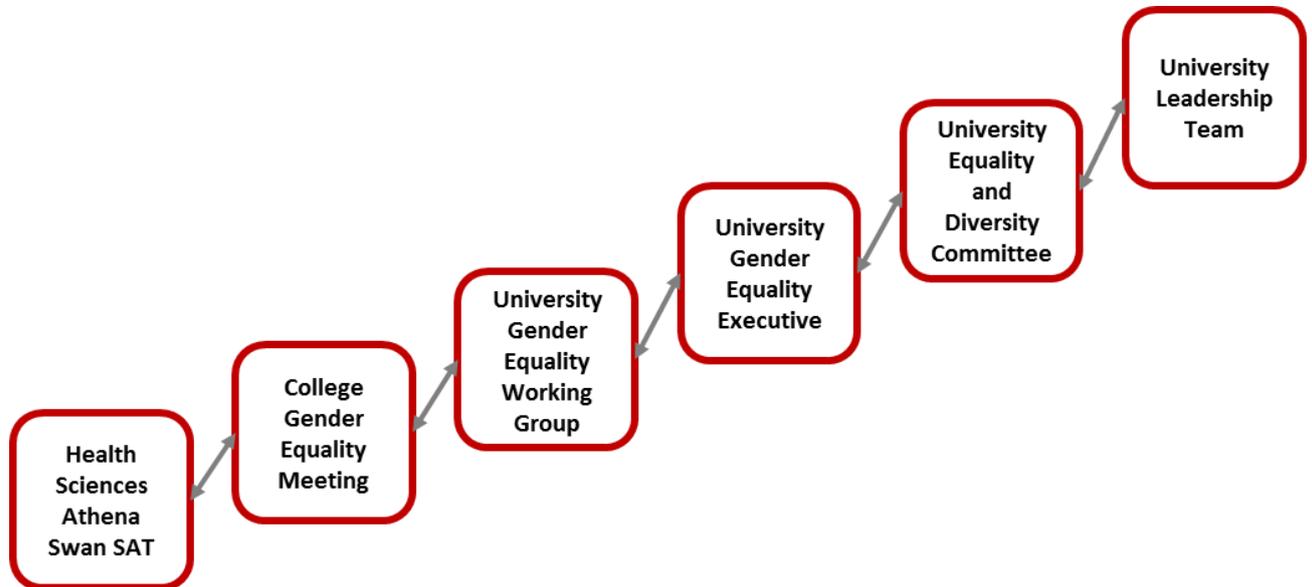
Our application has been reviewed by four external critical friends (including York, Kings, Canterbury and Wolverhampton) and we received internal feedback from the University Review Panel in July and October 2016. We held an **action plan "drop-in" session** for the Department (28 people 'dropped in')

Figure 8: Action plan "drop-in" session



and made comments and suggestions, Figure 8). Our application was posted on the internal webpages three weeks prior to submission and **comments were sought from all staff and students**, comments were received from 12 staff from all grades.

Figure 9: University reporting structure for Gender Equality



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

We will continue our monthly SAT meetings, reporting to the DMG and wider Department through departmental staff meetings and webpages. We will establish new task-specific sub-groups as required and will facilitate involvement of staff from across the Department to prioritise activities and generate ideas. **To monitor implementation of the Action Plan** we have developed a dashboard (green/amber/red and responsible person/group) for monitoring progress; the Plan will be reviewed at alternate meetings, allowing time for actions to be implemented.

We will replace 3-4 SAT members each year through an open call for volunteers, with the aim of ensuring a good balance between genders, grades, specialisms, and work-life experience. We have been mindful of succession planning; in 2014 we recruited a co-Chair (NC) to work alongside the existing chair (KW) on this Gold submission. At submission KW will stand down and NC will be joined by a new co-Chair. These strategies ensure that **fresh ideas and perspectives are introduced whilst ensuring institutional memory**.

We recognise our responsibility to **promote Athena SWAN principles through our beacon activity** in which SAT members are increasingly involved. Central to our strategy is the development of a core group to proactively disseminate learning and respond to requests for advice. We remain committed to continually reviewing and improving our practice through our **reciprocal critical friendships**. We will maintain our beacon endeavours by embedding far-reaching activities including Webinars, TEDX talks, and continuing to convene gender equality workshops (**Action 5.1**). We have highlighted all beacon activity using a grey background in this application.

(1075 words)



4. A PICTURE OF THE DEPARTMENT

Recommended word count: 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

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

We do not provide undergraduate degrees. Academic HS staff lead four units on the MBChB course (Health Psychology & Human Diversity and Health & Disease in Society on the undergraduate course; Patient Centred Clinical Practice 2 and 3 on the graduate-entry course) and contribute to one unit (Health & Disease in Populations). Teaching is provided and administered by the Department of Medical Education.

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

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

HS offer a range of postgraduate taught (PGT) degrees comprising methodological and clinical programmes. We draw students from various sources including mathematics undergraduate courses (traditionally male-dominated) and allied-health professionals and clinical practitioners (traditionally female-dominated).

Figure 10: Postgraduate taught (PGT) degrees

Medical Statistics (MS)

MSc Medical Statistics

Health Services Research (HSR)

MRes Applied Health Research / Research Translation Management

MSc Diabetes

MSc Pain Management

We present the PGT data separately for Medical Statistics (MS) and Health Services Research (HSR) (Figure 10), for full- and part-time students. Given low student numbers, we expect a fluctuation in both the number of students and the proportion of female students; therefore we present data year-by-year but our narrative focuses on data averaged over the

last five years. For national comparisons, we use data from taught courses in statistics and subjects allied to medicine (Higher Education Statistics Agency (HESA) Data 14/15). However, these courses do not align directly with our PGT degrees.

Over the last five years we have averaged 49% female students on our MS course, **exceeding the HESA benchmark** of 41%-47%. On our HSR courses we have averaged 67% female students compared with 72%-76% in HESA data for subjects allied to medicine, which is a less appropriate comparison as the dominant national student population are female nurses (Figure 11), whereas our courses draw from a wider range of disciplines. Although the percentage of MRes female students appears to decline

over time this is due to the successful recruitment of male students to this course; the number of female students remains fairly constant. There is a clear distinction between MS and HSR in terms of full- or part-time study (Table 1). MS students usually join the programme full-time straight from an undergraduate degree (2015/16: 8% part-time), whereas HSR students are typically later in their career, with some carrying out their studies alongside employment (2015/16: 37% part-time).

Figure 11: Number and percentage of female and male PGT students for Medical Statistics and Health Services Research

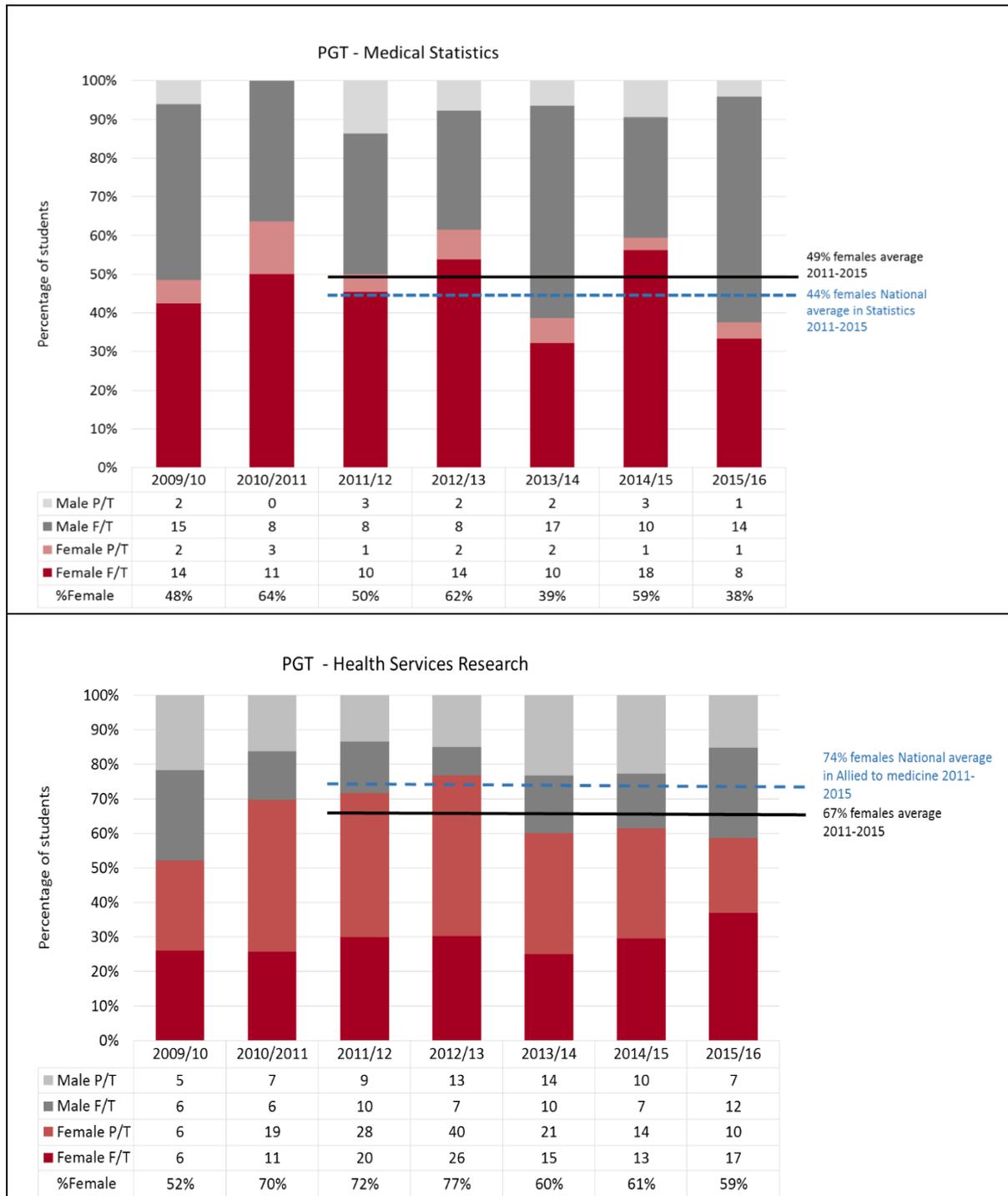


Table 1: Number and percentage of PGT full-time and part-time students by programme

PGT full-time and part-time students								
		Full-time			Part-time			Overall
		Female	Male	%Female	Female	Male	%Female	%female
MSc Medical Statistics	2011/12	10	8	56%	1	3	25%	50%
	2012/13	14	8	64%	2	2	50%	62%
	2013/14	10	17	37%	2	2	50%	39%
	2014/15	18	10	64%	1	3	25%	59%
	2015/16	8	14	36%	1	1	50%	38%
Medical Statistics	5-year average			51%			40%	49%
MRes	2011/12	6	2	86%				75%
	2012/13	8	4	78%				67%
	2013/14	3	2	67%				60%
	2014/15	7	5	58%				58%
	2015/16	6	7	46%				46%
MSc Diabetes	2011/12	4	1	80%	10	2	83%	82%
	2012/13	12	1	92%	17	4	81%	85%
	2013/14	5	4	56%	13	6	68%	64%
	2014/15	6	2	75%	12	8	60%	64%
	2015/16	11	5	69%	9	7	56%	63%
MSc Pain Management	2011/12	10	7	59%	18	7	72%	67%
	2012/13	6	2	75%	23	9	72%	73%
	2013/14	7	4	64%	8	8	50%	56%
	2014/15				2	2	50%	50%
	2015/16				1	0	100%	100%
HSR	5-year average			70%			69%	67%

Our PGT courses have strict objective admission criteria, based on attainment and aptitude. Over the last five years the proportion of female applicants has averaged 49% (Table 2). There is a higher conversion rate for women which may reflect our high representation of female role models, and the supportive atmosphere evident on visits and interview days. The proportion accepting offers fluctuates across years; this may be due to small numbers but we will continue to monitor this and report to the Learning and Teaching Committee (LTC) annually (**Action 5.4**).

All eligible applicants to MS are **invited to visit the Department** for an interview and to talk with male and female past students now working in the Department, contributing, we believe, to the near-equal proportion of men and women accepting offers (43%) over the last five years. (Table 3). For HSR PGT courses, more women accept offers than men (48%, 38%) (Table 4).

Although numbers of overseas applicants are quite small (between 9 and 19 overseas students start a PGT degree each year) around 50% of our overseas PGT students registering most years are women.

Table 2: Number and percentage of PGT applications, offers, and acceptances (MS and HSR combined)

PGT applications, offers, and acceptances (MS and HSR)									
	Female apply	Total apply	% Female apply	Female offers	Total offers	% Female offers	Female accept	Total accept	% Female accept
2007/8	29	76	38%	14	33	43%	8	15	54%
2008/9	50	113	44%	32	78	41%	13	24	55%
2009/10	51	102	50%	32	68	47%	17	36	47%
2010/11	102	173	59%	52	99	53%	32	46	70%
2011/12	64	148	43%	51	101	50%	30	48	63%
2012/13	105	199	53%	75	132	57%	37	55	67%
2013/14	101	211	48%	77	156	49%	29	63	46%
2014/15	108	189	57%	77	132	58%	34	57	60%
2015/16	75	167	45%	46	96	48%	18	42	43%
2011/12 to 2015/16			49%			53%			56%

Table 3: Number and percentage of PGT applications, offers, and acceptances by gender
– MS

PGT applications, offers, and acceptances - MS							
	Gender	Apply	Offers	Accept	Offers/Apply	Accept/Offers	Accept/Apply
2007/8	Female	13	10	7	77%	70%	54%
	Male	23	17	7	74%	41%	30%
	<i>% Female</i>	36%	37%	50%			
2008/9	Female	11	7	3	64%	42%	27%
	Male	14	12	13	86%	109%	93%
	<i>% Female</i>	44%	37%	19%			
2009/10	Female	18	13	8	72%	61%	44%
	Male	27	17	7	63%	41%	26%
	<i>% Female</i>	40%	43%	53%			
2010/11	Female	52	30	14	58%	47%	27%
	Male	44	48	7	109%	15%	16%
	<i>% Female</i>	54%	39%	67%			
2011/12	Female	25	18	11	72%	61%	44%
	Male	54	30	10	56%	33%	19%
	<i>% Female</i>	32%	38%	52%			
2012/13	Female	48	35	16	73%	46%	33%
	Male	49	27	10	55%	37%	20%
	<i>% Female</i>	49%	56%	62%			
2013/14	Female	45	32	12	71%	38%	27%
	Male	60	43	17	72%	40%	28%
	<i>% Female</i>	43%	43%	41%			
2014/15	Female	57	44	19	77%	43%	33%
	Male	45	28	13	62%	46%	29%
	<i>% Female</i>	56%	61%	59%			
2015/16	Female	40	26	9	65%	35%	23%
	Male	53	28	15	53%	54%	28%
	<i>% Female</i>	43%	48%	38%			
2011/12 to 2015/16	Female				72%	44%	32%
	Male				59%	42%	25%

Table 4: Number and percentage of PGT applications, offers, and acceptances by gender
- HSR

PGT applications, offers, and acceptances - HSR							
	Gender	Apply	Offers	Accept	Offers/Apply	Accept/Offers	Accept/Apply
2007/8	Female	16	4	1	25%	24%	6%
	Male	24	2	0	8%	0%	0%
	<i>% Female</i>	40%	68%	100%			
2008/9	Female	39	25	10	64%	41%	26%
	Male	49	34	11	69%	32%	22%
	<i>% Female</i>	44%	42%	48%			
2009/10	Female	33	19	9	58%	47%	27%
	Male	24	19	12	79%	63%	50%
	<i>% Female</i>	58%	50%	43%			
2010/11	Female	50	22	18	44%	82%	36%
	Male	27	51	7	190%	14%	26%
	<i>% Female</i>	65%	30%	72%			
2011/12	Female	39	33	19	85%	58%	49%
	Male	30	20	8	67%	40%	27%
	<i>% Female</i>	57%	62%	70%			
2012/13	Female	57	40	21	70%	53%	37%
	Male	45	30	8	67%	27%	18%
	<i>% Female</i>	56%	57%	72%			
2013/14	Female	56	45	17	80%	38%	30%
	Male	50	36	17	72%	47%	34%
	<i>% Female</i>	53%	56%	50%			
2014/15	Female	51	33	15	65%	45%	29%
	Male	36	27	10	75%	37%	28%
	<i>% Female</i>	59%	55%	60%			
2015/16	Female	35	20	9	57%	45%	26%
	Male	39	22	9	56%	41%	23%
	<i>% Female</i>	47%	48%	50%			
2011/12							
to	Female				71%	48%	34%
2015/16	Male				67%	38%	26%

Across PGT courses, 98% of students over the last five years have successfully completed the course (Table 5).

Table 5: Number and percentage of PGT degree completions

PGT degree completions					
Health Sciences				College of Medicine, Biological Sciences & Psychology	
		Pass	Fail	Pass	Fail
2011/12	Female	77	2	161	6
		97%	3%	96%	4%
	Male	82	1	128	4
		99%	1%	97%	3%
2012/13	Female	78	0	174	3
		100%	0%	98%	2%
	Male	84	0	118	0
		100%	0%	100%	0%
2013/14	Female	51	0	118	3
		100%	0%	98%	2%
	Male	40	3	78	3
		93%	7%	96%	4%
2014/15	Female	38	2	65	3
		95%	5%	96%	4%
	Male	24	0	40	0
		100%	0%	100%	0%

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

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

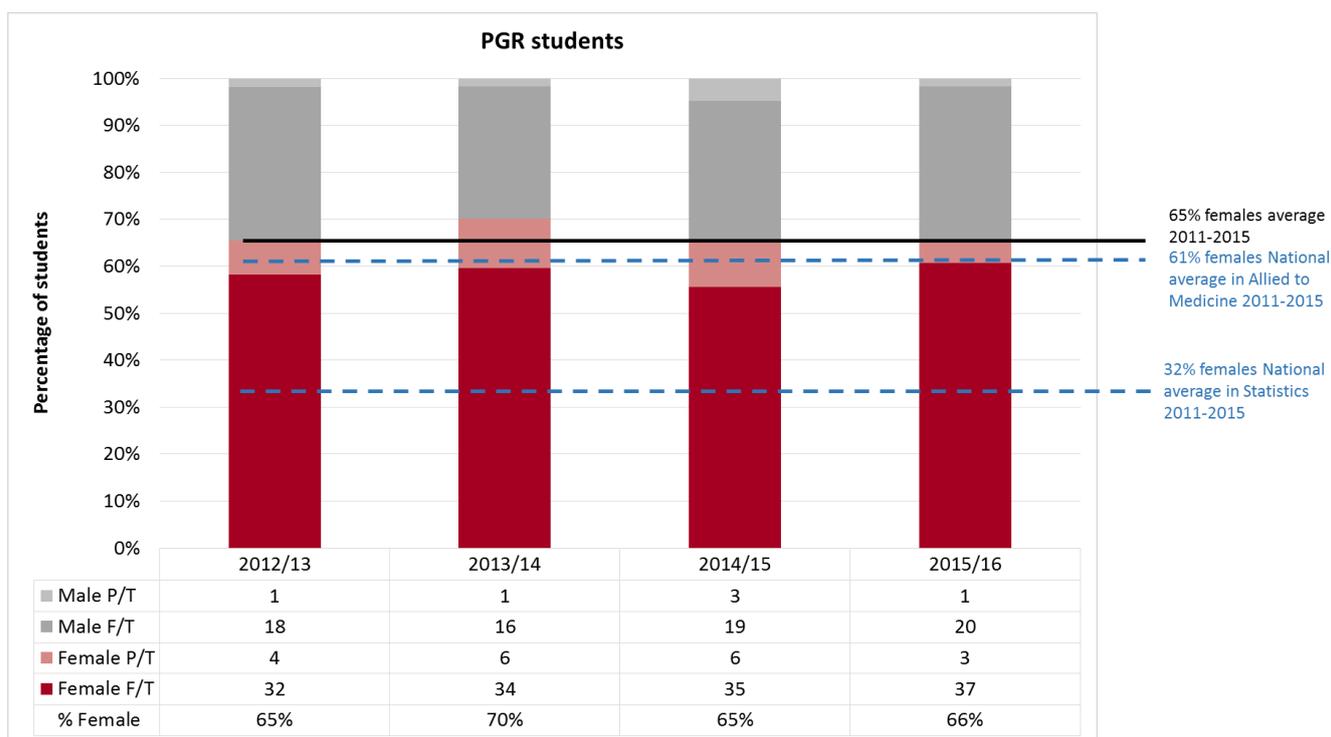
The number of students on our PhD and MD programmes is low and, therefore, we see fluctuations in both student numbers and the proportion of females (Table 6).

However, between 2011 and 2015, we averaged 65% female postgraduate research (PGR) students, which **exceeds the HESA benchmark** of 31 – 33% for PGR statistics and 61% for subjects allied to medicine (Figure 12).

Table 6: Number and percentage of PGR full-time and part-time students by programme

PGR full-time and part-time students										
		Full-time			Part-time			Overall F/T & P/T	Subjects allied to Medicine Statistics	
		F	M	%F	F	M	%F		%Female	%Female
PhD	2011/12	20	18	53%	4	1	80%	56%	35%	61%
	2012/13	28	15	65%	4	1	80%	67%	33%	61%
	2013/14	30	13	70%	6	1	86%	72%	31%	61%
	2014/15	32	16	67%	6	3	67%	67%	33%	61%
	2015/16	33	18	65%	3	1	75%	65%		
MD	2011/12				4	3	76%	57%		
	2012/13				4	3	57%	57%		
	2013/14				4	3	57%	57%		
	2014/15				3	3	50%	50%		
	2015/16				4	2	67%	67%		
5 year average	2011/12 to 2015/16			67%			77%	65%	32%	61%

Figure 12: Percentage and number of female and male PGR students



Female applicants are more likely to accept a PGR offer than males (23%, 15% over the last five years, Table 8). Whilst we have not systematically collected data on reasons for acceptance, informal feedback indicates that our embedded positive culture is evident to female applicants when they visit. Although fluctuations across years are likely due to small numbers (Table 7), we will continue to monitor these and report them to the LTC annually (**Action 2.1**).

We have a very small number of overseas PGR students, approximately 30 applicants per year (near-equal numbers of men and women), with fewer than one student on average registering per year.

