Department of Surgery and Cancer

Imperial College London

Silver Award Application

November 2018

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver	Actual Count
Word limit	**10,500**	**12,000**	**12 720**
Recommended word count			
1.Letter of endorsement	500	500	588
2.Description of the department	500	500	646
3. Self-assessment process	1,000	1,000	1093
4. Picture of the department	2,000	2,000	1932
5. Supporting and advancing women's careers	6,000	6,500	7480
6. Case studies	n/a	1,000	927
7. Further information	500	500	54

Note – email from ECU confirming 1000 extra words permitted since we are a Medical School with Clinical and Non-Clinical Staff, received 25th July 2018 and attached to this application (see next page).

Pontifex, Karen

Hi Karen,

Thank you for your email. I can confirm that you have been granted an additional 1,000 words for your November 2018 submission due to your department having both clinical and non-clinical staff.

Please include a copy of this email I in the submission, and state where the additional words have been used.

With best wishes,

Jess

Jessica Kitsell
Equality Charters Adviser

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AdvanceHE

To Whom it may concern

The Department of Surgery and Cancer at Imperial College London wish to apply for an extended word limit of 1000. We are a clinical Department with Clinical and Non-clinical staff. We will be submitting a for a Silver award in November 2018.

We have 4 Divisions Clinical and Non-Clinical staff spread across 5 College Campuses.

We await to hear your decision

Regards
Karen

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Karen Pontifex
Departmental Staffing and Business Support Manager
Campus Administrator (SAF, SK)
Department of Surgery and Cancer
Imperial College London
6th Floor, SAF Building

Glossary	
AP	Action Plan
AS	Athena SWAN
CRF	Clinical Research Fellow
CSL	Clinical Senior Lecturer
DSS	Departmental Staff Survey
FoM	Faculty of Medicine
HoD	Head of Department
H&S	Health and Safety Committee
ICHT	Imperial College Healthcare NHS Trust
ICL	Imperial College London
IRDB	Institute of Reproductive Biology
ISMDD	Division of Integrative, Systems Medicine and Digestive Diseases
JLR	Job Level Review
LDC	Learning & Development Centre
PDRA	Postdoctoral Research Associate
PFDC	Postdoc & Fellows Development Centre
PGR	Postgraduate Research
PGT	Postgraduate Taught
PRDP	Personal Review and Development Plan
PTO	Professional, Technical and Operational Job Family
P&C	People and Culture Committee
SMB	Senior Management Board
S&C	Department of Surgery and Cancer

Name of institution	Imperial College London	
Department	Surgery and Cancer	
Focus of department	**STEMM**	
Date of application	November 2018	
Award Level	**Bronze**	
Institution Athena SWAN award	**Date: April 2016**	**Level: Silver**
Contact for application Must be based in the department	Professor Lesley Regan and Karen Pontifex	
Email	l.regan@imperial.ac.uk and k.pontifex@imperial.ac.uk	
Telephone	020 3312 1798	
Departmental website	http://www.imperial.ac.uk/department-surgery-cancer/	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

Imperial College London

Professor M. Thursz
Interim Head of Department

Department of Surgery and Cancer

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 lincoln's Inn fields
London
WC2A 3LJ

To Whom it May Concern,

I am delighted to have this opportunity to support our Athena SWAN silver application for the Department of Surgery and Cancer at Imperial College London. I have been with Imperial since 1990 in which over the last 2 years I have been Deputy Head of Department before becoming the Interim Head of the Department in July of 2018. Throughout this time, I have seen a positive change in the culture and working environment much of which is down to the actions of the People & Culture (P&C) committee who have been leading our Athena SWAN programme. I am fully committed to engendering a culture in which all members of our Department feel supported, valued and respected. The Department has a world leading reputation for both research and teaching and at the pinnacle of this is the people who work and learn within the Department. I have been able to witness how our ongoing commitment to equality, diversity and overcoming cultural barriers is opening up doors to our producing some of the best research and teaching. My vision is for an undivided, inclusive Department, and the Athena SWAN Charter has focused our activities and data collection in this regard.

Reflecting on feedback from previous Athena SWAN panels, we have realized the importance of collecting the evidence for the impact of our initiatives and highlighting areas where we still need to improve. I am hugely proud of what the P&C committee have achieved, and this has made my transition to Head of Department so much easier knowing key issues are being addressed.

Since our award in 2014 the People & Culture Committee has transformed our activities in key areas. For example, we have improved the support that staff receive in applying for promotions and have expanded our mentoring scheme launched in 2015 These actions have helped to drive remarkable success for our early career researchers in obtaining research fellowships and progression for female academic staff to more senior positions. We are also evolving our recruitment processes to be more encouraging to female applicants by publicising role models, partnership with influential bodies such as Mumsnet and actively identifying potential candidates early. We have seen significant progress since our Bronze award with a doubling of non-clinical female academic staff and the recruitment of 4 new female professors.

The Department of Surgery and Cancer at Imperial integrates an enormous diversity of scientific and medical research activities at the interface of University and Healthcare Trust. This complexity presents significant challenges in meeting the goals set by the Athena SWAN charter. The speciality of surgery being male-dominated world-wide is also a significant test. However, through the efforts of the P&C, we have achieved considerable progress such as increased numbers of female Clinical Research Fellows, but we recognise that more has to be done in particular to encourage more female applications for clinical academic roles. In this application we can evidence the impact of our previous action plan and more importantly have laid out a pathway by which we will make further improvement over the coming years. I will personally make sure that a regular review of progress against the milestones that we have laid out in this document will be a central component of the department management strategy.

The dedication and commitment throughout from our P&C has been highly impressive and their initiatives have been innovative and ambitious.

Finally, I confirm that that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution/Department.

With best wishes,

Mark Thursz
Interim Head of the Department of Surgery and Cancer

2. DESCRIPTION OF THE DEPARTMENT

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

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

The Department of Surgery and Cancer (S&C) sits in the Faculty of Medicine (FoM) at Imperial College London (ICL) and is formed of four divisions, Surgery, Cancer, Integrative Systems Medicine & Digestive Diseases (ISMDD), and Institute of Reproductive and Developmental Biology (IRDB) (***Figure 2.1***) as well as further sub-sections, centres and institutes (***Figure 2.2***). These divisions are geographically spread over 5 campuses across London, St. Mary's, Charing Cross, Hammersmith, Chelsea & Westminster, and South Kensington (***Figure 2.3***). This is a complex structure requiring that many academic staff work across more than one site and inter-site collaborations are common. Professional, Technical and Operational (PTO) staff also work across sites, providing a cohesive and balanced provision of services, leading to an integrated research environment. All AS related activities occur at Departmental level and are rolled out across all staff, the divisions serve to reflect the differing research priorities in the Department rather than being administratively distinct.
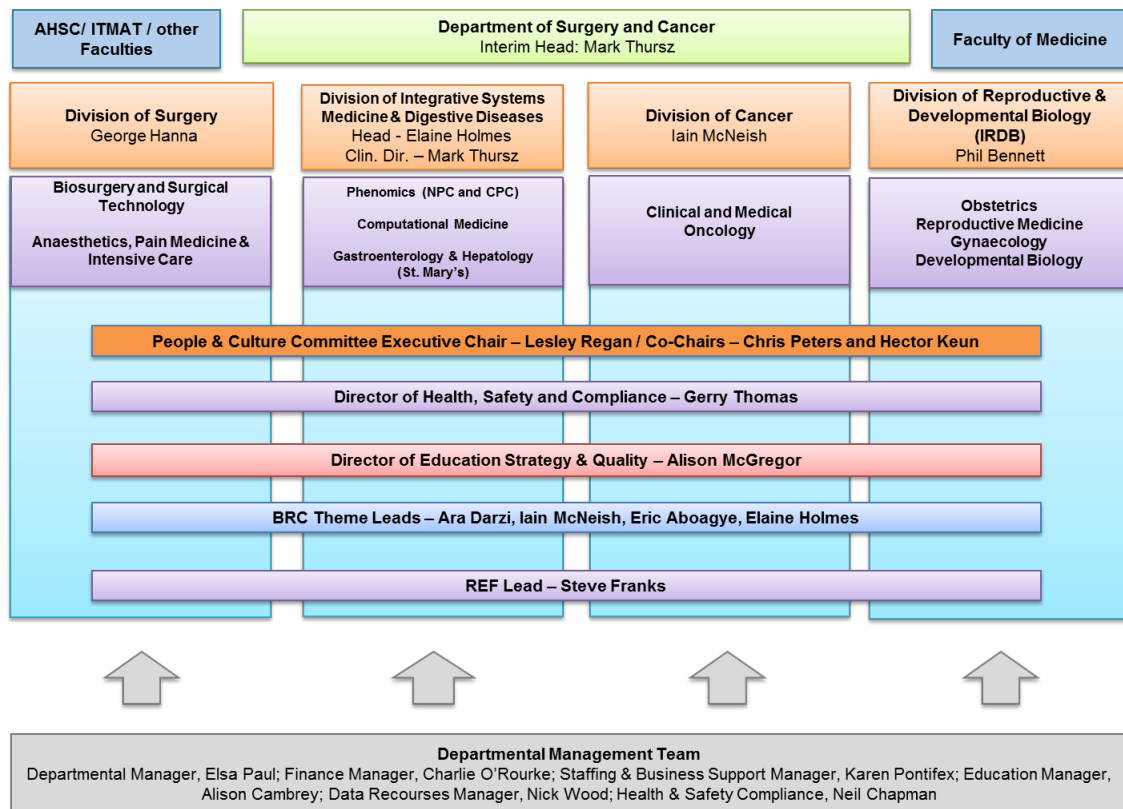

Figure 2.1: *Imperial College London Department of Surgery and Cancer Structure*

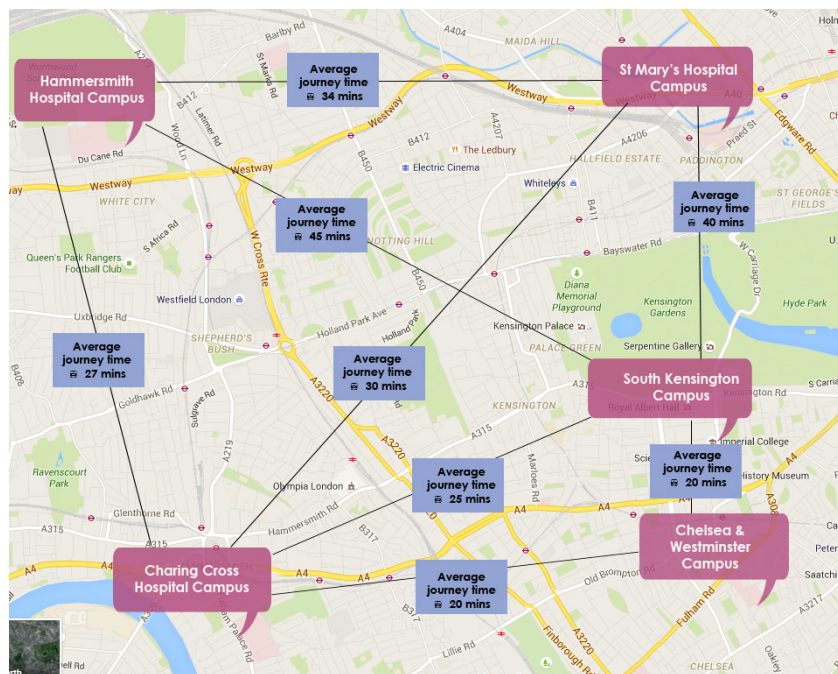**Figure 2.2:** Centres and Institutes hosted by Surgery and Cancer

Figure 2.3: Campuses of Imperial College London where staff from the Department of Surgery and Cancer are based.

The Department's focus is to deliver world class education and research in an environment where everyone can thrive. We are committed to improve the working lives of our staff and support them to develop professionally in a way compatible with a healthy and rich family life. **Central to this effort is our People and Culture (P&C) Committee which is the basis of our Athena SWAN Self Assessment team.** Reflecting this goal, we were proud to become the world's first academic or healthcare organisation to be awarded Mumsnet Family Friendly accreditation in June 2018 (*Figure 2.4,* see also section 5.5 (iii)). Mumsnet is an electronic forum with 8.2 million unique users per month hence alongside our AS award this accreditation demonstrates our commitment to the wider public and gives us access to a broader pool of potential applicants.

Figure 2.4: Photograph from our Launch event when S&C became the first healthcare or academic institution in the world to achieve Mumsnet Family Friendly Accreditation.

The Department has 609 members of staff (52% female) and 778 postgraduate students across 10 Masters programmes (229F:220M) and Postgraduate Research programmes (177F:152M) (*Table 2.1 and 2.2*). We have seen a consistent trend towards gender parity overall, and in most staff or student groupings since our Bronze award in 2014. While S&C is engaged across all 6 years of the Imperial Undergraduate Medical (MBBS) curriculum, its core principles are to deliver excellence in researcher-led basic and clinical science as well as teach. All academic staff are expected to contribute to teaching as well as research activities.

	Female	Male	Total	% Increase in Staff Numbers vs 2014	% female	Change in Female % vs 2014
Non-Clinical Academic & Research	109	111	220	+22%	50%	0%
Clinical Academics & Research	59	99	158	+14%	37%	+4%
Professional, Technical & Operational	154	77	231	+13%	67%	0%
Postgraduate Taught students	229	220	449	+45%	51%	-3%
Postgraduate Research student	177	152	329	+6%	54%	+23%
TOTAL	728	659	1387	+19%	52%	+6%

Table 2.1: Headcount of staff and students by type and gender 2018.

