University of Edinburgh
The Edinburgh Medical School: Clinical Sciences & Molecular Genetic and Population Health Sciences

30 April 2021

Dear Carmel Moran and Susan Farrington,

An Athena Swan award review panel was recently convened to consider your **Silver** award submission. I am delighted to inform you that the panel agreed that the submission had reached the required standard for a **Silver** award. Your award has been conferred for five years from the announcement of results, in line with recommendations from the Athena Swan steering group. We ask that all award holders extend their action plan in the near future to support the five-year award period but there is no requirement to write to Advance HE or return a revised action plan.

Your award will be valid until **April 2026**, or the next submission deadline after that date. You are welcome to submit again before that deadline if you wish.

Applicants that receive awards are encouraged to publish their submissions on their own websites and to inform Advance HE of the associated web address. This is not a mandatory part of the application process but beneficial to the institution and to future Charter participants by enabling the sharing of good practice and gender equality approaches, and to aid transparency of the process. However, it is important any personal or confidential information about individuals is removed from the submission prior to doing this, in accordance with the General Data Protection Regulation 2016. Further details can be found on our [Briefing for Equality Charter award holders – publishing submissions guide](). Award holders are also encouraged to advertise their achievement in communications and job advertisements. As such, the appropriate Athena Swan logos and guidelines for use are included.

We would like to congratulate you on this achievement, and look forward to your continued involvement with the Athena Swan Charter.

Yours sincerely

Dr Ruth Gilligan
Assistant Director (Equality Charters)
Advance HE
Athena.Swan@advance-he.ac.uk

Athena SWAN: Bronze and Silver department applications

Contents

Athena SWAN Bronze Department Awards

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

Athena SWAN Silver Department Awards

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

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

Completing the form

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

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

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

Additional areas for Silver applications are highlighted throughout the form.

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

Word Count

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

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

We have provided the following recommendations as a guide.

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

Name of institution	University of Edinburgh
Department	The Edinburgh Clinical Medical School (ECMS) – consists of the Deanery of Clinical Sciences (CS) and the Deanery of Molecular, Genetic and Population Health Sciences (MGPHS).
Focus of department	**STEMM**
Date of application	November 2020
Award Level	**Silver**
Institution Athena SWAN award	**Date: October 2018** **Level: Silver**
Contact for application Must be based in the department	Susan Farrington and Carmel Moran
Email	Susan.Farrington@ed.ac.uk Carmel.Moran@ed.ac.uk
Telephone	0131 651 8632 0131 242 6319
Departmental website	www.ed.ac.uk/medicine-vet-medicine/edinburgh-medical-school/athena-swan **Clinical Sciences** www.ed.ac.uk/clinical-sciences **MGPHS** www.ed.ac.uk/molecular-genetic-population

List of Acronyms:	
AP	Action Plan
AS	Athena SWAN
AS-2015	Athena SWAN ECMS silver submission 2015
AS-A	Athena SWAN ambassador
AS-EDI	Athena SWAN Equality Diversity & Inclusion
AVG	Average
CA	Clinical Academic staff
CASE	Council for Advancement and Support of Education
CCVS	Centre for Cardiovascular Science
CSP	Career Satisfaction and Progression
CC	Central Campus
CIR	Centre for Inflammation Research
CMVM	College of Medicine and Veterinary Medicine
CRH	Centre for Reproductive Health
CRM	Centre for Regenerative Medicine
CSE	College of Science and Engineering
CSG	College Strategy Group
DCS	Deanery of Clinical Sciences
DMC	Deanery Management Committee
DMGPHS	Deanery of Molecular, Genetic and Population Health Sciences
DTP	Doctoral Training Program
EBQ	Edinburgh Bioquarter
ECAT	Edinburgh Clinical Academic Track
ECMS	Edinburgh Clinical Medical School
ECR	Early Career Researcher
EDI	Edinburgh Dental Institute
ED&I	Equality, Diversity & Inclusion
EDIC	UoE Equality, Diversity & Inclusion Committee
E&D	Equality & Diversity
EMS	Edinburgh Medical School
ESAT	Edinburgh Scientific Academic Track
FX	Fixed-term
FT	Full-time
GHC	Guaranteed Hours Contracts
HESA	Higher Education Statistics Agency
HoC	Head of Centre(s)
HoCMVM	Head of CMVM (Professor Moira Whyte)
HoD	Head of Deanery
HoDCS	Head of DCS (Professor Hilary Critchley)
HoDMGPHS	Head of DMGPHS (Professor Sarah Cunningham-Burley)

IAD	Institute of Academic Development
IGMM	Institute of Genetics and Molecular Medicine
IWD	International Women's Day
LTF	Lunchtime Forum
MTO	Medical Teaching Organisation
NBD	National Benchmarking Data
NCA	Non-Clinical Academic staff
NES	NHS Education Scotland
OC	On-campus
ODL	Online Distance Learning
OEC	Open-ended contract
P&DR	Performance and Development Review
PG	Postgraduate student
Cert	Postgraduate Certificate
Dip	Postgraduate Diploma
MSc	Postgraduate Masters
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator/Group Leader
PS&S	Professional Services and Support staff
PT	Part-time
REF	Research Excellence Framework
RG	Russell Group
RLC	Research Leadership Course
SAP	Silver Action Plan
SAT	Self-Assessment Team
SCREDS	Scottish Clinical Research Excellence Development Scheme
UB	Unconscious Bias
UG	Undergraduate student
UoE	University of Edinburgh
UI	Usher Institute
VLE	Virtual Learning Environment
WG	Working Group
WGH	Western General Hospital
WREN	Work-shadowing for women
WTISSF	Wellcome Trust Institutional Strategic Support Fund

Word Count

Please note that Edinburgh Clinical Medical School (ECMS) were granted an additional 2000 words due to the complexity and size and inclusion of both clinical and non-clinical staff (see email below)

In addition, a 500-word extension due to the COVID-19 was awarded. The Table below shows where the additional words were used.

	Additional Word Count
Section 2	44
Section 3	0
Section 4	1368
Section 5	1086

RE: Edinburgh Medical School: Clinical Sciences & Molecular Genetic and Population Health Sciences

Athena Swan <Athena.Swan@advance-he.ac.uk>
To ● MORAN Carmel; ○ athenaswan@ecu.ac.uk
Cc ● FARRINGTON Susan

↩ Reply   ↩ Reply All   → Forward

Thu 13/02/2020

ⓘ You forwarded this message on 20/04/2020 13:55.

Dear Camel and Susan,

Many thanks for your email. If the context in which you were granted an additional 2,000 words in November 2018 is still in place then we are happy to confirm the additional words in your April 2020 submission.

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

With best wishes,

Jess

Jessica Kitsell
Equality Charters Adviser

E jessica.kitsell@advance-he.ac.uk
T +44 (0)3300 416201

From: MORAN Carmel [mailto:Carmel.Moran@ed.ac.uk]
Sent: 13 February 2020 11:45
To: athenaswan@ecu.ac.uk
Cc: FARRINGTON Susan <Susan.Farrington@ed.ac.uk>
Subject: Edinburgh Medical School: Clinical Sciences & Molecular Genetic and Population Health Sciences

Data Statement

We have used data collected in 2014/15 to 2018/19 as the 5-year census period for our application.

Data:

All staff data are generated by Human Resources at UoE. The annual census day is 31st July. Benchmarking for staff is as follows:

- Staff (Non-Clinical, or All Academic combined) = National Data taken from HESA Cost Centre 101 (Clinical Medicine)
- Staff (Clinical) = National Data taken from Annual Medical School Council Survey of Medical Clinical Academic Staffing Levels
- Staff (P&SS) = National Data from HESA Cost Centre 101 Clinical Medicine

Benchmarking for students is as follows:

- Student Undergraduate = National Data for MBChB taken from HESA Code: A1, Pre-Clinical Medicine
- Student PGT & PGR = National Data taken from HESA codes: A1, Pre-Clinical Medicine; A3, Clinical Medicine; A4, Clinical Dentistry; A9, Others in medicine and dentistry
- Undergraduate courses for which there are less than 10 students enrolled per academic year have been omitted from this submission.

Explanation of Academic/Clinical Academic Grades:

UE06	Research Assistant, Research Associate
UE07	Postdoctoral Research Fellow, Scientist, Teaching Fellow
UE08	Lecturer, Research Fellow, Senior Scientist, Senior Teaching Fellow
UE09	Senior Lecturer, Reader, Senior Research
UE10	Professor, Programme Leader, Personal Chair Or Equivalent
ACN2/AMN2	Clinical Lecturer, Clinical Research Fellow, Clinical Teaching Fellow
ACN3/AMN3	Senior Clinical Lecturer, Senior Clinical Research Fellow, Intermediate Clinical Fellow, Clinician Scientist
ACN4/AMN4	Clinical Professor, Clinical Personal Chair, Or Equivalent

Explanation of PS&S Grades:

UE01	Modern Apprentice
UE02	(No staff at UE02)
UE03	Receptionist, Administrative Assistant, Laboratory Assistant
UE04	Medical Receptionist, Secretary, Laboratory Technician, Administrative Assistant, Practice Team Administrator, Clinical Trials Administrator, Finance Assistant, Stores Assistant
UE05	Research Technician, Administrative Secretary, Senior Secretary, Research Assistant, Trial Management Support Officer/ Administrator, Histology Technician, Postgraduate Administrator, PA, Research Nurse, Finance Officer, Other Administrator (various)
UE06	Research Technician, Research Nurse, Research Assistant, Senior Research Technician, Senior Research Assistant, Laboratory Manager, Laboratory Technical Officer, Finance Officer, Data Manager, Assistant Trial Manager, Biomedical Scientist, Director/Centre PA, HR Officer, Clinical Midwife, Administrator (various)
UE07	Research Support, Laboratory Manager, Research Associate, Trial Manager, Computing Officer, Research Radiographer, Project Manager, Software/IT Developer, Biomedical Scientist, Research Technician, Other Manager (various), Senior Research Nurse
UE08	Research Manager, Project Manager, Senior Trial Manager, Centre Manager, Biomedical Scientist, Other Manager (various)
UE09	Centre Manager/Director, Manager (various), School Administrator, Director of Professional Services
UE10	Chief Operating Officer, Director

UNIVERSITY OF EDINBURGH STATEMENT ON HOURS TO BE NOTIFIED (HTBN) DATA

"The University of Edinburgh does not employ staff on zero-hours contracts. However, from 2014-15 the University employs a number of its staff on 'Guaranteed Hours' contracts to meet the University's complex business needs while providing flexibility and a greater degree of certainty for staff in terms of access to *work and pay. The majority of guaranteed hours staff in ECMS are employed as Tutors."*

1. Letter of endorsement from the head of department

THE UNIVERSITY of EDINBURGH
Edinburgh Medical School

Clinical Sciences
Molecular, Genetic and Population Health Sciences

We, as Deans, are firmly committed to promoting gender equality and take our position as senior female role models seriously, advancing the Athena SWAN (AS) Edinburgh Clinical Medical School (ECMS) strategy and Action Plan (AP) and attending every Self-Assessment Team (SAT) meeting. Through our leadership we make sure AS principles become firmly embedded to the benefit of all. We ensure that our AP objectives are met, provide resources to enable this, keep AS on the agenda of all our Deanery Management Committee meetings, and feed upwards to our College Strategy Group. We are active in bridging those efforts with those across the wider University – Sarah is the University Executive lead for Equality, Diversity and Inclusion which includes working with the AS network to align strategy – and the external professional sphere – Hilary is a prominent clinical academic mentor who supports our pipeline through participation in local and national mentoring.
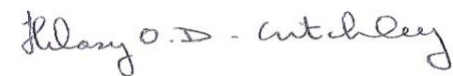
There is far greater awareness of AS principles, the challenges, and how these are being addressed – the 94% response rate to our most recent survey is testament to this visibility, alongside the many improvements across the indicators therein. Yet, we are not afraid to deal with complex and sensitive issues. A focus on medical students' experience of dignity and respect revealed everyday gender discrimination which has propelled action to address this, working closely with our student body. We have also tackled areas of stubborn gender inequality, for example through increasing the numbers of women undertaking our renowned Masters in Surgical Sciences, demonstrating that even entrenched gendered career pathways can be modified.

We are never complacent. As a large medical school, scaling up requires more effort and more staff and students to become involved. We are ready to meet this challenge. Spearheaded by our outstanding SAT, we now have AS ambassadors throughout ECMS. The cultural shift continues to accelerate and deepen, with female representation exceeding our target of >45%, on all bar one of our influential committees. We have a robust ED&I governance process in place that feeds into College and University strategy. This has been particularly important as we have addressed the gendered impact of the pandemic on our community. We have developed a more strategic approach to gender equality, articulated through five high level aims, to embed gender equality into every level of School culture.

Our key priorities going forward address the need to support female academic and professional services staff careers, at all stages; encouraging more male medical students to apply; ensuring dignity and respect is supported for and by our student community; and maximising evidence generation and review. Scaling up also means further engaging men in advancing gender equality and we are delighted to note that our next AS convenors are two senior men. We look forward to working with them and our refreshed SAT as we deliver our Action Plan and extend our thanks to our outgoing convenors and all those who have supported our progress to date. We confirm that the information presented in this application (including qualitative and quantitative data) is an honest and true representation of ECMS.

Sarah Cunningham-Burley
Professor of Medical and Family Sociology
Dean, Molecular, Genetic and Population Health Sciences (HoDMGPHS)

Hilary OD Critchley
Professor of Reproductive Medicine
Dean, Clinical Sciences (HoDCS)

2. Description of the department

Our overarching strategic approach is to embed Athena SWAN (AS) principles in all that we do across Edinburgh Clinical Medical School (ECMS); mainstreaming these through our Action Plan (AP) while attending to specific priorities/groups. This strategy aligns with the University's Equality Outcomes and the work of its Equality Diversity and Inclusion Committee (EDIC) with five key aims shaping our AP. Clear objectives enable us to focus on what ECMS specific actions are expected to achieve and how we will monitor progress. Through our vision and actions (Figure 2.1), we continue to address gender inequalities, support gender parity where appropriate and instil an inclusive culture that is *#betterforeveryone*.

Beacon activities highlighted in our AP demonstrate our commitment to change and determination to achieve AS Gold in 5 years. Our top priority actions are:

- To achieve gender parity on the MBChB course.
- Support early career researchers (ECRs) to achieve their potential within or outwith academia.
- Support female clinical academics transition from ACN2 to ACN3.
- Improve mentoring for PS&S staff and increase available training courses.

To aid the reader and to highlight progress, challenges and actions, for each section we provide our top impact and target (grey box), our progress and impact since 2015 (green box) and our ongoing and new actions (purple box). Beacon activities, are denoted by a sun in the AP and denote areas of good practice both internally and externally to the wider community.

Figure 2.1: ECMS Athena SWAN - led highlights

ECMS spans 2 Edinburgh Medical School (EMS) Deaneries namely: *Clinical Sciences (CS)* and *Molecular, Genetic and Population Health Sciences (MGPHS).* ECMS holds a SILVER Athena SWAN award (submission extension from April 2020 to November 2020). The third Deanery, Biomedical Sciences, holds Bronze. ECMS is research-intensive, with CS comprising of 6 Centres and Institutes and MGPHS comprising of 2 Institutes and their constituent research centres (Figure 2.2). For simplicity, we will refer to all 8 as Centres. Figure 2.3 provides a breakdown of individual Deaneries/Centres and their staff.

Figure 2.2: Operational Structure of ED&I and Athena SWAN within the University
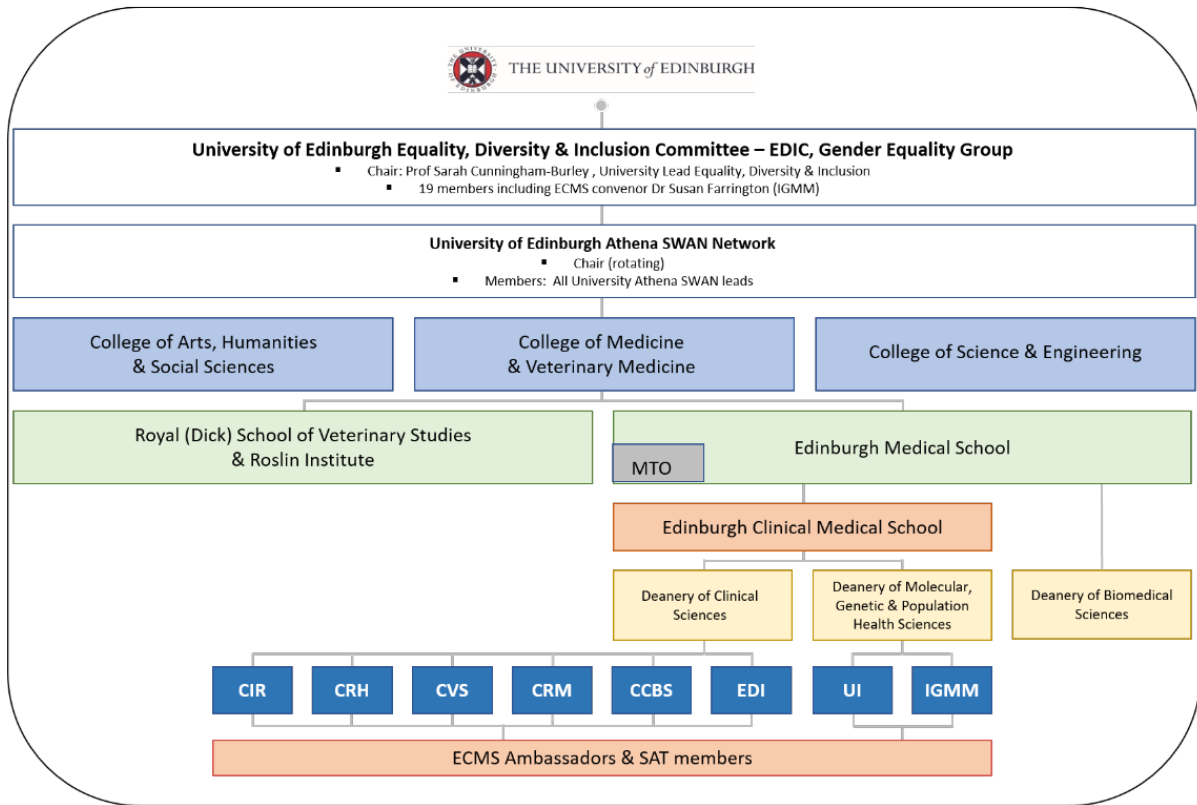
Figure 2.3: Deaneries, Research Centres (2019/20) and staff and student numbers

Molecular, Genetic and Population Health Sciences (MGPHS) Deanery

Dean: Professor Sarah Cunningham-Burley (F)

2 Professional Services & Support Staff (100%F)

416 PGT Students (79%F)

MRC Institute of Genetics & Molecular Medicine (IGMM)

Head of Institute: Professor Margaret Frame (F)

233 Academic & Research Staff (52%F)

37 Clinical Academics (32%F)

152 Professional Services & Support Staff (65%F)

102 PhD Students (65%F)

Usher Institute (UI)

Head of Institute: Professor Aziz Sheikh (M)

152 Academic & Research Staff (66%F)

32 Clinical Academics (50%F)

181 Professional Services & Support Staff (88%F)

91 PhD students (62%F)

Clinical Sciences (CS) Deanery

Dean: Professor Hilary Critchley (F)

5 Professional Services & Support Staff (100%F)

1146 PGT Students (42%F)

Centre for Inflammation Research (CIR)

Head of Centre: Professor Christopher Gregory (M)

96 Academic & Research Staff (47%F)

45 Clinical Academics (33%F)

47 Professional Services & Support Staff (74%F)

63 PhD Students (71%F)

Centre for Cardiovascular Science (CVS)

Head of Centre: Professor Andrew Baker

73 Academic & Research Staff (60%F)

43 Clinical Academics (26%F)

57 Professional Services & Support Staff (75%F)

75 PhD Students (48%F)

MRC Centre for Reproductive Health (CRH)

Head of Centre: Professor Jeffrey William Pollard (M)

31 Academic & Research Staff (48%F)

28 Clinical Academics (46%F)

60 Professional Services & Support Staff (86%F)

32 PhD Students (88%F)

MRC Centre for Regenerative Medicine (CRM)

Head of Centre: Prof Stuart Forbes (M)

49 Academic & Research Staff (49%F)

5 Clinical Academics (60%F)

24 Professional Services & Support Staff (88%F)

40 PhD Students (80%F)

Centre for Clinical Brain Sciences (CCBS)

Head of Centre: Siddharthan Chandran (M)

95 Academic & Research Staff (68%F)

52 Clinical Academics (35%F)

119 Professional Services & Support Staff (81%F)

48 PhD Students (67%F)

Edinburgh Dental Institute (EDI)

Head of Centre: Professor Angus Walls (M)

6 Academic & Research Staff (100%F)

19 Clinical Academics (52%F)

8 Professional Services & Support Staff (83%F)

7 PhD Students (57%F)

ECMS comprises 727 (57%F) Non-Clinical Academic (NCA) staff, 303 (35%F) Clinical Academics (CA) and 700 (78%F) PS&S - administrative, technical and core-facility staff. Undergraduate (UG) teaching is organised through the Medical Teaching Organisation (MTO) engaging clinical and non-clinical staff from across ECMS. Postgraduate (PG) teaching and research is co-ordinated at Deanery level. Our student population comprises 1105 (59%F) UG students on the MBChB degree course, 1,562 (49%F) PGT and 568 (62%F) PGR students. Research Centre staff are funded by core funding, grants and fellowships from a wide-range of funding bodies and industrial partners. In 2018-19, the total research expenditure was nearly £104M from 139 funders, including > 335 projects (Figure 2.4).

ECMS is on 3 sites. New builds at Edinburgh Bioquarter (EBQ) for the Usher Institute (MGPHS) and the Institute for Repair and Regeneration (CS) will complete in 2023. Good public transport and communication channels exist, with increasing use of live-streaming lectures/seminars to all sites. Email and video-conferencing are widely used to facilitate meetings, seminars and conferences. The COVID-19 pandemic has enhanced use of virtual communications by all staff and students and Centre seminars are streamed via MSTeams/Zoom/Collaborate.

Our Deanery Management Committees (DMC) provide a key forum to promote gender equality. Additionally, we have created the role of Centre AS ambassador linking the Self-Assessment Team (SAT) to each Centre to ensure two-way communication (**SAP1.3/1.5**).

Figure 2.4: ECMS at a glance showing the gender of staff in all roles, our major funding sources, the location of ECMS across Edinburgh and the highlights of our latest AS survey

THE UNIVERSITY of EDINBURGH
Edinburgh Medical School
Deanery of Clinical Sciences and
Deanery of Molecular, Genetic
& Population Health Sciences

Role	Female	Male
Non-Clinical Academic Staff:	413	314
Clinical Academic Staff:	107	196
Professional Services and Support staff	545	155
MBChB Students:	651	454
PGT Students:	773	789
PGR Students:	355	213

■ Female ■ Male

Research Funding 2018/19

£103,885,163 funding

335 projects

139 funders

	£	%	Awards
MRC	30,989,487	29.8	47
CANCER RESEARCH UK	16,034,984	15.4	25
	6,350,388	6.1	19
W	5,246,104	5	19

Western General Hospital (WGH) Campus
MGPHS Deanery (IGMM)

Central Campus
CS Deanery (EDI)
& MGPHS Deanery (UI)

Edinburgh Bioquarter Campus (EBQ)
CS Deanery (CCVS, CIR, CRH, CRM, CCBS)
& MGPHS Deanery (UI)

Athena SWAN Silver Award

CASE — CIRCLE OF EXCELLENCE AWARDS PROGRAM

94% response to staff survey

97% of responses more positive than 2017

With reference to ED&I, 94% of our staff believed ECMS is a great place to work.

Professional Services and Support Staff
95% F, 94%M
Agree 94%

Academic staff and students
92%F, 98%M
Agree 94%

Made with infogram

3. The self-assessment process

3.1 A description of the self-assessment team

ECMS has a single SAT with two Convenors - one from each Deanery. Our SAT is large, reflecting the size, diversity and complexity of the combined Deaneries (Table 3.2.6). We recognise the gender imbalance of our SAT and are working to improve this (**SAP1.5**). The SAT benefits from experiences and perspectives of staff/students from all Centres and backgrounds and the workload is shared. The structure of the SAT is illustrated in Figure 3.1.1 and meets at least three times a year.

The **Steering Group** (10F, 6M) consists of SAT Convenors (2F), incoming Convenors (2M), Deanery Heads (2F), sub-committee Chairs (2F), incoming sub-committee Chairs (1M, 1F), senior HR representatives (1M), Communications Working Group lead (M), Deaneries Director of Professional Services (2F) and Dean of Research (1M) (Figure 3.1.2). The Deans visible, continuous engagement promotes the AS ethos across ECMS. The Steering Group oversees strategy, discusses implementation, finance and signs-off new actions. All the steering group have reviewed, commented and had input into this AS Silver renewal submission.

Each **sub-committee** oversees 4 **working-groups** (WG) and each SAT member is aligned to one or more WG (Figure 3.1.1). WGs prioritise AS objectives, collection and in-depth analysis of data and formulation of policy for discussion at sub-committee meetings. Most WG meetings are virtual and timed to ensure that reports and data can be circulated prior to meetings to support decision-making. WGs, sub-committees and the SAT have written reports and comprehensive, widely-circulated minutes uploaded onto a shared area. We use Twitter, our twice-yearly newsletter and website to disseminate our activities to all ECMS.

The **Ambassadors** (32F, 9M) are new additions to our SAT (2019) and include PS&S staff and academics of any gender, who self-nominate themselves as Centre-level points of contact. All Centres have a minimum of two Ambassadors. Many Ambassadors are active or former members of our sub-committees ensuring that gender-equality capacity building and AS-led initiatives are integrated at Centre-level.

The Convenors and sub-committee Chair, meet 6 times annually to prioritise actions and track completion and implementation of actions. Venues for meetings alternate between sites with remote video access enabling contributions from across all campuses.

The Convenors sit on the **Deanery Management Committees** (CS: 8F/16M (33%F) & MGPHS: 11F/13M (46%F)). AS actions are a standing agenda item and the meetings provide a key forum to work with HoCs to promote gender equality, and plan future initiatives (**SAP1.1**). The convenors also sit on campus-based ED&I committees and UoE-wide AS networks, enabling the sharing of best practice within and outwith ECM.

Figure 3.1.1: Structure of Athena SWAN within ECMS
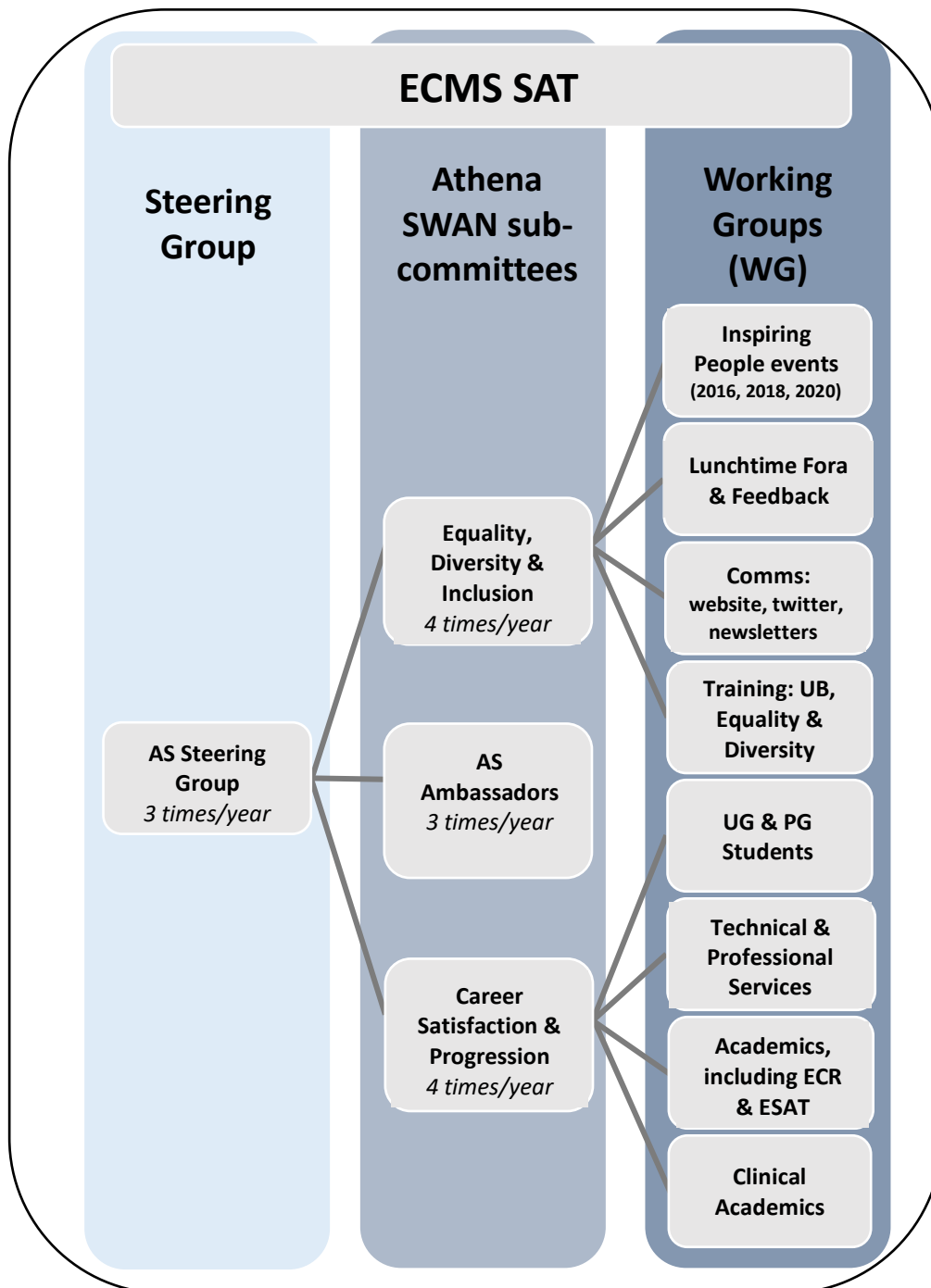
Recruitment to SAT:

The SAT terms of reference ensure regular turnover of members, following 3-5year terms including the current co-Convenors – Professor Carmel Moran (DCS) and Dr Susan Farrington (DMGPHS). Incoming co-Convenors shadow the previous co-Convenors. Each have a 10% FTE work allocation for their Convenor role.

Given the importance of local workplace practices, we ensure that members of AS Steering Group, AS ambassadors and sub-committee members (AS-EDI and CSP) are located throughout the 3 campuses, to encourage local-level engagement, site-based lunchtime forums and sharing good practice. In 2016, an open invitation was extended to ALL staff and PG students to join the SAT. Many of our members reached their 3-year turnover in 2019, however, due to our one-year's grace to retain AS silver, we are grateful that many extended their term. This extension period has enabled a longer period of handover to new members. To ensure a more inclusive and diverse representation going forward, in 2019 we invited ALL but also targeted those in specific roles, at various stages in their careers (students, staff, managers and professors), ensuring we had SAT members and Ambassadors from across all 8 Centres/Deaneries.

Communication:

In order to encourage and share good practice, we have created an AS Sharepoint (https://uoe.sharepoint.com/sites/AS-EdMed) which hosts all meeting files, documents relating to any speakers, lunchtime forums, events, conferences, activities, feedback and suggestions for future Aps.

Figure 3.1.2: Athena SWAN steering committee –
From LHS: chair of CSP sub-committee; Dean of Research, Dean of MGPHS and UoE Lead ED&I, Director of PS&S (MGPHS), incoming SAT convenor, incoming sub-committee chair (AS-EDI), Director of PS&S (CS), Dean of CS, Current SAT Convenors, incoming sub-committee chair (CSP), Communications Lead, AS administrative Support, incoming SAT convenor and current AS-EDI chair.

Athena SWAN Bronze & Silver department application v1 Mar 20

3.2   An account of the self-assessment process

Data Collection and analysis:

All survey data, in combination with HR/individual Centre data, inform our action plan (**SAP5.1**), highlighting areas of good practice or concern. We collect data from a number of surveys (Table 3.2.1) and through our biennial AS-culture survey of all staff and PGR students. Our 2013 and 2015 AS surveys included academic staff only. While this has enabled analysis of our academic staff over a 7-year period, it did not allow disaggregation of our PGR students or provide information on PS&S staff. Responding to panel feedback from our last AS submission that '**we should consider in more depth PS&S staff and student matters**', we modified our surveys in 2017 and 2019 to include PS&S staff and to enable us to disaggregate by role. We also included new questions relevant to PS&S. Responses to survey questions contained within this submission compare to either our 2015 survey for academics *OR* compare to the 2017 survey for PGR students and PS&S staff. Additional surveys which fed into our AP are in Table 3.2.1.

Table 3.2.1: ECMS Staff/Student Culture Surveys disaggregated by Gender where possible					
Name	**Year**	**Description**	**Number of Staff/student (% completion)**	**%F**	**Progress and Impact since AS-2015:**
ECMS AS Culture Survey	2017	ALL ECMS staff/PGR students	756 staff (46%)	67%	Inform AS-SAP – ECMS gender equality issues.
CMVM Carer's Survey	2017	ALL CMVM staff	161 staff (5%)	77%	Inform on carers' challenges - instigate support mechanisms.
Respect survey	2017	Year 2,4,5,6 MBChB year-groups	612	51%	Inform Dignity and Respect policy for UGs and tutors.
Principal's Survey	2018	ALL UoE staff	808 (48%)	N/A	Inform on working culture across University.
NSS: National Student survey	2018/19	ALL final-year UG students	174 (77%)	59%	Inform and enhance UG medical student experience.
ESAT survey	2019	ALL CMVM ESAT Fellows	31 (36%)	55%	Inform on researchers at critical academic career point - instigate support mechanisms.
PRES: Postgraduate Research Experience Survey	2019	Bi-annual external PGR survey	283 (46%)	66%	Inform and enhance PGR experience.
PTES: Postgraduate Taught Experience Survey	2019	Bi-annual external PGT survey	418 (31%)	53%	Inform and enhance learning and teaching.
ECMS AS Culture Survey	2019	ALL ECMS staff/PGR students	1707 (94%) staff/PGR students	66%	Assess success of AS initiatives; highlight areas requiring more focussed interventions.

We have held focus groups/workshops to address specific panel feedback (**bold italics**) highlighted in our previous AS silver submission.

Table 3.2.2: Internal Focus Groups/Workshops				
Name	**Year**	**Attendees**	**Number of Staff**	**% Female**
Focussed workshop on *Creativity and Challenges of being a part-time researcher* – addressing *'further consideration of informal flexible working and access to such opportunities'*.	April 2019	Part-time CMVM/CSE/ ECMS staff	27	89%
Focussed workshop - *Career Development and job satisfaction for PS&S staff* – addressing *'to consider in more depth PS&S matters'*	April 2019	ECMS PS&S staff (UE04-08)	49	88%
ECMS Gender-equality task force – addressing *'predominance of women undertaking SAT roles'*	Dec 2019	Senior ECMS males/AS leads/Dean of MGPHS	6	60%
Careers beyond Academia – addressing *'Further engagement with turnover reasons'*	Jan 2020	CMVM ECR/PGR	45	76%
Careers in Academia – addressing *'Further engagement with turnover reasons'*	Jan 2020	CMVM ECR/PGR	33	76%
Focussed **online** workshop on *Being a part-time researcher* – further addressing *'further consideration of informal flexible working and access to such opportunities'*.	Nov 2020	Part-time CMVM/CSE/ ECMS staff	43	80%

We have seen a substantial increase in response rate to our AS surveys: 50% in 2015; 66% in 2017 to 94% in 2019, reflecting impressive engagement. Feedback from our previous submission highlighted **'the survey response rate being less than 20% in one of the School's Centres'**. In Table 3.2.3 we demonstrate completion rates for all Centres have maintained or improved from 2017 survey data (range 65%-100%). Throughout this submission, we report survey results as %F and %M but do not report survey results for any specific group with <10 responses. Additionally, when % differences between groups or genders are <5%, we refer to this as equivalent.

Table 3.2.4-Academic and Table 3.2.5-PS&S, demonstrate the positive impact of our AS initiatives since our last silver submission in particular the significant increases in staff in all roles undertaking ED&I training and knowledge and support for flexible working policies, aligning with our strategy of gender equality for all staff groups.

Table 3.2.3: Comparison of AS Culture Survey Completion Rates by Centre

	2017	2019	% Increase
CIR	57%	100%	43%
CRH	33%	88%	55%
CVS	42%	100%	58%
CRM	47%	100%	53%
CCBS	35%	88%	33%
EDI	58%	88%	30%
IGMM	50%	65%	15%
UI	56%	88%	32%
DMGPHS	58%	84%	26%
DCS	45%	98%	53%
Total	**50%**	**94%**	**44%**

Table 3.2.4: Academic Staff Culture Survey comparative responses for 2015 and 2019, with positive impact greater than 10%

Survey Question	2015	2019	AS IMPACT
Staff and students working/studying flexibly have the same opportunities	56%	86%	**30%**
Part-time staff and students have the same opportunities	49%	81%	**32%**
Inappropriate images are unacceptable	87%	98%	**11%**
My line-manager is supportive of requests for flexible working	76%	97%	**21%**
My line-manager is supportive of my need for ad-hoc flexibility	80%	96%	**16%**
Family leave/flexible working policies have been made clear	29%	80%	**51%**
Changes in equality legislation that might affect me are made clear	45%	70%	**25%**
Senior managers are engaged with gender equality	76%	86%	**10%**
Positive action is needed to promote gender equality	65%	90%	**25%**
Positive action is taken to encourage women to apply for posts	32%	79%	**47%**
Men and women are equally encouraged to apply for promotion	70%	85%	**15%**
A full range of skills/experiences are taken into account during the promotion process	53%	66%	**13%**
My workplace provides me with useful opportunities to be mentored	66%	81%	**15%**
I have undertaken training in gender equality	16%	61%	**45%**
I have undertaken training in understanding unconscious bias	18%	73%	**55%**

Table 3.2.5: PS&S Staff Culture Survey comparative responses for 2017 and 2019, with positive impact greater than 5%			
Survey Question	2017	2019	AS IMPACT
Staff and students working/studying flexibly have the same opportunities	79%	84%	5%
Unsupportive language and behaviour are unacceptable	86%	91%	5%
Work-related social activities are gender inclusive	92%	97%	5%
Meetings and seminars take place in core hours	73%	79%	6%
My line-manager is supportive of requests for flexible working	86%	95%	9%
My line-manager is supportive of my need for ad-hoc flexibility	90%	95%	5%
My line-manager would deal effectively with complaints	79%	88%	9%
Family leave/flexible working policies have been made clear	74%	83%	9%
Changes in equality legislation that might affect me are made clear	57%	69%	12%
Senior managers are engaged with gender equality	78%	87%	9%
My workplace provides me with useful networking opportunities	66%	74%	8%
I am given opportunities to partake in profile-raising activities	58%	66%	8%
I am encouraged to take part in external activities	74%	81%	7%
I have undertaken training in gender equality	31%	68%	37%
I have undertaken training in understanding unconscious bias	47%	80%	33%

External Consultation:
- ✓ Two external **'critical friends'**- Prof Sara Mole (SAT co-chair, UCL AS-Gold award; UCL Provost's Gender Equality Envoy) and Prof Candy Rowe (SAT Chair, Newcastle University Faculty of Medical Sciences, AS-Silver award) provided feedback on our AS submissions. Both spoke at our 2018 Inspiring People Day.
- ✓ Two internal 'critical friends' – Ms Rhona Feist and Dr Dawn Livingstone, both of whom regularly sit on AS panels, provided us with feedback on our AS submission.
- ✓ Regular meetings with AS Chair from 3rd Deanery - Biomedical Sciences and other CMVM AS teams to co-ordinate ECMS led activities and shared best practice (e.g. Managing your Research Teams, Research Leadership Course, ESAT survey, coaching, Part-time researcher conference – **SAP2.2/3.2/3.4/3.5/5.2**).
- ✓ Regular meetings of UoE-wide AS network to consult and address UoE-wide ED&I challenges (e.g. nursery provision).

Within UoE, our SAT is recognised as a '**beacon of good practice**' (ECMS leading many initiatives both cross-College/UoE), with members invited to address both national and international groups. This has enabled engagement and discussion about, gender-equality practices and initiatives from a broader perspective. Specifically, we have engaged with:

- ✓ A group of international students and teachers from Navarra, Spain (June 2017);
- ✓ The associate Dean for Gender Equality and Diversity, University of Adelaide (May 2017);
- ✓ Associate Dean of Faculty of Health Sciences, Trinity College, Dublin (May 2018);

✓ University of Sheffield Medical School AS Lead (Jan 2019)- this visit was instrumental in establishing an **Equality, Diversity and Inclusion (ED&I) network for Medical School Leads** recognising the specific and unique challenges in the career pathway for medical undergraduates to become academic clinicians (collaboration with Newcastle University). An inaugural meeting was held in Oct 2018 involving 23 UK medical schools and representatives from Medical Schools Council with second meeting in Sept 2019. (**SAP4.3**).

3.3 Plans for the future of the self-assessment team

✓ Steering Group (Table 3.2.6 - green) will continue to meet at least three times a year to develop strategy and monitor SAP progress (**SAP1.1/1.5**).
✓ SAT members who extended their committee period to support this new submission will step-down in November 2020.
✓ The two Convenors complete their term in April 2020. The Deans have recruited two male academics as new Convenors and anticipate recruiting two PS&S staff to job share, in recognition of the complexity of ECMS and our ambitious plans.
✓ Our two sub-committees advertised/recruited 2 new Chairs (1F/1M) in autumn 2019 and after shadowing took over in Jan 2020.
✓ Convenors will continue to attend the quarterly DMC to embed AS agreed actions at all levels and promote ownership and engagement.