Table 7: Number and percentages of PGR applications, offers, and acceptances

PGR applications, offers, and acceptances									
	Female apply	Total apply	% Female apply	Female offers	Total offers	% Female offers	Female accept	Total accept	% Female accept
2007/8	8	26	31%	4	11	36%	3	9	34%
2008/9	13	30	43%	7	12	59%	5	10	49%
2009/10	22	36	61%	12	14	86%	8	10	80%
2010/11	14	25	56%	9	14	64%	7	12	60%
2011/12	19	48	40%	5	8	63%	4	7	57%
2012/13	29	51	57%	10	12	83%	10	12	83%
2013/14	33	56	59%	7	11	64%	7	10	70%
2014/15	29	63	46%	4	11	36%	4	10	40%
2015/16	28	58	48%	5	11	45%	4	8	50%
2011/12 to 2015/16			50%			58%			60%

Table 8: Numbers and percentages of PGR applications, offers, and acceptances by gender

PGR applications, offers, and acceptances								
	Gender	Apply	Offers	Accept	Offers/Apply	Accept/Offers	Accept/Apply	
2007/8	Female	8	4	3	50%	76%	38%	
	Male	18	7	6	39%	85%	33%	
	<i>% Female</i>	<i>31%</i>	<i>36%</i>	<i>34%</i>				
2008/9	Female	13	7	5	54%	69%	37%	
	Male	17	5	5	29%	100%	29%	
	<i>% Female</i>	<i>43%</i>	<i>59%</i>	<i>49%</i>				
2009/10	Female	22	12	8	55%	65%	36%	
	Male	14	2	2	14%	100%	14%	
	<i>% Female</i>	<i>61%</i>	<i>86%</i>	<i>80%</i>				
2010/11	Female	14	9	7	64%	81%	52%	
	Male	11	5	5	45%	100%	45%	
	<i>% Female</i>	<i>56%</i>	<i>64%</i>	<i>60%</i>				
2011/12	Female	19	5	4	26%	80%	21%	
	Male	29	3	3	10%	100%	10%	
	<i>% Female</i>	<i>40%</i>	<i>63%</i>	<i>57%</i>				
2012/13	Female	29	10	10	34%	100%	34%	
	Male	22	2	2	9%	100%	9%	
	<i>% Female</i>	<i>57%</i>	<i>83%</i>	<i>83%</i>				
2013/14	Female	33	7	7	21%	100%	21%	
	Male	23	4	3	17%	75%	13%	
	<i>% Female</i>	<i>59%</i>	<i>64%</i>	<i>70%</i>				
2014/15	Female	29	4	4	14%	100%	14%	
	Male	34	7	6	21%	86%	18%	
	<i>% Female</i>	<i>46%</i>	<i>36%</i>	<i>40%</i>				
2015/16	Female	28	5	4	18%	80%	14%	
	Male	30	6	4	20%	67%	13%	
	<i>% Female</i>	<i>48%</i>	<i>45%</i>	<i>50%</i>				
2011/12 to 2015/16	Female				23%	92%	21%	
	Male				15%	85%	13%	

Over the last six years 100% of female and 90% of male PGR students successfully attained their PhD or MD (Table 9).

Table 9: Number and percentage of PGR completion (PhD and MD)

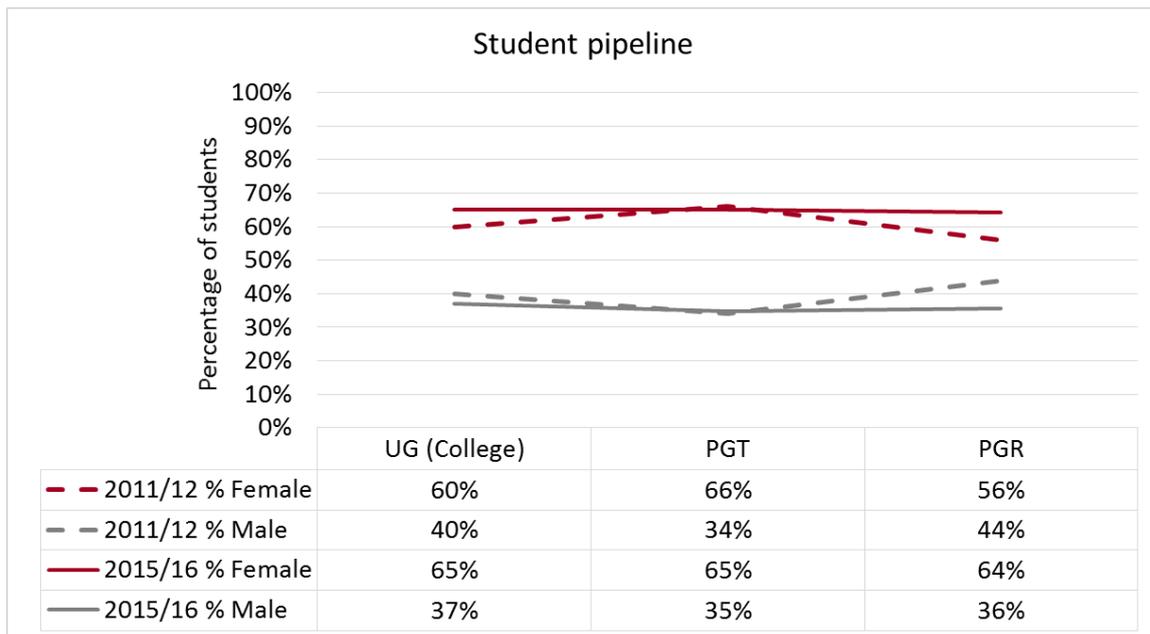
PGR completion			
		Pass	Fail
2010/11	Female	5	0
	Male	2	1
2011/12	Female	2	0
	Male	4	1
2012/13	Female	3	0
	Male	3	0
2013/14	Female	3	0
	Male	1	0
2014/15	Female	6	0
	Male	5	0
2015/16	Female	2	0
	Male	3	0
Overall	%Female	100%	0%
	%Male	90%	10%

(v) Progression pipeline between undergraduate and postgraduate student levels

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

As HS does not provide undergraduate degrees, we have used undergraduate data for all degrees offered by the College. Figure 13 shows a significant improvement in the progression pipeline for female students over time, with the percentage of female undergraduates approximately equalling the percentage of female HS PGT and PGR students. This may be, in part, due to the Department's success in obtaining National Institute for Health Research (NIHR) Methods Fellowships (seven women and four men since 2009 (5.3.(iv), Figure 24)). These awards provide funding for graduates to undertake the MSc in Medical Statistics and gain valuable practical research experience. Approximately half of these Fellows (four women, one man) to date have successfully secured further NIHR funding for Doctoral Fellowships.

Figure 13: Student pipeline - percentage of female and male staff by degree for 2011/12 and 2015/16



4.2. Academic and research staff data

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

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

Figure 14 presents the staff pipeline from 2011. We have explored patterns over time by academic grade (Figure 15), differentiating between clinical staff (Table 10) and contract function (Table 11). **The gender gap has narrowed along the pipeline**, with an increase in the percentage of men at Grade 7 (2011: 19%; 2015: 32%) and Grade 8 (2011: 17%; 2015: 26%) and a rise in the percentage of women at Grade 9 (2011: 57%; 2015: 68%) and Grade 10 (2011: 18%; 2015: 28%).

Figure 14 : Staff pipeline - percentage of female and male staff by grade for 2011 and 2015 (all academic and research staff including clinical)

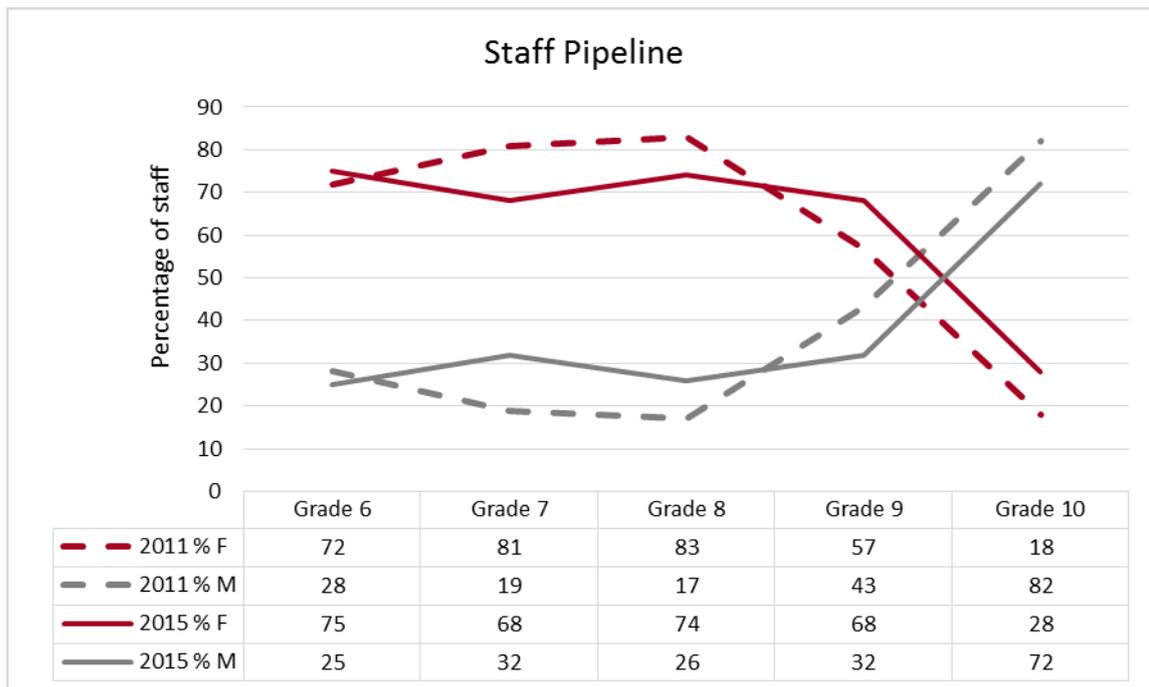
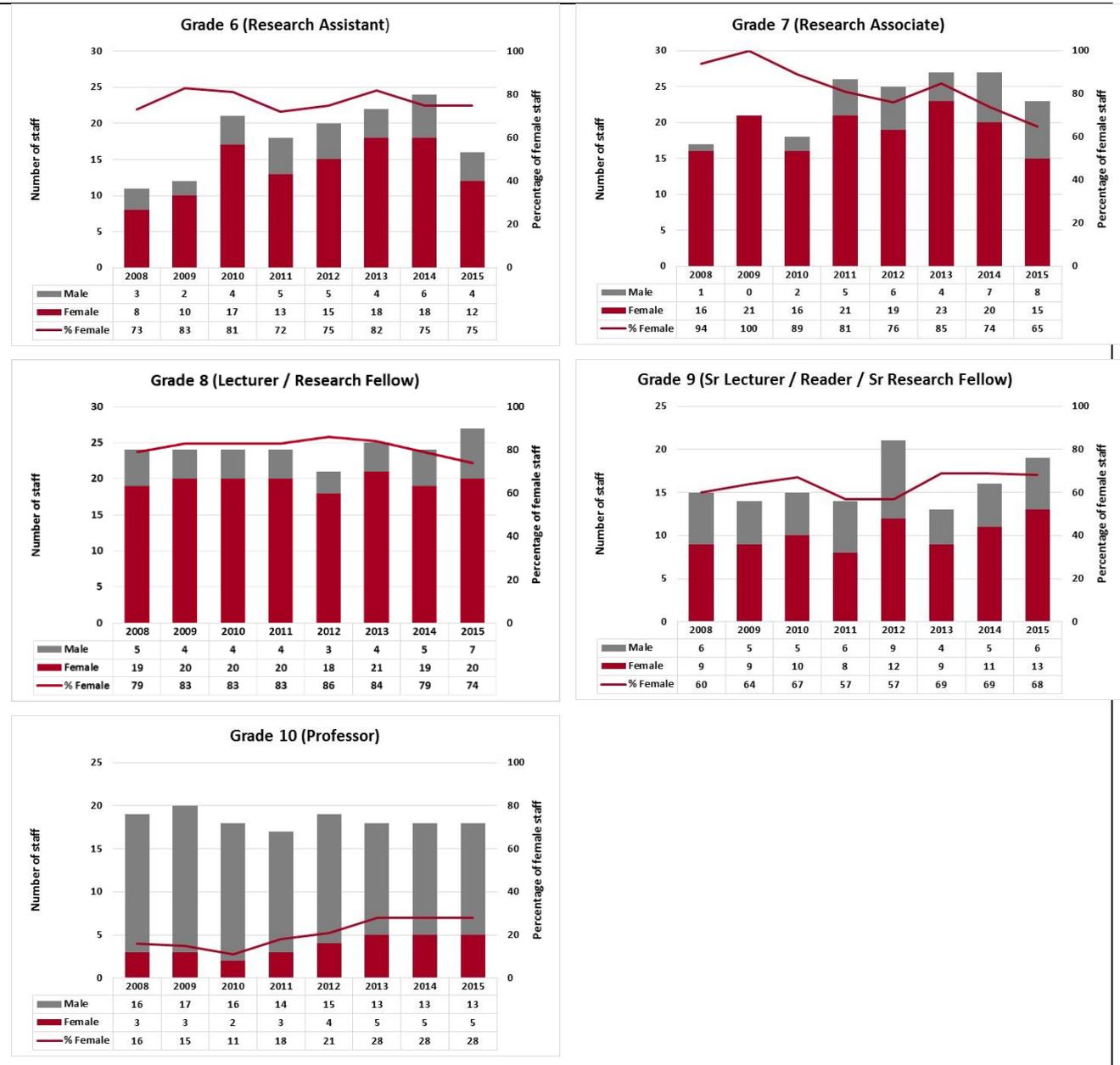


Figure 15 presents academic grade patterns over time and highlights three key issues:

- The numbers of early-career researchers has increased reflecting our growth in research activity. We have attracted more men to early- and mid-career research posts which were previously female-dominated, particularly at Grade 7.
- There is a **rise in the percentage of women in senior grades**. In our 2013 application, we recognised the under-representation of women at Grade 10 and have since embedded a strategy to replace professorial staff (e.g. at retirement) with junior academic positions, which recruit a high proportion of women. We have implemented a supportive development package ('Pathway to Progression', Section 5.3(iii)) including mentoring, flexible working, Department/College-funded PhD studentships (to develop students and supervisory staff), and leadership training to facilitate staff development. We anticipate that these appointments will impact on the number of women in professorial posts in the long-term, and, in 2016 we have seen the effect of this sustained investment with **four women and two men promoted to Grade 9**.
- Within Grade 9 there are three positions: Senior Research Fellow, Senior Lecturer, and Reader (SL and Reader were renamed Associate Professor in September 2016). The position of Reader is usually a few incremental points higher and is seen as a progression towards a professorial post. **We have had particular success in two women's progression to Reader**: they are now in a position to continue their development to Chair supported by the Pathway to Progression strategy.

Figure 15: Percentage of female and male staff by academic grade for 2008 to 2015 (all academic and research staff including clinical)



Clinical staff represent a modest proportion of staff within our Department (17% of academics). Numbers have fluctuated but we now have the **highest number of female clinical staff** for the last five years (Table 10).

Table 10: Clinical staff by academic grade and gender 2011-2015

Clinical staff										
	2011		2012		2013		2014		2015	
Grade	F	M	F	M	F	M	F	M	F	M
8 Clinical Lecturer	0	0	0	0	0	1	0	2	1	4
9 Clinical Senior Lecturer	3	2	4	6	3	2	4	2	4	3
10 Clinical Professor	0	8	1	8	1	5	1	6	1	5
Grand Total	3	10	5	14	4	8	5	10	6	12

The number of women on research and teaching contracts has increased over the last five years (Table 11) reflecting the support provided via Pathway to Progression. This pattern is complemented by an increase in the recruitment of men to research-only contracts, which has led to an enhanced gender balance for research staff.

Table 11: Research and teaching staff by contract function and gender 2011-2015

Research and teaching staff										
	2011		2012		2013		2014		2015	
Position	Female	Male								
Research & teaching	14	17	17	16	19	15	19	17	22	17
Research only	51	19	51	24	57	16	54	19	43	21
Grand Total	65	36	68	40	76	31	73	36	65	38

- (ii) Where relevant, comment on the transition of staff between technical and academic roles.

We have four technical posts (three women, one man) and their duties vary (physical therapy technicians, IT officer). The female technicians have been in the Department for between one and three years and career progression has been discussed at their appraisals. The IT officer has been in the Department for over 20 years and has been promoted within the technical pay-spine. As we have few technician posts, we have linked with other departments in the college to explore career development pathways for technicians.

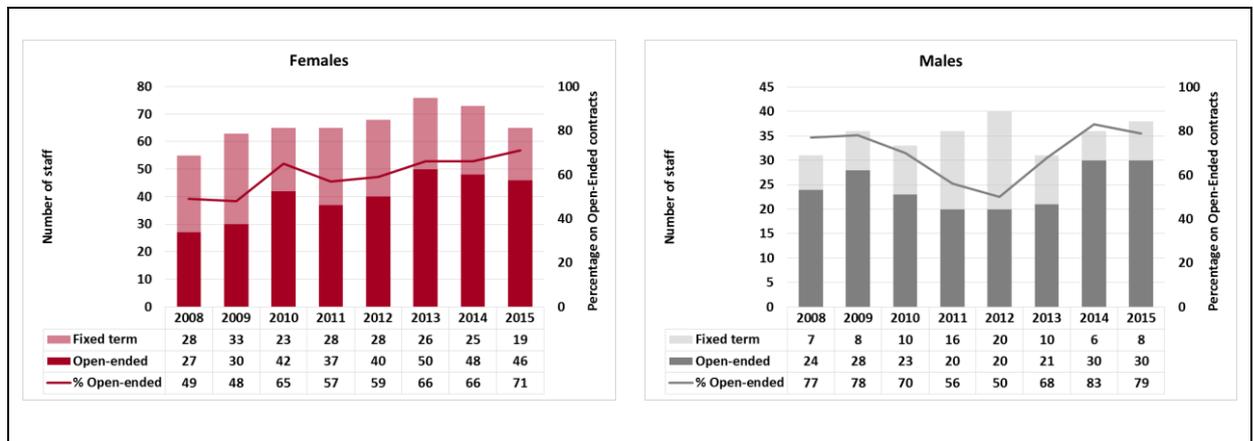
- (iii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by grade and gender

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

In 2008 a distinctly lower percentage of women were on open-ended contracts than men (Figure 16: 49%, 77%). The Research Staff Advisory Group actively increased awareness of the enhanced security of open-ended contracts and made a concerted effort to ensure all eligible research staff were moved from fixed-term to open-ended contracts, **lobbying the DMG to ensure seamless transfer of staff**. The majority of research staff are employed on open-ended contracts and there is an ongoing process to sustain this with new staff.

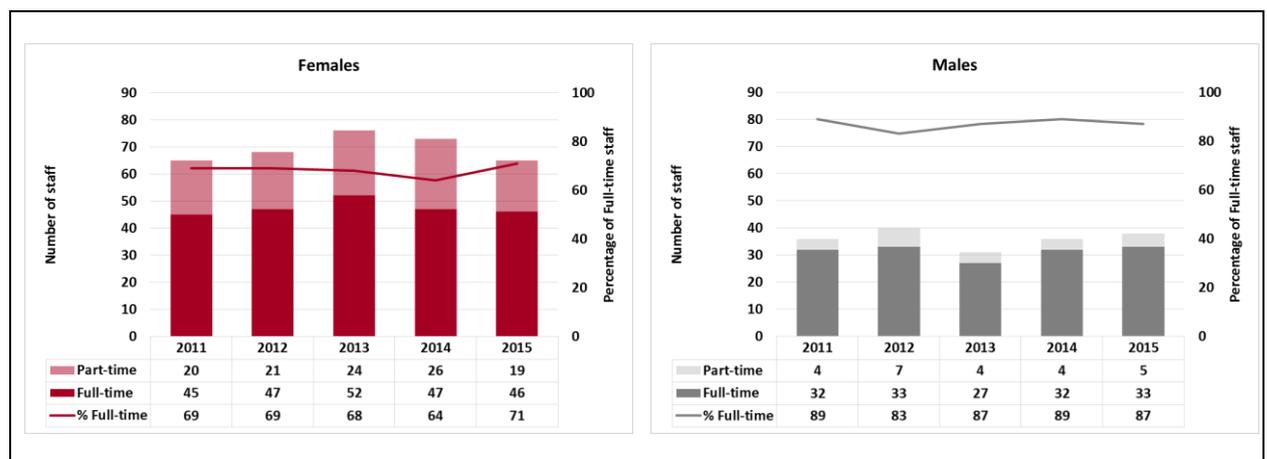
Two of our female professors joined the Department as researchers on fixed-term contracts and have progressed through fellowships and promotions to Chair. We have had only one member of staff on a mutually-agreed zero-hours research contract, to facilitate her re-entry into the workplace following 12 years of childcare; she was recently awarded a department-funded PhD studentship which she has taken up part-time to maintain her work-life balance. These examples are testament to our strong track record of facilitating continuity of employment. We have always had **a consistent policy of encouraging redeployment within the Department**. Since 2013, this has been embedded in departmental strategy via active advertisement of posts and positive actions by the DMG to ensure continuity of employment wherever possible. From 2017 we will establish a departmental bridge fund (**Action 1.1**). We recognise that there will inevitably be a proportion of clinical staff on fixed-term contracts because of their secondment to work within the Department before returning to clinical work, but the career progression of clinicians is also actively supported.

Figure 16: Number and percentage of female and male staff by contract type (open-ended/fixed-term contract) 2008-2015 – all academic staff including clinical



The percentage of staff working part-time has remained relatively consistent during the last five years, with a higher percentage of women than men working part-time (Figure 17: 29%, 13%). The profile of men working part-time is very different to women: the majority of men are nearing the end of their careers and choose to work part-time before retirement, whereas women tend to work part-time earlier in their career to balance childcare responsibilities. However, several women have remained part-time on a long-term basis following childcare and we wish to understand whether this is a lifestyle choice or if the option to return to full-time work has been limited (**Action 3.1**).

Figure 17: Number and percentage of female and male staff by full-/part-time contracts 2008-2015 – all academic staff including clinical



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

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

HS has a **high retention of staff due to our commitment to facilitating continuity of employment**. Since the numbers leaving are small, data are collapsed into two three-year periods. The proportions of women leaving at each grade (Figure 18), are similar to the proportions of women employed at those grades (Figure 15). We can see no differences in the retention of men compared with women.