	Female	Male	Total	% female
Cancer	84	63	147	57%
Integrative Systems Medicine & Digestive Diseases	63	55	118	53%
Institute of Reproductive & Developmental Biology	45	14	59	76%
Surgery	115	151	266	43%
Central Administration	13	4	17	76%

Table 2.2 *Headcount of Staff by Division and gender 2018.*

Women are well represented in S&C leadership as Head of Division (Professor Holmes), Deputy Head of Cancer (Professor Bevan), Head of Section Obstetrics and Gynaecology (O&G) (Professor Regan), Director of Health Safety & Compliance (Professor Thomas), Director of Education Strategy & Quality (Professor McGregor), Chair of Information Governance Committee (Professor Thomas) and Executive Chair of the P&C Committee (Professor Regan).

Effective collaboration can only flourish in and atmosphere of trust and mutual support. Achieving this has required transparent, fair, objective decision making and the bringing together of people to help and support each other – all excellent practice for increasing diversity and the representation of women. We can show strong evidence that all these efforts are working.

The key impacts of implementing our Bronze action plan have been:

- A doubling of non-clinical female academic staff (from 9 in 2014 to 18 in 2018) and an increase in percentage of female Clinical Research Fellows (38% in 2014 versus 48% in 2018)
- Near gender parity in levels of non-clinical academic/research staff and PG students through a period of rapid growth.
- Promotion of female academics to senior roles: 4 to Senior Lecturer, 1 to Reader, 4 to Clinical Reader & 1 to Professor of Cancer Biology & Deputy Head of Division
- Recruitment of 4 new female Professors
- High retention of academics who have taken maternity or shared parental leave (increase from 82% return rate in 2014 versus 92% in 2018)
- Increased uptake of mentoring and training leading to many successful examples of female PRDA career progression to research fellowships and lectureships within S&C

3. THE SELF-ASSESSMENT PROCESS

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

Our P&C Committee has been embedded as a permanent part of the Department's decision-making processes and has a wide remit to support all staff since its establishment in 2013. It has 28 members (18F:10M) representative across all Divisions, campuses, staff and student groups (***Table 3.1***). By having a diverse P&C membership, we aim to ensure broad representation of all our staff and students with different academic, work life and parenting/caring experiences. We feel it is important when promoting our AS agenda that our P&C reflects a good mix of gender, ethnicity and nationality and thus reflects the diversity of the Department. Whilst the large size of the group was raised in feedback from prior applications, we feel this is justified by the fact we are a large Department with a wide geographical area and many job types.

Two new Co-Chairs were appointed in August 2017 to support the chair and ensure regular representation at, and communication between, all the College, Faculty and Departmental committees relevant to working conditions, equality, diversity and inclusion. This includes the Senior Management Board (SMB), which has a standing agenda item at each month to ensure that all matters raised by the P&C committee are discussed, ratified and brought to the attention of all divisional and sectional heads. In addition, committee balance has been improved by the appointment of 8 new committee members, 5 PTO staff, 2 Students and 3 PDRAs. Each member of the P&C has chosen a specific area of responsibility for which they have oversight and are passionate about, and this contribution to Department is specifically highlighted during their appraisal process. Through this approach we have been able to focus on issues that will have the most impact. Meetings are held in an environment that encourages discussion and group participation, enabling members to suggest and propose initiatives on gender issues within the Department.   Many initiatives from these discussions are in response to feedback from the staff survey.

Members of the P&C sit on both the College's and FoM's AS committees, as well as committees that oversee undergraduate and postgraduate teaching. In addition, PDRA representatives sit on the PDRA Representatives network. Through these external links we have had our application reviewed by other Departments and likewise have assisted them with their AS applications. AS updates are disseminated widely at our annual Departmental meeting, internal seminars, monthly newsletter, Blog, Twitter and via our website (***Figure 3.1***).

Figure 3.1: *Screenshot of Department Newsletter, example of Twitter feed, and P&C Committee website.*

Committee Member	Job family and Campus	People and Culture Involvement	Personal Statement
Mrs Julia Anderson	Departmental Manager (retired 2018)	Heavily involved in previous Bronze and Silver applications. Recipient of Imperial College Medal	Married and a speaker at Imperial College Springboard Women's Development Programme
Dr Toby Athersuch	Non-Clinical Lecturer	Champion for Societal Engagement and Outreach	Married and an expectant father. Benefits from flexible hours and home working to reduce commuting dead-time
Dr Veronique Azuara	Research Team Leader and Reader in Stem Cell Biology	Champion for Postdoc and Fellow Career Development. FoM mentoring scheme member	Married with two young daughters born in London and growing up in a plurilingual and multicultural environment
Ms Tammy Barrett	ISMDD Divisional Manager	Champion for Maternity/Paternity Flexible, Friendly Working	Has been on maternity twice and is supported by flexible working hours and fully understands the importance of work/life balance
Mr Rob Bell	College AS Coordinator, Professional Services	Link between the Department and College Provision of College-held data Advice throughout application process	Works flexibly and supported partner through their PhD. An Athena assessor volunteer
Prof Charlotte Bevan	Professor	Deputy Head of Division of Cancer. Champion for Academic Career Development/Promotions	Partnered with two children. Mentor across the Division of Cancer
Dr Alison Cambrey	Education Manager	Champion for Education and student welfare	Married, supported by flexible working and remote ability across campus sites
Dr Biancastella Cereser	Research Associate	Representative of Research Associates and Fellows. Organises surveys and tailored events to encourage career progression and networking.	Finds the support of working from home on occasions has allowed a good work-life balance particular during critical times in her career progression
Dr Wei Cui	Senior Lecturer	Champion for welfare of PG students and equality of people with different cultures	Has a daughter in university and is a carer for elder parents.
Mrs Larissa Franklin Revill	Technical Services / PhD Student	Interest in development of various career pathways/opportunities available to technicians. Champion of equal opportunities	Married with a menagerie of pets. About to embark upon balancing a developing career with motherhood.
Prof Stephen Franks	Clinical Professor	Champion for REF Procedures and member of the mentorship scheme	Married, three grown up children. supports the care of a very elderly parent, who is now in a residential care home.
Prof Kate Hardy	Professor of Reproductive Biology	Providing a link between the current and previous applications and sharing experience.	Widowed with a grown up son and agreed flexible working to accommodate chronic health condition
Prof Hector Keun	Professor of Biochemistry (non-clinical)	P&C Committee Co-Chair	Married with two young children, supported by flexible working
Dr Jia Li	Senior Lecturer in Microbiome research	Interested in childcare, work-life balance, career progression. Champion for wellbeing at work	Engaged with a 2-year old daughter whilst working full time

Mrs Shirley Line	Divisional Manager, Cancer & IRDB Professional Services	Specialist interest in recruitment and induction Champion for recruitment	Married, a mother to a son and a daughter and grandmother to 5 grandchildren. Provides care to a parent with dementia and supported by flexible working
Prof Daqing Ma	Professor of Anaesthesia	Champion for gender balance	Married with two daughters, supported by flexible, part-time working
Dr Nina Moderau	Research Associate	Interest: postdoc career progression, improving equal opportunities for women in research	Works from home with compressed or flexible hours to achieve the best productivity and good life-work balance
Ms Debbie Oram	Departmental Administrator and Communications. Professional Services	Supporting enhanced communications within the Department and for the committee	Supported by flexible working to ensure a good work life balance to enable me to work sporting events around the world alongside my career at Imperial
Ms Elsa Paul	Departmental Manager	Provides Departmental coverage, joined Imperial in 2018. Previously a key member of KCL AS team	Passionate about creating nurturing and inclusive work environment, enhanced by previous experience in India/UK on capacity building programmes for gender mainstreaming and addressing health inequalities
Mr Christopher Peters	Clinical Senior Lecturer/NHS Consultant Upper GI Surgeon	Co-chair of P&C Committee. Mumsnet link. Special interest in barriers to career progression in clinical academics	Father of two children (8 & 5) both of whom were adopted. Took advantage of the extended adoption leave offered, for both children
Ms Karen Pontifex	Departmental Staffing & Business Manager. Professional Services	Responsible for providing all HR related data. Champion for Committees membership	Member of Faculty Equality Diversity & Inclusion Committee and Departmental committees
Prof Lesley Regan	Clinical Professor	Chair of P&C	President of the Royal College of Obstetricians & Gynaecology (RCOG) and has twin daughters
Mr Matthew Ryan	Research Manager	Champion for Bullying, Harassment, Training and Mentoring	Father of a 3-month old, taking shared parental, a flexible worker and feminist
Ms Sarah Sayers	PhD Clinical Medicine Research, IRDB	Postgraduate representative	Warden for Xenia Hall, supported by flexible working
Dr Paul Strutton	Senior Lecturer	Advisor and contributor on undergraduate issues	Married with three children
Dr Tony Tarragona-Fiol	Division Manager, Surgery	Champion for PTO Career Development and Promotions	Married, six children. One with special needs, requiring flexible work
Dr Elizabeth Want	Senior Lecturer & Director of the Imperial International Phenome Centre	Mentoring and Outreach	Married, two young children, supported by flexible working
Mr Nicholas Wood	Data Resource Manager. Professional services	Involved in data collection and analysis for the application. Produced systems for mentoring and bullying and harassment reporting	Passionate about promoting a fair/welcoming environment. Uses data analysis and systems to lower barriers and detect areas where improvements can be made

Table 3.1: *Composition of the Surgery and Cancer P&C committee including their specific interests and a brief personal statement*

(ii)   an account of the self-assessment process

Following our Bronze renewal in 2015 the P&C has met termly then monthly to continue its agenda of improving the working lives of our staff. The current P&C focus has changed to 1) oversee implementation and developing initiatives of our AP, 2) monitor progress by data analysis, including through Department survey feedback, 3) identifying issues relating to gender equality, 4) conducting annual surveys and focus groups and 5) reporting back to senior committees and disseminate information to all staff and students.

The principal reason for not achieving a Silver award in 2015 was the inability to demonstrate that recently instituted activities had led to changes in the Department. We therefore actively developed strategies to monitor the impact of the P&C committee and to collect data to demonstrate improvements. The previous application was also criticized for a lack of analytical reflection which we hope has been remedied in this document. Other concerns raised in 2015 surrounded staff's perceptions of the Department from survey data. We have continued to collect this information over the last 3 years to assess if our actions are changing this.

In 2017 P&C committee members were asked to volunteer to be champions and to oversee specific areas of culture change that they are passionate about. This structure has made sure that the spotlight is focussed on areas where we have needed to improve our working culture and to highlight areas of best practice.

During the period of the current award, we have conducted a wide range of activities to both promote and spread important initiatives (*Figure 3.2*). We have gathered qualitative and quantitative evidence about the culture and practices within S&C to measure against progress in key action areas and to identify areas of improvement. As a result of our survey design the FOM AS Committee shared it widely across the Faculty to enhance our collective ability to compare information in the future.
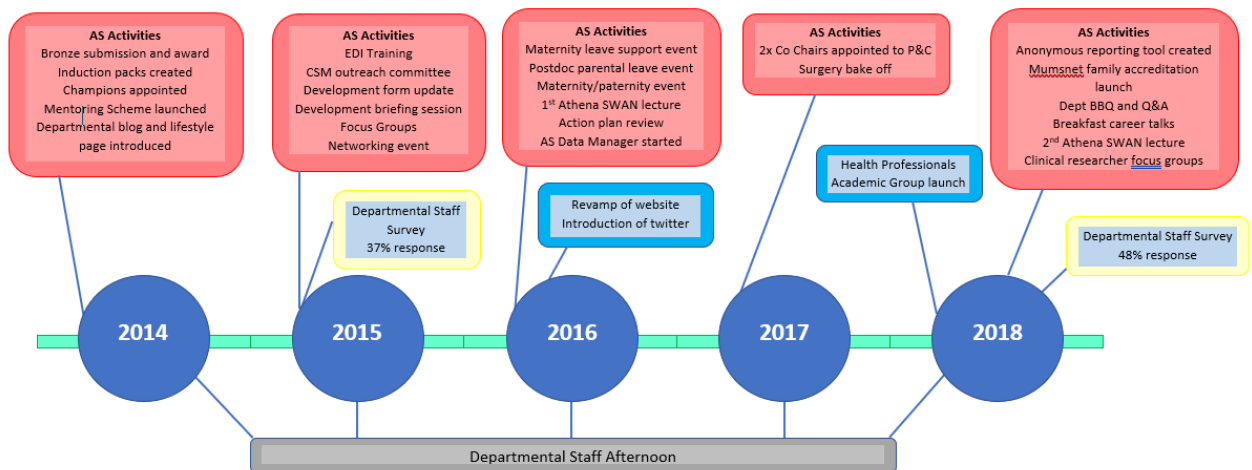
Figure 3.2: *Summary table showing S&C events, surveys and launches which were coordinated by the P&C committee and occurred between our Bronze award in 2014 and this application.*

We have undertaken a structured programme of Department-wide staff and student focus group workshops. For example, AS has featured in our Departmental afternoons held between 2015-2018, all of which culminated in discussions focusing on practical initiatives to improve working life in the department. The last of our Departmental afternoons directly lead to the recruitment of two new P&C committee members. The attendance (ranging between 120 – 210) reflected a Departmental cultural shift as a result of Bronze AP initiatives, including senior representation for every building on every campus and senior surgical leads from all sites. These events have been an effective way to engage and network within the Department. The Departmental afternoons and focus groups were facilitated by independent experts, external to the College and the LDC. A report from each focus group discussion was sent out for further consultation and fed into our current 2018 Silver AP. We reported feedback and findings to the Department to discuss how our current AP did or did not address the issues that were being raised. These were valuable exercises that revealed strategic areas in which we could focus our efforts for maximum impact and other areas we were achieving excellence. For example, our Departmental afternoon in 2016 led to development of new online tool for anonymous reporting of bullying and harassment (see section 5.6 (i)). Feedback from our 2017-2018 afternoons helped us to improve our induction pack (see section 5.1 (ii)).