Table 3.2.6: Membership and Responsibilities of the SAT committee - grey indicating Ambassadors and green indicating Steering Group				
Committee Members & Ambassadors (F/M; NCA/ CA/PS&S)	**Position in ECMS**	**Work-life balance experiences**	**CSP and AS-EDI roles representation and responsibilities**	**Deanery-Centre**
Lorraine Adamson (F:PS&S)	Clinical Trials Administrator	Flexible working	• Member of CSP subcommittee • Member of the PS&S working group	CS-CRH
Susan Anderson (F:PS&S)	Lab Manager	Flexible working	• Member of AS-EDI subcommittee • Ambassador	MGPHS-IGMM
Mark Arends (M:CA)	Head of Division of Pathology	3 adult children Flexible working	• Member of AS-EDI subcommittee • UB & E&D working-group • Inspiring people event	MGPHS-IGMM
Marion Bacou (F:NCA)	PhD student	Full-time student	• Member of AS-EDI subcommittee • UB & E&D working-group	MGPHS-IGMM
Linda Bauld (F:NCA)	Bruce and John Usher Professor of Public Health	2 maternity leaves Full-time working	• Ambassador	MGPHS-UI

Joyce Begbie (F:PS&S)	Lab Manager	Flexible working	• Member of AS-EDI subcommittee • Ambassador	MGPHS-IGMM
Natalie Blair (F:PS&S)	Research Assistant	Flexible working	• Member of AS-EDI subcommittee • Ambassador	MGPHS-IGMM
Kate Britton (F:PS&S)	Professional Services-Administrator	Flexible working	• Member of AS-EDI subcommittee • Ambassador	MGPHS
Clarinda Brown (F:PS&S)	Personal Assistant	Full-time working	• Member of CSP subcommittee • Member of the PS&S working group	CS-CRH
Talitha Bromwich (F:NCA)	Research Fellow	Flexible working	• Member of CSP subcommittee • Ambassador	MGPHS-IGMM
Antoinella Busuttil-Naudi (F:CA)	Senior Clinical Lecturer	Part-time working	• Member of AS-EDI subcommittee • UB & E&D working-group	CS-EDI
Geoffrey Carlson (M:PS&S)	CRH Centre Manager	Full-time working	• Member of AS-EDI subcommittee • Ambassador	CS-CRH
Jenna Cash (F:NCA)	Group leader/Career track fellow	1 maternity leave Part-time/flexible working	• Member of AS-EDI subcommittee • UB & E&D working-group	CS-CIR
Prof Hilary Critchley (F:CA)	Head of CS Deanery	Full-time working 2 adult children	• Member of the Steering Group • Member of College Research Comm. • Member of CSG	CS-CRH
Catherine Crompton (F:NCA)	Research Fellow	Caring responsibilities Multiple part-time contracts	• Member of CSP subcommittee • Member of PG students working-group • Ambassador	CS-CCBS
Prof Sarah Cunningham-Burley (F:NCA)	Head of MGPHS Deanery University Lead Equality Diversity and Inclusivity	Full-time working 1 adult child	• Member of the Steering Group • Member of College Research Comm.	MGPHS-UI
Dee Davison (F:PS&S)	External Engagement and Communication Officer	Part-time working	• Member of AS-EDI subcommittee • Ambassador	MGPHS-IGMM
Daniel Dodd (M:NCA)	Research Fellow	Full-time working	• Member of AS-EDI subcommittee • Ambassador	MGPHS-IGMM

Chris Doherty (F:PS&S)	Head of Laboratory Operations	Full-time working	• Ambassador	CS-CCVS
Julia Dorin (F:NCA)	Professor	4 maternity leaves Part-time to Full-time working	• Member of the Steering Group and AS-EDI • Ex-Chair of AS-EDI sub-committee • Chair of the Inspiring People working-group 2018	CS-CIR
Laura Doull (F:PS&S)	Clinical Project Manager	Full-time working	• Member of CSP subcommittee: • Member of PS&S working-group • Ambassador	CS-CCBS
Jenny Durkin (F:PS&S)	Communication Officer	Full-time working	• Member of AS-EDI subcommittee • Co-Chair of Pride, EBQ • Ambassador	CMVM
Susan Farrington (F:NCA)	Reader/ Group leader	2 maternity leaves Flexible working Partner in academia Mobility restriction	• Member of the Steering Group • Co-Chair of the AS SAT committee for ECMS • Member of CMVM E&D committee • Member of UoE-EDIC	MGPHS-IGMM
Emily Findlay (F:NCA)	Research Fellow	2 maternity leaves Part-time to Full-time working	• Member of AS-EDI subcommittee • Ambassador	CS-CIR
Paul Fitch (M:PS&S)	Centre Manager	Flexible working Compressed hours 1 paternity leave	• Co-Chair of CSP sub-committee • Lead of the PS&S working-group	CS-CIR
Robin Flaig (F:NCA)	UK Biobank Programme Manager	Full-time working	• Ambassador	MGPHS-UI
Sue Fletcher-Watson (F:NCA)	Senior Research Fellow	2 maternity leaves Flexible working Partner in academia	• Member of the Steering Group • Chair of the CSP subcommittee	CS-CCBS
Charles fFrench-Constant (M:NCA)	Dean of Research	Full-time working	• Member of the Steering Group	CS-CRM

Olympia Gianfrancesco (F:NCA)	Research Fellow	Full-time working	• Member of the CSP subcommittee	MGPHS-IGMM
Nicola Goldie (F:PS&S)	Professional Services - Human Resources	Full-time working	• Member of the CSP subcommittee • Ambassador	CMVM
Meredyth Griffin (F:NCA)	PhD Student	Full-time Student	• Member of AS-EDI subcommittee • Ambassador	MGPHS-IGMM
Gillian Gray (F:NCA)	Senior Research Fellow	Flexible working	• Member of the CSP subcommittee • Lunchtime Forums • Ambassador	CS-CCVS
Rachel Guest (F:CA)	Clinical Lecturer	Flexible working	• Member of AS-EDI subcommittee • UB &E&D working-group • Promotion of Women in Surgery	CS
Ewen Harrison (M:NCA)	Professor of Surgery	Full-time working	• Ambassador	MGPHS-UI
Gareth Hardisty (M:NCA)	Research Fellow	Full-time working	• Member of AS-EDI subcommittee • Ambassador	CS-CIR
Filipa Henderson Sousa (F:NCA)	Research Fellow	Full-time working	• Member of AS-EDI subcommittee	MGPHS-IGMM
Marisza Hijryana (F:NCA)	PhD student	1 maternity leave International field work Caring responsibilities	• Member of CSP subcommittee • Member of PG student working-group • Ambassador	CS-EDI
Natalie Homer (F:NCA)	Research Fellow	Flexible working	• Member of AS-EDI subcommittee • Ambassador	CS-CCVS
Hazel Lambert (F:PS&S)	Public Engagement Manager	Part-time/flexible working	• Member of AS-EDI subcommittee	CMVM
Marie Leslie (F:PS&S)	Administration Manager	Flexible working	• Member of AS-EDI subcommittee	CS
Nazir Lone (M:CA)	Senior Clinical Lecturer	Full-time working	• Member of CSP subcommittee • Ambassador	MGPHS-UI

Lena Lorenz (F:NCA)	CMVM Research Impact Officer	1 maternity leave Part-time working Change from academia to professional support	• Member of CSP subcommittee • Member of the CA/NCA working-groups • Ambassador	CMVM
Saturnino Luz (M:NCA)	Reader	1 maternity leave Part-time/flexible working	• Member of CSP subcommittee • Member of the Academic working-group • Ambassador	MGPHS-UI
Donna Lumsden (F:PS&S)	Centre Administrator	Flexible working	• Member of AS-EDI subcommittee • Ambassador	CS-CRM
Claire Mackintosh (F:CA)	Clinical lead Honorary University contract	1 maternity leave	• Member of CSP subcommittee • Lead of the CA working-group	CMVM-EMS
Danielle Marlow (F:PS&S)	Education Coordinator	2 maternity leaves Full-time working	• Member of AS-EDI subcommittee • Ambassador	CS
Louise Marryat (F:NCA)	Research Fellow	2 maternity leaves Part-time, flexible working	• Member of CSP subcommittee • Incoming Co-Chair of the AS SAT committee for ECMS	CS-CCBS
Lorna Marson (F:CA)	Professor – Director of MBChB Admissions	2 maternity leaves Flexible working	• Member of CSP subcommittee • Lead of the UG working-group	CS-CIR
Stewart Mercer (M:CA)	Professor	Full-time working	• Incoming Co-Chair of the AS SAT committee for ECMS • ED&I UI	MGPHS-UI
Veronique Miron (F:NCA)	Senior Lecturer (former ESAT fellow)	Full-time working	• Member of AS-EDI subcommittee • Ambassador	CS-CIR
Carmel Moran (F:NCA)	Professor	3 adult children Flexible working	• Member of CSP subcommittee • Lead of the Postgraduate student working-group • Co-Chair of the AS SAT committee for ECMS	CS-CCVS

Femke Morrison (F:PS&S)	Professional Services – Administrative	1 maternity leave Part-time working	• Member of AS-EDI subcommittee • Lead of Lunchtime-forum working-group (EBQ campus) • Ambassador	CS-EMS
Jackie McGurk (F:PS&S)	Senior Administrative Secretary	Full-time working	• Member of the PS&S working group • Ambassador	CS-EDI
Joanne Ness (F:PS&S)	Professional Services – ECAT Administrator	2 maternity leaves Full-time working	• Ambassador	CMVM
Helen Nickerson (F:PS&S)	Research Manager	2 maternity leaves Flexible working	• Member of the AS-EDI subcommittee • Member of the PS&S working group	MGPHS-IGMM
Martyn Pickersgill (M:NCA)	Reader	1 paternity leave Flexible working	• Member of the Steering Group • Lead of the Communications working-group	MGPHS-UI
Vidya Rajasekaran (F:NCA)	Research Fellow	Full-time working	• Member of the AS-EDI subcommittee • Lead of the Lunchtime-forum working-group (WGH campus) • Member of Inspiring People working-group	MGPHS-IGMM
Gill Roberts (F:PS&S)	Professional Services - HR advisor	Part-time flexible working	• Providing/gathering data for application and initiatives	CMVM
Andrea Scott (F:PS&S)	Professional Services –Head of CS Deanery Administration	Part-time working 2 maternity leaves	• Member of the Steering Group • Member of local AS-EDI Committee • Dignity and Respect Advisor	CS
Vivien Smith (F:PS&S)	Professional Services –Head of MGPHS Deanery Administration	Flexible working Part-time to full-time working	• Member of the Steering Group	MGPHS
Barbara Stevenson (F:PS&S)	Research Associate	2 maternity leaves Part- time, flexible working Caring responsibilities	• Member of the AS-EDI subcommittee • Member of IP working-group	MGPHS-IGMM
Gemma Stevenson (F:PS&S)	HR Administrator	Flexible working	• Member of the AS-EDI subcommittee	MGPHS-IGMM

Roland Stimson (M:CA)	Professor	2 paternity leaves Flexible working	• Ambassador • CVS postgraduate committee	CS-CCVS
Fiona Strachan (F:PS&S)	Trial Manager	Full-time working	• Chair of the AS-EDI subcommittee	CS-CCVS
Olivia Swann (F:CA)	ECAT Clinical Lecturer	2 maternity leaves Flexible working	• Member of CSP sub-committee • Member of CA working-group • Ambassador	CS-CRH
Peter Tennant (M:NCA)	Research Fellow	Full-time working	• Member of the AS-EDI subcommittee • Ambassador	MGPHS-IGMM
Evropi Theodoratou (F:NCA)	Professor	2 maternity leaves Full-time working	• Member of CSP subcommittee • Ambassador	MGPHS-UI
Adrian Thomson (M:PS&S)	Professional Services - Technician	Full-time working	• Member of the AS-EDI subcommittee • Ambassador	CS-CCVS
Francesca Vacante (F:NCA)	PhD student	Full-time working	• Athena SWAN PGR student working-group	CS-CCVS
Maria del C Valdés Hernández (F:NCA)	Lecturer	Full-time working	• Member of the AS-EDI subcommittee	CS-CCBS
Sonja Vermeren (F:NCA)	Senior lecturer	Full-time working	• Member of the AS-EDI subcommittee • Ambassador	CS-CIR
Callum Watson (M:PS&S)	Professional Services - HR advisor	Full-time working	• Member of the Steering Committee	CMVM
Stephen Wigmore (M: CA)	Professor	Full-time working	• Member of AS-EDI subcommittee • Incoming Co-Chair of the AS SAT committee for ECMS	CS-CIR
Anna Williams (F:CA)	Professor	Full-time working	• Ambassador • CRM Postgraduate Committee	CS-CRM
Jimi Wills (M:PS&S)	Professional Services - Technician	Full-time working	• Member of the AS-EDI subcommittee • Ambassador	MGPHS-IGMM
Catriona Wimberley (F:NCA)	Research Fellow	Flexible working	• Member of the AS-EDI subcommittee • Ambassador	CS-CCBS
Karen Witherspoon (F:PS&S)	Centre Administrator	Full-time working	• Member of the AS-EDI subcommittee • Ambassador	CS-CRH

Progress and Impact since AS-2015:[1]

↑   Improved AS survey completion rate - 94%; improvements across ALL Centres.

↑   2019 AS survey indicates marked improvement (>10%) for 15 questions for academics compared to 2015 survey and >5% improvement in 15 questions compared to 2017 survey for PS&S staff.

↑   5% improvement in M SAT representation but still heavily F dominated (79%).

Future objectives and action points:

SAP1.1: **Strategically embed AS principles into ECMS Deanery and Centre policy/practice**

SAP1.4: **Ensure clear communication of ECMS commitment to AS/ED&I principles to staff, students and visitors**

SAP1.5: **Improve the diversity of the SAT – actions include task force to engage men in ED&I**

SAP1.6: **Promote an inclusive culture in all Centres within ECMS**

SAP5.1/5.2: **Gather/analyse data related to gender balance to measure progress of AS actions and inform policy**

▪   Regularly survey gender culture within all of ECMS including focus groups for comparative analysis and inform future actions.

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[1]   Throughout this submission, we use a 'tick' to show progress, 'arrow' to demonstrate impact of initiative and a square box to show action/new initiative.

Athena SWAN Bronze & Silver department application v1 Mar 20

4. A picture of the department

A. Student data

SUMMARY: Full-time UG MBChB=59%F and PGT=49%F student data are close to gender parity/aligned with National Benchmarking Data (NBD).	
TOP FACT: Representation on PGT programmes ⇑54%F/⇑22%M and closer to gender parity (49%F) than NBD (=63%F).	**TOP TARGET:** Improve gender balance on MBChB degree programme (5% over 5 years) (**SAP4.1**); align PGR data to NBD within 3 years (**SAP4.5**).

4.1.1 Numbers of men and women on access or foundation courses - N/A.

4.1.2 Numbers of undergraduate students by gender

ECMS runs the full-time **MBChB degree** (5yr-avg enrolment=1134 students) (Table 4.1.2.1).

- ✓ Dedicated Medical Teaching Organisation (MTO) led by Director of Undergraduate Medical Teaching, Professor Kluth, supported by Professor Marson, Director of Admissions.
- ✓ Table/Figure 4.1.2.1 shows more female (59%) than male students (41%) enrolled, in line with NBD. The 4%F increase over 4 years is mainly due to a reduction in male numbers (535M-2014/15; 454M-2018/19) with NBD showing similar reduction in males (6275M-2014/15; 6065M-2018/19).

Figure 4.1.2.1: Undergraduate MBChB Full-time Student Headcount
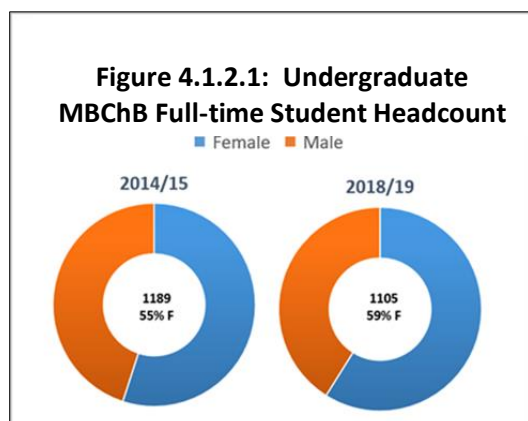
Table 4.1.2.1: Full-time MBChB Programme by Gender					
Academic Year	**Female**	**Male**	**Total**	**% F**	***National (%F)**
2014/15	654	535	1189	55%	54%
2015/16	638	513	1151	55%	55%
2016/17	628	488	1116	56%	56%
2017/18	641	465	1106	58%	57%
2018/19	651	454	1105	59%	58%

Recruitment -

- ✓ New MBChB admissions process (2019/20); applicants assessed via group exercises and face-face assessments (mandatory completion of E&D/UB training by selectors) (**SAP4.1**). 72% of applicants indicated positivity for UoE programme as a direct result.
- ✓ Female applications >male (5yr-avg: F=1729, range:1573-1941; M=1020, range:880-1242), reflected throughout the selection process and in line with NBD indicating no gender bias in the selection process.

- ✓ Since the 6-year intercalated degree programme was introduced (2016/17 intake), application numbers have decreased (avg F=1817 before vs 1670 after; M=1165 vs 923) and offer-to-acceptance rate (both genders) has decreased (2014/15 F(63%-114/181), M(61%-73/120): 2018/19 F(49%-172/352), M(44%-90/203)) (Table/Figure 4.1.2.2). Likely to be numerous factors influencing student choice in addition to course length – trends will be monitored (SAP4.1).
- ✓ MTO ensures that all visual material, online and printed, includes images of female/male staff and students.
- ✓ Since AS-2015, staff of all genders are present at Open Days, however female student ambassadors >males (2019=54F(75%)/18M(25%)).

Figure 4.1.2.2: MBChB Applications, Offers & Acceptances within Gender Group
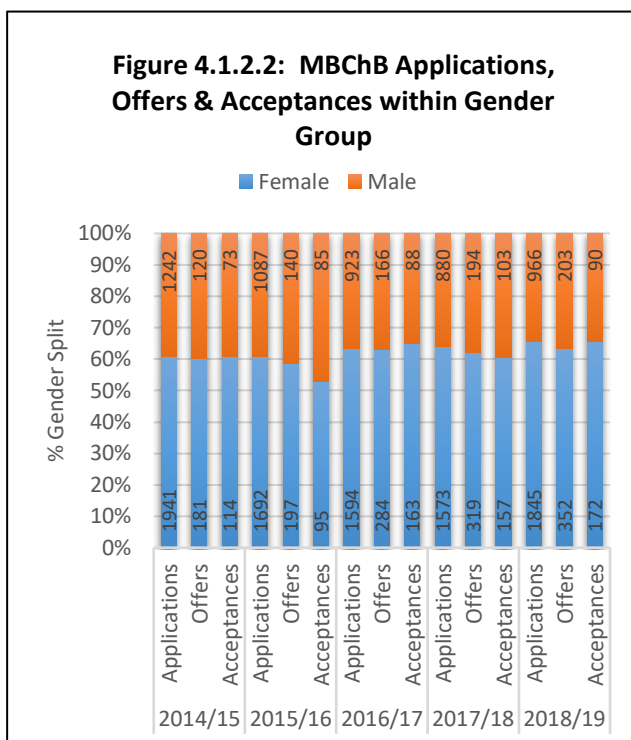
Table 4.1.2.2: MBChB Applications, Offers & Acceptances

		Applications	Offers	Acceptances
2014/15	F	1941	181	114
	M	1242	120	73
	% F	**61%**	**60%**	**61%**
2015/16	F	1692	197	95
	M	1087	140	85
	% F	**61%**	**58%**	**53%**
2016/17	F	1594	284	163
	M	923	166	88
	% F	**63%**	**63%**	**65%**
2017/18	F	1573	319	157
	M	880	194	103
	% F	**64%**	**62%**	**60%**
2018/19	F	1845	352	172
	M	966	203	90
	% F	**66%**	**63%**	**66%**
National Average	**% F**	59%		

National Average: The National Average represents first year enrolments of UG Students in 2018/19 for HESA Cost Centre A1 (Pre-Clinical Medicine)

Attainment -

- ✓ MBChB completion rates are high - 5yr-avg=97%F (range:92-98%)/M=93% (range:91-96%).
- ✓ 67% of Distinctions/62% of course-prizes awarded to female MBChB students (Table 4.1.2.3), proportionally higher than %F-MBChB population, although consistent with gender disparity in academic performance across the Sector[2] (SAP4.3).

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[2] Ethnicity, gender and degree attainment project Equality Challenge Unit. The Higher Education Academy 2008.

Table 4.1.2.3: MBChB Degree Attainment			Female		Male	
			No. of Females	% Females awarded	No. of Males	% Males awarded
2014/15		Pass	144		116	
		Prize	7	50%	7	50%
		Distinction	14	56%	11	44%
		Merit	55	59%	38	41%
2015/16		Pass	142		118	
		Prize	8	80%	2	20%
		Distinction	19	68%	9	32%
2016/17		Pass	130		102	
		Prize	7	54%	6	46%
		Distinction	17	77%	5	23%
2017/18		Pass	105		100	
		Prize	10	77%	3	23%
		Distinction	17	71%	7	29%
2018/19		Pass	120		101	
		Prize	7	50%	7	50%
		Distinction	17	63%	10	37%

MBChB is an unclassified degree, but distinctions are awarded to the top 10% across the whole year. % denotes the proportion per gender group who were awarded.

Progress and Impact since AS-2015:
✓ No gender bias in selection procedures for MBChB students – 5yr-avg application-to-offer rates =16%F/17%M; offer-to-acceptance rates =53%F/54%M.

Future objectives and action points:
SAP4.1: Improve gender balance within MBChB programme by 5% over 5 years
▪ Develop decliners' survey with MBChB Admissions team to investigate the reasons for year-on-year decline in males on MBChB course.
▪ Develop focussed UB training module with Head of MBChB admissions specifically for MBChB admissions assessors.
▪ The first year's admissions data will be available on students undergoing the new selection process in September 2020 and we will critically compare the recruitment stages with previous years to assess for any the gender impact.
▪ Ensure visibility of male student role-models at open-days and all gender role models throughout the course with positive soundbites incorporated into social media, VLE and MBChB platforms.
▪ Increase number of male student helpers to gender-parity to support the Open-day activity.
SAP4.3: Assess attainment processes in MBChB program
▪ As part of the Medical School EDI Network event (postponed to April 2021 due to COVID-19), we will present the attainment data and share good practice with other medical schools.

4.1.3 Numbers of men and women on postgraduate taught degrees

✓ 62 PGT programmes (24-MSc/17-Diploma/21-PGCert), 5yr-avg =1374 students (range:1145-1562)(Figure 4.1.3.1).

Figure 4.1.3.1: All PGT Programmes Combined Student Headcount by Gender

Academic Year	Female	Male	% Female
2014/15	501	644	44%
2015/16	585	688	46%
2016/17	673	704	49%
2017/18	748	791	49%
2018/19	773	789	49%

Figure 4.1.3.2: All PGT ODL Progammes Student Headcount by Gender

Academic Year	Female	Male	% Female
2014/15	428	602	42%
2015/16	518	656	44%
2016/17	597	671	47%
2017/18	662	760	47%
2018/19	689	765	47%

✓ Majority of PGT students (93%-2018/19) are enrolled on flexible Online Distance Learning (ODL) programmes (2014/15: 428F(42%F)/602M; 2018/19: 689F(47%F)/765M - ⇑61%F and ⇑27%M) - closer to gender parity than NBD (=63%F) PGT data (Table 4.1.3.1/Figure 4.1.3.2).

✓ Most ODL students are working professionals, hence part-time flexible learners.

- ✓ Our data is strongly influenced by male-dominated ODL ChM-Masters in Surgery (reflecting the male-dominance of discipline nationally and internationally)[3] and female-dominated Masters of Public Health (NBD=71%F). Females account for 70% of global health/social-care workforce yet there is a gender pay gap ranging from 11-28%. This MPH provides an opportunity for career development/leadership, helping promote gender equity (Table 4.1.3.1)(**SAP4.4**).
- ✓ The PG-WG performed analysis of marketing and advertising literature (websites and prospectus), alongside the demographics of PG applicants. They found the literature supportive of all protected characteristics, promoting gender equality and inclusivity. Our PG open days are staffed by all genders providing visible role models (2019:12F/10M-55%F).

Table 4.1.3.1: All PGT Programmes															
Programme	**2014/15**			**2015/16**			**2016/17**			**2017/18**			**2018/19**		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Dental Programmes PgDip, PgCert & MSc, DClinDent &MSc	19	42	31%	28	34	45%	35	40	47%	35	36	49%	31	27	53%
MSc Surgical Sciences	93	190	33%	116	184	39%	115	177	39%	86	178	33%	93	174	35%
ChM (Masters in Surgery) Programmes	9	98	8%	14	121	10%	30	125	19%	30	140	18%	33	141	19%
MSc Internal Medicine	33	77	34%	48	69	41%	51	61	46%	61	100	38%	63	104	38%
MPH (Master of Public Health)	33	12	73%	65	26	71%	94	30	76%	124	47	73%	148	49	75%
PGCert and PGDip Programmes (excl. Dental)	58	48	55%	63	48	57%	77	49	61%	89	63	59%	90	73	55%
MFM (Master of Family Medicine)	11	15	42%	19	27	41%	29	31	48%	34	32	52%	36	32	53%
All other MSc	239	162	60%	232	179	56%	242	191	56%	289	195	60%	279	189	60%
Total All ODL	**428**	**602**	**42%**	**518**	**656**	**44%**	**597**	**671**	**47%**	**662**	**760**	**47%**	**689**	**765**	**47%**
Total All PGT	**501**	**644**	**44%**	**585**	**688**	**46%**	**673**	**704**	**49%**	**748**	**791**	**47%**	**773**	**789**	**48%**
National % F			58%			58%			60%			61%			63%

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[3] Hu Y-Y et al. Discrimination, abuse, harassment, and burnout in surgical residency training. N Engl J Med 2019;381:1741-52.

Progress and Impact since AS-2015:

✓ Collaboration with PG marketing manager (former SAT member) and PGT programme directors resulted in adjustments to advertising and marketing of specific programmes.

Impact:

✓ Gender parity - 49%F (773F/789M) improving over period (2015=44%F) for all PGT programmes; closer to gender-parity than NBD data.

✓ ODL programmes - ⇑5%F (2014/15- 428F/602M=42%F; 2018/19-689F/765M=47%F); closer to gender-parity than NBD data.

✓ ChM (Masters in Surgery) – female numbers have **tripled** since AS-2015 (9F-8%. to 33F-19%).

Future objectives and action points:

SAP4.4: **Improve gender balance within PGT student community to 45-55% for all PGT programmes within 5 years**

▪ For Programmes which continue to have greater than a 60:40 gender split (including MPH and ChM), work to increase the number of applications from the under-represented gender by providing soundbites and testimonials from students and tutors of all genders to capture the diversity that exists and encourage applications to improve gender parity.

▪ Consult with UoE Widening Participation Office on improving all PG recruitment marketing and advertising, to ensure these are welcoming to students of ALL protected characteristics.

▪ AS logo on all marketing materials.

▪ Study effect of COVID-19 on PGT students and identify if any demographic changes, including gender, to applications or extensions to study-period.

Part-time Status –

Figure 4.1.3.3: All PGT Programmes by Gender & Full/Part-time Status

■ Female FT ■ Female PT ■ Male FT ■ Male PT

2014/15 — 1145 44% F

2018/19 — 1562 49% F
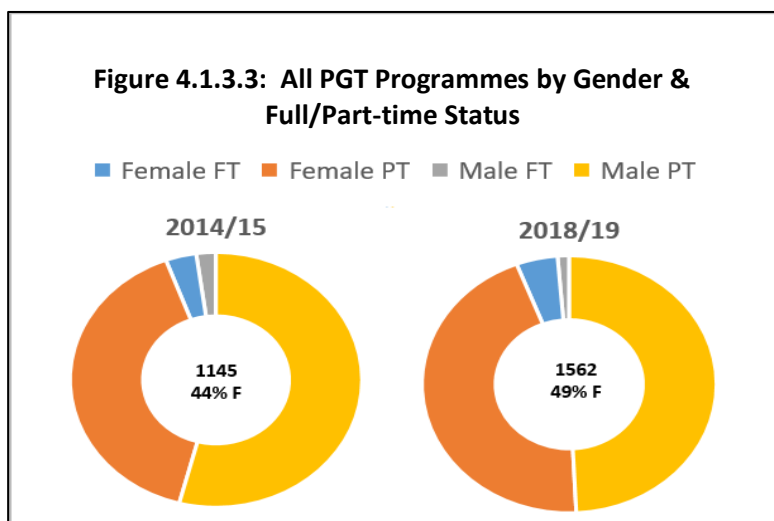
Table 4.1.3.2: All PGT Programmes Student Headcount by Gender & Full/Part-time Status

	Full-time				Part-time			
	Female	Male	% F	National (% F)	Female	Male	% F	National (% F)
2014/15	39	25	61%	63%	462	619	43%	54%
2015/16	44	20	69%	64%	541	668	45%	54%
2016/17	60	26	70%	66%	613	678	47%	55%
2017/18	69	24	74%	67%	679	767	47%	57%
2018/19	71	20	78%	70%	702	769	48%	59%

National Data taken from HESA codes: A1, Pre-Clinical Medicine; A3, Clinical Medicine; A4, Clinical Dentistry; A9, Others in medicine and dentistry

✓ Percentage of students studying part-time is closer to gender-parity than NBD (Figure 4.1.3.3/Table 4.1.3.2).
✓ Percentage of men studying full-time on PGT programmes is decreasing (2014/15=39%M, 2018/19=22%M) and less than NBD (=30%M).

Recruitment -

A detailed gender breakdown of application process for all (Table 4.1.3.3/Figure 4.1.3.4) and individual PGT programmes (Tables 4.1.3.4-4.1.3.9) was undertaken.

✓ Despite year-on-year/course related fluctuations, offer (5yr-avg=47%F/43%M) and acceptance rates (5yr-avg=48%F/52%M) on individual PGT programmes rarely fall below 45% for either gender (Table 4.1.3.3–4.1.3.9).
✓ Offer-to-acceptance rates (5yr-avg=65%F/63%M) display no significant gender disparity (Figure 4.1.3.4).

Figure 4.1.3.4: All PGT Programmes - Applications, Offers & Acceptances
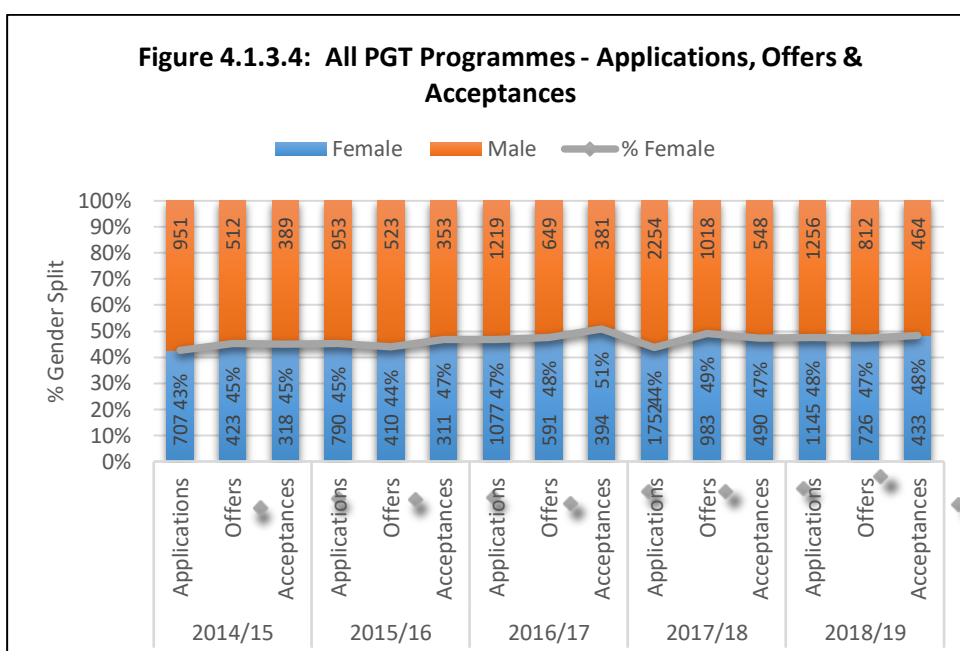
Table 4.1.3.3: All PGT Programmes - Applications, Offers & Acceptances				
		Applications	Offers	Acceptances
2014/15	F	707	423	318
	M	951	512	389
	% F	**43%**	**45%**	**45%**
2015/16	F	790	410	311
	M	953	523	353
	% F	**45%**	**44%**	**47%**
2016/17	F	1077	591	394
	M	1219	649	381
	% F	**47%**	**48%**	**51%**
2017/18	F	1752	983	490
	M	2254	1018	548
	% F	**44%**	**49%**	**47%**
2018/19	F	1145	726	433
	M	1256	812	464
	% F	**48%**	**47%**	**48%**

✓ Application-to-offer success rate on ChM course (Table 4.1.3.7) has reached gender parity (2014/15: 60%F/56%M - 4% gender difference; 2018/19: 84%F/83%M - 1% gender difference).

✓ For MPH, male application-to-offer (5yr-avg=48%F/37%M) and offer-to-acceptance rates (5yr-avg=43%F/29%M) are low. We will work with programme organisers to identify influencing factors and ensure a gender inclusive selection process (**SAP4.4**).

Table 4.1.3.4: Dental Programmes															
	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Applications	122	132	48%	117	117	50%	112	107	51%	98	84	53%	95	115	45%
Offers	13	18	42%	19	9	66%	15	18	45%	19	12	61%	14	9	61%
Acceptances	6	16	27%	15	10	60%	11	16	41%	15	8	65%	5	7	42%

Table 4.1.3.5: All other MSc Programmes (excluding Dental)															
	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Applications	296	470	39%	259	373	41%	280	375	43%	442	765	64%	271	389	41%
Offers	243	320	43%	193	270	42%	225	283	44%	335	553	39%	224	325	41%
Acceptances	214	250	46%	160	193	45%	167	188	47%	208	281	42%	106	108	50%

Table 4.1.3.6: MPH (Master of Public Health)															
	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Applications	189	141	57%	294	214	58%	497	413	55%	923	883	52%	571	410	58%
Offers	90	43	68%	108	65	62%	212	149	59%	415	330	56%	325	212	65%
Acceptances	32	14	70%	64	25	68%	115	51	69%	142	68	68%	122	52	70%

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Table 4.1.3.7: ChM (Masters in Surgery only)															
	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Applications	10	111	8%	18	119	13%	34	130	21%	32	197	14%	38	166	19%
Offers	6	62	9%	12	87	12%	25	96	21%	21	142	13%	32	137	19%
Acceptances	4	55	7%	11	72	13%	22	72	23%	13	92	12%	26	95	21%

Table 4.1.3.8: PGCert & PGDip Programmes (excluding Dental)															
	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Applications	71	65	52%	81	86	49%	117	101	54%	180	185	49%	135	120	53%
Offers	57	46	55%	60	60	50%	85	68	56%	120	109	52%	103	90	53%
Acceptances	49	35	58%	48	36	57%	64	43	60%	81	66	55%	84	65	56%

Table 4.1.3.9: MFM (Master of Family Medicine)															
	2014/15			2015/16			2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Applications	19	32	37%	24	44	35%	37	57	39%	77	139	36%	35	56	38%
Offers	14	23	38%	18	30	38%	29	35	45%	55	90	38%	28	39	42%
Acceptances	13	19	41%	13	17	43%	15	11	60%	31	33	48%	22	24	48%

Progress and Impact since AS-2015:

✓ ⇑5%F students studying part-time (2014/15: 43%F; 2018/19: 48%F); closer to gender parity than NBD (2018/19=59%F).

✓ Gender gap for all PGT programmes for application-to-offer success rate has narrowed (2014/15: 60%F/54%M; 2018/19: 63%F/65%M).

✓ Application-to-offer success rate on ChM course has reached gender parity (2018/19: 84%F/83%M).

Future objectives and action points:

SAP4.4: Improve gender balance (45-55% tolerance) on all programmes within PGT student community over 5 years

▪ Increase female application for part-time PGT degrees (ODL) via advertising and marketing.

▪ Programmes with >10% gender difference in application-to-offer and offer-to-acceptance rates, work with programme directors and admissions team to assess whether there is gender bias in the admissions process and use good practice from other PGT programmes.

▪ PGT full-time students are predominantly on-campus students. Work with marketing team to ensure that PGT programme prospectus and websites are welcoming and that prospective on-campus students are directed to testimonials from previous male and female full-time students.

▪ Review the gender effects of COVID-19 on the application/offers and acceptance rates of PGT programmes in 2020/21 application cycle.

Completion -

✓ Gender difference in completion rates (5yr-avg: F=80%, range: 74%-86%; M=70%, range:66-74%)(Figure 4.1.3.5-**SAP4.6**).

✓ All PGT students receive individual academic and pastoral support from Programme Team; have access to UoE careers service, library facilities and on-line PG programmes e.g. thesis writing and managing your digital footprint.

Figure 4.1.3.5: PGT Completion Rates
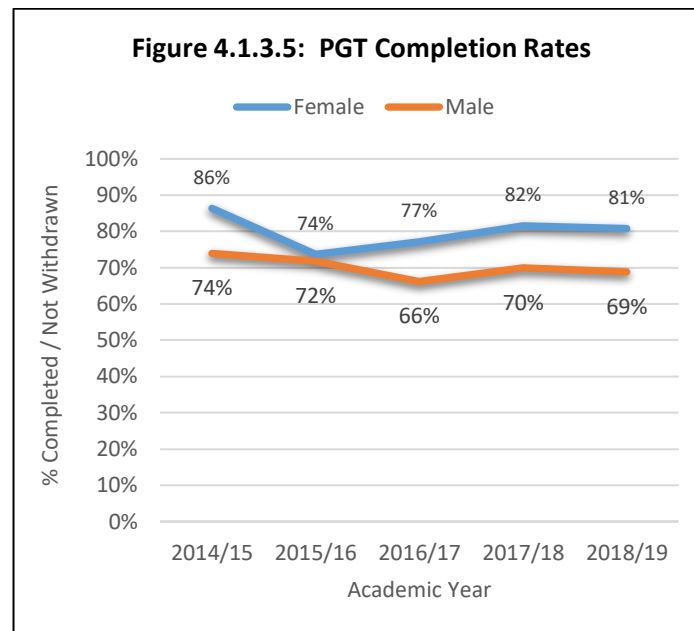
Future objectives and action points:	

SAP4.6: Gender parity in completion rates on PGT programmes within 3 years
- Work with PGT programme leads to determine if completion rates are full-time/part-time dependent and identify programmes with higher non-completion rates.

Attainment -

✓ Overall there is no significant pattern of one gender outperforming another (Figure 4.1.3.6/Table 4.1.3.10)(Merit- 2014/15: 0%F/1%M; 2018/19: 47%F/44%M; Distinction- 2014/15: 21%F/19%M; 2018/19: 26%F/29%M).

✓ Individual PGT programme attainment varies often for smaller MSc programmes (<10 students).

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Figure 4.1.3.6: Proportional PGT Degree Attainment by Gender

Legend: Pass, With Merit, With Distinction

Y-axis: % Of Gender Group With Classification

Values by year/gender:
- 2014/15 F: Pass 119, Distinction 32; M: Pass 159, Merit 1, Distinction 37
- 2015/16 F: Pass 95, Merit 15, Distinction 48; M: Pass 129, Merit 18, Distinction 48
- 2016/17 F: Pass 61, Merit 88, Distinction 51; M: Pass 103, Merit 76, Distinction 58
- 2017/18 F: Pass 78, Merit 73, Distinction 56; M: Pass 68, Merit 41, Distinction 51
- 2018/19 F: Pass 75, Merit 128, Distinction 71; M: Pass 73, Merit 115, Distinction 75

X-axis: Academic Year / Gender

Table 4.1.3.10: Degree Attainment for All PGT Programmes

	2014/15				2015/16				2016/17				2017/18				2018/19			
	F	% of all F	M	% of all M	F	% of all F	M	% of all M	F	% of all F	M	% of all M	F	% of all F	M	% of all M	F	% of all F	M	% of all M
Pass	119	79%	159	81%	95	60%	129	66%	61	31%	103	43%	78	38%	68	43%	75	27%	73	28%
Merit		0%	1	1%	15	9%	18	9%	88	44%	76	32%	73	35%	41	26%	128	47%	115	44%
Distinction	32	21%	37	19%	48	30%	48	25%	51	26%	58	24%	56	27%	51	32%	71	26%	75	29%

Table 4.1.3.11: Individual PGT Programme Attainment

	F - 5yr-avg Pass rate	M - 5yr-avg Pass rate	F - 5yr-avg Merit rate	M - 5yr-avg Merit rate]	F - 5yr avg Distinction rate	M - 5yr-avg Distinction rate
Master Public Health	47%	52%	38%	29%	23%	19%
Dental programmes	51%	59%	18%	16%	31%	26%
ChM programmes	63%	53%	20%	21%	17%	26%
PGCert/PGDip	52%	57%	26%	21%	22%	21%
MSc Surgical Sciences	41%	32%	40%	40%	19%	28%
MSc Internal Medicine	25%	43%	18%	24%	57%	27%
MSc (all others)	39%	48%	24%	29%	37%	23%
Master Family Medicine	61%	58%	22%	35%	17%	7%

Progress and Impact since AS-2015:

✓ Increasing Distinctions awarded to females on ChM surgical programme with improving course numbers – 0% 2014-2017; 33% and 50% in following two graduate cohorts.

✓ No evidence of gender bias in overall PGT attainment - 5yr-avg Distinction awards =26%F/26%M.

Future objectives and action points:

SAP4.4: Gender parity in student attainment achieved across all programmes in 3 years

▪ Work with programme directors and tutors where there is gender disparity in achievement to develop and share best practice to achieve gender parity in attainment.

▪ Engage with PGT tutors to ensure awareness of extent of online resources available for ODL students and to enable them to signpost students to these resources.

4.1.4   Numbers of men and women on postgraduate research degrees

✓ Across all PhD programmes, full/part-time status - female students>male (2014/15: 316F(60%F)/211M; 2018/19: 333F(62%F)/203M), with minimal variation (Figure 4.1.4.1/Table 4.1.4.1.).

✓ Across all PGR Masters programmes, full/part-time status - numbers are small with more female students (2014/15: 17F(70%F)/8M; 2018/19: 22F(69%F)/10M) (Figure 4.1.4.2/Table 4.1.4.1).

✓ PG Open days are run by staff of all genders, providing visible role models (2019: 12F/10M-55%F).

✓ Registered part-time PhD students (5yr-avg: %F=49%; range:43-53%) are closer to gender-parity than NBD (5yr-avg=55%F) (Figure 4.1.4.3/Table 4.1.4.1).

Figure 4.1.4.1: All PGR PhD Programmes Student Headcount by Gender

Figure 4.1.4.2: All PGR Masters by Research Programmes Student Headcount by Gender
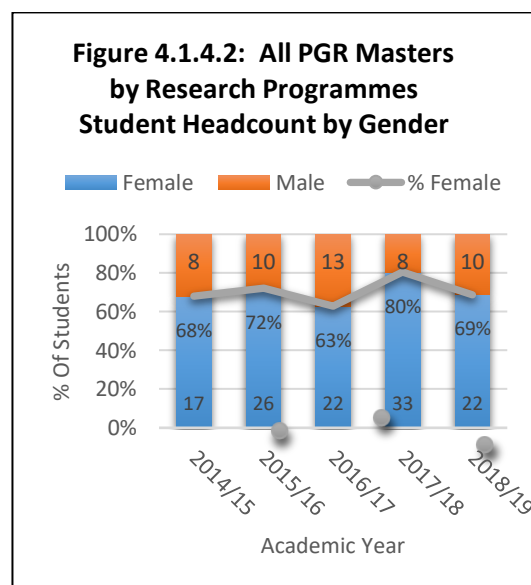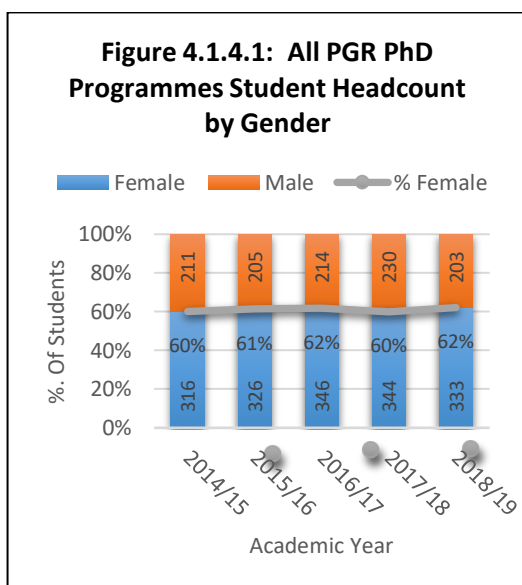
Figure 4.1.4.3: All PGR Programmes by Gender & Full/Part-Time Status

Female FT Female PT Male FT Male PT

2014/15
552
60% F

2018/19
568
63% F
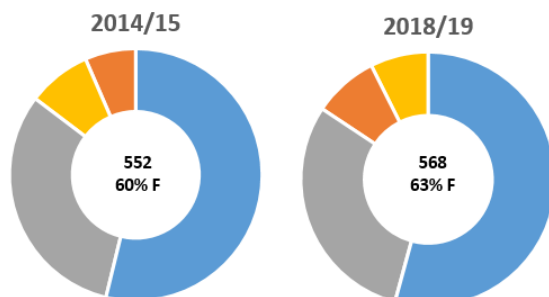
Table 4.1.4.1: All PGR Programmes Student Headcount by Programme, Gender & Full/Part-time Status								
		Full-time				**Part-time**		
		Female	**Male**	**% Female**	**National (% Female)**	**Female**	**Male**	**% Female**	**National (% Female)**
PhD Programmes	**2014/15**	283	168	63%	60%	33	43	43%	52%
	2015/16	289	167	63%	59%	37	38	49%	54%
	2016/17	306	177	63%	59%	40	37	52%	55%
	2017/18	306	191	62%	60%	38	39	49%	56%
	2018/19	288	163	64%	61%	45	40	53%	57%
Masters by Research Programmes (MMedSci, MSc, MPhil)	**2014/15**	14	6	70%	60%	3	2	60%	52%
	2015/16	24	8	75%	59%	2	2	50%	54%
	2016/17	20	10	67%	59%	2	3	40%	55%
	2017/18	31	7	82%	60%	2	1	67%	56%
	2018/19	20	8	71%	61%	2	2	50%	57%
National Data taken from HESA codes: A1, Pre-Clinical Medicine; A3, Clinical Medicine; A4, Clinical Dentistry; A9, Others in medicine and dentistry								

Progress and Impact since AS-2015:

✓ Survey data indicate that 79%F (⇑8% from 2017) and 81%M (⇑9% from 2017) PhD students agree that part-time and full-time students have the same opportunities.

✓ AS-2015 identified more part-time male PGR students than females, largely supported by Staff Scholarships. Advertising widely via newsletter and twitter resulted in 46 (49F/7M) scholarships awarded and increasing F part-time PGR students (⇑10% to 53%F) - closer to gender parity than NBD (57%F).

Future objectives and action points:

SAP4.5/4.6: PGR recruitment and progression

▪ Utilise visible role models; gender inclusive advertising and improve marketing in conjunction with the College PG marketing and UoE Widening Participation Office teams.

▪ Continue to advertise staff scholarships and include case-studies for all genders/staff roles on AS website.

Recruitment -

✓ Recruitment processes proceed similarly across all Centres - PhD students undergo panel interviews composed of at least 3 people, mix of genders and all with mandatory E&D/UB training (**SAP4.5**).

✓ Increases in applications from both genders (2014/15: 461-48%F; 2018/19: 830-55%F).

✓ Female PhD applicants are offered more studentships and have higher application-to-offer success rates (5-yr avg=29%F, range:20-36%; 22%M, range:15-26%)(Table 4.1.4.2/Figure 4.1.4.5).

✓ Female PhD applicants accept more studentships than males but offer-to-acceptance rates are high for both genders (5-yr avg=96%F, range:93-97%; 92%M, range:89-95%) indicating that ECMS is considered an excellent place to study.