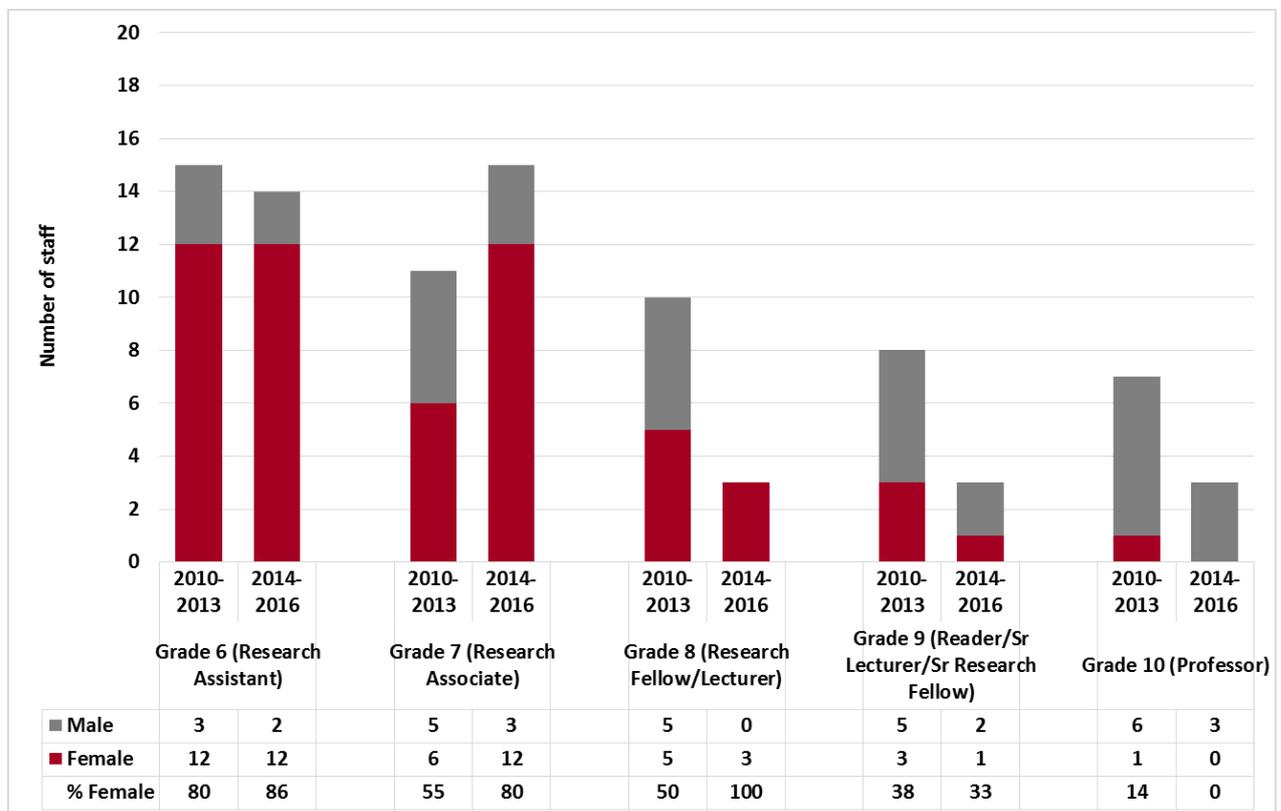
In August 2013, **we introduced an exit survey** to ascertain why people leave and where they go, and to identify underlying issues or concerns. The survey is provided in the Leavers' Pack. We received 36 completed responses (25 from research/academic staff, 11 from professional services staff) **with a response rate of 71%**. We analysed the results for academic/research staff and professional services staff separately and shared the full report with the DMG. A shorter report was made available to staff via our departmental webpages.

In summary:

- 72% of male and female leavers think appraisals are good or very good;
- 80% of male and female leavers feel valued;
- 93% of female and 86% of male leavers would recommend working in HS to others.

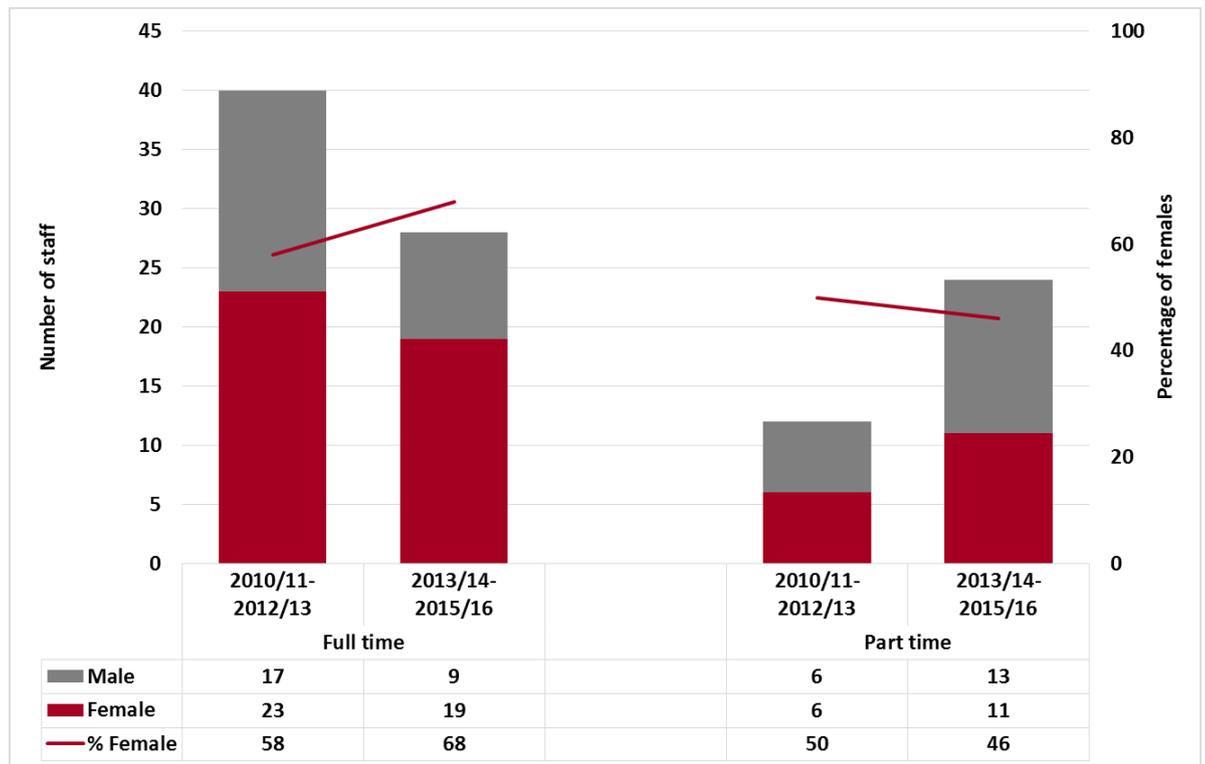
We are committed to staff progression and retention, and learning from staff departures (**Action 2.3**) to maintain **positive feedback from staff leaving the Department**. We have outlined an ambitious programme of actions aimed at enhancing and supporting career development for all staff (**Actions 1.1-1.9**).

Figure 18: Number and percentage of female and male academic leavers by grade 2010-13 – 2014-16



The number of men leaving part-time posts is high (Figure 19) compared with the total number of men (Figure 17), possibly due to these men retiring. The turnover for women is much lower, but there has been an overall increase in the number of staff leaving part-time posts. We need to understand whether there is an issue with retention of staff in part-time posts or whether there are other factors (**Action 3.1**).

Figure 19: Percentage of female and male academic leavers by full- and part-time contract status 2010/11-2015/16



(1913 words)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 7000 words

5.1. Key career transition points: academic staff

(i) Recruitment

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

We adhere to standardised objective criteria in job specifications with the aim of increasing our early-career male staff and established-career female staff. Our webpages feature our diverse staff and student make-up, and our equalities credentials are prominently placed in promotion materials; we aim to build on these positive recruitment processes (**Action 2.1**). The number of men applying for positions has risen (34% of applicants in 2010, 45% in 2015), creating **greater gender balance within the applicant pool** (Figure 20).

We have improved the transparency of the shortlisting process based on objective criteria and consistently ensure **a gender balance on the shortlisting/interview team**. We have seen an increase in the proportion of men shortlisted for interview, which is now similar to women (2014/15: 16%, 15%, Figure 21).

We use objective tests during interviews to ensure fairness and transparency. There is **no evidence of a difference in success rates between men and women at any grade**. All staff participating in the interview process require equalities training.

Figure 20: Percentage of female applicants (all posts combined and separately by grade) 2010-2015

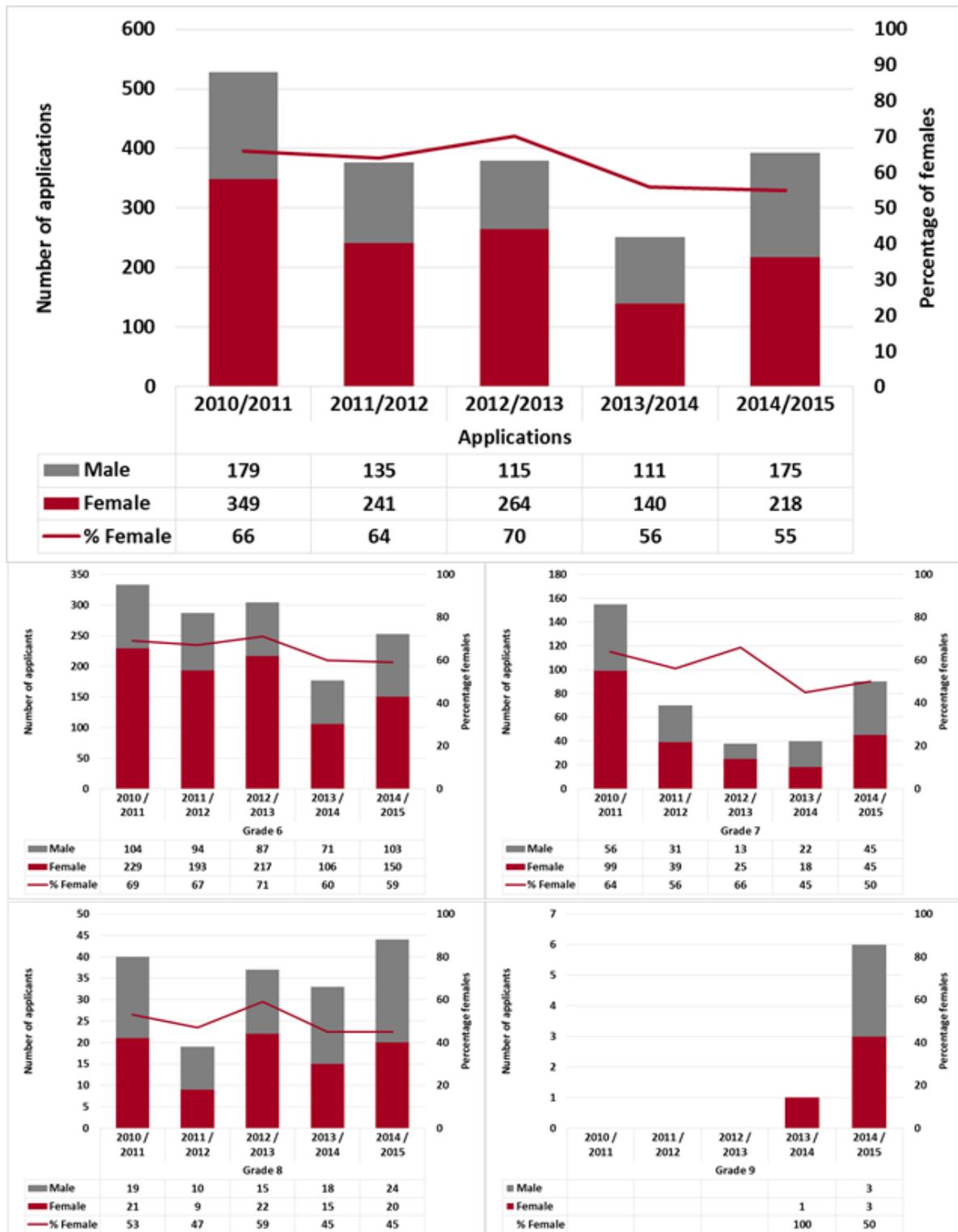
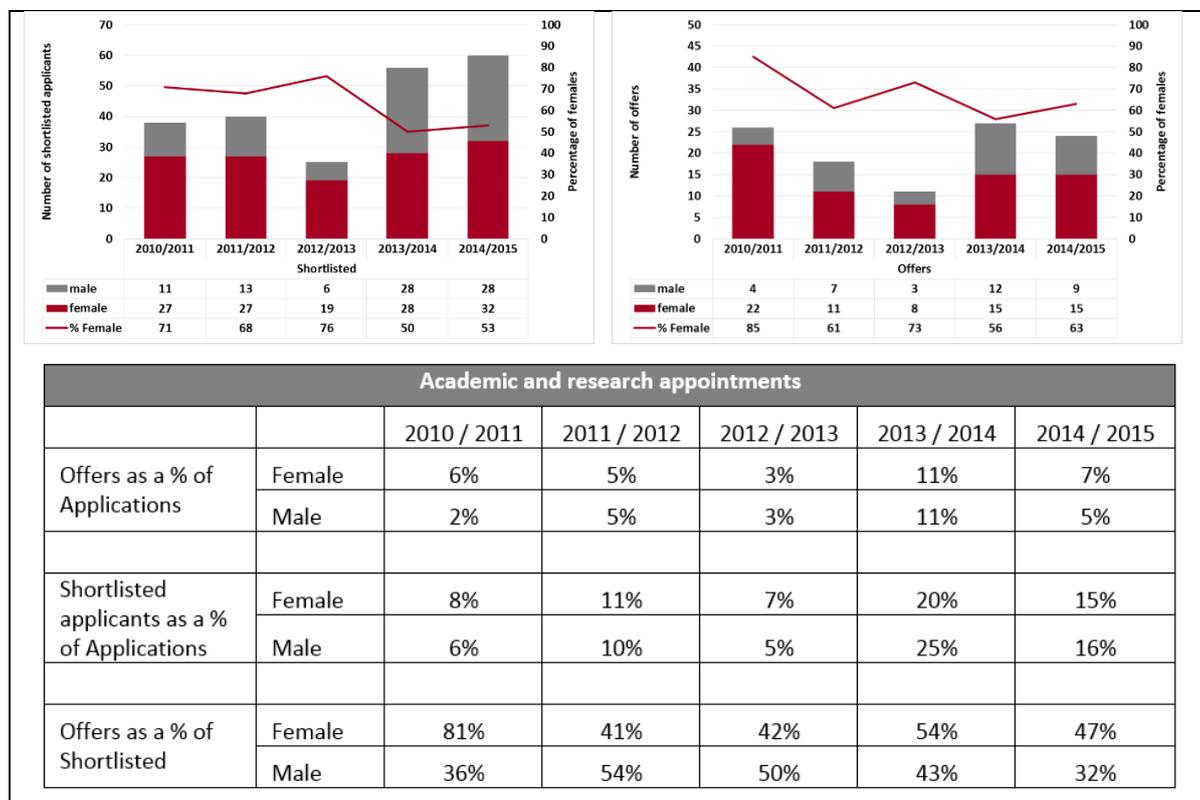


Figure 21: Percentage and number of female and male shortlisted candidates and offers of employment by year, and percentage of female applicants shortlisted and offered employment: all academic and clinical staff 2010-2015



(ii) Induction

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

Our comprehensive induction for all staff includes a welcome pack (office and workstation-specific information), **a formal departmental induction session** within a month of start-date and **a welcome to the Department** via email and at departmental meetings. Inductions include a personal welcome from HoD and a checklist detailing departmental and University policy and procedures. All sessions are held at the CfM or hospital site. Line managers of new staff use the induction checklist to remind them what needs to be covered in the first few weeks. All staff are informed of the mentoring procedure and assigned a mentor. An evaluation form was developed in 2013 to obtain feedback. We have developed an online evaluation to be completed three months after induction. Research staff are invited to join the Research Staff Advisory Group (RSAG) and given a copy of the Concordat for Career Development of Career Researchers (CSDCR).

The move to CfM has delayed some induction sessions by 3–4 months, resulting in reduced attendance since staff have already started their research activity (Table 12). Staff who are unable to attend are offered a second date, so these figures will be updated.

Table 12: Uptake of induction sessions for research and academic staff

Research and Academic staff induction						
	Offered Induction		Attended Induction		% Attended	
	Male	Female	Male	Female	Male	Female
2013	6	10	5	10	83%	100%
2014	5	4	5	4	100%	100%
2015	5	8	2	5	40%	63%
2016	3	4	2	3	67%	75%

Since our Silver award we have:

- Included training on the principles of Equality and Diversity (2014);
- Embedded a buddying system, whereby all new staff are assigned a buddy (2013) who provides informal support and a contact for general queries;
- Included details of maternity, childcare and flexible working policies (including web links);
- Actively reviewed the process on an annual basis (a major review is in progress following our relocation).

Since April 2013, 19 men and 25 women have been offered induction. Our 2016 survey found **92% of women and 90% of men found it moderately, very, or extremely helpful** compared with 83% of women and 75% of men in 2012.

“I was invited to attend within days of starting work. It covered a number of topics including equality and diversity and Athena Swan activity, signposting to both on the website. The session helped me get a clearer picture of ‘who’s who’ and who to go to for particular queries or issues.” (Female researcher 2016)

We have shared our induction materials and processes widely within the University; they have **formed the basis of induction processes across six departments**. Staff in other departments have attended our inductions to see best practice in action and have taken copies of our materials to adapt and use.

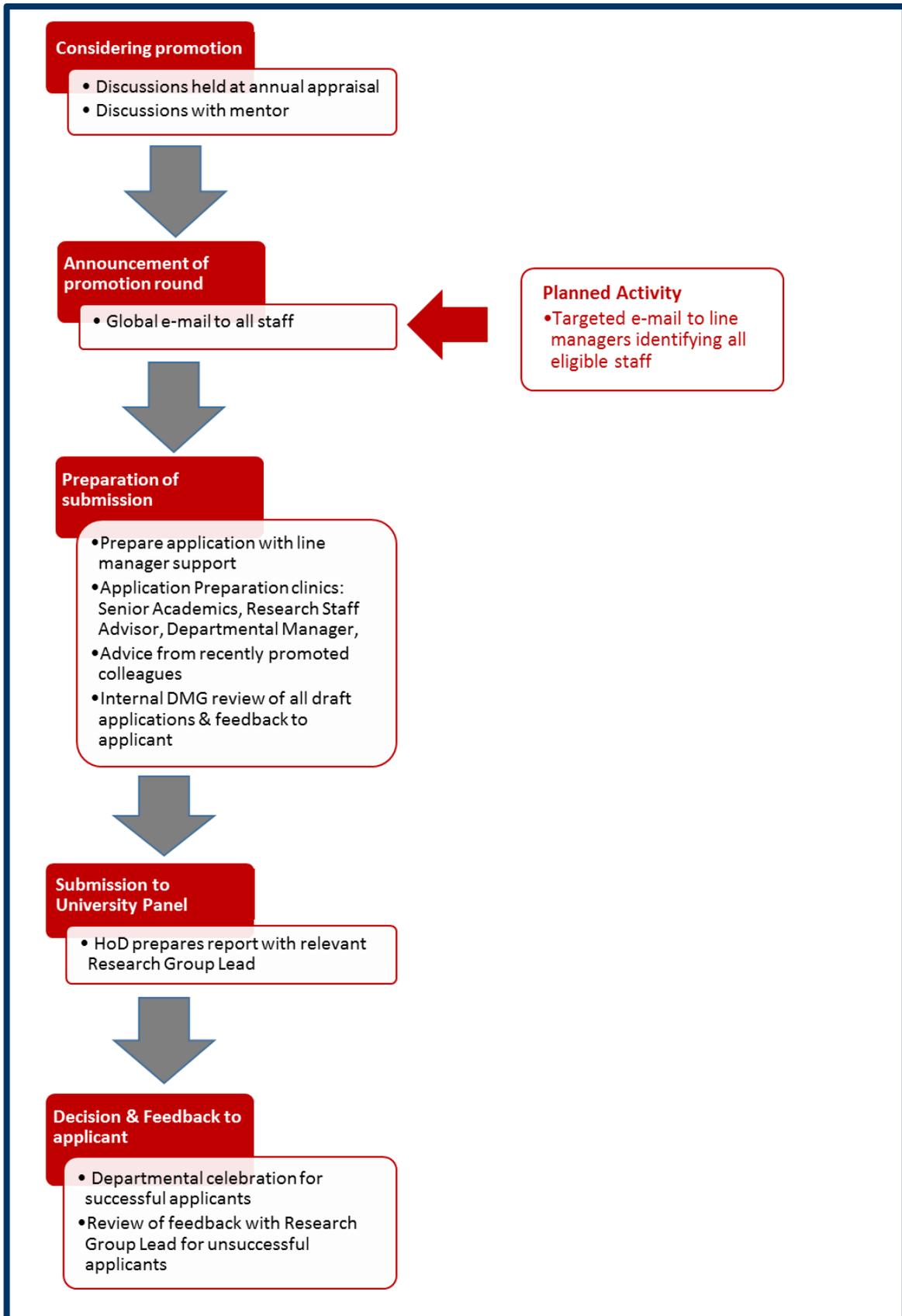
(iii) Promotion

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.

Our established support programme includes: a robust and inclusive policy for identifying individuals for promotion; systematically emailing opportunities to all staff; offering training and mentoring (including internal review and critical appraisal from senior management); celebrating or offering constructive feedback following decisions (Figure 22). We will further integrate support into our core promotion processes **(Action 1.7)**.



Figure 22: A summary of the promotion process



Our data show the **high success rate for promotion to Grade 9 and 10 posts**, reflecting our established 'Pathway to Progression' strategy (Section 5.3(iii), Figure 23), prioritising the career development of women appointed to lecturer posts (a key point in the leaky pipeline). Lower rates of successful promotion applications in the lower grades reflect the challenges faced by contract researchers (Table 13). Since funding is often limited, promotion for researchers is generally achieved through applying for new posts on new grants. Merit award applications, which recognise exceptional contribution (often for onerous tasks), show a **higher success rate for women than men** (58%, 47%) varying slightly by grade (Table 14). Two members of female part-time staff have applied for promotion in the last five years (from Grade 8 to 9) and were successful.