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

Our AP will be overseen by our P&C Committee *(Action 1.1)* (*Table 3.1, above*), which meets monthly to monitor the implementation of the AP and have topic specific meetings to discuss key areas identified in the AP. The Chairs will rotate every 3-years to share workload. Remaining membership will be reviewed annually, considering workloads and representation *(Action 1.1.1)*. The Divisional Heads hold Executive Committees, thereby sustaining a Departmental-wide engagement. P&C members are very active in engaging with other Departments within the Faculty and the wider university.

We will provide progress updates through webpages, newsletters, Departmental meetings and HoD emails *(Action 1.1.2)*. As stated earlier, AS is a standing agenda item on all Departmental and Divisional committees. We continue to consult our Department through surveys, focus groups and Department-wide consultations to create a culture of continual improvement (*Table 3.2*).

When	Format	Important elements	Aims
February 2019	College Survey	Standardised 2 yearly survey of all College staff.	Allows assessment of staff experience and perceptions of the College and also benchmarks S&C against other departments.
March 2019	Departmental Afternoon Charing Cross	To provide a forum for open discussion of issues in the Department	Identify areas of concern and develop new initiatives to improve staff's working lives
April 2019	Female Non-clinical academic focus group	To understand the major barriers for female non-clinical academics career progression	To talk to women who have left academia or Imperial understand why they didn't continue. To publish these findings
Annually	Meet the Leader sessions	Pan campus sessions with the HoD and other senior management members	To improve visibility/sense of Departmental identity
June 2019	Power dynamic focus group	To bring together staff to explore issues relating to power and authority in the Department	To determine if there is a need to increase transparency around accountability and decision making.
July 2019	Male Non-clinical academic focus group	To understand the major barriers for male non-clinical academics career progression	To talk to men who have left academia or Imperial understand why they didn't continue. To publish these findings
September 2019	Departmental Afternoon St Marys	To provide a forum for open discussion of issues in the Department	Identify areas of concern and develop new initiatives to improve staffs working lives
October 2020	Departmental (whole staff) survey	Same questions as previous round for direct comparison	Major themes: culture, leadership visibility, PRDP

Table 3.2: Future S&C AS-related Staff Engagement exercises.

Action 1.1: P&C committee to audit implementation of action plan and report this to SMB

Action 1.1.1: Review SAT membership annually and ensure equality in representation on P&C (BAME, LGBTQ+)

Action 1.1.2: Report and advertise P&C activities widely

4. A PICTURE OF THE DEPARTMENT

4.1. STUDENT DATA

> **Main Impacts**
> - Increase in the percentage of female students choosing a BSc in Surgery and anaesthesia from 25% to 38%
> - No gender bias in post graduate taught student recruitment
> - No gender bias in post graduate research degree recruitment with 55% female.

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

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

   N/A

(ii)   Numbers of undergraduate students by gender

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

S&C does not support a full undergraduate course alone (these are administered by the FoM); thus, we have no control over admissions, and hence have not analysed UG admissions data further. S&C does host several full-time BSc streams offered to 4th year Imperial medical undergraduates (MBBS), externally "intercalating" medical students or 3rd year Biomedical Sciences (BMS) students as part of the offering by the FoM. Students freely decide which stream they wish to take, and it is clear that on average there are strong biases in the numbers of female students selecting our courses **(*Table 4.1*)**. These biases reflect the national picture of newly qualified doctors entering foundation training in these respective disciplines (e.g.; 88% Obstetrics/Gynae; 30% - Surgery; data from "The state of medical education and practice in the UK", the GMC, 2016) demonstrating that these patterns are symptomatic of wider factors influencing choices in medical training that extend beyond our institution. However, for each of our courses we have seen a reduction in these biases over recent years. We believe this is in part due to the development of MBBS/BSc open days to actively promote the courses and offer role models of both genders to encourage uptake of courses in a more balanced proportion than the clinical population (***Action: 2.1.a & 2.1.b***). In particular we are pleased with the 13% increase in the female uptake of the BSc in Surgery and Anaesthesia.

	2015/16	2016/17	2017/18	% Growth since 2015
BSc (1YFT) Gastroenterology and Hepatology	31	27	12	
Female	9	12	5	
Male	22	15	7	
%Female	**29%**	**44%**	**42%**	**+13%**
BSc (1YFT) Reproductive and Developmental Science	33	26	26	
Female	29	22	21	
Male	4	4	5	
%Female	**88%**	**85%**	**81%**	**-7%**
BSc (1YFT) Surgery and Anaesthesia	40	39	16	
Female	10	17	6	
Male	30	22	10	
%Female	**25%**	**44%**	**38%**	**+13%**

Table 4.1: Undergraduate gender balance by programme (headcount) 2015-17.

	1st	2.1	2.2	3rd	Fail
Female	**42%**	**55%**	**2%**	**0%**	**1%**
2015/16	31%	67%	2%	0%	0%
2016/17	44%	50%	4%	0%	2%
2017/18	53%	47%	0%	0%	0%
Male	**15%**	**79%**	**3%**	**1%**	**1%**
2015/16	9%	86%	4%	0%	2%
2016/17	21%	74%	0%	2%	0%
2017/18	17%	70%	9%	0%	0%
Grand Total	**29%**	**67%**	**3%**	**0%**	**1%**

Table 4.2: UG Degree outcome by gender and year

Degree attainment is steadily increasing in our cohorts for both men and women undergraduates In recent years, which is also a national trend (26% achieved a 1st in 2016/17 vs 18% in 2012/13, HESA). However, a substantial bias has appeared in the proportion of females getting a 1st class degree (42%) compared to men (15%) (*Table 4.2*). While this may be in part due to our falling student recruitment (*Table 4.1*) and very low numbers, we will investigate further. Preliminary analysis by the P&C suggests that there is anecdotal evidence for female candidates preparing better for *viva* examinations and that this may have a significant influence on outcome. Very few students achieve less than a 2.1 degree class or fail (<10% in any given year, ~4% in total between 2015-18) (*Action 2.2*).

Action 2.1a: Monitor gender representation and visibility of role models at BSc open days

Action 2.1b: Retrospectively survey students who attended open days as to their motivations in selecting a BSc stream and seek further evidence for the impact of open days.

Action 2.2: Investigate assessment practices and other reasons why men may be less likely to achieve 1st on some UG courses

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

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

Year	Applied				Offer				Enrol			
	F	M	Sum	%F	F	M	Sum	%F	F	M	Sum	%F
2013/2014	324	202	526	**62%**	177	116	293	**60%**	112	58	170	**66%**
2014/2015	331	266	597	**55%**	168	141	309	**54%**	97	81	178	**54%**
2015/2016	341	264	605	**56%**	230	169	399	**58%**	120	96	216	**56%**
2016/2017	479	451	930	**52%**	280	171	451	**62%**	140	90	230	**61%**
2017/2018	521	487	1008	**52%**	327	266	593	**55%**	212	198	410	**52%**
Total	1996	1670	3666	**54%**	1182	863	2045	**58%**	681	523	1204	**57%**

Table 4.3: PGT applications, offers and enrolment by year and gender (headcount)

S&C supports a number of PGT programmes and masters by research courses aimed at both basic scientists and clinicians. During this time there has been substantive growth in the courses offered (from 6 to 10) and in applications (from ~500 to >1000 annually) and enrolment (~2 fold increase). Despite these dramatic changes, the proportion of female applications is tending towards parity (currently 52% in 2017, *(Table 4.3)*, **strongly indicating that overall our PGT offering is becoming more equally attractive to male and female students.**   Importantly the % of female offers and enrolment typically stays very close to the proportion of female applications demonstrating that **there is little or no gender bias in our recruitment procedures**.

However, we note that there are large differences between applicant gender depending on the course that reflect the same professional biases as observed with UG courses (e.g. surgical courses recruit more men while the MSc in Reproductive Biology recruits many more women; *(Table 4.4)*. The courses attracting mostly biological scientists (Biomedical research & Cancer Biology) recruit 63-64% females, in line with the UK HE Biological sciences sector as a whole (63% female – data from HESA https://www.hesa.ac.uk/data-and-analysis/students/chart-7). Despite these trends some courses e.g. Medical robotics, have dramatically and consistently improved the proportion of females applying (from 27% to 40% in 2017) – which is in part due to our Actions to improve the course descriptions, using published best practice for gender neutral documentation, and development of open days. Since our 2015 application we have also begun actively mentoring potential applicants identified at open days, or via requests for more information, to support them through the process and to work with them to determine if the course if right for them. This has involved putting them in touch with female role models already doing the course or vice versa for female predominant post graduate courses. Interestingly our full-time students are consistently more likely to be female (currently 66%) whereas part-time students are 50% female. This reflects higher recruitment to part-time courses in Surgery, which is more male dominated *(Action 2.3)*.

	2015/16			2016/17			2017/18			Total		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Biomedical Research (MRes 1YFT)	50	27	65%	41	27	60%	48	25	66%	139	79	64%
Cancer Biology (MRes 1YFT)	10	9	53%	22	14	61%	27	16	63%	59	39	60%
Health Policy (MSc 2YPT)	24	15	62%	24	21	53%				48	37	56%
Healthcare and Design (MSc 2YPT)				6	3	67%	13	6	68%	19	9	68%
Medical Robotics & Image Guided Intervention (MRes 1YFT)	4	11	27%	4	8	33%	10	15	40%	18	34	35%
Patient Safety (MSc 2YPT)							11	7	61%	11	7	61%
Reproductive and Developmental Biology (MSc 1YFT)	15	4	79%	22		100%	24	3	89%	61	7	90%
Surgical Education (MEd 1YFT)		1	0%	1	1	50%	1		100%	2	2	50%
Surgical Education (MEd 2YPT)	5	7	42%	7	5	58%	3	5	38%	15	17	47%
Surgical Innovation (MSc 1YFT)	6	11	35%	4	7	33%	4	11	27%	14	29	33%

Table 4.4: PGT enrolment by year, programme and gender (headcount). Does not include PgDip/PGCert. Some courses only begun in more recent years. Note: Health Policy did not run for 2017/18 while undergoing curriculum review. FT=full time; PT=part-time

Completion rates are very high for full time courses (94% or more, **Table 4.5**) with no evidence of gender bias. However historically part-time completion rates were lower, particularly for female students. By improving and expanding our support systems including pastoral care via course tutors, independent elected student representatives, frequent student feedback questionnaires and 'drop-in' sessions with course directors we have significantly raised completion rates for part-time students to levels comparable with full time students and reduced any gender bias (91% F and 96% M in 2017/18).

Full Time	Female	Male
2015/16	94%	97%
2016/17	94%	89%
2017/18	97%	96%
Part Time	Female	Male
2015/16	67%	82%
2016/17	81%	82%
2017/18	91%	96%
Grand Total	90%	92%

Table 4.5: PGT completion rates by year of enrolment, gender and part-time/full-time status.

Action 2.3: We will investigate drivers for PGT course selection (e.g. visibility of role models) within each discipline so that we can expand this effort to improve the gender balance of our recruitment at an individual programme level

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

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

	Appl.				Offers				Enrol			
	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F
2013/14	65	45	110	**59%**	58	31	89	**65%**	56	30	86	**65%**
2014/15	82	67	149	**55%**	55	47	102	**54%**	53	45	98	**54%**
2015/16	74	75	149	**50%**	44	47	91	**48%**	44	47	91	**48%**
2016/17	83	60	143	**58%**	55	49	104	**53%**	55	49	104	**53%**
2017/18	104	69	173	**60%**	61	45	106	**58%**	59	45	104	**57%**
Total	408	316	724	56%	273	219	492	55%	267	216	483	55%

Table 4.6 PGR applications, offers and enrolment.

S&C has a substantial PGR student population and our applications have increased by >50% and enrolment by ~20% since 2013 *(Table 4.6)*. Despite this expansion we have maintained the proportion of female applicants, offers and enrolments to just above parity during this period (55-56%) **with no gender bias being introduced during recruitment**, **giving confidence in our procedures.** The fact that slightly more females are enrolled overall (~55% vs UK average 48% - data HESA) probably reflects the over-representation of biological sciences graduates in our cohort (63% female in HE).

Completion/continuation rates are very high overall with very low discontinuation rates (~7% for women and ~2% for men overall with in the period examined, *Table 4.7*) which also indicates that we have excellent systems in place to support students and supervisors throughout PhD training.   There is no clear evidence of gender bias, and although discontinuation rates trend towards slightly higher values for women we have observed year on year decreases.