Table 4.1.4.2: PGR Applications, Offers & Acceptances by Gender - All PhD Programmes		Applications	Offers	Acceptances
2014/15	**F**	223	73	70
	M	238	56	51
	% F	**48%**	**57%**	**58%**
2015/16	**F**	248	80	77
	M	234	57	51
	% F	**51%**	**58%**	**60%**
2016/17	**F**	253	91	88
	M	219	57	54
	% F	**54%**	**61%**	**62%**
2017/18	**F**	475	96	89
	M	339	71	66
	% F	**58%**	**57%**	**57%**
2018/19	**F**	453	106	102
	M	377	58	54
	% F	**55%**	**65%**	**65%**
National Avg	**%F**	**60%**		

The National Average represents first year enrolments of PGR Students in 2018/19 for HESA Cost Centres, A1 (Pre-Clinical Medicine), A3 (Clinical Medicine), A4 (Clinical Dentistry), A9 (Others in medicine and dentistry)

Figure 4.1.4.4: All PGR PhD Programmes - Applications, Offers & Acceptances

Figure 4.1.4.5: All PGR PhD Programmes - Application, Offer & Acceptance Rates within Gender Group
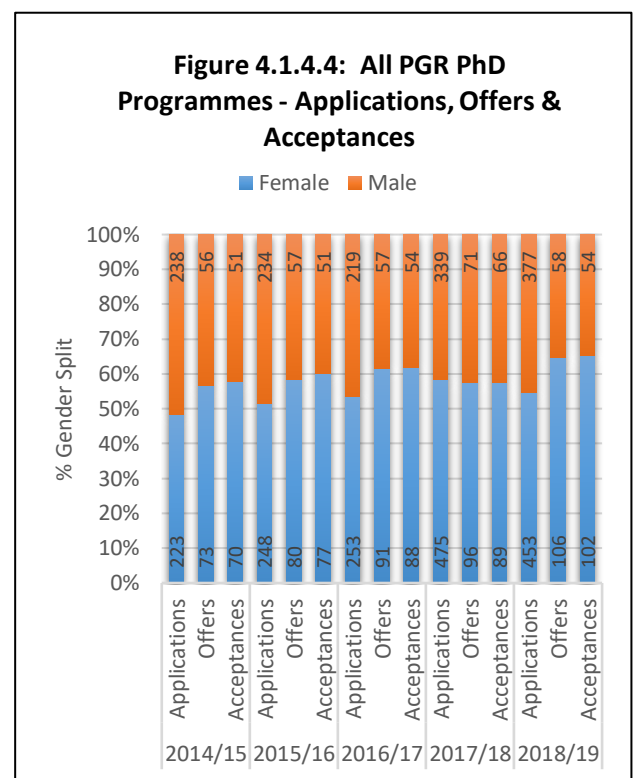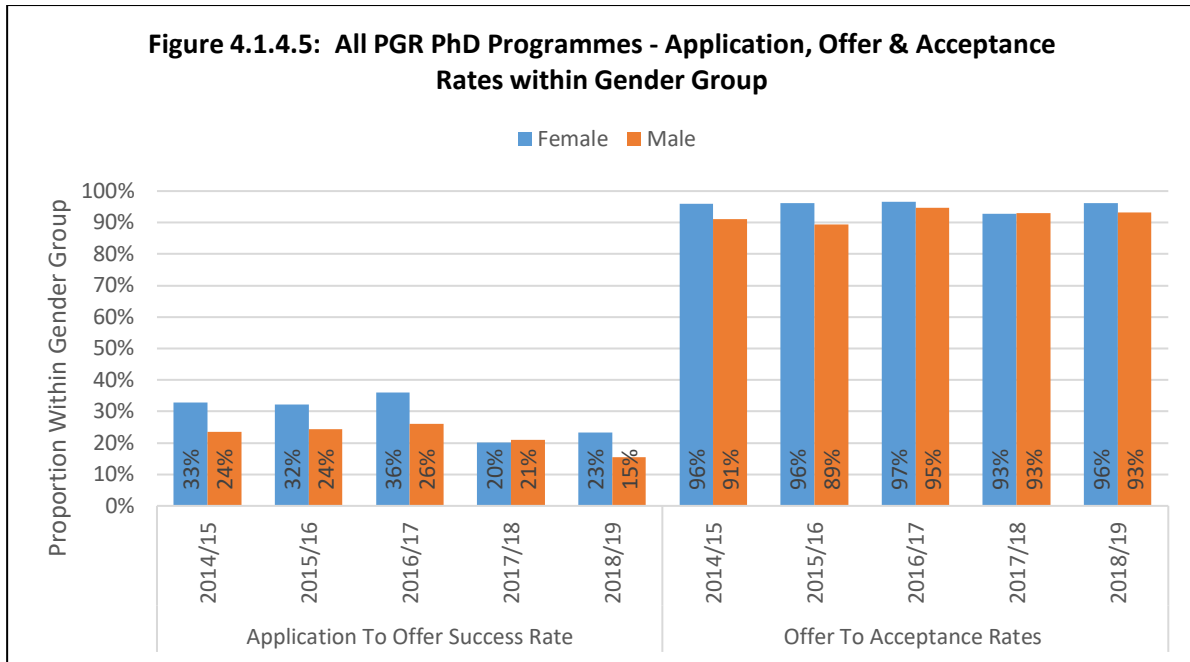
- ✓ For Masters PGR degrees, applicant numbers are smaller - 5yr-avg=114 (64F/50M) with increased F applicants-5yr-avg=56%, range:50-65%; M-5yr-avg=44%, range:35-50%)(Table 4.1.4.3/Figure 4.1.4.6).
- ✓ Female Masters PGR applicants are offered more studentships and have higher application-to-offer success rates (5yr-avg=45%F, range:37-58%; 25%M, range:17-36% - Table 4.1.4.3/Figure 4.1.4.7).
- ✓ Similar offer-to-acceptance rates for female/males (5yr-avg=67%F, range:61-74%; 68%M, range:54-89%).

Table 4.1.4.3: All PGR Masters by Research Programmes (MMedSci, MSc, MPhil)		Applications	Offers	Acceptances
2014/15	F	52	22	15
	M	52	11	6
	%F	**50%**	**67%**	**71%**
2015/16	F	66	31	23
	M	36	13	9
	%F	**65%**	**70%**	**72%**
2016/17	F	57	23	16
	M	54	9	8
	%F	**51%**	**72%**	**67%**
2017/18	F	76	44	27
	M	55	13	7
	%F	**58%**	**77%**	**79%**
2018/19	F	68	25	16
	M	52	14	10
	%F	**57%**	**64%**	**62%**
National Avgrage	%F	**60%**		

The National Average represents first year enrolments of PGR Students in 2016/17 for HESA Cost Centres, A1 (Pre-Clinical Medicine), A3 (Clinical Medicine), A4 (Clinical Dentistry), A9 (Others in medicine and dentistry)

Figure 4.1.4.6: All PGR Masters by Research Programmes - Applications, Offers & Acceptances

Figure 4.1.4.7: All PGR Masters by Research Programmes - Application, Offer & Acceptance Rates within Gender Group
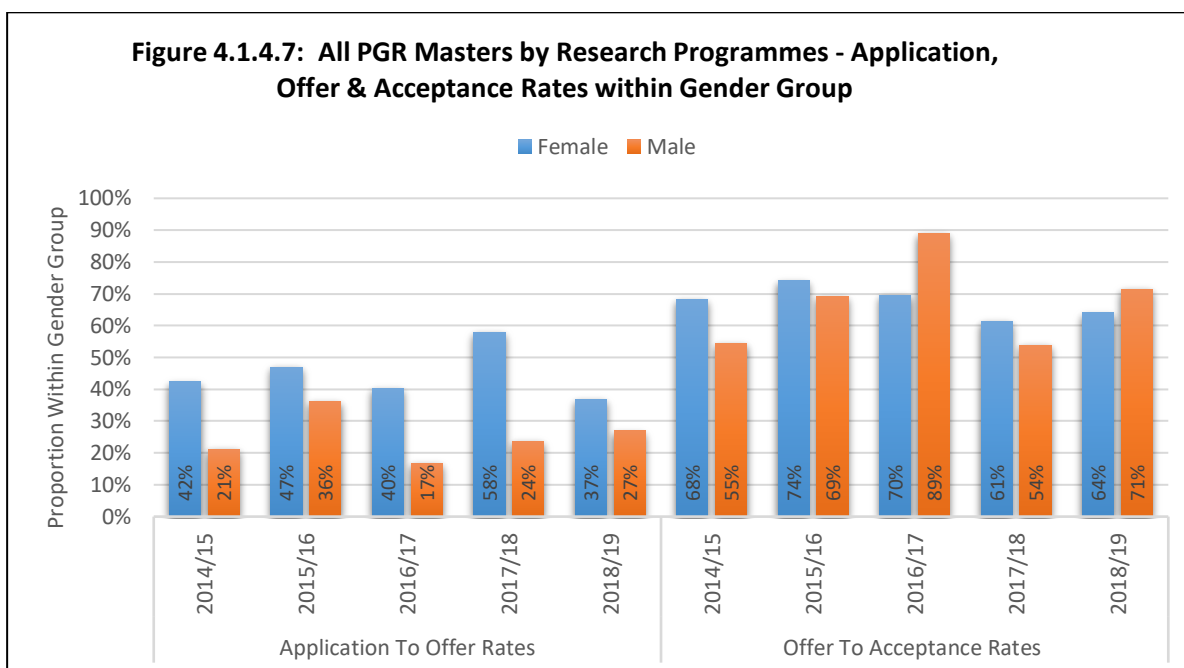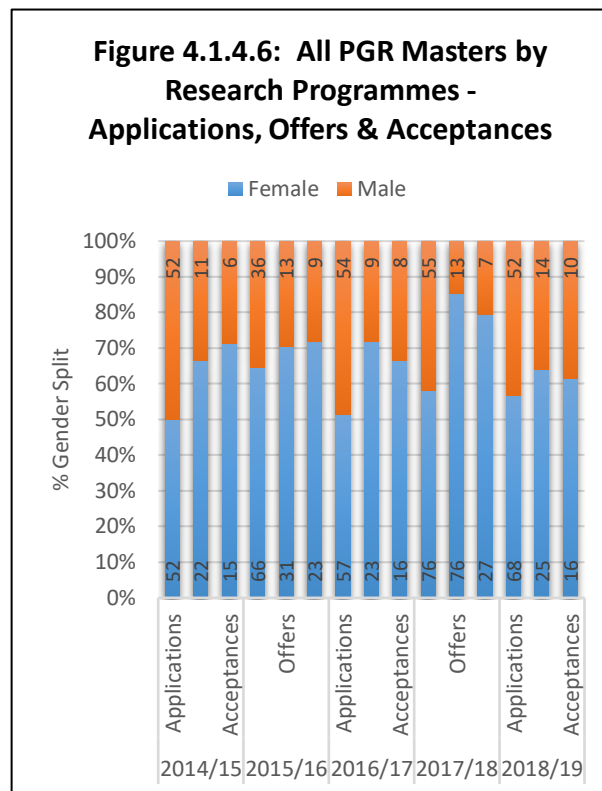
Progress and Impact since AS-2015:
- ✓ PGR supervisors undergo mandatory supervisor briefing every 5 years.
- ✓ All PGR supervisors, selectors and interview panellists undertake mandatory UB/E&D training.

- ✓ Currently 88%F(⇑13%) and 85%M(⇑18%) PGR supervisors have completed E&D training; 81%F(⇑76%) and 81%M(⇑68%) have completed UB training.
- ✓ Our revised P&DR form requests confirmation of completion of E&D/UB and PGR supervisor training course.

Future objectives and action points:

SAP4.5: Ensure that 100% PGR supervisors have undergone relevant mandatory training
- ▪ Although new supervisors undertake (and record) PhD supervisory training before taking on PhD students, current monitoring of established PhD supervisors is incomplete. We will work with HR to ensure this data is collected and passed on to ECMS PGR advisors.
- ▪ 100% completion of E&D/UB training for all supervisors, recruitment and thesis panels.

Completion Rates -

- ✓ Completion rates for PhD programmes remain high (Figure 4.1.4.8) and stable for females – (5yr-avg: F=93%, range:89-95%) and improved for males 2014/2015 (5yr-avg: M=86%, range:75-95%); currently at gender parity.

Figure 4.1.4.8: PGR PhD Completion Rate
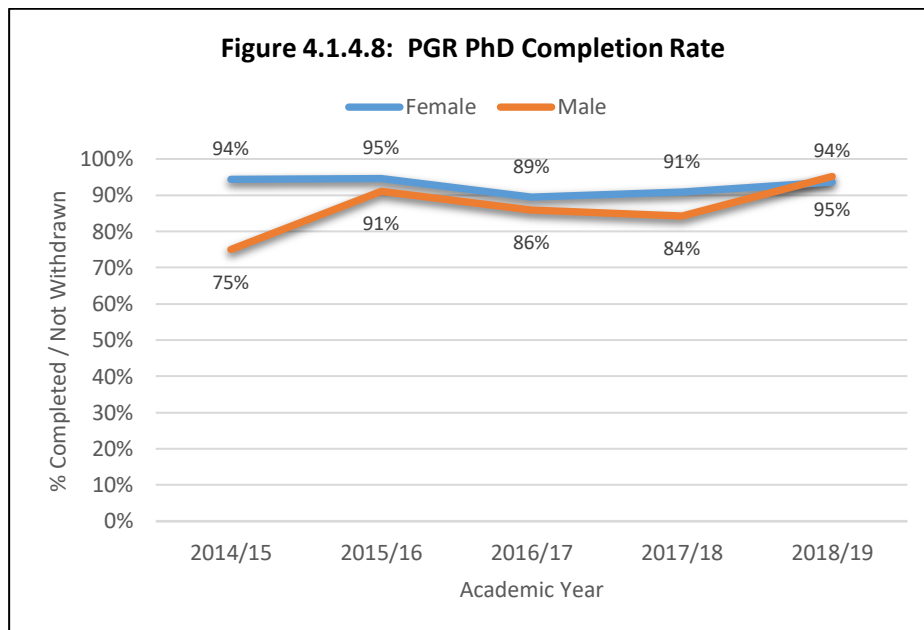
Attainment –

- ✓ Most PhD students successfully complete (Figure 4.1.4.8/Table 4.1.4.4)
- ✓ PGR-F MRes students tend to perform better than PGR-M (Figure 4.1.4.9/Table 4.1.4.5); 3yr-avg (after 2016 Merit award introduced): 42%F/33%M awarded distinctions although M are awarded more merits (38%F/42%M).

Table 4.1.4.4: Successful PGR PhD Student Completion by Graduation Year														
2014/15			**2015/16**			**2016/17**			**2017/18**			**2018/19**		
F	M	**%F**	F	M	**%F**	F	M	**%F**	F	M	**%F**	F	M	**%F**
49	40	55%	62	36	63%	75	45	63%	98	73	57%	60	36	62%

Figure 4.1.4.9: Masters by Research Degree Attainment by Gender

Table 4.1.4.5: Postgraduate Research - Masters by Research Degree Attainment																				
	2014/15				**2015/16**				**2016/17**				**2017/18**				**2018/19**			
	F	% of all F	M	% of all M	F	% of all F	M	% of all M	F	% of all F	M	% of all M	F	% of all F	M	% of all M	F	% of all F	M	% of all M
Pass	11	69%	4	57%	9	69%	5	83%	5	23%	2	33%	6	30%	1	7%	2	8%	3	38%
Merit		0%		0%		0%		0%	7	32%	3	50%	3	15%	7	50%	16	67%	2	25%
Distinction	5	31%	3	43%	4	31%	1	17%	10	45%	1	17%	11	55%	6	43%	6	25%	3	38%

Progress and Impact since AS-2015:
- ✓ Mandatory E&D/UB/PhD supervisory training and ensuring gender-balanced thesis committees have resulted in improved completion rates for PGR students.

Future objectives and action points:

SAP4.5/4.7: All students supported to fulfil their academic potential
- Engage with PG tutors and supervisors to determine the reasons why students do not complete and implement mechanisms to support and help students attain their potential - including PGR buddies, mentors and pastoral support.
- Roll out mental health portal (developed within CMVM) across ECMS and monitor how widely accessed.
- Offer PhD students the opportunity to choose a tutor/mentor of the same gender.
- Offer all new PGR students the opportunity to have a PGR buddy.

4.1.5 Progression pipeline between undergraduate and postgraduate student levels

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

- ✓ ECMS UG students are MBChB students and their conventional exit is to clinical training and not to progress to PG studies.
- ✓ New program launched within ECMS (2020) - MB-PhD scheme enabling MBChB students to enter 3-year PhD before re-integration into the MBChB programme (2M/2F registered).
- ✓ ECMS supports MBChB students to undertake a PhD (ECAT scheme), after completion of their two clinical Foundation years.
- ✓ Data on PG recruitment indicates between 2-6% of all PG students have a UoE UG degree, with no obvious gender bias (Table 4.1.5.1).
- ✓ For PGT programmes, progression percentage is less as majority are ODL students (PGT:5yr-avg=3%F/2%M; PGR:5yr-avg=5%F/6%M) (Table 4.1.5.1).

Table 4.1.5.1: Postgraduate On-Campus Student Retention						
		Female			Male	
		Total No. of Students	No. With UoE UG Degrees	% of Female Students with UoE UG Degrees	Total No. of Students	No. With UoE UG Degrees	% of Males Students with UoE UG Degrees
PGT	2014/15	501	31	6%	644	17	3%
	2015/16	585	21	3%	688	15	2%
	2016/17	673	11	2%	704	13	2%
	2017/18	731	15	2%	782	12	2%
	2018/19	773	18	2%	789	17	2%
PGR	2014/15	333	17	5%	219	13	6%
	2015/16	352	17	5%	215	9	4%
	2016/17	326	16	5%	187	15	7%
	2017/18	349	16	4%	231	14	6%
	2018/19	355	14	4%	213	12	5%

Progress and Impact since AS-2015:
- ✓ AS initiatives for early career CA on developing resilience and networking, have increased female applications to ECAT Fellowships (2017-39%F; 2018-40%F; 2019-50%F) with avg female success rate=42%. Recipients are encouraged to apply for further fellowships or UoE SCREDS lectureships which provide an integrated academic and clinical training for CAs to pursue academic career pathway, extending the pipeline for CA researchers (SAP2.1).

Future objectives and action points:

SAP4.5: Provide support/opportunities for students to progress along the academic pipeline
- We will target UoE UG courses across different disciplines to deliver information on PG programmes to encourage applications from UoE UG students of all genders.

B. Academic and research staff data

4.2.1 Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

SUMMARY: Combined NCA/CA staff - overall gender parity (50%F) and better than NBD (54%F).	
TOP FACT: Increase in UE09 - 47% to 54%F since 2015.	**TOP TARGET:** Increase percentage of female UE10&ACN4 by 10% over 3 years. (**SAP2.1**).

Staff Overview

✓ >70% of academic staff are non-clinical.

✓ Gender parity (50%F) maintained since AS-2015 for combined academic staff and better than NBD (54%), despite large increases (⇑21%F/⇑19%M) in staff numbers (Figure 4.2.1.1).

Figure 4.2.1.1: All Academic Staff (Non-Clincal & Clinical) by Gender
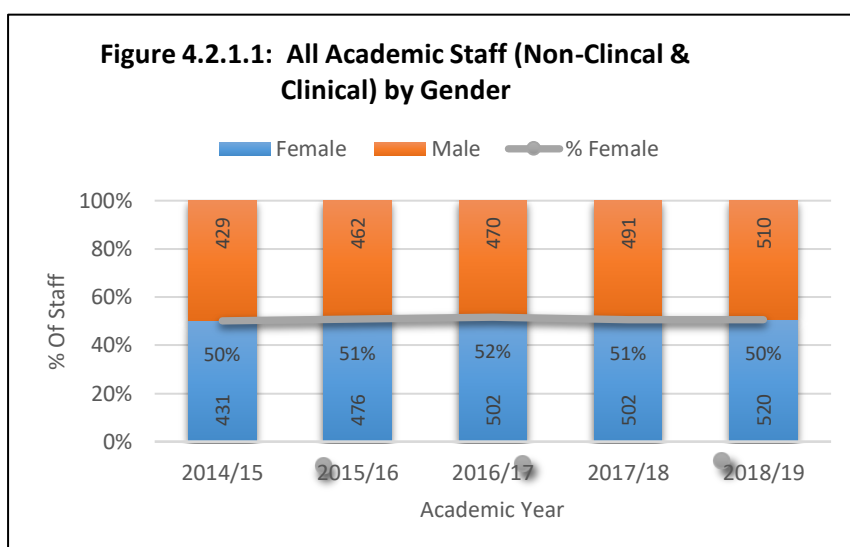
Table 4.2.1.1: All Academic Staff (Non-Clinical & Clinical) Headcount by Gender				
	Female	**Male**	**% Female**	**National (% Female)**
2014/15	431	429	50%	53%
2015/16	476	462	51%	53%
2016/17	502	470	52%	53%
2017/18	502	491	51%	54%
2018/19	520	510	50%	54%
*National Data Taken From HESA Cost Centre 101 (Clinical Medicine). Includes Combined National Data % For Both Non-Clinical & Clinical Academics.				

Non-Clinical Academic (NCA) Staff:

SUMMARY: NCA staff - higher proportion of female staff at lower grades, moving towards gender parity at UE09.	
TOP FACT: Female NCA professors have increased by 59%(10F) since AS-2015.	**TOP TARGET:** Increase %UE10-F by 10% by 2023 (SAP2.1).

✓ %F and %M NCA staff has remained stable – 5yr-avg=57%F, compared to NBD (5yr-avg=52%F)(Figure 4.2.1.2/Table 4.2.1.2).

✓ More females than males enter an academic career path, hence predominance of female staff at lower grades (5yr-avg: UE06-F=76%, range:74-79%; UE07-F=61%, range:59-62%).

✓ Attrition observed in proportion of female staff with increasing grade.

↑ UE10-F=35% (non-clinical professors), 6% higher than NBD: 29%F; ⇑**59% since AS-2015.**

✓ UE10-M=65% (non-clinical professors); ⇑**47% since AS-2015**.

✓ Many UE08 appointments are via 'tenure-track' initiative - ESAT (commenced 2012); supports development of an independent research programme/teaching/PGR supervision portfolio for both UoE or externally funded fellowship holders; review/assessment at four years for open-ended position.

✓ To provide focussed support for ESAT fellows, a biannual survey (2018 CMVM-wide) is performed allowing tailoring of career-specific development tools (SAP5.2). Data indicates:

- Gender parity for provision of mock fellowship interviews (91%F/88%M).

- 94%F/92%M received mentoring and 82%F/83%M had attended *Managing your Research Team* training.

- Only 65% reported encouragement to take up *Leadership Training* with gender disparity (88%F/33%M)(SAP2.2).

- Gender disparity observed for receiving peer review of their grant proposals (94%F/55%M).

Figure 4.2.1.2: Non-Clinical Academic Staff by Grade & Gender
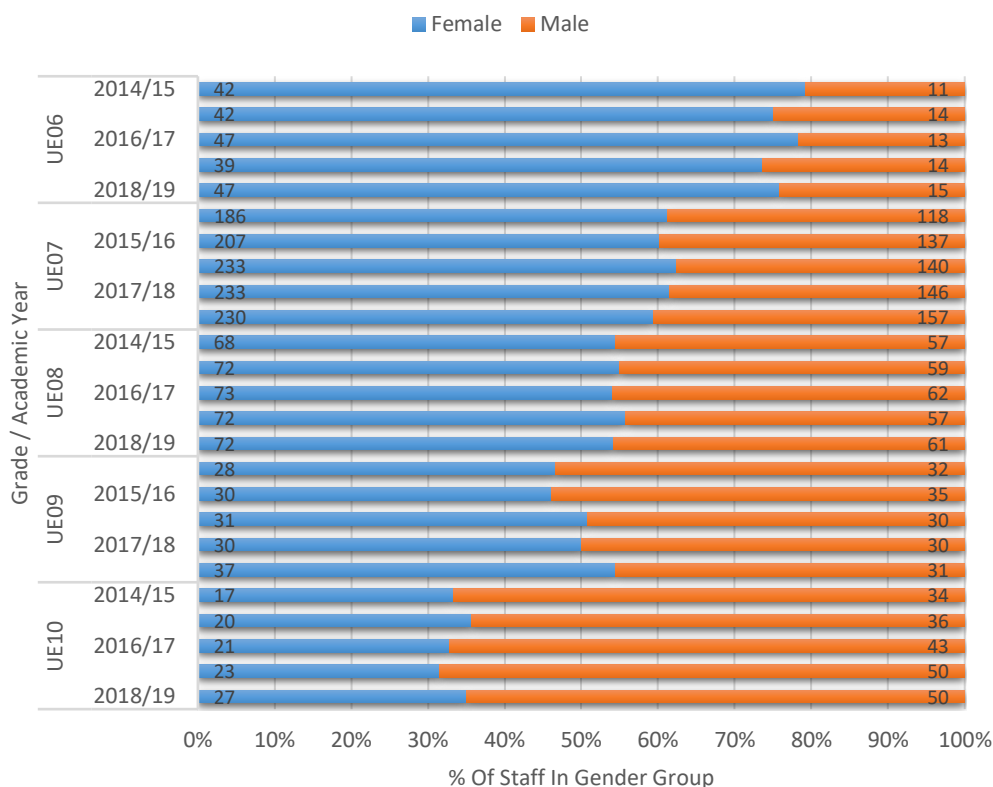
Table 4.2.1.2: Non-Clinical Academic Staff by Grade & Gender							
		UE06	UE07	UE08	UE09	UE10	Total
2014/15	**Female**	42	186	68	28	17	341
	Male	11	118	57	32	34	252
	% Female	79%	61%	54%	47%	33%	58%
	National (% F)					27%	53%
2015/16	**Female**	42	207	72	30	20	371
	Male	14	137	59	35	36	281
	% Female	75%	60%	55%	46%	36%	57%
	National (% F)					27%	53%
2016/17	**Female**	47	233	73	31	21	405
	Male	13	140	62	30	43	288
	% Female	78%	62%	54%	51%	33%	58%
	National (% F)					21%	46%
2017/18	**Female**	39	233	72	30	23	397
	Male	14	146	57	30	50	297
	% Female	74%	61%	56%	50%	32%	57%
	National (% F)					28%	54%
2018/19	**Female**	47	230	72	37	27	413
	Male	15	157	61	31	50	314
	% Female	76%	59%	54%	54%	35%	57%
	National (% F)					29%	54%
National Data Taken From HESA Cost Centre 101 (Clinical Medicine)							

Progress and Impact since AS-2015:

✓ Initiation of gender-inclusive advertising/marketing and mandatory E&D training for interview panellists - improved male appointments at lower grades (UE06: 2015-11M vs 2019-15M; UE07: 2015-118M vs 2019-157M).

✓ To reduce attrition into UE09/UE10-F posts - instigated support initiatives for Early Career Researchers (ECR) (Section 5.3) – resulting in close to gender parity at UE09 (54%F), showing sustained improvements (2015: 47%F-UE09) and retention of females.

Future objectives and action points:

SAP2.1/2.2/2.5/5.2: Improve opportunities for career development and progression for academic staff of all genders

▪ Ensure all ESAT fellows and their supervisory team have details of all Leadership training courses within the UoE. Work with IAD to tailor sessions to align with ESAT training requirements.

▪ Worktribe (new University online system for recording and management of grants) requires peer-review of all grants prior to submission. We aim to utilise future ESAT surveys and clarify the consistent use of Worktribe to ensure all support mechanisms in place for ESAT Fellows.

▪ The challenge now is to nurture, retain and promote females which will lead to improved gender parity at UE10 (Section 5.3).

Part-time Working –

✓ Part-time NCA-M has increased by 7% (2018/19=33M-11% vs 2014/2015=11M-4%). (Figure/Table 4.2.1.3).

✓ To understand challenges and improve opportunities for part-time staff to develop their researcher profile, we ran an inaugural *Part-time Researcher Conference* in 2019 (24F/3M); repeated on-line in Nov-2020 (Section 5.5.6) (**SAP 3.2**).

Table 4.2.1.3: Non-Clinical Academic Staff by Gender & Full/Part-time Status						
	Female			**Male**		
	Full-time	**Part-time**	**% Females Part-time**	**Full-time**	**Part-time**	**% Males Part-time**
2014/15	263	78	23%	241	11	4%
2015/16	297	74	20%	258	23	8%
2016/17	318	87	21%	258	30	10%
2017/18	315	82	21%	265	32	11%
2018/19	330	83	20%	281	33	11%

Figure 4.2.1.3: Non-Clinical Academic Staff Headcount by Gender & Full/Part-time Status

Female FT　Female PT　Male FT　Male PT

2014/15 — 593 58% F

2018/19 — 727 57% F
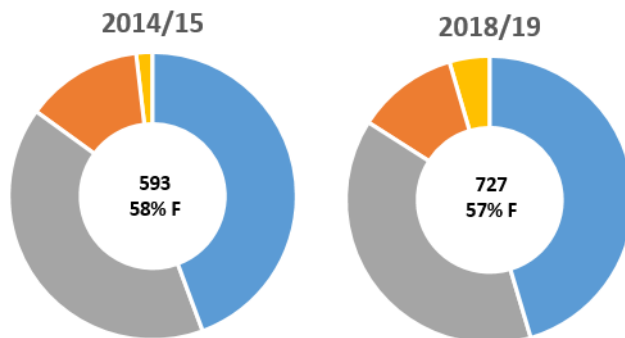
Progress and Impact since AS-2015:
- ✓ Flexible working LTF highlighting male case studies resulted in 7% increase in part-time NCA-M.
- ✓ Job adverts highlight where job share, part-time or flexibility of working is possible.

Future objectives and action points:

SAP3.1/3.2: Support colleagues in relation to flexible working
- Run flexible working LTF across ECMS to provide information on the range of flexible working opportunities.
- Run *Part-time Researcher Conference* - COVID-19 required online conference (November 2020) - presentations recorded to facilitate remote and support asynchronous attendance.
- Work with HR to develop a **job-share talent register**.

Academic Staff by grade, contract function and gender: research-only, teaching and research and teaching-only -

NCA staff have one of three contract types:

Teaching-only:
- ✓ Few contracts - 2014/2015: 16F/5M=76%F; 2018/2019: 24F/13M=65%F; mostly UE08/UE09, although in 2018/19, 27% were UE06/07. In 2018/19 - 3%F(1F) and 8%M(5M) were guaranteed-hour contracts, including 3 academic tutors, 1 teaching-fellow and 2 academic course leads.
- ✓ UoE has published revised Exemplars of Excellence in Student Education, to establish that academic staff with predominantly teaching roles have a clear career path extending from UE07-UE10(SAP3.3).

Research-only:

✓ Includes research assistants, PG ECR, research fellows and other senior researchers; accounting for >70% ECMS staff.

✓ Approximately 60% of research only staff are female – remained steady since AS-2015 (2014/15: 445=61%F; 2018/19: 532=61%F).

✓ Grades UE06/UE07 - predominantly 'Research only' junior ECR on fixed-term, externally funded contracts (Figure 4.2.1.4/4.2.1.6). These grades have the highest turn-over (UE06: 5yr-avg: F=13%/M=6%; UE07: 5yr-avg: F=9%/M=8%)(Section 4.2.3).

✓ At UE08/UE09 in 2014/15 - 49% staff were 'Research only' (50%F) and in 2018/19 - 45% (56%F)(Figure 4.2.1.5).

✓ ECMS supports staff at the end of fixed-term contracts. Staff who have been in contract for >1-yr, encouraged to join the University's Talent Register, allowing University recruiters to match their job with at-risk staff. If a candidate matches the essential criteria and successfully interviews, the recruiter must employ them.

✓ CMVM funded a dedicated Head of Early Career Researcher Experience (0.2FTE), (previous SAT member) and together with AS-SAT members provides information, guidance and support to ECRs (Section 5.3.3).

Research and Teaching:

✓ Contracts held by mid-career/senior staff including ESAT fellows (2014/15: 127-43%F; 2018/19: 157-41%F - Table 4.2.1.4/Figure 4.2.1.6).

✓ Incorporates grades UE08-10 with 5yr-avg - 42%F (range: 40-43%).

Table 4.2.1.4/Figures 4.2.1.4-6 show NCA staff data by gender, grade and contract function. Grades UE06/UE07 and UE08/UE09 combined due to job similarity.

Figure 4.2.1.4: Non-Clinical Academic Staff by Year, Gender & Contract Function - Grades UE06 & UE07

Figure 4.2.1.5: Non-Clinical Academic Staff by Year, Gender & Contract Function - Grades UE08 & UE09

Figure 4.2.1.6: Non-Clinical Academic Staff by Year, Gender & Contract Function - Grade UE10
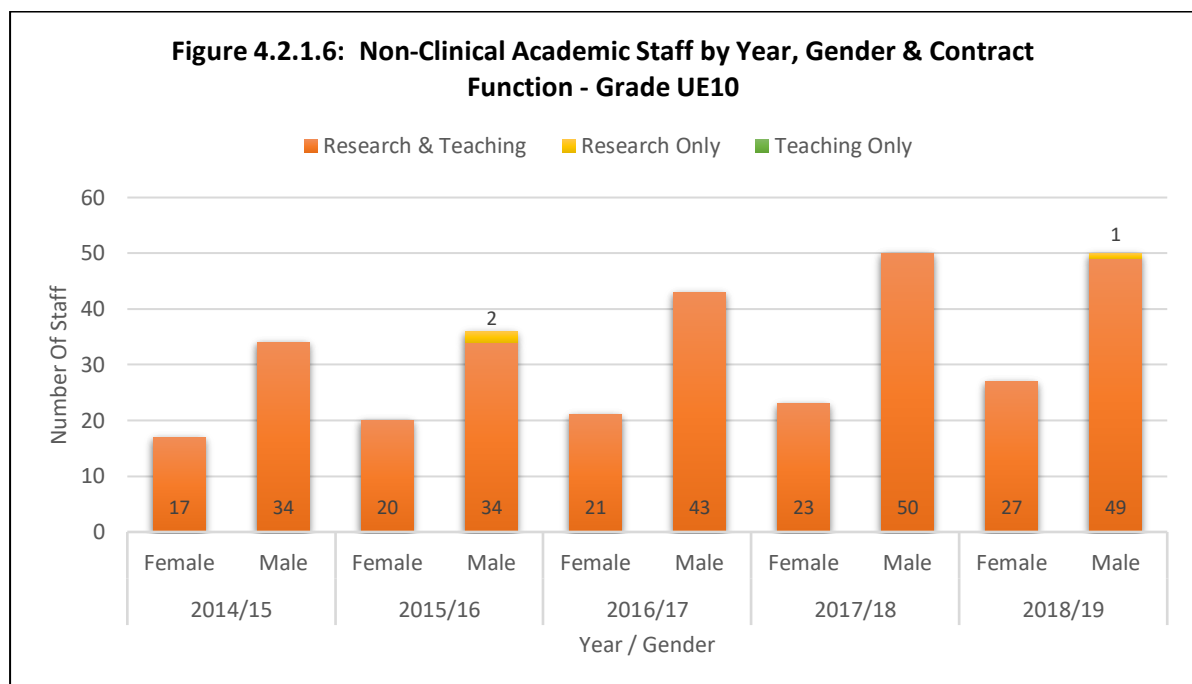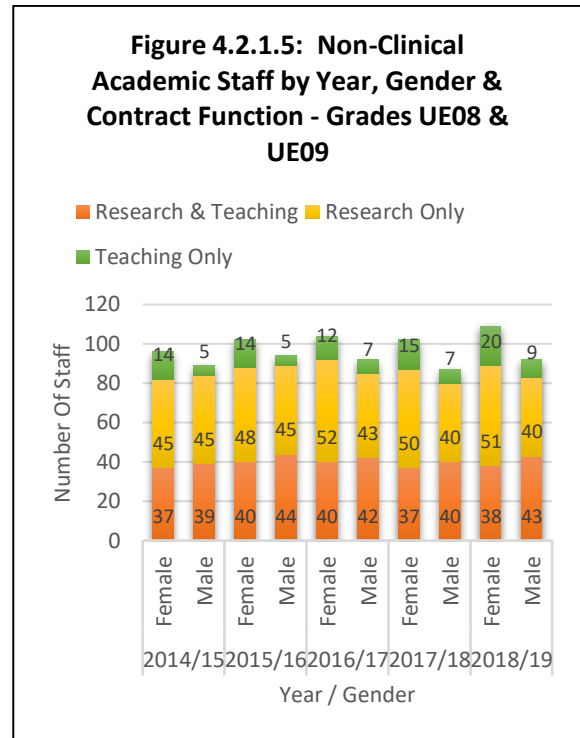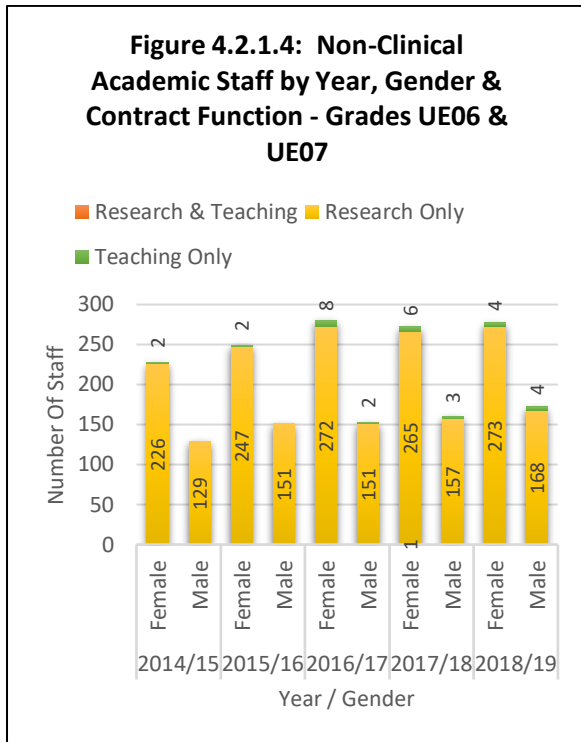
Table 4.2.1.4: Non-Clinical Academic Staff by Grade Group, Year, Contract Function & Gender		UE06 & UE07				UE08 & UE09				UE10				Grand Total			
Year	Gender	Research & Teaching	Research Only	Teaching Only	UE06 & UE07 Total	Research & Teaching	Research Only	Teaching Only	UE08 & UE09 Total	Research & Teaching	Research Only	Teaching Only	UE10 Total	Research & Teaching	Research Only	Teaching Only	Grand Total
2014/15	F	0	226	2	228	37	45	14	96	17	0	0	17	54	271	16	341
	M	0	129	0	129	39	45	5	89	34	0	0	34	73	174	5	252
	%F		64%	100%	64%	49%	50%	74%	52%	33%			33%	43%	61%	76%	58%
2015/16	F	0	247	2	249	40	48	14	102	20	0	0	20	60	295	16	371
	M	0	151	0	151	44	45	5	94	34	2	0	36	78	198	5	281
	%F		62%	100%	62%	48%	52%	74%	52%	37%	0%		36%	43%	60%	76%	57%
2016/17	F	0	272	8	280	40	52	12	104	21	0	0	21	61	324	20	405
	M	0	151	2	153	42	43	7	92	43	0	0	43	85	194	9	288
	%F		64%	80%	65%	49%	55%	63%	53%	33%			33%	42%	63%	69%	58%
2017/18	F	1	265	6	272	37	50	15	102	23	0	0	23	61	315	21	397
	M	0	157	3	160	40	40	7	87	50	0	0	50	90	197	10	297
	%F	100%	63%	67%	63%	48%	56%	68%	54%	32%			32%	40%	62%	68%	57%
2018/19	F	0	273	4	277	38	51	20	109	27	0	0	27	65	324	24	413
	M	0	168	4	172	43	40	9	92	49	1	0	50	92	209	13	314
	%F		62%	50%	62%	47%	56%	69%	54%	36%	0%		35%	41%	61%	65%	57%
NBD*	%F												29%				54%

*National Data Taken From HESA Cost Centre 101 (Clinical Medicine). Includes Combined National Data % For Both Non-Clinical & Clinical Academics

Progress and Impact since AS-2015:

✓ Support for UE09 staff (particularly females) through promotion process - LTF on 'Meeting the professor', HR explaining the process and two UE10-F professors describing their journey (attendees=25F/7M); resulting in an increase in 4 NCA-F professors in 2019.

Future objectives and action points:

SAP2.5/3.1/3.3: **Support colleagues in managing workloads and career progression in their different roles**

- Ensure information on career paths for teaching roles is widely dispersed – LTF to include presentations of staff who have achieved promotion through teaching and from HR to ensure that the criteria for achieving promotion for teaching only and research and teaching staff are widely understood.
- In light of COVID-19 hybrid/remote working - HR to do a recorded presentation on the criteria for achievement via the teaching route to put on our website.
- Roll-out piloted work-load allocation model across all ECMS Centres for inclusion in all P&DRs in 2021.
- Promote recognition of diversity of success and achievement - inform all staff of achievements in both teaching and wider academic citizenship via twitter/website and put soundbites on website of successful staff.
- UE10-5yr-avg=34%F (NBD 5yr-avg=28%F). Although an increase of 10F professors (15M over same period) - we will support females to apply for UE10 roles by mentoring; promotion buddies; coaching schemes; annual 'How to become a professor' workshops and target all staff at UE09 via email to ensure that these are appropriately advertised.

Clinical Academic Staff:

SUMMARY: Percentage of ACN2-F and ACN4-F are equal to NBD, but ACN3-F remain below NBD.	
TOP FACT: Moving towards gender parity at ACN2.	**TOP TARGET:** Percentage ACN3-F (5yr-avg=30%) remains below NBD (5yr-avg =36%). Initiatives developed to support clinicians at this career stage and aim to reach NBD in 3 years (SAP2.1).

Attrition of CA-F staff occurs with increasing grade. This is reflected in the 2018 Medical Schools Council[4] UK report. This decline is most pronounced at ACN3 (Table 4.2.1.5/Figure 4.2.1.7), suggesting required focus on ACN2-ACN3 transition. CMVM is committed to aid/support CA, implementing the ECAT-PhD and SCRED-fellowship schemes aimed at clinicians wishing to pursue academic research.

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[4] Survey of Medical Clinical Academic Staffing Levels, 2018

Athena SWAN Bronze & Silver department application v1 Mar 20

Figure 4.2.1.7: Clinical Academic Staff by Grade & Gender

Legend: ■ Female ■ Male

Grade / Academic Year		Female	Male
ACN2 / AMN2	2014/15	68	57
	2015/16	72	59
	2016/17	73	62
	2017/18	72	57
	2018/19	72	61
ACN3 / AMN3	2014/15	28	32
	2015/16	30	35
	2016/17	31	30
	2017/18	30	30
	2018/19	37	31
ACN4 / AMN4	2014/15	17	34
	2015/16	20	36
	2016/17	21	43
	2017/18	23	50
	2018/19	27	50

% Of Staff In Gender Group
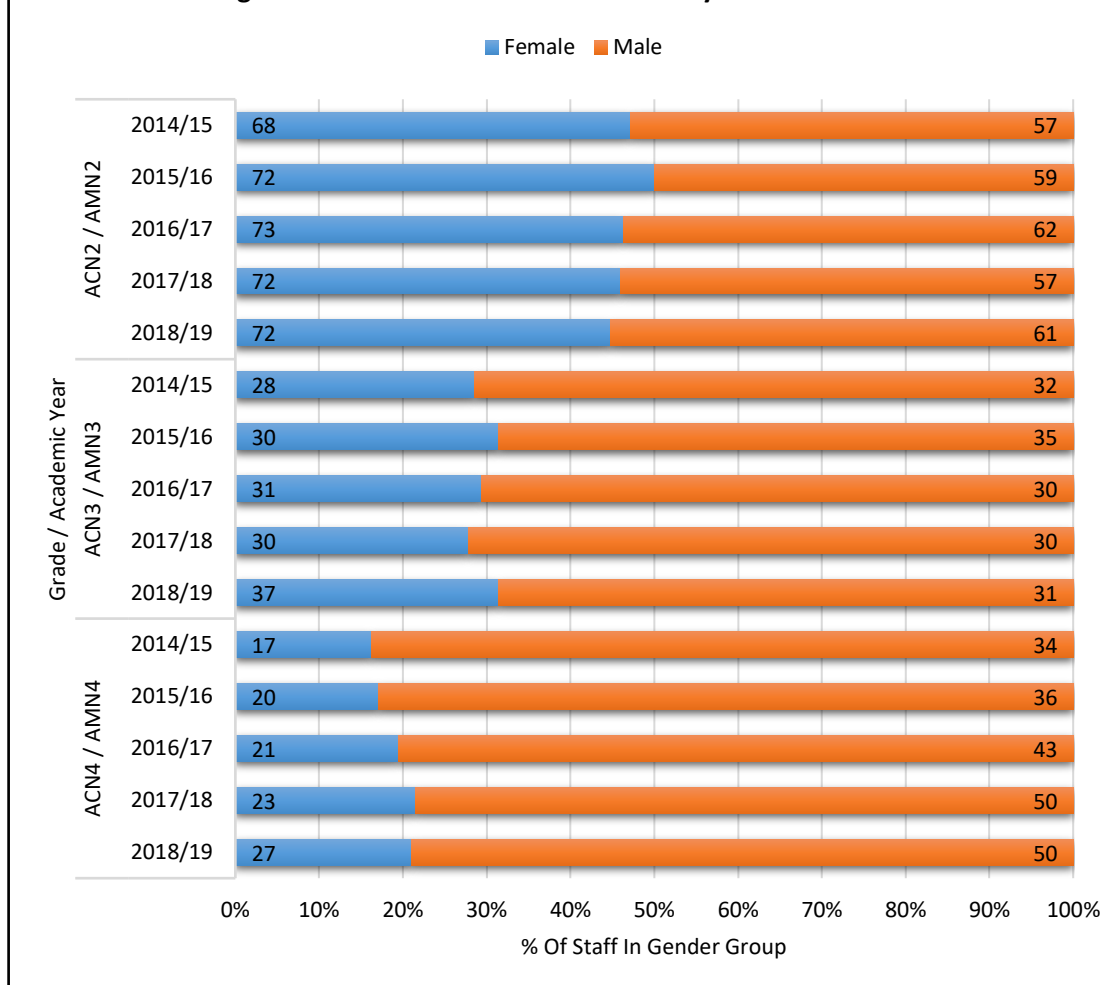
Table 4.2.1.5: Clinical Academic Staff by Grade & Gender

		ACN2/ AMN2	ACN3/ AMN3	ACN4/ AMN4	Total
2014/15	**Female**	58	20	12	90
	Male	65	50	62	177
	% Female	**47%**	**29%**	**16%**	**34%**
	National (% F)	*45%*	*34%*	*18%*	*35%*
2015/16	**Female**	70	22	13	105
	Male	70	48	63	181
	% Female	**50%**	**31%**	**17%**	**37%**
	National (% F)	*45%*	*34%*	*18%*	*35%*
2016/17	**Female**	62	20	15	97
	Male	72	48	62	182
	% Female	**46%**	**29%**	**19%**	**35%**
	National (% F)	*46%*	*37%*	*19%*	*37%*
2017/18	**Female**	68	20	17	105
	Male	80	52	62	194
	% Female	**46%**	**28%**	**22%**	**35%**
	National (% F)	46%	36%	21%	37%
2018/19	**Female**	68	22	17	107
	Male	84	48	64	196
	% Female	**45%**	**31%**	**21%**	**35%**
	National (% F)	*47%*	*39%*	*21%*	*38%*

*National Data Taken From Annual Medical School Council Survey of Medical Clinical Academic Staffing Levels

- Since AS-2015, 5yr-avg %ACN2-F=47%, close to gender parity (NBD-5yr-avg=46%F).
- ECMS funding provided an external consultant to establish 'Lean-in' groups. These groups (3 established) meet quarterly and provide peer mentoring to CA ACN2/ACN3-F at critical career points (**SAP2.1**).
- Best practice shared across ED&I network for Medical Schools (**SAP4.3**).
- Established WREN – WoRk shadowing for womEN; CA-F specific scheme to work-shadow high-profile female leaders (**SAP2.3**).
- A member of HR received a staff scholarship to perform an MRes entitled: '*An exploration of the impact of AS on the advancement of female clinical academics within ECMS and proposals to further enable their career development*', highlighting that AS generally perceived positively but impact could be enhanced by improved communication of goals, support measures and ethos – further discussed in Section 5.5.4. All new ACN2 appointments now receive a leaflet in their induction packs, introducing them to AS-led support initiatives e.g. lean-in circles/leadership/coaching.