Table 13: Applications for promotions and success rate for academic and research female and male staff: 2011-2015

Promotion success of academic and research staff						
	Female			Male		
	Successful	Unsuccessful	%	Successful	Unsuccessful	%
Grade 7 & 8	1	5	17%	1	2	33%
Grade 9 & 10	7	2	78%	3	1	75%

Table 14: Applications for merit awards and success rate for academic and research female and male staff: 2011-2015

Merit awards and bonus success of academic and research staff						
	Female			Male		
	Successful	Unsuccessful	%	Successful	Unsuccessful	%
Grade 7 to 10	21	15	58%	24	27	47%

Changes since our Silver award include:

- Promotions and merit discussed in all appraisals;
- Joint preparation of the promotion case with line manager (100%);
- Locally-prepared advice on webpages (2015);
- Drop-in sessions with recently-promoted staff and promotion panel members (3 – 4 staff attend each round);
- DMG review and feedback four weeks before submission (100%);
- Support and feedback for unsuccessful applicants provided by Research Group Lead (2015);
- Successful applicants congratulated at departmental meetings and annual conferences (2013).
- Promotions follow the standardised pay spine for Grades 1-9; professorial staff have a standardised starting salary.



These changes have impacted on staff experiences: over 75% of staff felt supported in the process in 2016 (50% in 2012).

As the first University of Leicester department to gain a Silver award our perspective was sought on a number of cross-university initiatives. Following our lobbying to recognise the contributions of pastoral, outreach, and citizenship work in promotion cases, **our SAT co-Chair was invited to contribute to a task-and-finish group** (to generate cultural and institutional change) **to redesign the promotions process**. Departmental staff also contributed and, the new promotions process (launched 2016) recognises a broader range of contributions while acknowledging factors such as career breaks.

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

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

REF 2014: 26 staff were eligible, of whom 24 were included. The two members of eligible staff not submitted were female; they were full-time and in relatively junior positions. Given this, we are reluctant to infer too much from these figures.

Research Assessment Exercise 2008: we did not routinely record data on gender or other characteristics. However, a small-scale retrospective University-wide audit found no significant gender difference in staff submitted: 205/217 (94%) women and 520/551 men (94%).

We will monitor submission rates for future REF and other major funding allocation, and accreditation exercises.

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.

Our comprehensive induction package for **both academic and professional services staff** is an integral part of the culture of the Department **which recognises co-delivery of research and teaching**. Integration at the earliest opportunity means that **we ensure a collegiate environment where everyone's contribution is valued**. Staff induction is detailed in 5.1(ii).

Staff receive ongoing support during the probation period in scheduled weekly meetings with their line manager to identify training needs and ensure smooth transition to the new role.

Since our Silver award we have:

- Initiated an Administrative and Technical Staff Advisory Group (ATAG) modelled on RSAG to ensure successful two-way communication, which meets every two months.



Feedback from ATAG has been **very positive**:

"I find it very useful, we get feedback from relevant committees and it's an opportunity to catch up with colleagues. The training we had on finance and OneNote was great, really relevant." (ATAG member, 2016)

There has been **widespread interest in our integrated induction package for academic and professional services staff**. We have shared our materials and processes widely within the University; they have formed the basis of induction processes across six departments. Staff in other departments have attended our sessions and taken copies of our materials.

Table 15: Uptake of induction sessions for professional services staff

Professional services staff induction						
	Offered Induction		Attended Induction		% Attended	
	Male	Female	Male	Female	Male	Female
2013	0	7	0	6	-	86%
2014	1	1	1	1	100%	100%
2015	1	10	1	10	100%	100%
2016	0	2	0	1	-	50%

(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.

We support professional services staff promotion in the same way as for academic staff (5.1(iii)).

Female professional services staff have been **successful in promotions and merit awards** over the past five years (57% success rate for promotion, 64% for merit awards). Rates for men were lower in promotion, although the numbers are small. Men have seen success in merit awards (50%, Table 16, Table 17). Three part-time women applied for promotion in the last five years and all were unsuccessful, in contrast to the success of part-time research staff, which requires further reflection. Over the past five years at Grade 7/8, 17% of women applied for promotion and 27% of men. At Grades 9/10, 30% of women applied and 36% of men.

Table 16: Applications for promotion and success rate for professional services female and male staff: 2011-2015

Promotion success of professional services staff						
	Female			Male		
	Successful	Unsuccessful	% Successful	Successful	Unsuccessful	% Successful
Grade 2 to 8	4	3	57%	0	1	0%

Table 17: Applications for merit awards and success rate for professional services female and male staff: 2011-2015

Merit award success of professional services staff						
	Female			Male		
	Successful	Unsuccessful	%	Successful	Unsuccessful	%
Grade 1 to 9	7	4	64%	2	2	50%

Since our Silver award we have:

- Introduced support clinics hosted by the Departmental Manager;
- Reviewed and provided feedback for **all** cases at the DMG four weeks before submission (5.1(iii));
- Embedded a culture of recommending both women and men for promotion and merit awards through the appraisal process;
- In addition, two members of professional services staff received a merit award for their dedicated work towards AS activity.

In our 2016 survey, the attitudes towards departmental support for promotion remain mixed, with 33% feeling ‘moderately supported’ or better. Professional staff progression within departments is recognised as a common deficiency of the administrative pathway (**Actions 2.3, 1.3**).

However, our Department is recognised across the University as being a **beacon of good practice regarding supporting the promotions process and recognising and rewarding contribution** (Table 13, 14, 16, 17) leading to two senior members of our professional services staff being involved in university-wide promotions panels.

5.3. Career development: academic staff

(i) Training

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

All staff (including professional services staff) complete a training and development plan at their appraisal. This feeds into central provision, with development of a training needs log (in 2015, 38 needs were identified, from grant-writing to IT software courses, **all** met by university or external programmes). This allows **central provision to be tailored to departmental needs and enables oversight by the HoD to determine training gaps**. Professional and personal development is encouraged for all staff and the CSDCR recommendation for 0.5 days/month protected time for research staff is widely

disseminated within the Department and to new staff and put into practice. Some courses are obligatory for new starters (e.g. data protection, equality and diversity). Staff are informed of University-wide training opportunities via monthly emails.

Participation in leadership programmes is consistently encouraged. Our HoD (male) and SAT co-Chair (female) joined the new year-long University Leadership Excellence Programme for senior leads.

Since Silver, we have focused on enhanced provision of equality, diversity and leadership training by:

- Lobbying the University to introduce mandatory Equality and Diversity training for all staff. SAT members contributed to the development of a web-based training package (2016). 52% of HS staff have completed the training to date, the highest response in the College.
- Providing optional unconscious bias training (March 2016) with 24 staff attending. An expanded session will take place for **all staff** at our Departmental Conference (November 2016).
- Conducting a focus group of 10 women (2014), which indicated a need for tailored provision. We have since supported seven women (academic and professional services staff, postgraduate students) to apply for competitive University-funded places on the national LFHE Aurora leadership programme. HS staff represent the largest cohort of successful applicants to this scheme, thanks to coaching in the application process by alumni. In our 2016 survey, 19% of women had completed and 10% were starting a leadership programme; 49% were considering applying (**Action 1.6**).

Our Aurora alumni co-led a **College-wide women's leadership programme** combining workshops and action learning sets for all staff. The programme was over-subscribed (50 places) and, following very positive evaluation, will be repeated next year. **Implementation of this programme by the other two Colleges is planned.**

(ii) **Appraisal/development review**

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender.

Provide details of any appraisal/development review training offered, and the uptake of this, as well as staff feedback about the appraisal/development review process.

Annual appraisal processes allow for assessment of **quality of work over quantity**, with emphasis on agreed goals and support needed to achieve mutually-agreed SMART (Specific, Measurable, Achievable, Realistic and Time-scaled) objectives. Since 2013, appraisals have focused on balancing the desire for career development with work-life balance. **Appraisals take into account contributions to administrative, teaching, pastoral, citizenship, and outreach activities.** Such activities are celebrated at the annual Departmental Conference and often through merit awards. Appraisals are



conducted systematically to ensure that all staff receive advice on career progression and promotion. Research Group Leads and PIs are encouraged and supported to undertake and record appraisals, and our reminder system ensures timely appraisals. Staff are encouraged to undertake university online training for appraisers and appraisees, and face-to-face workshops and guidelines are available. To date, the uptake of this training has not been monitored (**Action 5.5**) but informal feedback suggests staff find it valuable:

*“I routinely refresh myself with the online training prior to my own appraisal and before appraising others to ensure that we get the best out of the process”
(Female researcher, 2016)*

We have sustained a high appraisal completion rate for women (87% in 2012; 90% in 2014) and **achieved satisfaction with the career and development advice that our staff are given, and we have received positive feedback about appraisals:**

“My line manager cares about my career development and I feel I have a clear vision of my career path in the university.” (Female researcher, 14/15 survey)

Our appraisal work is **recognised as a model of good practice by the University**. Members of the SAT and wider department have been **involved in the review of university-wide appraisal processes** through focus groups. A SAT member was on the task-and-finish group that revised processes and documentation. The new process was launched last month.

(iii) Support given to academic staff for career progression

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

We have an established record of success in supporting career progression, particularly researchers. We have initiated, enhanced, and embedded strategies to **recruit, support, promote, and retain women** through a ‘Pathway to Progression’ strategy (Figure 23).

There are a **wide range of interventions** over the career trajectory for research/academic staff, to ensure women receive appropriate support at critical points.

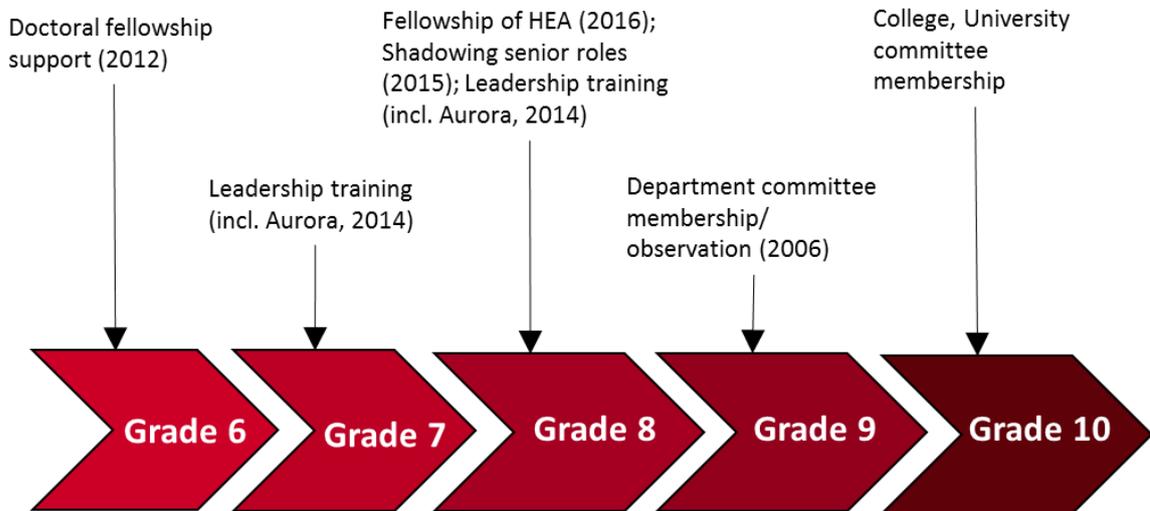
Our innovative Research Staff Advisory Group (RSAG), formed in 2006, provides a forum for discussing career progression and, in response, we will facilitate support for HEA fellowships for researchers (**Action 1.5**). Representation of researchers on all senior staff committees is drawn from this group in recognition of the CSDCR (1996), Principle Two; this good practice will be expanded (**Action 1.8**).

In our 2012 survey, 64% of women and 70% of men felt there was a support network for researchers in the Department. By 2016 this had risen to **100% of both women and men**, reflecting inclusion of information on the RSAG in departmental induction,



reporting at departmental meetings, and researcher membership of the two most senior departmental committees (DMG, SAG).

Figure 23: An overview of our Pathway to Progression indicating support available along the career trajectory



Support throughout the pathway	
Research only	Both research & academic
<ul style="list-style-type: none"> • Research Staff Advisory Group (2006) • Research Staff Advisor (2014) 	<ul style="list-style-type: none"> • Role Models (2013) • MentorConnect (2015) • Appraisals (2009) • Paper / proposal development & review support (2012) • Promotion & progression planning (2010) • Department PhD studentships (2013)

Since our Silver award we have:

- Enhanced and developed our mentoring scheme, introducing MentorConnect (Box 1).
- Introduced a shadowing scheme to broaden staff experience and increase understanding of roles (Box 2).

- Introduced a career progression lead for researchers as part of the RSAG. Our research staff advisor, an academic professor who progressed on a researcher track, acts as a role model. Together with the RSAG Chair she feeds into the College Career Research Group that in turn feeds into the University Concordat for Research Staff Steering Committee.
- Encouraged staff to participate in the University Coaching Academy launched in 2016, which offers staff the opportunity to complete coaching training and/or receive career coaching.

These initiatives have all been shared with other university departments and other institutions; **similar programmes have since been implemented.**

Box 1: MentorConnect

While all new staff are now assigned a mentor, our 2015 survey identified inconsistent mentoring practice for established staff: 28% and 42% of men and women respectively wanted a mentor and 66% and 52% offered to be mentors.

In response, we developed 'MentorConnect', a systematic approach to connect staff and students with mentors. Our first MentorConnect cohort (2015) comprised 17 staff (including research/academic staff (five part-time) and three PhD students). All new staff continue to be assigned a mentor but this dual-approach means that every staff member and PhD student can access help to connect with a mentor. MentorConnect rounds will be implemented annually (**Action 1.2**); feedback indicates it is valued.

"Being prompted to think about mentoring (and knowing it is supported and encouraged) was helpful because as a clinical academic trainee I have supervisors but hadn't really thought about what else a mentoring relationship might offer." (Clinical research fellow, 2016)

We have shared our MentorConnect programme widely within the college and across the University, offering a short report on how we set it up and monitored progress. **We worked closely with the Department of Cancer Studies to support their implementation of the scheme.**





Box 2: A description of our shadowing initiative

In 2014, our Department led and piloted a staff-shadowing initiative across five departments to allow participants to broaden their experience for personal or career development. One HS participant took part. A full report of the pilot exercise was shared with the University and **a proposal for a university-wide shadowing scheme has been put forward (Action 1.2).**

“I was able to observe and reflect on her personal style in supervising staff, working with a team of others in writing for publication, and running meetings, and think about what I could take from this to develop my own leadership style. My role model gave me useful advice about taking my own career forward including the importance of citizenship activities such as sitting on department or college-level committees”. (Female HS Senior Lecturer)

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

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

We support students in their progression so they are **well-equipped to make informed decisions and are able to transition to a sustainable academic career**. Some of our initiatives span PGT and PGR students. We provide role models, including five female professors (including one part-time and one clinical). A key component of the postgraduate tutor’s role is to ensure consideration of career progression at timely points in postgraduate training (usually year two). **Career talks** from women and men, often ex-students, **on successful careers in academia, industry, and consultancy** are embedded in the programme. Extensive academic and pastoral support is provided by supervisors and other departmental staff. The University has an ongoing programme of postgraduate skills training focused on being ‘career ready’. This is supplemented by departmental events including an annual HS Postgraduate Research Forum with networking opportunities and links into Vitae training; further transition support is planned **(Action 2.2)**. **We involve students in departmental working life** through attendance at seminars and departmental meetings, and opportunities to contribute to outreach activity.

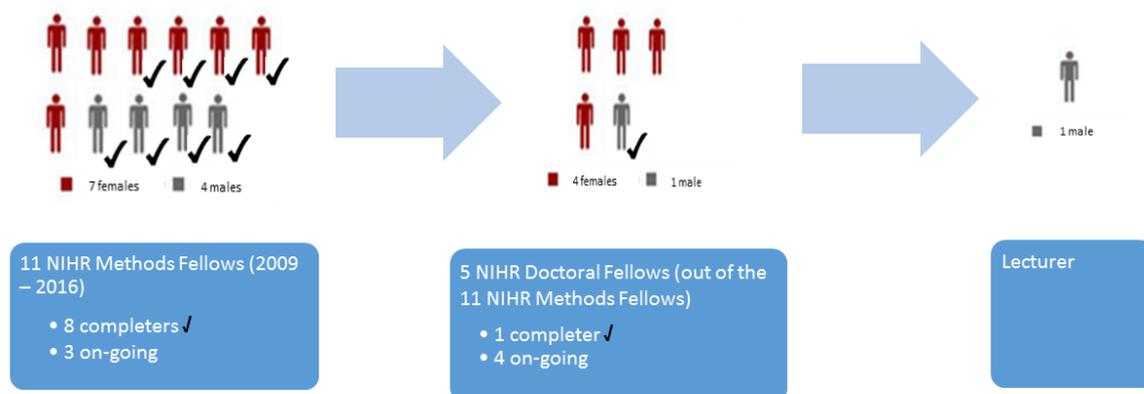
“I have been encouraged and inspired by others and hope to be able to do the same for other students. I have been able to tell my postgraduate peers about the mentorship scheme supported by the SAT, spreading the word about what is happening within the department.” (Third year PhD student)

In our 2016 student survey, 94% of women and 88% of men felt encouraged to develop their careers and 86% of women and 100% of men considered the advice they were given to be **good, very good, or excellent**.

Since our Silver award we have offered additional targeted support for students by:

- Including PhD students in our MentorConnect programme (2015), **connecting three students to mentors**. Almost half of students reported having a mentor, but over 40% of those remaining said they would like one (**Action 1.2**).
- Focusing efforts to develop MSc students to pursue PhD doctoral fellowships and move into postdoctoral positions, including intensive leadership and methods training and gaining supervisory experience via an internship programme. Figure 24 illustrates this for a group of NIHR-funded students. This has been attractive to women and we have had high retention; our first candidate to complete has been appointed a HS Lecturer post. We are using this as a template of good practice for other funding streams (**Action 1.4**).
- Enabling PGR students to undertake Higher Education Academy (HEA) fellowships if they have sufficient teaching commitments.
- Providing recognition of our established departmental PhD support group to ensure that issues which might benefit from institutional input can be raised and addressed.

Figure 24: NIHR Methods Fellows career pathway; progression is only possible upon completion of each stage



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

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

Encouragement, guidance, and support are offered to all staff who wish to apply for external research funding, including personal awards, ranging from **informal peer support to formal application review**. Mock interviews are arranged for fellowship applications and larger infrastructure awards, and the College's mandatory peer review system provides formative feedback. **HS hosts the NIHR Research Design Service (RDS)**

which offers a wide range of services to improve the quality and success rate of applications for health-related research. A recently-organised national five-day RDS grant writing retreat was attended by researchers from across England, including four women from HS.

From 2013 – 2015, 175 grant applications were submitted, 98 (56%) by women as PI and 77 (44%) by men. Fifty-four (55%) of the applications from women and 40 (57%) from men were successful. Table 18 presents ‘live’ HS grants held in 2016 and shows **the rate of application success for women is greater than men.**

Table 18: Numbers and proportions of grants currently held by academic and research staff by gender (2016)

Percentage of staff holding research awards			
	Total	Male	Female
Academic staff holding awards	79% (29 academics)	38% (12)	38% (11)
Academic staff holding awards > £100k	52% (15 academics)	21% (6)	31% (9)
Researchers holding research awards	14% (43 researchers)	5% (2)	9% (4)

Since our Silver award:

- In HS we have a tradition of ensuring research staff are named on grants to which they have contributed; we recognise that contract researchers are not always eligible to lead grant applications and, in 2016, **reported this to the Pro-Vice Chancellor for Research and Enterprise** to lobby the research councils.
- We examined application success rate by gender.

Three SAT members worked with the Vice-Chancellor and the ESRC to **examine variations in grant funding by gender** resulting in a peer-reviewed publication in *Nature* (Figure 25). Through this work we hosted a **Foundation for Science and Technology roundtable** on how universities and research councils should respond to gender bias in success rates.

Figure 25: Nature article



5.4. Career development: professional and support staff

(i) Training

Describe the training available to all professional and support 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?

We recognise the importance of training to all staff, academic and professional services (5.3(i)).



Professional services staff have been encouraged to undertake leadership and management training opportunities through the Institute of Leadership and Management programme, with **three members of professional services staff (two women, one man) completing the programme since 2013**. A female member of professional services staff was awarded a place on the 2016 Aurora programme.

Since our Silver award:

- Training activities for academic staff have also been implemented for professional services staff (5.3(i));
- In recognition of the success of the RSAG (5.2(i)), the ATAG was formed, primarily to identify and meet training needs in a timely manner. Staff are encouraged to take up training opportunities and are emailed course details; the ATAG identifies collective training needs and sources bespoke training as required. **To ensure a smooth transition to new University appraisal processes, a tailored training session has been convened.** Training effectiveness is reported back to ATAG and the Departmental Manager communicates directly with central training providers to ensure needs are met.

(ii) Appraisal/development review

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

Appraisals were embedded for professional services staff in 2010, and directly reflect those for academic and research staff (5.3(ii)). However, career progression is challenging within the Department. Staff have achieved great success obtaining promotions *outside* the Department, indicating that **we successfully develop staff** but departmental business needs inhibit internal progression.

In 2012 62% of professional services staff members received an annual appraisal; by 2015 this **increased to 100%** and has since been maintained.

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

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

We are strongly committed to promoting equality through implementation of university procedures to ensure that staff from all groups are well supported before, during, and after maternity/adoption leave. **Staff receive enhanced support from our Departmental Administrator for Staffing (DAS)** who conducts health and safety risk assessments, provides information on university procedures and dates for maternity workshops, and assists with completing documentation. The DAS also liaises with staff members' line managers and Human Resources (HR), and oversees implementation of any changes to working conditions. **The DAS is a first point of contact for staff planning maternity leave.**

Feedback from staff who have recently taken maternity leave is wholly positive.

"I was looked after really well throughout my pregnancy, maternity leave and return to work. It makes a huge difference to have a supportive and understanding environment at work while going through such a big life-change." (Professional services staff member 2015)

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

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

Keeping-In-Touch (KIT) days and informal visits are facilitated by the DAS. Staff are invited to attend the annual conference and, whilst no expectation is placed on them to attend, **this is a positive way of keeping up-to-date with departmental activity.** Staff also continue to be invited to departmental social events.

"While I was on maternity leave, the department went through quite a significant period of change with a move to a new building. My team did a wonderful job of making me feel included and kept me updated. I had an open invitation to come to weekly coffee meetings and I was invited to the Christmas lunch. My manager invited me to a tour of the new building so that I could see my new office." (Professional services staff member 2016)

Cover for staff on maternity leave is assessed on a case-by-case basis for all staff groups and maternity cover is provided where appropriate.

Feedback from staff who have recently returned from maternity leave is excellent. They valued the invitations to departmental social events in **making them feel included and facilitating their transition back to work.** We will maintain this practice (**Action 3.2**).