	Completed		Ongoing		Discontinued	
Year of registration	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Full Time (total)	**21%**	**20%**	**73%**	**78%**	**6%**	**2%**
2013/14	56%	63%	31%	37%	14%	0%
2014/15	12%	17%	79%	83%	9%	0%
2015/16	26%	8%	69%	88%	6%	4%
2016/17	13%	7%	83%	87%	3%	7%
2017/18	4%	0%	95%	100%	2%	0%
Part Time (total)	**9%**	**14%**	**84%**	**83%**	**7%**	**3%**
2013/14	22%	50%	70%	46%	9%	4%
2014/15	14%	9%	73%	87%	14%	4%
2015/16	0%	0%	100%	100%	0%	0%
2016/17	0%	0%	92%	96%	8%	4%
2017/18	0%	0%	100%	100%	0%	0%
Grand Total	**17%**	**17%**	**77%**	**81%**	**7%**	**2%**

Table 4.7: PGR completion rates.

Action 2.4: Continue to Audit gender bias in discontinuation rates for PG research students

(v)   Progression pipeline between undergraduate and postgraduate student levels

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

In S&C there is no natural progression from UG to PG studies, as the UG population are largely in early medical training pre-qualification whereas the PG population are typically biological scientists or later stage clinicians. However, there are similar gender biases observed by sub-discipline in UG and PGT choices. Our already stated actions will seek to encourage more gender balanced applications to reduce these biases at both career points.

4.2. ACADEMIC AND RESEARCH STAFF DATA

Main Impacts
1. Doubling of the number of non-clinical female researchers from 9 to 18
2. Increase in the proportion of female Clinical Research Fellows from 38% to 48%
3. Promotion of female Clinical Senior Lecturers leading to a gain of 3 female Clinical Readers

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

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

Historically in the Department there has been little differentiation in contract by type in terms of teaching or research. All academic staff are typically required to contribute substantially to both and the major division is between clinical and non-clinical staff which is where our analysis is focused.

Following on from our Bronze award we identified a number of areas which required improvement:

- Awareness of promotion procedures and requirements and to increase the number of female applicants for promotion [communications from HoD, consideration of all eligible candidates within Department committee].
- Broadening constitution of Department promotions committee [to include more women, more junior staff].
- Greater training in unconscious bias.
- The support provided for promotion applicants [we assign a senior staff member to support].
- Identify female clinical researcher talent earlier.
- Ensure that job adverts and description are more attractive to either gender.

Since the implementation of these actions we have seen a number of substantive positive changes:

- Increased numbers of women applying for promotion and increased success [see section 5]
- A doubling in female non-clinical academic staff from 9 to 18 and an increase in the number of female professors from 3 to 8 (1 by promotion, 4 by recruitment) *(Table 4.8)*
- Progression of women from non-clinical Lecturer to Senior grades (Senior Lecturer, Reader and Professor) via the promotion process (Detailed in section 5)
- An increase in % female Clinical Research Fellows from 38% in 2014 to 48% in 2018 *(Figure 4.2)*
- Promotion of female Clinical Senior Lecturers to readers (2) to give a total gain of 3 female Clinical Readers and 2 new female Clinical Professors appointed.

	Female						Male					
Clinical	2014	2015	2016	2017	2018	% Growth since 2014	2014	2015	2016	2017	2018	% Growth since 2014
Clinical Lecturer	5	4	4	5	5		5	5	5	7	6	
Clinical Senior Lecturer	6	4	5	6	2		12	14	17	16	18	
Clinical Reader	0	0	2	1	3		3	2	1	2	1	
Clinical Professor	2	2	2	3	4		19	23	25	27	27	
Total	13	10	13	15	14	**8%**	39	44	48	52	52	**33%**
	Female						Male					
Non-Clinical	2014	2015	2016	2017	2018	% Growth since 2014	2014	2015	2016	2017	2018	% Growth since 2014
Lecturer	4	3	3	2	2		7	8	8	8	7	
Senior Lecturer	2	3	5	5	7		7	8	8	10	10	
Reader	0	1	1	1	1		5	4	9	5	7	
Professor	3	3	5	6	8		5	7	10	15	15	
Total	9	10	14	14	18	**100%**	24	27	35	38	39	**63%**
	Female						Male					
Postdoc and Fellows	62	54	61	60	66	**6%**	54	53	69	75	64	**19%**

***Table 4.8.** Academic staff by grade, year and gender. (headcount)*

Note:
- Clinical Lecturers are not equivalent positions to a non-clinical academic lectureship as these are surgical trainees who have some protected time for research for a fixed period only. They are recruited by the London Deanery directly, not ICL.
- Clinical Senior Lecturers must be associated with an NHS consultant post and typically have 50% time allocated to research and 50% clinical responsibilities.
- Clinical research fellows are employees of ICL but are on fixed term contract to study for a PhD only.

However, other bottlenecks remain. The recruitment of women to Clinical Senior Lecturer (CSL) posts has been poor and total numbers of female clinical staff have not risen despite an increase in male clinical academics at (CSL and professor level, by ~50%) *(Figure 4.1,4.2)*. Specific actions have been implemented to investigate and address this *(Actions 3.1, 3,2 and 3.3)*.
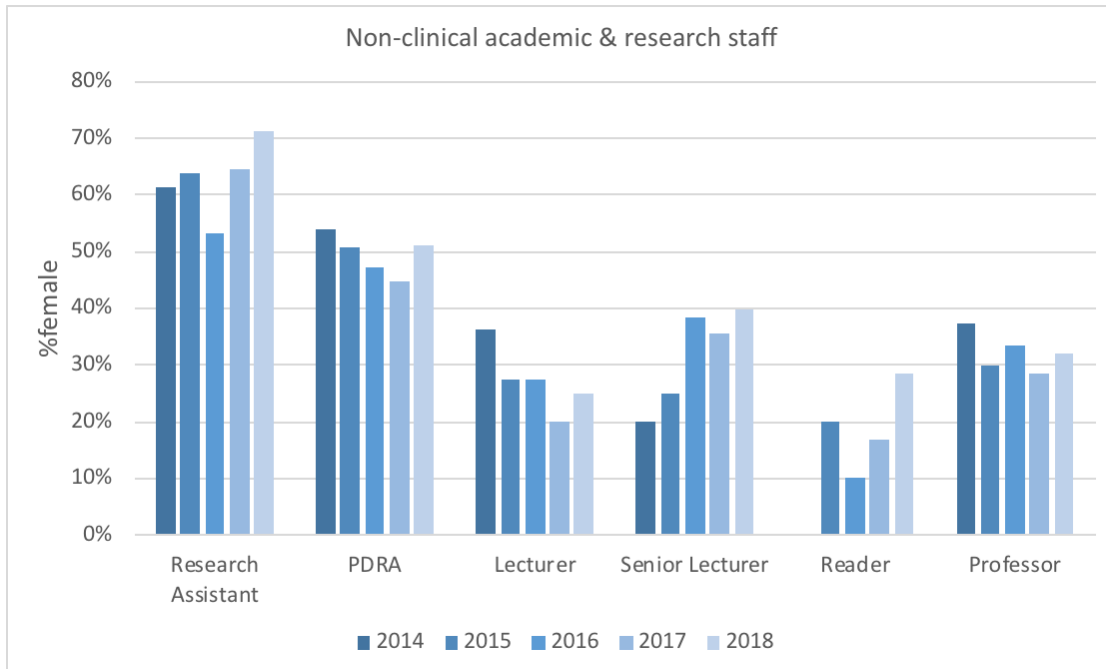

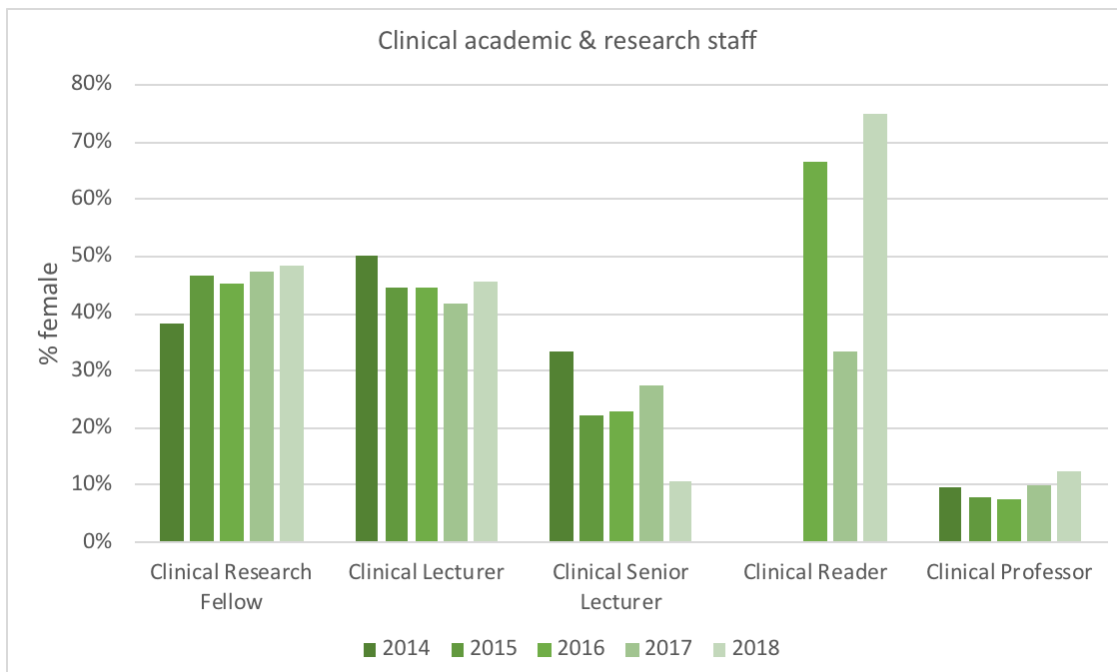*Figure 4.1. Proportion of female non-clinical academic staff by year.*

Figure 4.2. Proportion of female clinical academic staff by year.

Approximate timelines for progression are given in figures 4.3/4.4.

Figure 4.3: *Career pipeline for non-clinical academic staff in S&C*
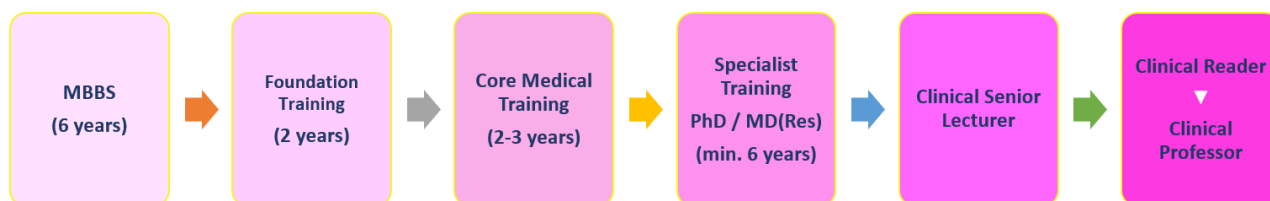

Figure 4.4: *Career pipeline for Clinical academic staff in S&C*

It is notable, however, that our clinical academic staff are dominated by the surgical speciality and national data recently reported that only 12% of all consultant surgeons in the UK were female (*BMJ 2018; 363 doi: https://doi.org/10.1136/bmj.k4530*). We are exceeding this percentage in our clinical academics. In addition, S&C have led a Faculty wide workshop (September 2018) where we invited back female clinicians who did research in the FoM but then left to join the NHS full time rather than pursuing an academic career. This has identified barriers to their career progression and we are in the process of analysing the data to develop concrete initiatives to encourage them to remain in the academic environment *(Action 3.4)*. Early analysis has highlighted the importance of presenting suitable role models and the need for an academic female clinician forum. We will also actively engage with the Royal College of Surgeons initiatives to improve gender balance in surgery including promoting their 'Support Women in Surgery Network' and supporting their efforts to understand the issues facing women in surgery (https://www.rcseng.ac.uk/careers-in-surgery/women-in-surgery/)*(Action 3.5).*

We have no cases to report of technical staff moving into academic roles during the period of this application and it a very rare transition historically in our Department.

> **Action 3.1**: Increase number of female applicants for clinical academic positions by setting up a search committee to actively identify leading female academics across all our fields
>
> **Action 3.2**: Ensure that all job descriptions and adverts for all academic posts utilise gender neutral language as per published guidelines.
>
> **Action 3.3**: Audit to ensure there continues to be a minimum of one or more females and male panel members on all recruitment panels with three or more members and report this data to SMB
>
> **Action 3.4**: Analyse the data from the female clinical academic focus group to develop strategies to encourage them to remain on academic career track
>
> **Action 3.5**: Engage with Royal College of Surgeons initiatives to improve the gender balance in surgery.