Part-time Working –

Table 4.2.1.6: Clinical Academic Staff by Gender & Full/Part-time Status						
	Female			Male		
	Full-time	**Part-time**	**% Females Part-time**	**Full-time**	**Part-time**	**% Males Part-time**
2014/15	71	19	21%	163	14	8%
2015/16	81	24	23%	164	17	9%
2016/17	67	30	31%	164	18	10%
2017/18	78	27	26%	174	20	10%
2018/19	78	29	27%	177	19	10%

Figure 4.2.1.8: Clinical Academic Staff Headcount by Gender & Full/Part-time Status

Legend: Female FT, Female PT, Male FT, Male PT

2014/15 — 267, 34% F

2018/19 — 303, 35% F
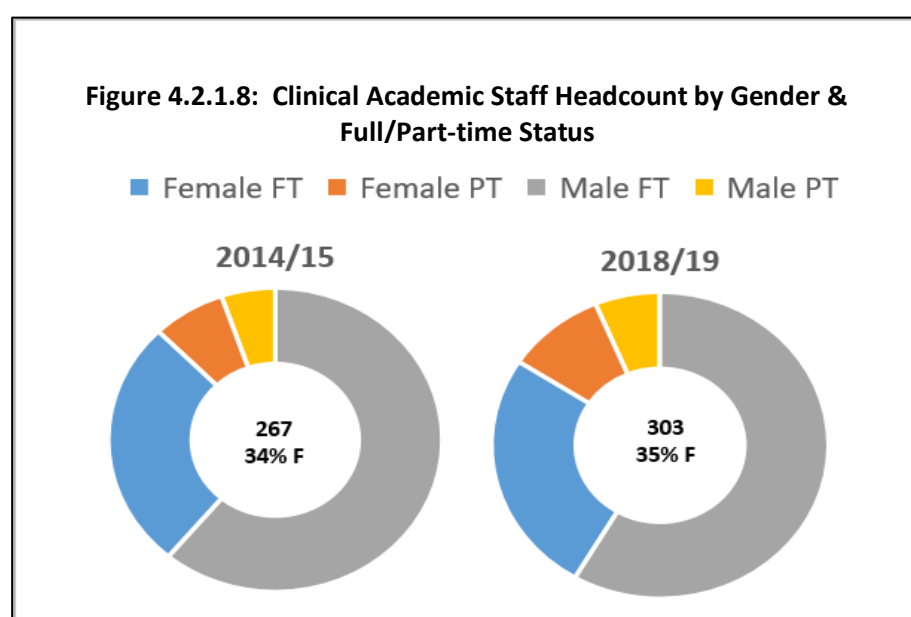
✓ 6% increase in percentage of part-time CA-F since AS-2015 (2014/15: 21%(19F); 2018/19: 27%(29F).

✓ Percentage of part-time CA-M increased slightly - ⇑2% (2014/15: 8%(14M); 2018/19: 10%(19M) (Table 4.2.1.6/Figure 4.2.1.8).

Clinical academic Contract-types and Career Pathway -

CA career path is challenging, balancing further clinical training whilst establishing an academic career. Furthermore, for CA-F, this period often includes maternity leave. Our aim is to support CA throughout their whole career.

✓ *Teaching only:* Teaching only roles for CA are few (2014/15: 11F-45%F; 2018/19: 26 F-54%F) with majority at ACN2 level (5yr-avg=39%F). However, with specific emphasis on Learning and Teaching UoE-wide and increasing support for career development, numbers at ACN3 are increasing (⇑14%; 2018/19=64%F).

✓ *Research only:* At ACN2 49%(5yr-avg) are held by F; ACN3 - 5yr-avg=23%F.

✓ *Research and Teaching:* At ACN2 43%(5yr-avg) are held by F; ACN3 - 5yr-avg=29%F; ACN4 - 5yr-avg=19%F. All ACN4 staff hold these posts.

✓ Proportion of women in CA posts has remained relatively constant over the period (Table 4.2.1.7/Figure 4.2.1.9-11).

↑ WREN program/Lean-in Circles provide peer mentoring (**SAP2.1/2.3**) for ACN2/ACN3-F; 5 additional F vs 2M promoted to ACN4, closing the gap with NBD (ACN4: 5yr-avg=19%, range:16-22%; NBD: 5yr-avg=21%F, range:18-21%).

✓ Percentage of ACN3-F:31% is below NBD(39%F); funding supporting ACN2 attendees to the SUSTAIN programme has helped to increase ACN3-F numbers (2014/15: 20F-29%F; 2018/19: 22F-31%F), although still 8% less than NBD. SUSTAIN helps develop personal impact, resilience, co-coaching and networking skills (**SAP2.3**).

✓ Discussions with ED&I representatives from University of Newcastle/Sheffield Medical Schools resulted in establishment of AS Medical School Network – meetings in 2017 and 2018 (22 UK University Medical Schools/AdvanceHE representatives) allowed sharing of good practice and identification of priorities.

✓ All NHS staff, on honorary UoE contracts, undertaking MBChB teaching, are signposted to D&R policies and confirm they are aware of and will abide by the principles within these policies.

Figure 4.2.1.9: Clinical Academic Staff by Year, Gender & Contract Function - Grades ACN2 & AMN2
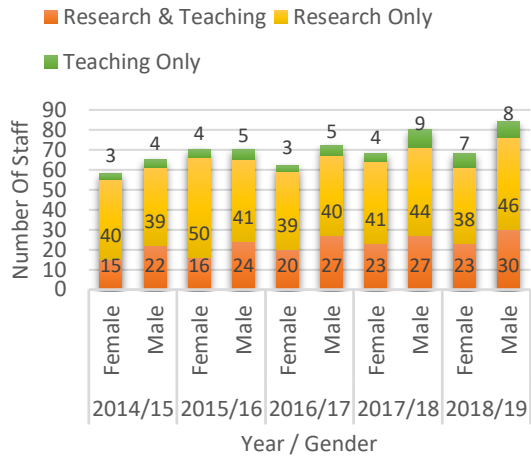

Figure 4.2.1.10: Clinical Academic Staff by Year, Gender & Contract Function - Grades ACN3 & AMN3
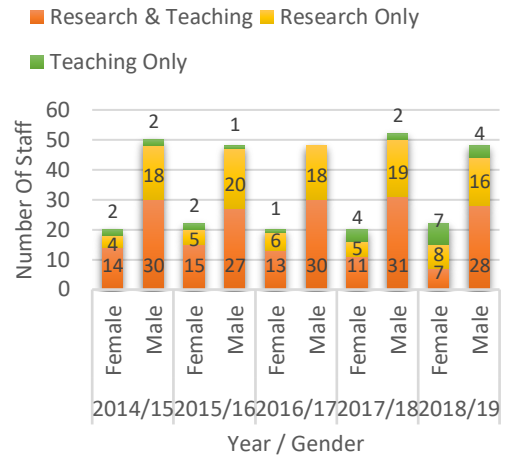

Figure 4.2.1.11: Clinical Academic Staff by Year, Gender & Contract Function - Grades ACN4 & AMN4
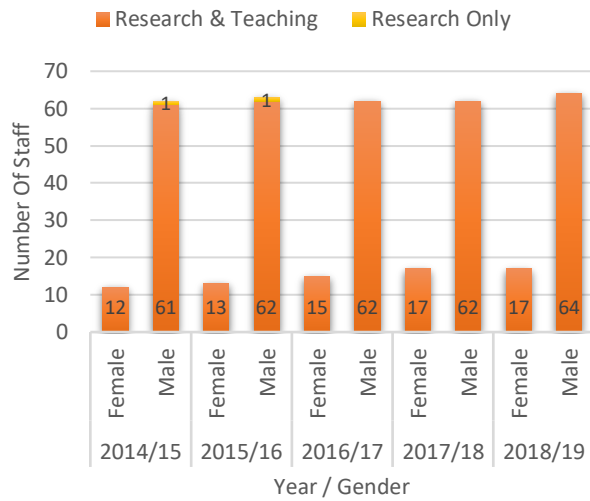
Table 4.2.1.7: Clinical Academic Staff by Grade Group, Year, Contract Function & Gender

Grade	Gender	ACN2/AMN2				ACN3/AMN3				ACN4/AMN4				Grand Total			
		Research & Teaching	Research Only	Teaching Only	ACN2/AMN2 Total	Research & Teaching	Research Only	Teaching Only	ACN3/AMN3 Total	Research & Teaching	Research Only	Teaching Only	ACN4/AMN4 Total	Research & Teaching	Research Only	Teaching Only	Grand Total
2014/15	F	15	40	3	58	14	4	2	20	12	0	0	12	41	44	5	90
	M	22	39	4	65	30	18	2	50	61	1	0	62	113	58	6	177
	%F	41%	51%	43%	47%	32%	18%	50%	29%	16%	0%		16%	27%	43%	45%	34%
2015/16	F	16	50	4	70	15	5	2	22	13	0	0	13	48	44	5	97
	M	24	41	5	70	27	20	1	48	62	1	0	63	116	61	6	183
	%F	43%	49%	38%	46%	36%	20%	67%	31%	17%	0%		17%	29%	42%	45%	35%
2016/17	F	20	39	3	62	13	6	1	20	15	0	0	15	48	45	4	97
	M	27	40	5	72	30	18	0	48	62	0	0	62	119	58	5	182
	%F	43%	49%	38%	46%	30%	25%	100%	29%	19%			19%	29%	44%	44%	35%
2017/18	F	23	41	4	68	11	5	4	20	17	0	0	17	51	46	8	105
	M	27	44	9	80	31	19	2	52	62	0	0	62	120	63	11	194
	%F	46%	48%	31%	46%	26%	21%	67%	28%	22%			22%	30%	42%	42%	35%
2018/19	F	23	38	7	68	7	8	7	22	17	0	0	17	47	46	14	107
	M	30	46	8	84	28	16	4	48	64	0	0	64	122	62	12	196
	%F	43%	45%	47%	45%	20%	33%	64%	31%	21%			21%	28%	43%	54%	35%
*NBD	%F				47%				39%				21%				

*National Data Taken From Annual Medical School Council Survey of Medical Clinical Academic Staffing Levels – 2017/2018

Progress and Impact since AS-2015:

✓ LTF on flexible working - increase in percentage of part-time CA (2014/15: 21%(19F)/8%(14M); 2018/19: 27%(29F)/10%(19M).

✓ WREN program/Lean-in Circles - 5 additional females vs 2 males promoted to ACN4, and closing the gap with NBD (ACN4: 5yr-avg=19%F, range:16-22%; NBD=19%F, range:18-21%).

✓ All NHS staff, on honorary UoE contracts, are signposted to our D&R policies and confirm acceptance of these principles.

Future objectives and action points:

SAP2.3/2.5/3.1/3.2/3.7/4.3: **Improve opportunities for career development and progression of clinical staff of all genders**

▪ Monitor data year-on-year and provide support CA-F such as mentoring, WREN scheme and coaching on resilience (Section 5.1.1).

▪ Share data at Medical School ED&I network in Edinburgh in 2021 and compare with other medical school experiences. Implement further shared good practices and establish critical friends in other medical schools to advise.

▪ Highlight the support mechanisms, including 'Pathways to Professor' LTF to improve gender parity at all grades.

- Encourage use of a 'promotion buddy' for all CA, by advertising these at LTF, during P&DR and promotion discussions.
- Extend Sustain training to all early career CA.
- Ensure that challenges specific to part-time CA are included at part-time workshop.
- Ensure knowledge of flexible working for CA is presented at clinical meetings and that CA are aware of Caring for Carer's grants.

Staff Transitions between Technical and Academic Roles -

Table 4.2.1.8: Transition from Technical to Academic Roles						
	2014/15	2015/16	2016/17	2017/18	2018/19	Total
Female	7	11	8	13	10	49
Male		3	2	7	5	17
Total	7	14	10	20	15	66

↑ 66 people have transitioned from technical to academic roles (49F-74%).

↑ 60 staff have transitioned from academic to other roles (46F-77%)**.**

↑ LTF and workshops on career progression held for PS&S staff across all sites (**SAP2.6**), promoting PS&S mentoring (**SAP3.5**).

↑ Working with IAD to expand the training courses which PS&S staff can access.

↑ Extended our Managing your Research team training day to include PS&S staff who manage facilities or large research programmes.

↑ CMVM has pledged to the Technician's Commitment scheme, a sector-wide initiative to ensure visibility, recognition, career development and sustainability for technicians working in higher education.

Progress and Impact since AS-2015:
✓ PS&S workshop identified areas of confusion about career progression for PS&S – held focussed LTF across all sites on career progression/opportunities for PS&S staff

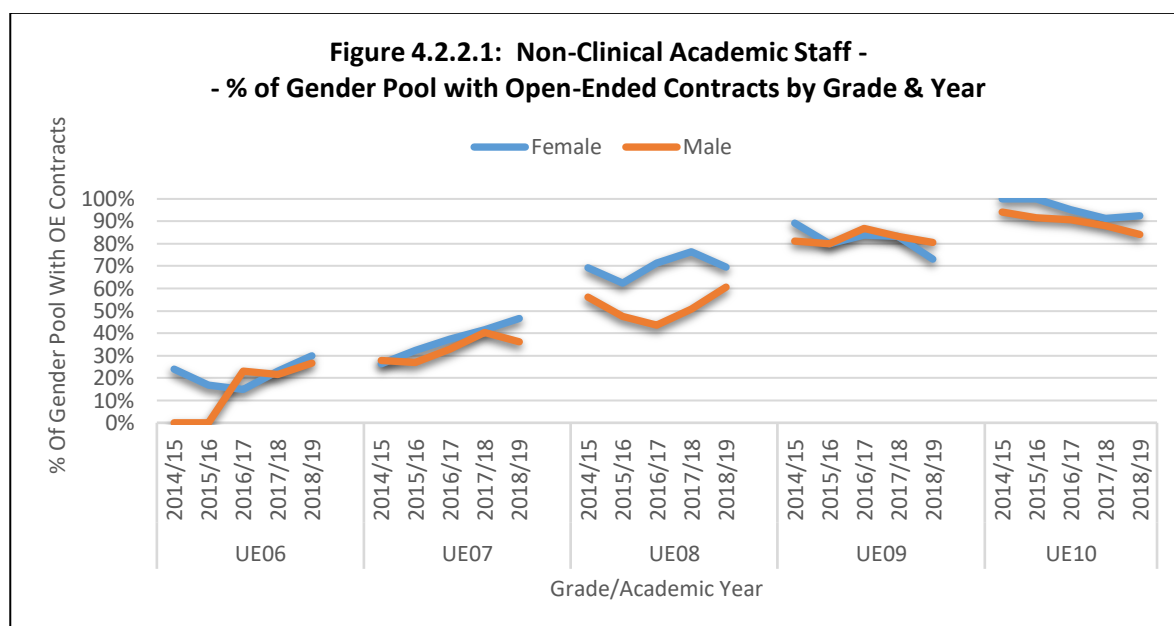**Future objectives and action points:**
SAP2.6/3.5: Improve opportunities for career development and progression for PS&S colleagues of all genders.
- Develop career coaching for PS&S staff – analysis of evidence from our PS&S workshop has furthered understanding of the requirements for career advancement for PS&S and aim to increase the flexibility between academic and technical/PS&S roles to support progression.

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

Non-Clinical Academic Staff:

✓ ECMS is research intensive - large proportion of ECRs (>60%) are UE06/07 research-only, grant funded fixed-term (FX) contracts.

✓ At UE06&UE07, increasing numbers of staff on OE contracts - 2014/15: 59F=26% female-UE06&UE07/33M=26% male-UE06&UE07; 2018/19: 121F=44% female-UE06&UE07 /61M=35% male-UE06&UE07.

✓ Gender parity on OE contracts at all grades (Table/Figure 4.2.2.1), except UE08, although gap closing and only 8% female >males are on OE contracts - 2014/15: 47F=69% female-UE08;32M=56% male-UE08; 2018/19: 50F=69% female-UE08/37M=61% male-UE08.

✓ ESAT fellows are employed on FX research-focussed contracts (UE08/9), converting to OE contracts on satisfactory review at year 4. To date, of those eligible, 13F-76% and 21M-72% have been successful.

✓ At UE10, most staff are on OE contracts - 2014/15: 17F-100%/32M-94%; 2018/19: 25F-93%/42M-84%, although increasingly, visiting or retired UoE professors are on FX contracts, to complete a time-limited study.

✓ Majority of ECMS NCA staff on GHC are eProgramme Academic Tutors (2018/19 – 3F/6M). There is no evidence that GHC are selectively used to employ females. All staff on GHC are able to access training and undergo P&DRs to discuss their requirements for training/personal development. UoE implemented the policy of not utilising zero-hour contracts.

Figure 4.2.2.1: Non-Clinical Academic Staff - - % of Gender Pool with Open-Ended Contracts by Grade & Year

Table 4.2.2.1: Non-Clinical Academic Staff by Year, Grade & Contract Type													
Year	Grade	Female						Male						
		FX	% FX	OE	% OE	GH	% GH	FX	% FX	OE	% OE	GH	% GH	Total
2014/15	UE06	31	74%	10	24%	1	2%	11	100%	0	0%	0	0%	53
	UE07	136	73%	49	26%	1	1%	85	72%	33	28%	0	0%	304
	UE08	21	31%	47	69%	0	0%	25	44%	32	56%	0	0%	125
	UE09	3	11%	25	89%	0	0%	6	19%	26	81%	0	0%	60
	UE10	0	0%	17	100%	0	0%	2	6%	32	94%	0	0%	51
2015/16	UE06	34	81%	7	17%	1	2%	14	100%	0	0%	0	0%	56
	UE07	138	67%	67	32%	2	1%	99	72%	37	27%	1	1%	344
	UE08	27	38%	45	63%	0	0%	31	53%	28	47%	0	0%	131
	UE09	6	20%	24	80%	0	0%	7	20%	28	80%	0	0%	65
	UE10	0	0%	20	100%	0	0%	3	8%	33	92%	0	0%	56
2016/17	UE06	38	81%	7	15%	2	4%	10	77%	3	23%	0	0%	60
	UE07	141	61%	87	37%	5	2%	92	66%	46	33%	2	1%	373
	UE08	21	29%	52	71%	0	0%	34	55%	27	44%	1	2%	135
	UE09	5	16%	26	84%	0	0%	4	13%	26	87%	0	0%	61
	UE10	1	5%	20	95%	0	0%	4	9%	39	91%	0	0%	64
2017/18	UE06	29	74%	9	23%	1	3%	10	71%	3	21%	1	7%	53
	UE07	133	57%	97	42%	3	1%	84	58%	59	40%	3	2%	379
	UE08	17	24%	55	76%	0	0%	27	47%	29	51%	1	2%	129
	UE09	5	17%	25	83%	0	0%	5	17%	25	83%	0	0%	60
	UE10	2	9%	21	91%	0	0%	6	12%	44	88%	0	0%	73
2018/19	UE06	33	70%	14	30%	0	0%	10	67%	4	27%	1	7%	62
	UE07	121	53%	107	47%	2	1%	96	61%	57	36%	4	3%	387
	UE08	21	29%	50	69%	1	1%	23	38%	37	61%	1	2%	133
	UE09	10	27%	27	73%	0	0%	6	19%	25	81%	0	0%	68
	UE10	2	7%	25	93%	0	0%	8	16%	42	84%	0	0%	77

Clinical Academic Staff:

✓ Gender parity in percentage of CA with OE contracts (Figure/Table 4.2.2.2).
✓ Almost all ACN2 appointments, including ECATs, are FX; ECMS has a high proportion of ACN2 staff - 2014/15: 55F-95%/59M-91%; 2018/19: 63F-93%/75M-89%.
✓ CA on OE contracts are predominantly ACN3/ACN4 level.
✓ At ACN4 - 6 female compared to 4 male with OE contracts since AS-2015 - 2014/15: 11F-92%/60M-97%; 2018/19: 17F-100%/64M-100%.
✓ The majority of CA staff on GHC are Online Clinical Tutors (2018/19 – 1F/7M).
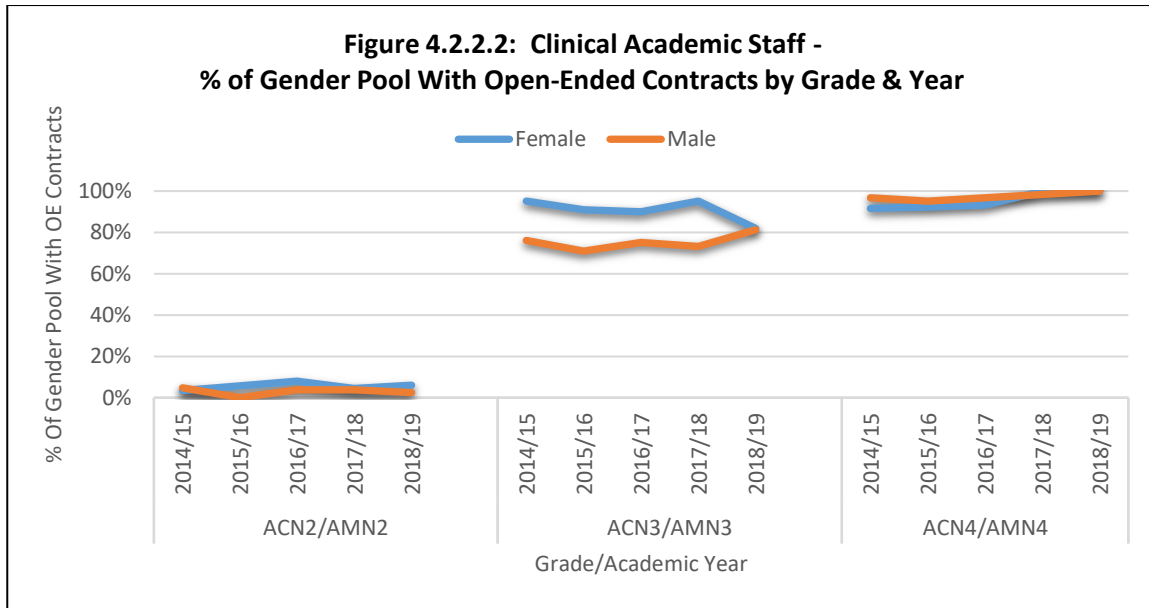✓ We will continue to support career progression for CA of all genders (**SAP2.1/SAP3.5**).

Figure 4.2.2.2: Clinical Academic Staff -
% of Gender Pool With Open-Ended Contracts by Grade & Year

Table 4.2.2.2: Clinical Academic Staff by Year, Grade & Contract Function													
Year	Grade	Female						Male						Total
		FX	% FX	OE	% OE	GH	% GH	FX	% FX	OE	% OE	GH	% GH	
2014/15	ACN2 / AMN2	55	95%	2	3%	1	2%	59	91%	3	5%	3	5%	123
	ACN3/ AMN3	1	5%	19	95%	0	0%	12	24%	38	76%	0	0%	70
	ACN4/ AMN4	1	8%	11	92%	0	0%	1	2%	60	97%	1	2%	74
2015/16	ACN2 / AMN2	65	93%	4	6%	1	1%	65	93%	0	0%	5	7%	140
	ACN3/ AMN3	2	9%	20	91%	0	0%	14	29%	34	71%	0	0%	70
	ACN4/ AMN4	1	8%	12	92%	0	0%	2	3%	60	95%	1	2%	76
2016/17	ACN2 / AMN2	56	90%	5	8%	1	2%	65	90%	2	3%	5	7%	134
	ACN3/ AMN3	2	10%	18	90%	0	0%	12	25%	36	75%	0	0%	68
	ACN4/ AMN4	1	7%	14	93%	0	0%	2	3%	60	97%	0	0%	77
2017/18	ACN2 / AMN2	64	94%	3	4%	1	1%	70	88%	3	4%	7	9%	148
	ACN3/ AMN3	1	5%	19	95%	0	0%	14	27%	38	73%	0	0%	72
	ACN4/ AMN4	0	0%	17	100%	0	0%	1	2%	61	98%	0	0%	79
2018/19	ACN2 / AMN2	63	93%	4	6%	1	1%	75	89%	2	2%	7	8%	152
	ACN3/ AMN3	4	18%	18	82%	0	0%	9	19%	39	81%	0	0%	70
	ACN4/ AMN4	0	0%	17	100%	0	0%	0	0%	64	100%	0	0%	81

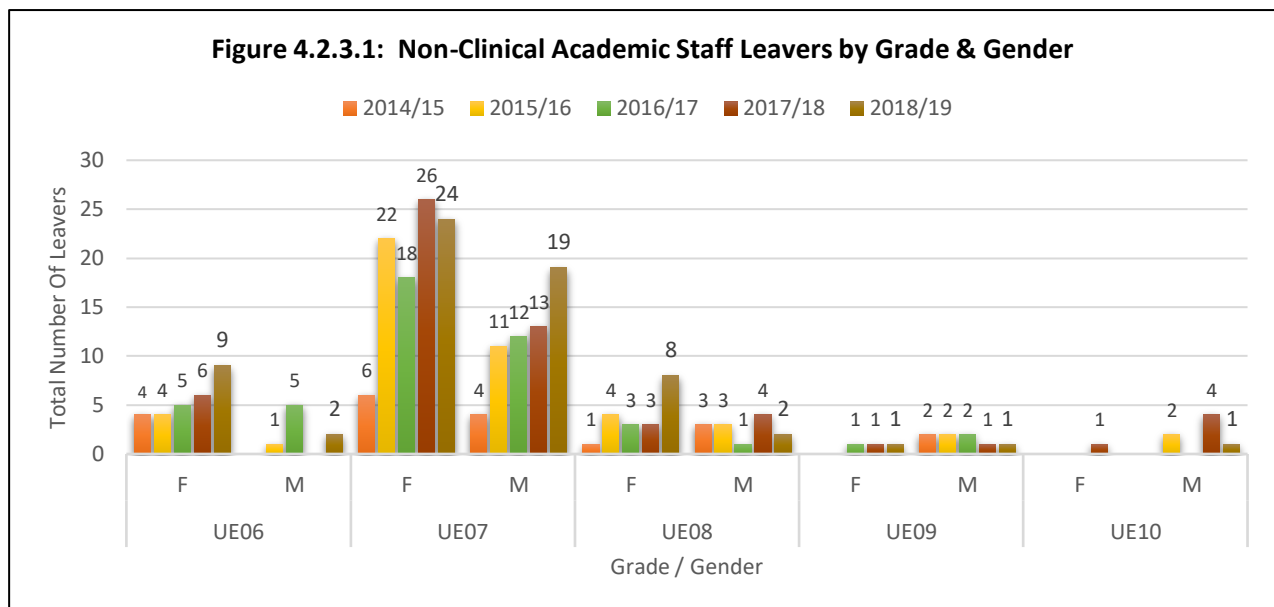### 4.2.3 Academic leavers by grade and gender and full/part-time status

All UoE leavers are requested to fill in an exit questionnaire.
Non-Clinical Academic Staff:

✓ 61% of NCA leavers since AS-2015 are female (Table/Figure 4.2.3.1).
✓ 84% of F-leavers and 71% of M-leavers are funding-limited UE06/UE07
✓ Increasing number of F leavers at grades >UE08 - 2014/15: 1F/5M; 2018/19: 9F/4M.
✓ Larger proportion of males leave at higher grades UE09&UE10 (4F/15M) reflecting career choices/geographical mobility, a gendered process.
✓ Completion of exit surveys is low - 12 responses (18% completion rate) in 2018/19; two main reasons stated as end of funding/contract (46%) and 'next step in my career' (38%) (SAP2.4).

Table 4.2.3.1: Non-Clinical Academic Staff Turnover (% of Annual Average by Grade & Gender)																	
		2014/15			2015/16			2016/17			2017/18			2018/19		
		Leavers			Leavers			Leavers			Leavers			Leavers		
Grade	Gender	Full-time	Part-time	% Turnover	Full-time	Part-time	% Turnover	Full-time	Part-time	% Turnover	Full-time	Part-time	% Turnover	Full-time	Part-time	% Turnover
UE06	F	3	1	13%	2	2	10%	5		10%	5	1	13%	9		20%
	M			0%	1		8%	4	1	8%			0%	1	1	12%
UE07	F	4	2	3%	17	5	11%	16	2	11%	17	9	11%	20	4	10%
	M	4		4%	10	1	8%	11	1	8%	11	2	9%	19		12%
UE08	F		1	1%	1	3	6%	2	1	6%	2	1	4%	6	2	11%
	M	3		5%	3		5%		1	5%	4		7%	2		4%
UE09	F			0%			0%	1		0%		1	3%		1	3%
	M	1	1	6%	2		6%	2		6%	1		3%		1	3%
UE10	F			0%			0%			0%		1	4%			0%
	M			0%	2		6%			6%	2	2	8%	1		2%
TOTAL	F	7	4		20	10		24	3		24	13		35	7	
TOTAL	M	8	1		18	1		17	3		18	4		23	2	

Figure 4.2.3.1: Non-Clinical Academic Staff Leavers by Grade & Gender

Clinical Academic Staff:

- ✓ Leavers across all grades are very low (2014/15: 2F/9M; 2018/19: 4F/10M).
- ✓ Most ACN2 appointments are FX, resulting in highest turnover of staff.
- ✓ Proportionally more males leave at the higher grades - reflecting career choices/geographical mobility.
- ✓ Issues for CA staff are complex; including the 80% clinical: 20% research workload split for training grades stipulated by NHS National Education Scotland (NES) (50:50 rest of UK) - Profs Critchley (SAT, HoDCS) and Whyte (HoCMVM) are engaging with NES to address these issues on a national scale.

Grade	Gender	2014/15 Full-time	2014/15 Part-time	2014/15 % Turnover	2015/16 Full-time	2015/16 Part-time	2015/16 % Turnover	2016/17 Full-time	2016/17 Part-time	2016/17 % Turnover	2017/18 Full-time	2017/18 Part-time	2017/18 % Turnover	2018/19 Full-time	2018/19 Part-time	2018/19 % Turnover
ACN2/AMN2	F	1	1	4%	5		7%	3	1	7%	5	4	14%	1		1%
	M	6		10%	5		7%	4		7%	8		10%	4		5%
ACN3/AMN3	F			0%			0%		1	0%			0%		1	5%
	M	2	1	7%	5		10%	1	1	10%	1		2%	3		6%
ACN4/AMN4	F			0%			0%			0%			0%	2		11%
	M			0%			0%	1	1	0%	4	1	8%		3	5%
Total	F	1	1		5			3	2		5	4		3	1	
Total	M	8	1		10			6	2		13	1		7	3	

Table 4.2.3.2: Clinical Academic Staff Turnover (% of Annual Average by Grade & Gender)

Progress and Impact since AS-2015:
- ✓ Head of ECR post has been established and funded by CMVM.
- ✓ Two ECR workshops on *Careers within academia*, and *Careers beyond Academia* - providing information/guidance/support (78 attendees, 59F-76%)(Section 5.3.3).
- ✓ Previous BAP, investigated main obstacles facing CA-F and presented findings to CSG. Since AS-2015 we have initiated support measures – Lean-In circles (priority given to ACN2&ACN3), mentoring/coaching and recently launched WREN to encourage retention of female staff (SAP2.1/2.3).

Future objectives and action points:

SAP2.3/2.4/4.3: Improve the granularity and data collected in exit surveys
- ▪ Improve uptake and granularity of data from exit surveys; to identify future potential actions, a new exit survey has been launched (June 2019), and implemented across ECMS leading to more detailed responses on University support, reasons for leaving and future destinations (26 ECMS responses - March 2020).
- ▪ Line-managers within ECMS to offer voluntary exit interviews with staff prior to leaving and encourage completion of exit survey.
- ▪ Focus group established to look at anonymised exit surveys/interviews and identify/inform Centres where satisfaction of support is <50%.
- ▪ Obstacles facing CA-F, a key topic discussed at the inaugural and second meeting of Medical Schools ED&I network. Examples of evidence-based good practice in mentoring and engagement are being developed into policy by the SAT, with implementation across ECMS to help support CA-F transition from ACN2-ACN3.

5. Supporting and advancing women's careers

A. Key career transition points: academic staff

5.1 Key career transition points: Academic staff:

SUMMARY: Since AS-2015 there are large increases in E&D/UB training for Academic senior (UE08+) staff (overall avg%⇑=37%; range=15-51%; currently E&D: Acad-F=71%; Acad-M=72%; UB: Acad-F=64%; Acad-M=59%).	
TOP FACT: 60% of ALL Academic staff have undertaken E&D and 53%-UB training.	**TOP TARGET:** Improve E&D/UB training to >80% by 2022 (**SAP1.2**).

To ensure that bias is removed from career transitions, previous SAP instigated mandatory training in E&D/UB for recruitment and fellowship-transition panels (Figure 5.1.1), expanded to staff involved in promotion processes/supervision of staff and/or students. Completion is monitored (**SAP1.2**).

Figure 5.1.1: Equality & Diversity and Unconscious Bias Training Non-Clinical Academics (UE08+) & Clinical Academics (as at 31 July 2019)
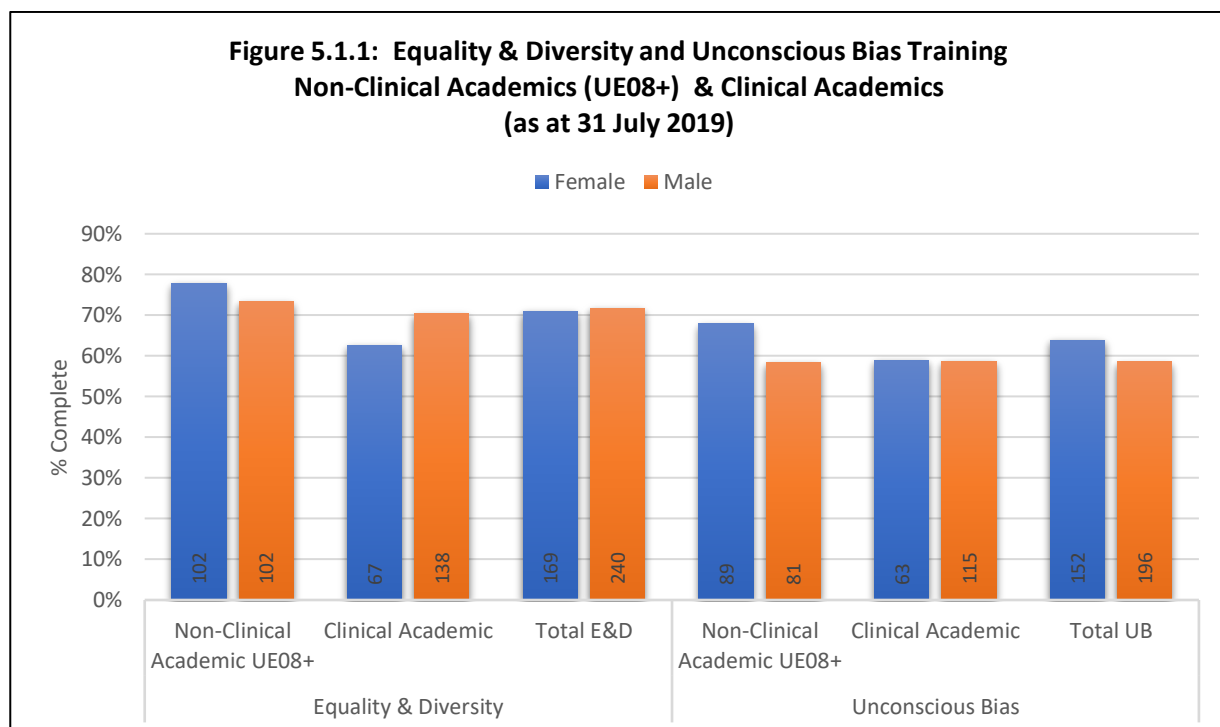
An AS 'How do you see the world' campaign (March 2018) has improved ALL staff completion rates (Figures 5.1.3-5.1.4), with new target of >80% by December 2022 (**SAP1.2**).

Figure 5.1.2: ECMS designed UB Poster

How do YOU see the world?

Challenge your unconscious bias
#betterforeveryone
15 minutes online course : https://www.ed.ac.uk/equality-diversity and go to
'Training and resources'
ALL staff & students are required to do this training - **HAVE YOU??**

**Figure 5.1.3: ECMS Equality & Diversity Training -
All Academic Staff (2015 and 2019)**

■ 2014/15   ■ 2018/19
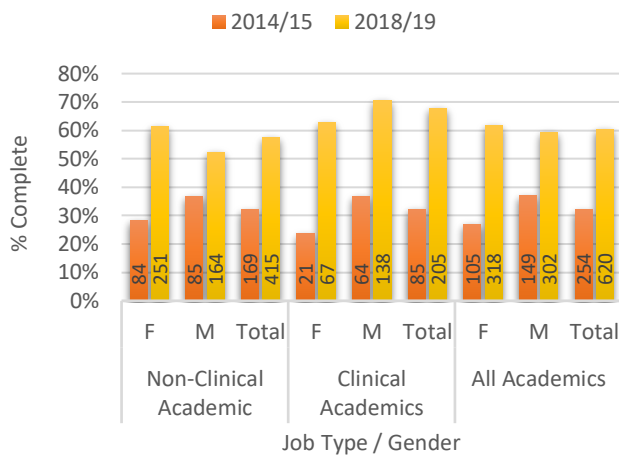
**Figure 5.1.4: ECMS Unconscious Bias Training -
All Academic Staff (2015 and 2019)**

■ 2014/15   ■ 2018/19
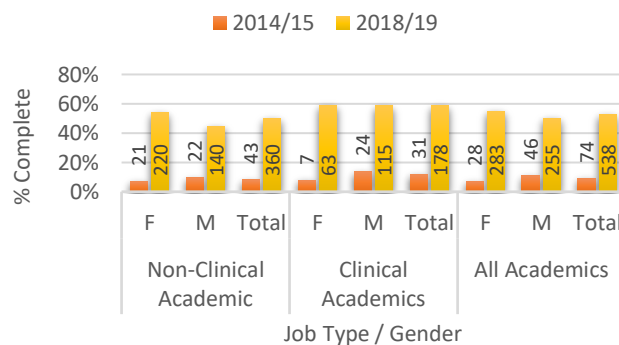
To improve completion rates, we have modified the P&DR form (Figure 5.1.5), requesting training information for E&D/UB/Managing your research team. We will assess its impact (**SAP1.2**).

Figure 5.1.5: P&DR appraisal form

Progress and Impact since AS-2015:
- ✓ Actively campaigned for ALL staff to undergo E&D/UB training resulting in:
  - ↑ Increase in E&D training completion rates – NCA: ⇑34%F/⇑15%M and CA: ⇑39%F/⇑33%M.
  - ↑ Increase in UB training completion rates – NCA: ⇑47%F/⇑35%M and CA: ⇑51%F/⇑45%M.

5.1.1 Recruitment

SUMMARY: Evidence towards gender parity across recruitment and appointment process for UE06&UE07 NCA applications and a similar trend at higher grades UE08&UE09.	
TOP FACT: For CA applications, improved recruitment process to ACN2 posts towards gender parity (⇑12%F since AS-2015).	TOP TARGET: Improve gender parity at higher grades - ACN4&UE10 by 2023 (SAP2.1).

Recruitment Data for Non-Clinical Academic Staff:

More females than males, apply and enter this career path. For grades UE06&UE07 there is little evidence of gender bias across the recruitment and appointment process. Although consistent increased F applications (5yr-avg=1296, range=1080-1517) than M (5yr-avg=991, range=845-1277), the proportional success rates for application to appointment is near parity: 5yr-avg F=8%, range=6-11%; M=6%, range=5-8%, overall appointments 59%F (Figure 5.1.1.1-3; Table 5.1.1.1). Numbers are smaller for UE08&UE09 (F applications: 5yr-avg=41, range=27-50; M=57, range=30-90): appointments are approaching gender parity, although in earlier years a higher female success is observed (proportional success rates: 5yr-avg F=26%, range=12-37%; M=18%; range=13-23%). Since AS-2015, UE10 applications are small (6F/26M) and 17%F applicants have been successful vs 23%M for professorial positions (1F/6M). We will address reduced F applications and appointment success (SAP2.1).
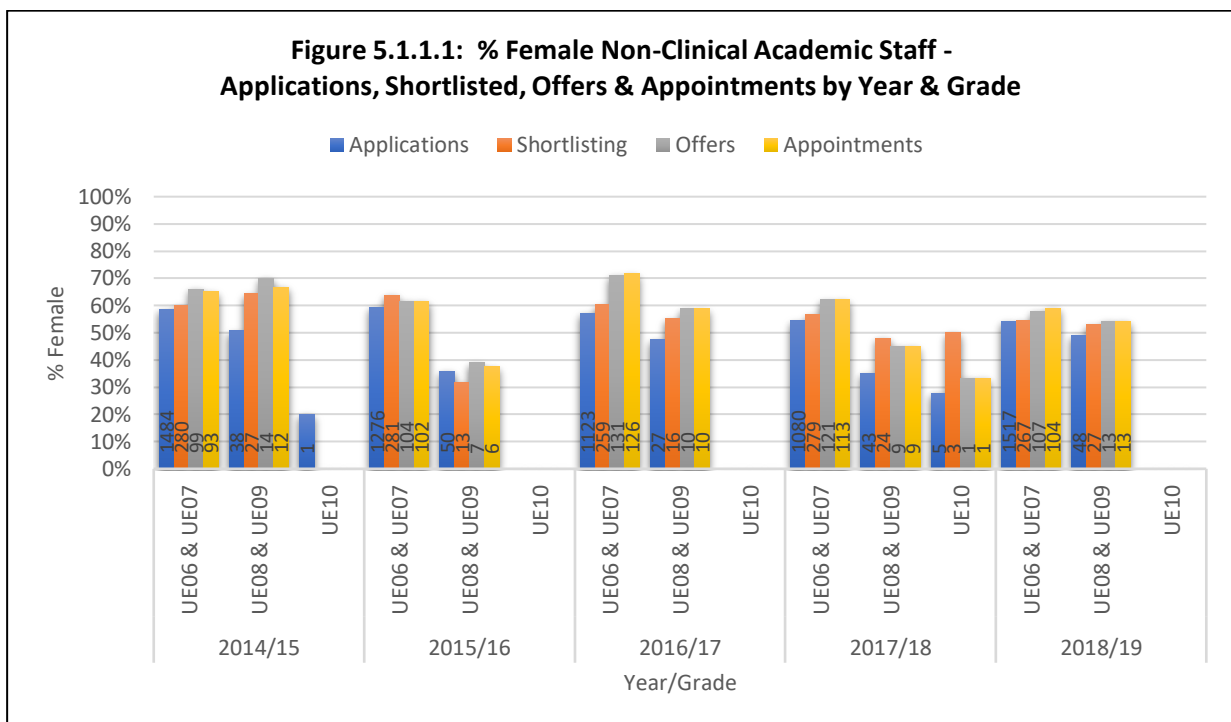

Figure 5.1.1.1: % Female Non-Clinical Academic Staff - Applications, Shortlisted, Offers & Appointments by Year & Grade

Athena SWAN Bronze & Silver department application v1 Mar 20

Figure 5.1.1.2: Non-Clinical Academic Staff - Application to Shortlisting Success Rate by Year & Grade
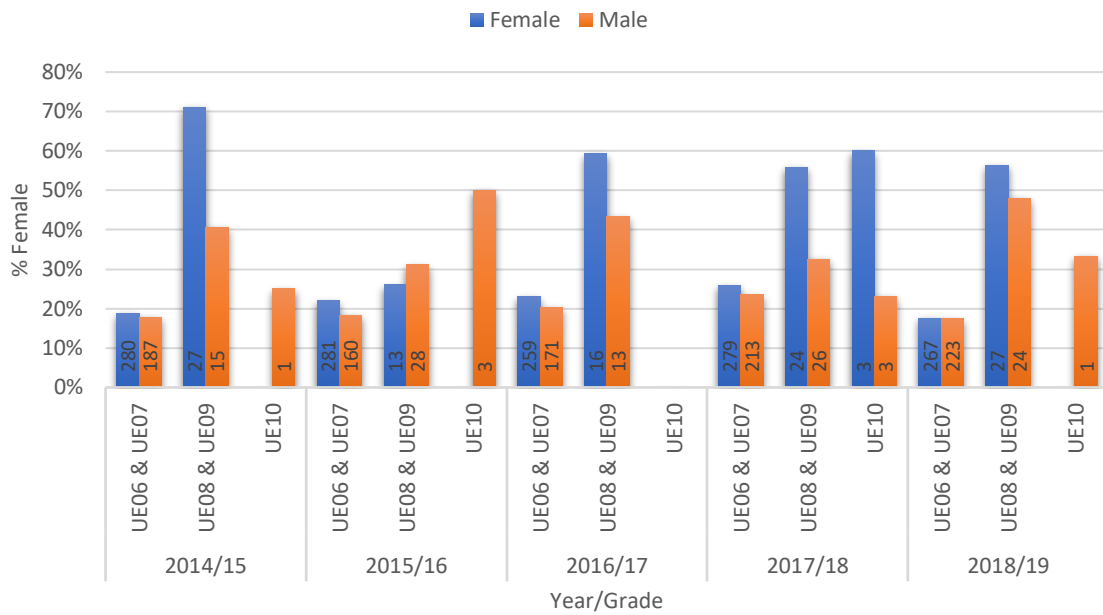

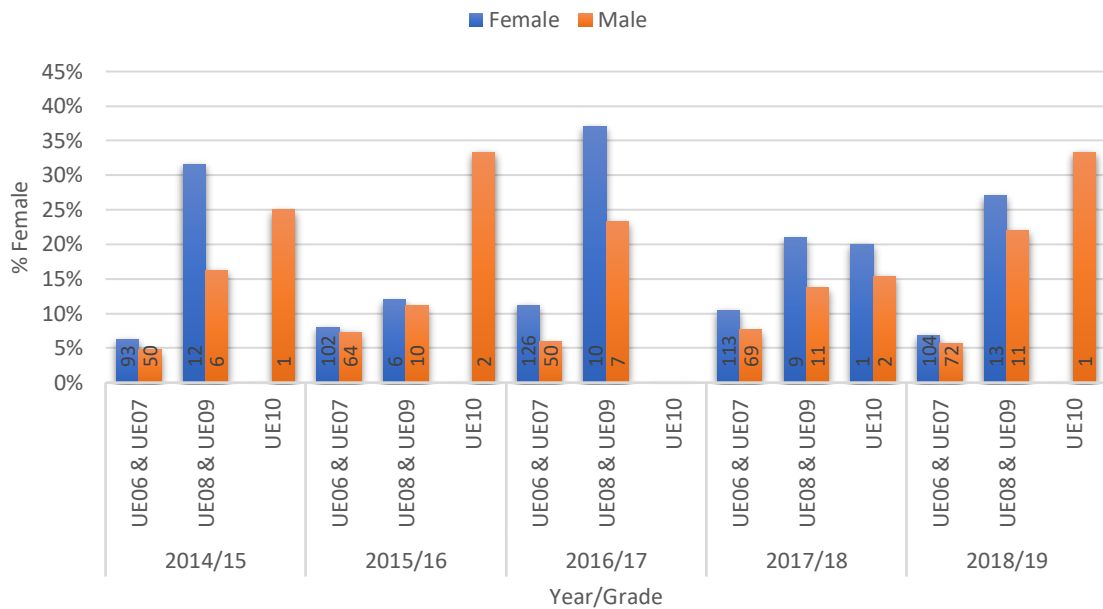**Figure 5.1.1.3: Non-Clinical Academic Staff - Application to Appointment Success Rate by Year & Grade**

Table 5.1.1.1: Non-Clinical Academic Staff Recruitment (Applications, Shortlisted, Offers & Appointments) by Grade & Gender

Grade	Applications			Shortlisted			Offers			Appointments		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE06 & UE07	1484	1052	59%	280	187	60%	99	51	66%	93	50	65%
UE08 & UE09	38	37	51%	27	15	64%	14	6	70%	12	6	67%
UE10	1	4	20%	0	1	0%	0	1	0%	0	1	0%
Total: 2014/2015	**1523**	**1093**	**58%**	**307**	**203**	**60%**	**113**	**58**	**66%**	**105**	**57**	**65%**
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE06 & UE07	1276	876	59%	281	160	64%	104	65	62%	102	64	61%
UE08 & UE09	50	90	36%	13	28	32%	7	11	39%	6	10	38%
UE10	0	6	0%	0	3	0%	0	2	0%	0	2	0%
Total: 2015/2016	**1326**	**972**	**58%**	**294**	**191**	**61%**	**111**	**78**	**59%**	**108**	**76**	**59%**
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE06 & UE07	1123	845	57%	259	171	60%	131	53	71%	126	50	72%
UE08 & UE09	27	30	47%	16	13	55%	10	7	59%	10	7	59%
UE10	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Total: 2016/2017	**1150**	**875**	**57%**	**275**	**184**	**60%**	**141**	**60**	**70%**	**136**	**57**	**70%**
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE06 & UE07	1080	905	54%	279	213	57%	121	74	62%	113	69	62%
UE08 & UE09	43	80	35%	24	26	48%	9	11	45%	9	11	45%
UE10	5	13	28%	3	3	50%	1	2	33%	1	2	33%
Total: 2017/2018	**1128**	**998**	**53%**	**306**	**242**	**56%**	**131**	**87**	**60%**	**123**	**82**	**60%**
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
UE06 & UE07	1517	1277	54%	267	223	54%	107	78	58%	104	72	59%
UE08 & UE09	48	50	49%	27	24	53%	13	11	54%	13	11	54%
UE10	0	3	0%	0	1	0%	0	1	0%	0	1	0%
Total: 2018/2019	**1565**	**1330**	**54%**	**294**	**248**	**54%**	**120**	**90**	**57%**	**117**	**84**	**58%**

Figure 5.1.1.4: Images of Recruitment Checklist taken from HR website

Recruitment Data for Clinical Academic Staff:

Overall there is no gender bias in the recruitment process during application, shortlisting and appointment of CA staff at ACN2 level (applications: CA-F=379/CA-M=386; successful appointments: CA-F=110 (29%)/CA-M=114 (30%) - Figure 5.1.1.5-7/Table 5.1.1.2), improving towards gender parity (5yr-avg: 49%F appointments at ACN2, ⇑12% from AS-2015).