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

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

The DAS assists staff in planning their return to work and liaises with HR and line managers. Staff are encouraged to take as much or little maternity leave as they prefer; **many take the year entitlement**. On return to work, private breast-feeding facilities are available in the CfM and on the nearby University campus. Where possible, staff who wish to return with reduced/flexible working hours are accommodated. Two members of staff recently requested and were granted reduced hours. Another staff member was granted formal flexible working hours and reported:

“I found the process of changing my working hours transparent and fair, and it has enabled me to balance my work and home life... This ensured my return to work was viable, which was very important to me.” (Researcher 2015).

Since our Silver award:

- A Carers’ Conference and Training Fund has been introduced to allow those with caring responsibilities to apply for up to £100 to fund additional childcare costs incurred by attending a conference/training event. The fund has been used twice. A user reports that she used the fund to: “attend a day-conference to present my research, and so I could attend an away day, and be part of the discussions about how the group would develop. It meant I wasn’t out of pocket for additional childcare”. We intend to further publicise its availability (**Action 3.2**).

Our work in supporting those with caring responsibilities through **our Carers’ Conference and Training Fund initiative has now been adopted more widely across the college and University.**

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department.

Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

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

From 2011 – 2015, 17 women have taken maternity leave (eight academic/clinical, nine professional services (Table 19)). We have an **excellent maternity return rate**: of 15 women with data at six months post-maternity leave, 14 (93%) returned to work (8/8 academic/clinical staff, 6/7 professional services).

Longer-term retention is also excellent. Of the 10 women with data available at 18 months, nine (90%) were employed at six, 12, and 18 months (6/6 academic, 3/4 professional services). Of those employed at 18 months, three women had changed their hours (two academic, one professional services), two had changed their position (one academic, one professional services), and **two had been promoted within six months of returning to work** (Grade 8 to 9).



Since 2013, we have not had any staff whose contracts were not renewed whilst on maternity leave. However, in such cases our policy is to ensure that these staff are supported in exactly the same way as other staff: they will be offered consultation meetings and the option to participate in redeployment. If staff are unable to participate in person, telephone conferences will be offered to ensure all are supported in finding a new position.

Table 19: Maternity leave taken by grade 2011-2016

Maternity leave						
Grade	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	Total
ACADEMIC STAFF						
Grade 7	0	1	1	1	0	3
Grade 8	1	2	0	0	0	3
Grade 9	0	0	0	0	0	0
Professorial	0	0	0	0	0	0
Clinical	1	0	0	1	0	2
Total	2	3	1	2	0	8
PROFESSIONAL SERVICES STAFF						
Grade 2	2	0	1	0	0	3
Grade 3	0	0	0	0	0	0
Grade 4	0	1	0	2	0	3
Grade 5	0	0	0	1	1	2
Grade 6	0	0	0	0	0	0
Grade 7	0	0	0	1	0	1
Grade 8	0	0	0	0	0	0
TOTAL	2	1	1	4	1	9

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

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

HS supports all staff in taking paternity, parental, and adoption leave. Policies and procedures are publicised on the University and HS websites. Paternity arrangements are detailed on departmental webpages which **are highlighted at induction** and include up to four weeks' unpaid leave in any given 12-month period for children up to the age of five years. The pages highlight that partners can attend antenatal appointments.

From 2011 – 2016 five men took paternity leave (three academic, two professional services (Table 20)). All returned to work; four were employed six months later with no change to their hours, working pattern, or position. No-one has requested to take shared parental or adoption leave. HS has previous experience of facilitating the transfer of a woman's maternity leave to her husband as Additional Paternity Leave (APL), which **was managed seamlessly and is an example of good practice**. No-one has taken APL since our Silver award, we will continue to promote APL (**Action 3.3**).

Table 20: Paternity leave taken by grade 2011-2016

Paternity Leave						
Grade	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	Total
ACADEMIC STAFF						
Grade 7	0	1	0	0	0	1
Grade 8	0	0	0	0	0	0
Grade 9	1	0	0	0	0	1
Professorial	0	1	0	0	0	1
Clinical	0	0	0	0	0	0
Total	1	2	0	0	0	3
PROFESSIONAL SERVICES STAFF						
Grade 4	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0
Grade 6	0	0	0	0	1	1
Grade 7	0	0	0	0	0	0
Grade 8	1	0	0	0	0	1
TOTAL	1	0	0	0	1	2

(vi) Flexible working

Provide information on the flexible working arrangements available.

There is a formal and informal system for flexible working. Academic/research staff of all grades **can work flexibly with the option of working at home when home-life demands it**. Professional services staff cannot always be afforded the same flexibility as academic/research staff, although **an established ‘flexi-time’ arrangement is effectively implemented**: “*I work using flexi-time and am very happy with that.*” The formal policy and procedure for flexible working is available on the University website and is currently under review following **lobbying from our Department** and others. The CfM provides lecture-capture facilities, which we are currently exploring to enable distance-participation in meetings/seminars (**Action 3.2**).

A significant proportion of academic/research staff (46% in 2012, 61% in 2015) feel the need for flexible working, perhaps partly due to 45% of staff (in 2015) having caring responsibilities. Although only a small proportion have formally requested it (6%), the majority of staff needing to work flexibly do so by informal arrangements (63% of women, 43% of men).

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

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

Staff returning to the workplace part-time often wish to increase their hours on an incremental/phased basis, e.g. from 0.6FTE to 0.8FTE. **We have a robust system of mentoring and coaching staff** when changing hours and **a number of HS role models** who have successfully transitioned. We accommodate increased hours through opportunities for researchers to work on more than one grant or for professional

services staff to take on an additional role, so that **skills can be used across a number of grants/activities**. For some individuals this works well but it can be difficult, as research projects have varying end dates, leading to insecurity. This is currently being discussed within the RSAG/ATAG and areas for support will be highlighted to the DMG. We recognise the need for a greater understanding of staff preferences to work part-time, and whether they are fully supported in taking up the option of part-time work and returning to full-time work if and when they choose (**Action 3.1**).

5.6. Organisation and culture

(i) Outreach activities

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

Our staff engage in outreach and engagement activities with children/young people from local comprehensive schools and members of the public (Figure 26). From January 2013 to June 2016, staff carried out 38 outreach and engagement activities of which 31 (82%) were led by women: five professors, 14 Grade 8/9 staff, 18 Grade 7 staff, and one Grade 6 member of staff, indicating a broad spread of involvement.

In 2015, our college established an Outreach and Public Engagement Committee to **promote and record details of activities**. The committee established systems for data-capture retrospectively (for 2013-2014) and prospectively (2015 onwards). HS actively encourages staff to submit data, which we also use at a departmental level. HS **has one of the best return rates in the college** in terms of both the number of activities and speed of response.

Since our Silver award:

- We appointed a departmental Website & Marketing Administrator (2015) to manage our social media;
- We invited the College Outreach Lead to present at our departmental conference (2015);
- We include information about outreach and engagement in our annual report;
- Staff are encouraged to refer to outreach activities in promotion applications and appraisals;
- Outreach activities are recorded in the departmental workload model;
- Students also engage in activities as part of departmental and university initiatives. We are committed to encourage outreach and engagement and to broaden the range of staff and students who participate in these activities (**Actions 5.2 and 5.3**).

Figure 26: A summary of our outreach activities (2013-16)

Examples of our outreach and engagement activities



Engaging with school students

- Numerous seminars delivered on university admissions, health sciences research projects and careers in medicine and health sciences research for secondary school students
- Participation in secondary school parents' evenings and School Health Fair events to talk to pupils and parents about our research
- Presentation at a Science Guest Night event for secondary school students
- Work with a local primary school to engage parents in reading with their child
- Presentation at Open University Medical Statistics Careers Days
- Presentation at the Royal Institution Unconference for Young People
- **Photo:** Secondary school children finding out about careers in healthcare evaluation from staff in Health Sciences

Engaging with the general public

- Presentations for the general public at University of Leicester lunchtime lecture series
- Presentations at free public events at New Walk museum in Leicester
- Presentations at fundraising events for charities
- Presentation at Cheltenham Science Festival
- Public lecture at Leicester's Café Scientifique
- **Photo:** Engaging with the public at an Action Medical Research charity event hosted by HRH The Duke of Edinburgh at Buckingham Palace



Engaging with the local community

- Promoting physical activity via free activities at public events in Leicester's Abbey Park
- Holding a stall at a community health fair to raise awareness of diabetes and risk
- Engaging with adult learners and individuals from ethnic minority groups about diabetes management and related issues
- Presentation at a local community centre for World Mental Health day
- **Photo:** Adults with learning disabilities visit the Diabetes Centre to hear about research



Developing our public profile

- Appointment of a departmental Communications Officer
- Established departmental twitter feed
- Interviews with national and international media about our world leading research
- **Photo:** Our departmental twitter feed



(ii) Visibility of role models

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

Our departmental equalities team and SAT ensure the visibility of diverse role models with ongoing review of outputs and publicity materials, including the website and image use. **Gender equality is built into event organisation**, e.g. our annual conference always includes a member of the SAT on its organising committee, consistently includes a gender equality workshop/plenary session and a **gender-balanced programme of internal/external speakers**. We have maintained a seminar programme with speakers reflecting the overall gender make-up of HS (Table 21). The need for a gender-balanced seminar programme is widely disseminated, e.g. seminar organisers are mindful to invite alternate speakers by gender. We try to ensure that a male speaker is chaired by a female Chair and vice-versa.

Table 21: Number of seminars per year and speakers by gender

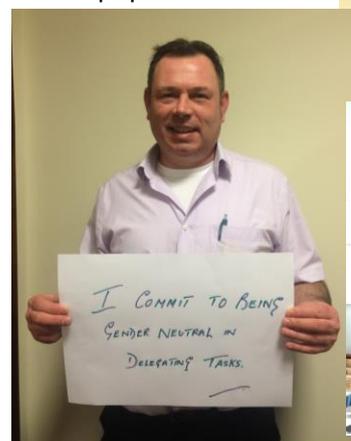
Number of seminars			
Year	Total	Female	Male
2013	39	22 (56%)	17 (44%)
2014	44	23 (52%)	21 (48%)
2015	48	27 (56%)	21 (44%)

In 2012, 73% of women and 63% of men thought there were enough female role models in HS, increasing to 80% and 64% in 2016 respectively. Plans for internal lectures and informal talks about gender equality will ensure that this positive progress continues (**Action 4.5**).

Figure 27: #PledgeforParity signs

Since our Silver award we have:

- Updated our departmental and AS webpages, to ensure all materials reflect the diverse make-up of our student and staff population.
- Led a high-visibility college HeForShe initiative for staff and students to make a '**#PledgeforParity**' for International Women's Day 2016, by being photographed with signs highlighting their pledge for gender equality. Photos were **displayed on screens across the University** for a week (Figure 27).





We identified **our annual conference as an excellent opportunity to promote gender equality** and ensure visibility of both departmental and external role models to all staff. This focus on gender equality at such a forum has been implemented by three other departments in the last year.

(iii) Beacon activity

Demonstrate how the department is a beacon of achievement, including how the department promotes good practice internally and externally to the wider community.

We have undertaken a programme of beacon activity to **share good practice and promote the values and aims of AS** in our College, University, local community, region, and the Higher Education sector. Examples are highlighted throughout, but here we document the key features (Figure 28). Our beacon activities have been well-received (Box 3).

Since our Silver award we have:

- **Supported other departments** within our college (Cancer Studies (Silver 2015), Cardiovascular Sciences (Silver 2015), Infection, Immunity and Inflammation (Silver 2015), Genetics (Bronze 2016)) and across the University (Chemistry, Economics, Management, Geography, Chemistry, Criminology, Arts and Humanities College) in implementing good gender equality practice including RSAG, ATAG, induction processes, MentorConnect, carers' fund, workload model, and appraisals. We coached, buddied, and supported departments within our College with successful AS submissions, and presented to all HoDs at the University Executive Board.
- In response to queries from other departments about our high survey response rates, published on the University's virtual learning environment and disseminated **a report "Running a successful AS survey"** that details how we secure high-quality and high-response data.
- **Presented** at university-wide AS events on "Challenges and Successes of AS in HS". We have participated in **National and International Gender Equality events** including the University's **HeForShe** launch, a **Vitae International Researcher Development** conference workshop, and a **Foundation for Science and Technology Gender roundtable**. Three SAT members, in collaboration with the Vice-Chancellor, published a **Nature paper** (2015) exploring gender bias in research funding (Figure 25).
- Provided feedback and advice to universities (Southampton University; Department of Health and Human Sciences, University of Essex; Division of Immunobiology, Infection and Inflammatory Disease, King's College London; University of Wolverhampton) and provided copies of our survey (School of Health Sciences, City University London; Faculty of Health and Social Sciences, University of Bournemouth, Liverpool John Moores).

- Shared experiences across the UK and beyond including a **keynote presentation** at the Wolverhampton University launch event (December 2014); a **go-to web meeting** with Bournemouth University (March 2016); meeting with colleagues from University of Tasmania; and a **Vitae conference workshop** on AS and the CSDCR.
- Participated in panel membership of **AS national review panels**.

We are in frequent contact with SAT members who have left the University and use their experiences to progress AS applications and **spread good practice to other universities** as HS AS SAT Alumni (Liverpool John Moores University; University of London; the University of Nottingham; and Ulster University). We will maintain these practices and build on current activity by further embedding beacon activity to reach wider audiences (**Action 5.1**).

Box 3: Selected comments from recipients of beacon activities

'We used your submission as a template of good practice for ours, which was extremely valuable and for which I am extremely grateful that you shared with us so thank-you' (University of Southampton 2014)

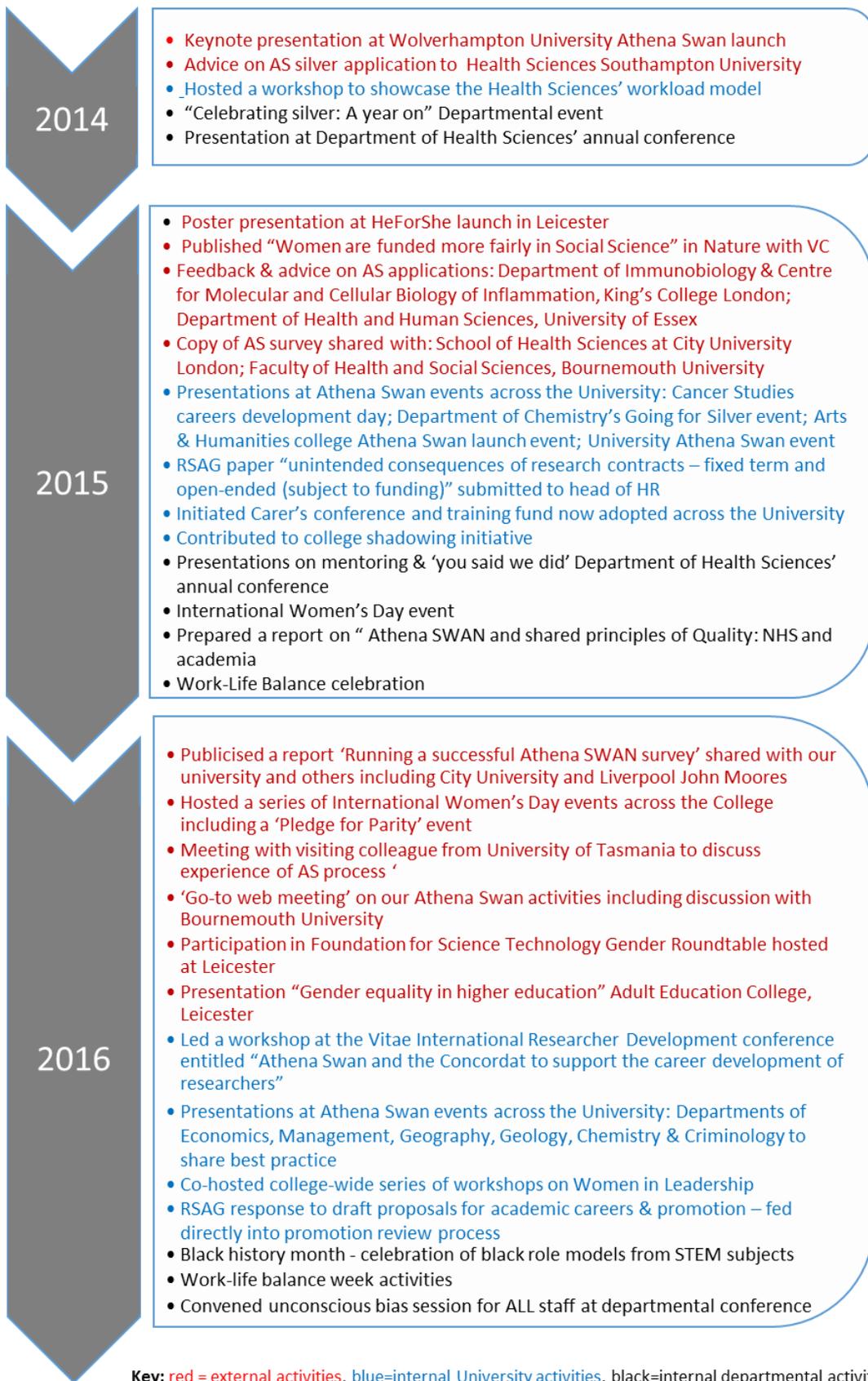
'On behalf of the DIID SAT we would like to thank you very much for reading our Athena SWAN silver award submission and giving such helpful feedback.' (Kings College London 2015)

[Redacted text block]

[Redacted text block]

[Redacted text block]

Figure 28: A summary of our Beacon Activity 2014-2016



Key: red = external activities, blue=internal University activities, black=internal departmental activities



(iv) Culture

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

HS is a space where our language, behaviours, and informal interactions characterise an atmosphere of equality and consultation. We are proud of our **friendly, open, and equality-based culture where success is celebrated (Action 1.9)**; inclusivity of all staff and students is well-established and widely recognised across the University. We have constant dialogue about gender equality, from recognising the negatives of short-term contracts (particularly for women), to identifying how multiple identities intersect and impact on career progression.

Inclusivity is promoted and demonstrated by the representation of research and professional services staff on strategic committees. We actively portray ourselves internally and externally in a **non-hierarchical manner** with an alphabetised online contacts list and door signs without academic titles. Informal networking and social relationships are encouraged, and research groups have a **culture of coffee breaks or informal lunches**, which develop a sense of collegiality without relying on social activities outside of core hours.

Since our Silver award we have:

- Embedded a gender equality and diversity component in our annual conference (2013), providing a forum to **mainstream sustainable cultural change and cement our shared equality principles** with all staff.
- Held events including “Celebrating Silver: One Year On”, employing creative interactive methods (e.g. voting handsets, tablecloth doodles) to gain **individual and collective contributions from staff and students** on prioritising future tasks and debating new working practices.
- Ensured all staff can contribute to our culture via an accessible consultation forum through ATAG and RSAG. **Communication practices have improved**; 84% of women and 71% of men considered departmental communication to be good in 2016 (68% and 63% in 2012).
- Included culture in our surveys, allowing us to monitor success in maintaining openness and equality. **There was a dramatic improvement in women feeling they**

Figure 29: Staff at the "Celebrating Silver" Event and a workshop at the 2014 Departmental Conference



can make themselves heard from 37% in 2012 to 62% in 2016 (men remained consistent at 61% and 62%) followed implementation of a variety of improvement methods, including an anonymous suggestion box discussed at DMG.

- Facilitated **inter-group socialising** through the move to the CfM. We have begun to make use of the University's communication network, Yammer, to organise social activities.

HS is committed to continuing to improve staff and student workplace wellbeing, and to ensuring all staff and students whose identities intersect protected characteristics are included and supported (**Actions 4.2 and 4.4**). Since 2012 we have promoted national and international initiatives in ways accessible to all staff, and have **led college-wide events** (Figure 30) showcasing these initiatives including:

International Women's Day – 2014-2016: Initiatives on working lives and career progression including a women's leadership programme, unconscious bias training, external speakers, and two 'Pledge for Parity' events.

National Work Life Week – 2015-2016: to encourage staff across the College to improve work-life balance including a week of daily events such as corridor coffee breaks, 'email-free Friday' and a lunchtime health-walk.

Black History Month – 2016: Leading a college-wide initiative to showcase the contributions of Black scientists to Medicine, Biological Sciences, and Psychology via rolling presentations.

Figure 30: National Work-Life Week corridor coffee break; International Women's Day



(v) **Timing of departmental meetings and social gatherings**

Describe the consideration given to those with caring responsibilities and part-time staff when scheduling departmental meetings and social gatherings.

HS has a number of regular all-staff meetings including departmental meetings and seminars, each held quarterly at 1pm on a Wednesday **to accommodate the majority of part-time staff and those with caring responsibilities**. All departmental business and research meetings are held within core hours (10am-4pm). All department-wide events are scheduled outside school holidays. **We use a shortened day for our departmental conference** to accommodate part-time staff. In our 2016 survey, 86% of women and 81% of men agreed that meetings were completed in core hours.

(vi) HR policies

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

Consistency in application of HR policies is overseen by DMG through our Departmental Manager who works closely with the College Business Partner and has a **robust reporting mechanism for raising issues or difficulties**. The Departmental Manager attends training workshops on new policies and procedures. Changes are also communicated via the University Executive Board (UEB), of which all Heads of Departments are members. New policies are consulted on and launched at UEB, where introduction to policies and training is provided. We have an active Departmental Equalities Officer who communicates to/from the College Equality Committee at which these changes are also consulted on and communicated. **We are active in reviewing policies** as part of central reviews and raising awareness (**Action 4.3**). We are often used as a **pilot department** to test new initiatives and contribute to policy redesign, e.g. appraisal.

(vii) Workload model

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

We developed a departmental workload monitoring and planning model (Teaching and Administration Points, TAP) in 2006. All academics enter teaching, supervision and administration duties, which are converted to hours using an explicit tariff, weighted for part-time and clinical staff. The system has evolved, but the **principles of fairness and transparency have remained**: all academic staff can view the data, including the relative 'size' of responsibilities, and where they sit relative to other staff. The system recognises that TAP hours required of individuals may vary according to other priorities, such as production of REF-eligible papers and stage of career; adjustments are made accordingly. TAP allocations and strategies for promotion are discussed in appraisals. Departmental tasks carrying a significant administrative load are allocated, in most cases, for a three-year tenure. Researchers do not contribute to TAP and are offered teaching/administrative roles only if this is helpful for career progression; opportunities are discussed at appraisals. Our staff survey showed that, amongst academic staff, 57% of women and 60% of men thought the system was extremely, very, or moderately fair in 2012. In 2016 this had increased to 95% of women and 95% of men.