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.
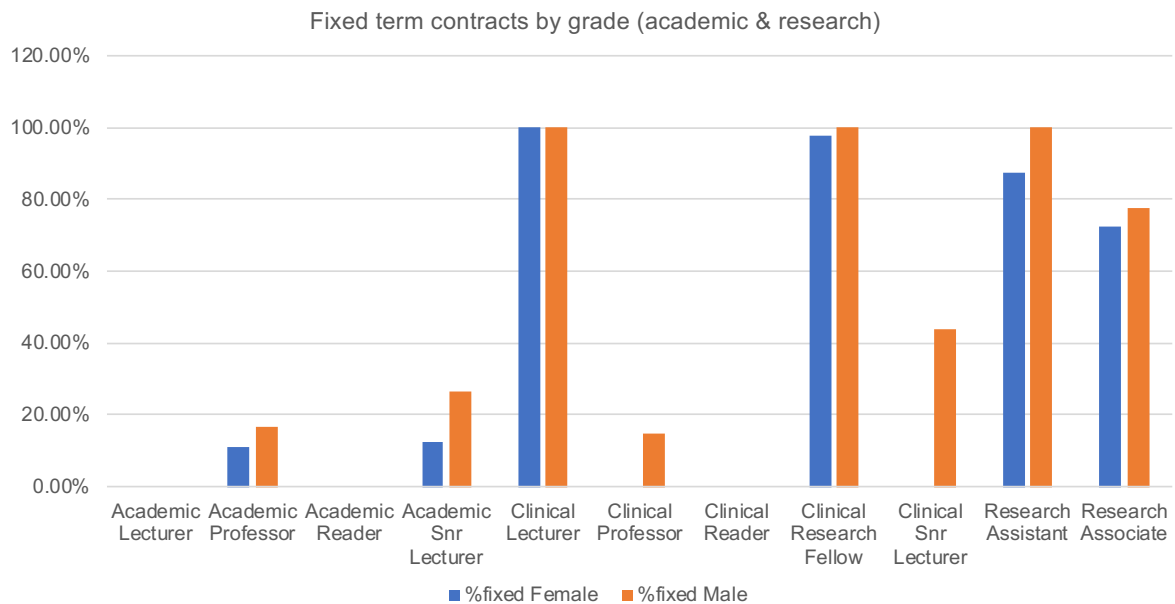
Figure 4.5: *Fixed term contracts by grade (Academic and Research)*

Figure 4.5 illustrates the proportions of men and women on fixed-term contracts – no clear trends in terms of gender bias are apparent. Most academic staff are on permanent contracts, exceptions include:

- Clinical Research Fellows, who are employed on a fixed-term basis to carry out a PhD
- Clinical Lecturer posts which are tied to surgical training posts so are also inherently time limited and finish on completion of surgical training.
- Staff on probationary period – e.g. this explains the apparent 40% (6) male Clinical senior lecturers on fixed term contracts as they have a 3 year probation

Most research staff (Clinical Research Fellows, Research Assistants and PDRA) are on fixed-term contracts reflecting the nature of the research funding that provides their salary. Fixed-term contract workers are treated the same as those on permanent contracts doing the same or largely the same job. At the end of fixed-term contracts, staff are supported a complete redeployment form to help identify your key skills, experience and abilities and set out what type of work would be suitable as part of a redeployment process. After 4 years all fixed-term staff automatically transition to an open-ended contract.

No S&C staff are on zero hours contracts

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.
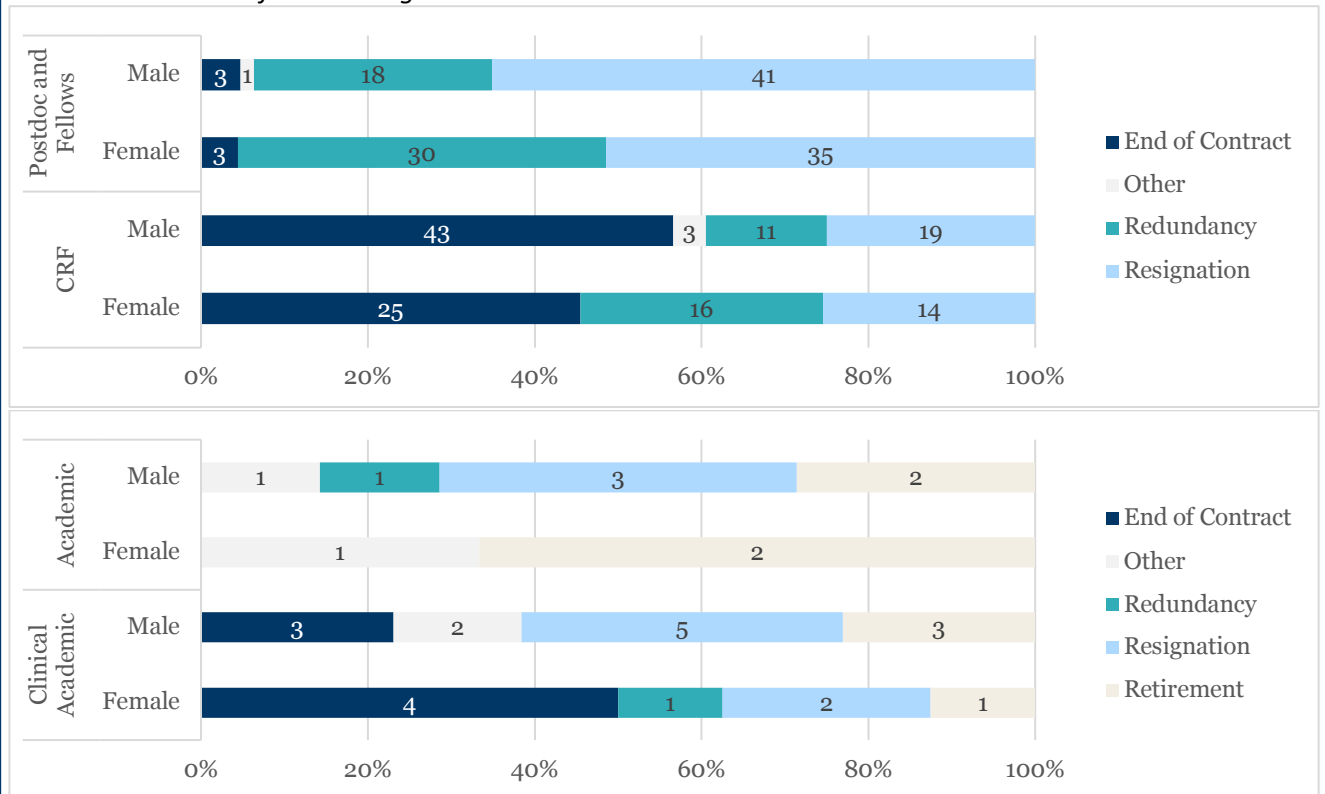
Figure 4.6: *Academic and PDRA Leavers in S&C since 2014*

Since 2014, most staff leave by resignation or redundancy, with little gender bias visible (***figure 4.6***). We believe that the majority of resignations are staff moving to another post. However, we found that typically staff are not completing any exit questionnaire or interviews. In addition, the data is imperfect as College HR team members make a judgement call as to which category to place a member of staff into which may variable be coded as End of Contract or Redundancy but are all related to fixed-term funding being stopped. Therefore, in May 2018 we initiated an internal process of staff offering an exit interview, face-to-face with the leavers in the hope that this will open-up for more qualitative responses which will in turn allow us to attain more structured feedback. Key points of feedback will be captioned anonymously and reported into the P&C committee. We will monitor uptake of this initiative *(Action 3.6)*. In addition, we will work closely with Departmental HR to develop guidelines to ensure greater consistency in recording of leaver data *(Action 3.7)*.

Destination data is available for 10 female and 19 male academic staff leavers, a proportion that reflects total staff gender distribution. Whilst 5 men and 3 women returned to the NHS (Clinical lecturers or CSL), 7 men and 5 women went to other (typically more senior) academic positions in various destinations in UK/Europe or overseas. 3 men and 3 women either retired/passed away and 1 male left to a UK Government position.

Action 3.6: Monitor uptake of face-to-face exit interviews for staff leavers.

Action 3.7: To improve the quality of leavers data with the Department

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i)   Recruitment

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

> **Main Impacts**
> - No overall gender bias in shortlisting or offers after application
> - 4 new female professors recruited, 2 of which are clinical positions

	Applicants			Shortlisted			Offered		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Non-Clinical Lecturer	5	21	19%	3	17	15%	2	5	29%
Non-Clinical Senior Lecturer	1	12	8%	1	7	13%		3	0%
Non-Clinical Reader	1		100%	1		100%			
Non-Clinical Professor	2	6	25%	2	4	33%	2	4	33%
Clinical Senior Lecturer	6	22	21%	4	14	22%	2	11	15%
Clinical Reader		1	0%						
Clinical Professor	3	4	43%	3	3	50%	2	3	40%
Total Academic Staff	**18**	**66**	**21%**	**14**	**45**	**24%**	**8**	**26**	**24%**
CRF	98	66	60%	51	31	62%	27	16	63%
Postdoc and Fellows	720	922	44%	147	191	43%	50	62	45%
Grand Total	**874**	**1168**	**42%**	**232**	**325**	**42%**	**99**	**137**	**42%**

***Table 5.1** – 2014 to 2018 pooled Recruitment (Applications/shortlisting/offers) numbers Clinical and non-clinical, PDRA and PTO by gender. Data pooled for 5 years due to very low or zero recruitment for a given level in some years. NOTE: As Clinical lecturers are recruited by the London Deanery of Medicine and not the Dept we have not included them in this table.*

In line with our previous action plan we took a number of steps to continue to reduce bias in our recruitment procedures, such as ensuring all academic recruitment panels contain a minimum of one female and one male panel member. All academic staff must now also

undergo unconscious bias training. This is monitored and reported on at Departmental meetings and, since the introduction of our new handbook (Section 5.1 (ii)), recruitment training is mandatory for ALL line managers. This will continue to be audited *(Action 4.1)*. ***Table 5.1*** shows that during the past four years female applicants overall, for CRFs or Postdoc/Fellow posts were shortlisted and offered positions in very similar proportions to that which they applied, i.e. there **is no apparent gender bias in success rates for shortlisting or job offers after application**. For academic staff appointments only small differences were observed in success rates in favour of women shortlisted (F:78% v M:68%) and offers made once shortlisted (F:64% v M:58%).

Another important part of our action plan was to make significant changes to the way we advertise particularly senior appointments: we include a statement that applications from women are strongly encouraged and we invite applications from candidates returning from career breaks. Furthermore, future posts will all be advertised on the Mumsnet jobs page, specifically targeting parents looking to return to work *(Action 3.2)*; the Mumsnet job site is the number 1 hit on Google when searching for 'Family Friendly jobs' or similar terms.   All of our job adverts will include text that highlights our AS Award and Mumsnet family accreditation, flexible working, parental leave, childcare facilities, tailored training and mentoring program with more information available on our updated Departmental P&C website. **Significantly, in the period since our Bronze award we have recruited 9 new female academics, 4 of whom were Professorial appointments** (cf. zero female professors during 2009-13) **that begins to address our gender gap at the most senior grades**.

However, it is also clear from our data that permanent academic jobs (clinical and non-clinical) are attracting fewer (21%) female applications compared to research positions (>44%) which is a key barrier to continued improvement. This is in part due to the high number (11) of Clinical Senior lecturer positions in male-dominated disciplines such as Surgery. **However, we are attracting many more female applicants (21%) and making more offers (15%) for consultant level clinical senior lecture posts than the current percentage of female consultant surgeons in the UK (12%).** Clearly though we seek to improve further and attracting female applications is a key priority addressed by a number of actions already identified in Section 4.4-4.6 (e.g. establishing a search committee) and extended in ***Actions 3.2, 4.2***. We do have successful female cases of progression highlighted in later sections.

We also expect that the regular future meetings of the female clinical academic focus group discussed in Section 4.2 (i) (***Action 3.4***) will provide us with further opportunity to encourage more female academics to apply, identify talent early and partner potential candidates with the most suitable mentors/role models to support career progression.

Action 4.1: review manager's recruitment & selection training and make (re-)training compulsory when appropriate and ensure new managers attend.

Action 4.2: Run recruitment campaigns at external events/conferences, encouraging PDRAs interested in an academic career to apply for advertised positions during internal events and with help of mentors.

(ii)   Induction

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

S&C developed a new robust induction process after our Bronze award. Feedback received in our 2015 Departmental Survey indicated that the induction process was valuable but would benefit by increasing the scope of the information provided.

As a result, we produced a new Departmental Handbook, launched in April 2018, that provides a comprehensive set of guidance on e.g. mentoring scheme, compulsory and essential training courses, career development opportunities, key contacts, support available to all staff, outreach and communications. While primarily supporting and inducting new staff it also now serves as a useful tool for all staff and is available online. **We have seen increased satisfaction with the induction process from 61% in 2015 to 64% in 2018 Departmental Survey** *(Table 5.2).* We are also building a new web page specifically focussed upon induction, with the inclusion of HR and College policies to serve all staff *(Action 4.3)*.