Recruitment to higher grades is challenging and in our 2015 SAP, we initiated sector best practice including encouraging applications from appropriately skilled F, resulting in increases for ACN3 appointments (CA-F 20%>CA-M for appointment to ACN3 on application - 67%F appointed 2019; avg=35% for 2014-2018). This has improved overall CA-F staff numbers, although we are below NBD for ACN2/ACN3 and see decreases in F representation with increasing clinical seniority (2019: ACN2=45%F; ACN3=31%F; ACN4=21%F). Recruitment to ACN4 remains challenging and will continue best sector practice, encouraging targeted recruitment of suitably skilled professionals in areas/specialities where gender parity not observed (SAP2.1).

Overall fewer applications to higher grades from females (5yr-avg: ACN3-F=4, range=0-6; ACN3-M=7, range=5-8; ACN4-F=1, range=0-2; ACN4-M=3, range=1-5) although there is an improving F application rate for ACN3 (2014/15=0; 2018/19=6).

Figure 5.1.1.5: % Female Clinical Academic Staff - Applications, Shortlisted, Offers & Appointments by Year & Grade

Figure 5.1.1.6: Clinical Academic Staff - Application to Shortlisting Success Rate by Year & Grade

Figure 5.1.1.7: Clinical Academic Staff - Application to Appointment Success Rate by Year & Grade

Table 5.1.1.2: Clinical Academic Staff Recruitment (Applications, Shortlisted, Offers & Appointments) by Grade & Gender												
	Applications			Shortlisted			Offers			Appointments		
Grade	F	M	% F	F	M	% F	F	M	% F	F	M	% F
ACN2/AMN2	55	71	44%	30	41	42%	20	26	43%	17	26	40%
ACN3/AMN3	0	5	0%	0	4	0%	0	3	0%	0	3	0%
ACN4/AMN4	1	1	50%	0	1	0%	0	1	0%	0	1	0%
Total: 2014/2015	56	77	42%	30	46	39%	20	30	40%	17	30	36%
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
ACN2/AMN2	66	62	52%	38	30	56%	27	22	55%	27	21	56%
ACN3/AMN3	4	7	36%	3	4	43%	2	2	50%	2	2	50%
ACN4/AMN4	1	5	17%	1	4	20%	1	3	25%	1	2	33%
Total: 2015/2016	71	74	49%	42	38	53%	30	27	53%	30	25	55%
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
ACN2/AMN2	75	85	47%	33	50	40%	19	25	43%	19	19	50%
ACN3/AMN3	5	8	38%	3	3	50%	3	3	50%	3	3	50%
ACN4/AMN4	0	2	0%	0	1	0%	0	1	0%	0	1	0%
Total: 2016/2017	80	95	46%	36	54	40%	22	29	43%	22	23	49%
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
ACN2/AMN2	82	80	51%	40	39	51%	25	28	47%	24	27	47%
ACN3/AMN3	4	6	40%	2	5	29%	2	3	40%	2	3	40%
ACN4/AMN4	2	3	40%	1	3	25%	0	3	0%	0	3	0%
Total: 2017/2018	88	89	50%	43	47	48%	27	34	44%	26	33	44%
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
ACN2/AMN2	101	88	53%	56	40	58%	24	21	53%	23	21	52%
ACN3/AMN3	6	8	43%	4	3	57%	4	2	67%	4	2	67%
ACN4/AMN4	1	4	20%	1	3	25%	1	2	33%	1	2	33%
Total: 2018/2019	108	100	52%	61	46	57%	29	25	54%	28	25	53%

Progress and Impact since AS-2015:

↑ Recruitment checklist created, eliminating potential gender bias and improving inclusivity in advertising. Mirroring of sector best practice for recruitment to higher grades of NCA.

↑ Increased uptake of E&D/UB training and highlighted in recruitment checklist.

↑ Evidence of improving towards gender parity for appointment success at UE08&UE09 (2014-15: 32%F/16%M; 2018-19: 27%F/22%M).

↑ At UE10 - 17%F successful applicants vs 23%M for professorial positions, although F applications numbers and success rate need to be improved.

↑ Gender parity for recruitment and appointment - ACN2 (52%F).

↑ Improved female applications and appointments at ACN3 and evidence towards gender parity of ACN3 staff.

Future objectives and action points:

SAP2.1: **Improve gender balance at all grades**

▪ Improve NCA male applications at UE06&UE07 - case-studies on website; discuss promoting gender parity of participants with outreach engagement programmes.

▪ Maintain improvements in ACN2/ACN3 recruitment and staff numbers.

▪ Parity of recruitment at higher grades – identify and mirror sector best practice for recruitment to higher grades including targeted recruitment where gender parity not observed, in particular for ACN4.

SAP2.3: **Senior career paths – ECMS launched initiatives to attract and retain CA**

▪ WREN –pilot scheme for senior female CA to work-shadow and receive mentorship from more senior CA (Section 4.2.1).

SAP3.9: **Return to academia support network (Section 5.5.4)**

▪ Support and mentor staff who have left academia and wish to return.

5.1.2   Induction for ALL staff (Acad/PS&S)

SUMMARY: Staff (Acad/PS&S) and student inductions are thorough with good practice shared across Centres.	
TOP FACT: Increase in induction - 75% (2017) to 83% (2019), for staff employed in last 4 years.	**TOP TARGET:** All new staff across ECMS given a welcoming and informative induction (by 2021 -**SAP5.1**).

On receiving appointment letter, **ALL** (Acad/PS&S) staff are sent information on UoE and College induction processes including mandatory training, upcoming welcome networking events (Figure 5.1.2.1), signposted to UoE welcome page (Figure 5.1.2.2), AS-information and lunchtime-forum (**SAP3.1/3.2**).

Since 2015, ECMS staff receiving welcome packs has increased (Table 5.1.2.1 - 87% not given a pack, had worked at UoE >4yrs).

Table 5.1.2.1: Percentage of staff replying positively to the survey question:

'Were you given a Welcome pack and/or local University Induction' in last 4 years?'

	Female			Male		
	NCA	CA	PS&S	NCA	CA	PS&S
2017	82%	74%	71%	82%	77%	66%
2019	83%	75%	93% (⇧22%)	88% (⇧6%)	79%	80% (⇧14%)

Figure 5.1.2.1: Induction and welcome for ALL Staff

All UoE staff induction pack:

Information - UoE & CMVM induction/networking events; UB and E&D training links; IAD - professional development; AS-information; red wrap-around sheet - family friendly policies

Local induction:

Welcome coffee events; local building/site tours; Centre wiki pages

Role - Early Career Researcher:

peer support; training and Postdoctoral societies for social and events

Role - Group Leaders & ESAT:

Managing Your Research Team training; Research Leadership Course

Role - Clinical Academics:

AS leaflet; initiatives e.g. Lean-In circles

Role - Professional Services and Support:

Training course information; staff scholarship opportunities

Figure 5.1.2.2: Induction Page from UoE website:
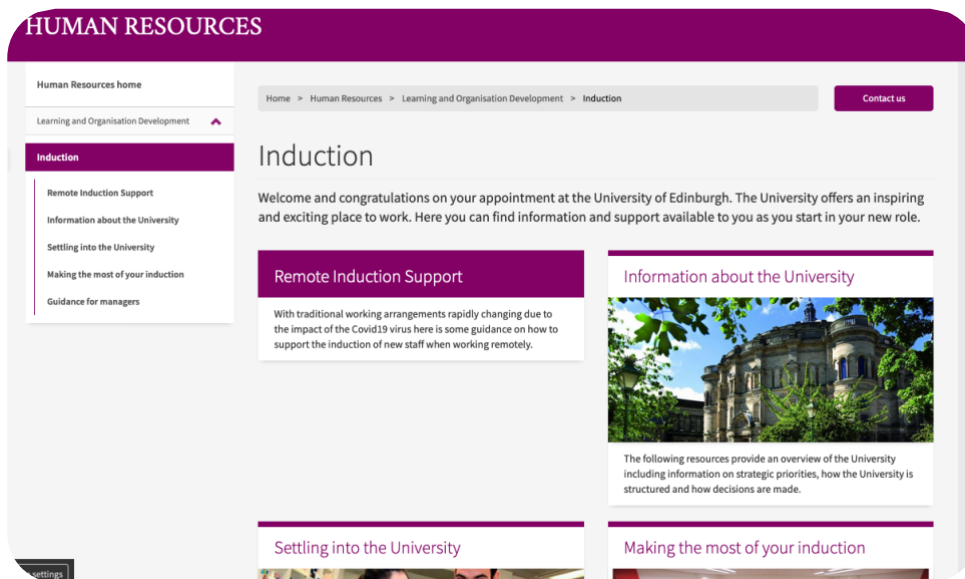
> **Progress and Impact since AS-2015:**
> ✓ Staff leaver exit surveys highlight a positive induction experience (85%).
> 2019 survey -
> ↑ 83%F staff and 82%M staff (Table 5.1.2.1) given induction packs (⇑7%).
> ✓ 79% PGR students given induction pack/information (=2017).
> ✓ Majority of new starts given induction pack – staff joined <1yr - 85% F (=2017); 90% M (⇑11%).

5.1.3 Promotion

SUMMARY: Successful promotion is close to gender parity (NCA-F: avg=74%; NCA-M: avg=79%; CA-F: avg=83%; CA-M: avg=92%), with both NCA-M and CA-M only slightly more successful.	
TOP FACT: Less academic F apply (avg% applications = NCA-(UE06-09) 3%F vs 6% M; CA-(ACN2/ACN3) 3%F vs 5%M).	TOP TARGET: Increase the number of successful applications from Acad-F staff by ~5% (2023)(SAP2.5).

Non-Clinical Academic Promotions:

Figure 5.1.3.1: Non-Clinical Academic Promotions Success Rate by Year & Gender

Table 5.1.3.1: Non-Clinical Academic Promotions 2014-15 to 2018-19 Summary																				
Year	**Applied**						**Number Successful**						**Success Rate**							
	Female			**Male**			**Female**			**Male**			**Female**				**Male**			
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total		
2014/15	8	2	10	14	0	14	6	2	8	13	0	13	75%	100%	80%	93%		93%		
2015/16	5	3	8	12	1	13	4	1	5	10	0	10	80%	33%	63%	83%	0%	77%		
2016/17	9	2	11	11	0	11	8	2	10	10	0	10	89%	100%	91%	91%		91%		
2017/18	9	5	14	15	0	15	8	1	9	8	0	8	89%	20%	64%	53%		53%		
2018/19	6	1	7	11	0	11	4	1	5	9	0	9	67%	100%	71%	82%		82%		

NCA staff obtaining successful promotion, is approaching gender parity, however, numbers are small, making trend-analysis difficult. Within 5yr period (2014-2019), 37/50F applications (avg=74%: range=63-91%) and 50/64M applications (avg=78%: range=53-93%) were successful. The proportion of eligible female staff applying for promotion is reduced compared to males, particularly to grade UE07 (5yr-avg: %F applying=1% (total=3 applications), range=0-3%; %M applying=6% (total=4 applications), range=0-9%) and UE09 (5yr-avg: %F applying=4% (total=12 applications), range=3-6%; %M applying=7% (total=20 applications), range=5-11%). We have worked with HR to clarify criteria and guidelines for academic staff promotion to grades UE07&UE08. For UE10, the proportion of eligible NCA-F staff applying is similar to M (F-avg=9%, range=3-17%; M-avg=10%, range=3-17%), however the proportional success rate for promotion is increased for M – F-avg=5%, range=0-10%; M-avg=9%, range=3-13%.

Success rate data by full-time and part-time status indicates a greater full-time success rate: 5yr-avg=80% F-FT vs 71%F-PT; 2015/16 and 2017/2018 being outlier years for PT staff, however very small numbers can impact on comparisons.

Proportionally, NCA-M submit more applications - 5yr-avg: %F-FT applying=3%, range=2-3%; %F-PT applying=3%, range=1-6%; %M-FT applying=6%, range=5-7%, whereas only 1M-PT has applied within 5yr period. All unsuccessful staff are invited to receive feedback from their HoC. As part of **SAP3.2** we will develop on-line career-progression modules and ensure discussion of career progression during P&DR for part-time staff. We will encourage the use of 'promotion buddies'- a supportive mentoring programme, for part-time and female staff and have case-studies placed on website (**SAP2.5/3.2**). Our LTF-WG ran a pilot 'Meeting the Professor' lunchtime-forum - where female professors within ECMS described their route to achieving Personal Chair (7M, 25F attendees) (**SAP3.1**).

The P&DR (appraisal) form has been revised (HR consultation) and enhanced with a guidance note for line managers to make promotion discussion more explicit. **Centre Heads complete a proforma and report if promotion is not discussed during P&DR with UE08&UE09 staff (and clinical equivalents).** The CSP sub-committee will determine gender bias present with respect to length of service at top of grade and form focus group of UE09 staff to capture key issues surrounding promotion (**SAP2.5**).

Clinical Academic Promotions:

More males apply for promotion than females, however no significant gender disparity observed (Figure/Table 5.1.3.2). Number of CA staff applying for promotion is very small - over 5-yr period, ACN3 applications= 0F/3M - we will ensure that all clinical appraisals discuss career progression (**SAP2.5**). The success rate data by full-time and part-time status is slightly reduced for F-PT at 75%, vs F-FT=90% vs M-FT=92%; proportionally less F-FT staff put in applications (5yr-avg=2%; range:1-4%) compared with F-PT (avg=5%; range:0-9%) and M-FT (avg=5%; range:3-8%; note no M-PT applications submitted) (**SAP3.2**). For ACN4 positions, the proportion of eligible F applying is >M (F-avg=14% vs M-avg=7%; range-F=5-25%; range-M=2-13%), the success rate is similar F=8%, M=6% (range-F=0-15%; range-M=2-8%).

Figure 5.1.3.2: Clinical Academic Promotions Success Rate by Year & Gender

Table 5.1.3.2: Clinical Academic Promotions 2014-15 to 2018-19 Summary

Year	Applied						Number Successful						Success Rate					
	Female			Male			Female			Male			Female			Male		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
2014/15	1	1	2	8	0	8	1	0	1	6	0	6	100%		50%	75%		75%
2015/16	1	2	3	3	0	3	1	2	3	3	0	3	100%	100%	100%	100%		100%
2016/17	2	1	3	3	0	3	1	1	2	3	0	3	50%	100%	67%	100%		100%
2017/18	2	0	2	7	0	7	2	0	2	6	0	6	100%		100%	86%		86%
2018/19	1	1	2	6	0	6	1	1	2	6	0	6	100%	100%	100%	100%		100%

Clinicians (ACN3&ACN4) have joint University/NHS appraisals where clinical and academic activities are discussed. Clinical trainees (ACN2) are appraised by the South-East Scotland NHS NES Postgraduate Dean. ECAT Fellows are appraised by a panel of ECAT directors (40%F). A personal development plan is completed, guiding clinical and academic work for the subsequent year and longer-term career goals.

As well as advertising our LTF series on career progression/promotion (**SAP3.1**), the CA-WG will develop/implement and pilot '*Promotion Buddy programme*' in ECMS (**SAP2.5**).

Progress and Impact since AS-2015:
- ✓ With HR, developed academic promotion criteria and guidelines to grades UE07&UE08.
- ✓ Revised 2020 P&DR form, encouraging promotion discussion and incorporates teaching and community activities.
- ✓ 'Meeting the Professor' LTF - ECMS female professors talked about their route to achieving a Chair.
- ⇑ Increase in agreement that '*men and women are equally encouraged to apply for promotion*' (NCA-F=70%,⇑11%; NCA-M=89%,⇑9%) – large differences in gender response and with junior ECRs (UE07-F=66%; UE07-M=81%) (**SAP2.5**).
- ⇑ Increase in agreement that CA staff 'understand criteria and promotions process' (CA-F=66%,⇑15%; CA-M=86%,⇑19%), however, still >10% gender disparity (**SAP2.5**).
- ⇑ Increase in agreement that 'a range of skills and experiences considered for promotion' (CA-F=71%,⇑25%; CA-M=84%,⇑24%), however, there is still >10% gender disparity (**SAP2.5**).
- ⇑ Increase in agreement that 'men and women are equally encouraged to apply for promotion' (CA-F=83%,⇑24%; CA-M=95%,⇑15%) however, there is still >10% gender disparity (**SAP2.5**).

Future objectives and action points:

SAP2.5/3.1: **Increase successful applications for promotion**

- 'Meeting the Professor' annual lunchtime-forum; encourage successfully promoted staff to be interviewed for our website on 'Career paths to personal chairs' targeting female CA and part-time staff.
- Targeted LTF on skills, criteria and experiences considered during promotion process.
- HR staff presenting on promotion criteria, targeting junior ECRs.
- Promotion buddy scheme for ECR, ESAT fellows and for promotions to professor.
- All HoC to meet with those unsuccessful at promotion to discuss what is required for future applications.
- HoD to inform HoC if survey results indicating major change (positive/negative) in answers by gender e.g. some centres show decreases from last survey/low agreement of '*range of skills and experiences considered for promotion*' - NCA-F=⇓28%; NCA-M=⇓31%; '*men and women are equally encouraged to apply for promotion*' - NCA-F=⇓7%, CA-F=⇓8%.
- Local Centre ambassadors to help arrange Career Progression lunchtime forum with time at the end for Q&A sessions.
- All clinical appraisals to have career-progression/promotion as a discussion point.

SAP3.2: **Develop on-line training career progression modules, particularly for part-time staff**

5.1.4 Department submissions to the Research Excellence Framework (REF)

SUMMARY: Gender parity in eligible submission to the REF.	
TOP FACT: ⇑5% females submitted to REF2021 than REF2014.	**TOP TARGET:** Increase awareness of special circumstances, increasing inclusivity to the REF (2021 and beyond - **SAP5.1**).

Figure 5.1.4.1: REF Submissions (Eligible Staff)
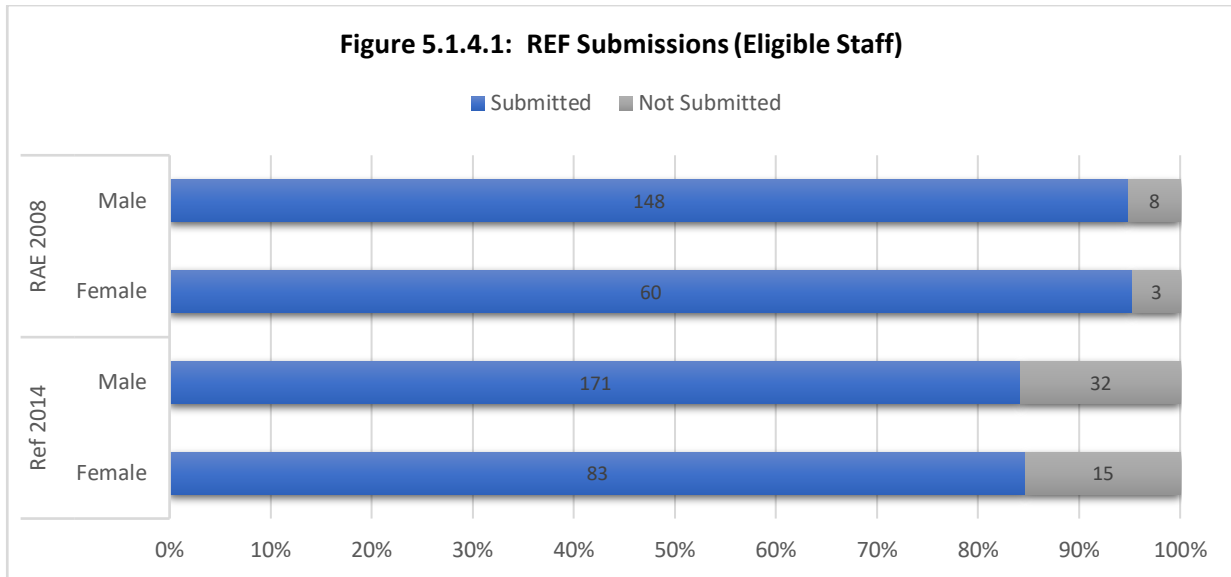
Number of eligible staff returned in REF2014 was 22% higher than 2008 (Figure 5.1.4.1) with majority of academic staff included and proportional representation of part-time staff for both F and M (within 5%). A REF2014 E&D review group monitored the processes as dictated by a Code of Practice–REF2014 Guidance on Submissions and Panel Criteria.

For those not returned in REF2014, all were invited to meet their HoC to discuss actions and research support mechanisms (Section 5.3).

For REF2021, **ALL** eligible staff are being returned under UoA1 Clinical Medicine or UoA4 Neuroscience submission - 35% will be female, compared to 33% submitted for REF2014 and 29% in RAE2008. Staff have been encouraged, where appropriate, to complete a special circumstances form, of particular importance for part-time staff and those who have taken parental leave during the 5yr-period.

Since the COVID-19 pandemic government lock-down was initiated, decreasing paper submissions by female academics have been reported which will likely have an impact on REF submissions (https://www.theguardian.com/education/2020/may/12/womens-research-plummets-during-lockdown-but-articles-from-men-increase). Our CSP group have worked with the HoDMGPHS/UoE ED&I lead to co-ordinate an equality impact assessment of the pandemic in our staff and recommend mitigations (**SAP6.1**).

> **Progress and Impact since AS-2015:**
> ↑   Support/training initiatives resulted in ⇑ female submissions to REF since 2008.

5.2 Key career transition points: professional services and support staff

SUMMARY: 94% of PS&S staff (95%F/94%M) believe that EMCS is a great place to work.	
TOP FACT: PS&S-F survey response rate increased to 67%=⇑21% and PS&S-M to 71%=⇑42%, major increases in engagement.	**TOP TARGET:** Ensure PS&S staff are aware of all training opportunities - >60% for all genders by 2023 (**SAP2.6**).

Section 5.1 described our active campaign to encourage all staff to undertake E&D/UB training, highlighted further during induction and as part of P&DR process, resulting in significant improvements in completion (Figure 5.2.1.1).

Figure 5.2.1.1: Equality & Diversity and Unconscious Bias Training - Professional Services & Support Staff (2014 and 2019)
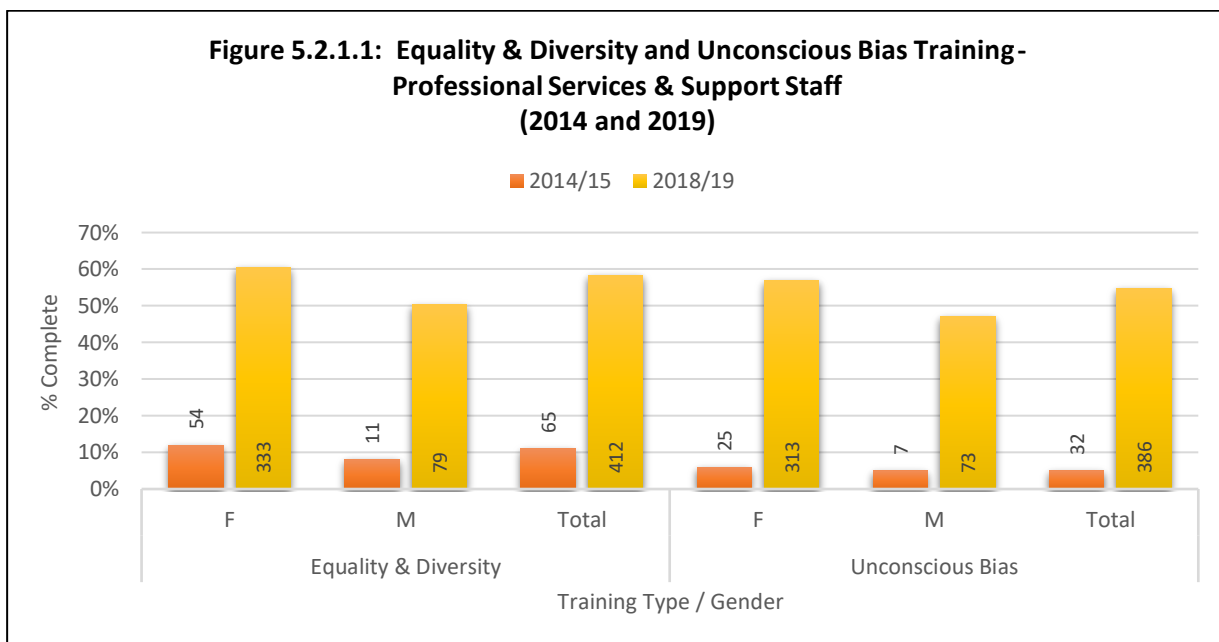
Progress and Impact since AS-2015:
↑ Increase in E&D training completion rates – PS&S-F=61% ⇑49%; PS&S-M=50% ⇑42%.
↑ Increase in UB training completion rates – PS&S-F=57% ⇑51%; PS&S-M=47% ⇑42%.

5.2.1 Induction for PS&S staff

Newly appointed PS&S/ALL staff are sent information on UoE/CMVM induction processes/ mandatory training/upcoming welcome networking events/signposted to UoE welcome induction page and lunchtime-forum run by the ECMS SAT (**SAP3.1**). SAT members attend PS&S forums to inform on AS initiatives (e.g. Caring for Carers grants; LTF). ECMS ambassadors (AS-A), many of whom are PS&S, advertise these within each Centre.

Our survey indicates that ECMS initiatives has increased the number of ECMS staff receiving helpful inductions, particularly for PS&S-M (Table 5.2.1.1).

Table 5.2.1.1: Percentage of PS&S staff replying positively to the survey question:

'Were you given a Welcome pack and/or local University induction?'

	Female	Male
2017	71%	66%
2019	73%	80% (⇧14%)

<div style="background:green">

Progress and Impact since AS-2015:

↑   Increase in new PS&S staff inductions.

↑   89% PS&S staff have heard of AS initiatives (91%F/87%M=2017).

</div>

5.2.2   PS&S staff career progression

SUMMARY: There is gender parity for success at career progression.	
TOP FACT: On average, less PS&S-M and part-time PS&S-F apply for career progression (avg% applications for PS&S: UE01-09=7%F-FT/3%F-PT/4%M-FT/3%M-PT).	**TOP TARGET:** Engage males with career progression initiatives and increase the number of male (towards gender parity) and part-time applications by 2023 (**SAP2.6**).

Within the University structure there is no route for PS&S staff to achieve promotion, PS&S either require their job to be regraded or successfully obtain a job at a higher grade. The data below represents PS&S staff who have achieved a regrading of their post.

Table 5.2.2.1: Professional Services & Support Staff Career Progression 2014-15 to 2018-19 Summary

Year	Applied						Number Successful						Success Rate					
	Female			Male			Female			Male			Female			Male		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
2014/15	19	3	22	4	0	4	15	3	18	3	0	3	79%	100%	82%	75%		75%
2015/16	17	7	24	8	1	9	10	3	15	7	1	8	59%	43%	63%	88%	100%	89%
2016/17	28	7	35	3	0	3	19	4	23	2	0	2	68%	57%	66%	67%		67%
2017/18	24	8	32	4	1	5	19	5	24	2	0	2	79%	63%	75%	50%		40%
2018/19	21	9	30	5	1	6	16	9	25	5	1	6	76%	100%	83%	100%	100%	100%

Figure 5.2.2.1: Professional Services & Support Staff Career Progression Success Rate by Year & Gender
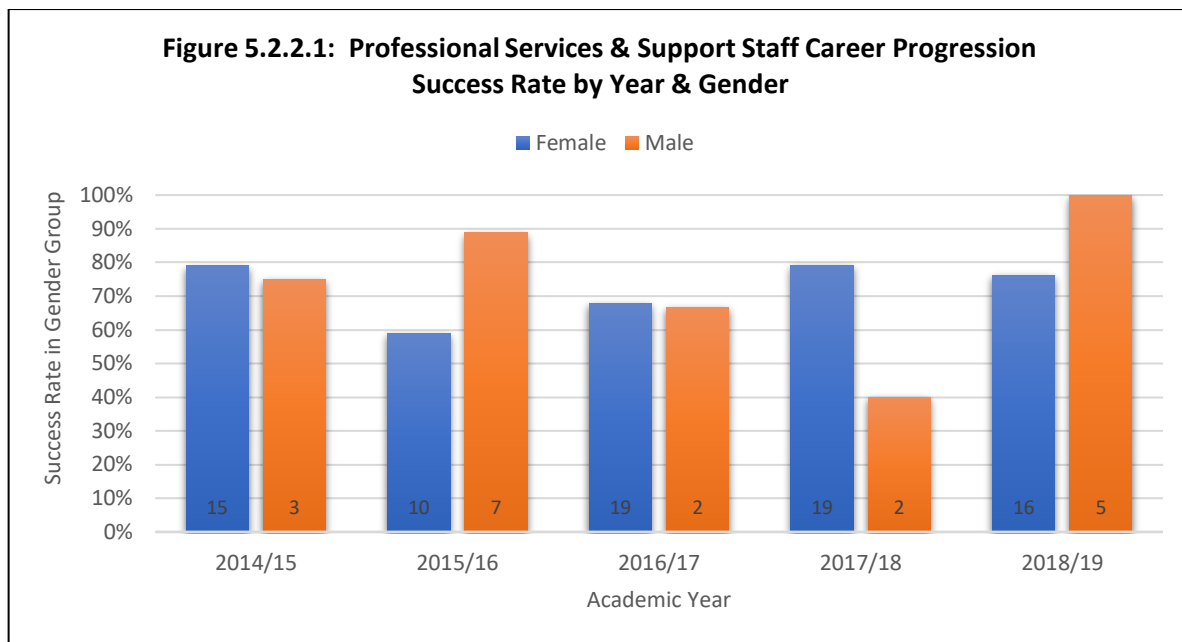
Number of males applying for PS&S career progression are low. The proportional number of applications over the period as a percentage of eligible staff is 7%F-FT vs 3%F-PT, 4%M-FT and 3%M-PT, we aim to ensure that males and part-time staff are engaged with career support training mechanisms and advice (**SAP2.6/3.4/3.5**). The success rate by full-time and part-time status is overall equivalent, however M-FT are most successful on application and M-PT least (M-FT=76%/F-FT=72%/F-PT=73%/M-PT=67%)(**SAP3.2**). Our PS&S-WG held a half-day workshop in 2019 (43F/6M-PS&S staff – grades UE04-8) and captured key career-related issues, including confusion over the career progression process. The workshop generated recommendations for initiatives (e.g. opportunities for work-shadowing/laboratory training placements).

Progress and Impact since AS-2015:

- Only 49% PS&S-F(=2017) and 54% PS&S-M(⇑7%) agreed they understood the process of career progression or the criteria for a higher grade.
- Only 41% PS&S-F(⇓6%) and 49% PS&S-M(= 2017) agreed that a full range of skills and experiences are taken into consideration for career progression.
- ↑ 78% PS&S-F(=2017)/81% PS&S-M(=2017) agreed that all people are equally encouraged to apply for promotion/career progression.

This led to ….

- ↑ Workshop in 2019 (43F/6M PS&S staff – grades UE04-UE08), capturing key career-related issues and generation of initiatives to work-shadow/ laboratory training placements (**SAP2.6**).
- ↑ LTF on Career Progression for PS&S staff across all sites are offered by HR staff and supported by AS.

Future objectives and actions:

SAP2.6: Improving career satisfaction and progression for PS&S staff

- Implement the actions from the workshop via LTF/training– advertise using posters of action points.
- Information on mentoring, transferable skills, mobility within UoE.
- Working with IAD to widen available courses for diverse range of backgrounds e.g. '*Managing your Research Teams*' course.

SAP3.1: Lunch-time forum and other information

- Targeted LTF on skills and experiences considered during career progression/regrading process.

SAP3.2: Develop on-line training career progression modules, particularly for part-time staff

SAP3.4/3.5: Improve training and mentoring/support

B. Career development: academic staff

5.3 Career development: Academic staff:

SUMMARY: Most academic staff (89%) are aware of training opportunities, although there is an 8% gender difference (Acad-F=85%/Acad-M=93%).	
TOP FACT: 9% improvements in academic staff agreeing they are encouraged to undertake career development opportunities (%F=83%/%M=89%).	**TOP TARGET:** Encourage all staff to take up training and mentoring opportunities (continuing **SAP3.1/3.2/3.4/3.5**).

5.3.1 Training -

Career development is a priority (**SAP2.1/2.2/2.3/2.5/2.7/3.1/3.2/3.4/3.5/5.2**). The University offers training opportunities (online and face-to-face) and a personal electronic training-record. We have developed a training matrix for PG students/ECR with IAD, highlighting specific career stage courses. We will develop, a new Leadership course for UE07 ECRs to embed leadership and networking skills early in the career path (**SAP2.7**).

Gender disparity in awareness of training, is observed, with 6 Centres displaying gender differences of >10% (range: Acad-F=69-100%/Acad-M=76-97%).

Table 5.3.1.1: Mandatory Courses and Monitoring		
Mandatory courses	**Compliance Monitored**	**Mandatory for:**
E&D	HR	All Staff
UB	HR	All Staff
H&S	HoC	All Staff
PhD supervisory skills	Deans	All PhD/potential PhD supervisors – renewal every 5 years
Managing your Research Team	Deans	All academic staff UE08+ and new PIs (UE07+) All PS&S UE08+ if relevant to job role

Management/Leadership Development -

Managing Your Research Team - workshop developed/implemented in previous APs - trains PIs in policies and procedures necessary for team recruitment, development and management. By July 2019, 56% of **all Academic Staff** grade UE08+ had completed and from 2020, confirmation of completion is requested on P&DR form. Workshop now offered to research facility managers and senior research PS&S. Refresher course planned with new modules (**SAP3.4**).

Figure 5.3.1.1: Managing Your Research Team Training - % Attended by Job Type & Gender (UE08+ Non-Clinical Academics & Clinical Academics)
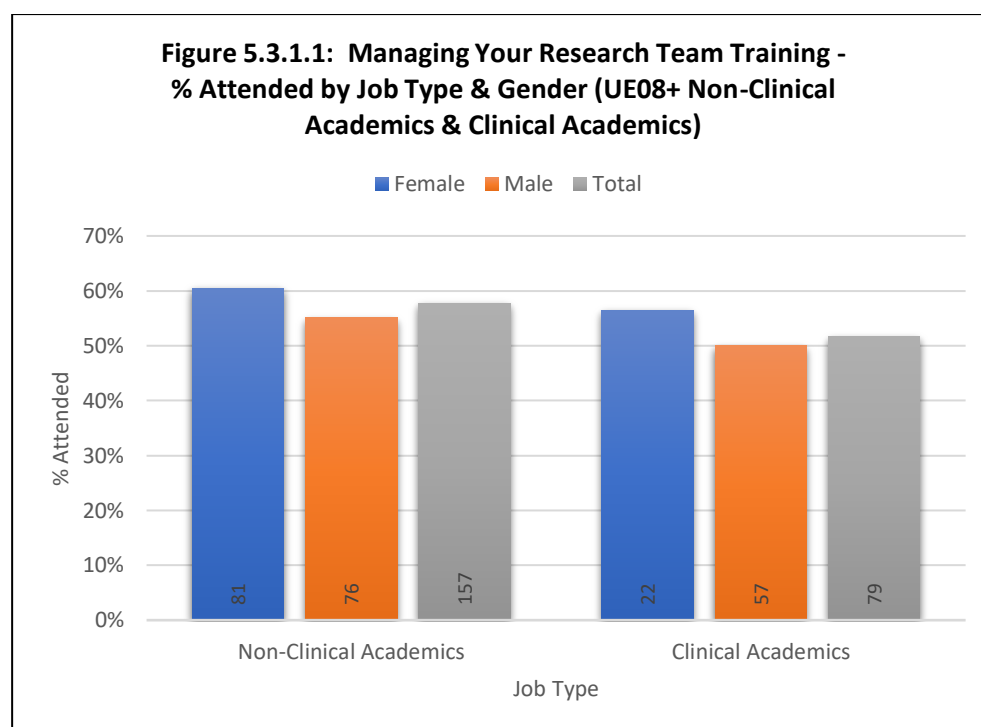
The ***Research Leadership Course***, (SAT led - cross-CMVM) designed in previous SAP for new/aspiring PIs and funded by WTISSF3 funding for another three years in 2019 (**SAP2.2**). Prioritises spaces for PIs with caring responsibilities, unable to attend similar courses elsewhere. Nineteen (12F/7M) researchers undertook this course (January-April 2020), the last 2 sessions and 2021 sessions undertaken online with positive feedback

Career Progression/Development -
UoE/ECMS-SAT offers career development courses/LTF for academic staff. Speakers, including external to UoE, give presentations on topics such as '*Career Progression and Role of Altmetrics'* and '*Post-award grant finance'* with an average attendance of 14-20 people. ECMS-AS activities have resulted in 9 ECMS-funded Aurora attendees (3PS&S/1CA/5NCA) and in 2019, 22 females (39 applicants) within CMVM attended the Ingenious Women programme that empower women in STEMM roles to develop and control their careers.

Training and uptake are displayed in Tables 5.3.1.2-3.

Table 5.3.1.2: Non-Clinical Academic Staff - Training Courses Attended by Category												
Category of Training Course	2014/15		2015/16		2016/17		2017/18		2018/19		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
E&D and UB			55	29	86	53	221	125	170	77	**477**	**255**
Career Progression/Development	149	56	134	56	178	57	190	74	282	198	**650**	**329**
Management / Leadership	79	94	80	71	41	30	59	42	46	36	**146**	**108**
Finance / IT / Health & Safety / Other HR / Other	55	44	73	39	64	46	54	18	122	72	**240**	**136**
Grand Total	**283**	**194**	**342**	**195**	**369**	**186**	**524**	**259**	**620**	**383**	**1513**	**828**

Table 5.3.1.3: Clinical Academic Staff - Training Courses Attended by Category												
Category of Training Course	2014/15		2015/16		2016/17		2017/18		2018/19		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
E&D and UB			16	44	14	24	97	140	15	31	**126**	**195**
Career Progression/Development	13	16	21	8	13	13	17	10	20	12	**50**	**35**
Management / Leadership	24	43	20	59	11	16	5	11	3	5	**19**	**32**
Finance / IT / Health & Safety / Other HR / Other	14	9	4	15	4	18	5	15	9	22	**18**	**55**
Grand Total	**51**	**68**	**61**	**126**	**42**	**71**	**124**	**176**	**47**	**70**	**213**	**317**

Progress and Impact since AS-2015:
⇑ 85% Acad-F(=2015), 93% Acad-M(⇑10%) were aware of UoE training opportunities.
⇑ 83% Acad-F(⇑9%), 89% Acad-M(⇑9%) were encouraged to take up career development opportunities.

Future objectives and actions:

SAP1.1: **Engage ECMS Senior Management to embed AS principles and best practice**

- Describe best practice across Centres and ask HoC where greatest gender disparity is observed, to promote the take up of training opportunities.

SAP2.2: **Embed the Research Leadership Course (RLC) as an annual programme**

SAP2.7: **Early career researcher training**

- Centres with gender disparity will trial a training matrix which has been developed by ECMS with IAD.
- Provide information on career coaching and lobby for more funding.

SAP3.1: **Provide information to all staff**

- Ensure access and career development information provided to all staff.
- Advertise all training and leadership opportunities via newsletters and media.

SAP3.2: **Part-time workers**

- Develop and advertise on-line training, targeting part-time workers.

SAP3.4: **Improve and encourage training**

- Further develop training, improve awareness and encourage uptake.

5.3.2 Appraisal/development review

P&DR annual appraisal supports ALL staff (Acad/PS&S) by reviewing progress against agreed objectives, promotion and career development training needs and setting future objectives (Figure 5.3.2.1). ECMS-AS activities have led to a modified P&DR form to ensure mandatory training (e.g. E&D/UB) and academic and social citizenship including AS-contributions is recorded. Our P&DR check-list (Figure 5.3.2.2) highlights all discussion points required (**SAP1.2/2.1/2.2/3.3**).

Figure 5.3.2.1: P&DR process for ALL staff:

Athena SWAN Bronze & Silver department application v1 Mar 20
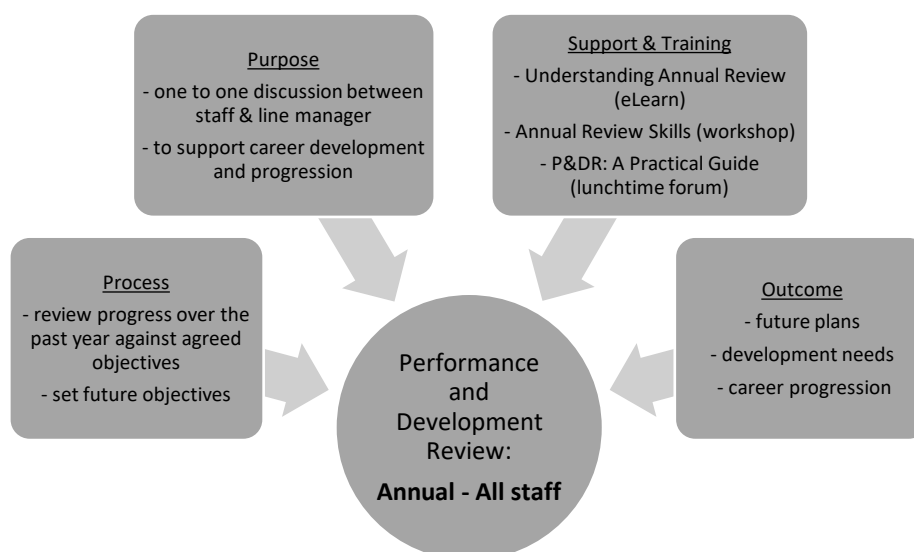
Figure 5.3.2.2: P&DR checklist form circulated to all HoC

HR data and culture-survey indicate gender disparity in some centres for both completion rates and satisfaction with P&DR process. Five centres had staff with <80% satisfaction of the appraisal process (or >10% gender gap). The HoD and HR will inform HoC and LTF will be implemented on training and the P&DR process (SAP1.2).

Overall, 71% Acad-F, 76% Acad-M, 79% PS&S-F and 81% PS&S-M indicated that they had undertaken appraisal training (Table 5.3.2.1).