Since our Silver award we have:

- **Undertaken a review of TAP data** by the HoD in 2016 which concluded that TAP allocation by gender, after adjustment for part-time/full-time status, is very close (mean 710 adjusted TAP hours per man; 700 per woman). The adjusted TAP allocation for staff who are full-time versus part-time is markedly different (mean 746 per full-time employee; 626 per part-time employee): staff with a lower percentage FTE are likely to require more protection from these duties, and a relatively small FTE-time contract would preclude staff from larger jobs.



As one of the departments with the most established workload model, we held a **workshop** in May 2014 attended by seven colleagues from across the University where we described **the workload model's principles** and demonstrated the software.

(viii) Representation of men and women on committees

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

HS has four main committees (Table 22). Membership is determined by role not person, and AS membership within all committees is high:

- Departmental Management Group, DMG (HoD (AS member), Research Team Lead (AS member), Departmental Manager (AS member), Learning and Teaching Lead, Departmental Equality Officer (AS co-chair)) meets monthly and is the core decision-making group dealing with operational matters. The DMG consists of two academics (Grade 10), one researcher (Grade 9), and two professional services staff (Grades 9 and 8). All staff groups have the opportunity for **two-way communication about departmental issues through the transparent committee structure**.
- Strategic Advisory Group (SAG) meets quarterly to discuss departmental strategy and, in addition to the DMG members, includes Research Group Leads, and RSAG chair (AS member). The SAG consists of seven academics (Grades 9 and 10), two researchers (Grades 8 and 9), and two professional services staff (Grades 8 and 9).
- Research Team Meeting (RTM) is held quarterly and includes all members of the SAG plus Research Impact Lead and Research Staff Advisor (AS member), both academic (Grade 9).
- Learning and Teaching Committee (LTC) meets quarterly to deal with student-related matters and comprises a mix of clinical and non-clinical academics at different grades, and student representatives. The LTC consists of eight academics (Grades 10, 9, and 8), one researcher (Grade 8), four students, and two NHS employees.

The gender balance of some committees and decision-making groups partially reflects the over-representation of males in senior academics roles. However, there is a slight trend towards a **growing female representation**. The DMG has had consistently high female representation and our SAG has seen increasing female representation, reflecting increasing numbers of women moving into research group leadership roles. We recognise the importance of good committee practice and plan to introduce unconscious bias monitoring (**Action 4.1**).

Table 22: Gender-balance of departmental committees

	Departmental Committee Membership	
	Female (% of membership)	Male (% of membership)
DMG		
2012	2 (33%)	4 (67%)
2013	3 (60%)	2 (40%)
2014	3 (60%)	2 (40%)
2015	3 (60%)	2 (40%)
2016	3 (60%)	2 (40%)
SAG		
2012	3 (30%)	7 (70%)
2013	3 (33%)	6 (67%)
2014	3 (33%)	6 (67%)
2015	4 (40%)	6 (60%)
2016	6 (55%)	5 (45%)
RTM (created in 2015)		
2015	6 (50%)	6 (50%)
2016	8 (62%)	5 (38%)
LTC		
2012	10 (63%)	6 (38%)
2013	10 (77%)	3 (23%)
2014	12 (67%)	6 (33%)
2015	12 (80%)	3 (20%)
2016	11 (73%)	4 (27%)

Since our Silver award we have:

- Disseminated details of departmental committee membership via departmental webpages to **ensure transparency of committee composition**. This is associated with an increase in staff who feel female representation on committees was good, from 45% to 67% for women and 67% to 77% for men between 2012 and 2016, and a fall in the percentage of women and men who did not know (48% to 29% for women; 30% to 23% for men).
- Reviewed terms of reference on a three-yearly cycle to ensure that committee membership reflects the departmental make-up. In 2015 all terms of reference were reviewed and **gender balance was included as a specific consideration** in identifying new members. There is an expectation that all committees will reflect the gender balance of the department (**Action 4.6**).

(ix) Participation on influential external committees

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

Women across a range of staff types and grades (to avoid committee overload for the senior women) are encouraged to represent the Department on influential college/university committees, and membership is **formally recognised in TAP**. Of the 31 staff currently members of college/university committees, 23 (74%) are women, of which four are committee chairs (Table 23). Committee membership is seen as important to professional development and career progression and is a criterion for promotion, mentoring, and appraisals, particularly for more junior staff who are encouraged to undertake such roles as part of their development. Staff are encouraged to join committees at both university and college level via emails highlighting current opportunities, with training and support offered. **We encourage junior staff to shadow staff on committees** to gain experience.

Table 23: Participation on external committees by Health Sciences staff by gender, staff type, and grade

Participation on external committees					
Staff type	Grade	External to department within University		External to University	
		Female (chair)	Male (chair)	Female (chair)	Male (chair)
Academic	8	2 (0)	1 (0)	0 (0)	1 (0)
	9	6 (0)	2 (0)	5 (0)	2 (0)
	10	4 (1)	4 (0)	3 (3)	7 (4)
Research	6	0 (0)	0 (0)	0 (0)	0 (0)
	7	0 (0)	0 (0)	0 (0)	0 (0)
	8	4 (0)	0 (0)	4 (3)	0 (0)
	9	2 (2)	0 (0)	0 (0)	0 (0)
Professional	5	2 (0)	0 (0)	0 (0)	0 (0)
	6	1 (0)	0 (1)	0 (0)	0 (0)
	7	1 (0)	0 (1)	0 (0)	0 (0)
	8	1 (0)	0 (0)	0 (0)	0 (0)
	9	0 (1)	1 (0)	0 (0)	1 (0)
Total		23 (4)	8 (2)	12 (6)	11 (4)

Twenty-three staff sit on influential national and international committees of whom **12 (52%) are women** (Table 23) and **six (60%) women are committee chairs**. Committees include membership on award bodies, steering groups, ethics committees, editorial

boards and international scientific consortia. A small number of **senior research and professional services staff** and staff from all academic grades are involved, though males are somewhat over-represented at professorial level relative to the departmental gender-balance.

Committee membership is encouraged and recognised though appraisals and is **included in promotion criteria**.

(7577 words)

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: 1500 words

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

The subjects of the case studies should include a member of the self-assessment team and a member of professional or support staff. The case studies should include both men and women.

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

Case Study 1: Dr Natalie Armstrong, Associate Professor (non-SAT member of staff)

I joined the Department of Health Sciences in February 2008 as a Lecturer. I was promoted to Senior Lecturer in 2014 (having been supported to apply for promotion while on maternity leave in 2013), and became an Associate Professor in 2016.



Health Sciences has been an extremely supportive environment. After having my son I returned to full-time work in February 2014. This has not always been easy and I have valued the ability to work flexibly to facilitate dropping my son at nursery in the morning and collecting him in the afternoon, as well staying at home when he is unwell. My line manager has been very supportive and I have valued the freedom afforded by the Department to organise my working time and location as best suits my family commitments.

I have benefitted enormously from the comprehensive approach to management, appraisal and mentoring within Health Sciences, and have seen the Department progress and embed improved processes in response to feedback. I meet with my Manager regularly, have an annual appraisal (which we revisit throughout the year), and meet regularly with a mentor from another Health Sciences research group. These combine to ensure my career development and my work-life balance are carefully monitored – we regularly review my roles and ensure I am taking positive and

productive steps to work towards my next promotion whilst maintaining a healthy work-life balance.

Health Sciences has supported me in several important opportunities to further advance my career. In 2015/16 I was sponsored to undertake the Leadership Foundation's Aurora women's leadership programme along with four other women from the Department (this was one of the Department's Athena SWAN commitments), and in 2016 I was supported by my Manager and mentor to successfully apply for Senior Fellowship of the HEA. In 2013 I was awarded competitive departmental funding for a PhD studentship. The student completed her PhD in 2016 and has gone on to secure a Lecturer post. I have been supported in my career progression within the Department and endeavour to support others in theirs.

In 2016 I took over leadership of my research group within the Department jointly with another female colleague. We were pleased to be able to take on this role on a joint basis; I in particular was not sure I would have been able to do so alone given I have a young son. The way in which we have been supported to work together in this role has been appreciated. I have been pleased that departmental meetings I need to attend as Group Lead are scheduled within core working hours and that we do not have a tradition of breakfast or evening events that I would find hard to attend. There are some excellent work-life balance role models in Health Sciences, not least our current Head of Department who is a working father with a son the same age as my own.

Case Study 2 Dr Samantha Johnson, Reader in Developmental Psychology (SAT member)

My experience of the opportunities for personal and professional development and of institutional support at the Department of Health Sciences has been wholly positive.

I joined the Department in 2010 as a Research Fellow. I interviewed for the post whilst on maternity leave with my first baby and was delighted that the Department accommodated my planned maternity arrangements allowing me to commence work five months after my interview, initially working part-time.

After one year of employment I was recommended for promotion to Senior Research Fellow and submitted my application in October 2011. Shortly after I found out I was pregnant with my second baby, and was initially concerned about the effect this might have on my career prospects. However, I need not have worried! I received one-to-one support from the departmental HR advisor to plan my maternity leave, including making arrangements for transfer of Advanced Paternity Leave to my husband so that we could share childcare and I could return to work full-time after six months' leave, all of which happened seamlessly. I was invited to attend an interview for my promotion



when my baby was six weeks old. The University offered to delay this but I was keen to attend so it was arranged at a time convenient for me and I was delighted to be promoted in April 2012 whilst still on maternity leave. In September 2012 my return to work went smoothly thanks to the support of my research group – I was allowed to work flexibly, and meetings were arranged at convenient times.

I joined the Athena SWAN SAT in 2013 and have been a central member of the team, contributing extensively to the 2016 application. I am keen to be a positive role model for women pursuing a career in medical research and have mentored female junior colleagues through the AS MentorConnect scheme. As a manager I have been able to support and encourage women in their careers, through appraisal and by providing practical and proactive career advice.

I was recently recommended for promotion to Reader, which I received in April 2016, along with a tenured post in the Department. After almost 15 years on fixed term contracts with all the insecurities these bring, this was much welcomed and will greatly benefit my personal and professional development, allowing me to cement my research team here at Leicester. Prior to promotion I received NIHR research capability funding (RCF) and financial support from the Departmental Development Fund (DDF) which played a vital role in making it possible to continue working in Leicester and ultimately move to a permanent contract. The DDF is a precursor to the planned departmental bridge fund and my experience demonstrates its real value to women's careers.

In the past I worried about the impact of maternity leave and juggling motherhood with full-time work on my career progression. However the support received from within the Department has been excellent and I don't feel that my career has been hampered in any way; I feel valued and supported in all I do.

Case Study 3 Ian Gallimore (Research Administrator) Case Study



I joined the University in 2012, working part-time for two-and-a-half days a week as an Administrator on the Late and Moderate pre-term Birth Study. I chose to work part-time to take on primary caring responsibilities for my son. When the project drew to a close I was redeployed to work on another project within the group, again working part-time.

I have generally held short-term posts due to the nature of the research funding available but my transferable skills and specialist knowledge mean I can move seamlessly between posts through active redeployment where appropriate. In 2014, I took on the role of administrator for the MBRRACE-UK (Mothers and Babies: Reducing Risk through Audits and Confidential Enquiries in the UK) project. While I still worked part-time, I transitioned from working two-and-a-half days per week to working five half-days. This flexible working arrangement was easily negotiated and allowed me to work in the mornings while my son was at nursery and be free to pick him up in the afternoon. I value my Manager's support to work the hours that best allowed me to fulfil my caring responsibilities.

In March 2016 I was able to transfer from working part-time to working full-time when the opportunity became available. My son is now in primary school and I have a flexible working arrangement, which means that I am able to work from 8am to 3.30pm which allows my wife to drop my son off in the morning while I pick him up in the evening. My line manager encouraged me to take this opportunity to return to full-time work, and was very ready to arrange my hours to accommodate the school run. Working part-time, followed by a full-time role with adjusted hours, has allowed me to have a positive and healthy work-life balance and to spend valuable time with my son.

Each time I have been redeployed my manager and senior colleagues have been proactive in ensuring a smooth transition. This is part of a broader attitude within the Department in which every effort is made to ensure that staff on fixed-term contracts are retained on a rolling basis. This encourages staff continuity and progression and allows us to feel valued.

Alongside the flexible working arrangements I have secured, I have contributed to and received authorship for academic papers and conference abstracts. I had not anticipated this in my role but it reflects the departmental ethos of fully acknowledging contribution. When I have attended meetings outside the Department they have been arranged to take into consideration my flexible working pattern. I have been offered a mentor through the departmental MentorConnect scheme and have had a useful appraisal each year.

In my research group the majority of staff are women; this is a dynamic I'm very comfortable with and have been used to throughout my career. I've seen the benefits of Athena SWAN initiatives both in this Department around flexibility and support for career progression and through my wife's involvement with the Athena SWAN team in the Department of Psychology.

(1501 words)

7. FURTHER INFORMATION

Recommended word count: 500 words

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

In addition to the activity already described, we would like to highlight three areas: our engagement with the HeForShe initiative; a summary of work undertaken with our partners in the NHS; and a recent change to our submitting unit through the integration of the Precision Medicine Institute.

HeForShe



HeForShe
UN Women Solidarity Movement
for Gender Equality

Our University is one of only 10 “IMPACT 10X10X10” champions in the UN **HeForShe** programme (10 world leaders, 10 world leading universities, 10 world leading businesses). This programme, initiated by UN Women Solidarity Movement, engages men as agents of change in the achievement of gender equality. The AS process in Health Sciences has already been co-led and supported by men; our involvement with the HeForShe programme is a natural extension of this work. Five staff attended the HeForShe launch in 2015 and presented posters on gender equality work at the event. This year we are supporting a HeforShe Ideathon around gender-based harm by facilitating two student groups in an Ideas workshop.

Working with the NHS

Compared with other departments in the College of Medicine we have relatively few clinical staff, however we recognise the challenges to the progression of women in clinical medicine and have worked collaboratively with colleagues in the College to form a ‘Women in Medicine’ Group. Our hospital based Diabetes Research Centre hosts the Biomedical Research Centre (BRC) and is led by a female director, Professor Melanie Davies (one of only three female directors of the 20 UK BRCs). Our clinical colleagues participate in and present at our University events, and university colleagues present at NHS events. In 2014 the Leicester Women in Medicine Group hosted a conference entitled ‘Becoming World Class’ and a further event is planned for next year.

University Hospitals of Leicester 
NHS Trust

Caring at its best

Integrating the newly formed Leicester Precision Medicine Institute (formed in September 2016)

In 2016, the **Leicester Precision Medicine Institute** (LPMI) was launched. As a Centre of Excellence, it will develop, evaluate and implement treatments and care pathways to provide more targeted, effective, and safer healthcare that will improve the health outcomes of our diverse population. Inevitably, this work will take place across departments and organisations, but the Institute is located within the Department of Health Sciences and is led by an established HS Professor and former member of the HS SAT. As a member of the Department of Health Sciences since 1998, Martin Tobin (LPMI lead) has contributed to its activities and to its equality-driven culture.

The LPMI’s core staff will be embedded in Health Sciences but will have reach into other departments. The institute comprises two staff, but three further appointments are anticipated and all will be members of Health Sciences.

(433 words)



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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.

Department of Health Sciences Athena SWAN Action Plan 2016 to 2020

Our Action Plan is reflective of our progress to date and also forward-facing. It is not ordered chronologically, instead it is grouped into five key themes: 1. Career development; 2. Key career transition points: recruitment and retention; 3. Flexible working and managing career breaks; 4. Organisation and culture; 5. Beacon activity, outreach and data improvements. Each of our actions is assigned to a SAT member (and sub group lead) who is responsible for ensuring the action is undertaken along with other specified departmental members or groups. This ensures joint ownership but also close monitoring of actions and outcomes.

Sub-group Leads

Survey sub-group	Emma Angell	Beacon Activity sub-group	Kate Williams	Data sub-group	Lucy Smith	Outreach sub-group	Stephanie Hubbard
Events sub-group	Veronica Heney	Career progression sub-group	Samantha Johnson	Website sub-group	Helen Horsman		

Key to Prioritisation:

	Top Priority
	Intermediate Priority
	Lower Priority

Action No.	Objective	Rationale	Actions taken to date	Actions to address Issue	Time-scale	Person team responsible	What success will look like
1. Career development							
1.1 4.2(iii) 4.2.(iv)	Increase continuity of employment for staff employed on external funding	To allow (predominantly female) researchers on contracts subject to funding to build a career and establish themselves in the university and in Leicester	Departmental funds have been used on an individual basis to maintain staff between externally funded projects (research) to ensure continuity of employment.	Develop a policy and gain approval for departmental 'bridge funding' to support externally funded staff between contracts (initially in a pilot). Continue to monitor staff on external funding centrally to ensure action on retention is taken at least 6 months before the end of funding.	Jan 2017	HoD/ DMG Career Progress sub-group	HS bridge fund will be established. Two members of staff will be awarded bridge funding in 2017. The pilot will be reviewed in July 2018, and its impact on the continuity of the staffing base assessed. A report will be shared with the department and the wider university with a view to

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							institution wide uptake if the pilot is successful.
1.2 5.3.(iii) 4.2.(iv)	Extend departmental support for progression and career development, through shadowing opportunities, mentoring, and career coaching.	Shadowing, mentoring ¹ , and career coaching allow staff to increase their knowledge of career paths and identify clear strategies for personal progression. By being better supported they will be able to plan their own career and take steps that will facilitate career progression.	In 2014 we worked with colleagues leading on the development of a staff shadowing programme and piloted it in five departments with whom we work closely on gender equality. We formed an Athena SWAN mentoring sub group called MentorConnect to help link those who wanted to be mentors with those who wanted a mentor. So far we have linked 13 staff and students to mentors within and beyond the department.	<p>a. Continue to offer and advertise shadowing opportunities within the department and college for all members of staff, including professional staff, to enhance the understanding of leadership posts.</p> <p>b. Work with colleagues to develop a university-wide shadowing scheme by October 2017.</p> <p>c. Promote interest in career coaching through a local presentation on the new university mentoring and coaching academy in February 2017 and undertaken a subsequent poll to determine interest</p> <p>d. Link into university coaching provision by encouraging staff to train as coaches or register to be coached; promote this opportunity through RSAG and ATAG</p> <p>e. Establish an annual coaching information session in the same way we publicise 'MentorConnect' annually to ensure all staff are aware of opportunities</p>	Feb 2017 onward Feb 2017	DPVC SAT Culture sub- group lead	Increased uptake of shadowing opportunities from two in 2015/16 to four in 2017/18. All staff will have the option of mentoring or career coaching as part of their professional development. The offer, perceived suitability and take-up of coaching will be recorded in our annual survey with 100% of staff in post for one year or more being offered mentoring or career coaching with two staff successfully completing the university coaching programme. Active feedback on this new coaching initiative will be provided via the departmental meeting in November 2017

¹ <http://www.ecu.ac.uk/wp-content/uploads/external/mentoring-progressing-womens-careers-in-higher-education.pdf>

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				f. Implement Mentor Connect rounds annually in addition to offering mentors consistently at induction. Highlight in promotional materials that this scheme is open to professional service staff	Annual from 2017	Career progress lead	Successful implementation of annual rounds of MentorConnect, pairing two-six mentees each successive round, or as many as express interest. Our initial MentorConnect round connected 17 staff and 3 PhD students and has since been more widely publicised to professional services staff
1.3 5.2.(ii) 4.2.(iv)	Support and facilitate career progression for professional and support staff .	Offering a clear support framework for the development of professional services staff will ensure transparency in the promotions process	A support process for promotions and merit awards for administrative staff which includes: support clinics hosted by the Departmental manager scheduled as soon as the promotion round is announced, sharing of successful promotion cases with new applicants and an embedded culture of recommending both women and men for promotion and merit awards. Our SAT chair contributed to a university task and finish group to redesign the university promotions process.	a. Continue to work with the Departmental Manager to design and develop materials that support the training and progression of professional and support staff within the department and wider university. b. Explore opportunities for development of professional and support staff through encouraging and supporting professional and support staff in taking advantage of secondment opportunities in other departments across the university, creating these opportunities within the university and at other institutions if necessary, and through actively promoting training opportunities which may be beneficial or appealing.	Sept 2018	DM Career Progress sub- group lead	Improved professional staff survey results around support for promotion processes increasing the proportion of people who feel supported in the promotions process from 33% to 63% by 2018

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				c. The reminder system detailed in action 1.7 will be implemented for all professional services staff			
1.4 5.3.(iv) 4.2.(iv)	Increase the number of fellowship applications by targeted support and advice.	Fellowships can be a key stage of academic career progression; this support will facilitate career opportunities for junior research staff (currently predominantly female)	We have provided targeted support for relevant fellowship programmes e.g NIHR	Continue to encourage staff to take advantage of the support provided by senior academics, peers and the Research Design Service. Highlight the NIHR success as an example of good practice in this area, create and circulate guidelines based on the NIHR practices and encourage all research groups to follow them, paying particular attention to prompting staff who line managers perceive to be ready to submit their first grant application.	Mar 2019 onward	SAG/RT	An increased number of fellowship applications made, across a broad range of funding opportunities with a target of four successful doctoral and two post-doctoral or higher applications per year
1.5 5.3.(iii) 4.2.(iv)	Ensure teaching experience (of the required 20 hours) and teaching qualifications are open to research staff e.g HEA fellowships	To aid career progression from research posts to lecturer posts	Research staff actively contribute to teaching and see it as a useful career progression opportunity. To date one member of research staff was supported to achieve an HEA fellowship in 2016.	Extend departmental support for applications to Higher Education Academy (HEA) fellowships to research staff as well as academic staff through a targeted approach: <ul style="list-style-type: none"> a. Establish interest in HEA fellowships from research staff via the RSAG b. Signpost the webinar on applying for an HEA award more prominently via RSAG c. Provide local (peer) support and link into existing institutional support for HEA. d. Monitor the gender balance of staff applying for HEA awards, and assess any particular barriers to uptake for female staff. 	May 2017 Jan 2017 onward Jan 2017 onward Annual	DMG/ RSAG Career Progress sub-group Lead	Research staff wishing to pursue a HEA qualification will have the opportunity to teach and to gain recognition for their teaching skills. Three research staff will have been supported to complete the HEA fellowship by 2018. A network of researchers who have successfully achieved an HEA award will be convened to offer support to new applicants (cross university). Uptake (currently only one member of female research staff has completed the HEA fellowship), including gender balance, will be monitored

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							through the staff survey. A target of 3 research staff a year will be set for HEA completion. If necessary, barriers will be explored through focus groups
1.6 5.3.(i) 4.2.(iv)	Increase the number of staff at all levels and job families attending leadership development programmes	Widely available leadership training, in part specifically targeted towards women, will facilitate career progression by providing skills and increasing confidence levels	The department has actively supported members of staff in participating in leadership training, with 5 members of staff attending the Aurora Women in Leadership programme in 2016, and 2 members of staff attending the UoL leadership excellence programme. Our Departmental SAT is involved in running a College-wide series of workshops on Women in Leadership; the workshops have proved extremely popular, with between 50 and 60 women attending each.	<p>a. Continue to promote, support and encourage members of staff to apply for:</p> <ul style="list-style-type: none"> • The Aurora Women in Leadership programme, • The university Leadership excellence programme • The NIHR Leadership Support and Development Programme • The Wellcome Trust Research Leadership Development Programme • The Vitae preparing for leadership for research staff course. • The Stonewall leadership programme <p>b. Explore alternate options for leadership training to ensure options that are accessible for all, and that individuals can attend training that suits their particular needs</p>	2017 onward	Line managers Career progress sub-group lead	Build on our success in ensuring that each year an increasingly high proportion of staff who indicated desire to attend leadership programmes are able to including the Aurora Women in Leadership programme. In our 2016 survey 19% of women and 19% of men had been on a leadership programme and a further 49% were considering applying. We will support a further 15-20% each year. We will measure the continuing demand for leadership training via our survey and will monitor the percentage and gender of staff undertaking leadership training, coaching and mentoring.