Year	Male	Female	Grand Total
2018	63% (+4%)	65% (+2%)	64% (+3%)
2015	59%	63%	61%

Table 5.2: *Positive responses from academics to the question "If you have started work in the Department in the last two years, you found the induction information pack useful".*

Action 4.3: Develop process maps and guidance information from the user perspective. Publication of 'How to…" pages online

(iii)   Promotion

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

Main Impacts

- Improved promotion procedures with all eligible staff considered for promotion and supporters allocated to help staff prepare their application.
- More women applying for promotion with no gender differences in success rates
- 4 women promoted to Senior Lecturer, 1 to Reader, 4 to Clinical Reader & 1 to Professor of Cancer Biology
- Staff feel more supported in the promotions process (81% of women)

Figure 5.1 gives an overview of our Academic Promotions process (note promotions for PDRAs are part of the JLR process discussed in section 5.2 (ii)). **Since our Bronze award, S&C has implemented several measures from our previous AP to improve the promotions process and increase female applications**:

i)   To reinforce equality and transparency, it is now our policy to consider **ALL** academics for promotion, regardless of whether they put themselves forward, particularly to identify more female candidates

ii)   Once all staff have been considered, applications are reviewed at the Departmental Promotion panel. In 2016, we changed the composition of this panel to improve gender balance (currently ~30%, greater than % female members of academic staff) and achieve better representation across grades.

iii)   Up to three professorial supporters are allocated to support the applicant in preparation of promotion application

iv)   Informal briefing sessions are available to applicants. These sessions include the interview process and what to expect at the interview. Divisional Heads (or supporter) attend the promotion interview with an opportunity to speak to the panel on behalf of the candidate.

Applicants who are not supported by the Departmental & Faculty panel are provided with feedback and advice and still have the choice to submit a personal application to the College panel if they so wish.

The impact of these actions has become clear in recent years *(Table 5.3)*:

- Increased numbers of women applying for promotion– women (27% of academic staff) are at least as likely to apply as men (36% of applicants are female)

- Improved success rates (76% to 82%) with no gender difference in success

- **Promotion of female academics to senior roles**: 4 to Senior Lecturer, 1 to Reader, 4 to Clinical Reader & 1 to Professor of Cancer Biology (Prof Charlotte Bevan, Deputy Head of the Division of Cancer)
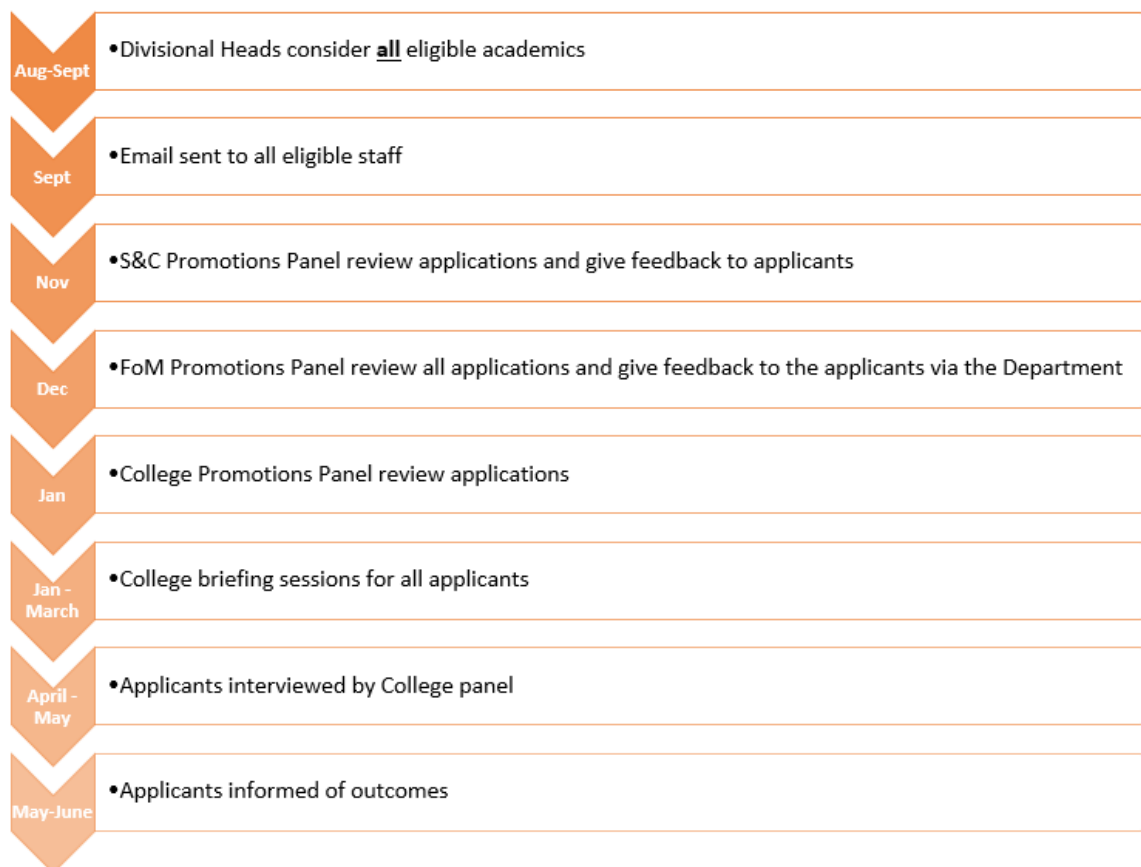
Figure 5.1: Annual S&C academic promotions process. This figure shows the academic promotion process as it has been since the 2015/16 Round.

	Applicants			Successful		
	Female	**Male**	**% F**	**Female**	**Male**	**% F**
2014	4	4	50%	2	3	40%
2015	3	4	43%	3	4	43%
2016		7	0%		7	0%
2017	3	5	38%	3	5	38%
2018	6	9	40%	5	5	50%
2014-18	**16**	**29**	**36%**	**13**	**24**	**35%**
2009-13	**11**	**39**	**22%**	**8**	**30**	**21%**

Table 5.3: Departmental Applications and Promotions by gender & Year

Further impact is also observed in the 2018 Departmental survey in that more academics believe career development is fair (M:+7%, F:+10% since 2015) and report that they have the support they need to succeed (M:+7%, F:+7%; *Table 5.4; 5.5*). We attribute this also to increased emphasis on PRDPs *(Action 4.4)* and career development in general, increased awareness of AS processes and our Promotion and pay webpage. However, there is still room for improvement, especially within female staff. We will solicit the feedback of

recently promoted staff on how the internal process can be improved *(Action 4.5)*. This demonstrates the Department's commitment to continued impact through promotions as a means to address gender disparity at senior grades.

Year	Male	Female	Grand Total
2018	78% (+7%)	66% (+10%)	72% (+8%)
2015	71%	56%	64%

Table 5.4: Percentage Positive Academic staff responses to the question "The Department gives equal opportunities to men and women in career development" from the Departmental 2018 survey compared with the previous Departmental Survey in 2015

Year	Male	Female	Grand Total
2018	62% (+7%)	81% (+7%)	68%(+5%)
2015	55%	74%	63%

Table 5.5: Percentage Positive Academic staff responses to the question "If you are an academic and have been through or are going through the promotion process, you felt supported in applying for promotion" from the Departmental 2018 Survey compared with the previous Departmental Survey in 2015

NOTE: Pay negotiations are separate from the academic promotion exercise; for academic and research staff pay is negotiated at appointment, with advice from local HR. In the annual pay relativity exercise all staff salaries are reviewed to ensure everyone's pay is fair relative to others at the same grade and level of achievement. Staff are also invited to apply for pay awards but, like promotions, all staff are reviewed since women are thought to be less likely to apply. 24 women and 18 men applied for pay awards in 2017 and all were successful.

Action 4.4: Continue to increase PRDP engagement aiming for 90% completion.

Action 4.5: Conduct feedback interviews with recent promotion applicants

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

Main Impacts

4.   All staff being submitted at next REF 2021

RAE 2008			
	Eligible	**Number Returned**	**Percentage Returned**
Female	25	24	96%
Male	85	80	94%
Grand Total	**110**	**104**	
REF 2014			
	Eligible	**Number Returned**	**Percentage Returned**
Female	31	30	97%
Male	81	70	86%
Grand Total	112	100	

Table 5.6 – RAE 2008 and REF 2014 return data (% FTE staff by gender)

There are no significant gender differences in our REF submissions. The proportion of eligible staff submitted was high for both men and women in both the 2008 and the 2014 return *(figure 5.6)*. New rules for REF 2021 state that ALL research active staff MUST be included for submission for future applications. As all academic S&C staff are contracted to be research active this will result in all staff being submitted at the next REF.

SILVER APPLICATIONS ONLY

5.2.   KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF
This section requires consideration of what your data tells you about the effectiveness of arrangements for key transition points. It provides and opportunity to assess and reflect on policies and practices in place and to identify any areas for improvement. Reflect upon data gathered through staff consultation as well as the data specific to each section.

(i) Induction

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

Our new staff induction was discussed in section 5.1(ii) and this improved system applies equally to PTO staff. In addition, PTO staff meet the key members of the central administration team to understand the work of the Department and use of relevant online

systems. Through P&C discussion and informal consultation, we have identified that this process requires improvement, particularly in ensuring consistency of approach by line managers. We are reviewing and soliciting feedback from line managers and the new starters in order to streamline material and processes and standardise practices across the Department.

(ii) Promotion

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

Main Impacts

5. A rise in the number of women successfully obtaining promotion from 69% in 2014 to 88% in 2018.

6. Increased female PTO staff positivity with regards to personal and career development process (62%, +6% versus 2015) bringing this in line with male staff (64%).

PTO Staff have two options to move to more senior positions, either 'Job Level Review' (JLR) or Application to internal or external vacancy, both of which are encouraged and supported within the Department. PTO job roles range from administrative support, management and specialist computational and technical roles. PDRAs may also apply for job level review to achieve promotion but this is rarely used and more commonly they will apply for a new academic post.

JLR: The JLR exercise takes place three times a year, *Figure 5.2* illustrates the process. To be successful applications must demonstrate that the duties and responsibilities of the role has grown significantly such that the position itself should be upgraded. **Applicants are supported throughout the process from their line manager and local administrative teams**, helping them strengthen their applications **(see Example of Impact, below)**. Unsuccessful candidates are provided feedback to improve their applications for the next round or can submit in the current round. **PTO staff are actively encouraged to take up training and development at their PRDPs that would increase their chances of successfully progressing** to a higher-grade role, e.g. Leadership and Management training (see section 5.4 (i))

Since 2014 *(Table 5.7)* **we have an average success rate of 73% for females and 83% for males and within the last 2 years women have had higher success rates**. We attribute this improvement to the increased general emphasis on PRDPs, career development and training in line with our previous AP and the Department's improved website providing information on promotion and pay (see https://www.imperial.ac.uk/department-surgery-cancer/for-staff/promotion-and-pay/). **PTO responses in the 2018 Departmental survey were also very positive with regards to career development support** *(Table 5.8)*. We saw a significant reduction in the number of negative responses compared with the Departmental 2015 survey, particularly in women (-12%) and the gender bias in previous responses is now substantially reduced.

However, we recognise that we have not reached gender parity in success rates and we will therefore take our successful strategies from academic promotions and apply them to improve outcomes for female JLR applicants *(Actions 4.6)*. Further ways by which we aim to support PTO staff career progression are discussed in section 5.4.

PTO staff can also be rewarded through the annual Pay Review exercise so their achievements are recognised. In 2017 24 PTO staff members (16F:8M) were put forward; all applications received a pay award.
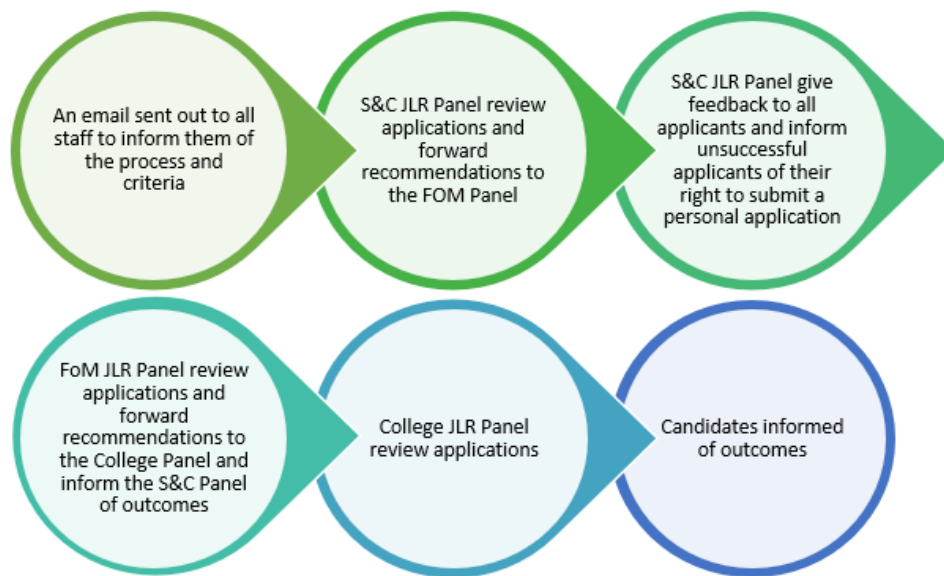
Figure 5.2: The S&C Job Level Review (JLR) process. Job Level review takes place three times a year.

Year	Total Applicants		Successful		Success Rate	
	Female	Male	Female	Male	Female	Male
2014	13	5	9	4	69%	80%
2015	11	8	6	7	55%	88%
2016	11	5	8	5	73%	100%
2017	5	3	5	2	100%	67%
2018	8	2	7	1	88%	50%
Total	**48**	**23**	**35**	**19**	**73%**	**83%**

Table 5.7 – *Job Level review applications and success rates for PTO and technical staff by gender and year (we are still awaiting results for 6 applicants (4F:2M) in the 2018 round)*.