Table 5.3.2.1: Total Staff Completing Annual Review (P&DR) training – Survey responses						
Period	Non-Clinical Academic Staff		Clinical Academic Staff		PS&S	
	F	M	F	M	F	M
2019	78% (⇑16%)	77% (⇑8%)	63% (⇑11%)	74% (⇑5%)	79% (⇑5%)	81%
2017	62%	71%	52%	69%	66%	79%

The data in Figures 5.3.2.3-4 show completed P&DRs for NCA/CA. No gender disparity is observed in completion rate - 5yr-avg: NCA-F=89% (range=79-93%); NCA-M=91% (range=79-94%); CA-F=95% (range=90-97%); CA-M=95% (range=91-98%). Staff on maternity and long-term sick leave are recorded as 'exceptions'.

Figure 5.3.2.3: Eligible Non-Clinical Academic Staff with P&DR complete

Figure 5.3.2.4: Eligible Clinical Academic Staff with P&DR complete
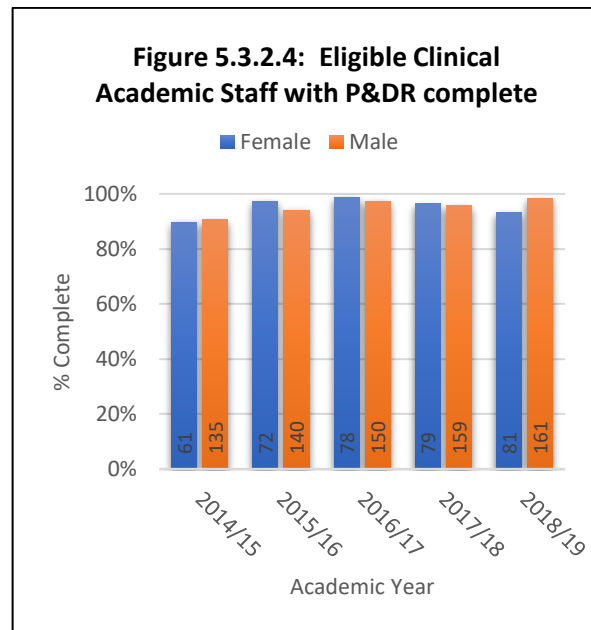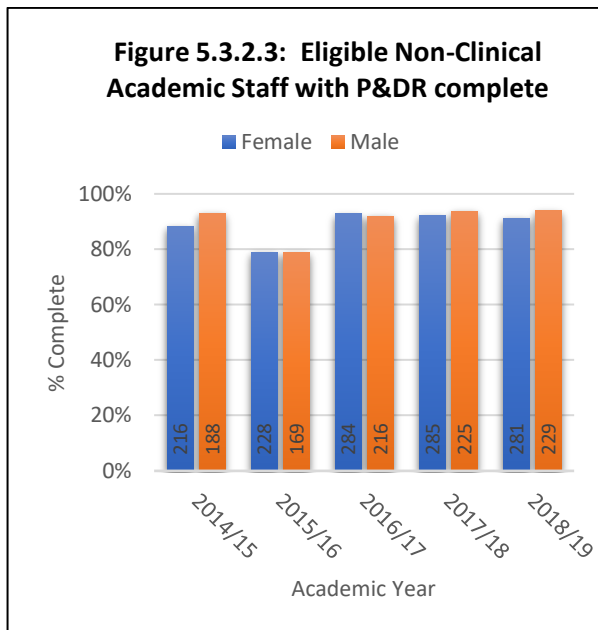
Progress and Impact since AS-2015:
↑ P&DR checklist provides information on conducting P&DR, training links and documentation requiring completion.
↑ Modified P&DR form (HR input) to improve training/mentoring discussions and highlight academic and social citizenship activities.
↑ 83% of Acad staff (80%F-⇑6%/85%M-⇑3%) indicated the annual review was very/quite helpful.

Future objectives and action points:
SAP1.2: ED&I training
▪ E&D and UB and other training placed as objectives during P&DR if not already performed.
SAP2.1: Improve gender balance in academic staff
▪ Discussion of mentoring, training support and personal development needs e.g. grant writing during P&DR process.
SAP2.2: Embed the Research Leadership Course (RLC) as an annual programme
▪ Discussion of Leadership and training during P&DR process.
SAP2.5/2.6: Improve successful promotion/ career progression applications
▪ P&DR discussion with staff at the top of their grades for 5 years, about plans, support for career progression and development opportunities. HoC informed when P&DR rates unsatisfactory/not positive including gender differences.
SAP3.3: Work Allocation Model and career roles
▪ WAM and new P&DR form allows documentation of teaching/supervision and discussion of academic/social citizenship - community achievements/contributions/ responsibilities.

5.3.3 Support given to academic staff for career progression

✓ ECMS participated in pilot UoE-wide scheme, **Mentoring Connections** (previous SAT Chairs are Mentoring Connections Champions) - now embedded and open to **ALL** UoE staff (**SAP3.5**).
✓ ECMS developed/piloted a RLC for 20 new and aspiring PIs and received very positive feedback. WTISSF funding to support this for future years (**SAP2.2**).

> A very useful course, extremely well presented and a great opportunity to meet others in the same career position as myself and facing the same challenges.

Male UE08 participant of Research Leadership Course

✓ New PIs attend ECMS developed ***Managing Your Research Team.*** This provides training in managing people (includes E&D training). Develop refresher courses (5yr) covering new topics (**SAP3.4**).
✓ **Lunchtime-forums** on topics such as 'Flexible working', 'How to run a successful viva', 'Post-award grant finance', 'Academic promotions'. Run at all ECMS campuses - new topics suggested by AS-A (**SAP3.1**).
✓ **Edinburgh Scientific Academic Track (ESAT)** scheme supports outstanding scientists at beginning of their independent research careers, providing facilitated networking and training opportunities and information on funding opportunities/mentoring schemes.
✓ **Post-doc societies** on each campus run career-focused days, showcasing careers, within and outwith academia, and provide peer-to-peer support. CMVM have established a post within IAD (20%FTE, previous SAT member), supporting Early Career Researchers. In 2019, a roadshow was held during 'National Post-doc appreciation week' allowing ECRs face-to-face interaction with university staff from Research Office, IAD, teaching accreditation staff, clinical research and entrepreneurship teams. Subsequently, we ran two workshops: *Careers in Academia* and *Careers beyond Academia* securing internal and external speakers.

> Overall, the workshop was eye-opening and enlightening. I feel much more assured about pursuing an academic career.

Final Year PhD Student - Careers in Academia and Careers beyond Academia

- ✓ Support ECR development - inform of relevant training/support, utilising newly developed ECR network; instigate new leadership skills course (**SAP2.2/2.7/3.5**).
- ✓ ECMS secured WTISSF3 funding to run a pilot ECR career-coaching scheme (6 sessions) involving external coaches with STEMM experience (**SAP2.1/2.7**). Of 33 applications (27F/6M), 10 places were awarded (10F).

> Yes, coaching is going very well. I really enjoy the sessions and I feel we are making good progress, I am astonished by how intense it is as coaching helps me to reflect on a lot of my old decisions and let me question my current situation (in a good and very honest way). I do feel we are working well towards the objectives we set in the first session and I am quite curious about everything else to come.

Career Coaching Female participant

- ✓ UoE runs a four-day ***Leadership Programme*** developing leadership capacity and confidence through interaction with external specialists and University peers (>UE09).
- ✓ **Aurora** - women-only leadership development initiative run by Leadership Foundation for Higher Education. Aurora is designed to enable a wide range of women, in higher education, to engage with leadership development early in their careers (UE07/UE08/ACN2).

> Participation in the Aurora programme gave me the confidence to apply for an internal secondment that interested me but that I did not tick all of the boxes for, I didn't get the advertised job but another was created to allow me to develop my ideas, thank-you Aurora!

Aurora leadership - Female

- ✓ WTISSF3 award (2016-20) has £3.6M earmarked to assist ECRs and support future fellowship applications. Currently, £168K is supporting AS initiatives developed in response to our AS-2017 survey to aid training and support of ECRs (**SAP2.2/2.7/3.5**).
- ✓ COVID-19: ED&I have been increasingly mainstreamed. HoDMGPHS sits on the main UoE decision-making Adaptation and Renewal team to oversee the short and long term effects of the pandemic on all staff. Significant funds are available to ECRs especially those whose research has been adversely affected. A UoE-wide home-working survey analysed by Centre, gender and other protected characteristics was instigated and our aim is to develop ongoing support strategies by understanding the impact of COVID on work-load, sharing of responsibilities, working hours/practice, mental health (**SAP6.1**).

Progress and Impact since AS-2015:

⬆ 77% Acad-F(⇑18%) and 84% Acad-M(⇑12%) agree their workplace provides useful opportunities to be mentored, however gender disparity observed.

⬆ 81% Acad-F(⇑<u>7%</u>) and 81% Acad-M(=2015) agreed they were encouraged to take up training opportunities.

✓ 82% Acad-F(=2015) and 89% Acad-M(=2015) agreed that UoE provides useful networking opportunities.

✓ ECR network has been established with Twitter feed @EdMEDECR and a newsletter showcasing courses and careers relevant to ECR.

✓ Established ECR career coaching.

✓ £168K-WTISSF3 funding supporting AS initiatives focussed on ECR.

✓ 9 ECMS-funded Aurora attendees (3PS&S/1CA/5NCA) and 22 for Ingenious Women.

Future objectives and actions:

SAP2.2: Embed the Research Leadership Course (RLC) as an annual programme
▪ Incorporate new topics from feedback (e.g. mental health, research integrity).

SAP2.7: Early career researcher training
▪ Support and training for ECRs.
▪ Provide information on career coaching and lobby for more funding (**SAP2.1**).

SAP3.1: Information delivery utilising LTF
▪ Provide relevant training LTF.

SAP3.4: Improve training
▪ Develop and advertise on-line training, targeting part-time workers.

SAP3.5: Expand mentoring
▪ Provide access to mentoring and career coaching.

SAP4.3: Medical School ED&I network
▪ Utilise mentoring ideas from other medical schools.

SAP5.2: Survey ESAT fellows
▪ Identify challenges to implement appropriate support/training.

SAP6.1: Impact of COVID-19 on ED&I
▪ Task-force to assess impact in order to develop support strategies.

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

UG Medical Students (MBChB):

✓ In 2020 a new selection process for our MBChB programme selection process was initiated. This involved face-to-face assessments: the aim is to ensure the process is fair, objective and transparent and supportive of widening participation. This was led by SAT member, Prof Marson (Director of Admissions for EMS and Case study) (**SAP4.1**).

✓ Student Engagement Group (Dignity and Respect-D&R) developed - Prof Marson (lead), medical student representatives, medical school administrative staff and tutors.

- ✓ D&R portfolio for MBChB undergraduate students developed seminars, pamphlets and discussion forum (**SAP1.4**).
- ✓ D&R survey across different years of MBChB.
- ✓ ECMS supported MSc project investigating MBChB student experiences of gender discrimination and bias.
- ✓ Results highlighted student experiences of prejudice/lack of respect in interactions with fellow students and clinical teachers leading to:
  - o each year group attends a mandatory D&R presentation.
  - o posters (Figure 5.3.4.1) displayed on notice boards and along corridors that students frequent.
- ✓ Survey results were presented to CAs by Prof Marson at NHS Lothian Grand Round.
- ✓ D&R group aim to improve and enhance student experience and reduce gender inequality (**SAP4.2**) and to provide support for career choices.
- ✓ Medical Schools Network E&DI meeting – reports of other D&R issues - links/task forces established to engender change across the profession (**SAP4.3**).

Figure 5.3.4.1: Posters targeted at UG MBChB students - encouraging them to speak out if they see or experience disrespect; advertising of the LGBT group on EDMED website

Progress and Impact since AS-2015:
D&R principles developed, embedded and accessible to all members of EMS community.

Future objectives and action points:

SAP1.4: Communication of ECMS commitment to AS/ED&I

- Annual presentation and information on D&R to all incoming students.

SAP4.1: Gender parity of MBChB student body

- Monitoring of impact of new admissions process on gender parity in MBChB degree.
- Develop decliner's survey.

SAP4.2: Embed principles of dignity and respect

- Annual lectures on D&R to each year group.
- Report/presentation on student-led experiences of D&R to clinical staff including honorary lecturers and tutors.
- D&R information given to honorary lecturers and tutors.

SAP4.3: Medical School ED&I network

- Multi-university task-force to engender UK Medical School change on D&R in the profession.

PGR students:

In recent national postgraduate research experience surveys (PRES), the 2 Deaneries achieved 85%F/84%M agreement with the statement '*Overall I am satisfied with the experience of my research degree programme*'.

✓ Support PG students to transition into academic posts and other careers. Previous SAT member is *Director of PG Student and ECR Experience* (60%FTE)*,* and leads training and support for CMVM PGR students/ECRs in career choices, including academic career paths (**SAP3.5/4.5/4.8**).

✓ IAD developed a *handbook for new PGR students,* outlining student and supervisor expectations, highlighting training courses and matrix - these are promoted by ECMS (Figure 5.3.4.2).

✓ Numerous training opportunities - *Good Practice in PhD* run by local ECMS PG advisors; *research integrity workshops, thesis-writing* and *viva preparation* workshops; writing; presentation and communication skills - accessed on IAD website.

✓ Local ECMS PG groups established a monthly peer-support group – *CommuniTEA.* PGR students gather for peer discussion: PGR facilitators are trained by EUSA. On average 25 PGR students; (equal F/M ratios) attend these monthly on-site meetings. Feedback has been positive with attendees saying:

Great to vent about your worries/anxieties about upcoming presentations

CommuniTEA PGR peer-support group

Athena SWAN Bronze & Silver department application v1 Mar 20

- ✓ PG-WG identifying gender balance of PG thesis/viva panels.

- ✓ Plans to establish PhD buddy scheme, pairing PhD students with students/ECRs further in their career-path (**SAP4.5**).

Figure 5.3.4.2: 'Starting your PhD' at the Precision Medicine DTP Induction days - Dr Sara Shinton, Head of Research Development, IAD

Progress and Impact since AS-2015:

- ✓ 93%F, 93%M (=2017) agree that staff and PGR students are treated equally on their merits, irrespective of gender.
- ✓ 77%F, 92%M (=2017) agree that there are senior visible role models.
- ✓ 92%F, 96%M (=2017) agree that it's a good place to work with respect to gender equality.
- ↑ 82%F, 91%M agree that there are opportunities to be mentored (⇑8%F).
- ↑ 90%F, 89%M agree that they are being provided and encouraged to network (⇑8%F).
- ↑ 90%F, 89%M agree that they are encouraged to take part in external events (⇑6%M).
- ✓ 90%F, 89%M (=2017) agree that they are encouraged to take part in profile raising activities.

Future objectives and actions:

SAP3.5/4.5: Expand mentoring/peer support

- ▪ Database of mentors for support conversations and ensure senior visible role models of all genders in these peer-support schemes.
- ▪ PG Buddy system for PGR students, particularly new students.

> **SAP4.7: Gender balanced support for PGR students**
> - Discussion of mentoring, training support and personal development needs occurs within thesis committees – ensure pastoral support of same gender is available.
>
> **SAP4.8: PG student support**
> - Extend from our previous SAP of improved maternity leave support scheme (support for UK/EU students irrespective of funding source) to ensure all PGR students have access to sick leave and shared parental leave, in line with RCUK guidelines.

5.3.5 Support offered to those applying for research grant applications

IAD hold regular workshops to support research applications and CMVM Research Support Office provide financial advice/support and run workshops on '*Writing a research proposal*'. LTF on grant finance management ensures applicant awareness of all financial expenditure required for application.

Table 5.3.5.1 suggests a higher percentage of females at more senior grades (UE09-UE10) apply as PI with equal success (Table 5.3.5.2) but UE10-M likely to be awarded larger value grants (Table 5.3.5.3). The Big Grant Club, a new programme developed by UoE Vice-principal/ECMS-AS member aims to identify why females do not apply for big grants (£5M+) and to improve female engagement in leading large-scale research programmes.

For UE07/UE08 staff there are year-on-year variations in grant success-rates (only 3 years' data available). ECMS supports staff through this process: LTF highlight grant writing support available, especially for large grants (**SAP3.1**).

Information on personal research fellowships is inconsistently collected. We plan to establish consistent data collection, working with CMVM Research Grant office (**SAP5.1**).

Table 5.3.5.1: Percentage of Research Staff Applying as PI on a Research Application								
Academic Year	**2016**		**2017**		**2018**		**2019**	
	F	M	F	M	F	M	F	M
UE07	4%	8%	5%	6%	8%	7%	5%	3%
UE08/ACN2	21%	27%	23%	22%	26%	26%	16%	13%
UE09/ACN3	60%	58%	69%	41%	52%	42%	41%	38%
UE10/ACN4	72%	61%	66%	55%	58%	58%	52%	44%

Table 5.3.5.2: Percentage Successful Applications by Grade & Gender of PI

(only 3 years data currently available)

	Gender	UE07			UE08/ACN2			UE09/ACN3			UE10/ACN4		
		Number of successful application as PI	Number of applications submitted	Percentage Successful	Number of successful application as PI	Number of applications submitted	Percentage Successful	Number of successful application as PI	Number of applications submitted	Percentage Successful	Number of successful application as PI	Number of applications submitted	Percentage Successful
2016	F	7	20	35%	21	52	40%	23	45	51%	68	102	67%
	M	5	14	36%	33	84	39%	21	43	49%	131	227	58%
2017	F	7	20	35%	34	69	49%	13	40	33%	75	121	62%
	M	5	17	29%	20	61	33%	15	38	39%	129	230	56%
2018	F	8	29	28%	20	67	30%	10	26	39%	42	98	43%
	M	7	15	47%	27	58	47%	10	24	42%	92	221	42%

Table 5.3.5.3: Monetary Value (£) of Successful Grant Awards by Grade & Gender of PI

Academic Year	2017		2018		2019	
	F	M	F	M	F	M
UE07	0.29M	1.24M	0.78M	0.32M	0.29M	0.21M
UE08/ACN2	6.25M	5.57M	3.06M	7.9M	3.45M	2.68M
UE09/ACN3	3.0M	5.11M	4.72M	3.70M	0.66M	0.96M
UE10/ACN4	36.5M	69.3M	27.57M	53.52M	12.82M	37.2M
Total	**46.0M**	**81.31M**	**36.13M**	**65.42M**	**17.22M**	**41.13M**

UoE launched Worktribe (2016), a cloud-based package to support research management from project idea through to closure that incorporates mandatory 'peer-review' of all grant applications prior to submission. Majority of ECMS fellowship applicants (or funding applications with interviews) receive mock interviews.

Support given following unsuccessful grant applications is anecdotal – aim is to improve this through discussion with senior staff/HoC (**SAP2.1**).

> **Progress and Impact since AS-2015:**
> ✓ Expansion of courses provided to support academic staff to apply for grant-funding
> ✓ Development of 'Big Grant Club' to support F-AC to apply for large grants

Future objectives and action points:

SAP2.1: Career support for academic staff

- Advertise coaching and Lean-In support mechanisms.
- Unsuccessful applications for significant funding signals discussion with HoC or other senior staff to explore reviewer feedback and develop a funding action plan – targeting senior Acad-F, to improve large grant applications.

SAP3.1: Provide relevant Information to all staff via lunch-time forums

- e.g. research grant writing skills, what to do when a grant submission is unsuccessful, applying for large grants.

SAP5.1: Data collection and analysis

- Work with CMVM Research Office to ensure consistent data collection regarding fellowship applications and unsuccessful grant applications.

C. Career development: professional and support staff

5.4   Career development: professional services and support staff:

SUMMARY: 75% PS&S staff are aware of training opportunities (74%F/76%M), less so of mentoring opportunities (PS&S-F=61%; PS&S-M=63%).	
TOP FACT: 9% improvement in PS&S-M agreeing they are encouraged to undertake career development opportunities (%F=71%; %M=69%).	**TOP TARGET:** Encourage all PS&S staff to take up training and mentoring opportunities (continuing - **SAP2.6/3.1/3.2/3.4/3.5**).

5.4.1   Training

The University offers various training opportunities (online and face-to-face) and a personal electronic training-record. An *Online Development Toolkit* enables all staff, particularly those in leadership and management roles, to find relevant information and advice on different topics e.g. *time management*, *having difficult conversations* or *effective recruitment*, through to more strategic issues e.g. *innovation*, *developing strategies or partnerships*, *E&D* and *UB*.

Courses described in Section 5.3.1 are generally open to PS&S (Table 5.3.1.2), however, consultations led by PS&S-WG, identified that they are not easily accessible. We will work with IAD to improve this e.g. '*Managing your Research Team*' is now open to research facility managers/PS&S. Our PS&S-WG will identify relevant training opportunities not currently available to PS&S and help implement access (**SAP2.6**).

Table 5.4.1.1: Professional Services & Support Staff - Training Courses Attended by Category														
Category of Training Course	2014/15		2015/16		2016/17		2017/18		2018/19				Total	
	F	M	F	M	F	M	F	M	F	%F	M	%M	F	M
Equality & Diversity			73	20	120	24	375	80	251	46	51	33	**746**	**155**
Career Progression/Development	46	8	151	13	96	12	126	19	188	35	38	25	**410**	**69**
Management / Leadership	31	9	60	13	38	6	48	5	16	3	3	2	**102**	**14**
Finance / IT / Health & Safety / Other HR / Other	142	41	336	65	367	83	184	28	256	47	73	47	**807**	**184**
Grand Total	219	58	620	111	621	125	733	132	711		165		2065	422

PS&S staff E&D/UB training completion rates (Figure 5.4.1.1/2) has increased significantly but are relatively low (SAP1.2). Greater proportion of PS&S-F undergo training than males for Management/Leadership and Career Development (Table 5.4.1.1).

Figure 5.4.1.1: E&D and UB Training - PS&S Staff

Figure 5.4.1.2: E&D and UB Training - PS&S Staff (2014 and 2019)
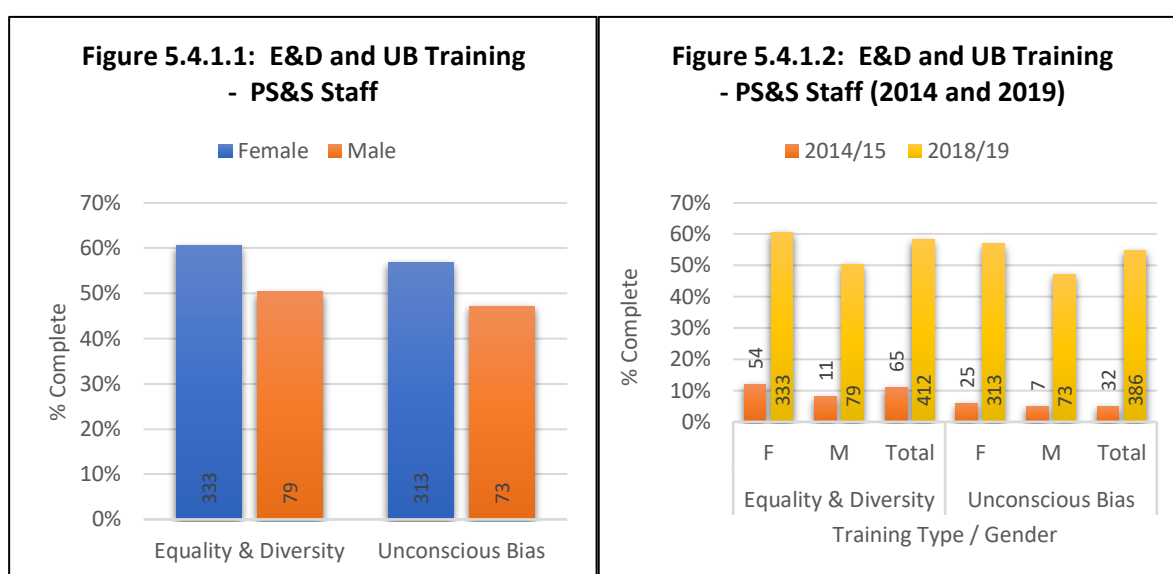
A PS&S workshop indicated that many PS&S were not aware that Mentoring Connections was available or thought a 'larger and more varied pool of mentors' was required. However, Mentoring Connections reports that 72% (72%F/28%M) of the mentors are UoE PS&S staff, including ECMS staff (74%F/26%M)(SAP3.5).

In 2020, the Principal was awarded an 'Employer Champion' award for the University's support of Professional Registration (https://www.ed.ac.uk/news/2020/edinburgh-awarded-employer-champion-status). Since 2017, 6 modern apprentices (3F/3M) have been recruited in ECMS. Four successfully obtained their qualification and 2 are working towards a qualification. Following completion, 3 been offered contracts within the University (1F-PT/2M).

Comms-WG and LTF (SAP3.1/4.6) will publicise the staff scholarships to enable part-time PG study for career enhancement within UoE; since AS-2015: 46 staff scholarships awarded within ECMS - 39 to female (9NCA-F/9CA-F/21PS&S-F), 7 to male staff (4NCA-M/3PS&S-M).

Progress and Impact since AS-2015:

2019 survey responses very positive - mentoring and training/career progression are target areas.

↑ 74%F, 76%M staff aware of training opportunities (=2017).

↑ 61%F, 63%M staff aware of mentoring opportunities (=2017).

↑ E&D training - 61%F (⇑49% since 2015), 50%M (⇑48% since 2015); UB training - 57%F (⇑51% since 2015), 47%M (⇑42% since 2015).

↑ 79%F (⇑13% since 2017), 81%M (=2017) staff have undertaken P&DR training.

↑ 22%F (=2017), 30%M (⇑14% since 2017) staff have undertaken leadership and management training.

↑ 71%F (=2017), 69%M (⇑11% since 2017) agree they were encouraged to take up career development opportunities.

Future objectives and actions:

SAP1.2: ED&I training

▪ Encourage all PS&S staff to uptake E&D/ UB training utilising PS&S AS-A.

SAP2.6: PS&S requirements for career satisfaction and advancement

▪ Advertise and promote, coaching, lean-in circles and mentoring.

▪ Work with IAD to improve access to training courses/workshops relevant to PS&S.

▪ Information on training given out at admin and technical forums.

SAP3.1/3.5: Advertise mentoring

▪ PS&S forum with *Mentoring Connections* team to ensure that all staff are aware of breadth and skill-base of mentor pool.

5.4.2   Appraisal Development Review

PS&S staff receiving an annual P&DR has increased: PS&S-F=91% (range=87-94%); PS&S-M=92% (range=85-96%) (Table/Figure 5.4.2.1). However, 2018/19 percentage F completion rate dropped by 5%. We will improve completion rates and HoD will contact HoC when rates <95% (**SAP2.6**).

Table 5.4.2.1: Professional Services & Support Staff Eligible for Appraisal by Gender							
Year/Type	**Female**			**Male**			
	Review Not Complete	**Review Complete**		**Review Not Complete**	**Review Complete**		**Grand Total % Complete**
		Number Complete	**% Complete**		**Number Complete**	**% Complete**	
2014/15	40	341	90%	7	113	94%	**91%**
2015/16	53	356	87%	18	102	85%	**87%**
2016/17	27	395	94%	10	111	92%	**93%**
2017/18	25	414	94%	5	115	96%	**95%**
2018/19	45	380	89%	8	115	93%	**90%**

Figure 5.4.2.1: Eligible Professional Services & Support Staff with P&DR complete
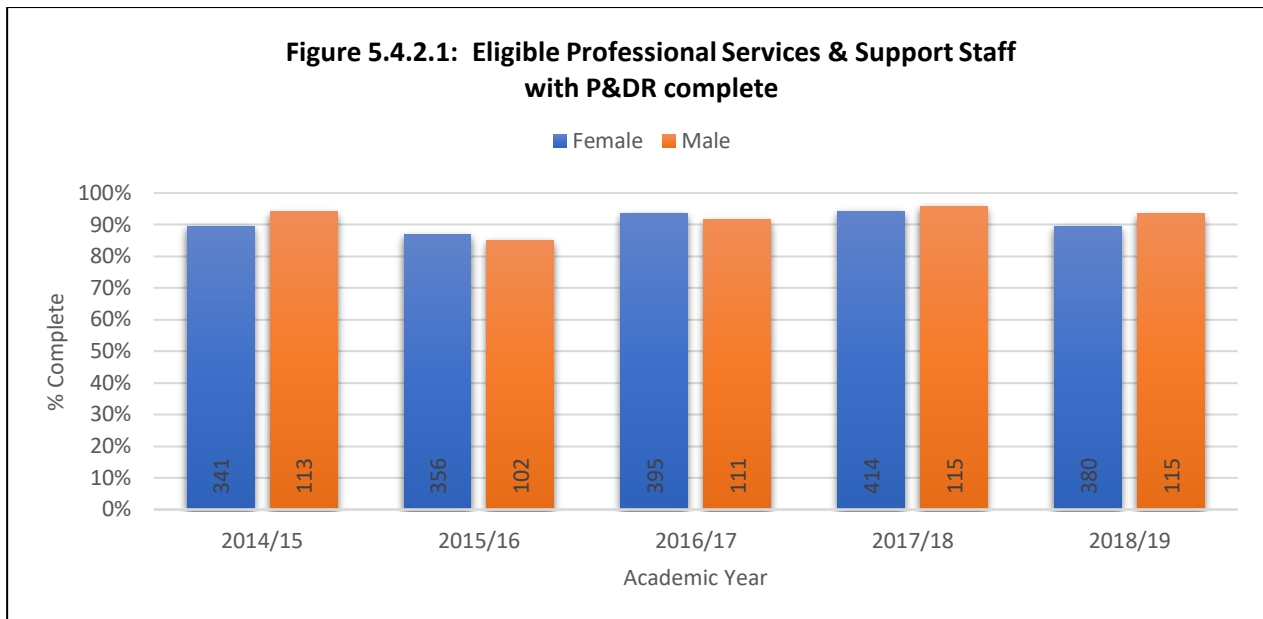
Annual Review training courses have been completed by 342 PS&S-F and 65 PS&S-M. This covers why annual review is important, how to prepare, the meeting itself, what should happen afterwards, and who is responsible. It also includes information about what Annual Review is not.

Progress and Impact since AS-2015:
- ✓ 5-year avg completion across centres: PS&S-F=90% (range=84-97%); PS&S-M=91% (range=73-100%).
- ↑ Survey results indicate increase in P&DR training - PS&S-F=79% (⇑13%); PS&S-M=81% (=2017).
- ↑ 70%F (=2017), 60%M (⇑10%) indicate a useful P&DR, with gender disparity observed.
- ↑ Avg across Centres for respondents having useful P&DR=68%F (range=53-79%); 62%M (range=36-75%). 3 Centres with >10% gender disparity (**SAP2.6**).

Future objectives and actions:
SAP2.6: PS&S requirements for career satisfaction and advancement
- ▪ P&DR utilised to promote training, mentoring and career development using career toolkit.
- ▪ HoD will inform HoC if completion rate <90%.
- ▪ HoD will inform HoC when Centres have <65% useful P&DRs.

SAP3.1: Provide relevant Information to all staff via lunch-time forums
- ▪ e.g. utilising P&DR process to discuss training and career development.

5.4.3 Support given to professional and support staff for career progression

We aim to improve awareness of Mentoring Connections by LTF/PS&S forums (**SAP2.6/3.5**). We have secured funding for PS&S external coaching in 2021.

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UoE has developed a specific Careers website for PS&S staff (Figure 5.4.3.1), which we will promote via our website, newsletters, ambassadors and LTF.

Figure 5.4.3.1: New UoE 'Planning my Career' website
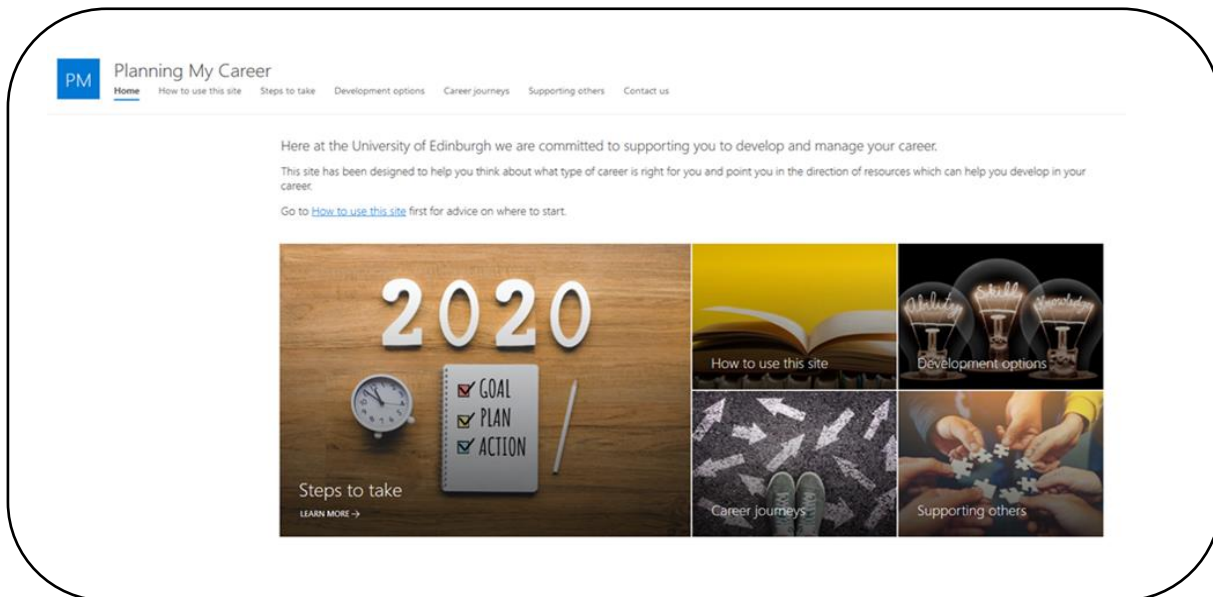
PS&S-WG identified a lack of clarity on procedures and time-scales for PS&S career progression. With HR, PS&S career progression workshops are in progress. These will be run bi-annually, one coinciding with application calls. Our PS&S-WG will liaise with HR to ensure that regrading/career progression takes account of all contributions (**SAP2.6**). Careers' service have been invited to give LTF specifically geared towards PS&S (**SAP3.1**).

Progress and Impact since 2015:

↑ CMVM committed £10K funding to ECMS to develop external career-coaching for PS&S.

Future objectives and actions:

SAP2.6: PS&S requirements for career satisfaction and advancement
- Improve career progression/regrading information with HR.
- Improved feedback from career progression panels from senior PS&S observers.

SAP3.1/3.5: Provide relevant Information to all staff via lunch-time forums and expand mentoring
- e.g. training, mentoring, utilising P&DR process to discuss training and career development and options.

D.   Flexible working and managing career breaks

5.5   Flexible working and managing career breaks

SUMMARY: Most staff (Acad/PS&S) agree their line manager supports their need to work flexibly (Acad-F=95%; Acad-M=97%, PS&S-F=95%, PS&S-M=93%).	
TOP FACT: All applications for flexible working approved (Total=153 – 120F/33M).	TOP TARGET: Develop down-loadable online parental support booklet containing information about family friendly policies/support (by 2021 - **SAP3.6**).

5.5.1   Cover and support for maternity and adoption leave.

HR arrange a one-to-one consultation with staff (Acad/PS&S) upon notification of pregnancy or adoption-match. Meetings cover available support; actions at key milestones; risk assessment (for safe laboratory work); voluntary keeping-in-touch (KIT) days; shared parental leave; flexible working. Staff are also directed to online resources (e.g. maternity check-list, maternity leave tool-kit, maternity calculator, SPL guidance) (Figure 5.5.1). ECMS informs staff of these processes via website, newsletters and LTF, with plans to develop a downloadable parental support booklet (**SAP3.6**).

Figure 5.5.1: Maternity Leave Tool-kit
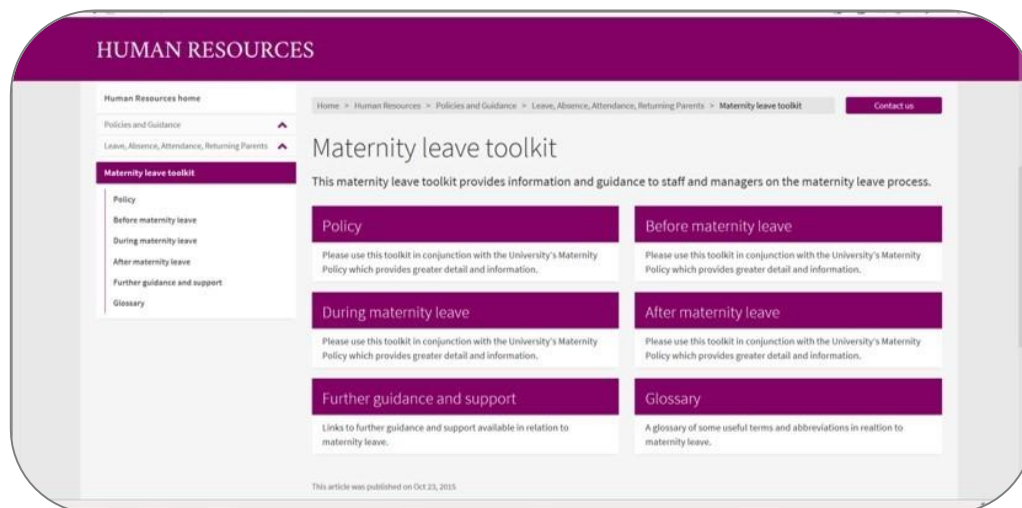
College of Medicine and Veterinary Medicine

Maternity Checklist – employee

Name: _____ School / Deanery /Unit _____

EWC: _____ Start date _____

To do – before maternity leave	Guidance	√
Read the University maternity leave policy. Think about when you want your maternity leave to start and which pay option you would prefer.	http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Maternity-Policy-.pdf	
Refer to the maternity toolkit for more information and guidance about each stage of your pregnancy and maternity leave	http://www.ed.ac.uk/human-resources/policies-guidance/leave-absence/maternity-toolkit	
Notify your line manager and HR (mvmadmin@ed.ac.uk) that you are pregnant. Confirm your due date and if you have decided when you would like your maternity leave to start and payment option.	http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Maternity-Policy-.pdf See sections 4.3 and 5.2	
Ask your manager about having a risk assessment to make sure you are working safely during your	http://www.docs.csg.ed.ac.uk/Safety/ra/MA1_notes.pdf	

Find out if your role will be covered during your maternity leave. Do you need to input to job role / handover? Or Agree with your manager which elements of your work need to continue in your absence. Consider if there are any projects that should continue, what cover is required and any timelines to be met while you are on maternity leave.	http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Maternity-Policy-.pdf The work planning toolkit can be used with your manager to help you plan what will happen before and during your leave. A template is provided in the Planning and Preparing for Leave section of the toolkit. http://www.ed.ac.uk/human-resources/policies-guidance/leave-absence/maternity-toolkit/before-leave
Provide HR with your MATB1 when you receive it from your midwife or GP. Make sure the name on your MATB1 is the same name that you are known by University	MATB1s are usually given by your midwife at about 20 weeks You must provide HR with your MATB1 by 15 weeks before your EWC HR must have the original MATB1 and cannot accept a copy
If you wish to change the start date of your maternity leave due to unforeseen circumstances notify your manager and HR at the earliest opportunity.	http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Maternity-Policy-.pdf See section 5.3
If applicable arrange to suspend your parking permit while you on maternity leave.	Contact transport@ed.ac.uk
If you would like to be matched with a parent buddy for informal support and advice contact HR to find out more information.	https://www.ed.ac.uk/medicine-vet-medicine/staff-and-current-students/equality-diversity/athena-swan/parent-buddy-scheme

5.5.2 Cover and support for maternity and adoption leave: during leave

All staff (Acad/PS&S) are entitled to occupational maternity/adoption pay regardless of length of service and UoE operates *enhanced payment options.* Staff can utilise KIT days to attend meetings/events/conferences/training. Private rooms are available for feeding or expressing milk - equipped with a fridge and comfortable seating. Previous SAP initiated 'Caring for Carers' grants, available to ALL staff utilising KIT days and we have ensured that staff making informal visits with babies are welcomed. At our IP3 meeting one ECMS couple, both attended with their 3-week-old baby. We have compiled a toy collection for small children attending academic events with parents.

A **Maternity Leave Work Planning Template** was developed during AS-2015. This describes arrangements to progress research and/or projects whilst on leave. ECMS was awarded WT-ISSF3 funding (£50K) to support return to productive research via a range of resources, including technician time for returners. Applications are assessed by SAT and HoD and 1 already awarded to post-maternity returner (**SAP3.7**).

5.5.3 Cover and support for maternity and adoption leave: returning to work

HR contact staff during leave, reminding them of support available when planning their return, including car parking, childcare vouchers/tax-free childcare and arrangements for expressing and storing breast milk.

Our Carers' grant initiative **enables ALL staff** with caring responsibilities to attend conferences or training days, allowing another carer to travel or to pay for additional care. Twelve have been awarded (11F/1M), one to an academic couple covering the cost of their children's flights to a research meeting. Although open to all staff, only two PS&S staff applications have been

submitted. We will advertise widely to PS&S staff and plan extending these grants to invited external speakers who have caring responsibilities (**SAP3.8**).

5.5.4 Maternity return rate

Acad/PS&S staff, regardless of service length, can take up to 12 months maternity-leave. Overall, 84% academic staff who return, are still in post after 12 months (92% NCA; 68% CA; 85% PS&S). CA-WG identified the challenges of work-life balance and end of training/career moves (see below) as barriers. Staff with >2yrs service, receive enhanced maternity pay if their contract ends during leave, otherwise they receive Statutory Maternity Pay. Between 2015-2017, 145 maternity-leaves were recorded (70 NCA/37 CA/38 PS&S); 8 resigned during maternity-leave (2 NCA/1 CA/5 PS&S); fixed term contracts ended for 13 (5 NCA/2 CA/6 PS&S). The latter can register on the University's Talent Register for redeployment opportunities within UoE and access University courses to help them develop their career.

Figure 5.5.4.1: Maternity Returners in Post after 6, 12 & 18 Months (for Staff with Babies due 2014 - 2017)
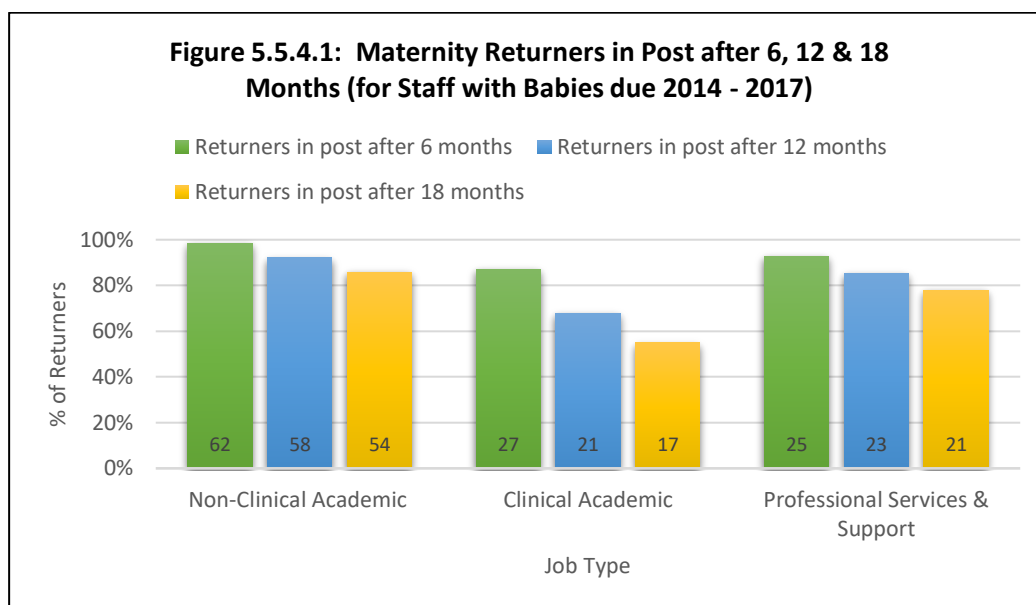
87% returning CAs were in post after 6 months, yet 55% (17) remained after 18. Our CA-WG identified factors such as female CAs completing PhDs and returning to full-time NHS contracts and the challenges faced (see quotation). We will ensure that CA staff are aware of the support (pastoral/financial) mechanisms available on return (**SAP3.7/3.8**) and of our new action - Return to Academia support (**SAP3.9**).

> In terms of the drop off after maternity leave, I would assume it takes time for people to decide whether the reality of balancing the three conflicting responsibilities of parenthood, clinical and academic work is right for them. I think this is probably a very vulnerable time, priorities change and I know quite a few colleagues who have stepped out at this point.

Female Clinical Academic ACN2 - new parent

ECMS instigated HR collecting information on returners for staff with babies born 2015-2017 (Figure 5.5.4.2). Three CAs reached end of their training and did not return to UoE employment.

Figure 5.5.4.2: Status Directly after Maternity Leave (Staff with Babies due in 2014 - 2017)

Legend:
- Returned from Mat leave
- Resigned during Mat leave
- Contract Not Renewed during Mat leave (Redundant)
- Contract Not Renewed during Mat leave (End of Training)

Job Type	Returned from Mat leave	Resigned during Mat leave	Contract Not Renewed (Redundant)	Contract Not Renewed (End of Training)
Non-Clinical Academic	63	2	5	
Clinical Academic	31	1	2	3
Professional Services & Support	27	5	6	

Y-axis: % Of Maernity Leave Staff; X-axis: Job Type

5.5.5 Paternity, shared parental, adoption, and parental leave uptake

Seventy-seven male and 1 female member of staff have taken paternity leave (renamed to Partner Leave in April 2019) over the period - 48 NCA, 13 CA and 17 PS&S (Table 5.5.5.1). Partner leave is promoted through the E&D newsletter and training.

Paternity pay entitlement was increased to two weeks' full pay with effect from June 2018 with widespread communication. This caused significant recording/uptake of paternity leave in 2018/19 – previously, anecdotal evidence suggested paternity leave was taken, but not formally recorded.