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				c. Provide workload allocation for the further development of the College-wide workshops on Women in Leadership; co led by Carolyn Tarrant, Associate Professor in Health Psychology	June 2017 onward	RSAG	Staff at ALL levels to have been offered the opportunity to undertake leadership training within 3 years .
1.7 5.1.(iii) 4.2.(iv)	Consistently ensure all suitable candidates in research and academic posts are encouraged to apply for promotions	Reducing the burden on individuals to put themselves forward for promotion will ensure that the contributions of less confident but equally able members of staff (often women) are also recognised appropriately	Promotion is discussed in individual appraisals and all staff receive email mailings about every promotion round.	In addition to existing strategies, introduce a new reminder system whereby when each promotion round is announced. The departmental management team will prepare a list of all of the staff who are eligible in that particular promotion category and email it to all line managers. This will act as a reminder to relevant research group leads/line managers to ensure that all staff members are considered equally for promotion.	Dec 2016-2019	Deputy DM	Over 75% of research and academic staff felt that support for promotions was good in 2016. We will improve these staff survey results around support from promotion processes to 90% by 2019 Increase in number of promotions achieved per year from around two per year to three by 2019
1.8 5.3.(iii) 4.2.(iv)	Increase/develop skills of staff across the grades to undertake departmental roles and responsibilities.	Spreading departmental roles and responsibilities more broadly will ensure that more junior members of staff have opportunities to take on responsibilities that might benefit their career progression while mitigating over-burdening senior academics	Membership on committees and citizenship activity is actively encouraged through the appraisal process but staff are sometimes hesitant of taking on these roles as they do not always fully understand what it entails.	a. Raise awareness of available roles by maintaining our webpage describing committees and their membership. Provide brief statements written by existing committee members describing what membership entails, why it is important and whether/how it has enhanced their career progression (noting any opportunity costs). b. Advertise vacant committee posts across all relevant staff in the department. Line managers to encourage all staff to consider these opportunities.	Mar 2019 Mar 2018	DMG Comms sub-group lead All Committee members	Greater awareness by staff of the benefits and challenges of committee engagement and citizenship activity reported in the staff survey (new question). Greater diversity, including in age and gender, of committees and other working groups members, and thus a broader accrual of professional experience across the department. Collate this data to measure

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		(particularly women).		c. Build on the existing workload model (TAP) to identify a contribution map of grades and gender of staff who contribute to departmental and university activity and use. This exercise will recognise the value of such roles to personal development but also the time burden of such contributions when concentrated in a few staff members thereby avoiding committee overload.			the increase in diversity of our committee membership and report on departmental webpages. A clear map of departmental activity by gender and grade providing a baseline from which to develop future actions presented at a departmental meeting in 2018.
1.9 5.6.(iv) 4.2.(iv)	Support and celebrate the successes and achievements of staff of all types and at all levels.	Celebrating staff achievement will increase staff members' sense of being valued and recognised in their jobs	Staff achievements are shared on the Intranet and at quarterly Departmental meetings	a. Promote a culture of recognising and celebrating a wide range of successes and achievements across research groups, with equal focus on 'traditional' achievement e.g. large grant funding and wider citizenship contribution b. Introduce a 'staff achievement' initiative to ensure managers recognise, capture and share ALL achievements of their staff, to embed a culture of reporting achievements c. Link championing of staff to recommending staff for the 'Discovering Excellence Awards' – a university award programme launched in 2016	Intro. at Mar 2017 SAG Annual	SAG	Increase emphasis on citizenship- contribution in the reporting of department successes Department success in the discovering excellence awards with at least ten staff nominated annually across all grades and job families. In 2016 ten staff were nominated and four staff/teams were shortlisted for awards.

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2. Key career transition points: recruitment and retention							
2.1 5.1.(i)	Promote the department to staff as an equal opportunities workplace, as part of our departmental diversity initiative.	Our ability to support and encourage women in their work and careers depends on our ability to successfully recruit women into the department at all levels.	Our equalities poster is updated annually to reflect our Equality and Diversity activity in the department. We contribute a series of powerpoint slides on Equality and Diversity for the departmental induction. We have ensured that both male and female colleagues contribute to and comment on job specifications, adhering to a standardised template of objective criteria.	a. Further improve our SWAN website by providing descriptions of and short video interviews with both male and female staff at each grade in 'bite-size' case studies referring to our culture and support for career progression in all staff groups	Nov 2017	Web/ Comms Sub-group	Increased number of male applicants up to and including Grade 8 (by 10% in three years) especially in professional services roles, monitored annually and reported to the DMG. Measure traffic on website Include a question in our post induction questionnaire on use and influence of web site by November 2017 Record gender make-up of all departmental recruitment panels (currently 100%) annually and report on AS webpages
				b. Continue to implement mixed recruitment panels for all appointments			
				c. Convene a 'creative design' meeting with our local HR business partner and marketing manager to brainstorm the best way to demonstrate our equalities credentials particularly around gender equality to ensure advertisements reach and appeal to diverse candidates linking in with the existing HR strategy	Oct 2017	College HR BP Recruitment Team	Improved recruitment materials that attract new staff (we already attract high numbers of applicants).

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				d. Include questions on our web based materials in our post induction survey, and analyse once we have 20 responses and feedback. Once analysed feed back to the communications team – this will be a continuous process of ongoing quality improvement.	Jan 2018	DM Web and Comms sub-group	Refreshed web based materials based on new recruits feedback by 2018.
				e. Ensure that each time a role is submitted to the DMG prior to being sent to HR for approval and advertisement, the individual submitting the role is asked whether they might consider advertising across grades, whether there is flexibility in what percentage FTE the post is, and whether it might be a viable secondment position	Apr 2017	Deputy DM	All departmental jobs advertised across grades (if appropriate), with flexible FTE, and as secondment positions wherever possible
2.2 5.3.(iv)	Support postgraduate students in transitioning from study to employment in research and academia	Providing more specific and responsive career advice will make it easier to meet the particular needs of Health Science postgraduate students, particularly female students	Departmental presentations of career development opportunities are embedded for post graduate students	Organise and promote a quarterly/bi-annual roundtable, just an hour long over lunchtime, at which four senior members of staff with various career paths discuss specific elements of academic and research careers, for instance grant applications. Ensure all the PGTs, PGRs and ECRs are invited.	July 2017 onward	AS SAT student leads LTC lead	A successful event held every six months, each attended by at least 20 postgraduate students from across the department.
2.3 4.2.(iv)	Learn from staff departures and transfers and improve	To gain a greater understanding of why staff leave the Department. To	In August 2013, we introduced an exit survey for completion by all staff leavers, which currently has	a. Ensure staff are fully aware of opportunities for progress within the University (information provision).	Aug 2018 onward	Deputy DM	Exit data of gender balance and grade of leavers reflects gender balance and grades of staff.

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	retention of staff on external funding.	identify whether individuals felt they weren't able to progress within the University, this will allow us to identify gaps in the current career progression pathway. Greater awareness of opportunities for promotion and progression will improve staff experience	a 71% response rate. A report of the first three years data from the exit questionnaire has been reported to DMG and posted on our web pages. Research staff progression and achievement are celebrated in the RSAG	b. Share personal accounts of progression of research staff within the University and beyond	Nov 2018	All committee chairs	80% attendance of administrative and technical staff at a 'progression' session.
				c. Convene a focus group to explore the reporting of professional services staff who state that they need to move from the department to achieve promotion		RSAG Comms sub group	A short report from a focus group on career progression for professional services staff with key recommendations to share in the department and with the University SAT
				d. Develop a 'virtual' handbook for those managing staff on fixed-term contracts, highlighting policies, good practice, available resources and opportunities both within and outside the university. Include in the departmental staff webpages			Successful creation and dissemination of a handbook for those managing staff on fixed-term contracts that can be shared across the department and university, working effectively with the university lead for researcher development.
3. Flexible Working and Managing Career Breaks							
3.1 5.5.(vii)	Develop a greater understanding of staff members' preferences and experiences with regards to working part-time and returning to fulltime work.	Data suggests that men and women choose to work part-time for different reasons. We need to better understand the full spectrum of experiences to ensure that all staff are equally supported and work the hours that best suit them	We have established processes to respond to requests for increase and decrease in hours but there is inconsistency in application	Conduct two focus groups and a drop-in session to allow us to better understand why individuals work part-time and whether they have opportunities to increase hours if they wish to, identifying barriers and facilitators to increasing and decreasing hours. Feed results into University Athena SWAN SAT to allow comparisons with other departments and to develop an institution wide response	2018	Career Progress sub-group lead	Two focus groups involving eight people and a drop-in session run successfully, and a short report analysing the findings generated and circulated to the department and university SAT. Actions planned in response to the report where appropriate

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3.2 5.5.(ii) 5.5.(iii) 5.5.(vi)	Optimise the sense of continuity and involvement for staff on maternity and paternity leave and ensure that all staff are aware of schemes to support parents and carers already in place.	Staff value invitations to departmental social events in making them feel “included” whilst on maternity and paternity leave and making their transition back to work even smoother. It’s likely that enabling staff on maternity or paternity leave to be as involved in the life and work of the Department as they wish to be is likely to lead to a positive experience of maternity and paternity leave.	The DM assists in planning KIT days (we have 90% uptake of KIT days – with KIT days not taken related to staff or child illness) or facilitating more informal visits to the department if requested by the staff member. Staff members on maternity leave continue to be invited to departmental social events such as Christmas dinners, departmental coffee mornings and charity bake sales whilst on maternity leave and were encouraged to bring their baby along.	a. Building on KIT days ensure staff feel embedded Invite staff on maternity leave to attend social events. This is identified as an example of good practice. All staff on leave will also be invited to the departmental conference though not expected to attend. This to be incorporated into process for mat leave - DAS will ask whether staff member would like such contact whilst on leave during the personal meeting for leave planning and if so, liaise with line manager to ensure this happens.	Mar 2017	DM SAG	Staff on maternity and paternity leave are regularly invited to departmental events and meetings and are able to attend events of their choosing remotely, although they are not required to attend. 100% uptake of KIT days recorded. A 90% positive response to survey questions on experience of maternity and paternity leave will be maintained.
		Departmental schemes which facilitate parents and carers in continuing to attend professional events or in arranging maternity and paternity leave conveniently can improve	Since our last application, a new Carer’s Conference and Training Fund was initiated within our department and adopted as an initiative within the College and University as a whole. The fund was introduced to allow those with caring responsibilities to apply for a small grant of up to £100	b. Make use of provisions in the new Centre for Medicine including lecture capture facilities to make participation in meetings and seminars from home or other locations, thus increasing their accessibility for staff on maternity or paternity leave.			c. Raise awareness of the ‘Carers Conference and Training Fund’ among all staff, particularly professional and support staff who may have viewed this as only available for academic or research staff to attend conferences. Highlight the fund in the return to work meeting with the DAS or departmental manager for those returning from maternity leave. It

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		experiences and remove barriers and should be fully advertised to all members of staff to ensure that their effects are as widely felt as possible.	to fund, for example, additional childcare costs incurred by attending a conference or training event. .	will also be highlighted to men taking paternity leave. d. Raise awareness of Additional Paternity Leave (APL) among women and men wishing to take maternity and paternity leave in future by including this as an item to be raised by the DAS when meeting staff members to assist in planning maternity leave. Also routinely communicated to all paternity leave takers.			
4. Organisation and Culture							
4.1 5.6. (viii)	Increase understanding of unconscious bias and its impact on decision-making across the department and reduce unconscious bias in meetings, interviews and other departmental activities	It's important that decisions made in departmental committees are based on merit, and that all contributions are valued. Unconscious bias ² can impact decision-making and the ability to notice and acknowledge contributions. Raising awareness of the effects of unconscious bias can work towards	A short session on unconscious bias has been undertaken in the department which 25 staff attended, in addition the university equalities training broadly covers aspects of unconscious bias – in order to raise awareness.	a. Introduce a programme of Monitoring Committees for unconscious bias (skills based). Raise awareness of our unconscious biases when in meetings and seek training for two members of staff to observe committees annually and comment openly on behaviours and biases. Initiate a rolling programme of observation at departmental committees, research group meetings, and staff interviews. b. Include a mandatory unconscious bias session in our annual conference (30 November 2016), which is attended by 90% of departmental staff and students. Provide training materials for those unable to attend the conference	Seek training by Jan 2017. Monitor Dec 2017 Nov 2016	SAT members Conference Organising Committee	Two staff trained in meeting bias observation, attending and feeding back on six departmental meetings a year. Roll out to wider college and university and provide feedback at 8 meetings a year. We usually achieve 90% attendance at our annual one day conference so we will have provided unconscious bias training to most of our staff. The conference evaluation form will include

² <http://www.ecu.ac.uk/guidance-resources/employment-and-careers/staff-recruitment/unconscious-bias/>

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		mitigating these effects.					two questions on the usefulness of the session and how staff will use the new knowledge in day to day working activity.
4.2 5.6.(iv)	Providing robust and effective support for staff members whose identities intersect protected characteristics	Intersectionality ³ acknowledges social identities or protected characteristics that often overlap or intersect. Considering or unduly prioritising the impacts of gender alone ignores the impact of race, sexuality, class, disability and other characteristics on staff in Higher Education Institutions and erases individuals	From April 2016 a member of the AS SAT attends the university staff fora (BME Forum, LGBT Forum, Disabilities Forum, Women's Forum). In July 2016, in response to the rise in racially-motivated violence following the EU Referendum, members of the SAT organised a cake sale and collected donations of food and toiletries to support the work of the British Red Cross with refugees in Leicestershire. In October 2016 an SAT member led on a College-wide initiative to celebrate	a. Participate in local and college-level actions to celebrate Black History Month and LGBT History Month b. Ensure that a member of the AS SAT attends university staff fora to ensure close collaboration with the fora and to offer the SAT's support for/assistance with any relevant actions. c. Hold bystander intervention ⁴ training at the departmental conference, supported by a raised staff awareness of equalities best practice d. Raise awareness of specific university counselling support for staff with protected characteristics.	Jan 2019 onward Jan 2017 onward Nov 2018 Jan 2018	SAT, departmental equalities team	The organisation of college-level actions around Black History Month and LGBT History Month, and regular attendance by an SAT member at Staff Equalities Fora. Raised awareness within the department of intersectionality and broader equalities issues on our web pages and in face to face meetings. Development of robust actions based on intersectional data obtained from the central university.

³ Crenshaw, Kimberle. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *The University of Chicago Legal Forum*, 139-167.

⁴ Bystander Intervention is a philosophy and strategy for prevention of various types of violence, including bullying, sexual harassment, sexual assault, and intimate partner violence. It is based on the fact that people make decisions and continue behaviours because of the reactions they get from others.

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		whose identities intersect multiple characteristics, for instance BME women, LGBT women, and disabled women. We cannot truly support women in Health Sciences without acknowledging and working to combat other disadvantages.	Black History Month and to acknowledge the contributions of black scientists to Medicine, Biological Sciences, and Psychology.	e. Over the next five years we will lobby the university for access to university wide data on recruitment, retention, and promotion with regards to all protected characteristics, and we will use this data as the basis for a broad and comprehensive action plan to address any potential shortcomings within our department.	Action plan by Jan 2020		Annual conferences will continue to include an equalities best practice session.
4.3 5.6.(vi)	Raise staff awareness of equality policy and practice guidelines	Greater awareness of policies and best practice will encourage staff members who might not have managerial responsibilities to be more aware of the needs, concerns, and rights of their colleagues as well as themselves.	The induction received by every new member of staff includes a checklist detailing departmental and University policy and procedures. Staff members are instructed on the principles of the Equal Opportunities policy, and since our silver award we have included a series of powerpoint slides outlining our equalities commitments. All new staff are advised of the requirement to undertake the University's mandatory equalities training	<p>a. Feature a relevant policy or process on our news pages every term (on a cycle). For example – Focus on our Maternity Leave Procedure, include link and a 30 word message about why it's important to understand and disseminate. Place as a banner on the HS news pages – combined with a poster campaign so it's in everyone's eye line. Rotate the policies on the banner on a termly cycle, and inform the department when the policy changes.</p> <p>b. Create an equalities stand in the department, located in communal space, with paper printouts of policies and good practice guides from other organisations covering a broad range of protected</p>	Jan 2017	Comms sub-group, HoD, SAT, DM	<p>Six equalities-related policies a year highlighted on our webpages and 80% of staff will feedback that it has raised awareness and increased understanding of the policies recorded in our staff survey.</p> <p>Increased awareness (to 80%) of gender relevant policies by all staff and students reported in our staff survey.</p>

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				characteristics and intersectional concerns, eg Stonewall, and information about local initiatives and resources, eg the Leicestershire LGBT Centre			
4.4 5.6.(iv)	Improve staff and student well-being in the work place	Taking steps to ensure that the department is a positive environment which encourages collaboration, collegiality, and a healthy work-life balance is an important part of preventing burnout and ensuring that female staff are comfortable and fulfilled in their workplace	Informal networking and social relationships are encouraged by the department; some research groups have an embedded culture of coffee breaks or informal lunches. Some groups make use of the University's private, social collaboration network, Yammer, to discuss and organise social activities. On 23rd September 2015, the Athena SWAN celebrated National Work Life Week 2015 with a morning cake break at which staff met for coffee and cake and shared tips on how to improve work life balance. National Work Life Week was celebrated again in 2016 with events spread across the week, from coffee breaks in the corridors to a department-wide Email-Free Friday.	<p>a. Continue to celebrate work life balance week annually and share initiatives across the college and university</p> <p>b. Publicise the use of deferred email mailing on the AS webpages and remind staff of the practice at Departmental meetings</p> <p>c. Invite a keynote speaker on wellbeing to our next departmental conference (2016 already arranged)</p> <p>d. Instigate annual 'get togethers' building on research group practice not linked to specific work activities. Increase the use of yammer to promote social activities in the department including our lunch time book group and yoga sessions with colleagues in the college.</p> <p>e. Improve the provision of communal space for social and professional interactions within the department in the Centre for Medicine</p>	Oct 2017/ 2019 Dec 2017 March 2018	SAT Culture sub group Web/Comm s sub-group	<p>Embedded and reported work life balance week event annually reported on website.</p> <p>Celebration of work-life balance week as a university by 2019</p> <p>Embedded good practice around emails out of hours and reducing email traffic whilst increasing collegiality by talking to colleagues.</p> <p>Conference feedback will increase our conversations about wellbeing in the workplace</p> <p>Increase in the frequency and breadth of departmental activities.</p> <p>80% of staff provide a positive response to the University Staff Survey Q4-5 <i>I have a place I can go for breaks at work</i> once furniture and improved break-out facilities are secured</p>

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4.5 (5.6.(ii))	Raise the profile of departmental, local, and national role models in varied roles and from a broad spread of backgrounds, (with particular sensitivity to highlighting figures with experiences of the intersections of race, gender, sexuality, class and disability).	Studies suggest that role models with whom the subject share a social identity can positively impact aspirations, self-perceptions, and career decisions. ⁵	We ensure that a member of the AS SAT is on the organising team of the Departmental Conference to maintain the prominence of an embedded gender equality slot	a. Collate a profile piece on our high profile staff to demonstrate our increased gender balance over the years.	2017	SAT dept equalities team	Post gender profile piece on web pages and share as a news item on the university web pages. Successful organisation and wide attendance of a flagship lecture and a bi-annual series of informal talks with 70% staff attendance by male and female staff and students.
				b. A yearly flagship, college-wide lecture from a high profile academic figure on their career experiences and research			
				c. Bi-annual lunchtime informal talks from role models in the department/university in a variety of roles – eg administrators, post graduate students returning to education, researchers.	2017		
4.6 5.6. (viii)	Maintain gender representation on committees	Balanced committees ensure that all talents are utilised and all groups are able to shape the	Since our silver award we have reviewed all of our committees to ensure they reflect the gender make-up of the department	Continue setting targets for gender representation on committees and seminars Publish the gender balance of seminar speakers annually so that we heighten awareness of gender balance.	Jan 2017 onward	DMG Comms sub-group	Year on year progression in gender balance of representation on departmental committees (in 2016 all committees have 50% or more female

⁵ Lisa Rosenthal; Sheri R. Levy; Bonita London; Marci Lobel; Cartney Bazile. In Pursuit of the MD: The Impact of Role Models, Identity Compatibility, and Belonging Among Undergraduate Women *Sex Roles*. 2013 Apr; 68(7-8): 464–473.