		Positive	Negative
2015	**Male**	73%	14%
	Female	56%	29%
2018	**Male**	64%	11%
	Female	62%	17%

Table 5.8: Percentage of Administrative staff answering to the question: "If you are a member of the administrative or support staff, you consider that you are well supported in your personal and career development."

Example of Impact: Karen Pontifex (Staffing and Business Manager)

"My Line Manager has helped and nurtured my career progression over the years by giving me careers advice and nominating/encouraging me to attend various management or personal development training. Jointly with my Line Manager my job role has been reviewed and adapted as my job changed with increased management elements. In addition to my existing job I took up the role of Secretary to the Department's People and Culture Committee and have subsequently increased my involvement to provide all HR related responsibilities and becoming the Athena Champion for Committee membership. I am passionate about my Athena role and have actively contributed to the writing of the Departmental AS Silver application.

In recognition of my increased job role my Line Manager put me forward for the Job Level Review exercise and I was successfully upgraded."

Action 4.6: Consider all eligible staff for JLR and appoint JLR 'supporters' in line with the process for staff seeking promotion.

5.3. Career development: academic staff

(i)   Training

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

Main Impacts

7. Training courses taken by academic staff are up by 70% and are now equally likely to be attended by men and women

Imperial has a wide range of training and development opportunities available to all levels of staff *(Figure 5.3)* and all are encouraged to attend via adverts in the S&C newsletter and via email. **Recently we have increased uptake via a targeted campaign** with personalised

emails from the Head of Department and P&C chairs to promote awareness of specific courses and arrange specific sessions on different campuses. We will seek continued uptake of training for all staff specifically for EDI, Unconscious Bias and Bullying & Harassment courses by arranging tailored training sessions with the College Equality, Diversity and Inclusion Centre *(Action 4.7 a)*.

All PDRAs are entitled to 10 days of development and training per year and the College Postdoc & Fellows Development Centre (PFDC) runs a broad range of sector-leading training courses and workshops, as well as offering one-to-one support and mock interviews. 94% of the PDRAs (equally amongst genders) from our Department are aware and currently undertake these training courses, and >70% of the attendants evaluates them as useful or very useful.

All new academics need to complete a series of training courses relating to teaching, management and equality and diversity as part of their 3 year probation and this is highlighted to new starters in their handbooks (reflected in *Figure 5.3)*. We will continue to audit and improve uptake of training courses by new staff *(Action 4.7 b)*.

As a result of our concerted actions, **uptake for training has increased by >70%** *(Figure 5.4)* in the past year and **men and women are now more equally represented amongst participants (F: 53%, M:47%).**

Training taken by Academic & Research Staff 2016-2018

- Teaching and Learning
- Postdoc and Fellows Development Centre
- Information governance
- Equality , Diversity and Inclusion
- Leadership and Management
- Purchasing, Finance and Grants
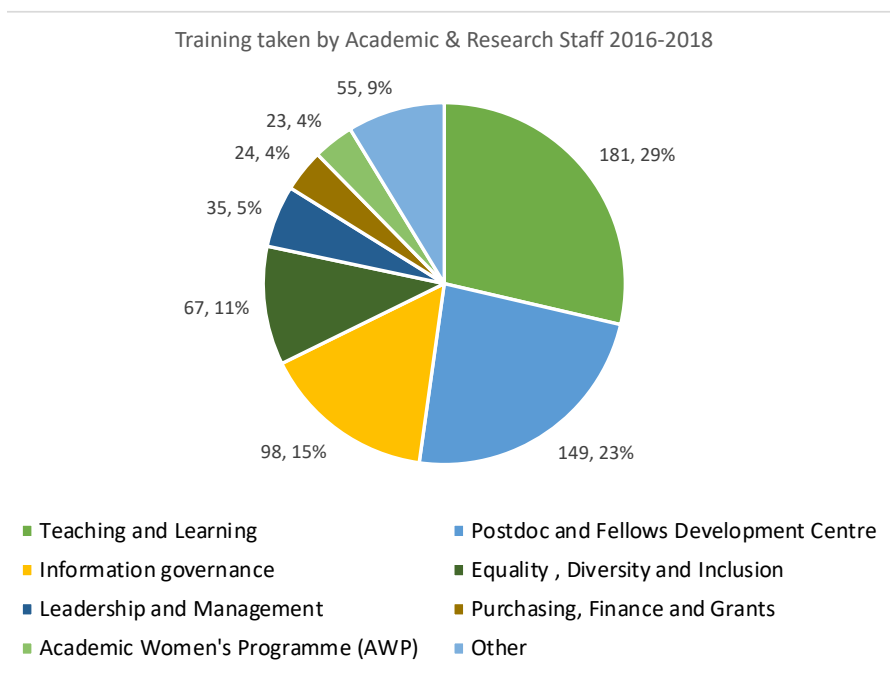- Academic Women's Programme (AWP)
- Other

Figure 5.3: Academic and PDRA training between 2016 - 2018 - logged by College HR for S&C staff
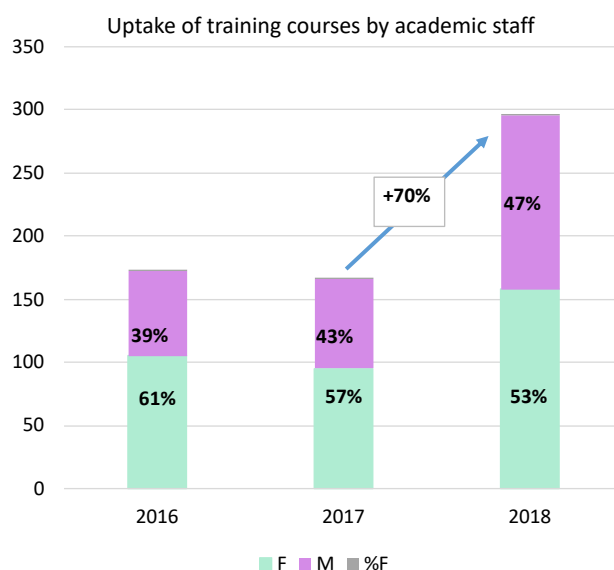
Figure 5.4: *Academic and PDRA training uptake between 2016 - 2018 by year and gender. Y axis indicates number of course taken.*

> **Action 4.7a:** Arrange training sessions tailored to S&C academics and PDRA staff with guidance from the EDI & PFDC
>
> **Action 4.7b:** Audit and improve uptake of training courses by new and existing staff and students.

(ii)   Appraisal/development review

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

> **Main Impacts**
>
> 8.   Through improved Departmental guidance on PRDP and the development of academic profiles, increased numbers of women now finding the PRDP process useful (67%, +6% from 2015) bringing this in line with male staff (68%)

All S&C staff are encouraged to complete a Personal Review and Development Plan (PRDP) annually. This process ensures all staff have a productive discussion with their line managers about their career progression and form a plan regarding aims for the following year. **In accordance with our previous AP we took a number of steps to improve our PRDP process:**

  I.   **We have recently improved our PRDP guidance document and Departmental communications to ensure the process is clear and facilitate participation.** Our

current completion rate is 60% of academic staff (F: 66% & M: 56%) which is significantly higher than our Faculty average of 40%. This year we developed a system for monthly compliance reporting and targeted reminding, and we are aiming for 90% compliance *(Action 4.4)*.

II. **A newly designed PRDP form tailored to the specific needs of PDRAs and Fellows has been implemented**. This provides increased opportunities for PDRAs to identify areas of support required for career progression and discuss mechanisms of recognition (e.g. Assistant Supervisor title).

III. **In 2016 S&C pioneered the use of an 'academic profile' which was given to all academic staff prior to their PRDPs.** This was a transparent representation of academic activities, which facilitates an informed discussion at PRDP. After positive feedback the profiles have now been adopted by FOM and the College is developing its own central profiles in consultation with the Department. **Our next innovation will be PDRA and Fellows tailored profiles** *(Action 4.8)*.

Although the impact of these recent activities is still embedding, **our 2018 DSS reported that more academics (68%, +4%), particularly women (67%, +6%) say they engage with and find the appraisal process useful (Table 5.9).**

Year	Male	Female	Grand Total
2018	68% (0%)	67% (+6%)	68% (+4%)
2015	68%	61%	64%

Table 5.9: Percentage of academic and PDRA staff by gender who 'agree' or 'strongly agree' that the appraisal process is useful. Data from 2015 & 2018 DSS.

Action 4.8: Engage with the college on developing PDRA and Fellows profiles

(iii)   Support given to academic staff for career progression

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

Main Impacts

9. Through the establishment of a new Mentor Scheme providing expanded mentorship to support and nurture academic talent

10. Have supported 18 female and 16 male early career researchers to obtain prestigious fellowships and enable the start of their independent research careers

One of the key needs identified for academic career progression during our earlier AS work, cutting across all grades, was improved mentorship. As part of our previous AP, S&C launched a Department mentoring scheme in 2015. The Scheme is available to all staff and PhD students. In 2016 our Department led a study showing that quality of mentoring increases research performance particularly for women (*Athanasiou et al, Postgrad Med J. 2016*). **In 2018, S&C led on a revised and expanded Mentoring Scheme with an online application and database for the whole FoM** which significantly increased the pool of mentors (from 30 when the scheme began to 140 now) and mentees (from 30 to 73, 27 of which are PDRAs).

The success of our mentoring and support for academic career development is particularly evidenced by the number of PDRAs winning fellowship awards since 2015 to further their research (F:12, M:11; *Table 5.10* & see example of Impact below). Three of our PDRAs who won fellowships have also been successfully supported for recruitment to lectureship positions in the department, and one (Dr Jia Li) has now been promoted to Senior Lecturer.

Date	Name	Gender	Type
2015	Makrinou, Eleni	F	Daphne Jackson - Career re-entry Fellowship
2015	Mr Tom Wiggins	M	Royal College of Surgeons (RCS)
2016	Mr Ahmed Ahmed	M	RCS
2016	Mr Krishna Moorthy	M	RCS
2016	Mr Akash Mehta	M	RCS
2016	Miss Sarah Onida	F	RCS
2017	Dr Jia Li *	F	European Research Council Horizon 2020
2017	Balachanran, Kirsty	F	Medical Research Council (MRC)
2017	Dr Jia Li *	F	MRC
2017	Ms Isabel Martin	F	RCS
2017	Ms Angela Pathiraja	F	RCS
2017	Mr Kartik Logishetty	M	RCS
2017	Mr George Garas	M	RCS
2018	Beleil, Tanweer	F	DJ F - Career re-entry Fellowship scheme
2018	Leach, Damien	M	Wellcome Trust (ISSF) Award
2018	Fletcher, Claire	F	Imperial College Junior Research Fellowship
2018	Barozzi, Iros	M	ICJRF
2018	Dr Evangelos Triantafyllou	M	ICJRF
2018	Dr Nikhil Vergis	M	IPPRF
2018	Dr M Lemoine	F	MRC
2018	Dr J Posma*	M	MRC
2018	Dr Isabel Garcia Perez*	F	NIHR
2018	Dr Niloufar Safina	F	Wellcome Trust

*Table 5.10: Fellowship awards to PDRAs from 2015. *indicates that a permanent lectureship position in the Department has been awarded*

> *Dr Claire Fletcher (Research Fellow)*
>
> *"After completing my PhD in 2012 in the Department I was supported by my supervisor to apply to Imperial's Institutional Strategic Support Fund (ISSF, Wellcome Trust) and the Rosetrees Trust for my first postdoctoral position. When I spoke to the Department about applying for fellowships Prof Bob Brown stepped forward to act as my mentor and eventually my sponsor. His advice and experience as a panel reviewer for funders such as CRUK and MRC was invaluable in helping me to plan my research strategy, build my collaborative network and prepare for interviews. In 2016 I was awarded a Prostate Cancer Foundation Young Investigator award and in 2018 an Imperial College Research Fellowship to start my own research group. I could not have done it without the mentoring of Bob and patient support from so many others across the S&C team"*

PDRA representatives and our PDRA champion committee, will promote further the uptake of mentors from this group *(Action 4.9*) and uptake of the entitled 10 days per year for training and staff development (section 5.3 (i)). They have also designed PDRA & Fellow surveys to capture evidence and feedback on our efforts particularly for female PDRAs progressing to careers other than academia where there is a current knowledge gap*.* We anticipate our mentorship model will continue to accelerate the success of future female group leaders in obtaining their first Fellowships.

For all academic staff we also offer personal development and leadership training, conduct away-days and mock interview panels, and have access to supporters via the promotions process (Section 5.1 (iii)) and grant peer review pre-submission (Section 5.3 (v)).

Clinical staff are one of the most challenging groups from an AS perspective since they are also affiliated with NHS Trusts. S&C has led a Faculty-wide focus group to investigate the barriers that hinder junior clinicians from moving into academia and to link good candidates to mentoring/role models in the future. *(see section 4.2 (i), Action 4.9)*. We also co-host 'The Healthcare Professionals Academic Group (HPAG) which aims to expand inter-professional and multidisciplinary working providing peer-to-peer and research support, mentoring and networking opportunities alongside the Clinical Academic Training Office that offers research placements for clinicians and healthcare professionals.

We continue to increase collaboration in seeking advice and training from external sources (see Section 4.(i) *Action 4.10*).

Action 4.9: Actively encourage all staff and students, especially women, to have mentors and/or be mentors as well as promote further support and development opportunities available.