Table 5.5.5.1: Paternity Leave Summary by Year, Gender & Grade					
Year	Staff Type	F	M	Grand Total	Grades
2014/15	Non-Clinical Academic		6	6	UE07 (3); UE08 (3)
	Clinical Academics		4	4	ACN2/AMN2 (3); ACN3/AMN3 (1)
	Professional Services & Support Staff		6	6	UE04 (1); UE06 (2); UE07 (3)
2015/16	Non-Clinical Academic		10	10	UE07 (6); UE08 (3); UE09 (1)
	Clinical Academics		1	1	ACN3/AMN3 (1)
	Professional Services & Support Staff		2	2	UE07 (2)
2016/17	Non-Clinical Academic	1	11	12	UE06 (1); UE07 (9); UE09 (1); UE10 (1)
	Clinical Academics		3	3	ACN2/AMN2 (2); AMN3 (1)
	Professional Services & Support Staff		4	4	UE05 (1); UE06 (1); UE07 (2)
2017/18	Non-Clinical Academic		4	4	UE06 (1); UE07 (2); UE08 (1)
	Clinical Academics		3	3	ACN2/AMN2 (2); ACN3/AMN3 (1)
	Professional Services & Support Staff		1	1	UE07 (1)
2018/19	Non-Clinical Academic		16	16	UE07 (13); UE08 (2); UE09 (1)
	Clinical Academics		2	2	ACN2/AMN2 (2)
	Professional Services & Support Staff		4	4	UE05 (2); UE07 (1); UE08 (1)
Grand Total		1	77	78	

Shared Parental leave (SPL), with enhanced SPL pay has been taken by 13 NCAs (11F/2M), 7 CAs (7F/0M) and 3 PS&S (2F/1M) over the past 4 years. We promote the SPL policy via our E&D newsletter and regular LTF covering all family friendly policies. Our Inspiring People 3 event included a well-received talk by a senior male who had taken SPL.

Adoption Leave: Three staff have taken adoption leave in the last 3 years: 1M-CA (ACN3) and 2F-NCA staff members (UE08/UE09).

Progress and Impact since AS-2015:
- ✓ 12 carers' grants awarded (Acad/PS&S staff) – 11F/1M.
- ✓ Secured £50K to support parental returners.
- ✓ 1 flexible returners' award awarded.

Future objectives and actions:

SAP3.6: Accessible family friendly policy information
- Information on policies delivered to all staff via booklet and other media.

SAP3.7/4.3: Support for parental returners
- Advertise and provide flexible £10K awards to help support returners from parental leave.
- Develop with HR, a bi-annual maternity/paternity/adoption/parental-leave returners' survey to document and expand support received during and on return from leave.
- ED&I Medical Schools network - compare CA returner's data with other medical schools to determine if consistent with National data.

SAP3.8: Expand the carers' scheme
- Advertise Carers' grant to provide support for those on maternity leave.
- Expand Carers' grant to include invited external speakers

SAP3.9: Support for 'Return to Academia'

5.5.6 Flexible working

All 202 formal requests for flexible working made since 2014 (161F/41M) were approved.

Table 5.5.6.1: Flexible Working Requests Summary by Year (all approved)		Non-Clinical Academic	Clinical Academic	Professional Services & Support	Total
2014/15	Female	6	1	9	16
	Male			3	3
2015/16	Female	7		18	25
	Male	1	2	2	5
2016/17	Female	8	2	24	34
	Male	6	2	3	11
2017/18	Female	11	4	31	46
	Male	3	2	2	7
2018/19	Female	6	2	32	40
	Male	9	1	5	15
Total	**Female**	**38**	**9**	**114**	**161**
	Male	**19**	**7**	**15**	**41**
	Total	**57**	**16**	**129**	**202**

Applications have increased by 189% since 2014/15. Females form the majority of requests (80%), with increasing applications from senior (UE09-UE10&ACN3-4) staff (2014/15=0, 2018/19=4) including males (2018/19=3) indicating growing awareness and acceptance of flexible working arrangements (Table 5.5.6.1).

Over the past 30 years I have had parental leave, mat leave, flexible working. However, most recently from April to current I am on compressed hours (I don't work Monday's) due to caring responsibilities for my elderly parents, especially my mum who is losing her memory. I use my Mondays to take her shopping going for coffee and I started to volunteer at our community centre.

Female PS&S staff member

Figure 5.5.6.1: Carers' Webpage
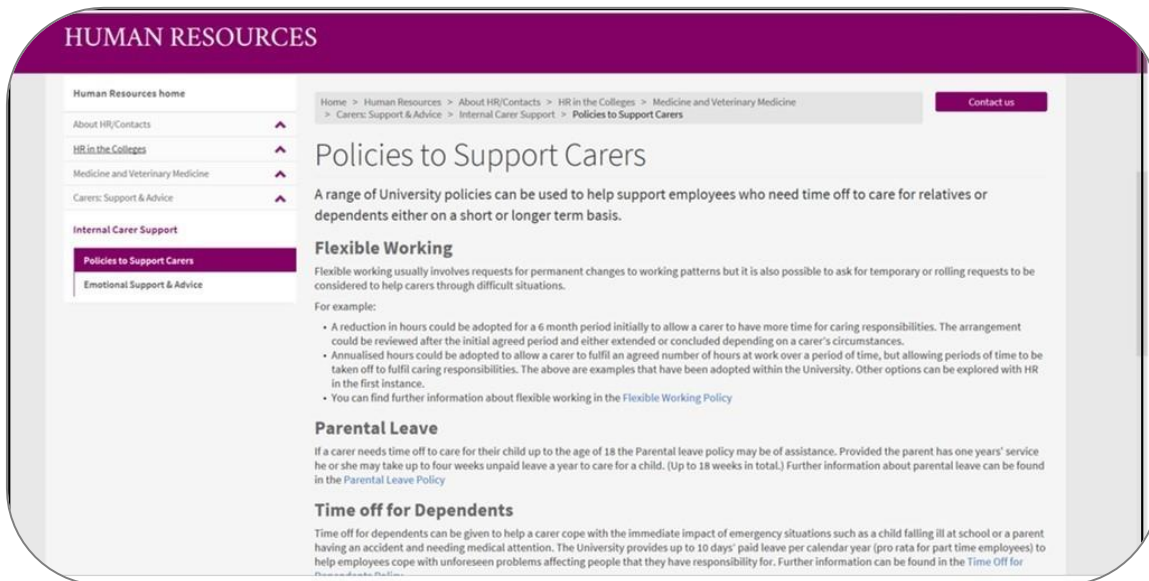
Progress and Impact since AS-2015:

↑ Carers' Week survey indicated **75%** of 161 carers (124F/37M; ages 40-54; 5% of total staff) agreed that flexible working arrangements would make a difference in managing their work and caring responsibilities (**SAP3.10**).

↑ Developed Caring for Carers Guidance/webpage (Figure 5.5.6.1) highlighting flexible working policies.

↑ LTF - 'Supporting Carers', for staff who have flexible arrangements.

↑ Managing your Research Teams training includes flexible working session.

↑ Workshop entitled '*The creativity and challenges of being a part-time researcher'* – 27=24F/3M researchers attended (UE05-UE09); 92% of responses indicating the topics (career development, job-share, equality, part-time benchwork) were well received. Feedback suggested a University job-share site (**SAP3.2**).

I worked full-time until my third child was born, 50% for the next 2 years until my youngest went to nursery, 67% for the following 10 years until my youngest went to high-school, 80% for 4 years, 90% for 1 year and have recently just returned to full-time compressed hours so that I still have Friday afternoons off.' As the main carer for our children with no local family support, this flexibility made a huge difference to the quality of our family life.

Female UE10 NCA staff member

Staff may increase their hours to full-time through the Flexible Working policy, giving the option of a trial period before commitment to long-term change.

Our survey demonstrated areas of improvement for PT staff but also highlighted areas where more support is required. Support is given in form of LTF (SAP3.1), targeted training (SAP3.2). Mentoring Connections (SAP3.5) can focus on work-life-balance and career development issues.

Progress and Impact since AS-2015: Comparison of PT vs FT staff culture survey responses				
AS Culture Survey Questions: (Percentage difference >5% from 2017 survey highlighted)	**2019**	**2019**	**2019**	**2019**
PT= part-time; FT=full-time	**%PT-F**	**%PT-M**	**%FT-F**	**%FT-M**
My work-load is fair compared to my peers	90(⇑9%)	95	82	87
I am encouraged to be involved in profile-raising activities	65 (⇓5%)	85 (⇑8%)	76	84
Men and women are equally able to take part in internal activities	93	97	90	95
My workplace provides me with useful opportunities to be mentored	63	86	73	79
Staff and students working/studying flexibly have the same opportunities	79	94	78	86
Part-time staff and students have the same opportunities	73	91	78	85
In general, meetings and seminars take place between 10am-4pm	78	97(⇑8%)	80(⇑5%)	81

Future objectives and action points:

SAP3.1: Information provision
▪ LTF on flexible working and training/support available for part-time workers.

SAP3.2: Part-time workers
▪ Work with IAD/HR to develop/advertise on-line training.
▪ Work with HR to develop and advertise a job-share site for UoE employees.

SAP3.5: Expand mentoring

E.   Organisation and culture

5.6   Organisation and culture

SUMMARY: 95% of staff believe UoE is a good place to work from gender equality viewpoint (Acad-F=92%; Acad-M=98%; PS&S-F=95%; PS&S-M=94%).	
TOP FACT: Increase in staff agreeing that unsupportive language and behaviour is unacceptable - Acad-F=92% ⇑7%; Acad-M=96% ⇑9%; PS&S-F=92% ⇑4%; PS&S-M=90% ⇑7%.	TOP TARGET: Embed culture of respect and inclusivity in all areas of ECMS (Ongoing - **SAP1.4/1.6/3.1/4.2/4.3/5.1**).

5.6.1 Culture

Development of AS within CMVM recreated E&D committees - regular forum (3 p.a.) to discuss E&D/AS issues, initiatives and good practice. The ECMS Convenors are members, they engage with staff equality networks (e.g. Disabled Staff Network) and relevant external organisations (e.g. Stonewall) to promote inclusion.

Figure 5.6.1.1: Staff celebrating LGBT+ history month within ECMS (Feb 2020)

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Table 5.6.1.1: Survey responses on culture				
	% F		**% M**	
Question	**Academic**	**PS&S**	**Academic**	**PS&S**
In general, staff and postgraduate research students are treated equally on their merits, irrespective of their gender.	88% (⇑7%)	88% (=2017)	95% (⇑6%)	90% (⇑7%)
Departmental social activities (e.g. parties, team building) are welcoming to all colleagues, regardless of gender.	96% (=2015)	96% (=2017)	98% (=2015)	97% (⇑8%)
Overall, from a gender equality point of view, do you think the university is a good place to work?	92% (⇑7%)	95% (=2017)	98% (⇑11%)	94% (=2017)

2019 survey data indicates cultural changes within ECMS since AS-2015 (Table 5.6.1.1).
We continue to support an inclusive, respectful culture across ECMS (**SAP1.4/1.6/5.1**), including through communicating survey results, organising E&D drop-in and information sessions at events during Carers' week and Stress Awareness Day.

Figure 5.6.1.2: Images from Stress Awareness Day

Figure 5.6.1.3: Chairs and Speakers at our IP3

ECMS funded out Inspiring Women (2014); Inspiring Everyone (2016); Inspiring People (2018) days (**SAP1.7**) with high-profile external speakers (Dame Sally Davies, Nancy Hopkins (2014); Dame Jocelyn Bell Burnell, Tom Welton (2014), Sir Jim Smith (2018)). These are open to all staff. For IP3 - 166 registered attendees, 17% male (2016=6%).

Two PS&S staff presented at IP3 - Director of Computing (male), describing shared parental leave and Health and Safety lead (transwoman) discussing mental health and the support, prompting a standing ovation. **100% of respondents rated their experience good/excellent**. Our IP-WG will develop 'Inspiring Research Culture' (online) (**SAP1.7**).

Figure 5.6.1.4: Images taken at a stall at our IP3 day and Health and Safety Director speaking about mental health
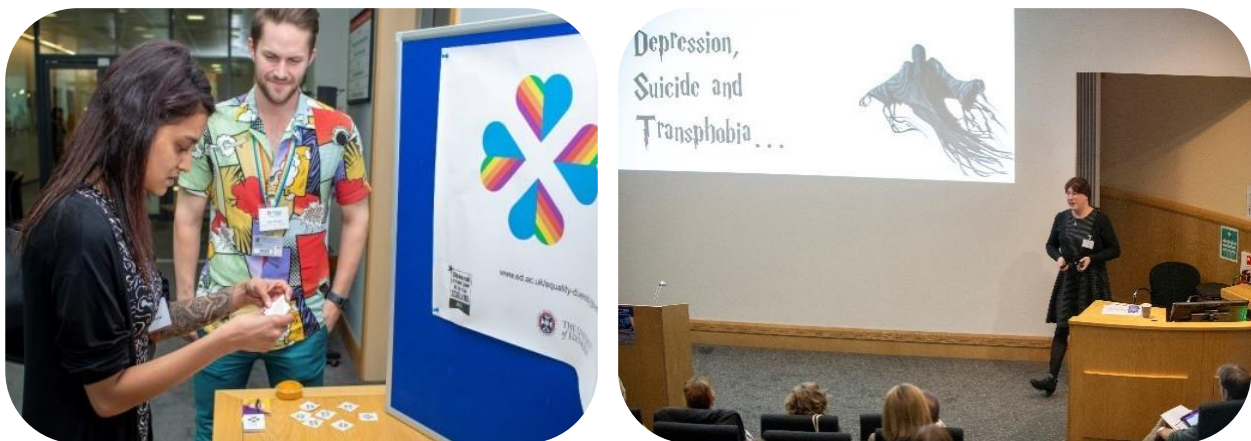
Learnt so much! Fantastic mix of really useful information and personal experiences. Can't summarise it all!

Inspiring People Attendee 2018 (Female)

There is fantastic support available at UoE and a real drive to get even better

Inspiring People Attendee 2018 (Male)

IP3 talks and LTF are on our AS website. 27% of all respondents (25% PS&S-M, 27% PS&S-F, 28% Acad-F and 26% Acad-M) have visited the website; 95% successfully found required information (2017=91%). Since AS-2015 - 8377 views in 2019/20 (⇑1.8% 2018/19). ED&I ethos is cascaded by our biannual AS newsletter – one reader commented that it was a '*Good looking and informative newsletter*'.

COLLEGE OF MEDICINE AND VETERINARY MEDICINE

Athena SWAN Silver Award

We strive to promote a culture of respect and inclusion of people from all backgrounds that nurtures excellence, leadership and innovation

#betterforeveryone

Dear Colleague,

Welcome to the June 2018 issue of the Edinburgh Clinical Medical School Athena SWAN newsletter.

In this issue:

- Inspiring people 3
- Staying silver or going for gold?!
- EqualBITE
- On the Ingenious women course - Peer power - networks, cheerleaders and throwing down ladders
- The CMVM Leadership Programme
- The Research Leader Programme training course
- The CRUK scheme Women of Influence
- Why I am not a feminist - Book Review by Julia Dorin

We hope you will find this newsletter useful.

Athena Swan Committee
College of Medicine and Veterinary Medicine
The University of Edinburgh

Inspiring People 3

Edinburgh Clinical Medical School Athena SWAN

Inspiring People 3

20th September 2018

Wellcome Trust Auditorium, QMRI, Little France

09:30-16:30

The Deaneries of Molecular, Genetics & Population Health Sciences and Clinical Sciences form Edinburgh Clinical Medical School, and are holding this Inspiring People Day to encourage all staff and students to embrace and promote Equality and Diversity as the best way for everyone to achieve their career potential. This third

ECMS AS twitter account **@UofEAthenaSwan** has 1640 followers (2017=1466). It retweets achievements enhancing the visibility of women in STEMM and highlights ED&I issues including around Anti-Racism and COVID-19, with at least 1 daily tweet.

Progress and Impact since AS-2015:
↑ Greater than 90% of staff believe that UoE is a good place to work with respect to gender.
↑ Our Inspiring People days are rated highly and increasing numbers of staff of all genders and roles attend.

Future objectives and action points: SAP1.4/1.6/1.7/3.1/4.2/4.3/5.1
Several SAPs will aid in our overall objective
▪ Embed the culture of respect and inclusivity in all areas of ECMS.

5.6.2 HR policies

HR policies are on UoE website. New/update policies are communicated widely, highlighted in newsletters and discussed at the DMCs (HoCs/AS co-convenor/HR representatives). Trained *Dignity and Respect Advisors* in Deaneries work with staff around bullying, harassment, or discrimination. Information is disseminated through training and LTF (**SAP3.1/3.4**), e.g. family friendly policies.

Progress and Impact since AS-2015:
2019 Survey - significant improvements in policy, culture and legislative questions, although gender disparity observed:
↑ Increases in staff being given clear information about relevant policies – Acad-F=80% (⇑55%); Acad-M=88% (⇑56%); PS&S-F=82% (=2017); PS&S-M=84% (⇑19%).
↑ Increases in staff being kept up to date with changes in relevant legislation or policy - Acad-F=68% (⇑25%); Acad-M=78% (⇑31%); PS&S-F=66% (=2017); PS&S-M=71% (⇑21%).
↑ Increases in staff agreeing that unsupportive language and behaviour is unacceptable - Acad-F=92% (⇑7%); Acad-M=96% (⇑9%); PS&S-F=92% (=2017); PS&S-M=90% (⇑7%).
↑ Increases in staff agreeing that inappropriate images are unacceptable - Acad-F=98% (⇑6%); Acad-M=100% (⇑18%); PS&S-F=98% (=2017); PS&S-M=93% (=2017).

Future objectives and action points:
SAP3.1: Provide relevant information
▪ Ensure **all** staff, are kept up to date with legislative changes and policies in all areas of ECMS.
SAP3.4: Improved training
▪ Working with IAD to develop a refresher *Managing your Research Teams* course specifically addressing bullying/harassment, handling grievances and dealing with instances where unsupportive attitudes are experienced or witnessed.

5.6.3 Representation of men and women on committees

There are College-level and Deanery Management Committees (DMC) (Figure 5.6.3.2; attendance is based on job role. College Strategy Group has improved **female representation improved (2019/2020=54%; 2016/17=50%), exceeding our target (40% of a gender).** Female representation is low on College Research Committee; and a process of deputising has been agreed alongside shadowing/observers (**SAP2.3**).

Female representation has **improved** for DMC membership (⇑**6% - DCS=**8F/16M-33%F; ⇑**24% - DMGPHS=**11F/13M-46%F). 2019 survey responses to *'my workload is fair'* were positive: Acad-F=87% (⇑7%); Acad-M=92% (⇑9%); PS&S-F=81% (=2017); PS&S-M=73% (=2017), with some gender disparity.

We will work with HoC to develop templates for staff to apply/volunteer for committees (**SAP1.1**).

Figure 5.6.3.1: Gender Distribution on Influential Committees

College Decision Making Committees	2019/20	Chair	Female %
College Research Committee (Includes HoD and co-opted members with specific remits (eg grants office))	10F 23M	Dean of Research	30%
College Strategy Group (Includes HoC, Institute Directors, Director of Teaching)	14F 12M	HoCMVM	54%
ECAT Review Committee	2F 3M	HoCMVM	40%
ESAT Review Committee (Includes HoCMVM, Director of Research, ESAT Lead and ESAT fellow HoC (not included in table nos))	2F 1M	ESAT Lead	67%
College ED&I Committee (Includes AS leads and E&D advisors)	17F 3M 1 (gender neutral)	ED&I Chair	81%
College Quality Assurance and Enhancement Committee	8F 46M	CQA Chair	57%
Postgraduate Researcher Experience Committee	19F 20M	Director of PGR	49%
Postgraduate Taught Learning and Teaching Committee	14F 4M	Director of PGT	78%
College Academic Promotions Committee	6F 4M	HoCMVM	60%
College PS&S Promotions Panel	6F 4M	HoPS	60%

● Female ● Male ● Gender Neutral

> **Progress and Impact since AS-2015:**
> ↑ Toward gender parity (>40%) for 6 of 10 committees - overall 57%F across 10 committees (⇑17%) - ⇑7% in F Chairs.

Future objectives and action points:

SAP2.3: Senior Career Paths
▪ Effective deputising to take place of a different gender (and appropriate skill/expertise) and shadowing/observers invited to meetings in senior committees (targeting ones with <40% of a gender).

5.6.4   Participation on influential external committees

Participation in influential external committees are discussed during P&DR. Both academic and PS&S are encouraged to apply for these opportunities. We will improve data capture (**SAP1.1/1.6**).

Progress and Impact since AS-2015:
↑ Consistent/increases in staff agreeing '*they are supported to attend external activities*' - Acad-F=83% (=2015); Acad-M=86% (=2015); PS&S-F=83% (=2017); PS&S-M=78% (⇑12%).
↑ Consistent/increase in staff agreeing 'they are given opportunities to participate in profile raising activities' - Acad-F=77% (=2015); Acad-M=88% (⇑9%); PS&S-F=65% (=2017); PS&S-M=67% ⇑15%).
✓ Gender disparity observed in some Centres - target Centres to provide information on best practice (**SAP1.1/2.1/2.6**).

Future objectives and action points:

SAP1.1: Data collection from Centres
▪ Improve the data collection proforma and provide templates/extract relevant data from PURE (UoE's research management software) for comparison (**SAP5.3**).

SAP2.1/2.6: Career support for staff
▪ 6 Centres were identified with a 10% difference between genders for positive response of profile-raising activities – encourage utilisation of P&DR and best practice highlighted to relevant HoC and local ambassadors, to improve gender parity and increase positive responses to >70%.

5.6.5   Workload model

AS-2015 aimed to develop and assess workload allocation models (WAM). After piloting, one will be utilised for all staff, with percentage allocation across work areas, including citizenship activities. For AS convenors, a 10%FTE work allocation has been given.   A web-based model will be implemented by UoE Information Services (2021).

Progress and Impact since AS-2015:

ECMS staff report their workload is fair –

↑ 87% Acad-F (⇑7%); 92% Acad-M (⇑9%) - range: F=80-94%; M=81-100%.

↑ 81% PS&S-F (=2017); 73% PS&S-M (=2017) - range: F=73-59%; M=54-94%.

✓ Gender disparity observed and 5 Centres where the difference between genders is >10% will be notified (**SAP3.3**).

Future objectives and action points:

SAP3.3: **Work-load allocation model**

▪ Web-based WAM available by early 2021.

▪ HoC informed when large discrepancies in survey responses for 'fair work-load' by gender or grade or role.

▪ Ensure teaching and citizenship are consistently monitored in WAM and therefore highlighted in career progression processes.

5.6.6 Timing of departmental meetings and social gatherings

Under AS-2015, we instigated a reminder on the online room bookings system that regular meetings be held on alternating days to facilitate attendance for part-time/clinical staff. The majority of meetings/seminars are now held within "inclusive hours" (10am-4pm). The exceptions are CA meetings, where clinical commitments need to be taken into consideration.

Many Centres are more inclusive - social gatherings are often alcohol-free and arranged at times and in places to suit those with caring responsibilities (**SAP1.1/1.3**).

However, in 7 Centres (higher CA presence), fewer staff agreed that meetings were inclusive, with gender disparity being observed. Free text comments highlighted the negative impact of a Friday afternoon meeting (state-schools in Edinburgh are closed on Friday afternoons). After discussion, these have been moved; seminars are also recorded and streamed.

Progress and Impact since AS-2015:

ECMS staff report –

↑ 97% Acad-F (⇑7%); 98% Acad-M (=2015); 96% PS&S-F (=2017); 97% PS&S-M (=2017) that departmental social activities (e.g. parties, team building) are welcoming to all colleagues, regardless of gender.

↑ 78% Acad-F (=2015); 84% Acad-M (=2015); 80% PS&S-F (⇑5%); 77% PS&S-M (⇑6%) that meetings, seminars and other events are held within inclusive hours.

✓ Gender disparity observed across Centres for inclusive meetings policy - range: Acad-F=60-84%; Acad-M=72-95%: PS&S-F=68-92%; PS&S-M=45-91%.

Future objectives and action points:

SAP1.1/1.3/1.4/1.6: **Engage senior management, improve communication and inclusive culture**

- Promote an inclusive culture within ECMS by sharing best practice with senior managers– e.g. recording and streaming meetings.
- HoC informed of lower positive responses and gender disparity of >10% and mitigating options discussed e.g. alternate day/timings/live streaming/remote access/recording.

5.6.7 Visibility of role models

Senior role models are visible throughout ECMS, including: the Head of CMVM, College Registrar, Head of the Medical School, Head of IT and both Deans. SAT member Lorna Marson is Director of Admissions for EMS, the Public Engagement lead and Campus Operations Managers are all female. There are more males in senior research Centre roles.

External recognition includes Prof Margaret Frame being awarded an OBE (2018); Prof Hilary Critchley, the Queen's Anniversary Prize and celebrated in a Royal Society of Edinburgh photographic exhibition of outstanding female scientists. These and many other awards, prizes **from all genders and career stages** are celebrated via social media, newsletters and on websites (Figure 5.6.7.1). Other visible role models include Natalie Homer's filming of '*Technician Commitment: 1 year in video'* widely played and Prof Devi Sridhar's and Prof Linda Bauld's high profile engagement in the media during the COVID-19 pandemic.

Figure 5.6.7.1: ECMS AS website

Data collected from HoC on internal/external seminar speakers over the past 3 years is displayed in Table 5.6.7.1.

Table 5.6.7.1: Centre Seminar Speakers (external) by Gender		
Centre	External Speakers 2018/19	%F
CCBS	52 (F x16, M x 36)	31%
CIR	27 (F x11, M x 16)	41%
CRH	22 (F x7, M x 15)	32%
CRM	21 (Fx10, Mx11)	48%
CCVS	18 (Fx8, Mx10)	44%
EDI	6 (Fx4, Mx2)	67%
IGMM	56 (Fx19, Mx37)	34%
UI	15 (Fx7, Mx8)	47%

Disappointingly almost all Centres have <50% female speakers in their seminar series and in 3 Centres, <35%. We will inform HoC when representation is <40%, develop a checklist to improve gender balance (SAP1.6) and advertise our Caring for Carer's grant to facilitate invited speakers (SAP3.8).

Progress and Impact since AS-2015:

ECMS staff report –

⇑ 95% Acad-M (=2015); 93% PS&S-M (⇑9%) that senior women and men act as visible role models.

✓ Decrease for female staff positive responses: 79% Acad-F (2015=84%); 82% PS&S-F (2017=86%).

✓ Gender disparity observed across Centres with regard to visible role models - range: Acad-F=66-91%; Acad-M=93-100%: PS&S-F=69-89%; PS&S-M=82-100%, with 5 centres showing >10% gender disparity.

Future objectives and action points:

SAP1.1/1.4/1.6: Engage senior management and improve inclusive culture

▪ Promote an inclusive culture within ECMS including improving visible role models.

▪ Check-list for seminar/conference organisers to improve gender parity of speakers by having all gender options per subject area.

SAP3.8: Expand Carers' grant scheme

▪ Carers' grant extended to include applications from invited speakers.

5.6.8 Outreach activities

Until 2019, no consistent recording of outreach occurred. Since AS-2015, the SAT has requested information on outreach via HoC and survey, to assess gender bias and ensure accurate consideration at P&DR, WAMs and promotion applications (**SAP3.3/5.1/5.3**).

An average of 32%F and 44%M staff were involved in Public Engagement (PE). Activities involve the general public and both primary/secondary schools (Table 5.6.8.1).

PE has recently been added to promotion evaluation, with exemplars of knowledge exchange on UoE HR Promotions website. We will utilise our LTF and newsletters to raise awareness of this.

Table 5.6.8.1: Outreach and Public Engagement Activities 2018/19			No. of outreach activities delivered to: General Public	No. of Outreach activities delivered to: School-aged children	
	Staff and Students involved in outreach				
	Number	% of gender		Primary	Secondary
Female	344	30%	310	77	122
Male	211	38%	191	39	84

ECMS academics feature in one-minute 'Research in a nutshell' videos which are pitched to an interested layperson. Staff presence on Twitter includes personal and work-based accounts. Staff participate in a range of local (and not so local) outreach opportunities including the Edinburgh International Science Festival, Midlothian, Orkney and Dunbar Science Festivals and the Pint of Science movement.

Many engage with the Science Insights program where 20 pupils from lower socioeconomic backgrounds (93F/24M), spend a week within CMVM (Figure 5.6.8.1). A public lecture series ('Let's talk about Health') is organised by ECMS staff (2F/2M) with lab-tours.

Future objectives and action points:

SAP2.1/3.3: Workload allocation model
- Advertise the importance of Outreach/PE and its consideration for career progression via P&DR and WAMs.

SAP2.1/5.1/5.3: Data collection and PE activities
- Develop proforma to accurately and routinely record outreach activities with UoE Media/ Engagement team.
- Encourage schools to consider gender balance of pupils involved in outreach, to improve visibility of scientific role models to all pupils and promote careers in science to all genders.

Figure 5.6.8.1: ECMS Outreach Activities - Science Insights pupils studying how ultrasound imaging works; IGMM staff at Holy Trinity First School, extracting DNA, talking about disease with 90 pupils ages 6-9; pupils visiting UoE Pathology and finally staff of DMGPHS (including HoDMGPHS) at Scottish parliament event at Edinburgh Science Festival 2019

6. Further information

- ✓ We are founding members of the UK Medical Schools ED&I Network – this provides an invaluable resource to share good practice and broaden discussion nationally on Dignity and Respect between students and clinical tutors highlighted by our survey by SAT member Prof Marson.
- ✓ Previous AS convenor is co-author on publication entitled: *A review of barriers women face in research funding processes in the UK* (https://psyarxiv.com/27mdz/)

Three of our most visible senior female role models within ECMS including HoDMGPHS (Prof Sarah Cunningham-Burley), corresponded to Nature, highlighting the potentially discriminatory criteria by which funding bodies appear to allocate funding. They state *'Efforts to promote diversity in science will fail if the exemplar of a successful scientist is so narrowly defined*.' The letter has received positive responses from The Wellcome Trust, CRUK and MRC, starting a much wider conversation about equal support for all researchers not just those with so-called 'winning qualities'.
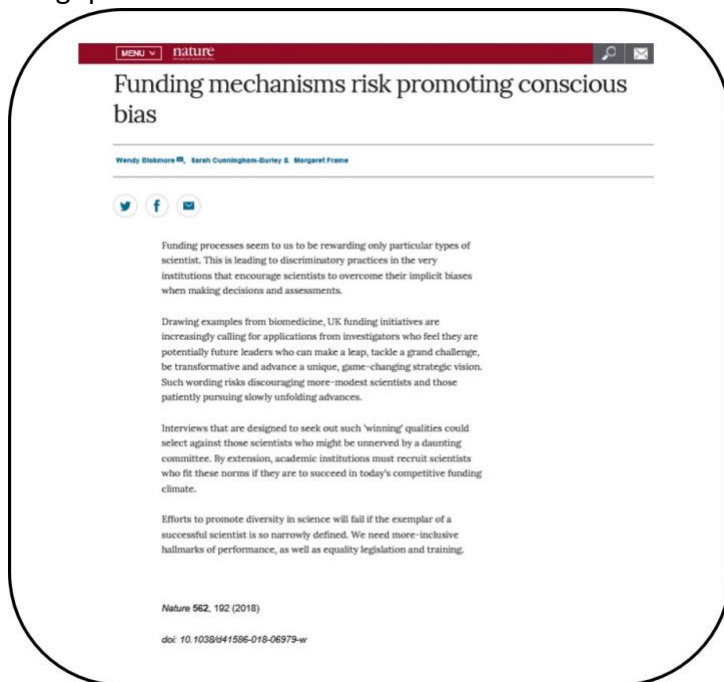
Finally, IP3 speakers participating in Work-Life Balance Activities!

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F. Action plan

ECMS SILVER ACTION PLAN 2020

Our Action Plan is built around five overarching aims:

1. Embed Athena SWAN principles into every level of School culture for staff and students;
2. Improve opportunities for career development and progression for staff of all genders;
3. Support colleagues in managing workloads, especially in relation to career breaks and caring responsibilities;
4. Improve gender balance of student community at all levels.
5. Improve data monitoring and explore data in depth.

NB: 2 surveys have been performed during this AS submission period (2017 and 2019). Both included additional questions compared to our 2015 Survey in order to improve our ability to analyse by grade and role and to specifically identify and include questions relevant for our PS&S staff. Response to survey questions compare either to our 2015 survey where possible OR compare to the 2017 survey where applicable.

NB: Top objectives to prioritise are highlighted in GREEN.　　　　Beacon activities are likely to have a broad impact. *** Indicates an action that was proposed in the School's 2015 Silver or Bronze Action Plan.**

Ref	Objective	Rationale	Action taken to date and impact	Planned Action	Time Frame A=annually Q=quarterly O=ongoing I=immediately	Responsibility	Success Criteria and Target Outcome
1	**Embed Athena SWAN principles into every level of ECMS culture for staff and students.**						
SAP1.1	**Engage ECMS Senior Management:** Strategically embed and promote AS principles/best practice at Research Institute, Centre and College level policy, practice and procedures.	To succeed in this objective, the AS process must be supported at the highest strategic decision-making level. Progress has been made since 2015 Silver but AS ethos must become further embedded.	***Continued from BAP & SAP:** AS is a standing item on DMC, Institute Planning and Resources committee meetings with discussion of reports and update on progress of SAT AS-driven objectives. Centre data collected annually on pro-forma provided by SAT. HoD are *ex officio* members of SAT since creation in 2012; Dean of Research joined steering group in 2019.	AS updates and discussions of best practice, to be provided at DMC/Institute Planning and resource committee meetings and at College Strategy Group meetings (bi-annual). Collect and analyse Centre data annually and improve with additional information (e.g. outreach and grant reviews, transparency of staff selection onto Centre-committees) and provision of templates to help gather information.	Q A	SAT Convenors/ AS-A/HoD/ HoCMVM HoC/HR	Further increase in agreement to the following survey questions in our 2021 survey: ECMS is a *'great place to work with respect to gender equality'* to >95% for all genders of Acad, PS&S and PG students.

Ref	Objective	Rationale	Action taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
			AS convenors are *ex officio* members of DMC and College ED&I. **Impact of ECMS initiatives since Silver 2015:** **92% Acad-F (⇑7%); 98% Acad-M (⇑11%); 95% PS&S-F (=2017); 93% PS&S-M (=2017); 92% PG-F (=2017) and 96% PG-M (=2017) agree that: '*ECMS is a great place to work with respect to gender equality'.* **78% Acad-F (⇑8%); 97% Acad-M (⇑15%); 84% PS&S-F (=2017); 89% PS&S-M (⇑17%); 78% PG-F (=2017) and 96% PG-M (⇑6%) agree that:** '*Senior managers are engaged with equality'.*				'*Senior managers are engaged with equality*' to >90% in survey for all genders of Acad, PS&S and PG students.
SAP1.2	**ED&I training:** Encourage all ECMS staff (Acad/PS&S) to complete E&D and UB training and embed mandatory training for staff who recruit/ interview/ supervise students /line-manage or are on promotions panels.	ED&I training is important to embed AS principles. Data indicate that PS&S uptake is currently lower than academics.	***Extension of BAP & SAP:** Annual report of the completion rates of UB and E&D. Held lunchtime fora on UB and E&D. Modified P&DR to confirm completion of UB and ED&I training.	HoC biannual email to staff /students encouraging completion of online training modules. HoC/HR to inform staff for whom mandatory to complete training - HoCMVM to address compliance at the senior level. Staff who consistently have not completed relevant training to be removed from panels/not allowed to recruit/ supervise staff & students	Bi-A A Prior to all panel interviews for staff and students.	HoC UB/E&D-WG HoCMVM/ HoD/HoC/ HR/PG directors	Completion rates for academic UE08+ >95% (2022) on ED&I Increase in completion rates for PS&S, all genders, to 80% (2022).

Ref	Objective	Rationale	Action taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
			Impact of ECMS initiatives since Silver 2015: **72% (⇧30%) of ECMS academic staff (UE08+) have completed E&D training, 62% (⇧45%) have completed UB training.** **56% (⇧46%) of PS&S staff have completed E&D training and 52% (⇧47%) UB training.**	Centre distribution of P&DR training information including UB/E&D. All new staff sent links to UB and E&D training. LTF for centres where staff have not completed training.	O/A	HoD/HR/LTF WG/AS-A	**ALL** staff who recruit/interview/ supervise students /line-manage or are on promotions panels to have performed and recorded ED&I training (2021).
SAP1.3	**Improve Cross-Campus Communication:**	ECMS is based across the UoE campus – successful communication across sites is essential for research, education and meetings (SAT included) and supports inclusivity for part-time and flexible staff.	***Extension of SAP2015:** **ALL** lecture theatres and an expansion of seminar/meeting rooms with live streaming/video-conferencing facilities for events/lectures (7 rooms across 3 areas). Liaised with Information Services to improve understanding of how to access and utilise live-streaming and video-conferencing mechanisms such as MS-Teams/ZOOM.	Deliver and record a 1hr seminar by UoE Information Services on all campuses to enable use of seminar room streaming facilities and video-conferencing for cross-campus communication. Increasing use of live streaming services, from current total of 6 events (over 3 years), to over 4 per year.	O O	Comms-WG Comms-WG	Further 10% increase of all genders in agreement to the following survey questions in our 2021 survey: *'Part-time staff and students have the same opportunities'* and *'Staff and students working/ studying flexibly have the same opportunities'.*

Ref	Objective	Rationale	Action taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
			Impact of ECMS initiatives since Silver 2015: **Responses to the survey Qs:** *'Part-time staff and students have the same opportunities'* **was positive for 75% Acad-F and 87% Acad-M, ⇑ of 34%F and 30%M. For PS&S-F=80% (=2017) and PS&S-M=81% (=2017).** *'Staff and students working/studying flexibly have the same opportunities'* **was positive for 82% Acad-F and 87% Acad-M, ⇑ of 33%F and 26%M. For PS&S-F=86% (=2017) and PS&S-M=82% (⇑7%).**	Due to COVID-19, this number has been vastly exceeded in 3 months across all Centres and Colleges, but we will maintain emphasis on this as it increases inclusivity and as we develop hybrid-models post-pandemic.			
SAP1.4	**Ensure clear communication:** ECMS commitment to AS/ED&I principles to staff, students and visitors.	ED&I principles and AS values embedded and accessible to all members of the ECMS community.	***Extension of SAP2015:** AS and all Centre webpages and marketing materials contain images of students and staff of different genders, and AS logo. AS/ED&I statement included in handbooks for staff, students, and PG tutors. IP and lunch-time presentations on AS webpages. 'Don't cross the line' posters highlighting ED&I information provided to current Honorary staff and future applicants.	Analysis of advertising and marketing materials for student and staff. AS webpages to be reviewed and enhanced annually. Annual presentation/ information on Dignity and Respect to incoming UG and PG students. Information screens/ boards to increase visibility / awareness of ED&I and other sources of support and advice.	A in Nov A in Mar A in Sep O	CSP Comms-WG UG and PG Directors Comms-WG/AS-A	Further increase in agreement to the following survey questions in our 2021 survey: ≥ 90% of academic staff and PS&S and ≥70% of PG students all genders) agree *'ECMS has given me clear information about UoE policies on matters relating to gender equality'.*

Ref	Objective	Rationale	Action taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
			Dignity and Respect poster campaign for MBChB UG students. **Impact of ECMS initiatives since Silver 2015:** ⇑**20% Acad-F (63%),** ⇑**30% Acad-M (76%);** ⇑**19% PS&S-F (84%) and 82% PS&S-M (=2017) agree that '*ECMS has given me clear information to policies relating to gender equality*'. Although** ⇑ **by 8 and 7%, only 47% PG-F, 60% PG-M students agree.**	LGBT+ Ally lanyards to be offered to all staff to ensure visible commitment at key events such as open days/ Welcome Week/ events such as IWD.	O	SAT/AS-A	LTF events, publicised on AS and Centre webpages and around all Campus buildings at least four weeks before each event (**SAP1.7/3.1**). Inspiring People and IWD events publicised at least 2 months in advance.
SAP1.5	**Improve the diversity of the SAT:**	Increases the inflow of new ideas in the meetings and provides staff/student opportunities for committee roles and leading working groups. Improves knowledge of AS initiatives and overall awareness of AS processes.	***Extension of SAP2015:** Limited membership of SAT to 3yr period. Advertised for new members and SAT Convenors (6mth to 1yr shadowing) whilst retaining flexibility to invite members with specific expertise onto the SAT. Ensured that specific individuals are not overburdened by increasing capacity of SAT to 68 with new ambassador role and representing all Centres, gender and job role, demonstrating inclusivity.	ECMS-led task force to engage senior men in ED&I – led by Prof Sarah Cunningham-Burley – HoDMGPHS & University Equality, Diversity and Inclusion Lead. Recruit future joint female and male Convenors from each Deanery and female and male sub-committee leads including representation from PS&S. With expansion of EBQ site and relocation of staff - run AS roadshows and ensure any new Centres are represented on SAT.	I 1-year prior to every AS-submission As required.	SAT Convenors/ HoD SAT Convenors/ HoD Comms-WG	By May 2021, increase M SAT representation from current 21% to > 30%; representation on SAT from all Centres including Acad and PS&S ambassadors within each Centre. Minutes from each SAT committee to be on AS website within 2 weeks of meeting.

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			Placed the minutes of AS committee meetings on an internally accessible platform to improve awareness. **Impact of ECMS initiatives since Silver 2015:** **Current SAT membership is 79%F, improvement of > 5% from 2015. Survey: 91% of all staff have heard of AS (=2017), only 164 out of 1789 responses had not heard - 92 having joined in the last year and predominantly PS&S or students.**				
SAP1.6	**Promote an inclusive culture within ECMS:**	ECMS is committed to tackling the discrimination and exclusion often faced by people with protected characteristics. Gender disparity on external seminar series speakers for 6/8 Centres.	*Extension of BAP & SAP:* Instigated an ECMS inclusive hour policy. Collected annual pro-forma Centre data and engaged with individual HoC to highlight significant gender disparity representation on seminar speakers. Detailed information provided by HoC on pro-forma, how staff recruited to committees/influential committees – to be expanded to a template for staff volunteering to committees.	Inclusive meeting policy encouraged - highlighting use of recorded sessions/ live-streaming/video etc. Develop a checklist for Centre seminar organisers to ensure inclusivity and improve gender balance of speakers and attendees. Develop pro-forma for those organizing conferences/all meetings to ensure inclusivity for both speakers and attendees.	A Apr 2021 Apr 2021	SAT/AS-A AS-EDI-WG AS-EDI-WG	HoC annual data to reflect all Centres having a minimum of 40%F seminar speakers and committee representation. *'visible role model'* survey response - improving to gender parity for both PS&S and Acad staff (difference currently 11% and 17% respectively).

Ref	Objective	Rationale	Action taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
			Impact of ECMS initiatives since Silver 2015: **>95% of both genders agreed 'work-related social events are gender inclusive.' Acad-F 97% (⇧9%), M 98% (=2015); PS&S-F 96% (=2017), M 97% (⇧8%). 'Senior women and men are visible as role models' Acad-F 78% (2015 84%), M 95% (=2015); PS&S-F 82% (=2017), M 93% (⇧9%).**	Approach the College Registrar to propose images of female role models in social areas – discuss which areas and whether to poll staff on which images to with the aim to improve visible gendered role models.	Sept 2021	CMVM Registrar	
SAP1.7 Beacon activity	**Organise and hold 'Inspiring People 4' symposium (2021):**	Enhance visibility of academics and PS&S role models eg female and other protected characteristics.	***Continuation from BAP & SAP:** IP3 organised and advertised with over 160 attendees (130F/30M). **Impact from ECMS initiatives - Bronze and Silver 2015: Successful events in Jun 2014, May 2016, Sept 2018. Improved attendance from PS&S staff to 7% M, 10% F in 2018.**	Utilizing our Centre-based ambassadors and HoC we will engage all senior leaders and increase overall attendance, prioritising PS&S staff and male academics.	Due to COVID-19, this will now be run online or in person 2021.	IP-WG/ HoCMVM/ HoD/ HoC	Increase in M attendance from 17% (IP3) to >35% at IP4. Improve attendance at PS&S staff to >20%. Success qualitatively and quantitatively assessed by feedback ->75% agreeing it was 'inspiring'.

Ref	Objective	Rationale	Action taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
2	**Improve opportunities for career development and progression for staff of all genders**						
SAP2.1	**Improve the gender balance in academic staff at all grades:** Improve recruitment processes and implement training and support to retain staff.	More females enter the academic career path than men, but there is a higher female attrition rate. Although we are now observing gender parity at UE09, there is still significant gender bias at higher grades with more males recruited to UE10, ACN3 and ACN4 posts	*Extension of SAP2015: 1 - Recruitment: Recruitment checklist developed with HR including mandatory requirement to perform E&D/UB training (SAP1.2). All recruitment advertising contains: The University of Edinburgh holds a Silver Athena SWAN award in recognition of our commitment to advance gender equality in higher education. We are members of the Race Equality Charter and we are also Stonewall Scotland Diversity Champions, actively promoting LGBT equality. The University has a range of initiatives to support a family friendly working environment, including flexible working and childcare vouchers. See our University Initiatives website for further information. -University Family Friendly Initiatives. -Edinburgh Race Equality Network -Equality Networks: -Staff Pride Network for LGBT+ colleagues and allies. -Disabled Staff Network*	Improve female recruitment process to UE10/ACN4 positions, mirroring sector best practice and encouraging targeted applications. Amend recruitment checklist to incorporate consideration to interviewees with child-caring commitments. Additional UoE training advertised for recruiters. LTF to be run on 'how to write a job description to ensure gender neutral criteria for shortlisting candidates'. Website case studies and visible role models of all genders/roles at public engagement activities and in school outreach programs.	2021 I 2021 A 2021 A O	HoCMVM/ HoD/HR SAT Convenors/HR Comms-WG LTF- WG/HR SAT/HR/ Comms-WG	Increase percentage of female UE10, ACN3 and ACN4 by 10% over the next 3 years. Gender parity in application to appointment success rate for all roles within 3 years.