Marianne Meier (2015): The value of female sporting role models, *Sport in Society: Cultures, Commerce, Media, Politics*, DOI: 10.1080/17430437.2014.997581

Penelope Lockwood. "Someone Like Me can be Successful": Do College Students Need Same-Gender Role Models? *Psychology of Women Quarterly* March 2006 vol. 30 no. 1 36-46

Action No.	Objective	Rationale	Actions taken to date	Actions to address Issue	Time-scale	Person team responsible	What success will look like
		departmental culture		Continue to publish the gender balance of departmental committees and decision-making groups, and monitor data to prevent both committee overload and gender imbalance			representation) and of speakers invited to speak at departmental events (currently just over 50%) to fully reflect our academic staff gender ratio, while being sensitive to the concern of committee overload Publish the gender balance of all our committees on the departmental webpages.
5. Beacon Activity, Outreach and Data Collection							
5.1 5.6.(iii)	Embed beacon activities that reach broad new audiences to promote gender equality and Share learning and good practice	To ensure that our beacon activities are as effective and impactful as possible we will use technology to reach new and wider audiences.	We have engaged with other HEIs to promote and encourage Athena SWAN; for example our SAT chair gave a keynote presentation at Wolverhampton University Athena SWAN Launch event in December 2014 and in March 2016 two SAT members took part in a go-to web meeting with Bournemouth University giving a presentation on their experience of Athena SWAN activities followed by a lively discussion (full details of our beacon activity are provided in the application).	<p>a. Build on our existing reputation as a beacon of good gender equality practice by developing a webinar in response to frequent requests for support and interest from other HEIs on our AS activity. This will be convened twice a year and, together with a youtube vodcast summary of learning and good practice, will complement our face to face beacon activity.</p> <p>b. Prepare a standard 'pop up' talk for delivery at local events building on a presentation made at a local FE College in June 2016 to mature students and staff</p> <p>c. Liaise with the public engagement team to identify new audiences</p>	Jan 2019	SAT Beacon sub-group	<p>Increased interest in our work in HS –evidenced by an increase in support requests by 30% spreading our good practice initiatives more widely.</p> <p>Feedback would indicate usefulness of the initiative to other departments.</p> <p>Deliver two 'pop up' lectures to new audiences in 2017 and 2018 (non HEI or school – covered in outreach)</p> <p>Good attendance by representatives from 60% of regional HE institutions and</p>

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				d. Convene a one day workshop on sharing good gender equality practice, inviting colleagues from within the region with whom we have excellent contacts already			positive feedback in an evaluation
				e. Explore the provision of a set of TEDX talks with our local contact	Feb 2017	SAT Chair	A well-attended (audience of 100) and widely disseminated event reaching a wide local audience
5.2 5.6.(i)	Broaden the range of staff who provide information about outreach activities and improve the quality of that information. Reduce the current burden of outreach activities on female staff.		Outreach activities are recorded by most staff. We now include information about outreach and engagement in our annual report. Staff are encouraged to refer to outreach activities in applications for promotion and during appraisals.	a. Clarify and publicise refined definitions of outreach and public engagement and encourage all staff to routinely record the full range of activities and events staff occurring across the department prospectively on the College public engagement and outreach database. b. Encourage line managers, supervisors, and mentors to discuss the value of outreach activities with <i>all</i> staff, including students, junior research staff and administrative staff, to highlight opportunities to engage in outreach, and to recognise contributions to outreach and public engagement activities in appraisals and when setting objectives for the next appraisal period. Announce and celebrate outreach activities in departmental meetings	Jan 2018 Jan 2017 onward	HoD Outreach sub-group lead	Increase in the number of outreach activities recorded from 38 since our last submission, around 13 a year to 16-20 events per year . Outreach activities consistently recognised in appraisals and the departmental workload model in all cases

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5.3 5.6.(i)	Encourage and support an increased range of innovative and effective outreach activity	Engaging in outreach activity will ensure we reach out to communities to ensure we widen the pool of young people interested in pursuing health sciences in future.	We invited the College Outreach Lead (in 2015) to give a presentation at our Departmental Conference to highlight the nature and importance of outreach activities.	We will advertise The Brilliant Club initiative "The Scholars Program" ⁶ to postgraduate students in the department and we will offer departmental support to any students with their applications and with engaging in the programme if they are successful	Sept 2018 onward	Outreach sub-group lead	Two postgraduate students per year supporting talented pupils from under-represented backgrounds to progress to highly-selective universities by engaging with and participating in "The Scholars Program"
5.4 4.1.(iii)	Monitor the system for collecting, reporting and acting upon the gender ratio of applicants for postgraduate programmes and associated outcomes.	Efficient data systems allow us to monitor gender balance in all our activities and thereby pre-empt any regression in our strong record of attracting female postgraduate students	Accurate records of gender balance on taught and research programmes are held within the department	a. Continue on-going programme to improve data collection system b. Implement routine publishing of applicant gender data, mapping against offers and acceptances of places. c. Monitor and act on perceived imbalances, reporting all findings and actions to the Learning and Teaching Committee (LTC)	2017 onward	LTC DMG	Robust data collection system supporting routine mapping of applicant gender, associated offers, acceptances and outcomes. Strategic decisions regarding gender balance on postgraduate programmes informed by clear, quantifiable data.
5.5 5.3.(ii)	Increased understanding of the uptake and value of appraisal training	Appraisal training will allow staff to appraise colleagues more effectively and appraisee training allows individuals to get the best out of their appraisal	Staff are encouraged to undertake the university online training packages for those conducting appraisals and those being appraised and face-to-face workshops and guidelines are available	Monitor the uptake and experience of university training for those conducting appraisals and those being appraised by adding a question to that in the Athena SWAN survey	Nov 2017 onward	Data and Survey sub-group	Data available on staff uptake and experience of appraisal training with a target of 80% of appraises and 80% of appraisers reporting completion of appraisal training in the staff survey

⁶ The Scholars Programme employs doctoral and post-doctoral researchers on a part-time basis to deliver programmes of academic enrichment to small groups of pupils.

University of Leicester. Department of Health Sciences. Action Plan 2013-2016 Progress Update.

Issue identified	Actions to address Issue	What success will look like	Person/team responsible for taking action	Timescale for activities	Actions taken at time of application	Progress to date 2016
<p>Issue 1 Monitor the system for collecting, reporting and acting upon the gender ratio of applicants for postgraduate programmes and associated outcomes.</p>	<p>a) Continue on-going programme to improve data collection system b) Implement routine publishing of applicant gender data, mapping against offers and acceptances of places. c) Monitor and act on perceived imbalances d) Map graduating student gender against degree classification.</p>	<p>Robust data collection system supporting routine mapping of applicant gender, associated offers, acceptances and outcomes.</p> <p>Strategic decisions regarding gender balance on postgraduate programmes informed by clear, quantifiable data.</p>	Teaching and Learning Committee. Departmental Management Group.	Summer 2013 and regularly until 2016 and beyond.	Data are currently collected on gender balance of applicants, offers and acceptances.	Further investment has been made in our staff database since 2013 ensuring that retrieval of staff data by gender is efficient. The system is robust and directly feeds into annual reports and SAT analysis. Our improved monitoring of data allows us to provide greater depth in our Athena SWAN application. Between 2011 and 2015, we averaged 65% female postgraduate research (PGR) students, which exceeds the HESA benchmark of 31-33% for PGR statistics and 61% for subjects allied to medicine
<p>Issue 2 Underrepresentation of women in professorial (Grade 10) positions.</p>	<p>a) Identify and offer mentors for all existing and new staff b) Ensure the practice of annual appraisals and include career development discussions in appraisal template c) Identify 'gender champion(s)' and agree strategy for their clarifying barriers and enablers for career progression amongst female staff members.</p>	<p>An increase in the number of female professors, ideally through internal promotion.</p> <p>An increase in the number of staff who have a mentor, to 80% by 2015.</p> <p>An annual appraisal for every member of staff.</p> <p>Identification of a gender champion(s) who informs strategies for improving</p>	Line Manager and Departmental Management Group (DMG). Mentoring working group. Research Group leads.	<p>Convene a mentoring working group by June 2013.</p> <p>Review mentoring annually from 2014.</p> <p>Continue annual appraisal review.</p>	<p>Since 2010 all new staff are offered a mentor.</p> <p>In 2012 87% of female staff and 90% of male staff had an annual appraisal.</p>	Since our Silver Award we have initiated our Pathway to Progression strategy which focuses on the career progression of staff in our department to ensure progression of women to professorial positions. Since 2013, we have seen success with four women being promoted to Grade 9, including two who have progressed to Reader/Associate Professor and are now in a position to continue their development to Chair.

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	d) Ensure new lectureship posts are 'flagged' to clearly identify progression.	representation of women at senior levels, through consultation with existing female staff members. A clear trajectory for newly appointed lecturing staff to progress through the grades to professorial level.		Monitor lecturer posts from May 2013 with annual review.		<p>Aspects of the Pathway to Progression strategy that are now visible in the department are:</p> <ul style="list-style-type: none"> We now have a MentorConnect process to ensure that all existing and new staff are offered a mentor (new staff since 2013 and all staff since 2015). All annual appraisals include career development discussions, our 2016 survey shows that 86% of women and 100% of men think that the career development advice is good, very good, or excellent. All members of the SAT and Network are designated gender champions in the department. New lectureship posts are "flagged" clearly through internal advertisement
<p>Issue 3 Reasons for staff leaving the Department are not captured.</p>	<p>a) Develop and implement exit questionnaire for all staff leavers. b) Review, report and act upon data annually.</p>	<p>Robust questionnaire data, supporting formulation of management practices to help retain staff. Identify factors for both women and men.</p>	<p>Departmental Administrative Team and Departmental Management Group (DMG).</p>	<p>Design and introduce an exit questionnaire by September 2013 and ask all leavers to complete it thereafter.</p>	<p>The SAT has reviewed exit questionnaires from other institutions.</p>	<p>An exit questionnaire was introduced in 2013 and is now firmly embedded within the system. Uptake of the exit questionnaire has been high; to date 36 staff have completed the questionnaire (25 from research and academic staff, 11 from professional services staff) with a response rate of 71%. Report on the exit data has been reviewed at the DMG and actions identified (e.g. we now celebrate student success in a new</p>

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						annual event, following a suggestion made) and a summary published on our webpages.
Issue 4 Improve system for collecting, reporting and acting upon the gender ratio of applicants for posts and associated outcomes.	a) Continue on-going programme to improve data collection system b) Implement routine publishing of applicant gender data, mapping against offers and acceptances of posts. c) Monitor and act on perceived imbalances.	Robust data collection system supporting routine mapping of applicant gender, associated job offers, acceptances and outcomes. Strategic decisions regarding gender balance for new posts informed by clear, quantifiable data.	Central Human Resources and Departmental Administrative Team. Departmental Management Group.	May 2013 and continuously.	Data are currently collected on gender balance of applicants, offers and acceptances.	A robust system is in place to track data from application to outcome. The number of men applying for positions has risen (34% of applicants in 2010, 45% in 2015), creating greater gender balance within the applicant pool
Issue 5 Improve local guidance to assist staff seeking promotion, merit awards and bonuses.	a) Compile a 'library' of successful applications with consent of the authors. b) Introduce formal feedback meetings following the promotion round. c) Explore the interest in tailored promotion seminars for women d) Improve data collection on promotion and merit cases.	A library of successful promotion/award applications of all grades will be available to all staff pursuing promotion. All individuals who are unsuccessful in promotion will receive tailored advice from the HoD on how to improve their chances of success within an agreed timeframe. Convene annual promotion seminars if interest exists. Robust data on both successful and unsuccessful promotion	Departmental Management Group Departmental Administrative Team. Head of Department SAT Chair.	Compile in January 2014 and add to the library following successful promotion rounds. Feedback meetings to take place by October 2014 after the next promotion round. Promotion seminars initiated by 2015.		We now have in place a formal promotions process which ensures: <ul style="list-style-type: none"> • Discussion regarding promotion at annual appraisal • Global e-mails to staff to highlight promotions opportunities • Internal DMG review of promotion applications with feedback to the applicant • Review of outcome including feedback meeting if unsuccessful Hints and tips on the promotions process were posted on our webpages in April 2016 and a

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		cases reviewed annually by the DMG.		Improved promotion data collection by September 2015.		presentation given at the all staff Departmental Meeting Action was superseded by consultation and implementation of a new University promotions process in August 2016. Since 2011 12 academic and research staff and 4 professional services staff have successfully been promoted,
Issue 6 Expand local publicity of the redeployment policy.	a) Publicise on the departmental website and initiate a process for those who enter redeployment to send a CV to the Departmental Administrative Team for matching with new posts. b) Consider using the term 'talent register' to promote the fact that staff on short-term contracts have talents that are transferable.	A well maintained register of available posts for consideration and application when a fixed term funded post comes to an end for all staff. All staff will be kept informed of the register via the Departmental Meeting and webpages.	Departmental Administrative Team.	May 2013.		We have always had a consistent policy of encouraging redeployment within the Department but since 2013 this has been embedded in departmental strategy: active advertisement of posts and positive actions by the DMG ensure continuity of employment wherever possible. Case study three describes a redeployment experience.
Issue 7 Inconsistent implementation of the staff and student mentoring programme.	Convene a mentoring working group to devise and implement a local mentoring scheme for all staff and students.	Induction for all staff and students will include details of the mentoring scheme. All staff and students will be invited to join the mentoring scheme. Monitoring of mentoring uptake will be recorded and reviewed.	Mentoring Working Group Departmental Management Group Post Graduate tutors.	A mentoring programme for Health Sciences will be running within one year (April 2014).	Since 2010 all new staff are offered a mentor at induction.	We now have in place the "MentorConnect" programme which we developed as a systematic approach to connect staff (academic, research, and professional services) and students with mentors. Our first MentorConnect cohort in 2015 comprised 17 staff (including research and academic staff (5 part-time) and 3 PhD students). All new

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						staff continue to be assigned a mentor at induction but through this dual approach we aim to ensure that every member of staff and PhD student has access to and help connecting with a mentor. Going forward, MentorConnect rounds will be implemented annually. The feedback we received reflected the fact that the MentorConnect intervention was useful and valued.
<p>Issue 8 Lack of tailored leadership courses.</p>	<p>a) Quantify level of interest in tailored leadership programmes, through departmental-wide survey. b) Explore available programmes and bespoke programmes for women.</p>	<p>All staff will have access to appropriate leadership training for their grade if desired and considered useful for their post.</p>	<p>SAT.</p>	<p>Survey undertaken in 2015.</p>		<p>We quantified interest via our 2014/15 survey, at which time 52% of female staff were interested in attending a leadership course. We have supported 7 women, including academic and professional services staff and postgraduate students, to apply for competitive university-funded places on the national LFHE Aurora leadership programme. HS staff represent the largest cohort of applicants to this scheme, thanks to coaching in the application process by alumnae.</p> <p>In our 2016 survey 19% of women had completed and 10% were starting a leadership programme. 49% were considering applying. Our Aurora alumnae have co-led a College-wide women's leadership programme combining workshops and action learning sets for academic</p>

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						and professional services staff. The programme was over-subscribed (50 available places) and, following very positive evaluation, is planned to be repeated next year. Implementation of this programme by the other two university Colleges is planned.
Issue 9 Currently research staff (mostly women) with extensive post-doctoral experience are unable to lead supervise PhD students.	Lobby the University to reconsider this policy via the Head of Research.	Research staff with extensive post-doctoral research experience will be able to lead -supervise PhD students where appropriate.	Research Staff Advisory Group Chair.	June 2013.	Issue has been reported to Head of Research and is under review.	Since 2013 policy has been amended to allow research staff to co-supervise PhD students. Research staff currently co-supervise 6 students and now the barrier to first supervisor status is related to contract end dates so that provided the researcher contract extends beyond the supervisory period they can lead supervision of students. Research staff are able to apply to supervise departmental and college funded PhD studentships and have been successful in doing so.
Issue 10 Ensure access to informal social and support networks within the department for new starters.	Devise and implement 'buddying' system. Publish guidelines for 'buddying'.	All new staff will be offered a 'buddy' as part of their induction process. The buddying system will be reviewed annually and improvements made as required.	Departmental Administrative Team and SAT.	Guidelines will be introduced at our next staff meeting in May 2013.	Guidelines have been developed (March 2013).	We now have in place a buddying system which ensures that all new staff are offered a buddy when they join the department. This strategy was reviewed at year one and it was considered a positive addition to our induction processes and so has become a permanent part of the induction process. We now introduce new staff to all staff via an email as well as face-to-face at our departmental meeting. Our

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						communications sub group introduced the use of Yammer, the University's private, social collaboration network, to discuss and organise social activities.
Issue 11 Increase induction information for new staff to include policies on maternity and paternity leave, childcare provision, flexible working and contract legislation.	Introduce additional new information at the next Departmental induction.	Ensure all new staff have access to detailed, up to date, maternity, childcare and flexible working and contract information.	Departmental Administrative Team.	Additional information will be included at induction from October 2013.	The SAT contacted the Departmental Admin Team in March 2013, the induction package is being amended.	All inductions now include additional details of maternity and paternity leave, childcare provision, flexible working and contract legislation policies. We also include training in the principles of Equality and Diversity
Issue 12 Need for increased departmental support for career progression amongst PhD students (and improved focus on career progression amongst females) and formal recognition of existing PhD student support group.	a) Initiate a post graduate researcher training course on career progression and future planning will be convened (focussing on female progression).b) The group will be formalised by ensuring invitation letters to the group are sent to all new students along with meeting dates and terms of reference. Inform the wider department of the group at the next departmental meeting.	An annual training event on career progression which is evaluated and progressively improved will be provided for all PhD students in year two of study. All new and existing students will be aware of the PhD support group as well as existing and potential supervisors.	Post graduate tutors and the Teaching and Learning Committee.	Development of the programme will begin in September 2013 for delivery in January 2014. Inform the department about the group at the next departmental meeting in May 2013.	PhD support group formed in 2010. Formal recognition of the PhD support group was agreed with the Learning and Teaching Committee Chair (April 2013).	We now include a session on career progression in our annual post-graduate forum. Career talks are embedded within the student programme and include talks from women and men, often ex-students who have gone on to have successful careers in academia, industry, and consultancy. Our PhD support group was officially recognised by the LTC in 2014 and students meet informally to discuss progression and areas of common interest and has been extremely successful

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Issue 13 Inconsistent consideration of gender balance on our existing and new Departmental Committees.	Ensure gender balance is considered in all new Departmental Committees. Review existing committees for gender balance and act on imbalances.	Committee membership will reflect the overall departmental gender balance wherever possible. All committees will consider gender balance.	Departmental Management Group.	Ensure changes to terms of reference within the next 12 months (April 2014).		We have disseminated full details of Departmental committee membership via the Departmental News webpages to ensure transparency of committee composition. This has been associated with an increase in the percentage of staff who felt female representation on committees was at least moderately good from 45% to 67% for women and 67% to 77% for men between 2012 and 2016 and a drop in the percentage of women and men who did not know (48% to 29% women; 30% to 23% men) In 2015 all terms of reference for every departmental committee were reviewed and gender balance was included as a specific consideration in identifying new members.
Issue 14 University policy on ensuring diversity in membership of University Committees is unclear.	Raise the need for a clearly defined policy on diversity on committees with the University AS team. Follow-up actions taken.	A clear policy on diversity in committee membership will be developed, agreed and communicated to all staff.	SAT Chair.	The issue will be raised at the next University AS committee.	This issue was raised in April 2013.	All terms of reference for our core meetings were reviewed in 2014 with specific emphasis on gender balance. In 2016 all of our key committees have membership that is at least 50% female.
Issue 15 Propose change in timing of Medical School inaugural lectures.	Request a change to this time to increase attendance by those with caring responsibilities.	All inaugural lectures will be held during core working hours.	SAT Chair.	The issue will be raised at the next Medical School AS committee (May 2013).		We lobbied for a change of timing of inaugural lectures and made some progress but they are currently under review more broadly by the University. We have fed our suggestions in to the timing of these

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						lectures via the College Pro-vice chancellor and the Provost.
Issue 16 Recognition of contributions to outreach work are recognised by the Head of Department but are not consistently included as part of the workload model.	Ensure the inclusion of outreach work in our workload model.	Outreach activity will be included within the departmental workload model.	Workload Model (TAP) co-ordinator. Head of Department.	Ensure inclusion by October 2013.		Outreach activities are now recorded in the departmental workload model
Issue 17 Informal flexible working is usual but very few staff have applied for formal flexible working.	Convene a focus group to explore formal and informal flexible working in the Department.	A clear understanding of when formal flexible working arrangements are preferable to informal arrangements.	SAT Chair.	Convene a focus group by July 2013 and feedback to the Department at the Departmental Meeting in September.		The formal policy and procedure for flexible working is available from the University website and is currently under review following lobbying from our department and others. We did not convene this action but have taken it forward with a slightly different focus to our new action plan.
Issue 18 Little awareness of options for transfer of maternity leave to a partner or father of child as APL, for both mothers and fathers.	Information about this initiative will be posted on the Departmental website, it's uptake monitored.	All staff will receive information on maternity transfer options.	Departmental Administrative Team.	Post new information on Departmental website by June 2013.	Currently highlighted in pre-maternity leave meetings with individuals.	Information has been circulated and an update was posted on our webpages.

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Issue 19 Increase awareness of the use of NIHR Research Capability Funding to cover the costs of maternity leave cover for staff on fixed term contracts.	Source further information on Research Capability Funding from the central University, University Hospitals Leicester and NIHR.	Information on Research Capability Funding, who is eligible and how to obtain it will be posted on the Departmental website.	Research group Leads. Health Sciences Grants Team.	Feedback to the Departmental Management group on this issue by February 2014.		Links to this information is available to the NIHR website, but there has been no uptake since our last application.
Issue 20 Ensure processes for reviewing working arrangements, and workload for mothers returning from maternity leave is consistent.	Ensure consistency across the department in maternity returner meetings. A maternity returners meeting schedule will be initiated to be applied systematically across all research groups within 2 weeks of return to work.	All maternity returners will have regular meetings to ease the return to work transition.	Strategic Advisory Group Departmental Administrative Team.	July 2013.		The Departmental Administrator for Staffing assists staff in planning their return to work, liaises with HR and line managers, and meets regularly with maternity returners. Formal return to work meetings with line managers are in place for maternity returners.
Issue 21 Departmental survey reported that female respondents felt they would be less likely to make themselves heard in the Department.	Introduce a suggestion box or 'virtual' suggestion box, allowing anonymous contributions on issues individuals would like raised within the Department (providing instructions and a form on the HS website), introduce a section on the news pages to report suggestions and actions taken.	All staff will have an opportunity to raise issues they may find difficult to raise in existing forums.	SAT Department Manager.	Introduce at the Departmental Conference in December 2013.		We now have an actively used suggestion box. Anonymous suggestions placed in the box are discussed at the DMG. There has been a dramatic improvement in female staff feeling they can make themselves heard from 37% in 2012 to 62% in 2016 (men remained consistent at 61% and 62%) We held a workshop on "being heard" in the Athena SWAN session of the 2014 Departmental Conference.