Ref	Objective	Rationale	Action taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
			2 - Career Support for Acad staff: WTISSF funded pilot scheme with coaching sessions with external coach for 10 Academic staff at key transition points in their careers. Implemented 2 Lean-in circles for ALL staff. **Impact of ECMS initiatives since Silver 2015:** **Uptake of training by Acad staff:** **Grant-writing: Acad-F=25% (2017=20%); Acad-M=25% (2017=21%).** **Leadership & Management: Acad-F= 43% (2017=38%); Acad-M=58% (2017=56%).** **Interview skills: Acad-F= 19% (2017=17%); Acad-M=29% (2017=24%).** **Recruitment: Acad-F= 21% (=2017); Acad-M=38% (=2017).**	Coaching funding obtained to support a further 10 NCA and 10 CA staff.	Jan 2021	SAT Convenors/ HoCMVM/ HoD	20 more staff at key transition points undergoing coaching (Jan 2021) 4 Lean-In circles established (Jan 2022) 10% increase in Acad-F at UE09/AC2/AC3 grades having positive response to '*a helpful P&DR*' – currently 80% F and 90% M (2021) Increase to >80% for all genders, across all Centres in positive response on '*encouraged to partake in profile raising/external activities*'.
				Establish 2 additional Lean-in circles to provide peer mentoring for both NCA and CA.	Jan 2022	ECR/CA- WGs	
				Utilisation of P&DR to discuss training, grant applications, committee representation.	A in Mar	HoC/HR	
				For those who have failed funding applications, relevant senior staff help with feedback and future action plan.	O	HoC/DoR	
				Meet RSE co-ordinators to discuss career transitions and moves of their Young Academy Scientists.	Dec 2021	SAT Convenors	

Ref	Objective	Rationale	Action taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
							Increase to 40% of Acad staff (all genders) engaging in training in grant-writing and towards gender parity for Leadership & Management eg 60% target; Interview skills (40%); recruitment (40%), all genders.
SAP2.2 Beacon activity	Embed the Research Leadership Course (RLC) as an annual programme for new group-leaders:	From our ESAT survey, only 65% Fellows had been encouraged to take up leadership training, with a significant gender disparity	*Extension of SAP2015:* ECMS developed a 4-day RLC in 2018 with IAD. 20 cross-College participants attend each year with priority given to participants with caring responsibilities, all gave positive feedback such as '*I found this programme extremely helpful and would recommend it to others*'. **Further two years' funding provided by WTISSF funding.**	Run RLC to engage with up to 20 new group leaders (at least 12F) to gain leadership experience and networking opportunities/year. Adapt RLC to include topics e.g. budget, research integrity finance management (from feedback).	2020/21 A 2021/22	SAT Convenors /IAD and external consultants ECR-WG/ IAD and external consultants	At least 80% of new group leaders attending the RLC course reporting an improved academic support network. Increase positive feedback for all genders by 10% on the effectiveness of the RLC for networking and leadership (by 2023).

Ref	Objective	Rationale	Action taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
			Impact of ECMS initiatives since Silver 2015: **81% Acad-F (⇧7%) and 81% Acad-M (=2015) agreed they were encouraged to take up training opportunities.** **82% Acad-F (=2015) and 89% Acad-M (=2015) agreed that UoE provides useful networking opportunities.**	Track career paths of attendees compared to other ESAT fellows. Training and leadership discussed at P&DR.	2021 A in Mar	IAD/ECR-WG HoC/HR	Increased satisfaction with working environment and training opportunities as evidenced through increase in positive responses to >85% for all genders (2021/22).
SAP2.3 **Beacon activity** **New activity**	**Senior Career Paths:** Further explore recent evidence of perceived lack of knowledge on the career path to senior clinical academic roles (e.g. HoC).	Clinical Academic WG provided evidence of a lack of perceived knowledge on career progression for senior female clinical academics. 6% decrease (78%) from 2015 survey in Acad-F response to 'Do you feel that senior women as well as senior men are visible role models in the hierarchy of the university' (95% Acad-M).	**New/recent initiative:** In 2019 ECMS launched a pilot senior clinical academic work shadow scheme – **WREN - with funding provided by WTISSF.** 12 applicants submitted for work-shadow placements in 2020. **WTISSF funded** 5 clinical academics to attend 2 days training on personal impact, developing resilience, co-coaching, networking and planning (SUSTAIN), to complement the successful mentoring scheme under ECAT scheme. Advertisement of available mentoring and coaching schemes in all newsletters.	Annual event within senior clinical academic group to precipitate work shadowing. Extend work shadow scheme to senior non-clinical academics - event held to assess interest. Extend SUSTAIN training days to all early career clinical academics. Rotating deputies of different gender to be appointed for all Senior decision-making committee and increase shadowing as 'guest' committee members.	2021 A 2021 2021 A 2021	CSP/CA-WG CSP/ECR-WG CA-WG HoD/DoR/ HoCMVM/HoC	Improved Acad-F response to visible role models at senior-level with positive survey response of >85% for '*Senior women and men act as visible role models*' (2021). Improve gender parity on ALL influential committees from 40 to 45% gender representation in 3 years, with opportunities for shadowing committee members.

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SAP2.4 New activity	**Leavers:** Improve the granularity and data collected in the exit surveys.	Previous analysis of exit survey data indicated that there was no granularity to Centre level within the data.	**New/recent initiative:** In 2019 a new university-wide exit survey was established. **Progress of ECMS initiatives since Silver 2015: To date, only 26 staff from ECMS have completed the new exit survey - 79% of ECMS leavers agreed that the *'University is a great place to work'* (Scores 7-10 on sliding scale from 1-10) and 77% agreed that 'annual review process was excellent or good'.**	Voluntary exit interviews instigated across all ECMS - including documentation re. future destinations, training and career support options utilised, registration on Talent Register and its usefulness. Focus group to review exit survey data/questionnaires and identify Centres where satisfaction <50%.	2021 A 2021 A	SAT/HR CSP	Increase in exit survey responses to >75% of leavers per year. Granulation of data from exit interviews re full-time/part-time contract; gender, Centre and grade.
SAP2.5	**Increase successful applications for Academic promotion.**	Evidence suggests that female and part-time staff apply for promotion later than male and full-time staff. A report from our CSP committee indicates that UE09-F remain at top of grade longer than UE09-M.	*Extension of SAP2015:* Mentoring connections open to all academic staff to provide one-to-one support. Lunchtime forum on 'Meet the Professor'. HoC report if they have discussed promotion for all UE08/9 and ACN3/ACN4 during annual P&DR. Run a part-time researchers' (PTR) workshop (29/4/19) (SAP3.2) to discuss challenges experienced by part-time researchers with both external speakers and UoE lead on ED&I presenting.	Request HoC to identify all staff who have been at the top of their grade >5yrs and encourage their line-mangers to discuss career progression at P&DR. HoC to state if they have discussed promotion for all UE08/09 and also for ACN2/ACN3 staff during their annual appraisal. Develop promotion buddy scheme for staff – a short supportive mentoring programme by colleague one grade higher, for those applying for promotion.	A in Mar O	HoD/HoC/CSP HR/HoD/HoC	Increased percentage of females at UE10/ACN3/ACN4 by 10% by 2023 Increase by 10% the career progression of UE09/ACN3 of female staff via promotion at UoE or in other institutions.

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			Impact of ECMS initiatives since Silver 2015: **60% Acad-F (⇧9%), 72% Acad-M (2015 67%) positive responses to '_Do you feel that you understand the progression process_'.** **60% Acad-F (⇧14%), 72% Acad-M (⇧12%) positive responses to '_range of skills and experiences are taken into account during career progression and promotions_'.** **77% Acad-F (⇧18%), 92% Acad-M (⇧12%) positive responses to '_people are equally encouraged to apply for promotion/career progression within the university, regardless of gender_'.**	Run annual lunchtime forum on 'Pathways to Professor' within ECMS – targeting centres with low/ gender disparate survey responses to career progression. Embed PTR workshop as a biennial event and ensure to run on different days to catch all new PT workers and those who work flexibly	A in Jun Bi-A	HoD/HR/LTF-WG/ AS-A SAT convenors/HR	Increase in positive survey responses to _understanding promotion processes_ to >80% (current 59%) for both genders by 2021 at grades UE08/UE09/ACN2/ACN3. Working towards gender parity across Centres for positive responses to '_people are equally encouraged to apply for promotion_' - current Centre gender disparity range of 0- 22% and '_range of skills and experiences are taken into account during career progression and promotions_'- current Centre gender disparity range:8- 38%.

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SAP2.6 Beacon activity ☀ New activity	**Develop a better understanding of the PS&S requirements for career satisfaction, advancement and regrading.** Forums for Administrative and Technical staff in order to distribute and establish information on best practice and link into Technician Commitment.	Our previous AS applications have not considered PS&S staff, but in our 2017 and 2019 survey we were able to disaggregate PS&S staff data. Only 49% PS&S-F and 54% PS&S-M positively responded to '*Do you feel that you understand the progression process, including the pathways and criteria for progression to the grade above you*'. Only 45% PS&S-F, 39% PS&S-M (UE07-UE10) had undertaken '*leadership training and management'*. Percentage of PS&S-M applying for regrading (4%) is less than PS&S-F (6%).	**New/recent initiative:** Workshop to gather information on key career related issues to identify barriers and solutions relevant to career development and job satisfaction. Attended by 49 (43F/6M) UE04-UE08 members of staff. Advertised and encouraged PS&S to take up mentoring/ join Lean-In support networks. Piloted a lunchtime forum for PS&S staff on 'Career Progression'. Technical forums now established within ECMS - aims to ensure visibility, recognition, career development (training and work-shadow placements) and sustainability for technicians. HoCMVM is UoE sponsor for Technician Commitment. Celebration event of modern apprentices and foundation apprentices within the university. Workshops run and on website: Take charge of your career/Career insights/Taking steps to plan your career/Mobility within UoE. Professional Registration fund established.	10 external coaching places (7F/3M) to be **funded by CMVM/ECMS** for PS&S staff at transition points in career. Feedback from coaching sessions to be put on website and additional funding requested to make coaching more accessible. Senior PS&S to be observers on Progression panels and to feedback information at PS&S forums. Clearer criteria developed for re-grading process for PS&S, including recognition of all contributions and publicised via posters, newsletters and on AS website. Career development pathway established during P&DR, including committee representation; utilisation of new career tools. PS&S staff whose line-manager is an academic will be given the opportunity to request a PS&S to sit in on their P&DR.	Oct 2021 2021 A Oct 2021 A in Mar	SAT convenors/HR Comms-WG HoD/HR PS&S-WG/HR/ Comms-WG HR/HoC/ Line-Managers	10 PS&S staff to have undertaken CMVM/ECMS funded coaching - 2022 Improve the PS&S (all genders) positive survey responses for mentoring to 70% and an increase in understanding of progression to 60% for all genders by 2021 (currently 49%F, 54%M). Gender parity in the applications for career progression/ regrading. Improve PS&S survey response to '*P&DR was helpful*' to 75% for all genders.

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			Impact of ECMS initiatives since Silver 2015: **61% PS&S-F (=2017), 63% PS&S-M (=2017) agreed 'that your workplace provides you with opportunities to be mentored'** **83% PS&S-F (=2017), 78% PS&S-M (⇑12%) agreed that 'If external activities (e.g. conferences, meetings, training courses) are relevant to your job role, do you feel supported to attend them?'.** **342 PS&S-F and 65 PS&S-M attended or completed online P&DR training.** **69% PS&S-F (=2017), 60% PS&S-M (⇑10%) indicate that P&DR is useful.**	Centres with <90% completion rates, or <65% useful (all genders) P&DR will be contacted by HoD.	A in Sep	HoD	Increase of PS&S completion rates of P&DR to 95% for all genders and across ALL Centres (range:73-100).

Increase in number of PS&S staff aware of relevant training to >60% for all genders and across ALL centres (range:42-82%) in survey 2021.

Number of professional registrations of technicians to 7 (new scheme, so numbers low) by 2023. |
| | | | | Lean-In circles and mentoring schemes/LTF on Career progression and P&DR, advertised by email, newsletters, twitter and website and at PS&S forums. Work with IAD to improve training access. | O | SAT convenors/ LTF/PS&S/ Comms-WGs/AS-A/HR /IAD | |

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SAP2.7 Beacon activity ☀ New activity	**Early career researcher training:** Utilise IAD training matrix, ECR Leadership course and coaching in order to appropriately train and advance ECR staff for academic or indeed different career paths.	There is attrition in percentage Females from UE06 (76%F) to UE07 (59%F) to UE08 (54%F) to UE09 (54%F) to UE10 (35%F) from 2018/19 data and the actual number of both females and males drop dramatically (F - 81% decrease) (M -73% decrease) between UE07 and UE08.	**New/recent initiative:** **Instigated 2 ECR workshops funded by WTISSF (Jan 2020)**, in collaboration with ECR lead (SAT member) on 'Careers within Academia' and 'Careers beyond Academia'. Twitter account established @EdMedECR with daily tweets on relevant issues. Email post-doc distribution list highlights upcoming talks, topics of interest. Roadshow event ran in 3 different centres. **Career coaching scheme funded by WTISSF** - offered to 10 Acad-F at key points in their career. IAD training matrix now available online for ECR (ECMS collaboration). **Progress of ECMS initiatives since Silver 2015:** **73% Acad-F, 80% Acad-M, grades ACN2/UE06/UE07 are '*aware of training opportunities*' and 21% F (2017=17%) and 25% M (2017=20%) have undertaken leadership training.**	Annual ECR careers events. Feedback and soundbites from career coaching on AS website and newsletter and lobby HoCMVM for future funding to support this initiative. Centres with gender disparity on training to trial the new matrix. Advertise the training matrix available online, newsletters and twitter to encourage its use.	2021 A 2021 Jan O	ECR-WG/ ECR lead Comms-WG/ SAT Convenors HoD/Comms-WG/ SAT Convenors	Increase in 2021 survey of positive response in that academic ACN2/UE06/ UE07 are *aware of training opportunities* to >90% (currently 73%F, 80%M) and 20% increase for all genders in that they have undertaken *training in Leadership and Management*. Increased number of applicants of both gender to Research Leadership course by 10% each year.

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3	**Support colleagues in managing workloads, especially in relation to career breaks and caring responsibilities**						
SAP3.1	**Provide relevant information to all staff via lunch-time forums, website and social media.**	Ensure that all staff have access to up-to-date information on policies, achievements and events.	*Extension of BAP & SAP: Speakers with relevant experience presenting on topics such as flexible working; HR policies; P&DRs; career progression; how to be an internal examiner.* Well attended events (monitored by website registration/recorded) with time for questions and net-working. Slides placed on AS website. Information distribution by biannual publication of AS newsletter with more diverse contributions. Regular tweets on events and achievements across ECMS. Developed new website with direct links to UoE policies. **Impact of ECMS initiatives since Silver 2015:** **74% Acad-F (⇧49%) and 86% Acad-M (⇧55%) *'agreed that family leave/ flexible working policies had been made clear'.***	Various annual LTF (P&DR/career progression/promotion/ flexible working, training for carers, HR policies, legislation) and further forum development in-line with needs and requests e.g. research grant writing skills, how to develop outreach activities, skills in reviewing a paper/grant effectively, what to do when a grant submission is unsuccessful.	Q	HR/ LTF-WG PDR and PG societies	Gender increases by >5% in all positive survey (2021) responses e.g. on family friendly policies (Acad: 74%F/86%M; PS&S: 82%F/84%M) and in understanding of changes in equality legislation (Acad: 63%F/76%M; PS&S 66%F/71%M).
				Update website with events and slides as appropriate and include soundbites of successes. Advertise all successes/achievements.	O	Comms-WG	
				Utilise our website, newsletters, twitter and Centre ambassadors, to distribute information and embed and grow the culture of respect and inclusivity.	O	Comms-WG/AS-A	Increase in overall attendance towards gender parity at LTF (at least >30% F and/or M) by Jan 2022. Increase our AS visits to website from 8K to >10K by Jan 2021.
				HR to record LTF, to aid remote training/information provision during pandemic.	O	HR/LTF-WG	

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			For PS&S staff: 82% F (82% 2017) and 84% M (⇧19%). **63% Acad-F (⇧20%) and 76% Acad-M (⇧30%) *'agreed that changes in equality legislation had been made clear'*. For PS&S staff: 66%F (64% 2017) and 71%M (⇧21%).** **Twitter account has grown from 40 followers in 2015 to >1640, with a growth from 67K impressions in the first year to 144K in 2019.**				Increase number of engagements with AS newsletter from 1500 (Jan 2018 newsletter) to >2000 onwards (Dec 2020). Increase our twitter followers from 1600 to 2000 by June 2021. Increase in 2021 survey responses that *new starts have heard of AS* to >90% i.e. currently 75% of people who joined in last year have heard of AS.
SAP3.2 Beacon Activity	**Part-time workers:** Run focussed events for part-time workers to discuss specific challenges in their career and the work-place.	Challenges to working part-time or flexibly are often acknowledged but not always understood.	**New/recent initiative:** **IAD funding** enabled delivery of Part-time researcher (PTR) Conference held Sept 2019 - 27 attendees (24F/3M). Second event online Nov 2020 (34F/9M). Analysis of data from PTR conference.	Advertise list of online training modules highlighting career progression ones. List of promotion buddies who have been promoted while PT to be circulated or as case studies on website.	Autumn 2021 Autumn 2021	ECR/PS&S/ Comms-WGs Comms-WG	Part-time staff network established.

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		Few part-time staff apply for promotion although they are equally as successful. Agreement with career progression statements e.g. '*take part in profile raising activities'/ training*' - reduced in part-time Acad-F staff by 10%, (68%PT vs 79%FT) compared to full-time.	**Impact of ECMS initiatives since Silver 2015:** **Currently 75% Acad-F (⇧34%); 87% Acad-M (⇧30%); 80% PS&S-F (=2017) and 81% PS&S-M (=2017) agreed that '*part-time staff and students have the same opportunities.*'**	Report to HoD/HoC on feedback from conference, particularly in relation to Career Progression and part-time staff. **WTISSF funded 3rd event** to be organized for 2021 to capture changes in part-time status and target PS&S staff and clinical academics. Run online in Autumn 2021 if social-distancing still in place. Develop a job-share register in conjunction with HR/ put job-share column on talent register.	O Jul 2021 A/O	SAT Convenors SAT and CSE CSP/HR	Increase in positive responses in survey 2021 for part-time Acad-F staff by >80%, to '*take part in profile raising activities*' and all PS&S staff to >70% (currently 63% for F). Improved 2021 survey positive responses to >80% for Acad F, that '*part-time staff and students have same opportunities*'. Increased F part-time staff promotion applications by 5% by 2021. Job-share column on talent register by Dec 2021.

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SAP3.3	**Work-load and roles:** Implementation of WAM to capture work-load of staff in different roles and impact on career progression.	Teaching only roles have previously been mainly female, however male numbers are recently increasing and dominate when 'research and teaching' contracts are considered. Revised P&DR form which includes details and reflection on teaching and research roles and community contributions, e.g outreach, PE, ED&I.	**Continuation of SAP2015:** Survey data explored for evidence of gender/grade specific negative responses to '*My workload is fair compared to my peers*'. and '*A full range of skills/experiences are taken into account for promotion*'. WAM has been developed and will be introduced to all in ECMS during the next P&DR round. **Impact of ECMS initiatives since Silver 2015:** **Responses in survey:** **87% Acad-F (⇧7%) and 92% Acad-M (⇧10%) '*agreed that their workload is fair compared to their peers*'.** **For PS&S staff: 81% F (79% 2017) and 73% M (77% 2017) agreed.** **60% Acad-F (⇧14%) and 72% Acad-M (⇧12%) agreed that '*A full range of skills/experiences are taken into account for promotion*'.** **For PS&S staff: 42% F (47% 2017) and 44% M (48% 2017) agreed.**	Introduce a WAM which is applicable to all and takes into account all staff responsibilities and activities e.g. teaching, research, community/citizenship contributions such as ED&I (**SAP1.5**), outreach (**SAP5.3**). To be web-based in 2021. Analysis of WAM data from HR for consistency and ensure WAM form adequate – impact of revised P&DR form- ensure link with career progression. HoC informed when there are large discrepancies in specific work-load and role, survey responses by gender or grade. Teaching and community roles (e.g. outreach, PE, ED&I) are consistently monitored in WAM and included in advertised promotion criteria and clear in guidelines.	May 2021 June 2022 A 2021	HoD/HR/ ECR/ PS&S/CA- WGs IT support HoD/HR HoD/SAT Convenors HoC/HoD/ HoCMVM	Visible role models of different genders to students, both in teaching materials and in face-to-face delivery. All grades and gender to have >90% in 2021 positive survey response to '*My workload is fair compared to my peers*' – currently 5% gender difference Acad-M> F and up to 10% for some grades/Centres. Increase in positive 2021 survey responses from Acad-F to >70% '*A full range of skills/ experiences are taken into account for promotion/ progression*' - 12% gender difference.

Ref	Objective	Rationale	Action taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
							Improvement in 2021 survey responses of PS&S (all genders) positive response to above Q to >60%.
SAP3.4	**Improved Training:** Develop a refresher course for 'Managing your research teams'.	The original course was initiated over 5 years ago as part of previous APs, so it is timely to provide a refresher course.	***Extension of SAP2015:** Course has been deemed mandatory for all PIs. P&DR form altered to include discussion whether training has been performed at review. **Impact of ECMS initiatives since Silver 2015: Over 52% of all relevant academic staff have attended and 29 (25F/4M) of senior PS&S staff. Feedback has indicated that information on bullying and harassment and dealing with mental health issues would be useful additions to the course.**	Refresher course developed (for attendance every 5yrs), incorporating any changes in legislation and new themes including coping and dealing with bullying/ harassment, handling grievances, dealing with Mental Health issues and research integrity.	May 2021	SAT Convenors/HR/ IAD Other AS SATs in CMVM	Increase training of new PIs/academic and relevant staff by 25% to >75% for all genders. >50% of Acad staff (F&M), UE08 and above to have attended refresher course within 3 years (2023).
				Advertised to all Academic and PS&S staff (UE08 and above) involved in line-managerial roles and research group development.	O after May 2021	Comms-WG/ P&S&-WG	
				HoC to ensure training discussed during P&DR.	A in Mar	HoC	

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SAP3.5	**Expand mentoring:** Advertise and encourage all staff (Acad/PS&S) and students to be involved in mentoring via Mentoring Connections and buddy schemes. Apply other mentoring approaches, which have been shared as good practice as part of the Medical Schools ED&I network.	In our survey, for PS&S staff only 61% F and 63% M agree *that the workplace provides useful opportunities to be mentored* while Acad staff was 78% F and 84% M. There is a need to increase awareness of the UoE Mentoring Connections scheme, which is open to all UoE staff and across ECMS, there are equal numbers of Acad and PS&S mentors.	***Extension of SAP2015:** Helped to Initiate mentoring schemes. **WTISSF/CMVM funding** for career coaching for both Acad and PS&S staff. CommuniTea PG peer support/mentoring developed discussing topics such as future opportunities after PhD/Postgrad life, ways to de-stress, seminars, and other non-specific scientific discussion. **Impact of ECMS initiatives since Silver 2015:** **78% Acad-F (⇑18%);** **84% Acad-M(⇑13%); in awareness of opportunities to be mentored; 61% PS&S-F (2017=58%) and 63% PS&S-M 2017=61%).**	Provide annual LTF for all staff about the advantages of mentoring with speakers and case studies from Mentoring Connections. More senior PS&S staff signed up to become mentors. Advertise to students. Career Coaching established for both Acad and PS&S staff. Other Medical School mentoring approaches trialled and best fit(s) identified a) similar to promotion buddy system, a database of 'Mentors' willing to have support conversations set up. b) Staff and PGR students can sign up to a 'Professor' for 1 hour CV advice session. Ensure the availability of senior role models of all genders. Initiate a PG buddy system for PG students as they progress through their PhD and final year PhD with an early ECR.	A Jan-May 2021 Aug 2021-Aug 2022 Sep 2021	LTF/ECR/CA and PS&S- WGs SAT Convenors/HR ECR/CA and PG-WGs IT support PG-WG	Increase in percentage of PS&S agreeing that *workplace provides good mentoring opportunities* to 70% in 2021 survey. Improved positive agreement for academic staff overall of survey responses for good mentoring opportunities to >80%. Database established of support Mentors (Aug 2021). PG buddy system established and feedback on mentoring system established by annual survey of mentors and mentees (Aug 2021).

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SAP3.6 New activity	**Family friendly policy information accessible.**	Although available on the AS website via links to HR websites, it has been commented that all information in one place as a booklet would be useful.	**New/recent initiative:** **Impact of ECMS initiatives since Silver 2015:** **74% Acad-F (49% increase) and 86% Acad-M (54% increase) agreed that 'Family leave/ flexible working policies have been made clear '; PS&S staff 82% F and 84% M (19% increase from 2017).** **And, 'Changes in equality legislation are made clear' Acad-F 63% (2015=43%), Acad-M 76% (2015=47%), PS&S-F 66% (2017=64%), PS&S-M 71% (2017=50%).**	Parental Support Handbook: downloadable PDF developed to support new parents and carers. Booklet and information advertised on media. LTF on family friendly policies including flexible working, shared parental leave.	2021 O from 2021 Bi-A	HR/EDI-AS Comms-WG LTF-WG/HR	Published ECMS parental support handbook (Oct 2021). Improved positive survey responses- 10% both genders - on family friendly policies and understanding of changes in equality legislation in 2021 survey. Increased shared parental leave uptake by 20% over 3 years (18 since 2015).
SAP3.7 New activity	**Support for returners':** Provide financial support and develop initiatives to support returners.	Only 55% of Clinical Academic maternity returners are still in post after 18 months. We are aware that returners often need additional support and information.	**New/recent initiative:** Instigated Carer's grants to provide support. **Secured WTISSF funding** to provide these flexible awards.	Provide returners' flexible grants to facilitate return to productive research output - 5x £10K flexible awards. Ensure information on carers' grants are advertised to ALL returners. Develop and launch a new returner's survey for staff and PG students, to determine focussed ways to expand support.	O Aug 2021	HR/HoD/ SAT Convenors Comms-WG HR/AS-EDI/PG-WGs	Improved maternity returners' rates (18mths) - 5% for NCA and PS&S staff (currently 86% and 78% respectively) and from 55% to 65% after 12mths for CA (first data available 2022).

Ref	Objective	Rationale	Action to be taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
				Utilise Medical schools ED&I network to discuss CA returners' data and implement policy changes.	Apr 2021	CA-WG	
SAP3.8	**Expand the Carers 'grant:** Promote and advertise to all staff and highlight to seminar organisers, that consideration will be given for applications from visiting external speakers.	A recent tweet commented: '*Thanks to Athena SWAN funding for childcare, I get to attend #CVS2017 today. Hope to get lots of visitors to poster 52!*' An example of the value of this initiative to support academic activities.	***Extension of SAP2015:** Increased advertising via our webpages, twitter and newsletters to improve uptake. **Impact of ECMS initiatives since Silver 2015: Application for the awards has increased in the last 2 years from 3 Acad-F, 1 Acad-M to 11 Acad-F, 1 Acad-M, 1 Acad couple (F&M) and a PS&S-F. All applications successful.**	Applications to the Carers' Conference/ Training Grants from a wider range of staff, including on parental leave and external speakers. Send information of carers' grant scheme to ECMS seminar organisers.	O A	SAT Convenors/ AS-EDI/HR Comms-WG	Increase awards by at least 2 annually (both F&M), with at least one award given to support a PS&S staff member. First application from an external seminar speaker.
SAP3.9 **Beacon activity** **New activity**	**Develop a 'Return to Academia' support network:**	Many academics leave due to increasing family pressures and then find it hard to return into academia.	**New/recent initiative:** Organise symposia – invited representatives from RSE/Daphne Jackson Trust. Academic researcher, who has returned to academia after 5 years teaching in a high-school, has accepted an invitation to speak.	Funders approached for support (including Daphne Jackson Trust). Symposia day to encourage contact and description of initiatives and support for academic career-re-entry Fellows. Establish a support network/ mentoring scheme.	Jan-Jul 2021 Oct 2021 Dec 2021	SAT Convenors ECR/CA-WGs Mentoring Connection/CSP	10% increase in female applications to UE08/UE09 and AC3 posts. £2K financial support from funding bodies to run symposia day by Oct 2021 (post COVID-19, run on line or in person).

Ref	Objective	Rationale	Action to be taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
SAP3.10	**Establish a Carers' network:**	2017 CMVM-wide survey indicated a wish for a carers' network and coffee mornings where carers' could interact with staff who face similar challenges.	*Extension of SAP2015: Events across the ECMS took place in 2017 and a be-spoke survey indicated a wish for a carers' network. **Impact since Silver 2015:** *'My manager supports my need for ad-hoc flexibility',* **Acad-F 95% (2015=79%), Acad-M 97% (2015=80%), PS&S-F 96% (2017=93%), PS&S-M 93% (2017=86%).**	Call for volunteers (academic and PS&S) interested in joining the ECMS Carers' Network, with focus on welcoming colleagues of all genders. Carers' event organised with speakers and feedback /survey forms.	Dec 2021 2021	AS-EDI-WG/SAT Convenors/HR AS-EDI-WG	Network established with 3 coffee mornings per year across ECMS. 2 lectures/year from external speakers eg VOCAL and Alzheimer's Scotland Sustained/improved survey responses to flexibility questions to >95% for all cohorts in 2021 survey
4.	**Improve gender balance of student community at all levels.**						
SAP4.1	**MBChB student body:** Improve gender parity of MBChB enrolment and applications-to-acceptances of the new 6-year MBChB degree.	Observed 4% decrease in M student representation on MBChB degree since 2015.	*Extension of SAP2015: Discussions of data with MBChB admissions team as part of UG-WG led to development of new admissions process. In operation for 2020/2021 recruitment, with 72% positivity for the programme from student feedback.	Develop decliners' survey with the MBChB Admissions team and monitor impact of new admissions process. Investigate the reasons for the year-on-year decline in males on MBChB; compare with Medical Schools ED&I network **SAP4.3**.	For 2021 round - A 2021	SAT Convenors/UG-WG SAT Convenors/UG-WG	Improve gender balance by increasing male student representation on MBChB degree by 5% over 5 years.

Ref	Objective	Rationale	Action to be taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
	Improve attainment for male students towards gender parity.	Observed 14% and 16% decrease in MBChB offer-to-acceptance rates for F and M respectively. F more likely to gain a prize/ distinction than M – avg for Prize or distinction last 5 years: 65%F (range 50-80); 35%M (range 20-50).		Include case studies of different genders in advertising and on website. Establish visible student male role models. Sound-bites on EdMed social media etc. Develop a focussed UB training module relevant for UG interview panels. Gender parity for student ambassadors on MBChB open days.	Aug 2021 Dec 2021 Jan 2021 2021 A	Comms/UG-WGs Comms/UG-WGs Training E&D/UB WG	Improvement in applications and in the offer-to-acceptance rate; e.g. 45-55%, 5% tolerance around gender parity. Improve attainment of male students to consistently be close to gender parity to an average of 45-55%.
SAP4.2	**Embed principles of dignity and respect:** To ensure good practice for, and amongst, UG students.	UoE funded a staff scholarship for a MSc dissertation in Clinical Education entitled 'Medical Student Experience of Bias with respect to Gender' which discovered both implicit and explicit levels of gender bias to students.	***Extension of SAP2015:** Dignity and Respect (D&R) Survey of UG MBChB students in years 2, 4, 5 and 6 highlighted that by Year 6 over 80% had experienced instances of being treated without respect. These results were presented to Clinical Academics and NHS honorary MBChB tutors. Dignity and respect campaign initiated including presentations at start of academic year to all year groups and a poster campaign.	Dignity and respect lectures to be held for all MBChB students at start of each academic year and regular poster campaign. UG students report any experiences of disrespect to 'Tell Us' on MBChB VLE (virtual learning environment). Anonymised data will be shared with all staff including honorary lecturers/ tutors and used to improve culture. If results show speciality related, Head of EMS and HoCMVM will be informed.	A in Sep A in Aug	UG-WG/ Director of Admissions EMS UG/Comms-WGs	Increase the number of students that feel treated with respect. Currently 19% in Y2 note that treated with respect 'generally or always' (8F/5M/1NA). Increase to 40% for both genders. Only 6% recorded no instances of being treated with respect(1F/3M/1 NA).

Ref	Objective	Rationale	Action to be taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
			From our inaugural meeting of the Medical Schools ED&I network, other medical schools reported similar instances of lack of respect. **Impact of ECMS initiatives since Silver 2015:** **'Overall satisfaction' in the NSS survey decreased from 83% in 2017 to 70% in 2018 – however since the implementation of the dignity and respect campaign, the 2019 results had improved up to 93% (77% response rate).**	Report results from biennial survey of UG students to all staff including honorary lecturers/tutors and D&R policies/info to be given to honorary lecturers/tutors. Medical school ED&I network to implement focus groups and share good practice on dignity and respect and other issues at annual meetings.	2022 2021	UG-WG/ Director of Admissions EMS/ SAT Convenors SAT Convenors	Decrease (by 50%) in number of F students reporting gender discrimination as part of lack of respect, currently - 32F vs 8M. (2021 MBChB survey) Report of all the survey results and conclusions to be circulated to Head of EMS and MTO. Results presented to clinicians and teaching staff. Annually share good practice within Medical School ED&I network to engender change across the profession.

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SAP4.3 **Beacon activity** ☀️ **New activity**	**Medical School ED&I network (with Newcastle and Sheffield):** Organise annual network meeting. ECMS to host 3rd event - postponed to April 2021.	The establishment of this network enables us to share good practice between UK medical schools and to meet 'critical friends' with expertise in the specific gender issues in medical schools.	**New/recent initiative:** Network established with events held Newcastle Oct 2018; Sheffield Sep 2019. Establishment of knowledge exchange platform on Advance HE Connect Group – shared access. Establishment of sharing good practice e.g. mentoring.	Annual ED&I Medical School Network Meetings - **WTISSF funded** Edinburgh event. Establish task force to address specific Medical School issues including Dignity and Respect principles/high performance of females compared to males.	A Apr 2021 2021	SAT Convenors/ CA-WG SAT Convenors/ CA-WG	Edinburgh hosted event – sharing of good practice (April 2021) Task force established to review Dignity and Respect data and develop work-plan (Autumn 2021). Utilisation of ED&I network/ knowledge exchange platform, to discuss Medical School issues and share good practice.
SAP4.4	**PGT programmes:** Improve gender balance of students on PGT programmes.	Having successfully improved female student applications to male dominated ODL programmes, by improving and targeting marketing and using gender neutral advertising, we need to maintain this improvement and share the	***Extension of BAP & SAP:** PG-WG met with CMVM PG Marketing and Communications Manager and reviewed promotional materials for all PGT programmes to ensure gender neutral and inclusive. Discussion with PGT course organisers on recruitment processes – all recruiters have undergone eDiversity and UB training.	Ensure visible gender role models at Open Days and utilise expertise from Widening Participation Office. Soundbites/ testimonials from students and tutors (different genders/part-time/full-time) on PGT websites to encourage inclusivity and diversity; initially targeting programmes with gender imbalances. Include AS logo on all marketing material.	A O	PG-WG/ CMVM PG Marketing and Comms	Continued increase in female applications to ChM Surgical ODL programme to 25% in 2019. Improve to a 45-55% tolerance around gender parity, on all PGT programmes.

Ref	Objective	Rationale	Action to be taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
		good practice with other course organisers where gender imbalances exist. Gender bias in individual PGT programmes attainment of Merit and Distinction awards.	**Impact of ECMS initiatives since Silver 2015:** **Female applications to a ChM Surgical ODL program have improved by 18%.** **Representation on PGT programmes has increased by 61%F and 39% M and is closer to gender parity than NBD.**	Ensure mandatory training in UB and E&D for all interview panel members.	O	HR/PG advisors	100% of recruitment and panel members to be trained in UB and E&D. Gender parity in attainment (Merits and Distinctions) for individual PGT programmes within 3 years.
				Utilise UoE AS network and CMVM PG marketing to ensure information of all ECMS PGT programmes given to UoE UG courses across disciplines.	Dec 2021	Comms WG/ CMVM PG Marketing and Comms	
				Ensure PGT tutors provide gendered support to the diverse ODL community, helping to improve attainment across PGT.	O	PG-WG	
				Work with program directors to assess evidence of gender bias and use good practice from other PGT programmes on those with >10% gender difference between application-to-offer and offer-to-acceptance rates, and significant gender attainment differences.	O	PG-WG	
				Study the effect of COVID-19 on this group of students and identify if any demographic or gendered effects on applications, offer and acceptance rates.	2021	CSP/EDIC	

Ref	Objective	Rationale	Action to be taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
SAP4.5	**PGR recruitment and progression:** Ensure the advertising for PGR degrees is gender neutral and recruitment processes for PGR are not subject to gender bias.	More offers to females and number of females registered for PGR degrees >3% higher than national data. Evidence of increased attrition rates of males in PGR programmes.	**Extension of BAP and SAP:** PG working-group meeting with College PG Marketing and Communications Manager. HR to inform local PG advisors if interview panel members appropriately trained in UB and E&D. All PGR supervisors to be kept up to date with names of local mental health first-aiders.	Ensure visible gender role models at Open Days and utilise expertise from Widening Participation Office for advertising. Soundbites/ testimonials from students (different genders/part-time/full-time) on PGR websites to encourage inclusivity and diversity.	A O	PG/Comms-WGs	Aim to align with NBD within 3 years. 100% of Open Days and recruitment advertising to show inclusivity and diversity. Closer to gender parity with a tolerance of 45-55% in the application, offer and acceptance rates by gender by 2022. 100% of PGR recruitment and thesis panel members and supervisors to be trained in UB and E&D (Nov 2021). Overall reduction in M attrition rates - currently 5% to 3% by 2022.
				Utilise UoE AS network and CMVM PG marketing to ensure information of all ECMS PGR opportunities given to UoE UG courses across disciplines.	O	SAT Convenors/ CMVM PG office	
				CMVM PGR committee to remind PG advisors of mandatory training in UB/ E&D for ALL interview/thesis panel members/supervisors.	All meetings (Q).	SAT Convenors/ CMVM PG office	
				PG buddy offered to all new students.	A in Sept	PG-WG	
				Same gender pastoral/mentor/tutor support offered to all students (**SAP4.7**).	A in Sept	PG advisors	
				As part of wider AS network - CMVM has developed a new mental health portal, this will be adapted and advertised.	I	SAT Convenors	

Ref	Objective	Rationale	Action to be taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
SAP4.6	**Part-time PG study:** Ensure staff scholarships are advertised with appropriate case-studies of successful applicants.	The percentage of females undertaking part-time PGR/PGT degrees is lower than national data. PG students can study part-time funded by staff scholarships. Data on full-time/ part-time status is not collected on PGT completion.	***Extension of SAP2015:** Advertisement of staff scholarships and their remit in AS newsletter, website and twitter. **Impact of ECMS initiatives since Silver 2015:** **46 staff scholarships have been awarded (39F/7M).**	Case studies placed on our website of successful scholarship applicants – use of CMVM wide Scope newsletter to publicise. Annual data on staff scholarships to include number, gender and role of those applying and completion. Determine if PGT completion rates are dependent on gender and part-time/full-time status or specific course.	O A 2021	PG/Comms-WGs /CMVM comms team CMVM PG Office/HR PG-WG/SAT Convenors	Improved figures for Staff scholarships, promoting part-time PG study - currently 55%F; improve awards by 5% for both genders by 2023.
SAP4.7	**Achieve gender-balanced thesis committees/ panels.**	UoE thesis committees /panels include all supervisors, an external member and a Chair – these 2 members should not be involved with the project and are important for student progression and pastoral support.	***Extension of SAP2015:** PG working-group study identified some all-male thesis committees/panels for female students.	Ensure that PG advisors in ECMS are documenting and monitoring the gender balance of thesis committees/panels. Same gender representation on thesis committees within the non-supervisory component, to ensure appropriate pastoral support component and aid in completion of study.	O O	PG-WG/PG advisors CMVM Director of PGR PG-WG	All thesis committees/ panels for PGR students to include F/M representation - same gender staff involved in pastoral support (2021). Increased PRES results by 5%, including '*Progress & Assessment*' - currently 77% CS/ 79% MGPHS, by 2022.

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SAP4.8 **Beacon activity** **New activity**	**PG Student Support:** Implement financial support for all College funded PG students for sick and parental leave.	Differences in funding source can impact on enjoyment and completion of programmes.	**New/recent initiative:** Previous APs initiated that all College funded PG students receive maternity support irrespective of funding source.	Develop clearer guidelines with UoE HR, that all College funded and indeed UoE PG students are entitled to sick-leave and parental leave, in-line with RCUK guidelines. Maternity returners' survey monitored for PG student data (**SAP3.7**) and implement support measures as required.	Aug 2021 A in Aug	CMVM Director of PGR/ PG-WG PG-WG/HR	Changed UoE policy to ensure all PG students on maternity /paternity or sick leave are supported financially and pastorally. Increased uptake of maternity returners' survey by PG students (only 1-2 students per year, aim to capture all).

5.	**Improve data monitoring and explore data in depth**						

SAP5.1	**GATHER, REVIEW AND ANALYSE DATA** related to staff and student gender balance, benchmarked against HESA National and Russell Group benchmark data, to measure progress of AS process and inform further improvements to policy and practice.	Review of data is essential in order to monitor changes in gender balance and workplace culture, and inform discussion in steering group and sub-committee.	***Extension of BAP & SAP:** Full AS data set gathered annually: Staff: Acad/PS&S F:M ratio by UE Grade, turnover, external recruitment, promotion/regrading, committee membership, contracts, family leave, REF submissions/ gender balance of external research speakers, uptake of training. Student: F:M ratios for UG, PGT, PGR, degree classifications, applications, offers and acceptances.	Annual AS data set expanded to include: intersectionality with ethnicity for all data; analysis of gender pay-gap; improved data collection and analysis of outreach activities/ fellowship and research grants. Data including comparative analysis with previous years discussed at steering group, AS-EDI and CSP sub-committees and DMC.	A A May	SAT Convenors/ AS-A/ CMVM Research Office SAT Convenors	Annual data review available on AS webpage – survey results uploaded by Mar 2021. Each Centre to increase their survey completion rates to >60% (2021/22).

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	Biennial Survey of ALL staff (Acad/ PS&S) and students to obtain Centre/ gendered and role-specific information on embedding AS principles.	The survey enables disaggregation by Centre - highlighting differences between Centres, gender and job-roles.	Data discussed annually at SAT/sub-committees and DMC. Summary of 2017 survey (without sensitive data) published on AS web-page and form part of annual presentation to Ambassadors. **Impact of ECMS initiatives since Silver 2015: Our 2019 survey completion rate was 94%, 28% increase from 2017.**	Key points included in REF 2021 submission discussions and provide staff with special circumstances information. Overall 2019 AS survey results to be placed on web-site. Centre-specific data will be sent to HoC. Presentation of data at ED&I Medical School Network event 2021.	2021 2021	DoR SAT Convenors	Discussion of data set minuted at SAT/DMC. 2021 AS survey to have 95% completion Data presentation included in ED&I network program - minuted at network event.
SAP5.2 Beacon Activity	**Regularly survey ESAT fellows**	The ESAT survey highlighted differences between Centres, of the academic achievements expected of ESAT Fellows in order to achieve an OE contract.	***Extension of SAP2015:** Met the ESAT director and discussed the results from our survey to ensure transparency for ESAT fellow career development. **Impact of ECMS initiatives since Silver 2015: ESAT survey launched and 31/86 (36%) ESAT fellows replied to survey questions on their experience of ESAT scheme.**	Circulate report to all ESAT fellows and follow-up with focus group to discuss report and identify outcomes and improvements. Second survey by June 2021.	O June 2021 Biennial	SAT Convenors/ ECR-WG SAT Convenors/ ECR-WG	Improved communication to ESAT Fellows (May 2021) Transparency on process for obtaining career progression. Increase in 2021 ESAT survey response rate from 36% to >50% for all genders and improved satisfaction.

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SAP5.3	**Enhance and record public and media engagement activities (PE):** Improve collection and monitoring and link with WAMs (SAP3.3).	There is extensive evidence of public/ media engagement activities undertaken by staff, but is poorly recorded centrally. These activities are now considered at career progression points.	***Extension of BAP & SAP:** Outreach activity questions in 2019 survey included information on gender of engaged public and if schools, whether mixed gender, state/comprehensive/primary/secondary. Outreach activity is recorded in 'Pure' (UoE online research portal). ECMS staff participate in Science Insights program (widening participation event for inclusivity). Gender bias detected in media and career training events. **Impact of ECMS initiatives since Silver 2015: 344 F (30%) and 211 M (38%) are involved in outreach/PE activities.**	Develop pro-forma to fill in for each public engagement event to record specific details of event. Meet with CMVM Marketing team to discuss targeted school engagement activities to improve M applicants to UG and PG courses. Organise media training with the press office and journalists and encourage female uptake by targeted emails.	Spring 2021 Jan 2021 A	SAT /CMVM PE officer SAT /CMVM PE officer Comms-WG	Increase to >50% for all Centres, for survey response) to career progression question that '*all skills/ experience taken into account*' – current F range 38% to 77% (2021/22 survey) Increase in 10% of women performing press/media opportunities, as documented in annual pro-forma of HoC information by 2022.

Ref	Objective	Rationale	Action to be taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome

6. Impact of COVID-19

Ref	Objective	Rationale	Action to be taken to date and impact	Planned Action	Time Frame	Responsibility	Success Criteria and Target Outcome
SAP6.1 New activity	Determine the impact of the COVID-19 pandemic on ED&I	There is likely to be an impact in ability to continue to progress career during the crisis, if there are child-caring responsibilities or if furloughed, and beyond the crisis as we develop new ways of working and live with the pandemic or endemic infection.	New/recent initiative: ED&I mainstreamed through UoE Adaptation and Renewal teams, resulting in Equality Impact Assessments being done across different areas of activities. UoE 'working from home' survey included ED&I focus and asked about impact on work, including research, as well as on wellbeing and impact of caring responsibilities. We have sought to mitigate impact on staff, including support during lockdown for those with caring responsibilities: 'only do what you can'. New cohort of Chancellors' Fellows specifically focussing on gender and race/ethnicity during recruitment, with aim for 50% women and 20% BAME.	Pulse surveys will be conducted regularly across UoE to monitor continued impact. We will analyse locally to identify areas that need attention. Ensure all promotions panels take into account COVID impact on productivity.	I	CSP/ HoDMGPHS	Increase awareness of these issues to Senior and local management and implement actions from surveys.