Action 4.10: increase collaboration and strengthen our links with Academy of Medical Sciences (AMS), Royal College of Physicians (RCP) and Surgeons (RCS) to work on clinical academic's career development.

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

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

Main Impacts

11. Through diverse support mechanisms by MRes course organisers and tutors and Graduate School training programmes we achieve a high rate of conversion (~75%) to PhD studentships

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The S&C student cohort is very diverse and includes part-time and working students as well as clinical and non-clinical students who have different career prospects and backgrounds. In addition, to the support offered by the College's Award-Winning Graduate School *(Table 5.11)*, S&C provides support to all PGR and PGT students in both academic and wellbeing aspects and seek for students at all levels to realise their full potential.

	Courses attended by Males	Courses attended by Females	% Female attendance
2017/18 Doctoral Student Attendance	220	335	60%
2017/18 Masters Student Attendance	73	135	65%

Table 5.11: Uptake of Graduate School development courses and training by S&C students 2017

We provide the following support and initiatives for PGR students (PhD/MD):

- Each student is supported by 2 supervisors and 1 personal tutor.
- Support is provided through the provision of gender-balanced role models, peer-led activities and increased opportunities to present their research and get feedback, such as 'Working in Progress' (WIP) seminars.
- Support is provided through the mentoring scheme *(Action 4.9)*.
- Mock interviews are provided for students interviewing for PhD Studentships and for postgraduates applying for postdoctoral Fellowships.
- Students are provided with an induction event and welcome dinner for cohort building and networking.
- A talk by the College careers service at the PGT student induction event.

Each S&C PhD student must complete 3 courses held by the Graduate School over the period of their studies *(Action 4.11)*. There are a wide variety of courses available to students, including 'Professional Development Programme'; another way PhD students can diversify their CVs, preparing themselves for future career plans. Student who wish to gain teaching experience, can become a Graduate Teaching Assistant (GTA) on our courses. Flexible working allows PhD students to fit GTA work around their PhD studies.

Next destination data for our two main MRes courses (Cancer Biology and Biomedical Research) indicate **that ~75% of student progress to PhD training** with no gender disparities.

> **Action 4.11:** Audit the uptake of support and training offered to PhD students.

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

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

> **Main Impacts**
>
> *12.* Very similar success rates for males and females applying for external research funding helped by a dedicated support structure to help with grant application.

PDRAs are actively encouraged to submit grant and Fellowships applications (see section 5.3 (iii)), whether with their line managers or as principal investigators, when possible. A recent survey indicates that 70% of PDRA's have applied to at least one funding body, and of this success rate was not significantly different amongst genders (average 33.5%). Within the group of applicants, 56% of PDRAs have applied to at least one funding bodies as a main applicant or principal investigator. We have already described substantial support offered to grant applicants via mentoring scheme (Section x, and below) in particular for fellowship applications.

To support all academic and PDRA staff better in 2016, we also created an in-house Grant Initiation Form (GIF) to allow early drafts to have internal peer review before approval by the HoD. A pilot proved to be successful and it was rolled out Department-wide in 2017.

> ***Example of Impact: Julie McDonald (Research Associate)***
>
> *''My current goal is to secure independent funding to support me at a critical point in my career, where I'm transitioning from a postdoctoral researcher to an independent research leader. I'm incredibly grateful to the department for their support and mentorship. For example, on several occasions our Interim Head of Department has encouraged me to pursue my own research ideas independent of my current supervisor. Moreover, when I've applied to fellowships and grants that only cover costs for part of my salary (e.g. an ERC Starting Grant), the department has agreed to cover the remaining salary costs should my application be successful''*

While overall success rates fluctuate year on year, female and male staff achieve very similar success rate in funding applications, (most recently 33% F vs 36% M in 2017/18) *(Figure 5.5).* Successful income by volume shows a very similar picture with only a small excess towards

higher income for men (25% vs 30%), which may reflect the larger grant submissions on average from professorial staff who are disproportionally male.

Figure 5.5: *Success rate of funding applications submitted by female and male academics as PI in our Department between the academic years 2014/15 to 2017/18.*

Another factor may be the choice of funder. The majority of our income 2014-2018 comes from charities *(figure 5.6)* which have an apparently lower success rate for female vs male applicants (38% vs 49%). We will investigate this further, monitoring success rates for individual charities, but our outcomes are consistent with published data suggesting that UK cancer funders are less likely to fund women than men (Zhou et al, A systematic analysis of UK cancer research funding by gender of primary investigator, BMJ Open, 2017 https://bmjopen.bmj.com/content/8/4/e018625) *(Action 4.12)*.
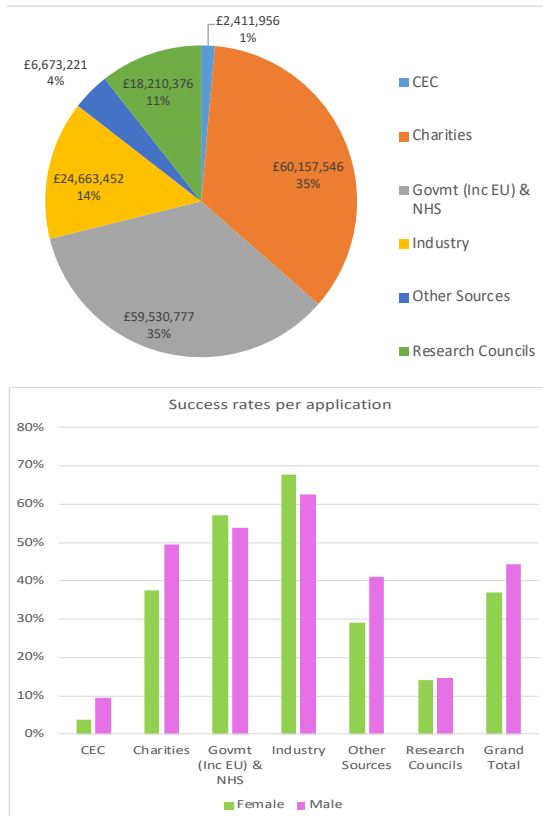
Figure 5.6: *Distribution of income and Success rate of funding applications submitted by female and male academics by funder type.*

Action 4.12: Review grant application success rates and support offered to applicants. Assess for gender imbalance in funder success rates and work with funders to identify the reasons for this imbalance.

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

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

Main Impacts

13. Significant increase (88%) in training uptake between 2016 and 2018

S&C places great emphasis on training for PTO, both as an asset to the Department and its employees. A wide variety of training courses are available to PTO within Imperial to support transferable and specialised skills and also leadership training. All new starters are required to undertake H&S training, as well as training specific to job roles, such as Recruitment and Selection all training related to EDI, Unconscious Bias, Bullying and Harassment training *(Action 4.7)*.

All staff get regular reminders of the training opportunities via email and in the monthly S&C Newsletter. **Between 2016-2018, 714 training courses were attended by our PTO staff (558 by women, 156 by men)**.

Recent surveys have asked for PTO staff views on training and development opportunities with positive results (*Table 5.12*, ~doubling of training uptake 2016-2018).

Course	2016		2017		2018		Total
	F	M	F	M	F	M	
Leadership and Management	20	8	42	19	52	11	152
Purchasing, Finance and Grants	31	7	46	9	41	6	140
Information governance		2	13	4	73	31	123
Teaching and Learning	9	6	9	5	19	4	52
Communication	21	1	12		15	1	50
Stress and Mental Health	23	2	8	3	9	4	49
Equality, Diversity and Inclusion	3	3	20	4	8	5	43
Recruitment	3		5	4	13	2	27
College Induction	7	2	5	2	6	2	24
Research and Laboratory	8	2	9				19
Postdoc and Fellows Development Centre	3		12	2	1		18
Careers	3		1	1	5	1	11
Parental		1	1	2	2		6
Grand Total	**131**	**34**	**183**	**55**	**244**	**67**	**714**

Table 5.12: training attended by PTO staff from 2016-2018. Included are courses related to career development, personal development, recruitment, PRDP, management and teaching as well as courses specifically targeted to female staff. By gender and year

(ii) Appraisal/development review

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

The PRDP process for PTO is the same as that for academic staff (Section 5.3 (ii)).

A new PTO PRDP form was introduced by College in 2015, this has enabled more discussion on career and personal development. The PRDP current completion rate for PTO staff is 52% for PTO staff (56% for female and 45% for male staff). We recognise that improving uptake of annual PRDPs further is key to addressing career development issues faced by PTO

staff as career development is discussed in PRDPs *(Action 4.4)*. As previously discussed, we have developed a system for monitoring PRDP compliance and contacting those who have not had one in the last year. We will be using this to aim for 90% compliance of those eligible for PRDPS over the next year.

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

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

Career progression and setting goals are discussed with their line managers during the PRDP. Staff directly line-managed by the Department Manager have weekly 1:1 meetings and monthly team meetings. These meetings are often attended by invited speakers with different expertise, from across the Faculty and university, and provide the team with an opportunity to discuss work-related matters but also career progression and other career opportunities. Information and potential opportunities discussed at these meetings are fed back to divisional PTO teams by attendees. Staff members are regularly encouraged to attend training courses and participate in continued professional development. Whenever possible, staff are given permission to work flexibly to allow them to attend regular external educational courses

Our Department led mentoring scheme is available to all staff. All staff were informed via email, newsletters and P&C webpages, 28 PTO staff have signed up to the scheme. We will further encourage our PTO staff to join the scheme *(Action 4.9)*. Due to the success of the Faculty Mentoring scheme it is currently being extended to the College central support services and we will take lessons from adaptions for that scheme to improve the PTO offering within the Faculty of Medicine. In addition to this, we need to improve the uptake of PRDPs and training opportunities especially for men to ensure our staff have competitive skillsets should they wish to apply to internal or external vacancies *(Action 4.4)*.

> ***Nick Wood (Data Resource Manager)***
>
> '' I have worked in the college for over 10 years, moving from Technician to the Programme Manager for Data in the Faculty of Medicine. I've had great mentorship from line managers along the way and have had many opportunities to work with staff from across the college. In 2013 I was supported in my application for the Pegasus Talent development Programme. It was a fantastic opportunity for self-reflection, to see across the range of college activities and to learn management skills which I still use. This presented a significant time commitment so I'm grateful for being given the opportunity. In recognition of the extra effort and increasing duties, I was put forward for JLR and I have applied successfully for 3 different internal positions to progress in my career''.

In 2017, the College became a founding signatory to the Science Council's technician commitment. This is a scheme aimed at raising the visibility of and career progression opportunities for technicians within the HE sector.

5.5. Flexible working and managing career breaks

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

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

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

All Departmental and College policies on maternity and adoption leave are explained in detail on the links on our AS webpages and in the handbook which is given to staff and postgraduate students on induction. Staff members are therefore made aware of the resources that are available to help them organise their work and research ahead of their maternity/adoption leave. Specialised HR advice is available and must be sought once a member of staff has notified their manager about the pregnancy.

Once staff have informed their manager, we organise a meeting with the Divisional Manager, line manager and staff member to discuss:

- H&S considerations including adjustments to type of work or working pattern
- Time-off for antenatal appointments
- Maternity/ paternity leave entitlements
- Planning of maternity leave including the use of accrued annual leave
- Options for a phased return; returning to work part-time/flexibly at the end of the maternity leave
- Any other support the individual may need

S&C advertises the multiple networking events, workshops and support schemes available for parents-to-be, provided by the College and these include Parents' Network, Parenting workshops and Babies and Bumps Coffee Mornings, where a member of College HR is available to answer procedural questions, but it also functions as a supportive peer network for parents in S&C.

College initiatives include an online course for managers – '*Managing Family Related Leave'* – and a Return to work Plan form developed for PDRA's on maternity leave. We will continue to monitor uptake and promote more through our media platforms *(Action 5.1)*.

Action 5.1: Continue to promote the 'Managing Family Related leave' online course to staff and audit its uptake

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

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

Maternity, paternity and adoption pay are all funded from a dedicated central budget at Imperial for all staff including PTO and staff on fixed-term contracts. This means that the staff member's salary is available to contribute towards the costs of cover.

We re-allocate the salary of the HEFCE-paid staff member freeing up money in the Departmental salary budget. This allows PIs to hire cover to manage the day-to-day running of their labs, and to maintain research momentum. This helps both PIs and their staff who can continue with their research and not experience delays in their own career development. Arrangements for cover may differ for research staff on fixed-term contracts as these are funder dependent. In nearly all cases the grant is put in abeyance.

All staff members of the College are eligible to 52 weeks maternity leave and it is assumed that the staff member is taking her full entitlement, unless she formally notifies local HR of her intention to return to work earlier. During periods of maternity leave, the staff member is entitled to benefit from all her terms and conditions of employment, this includes increments, pension contributions, salary sacrifice schemes and access to promotion opportunities.

Staff can take up to 10 "KiT" days when they can come into work, or work from home, without forfeiting their maternity pay. KiT days can be used in any way the staff member chooses, e.g. meetings attendance, lab visit, paper writing.

Our S&C newsletter ensures that people on leave stay connected and updated with Departmental events.

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

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

Main Impacts

14. Elsie Widdowson Fellowship awarded to 12 individuals supporting their return to work (4 receiving twice)

15. Supported 2 researchers to obtain a Daphne Jackson Fellowship to allow them to work part time over 2-3 years to update skills and have a phased return to their research

College offers various support schemes for working parents and these are promoted to S&C staff through our newsletter and our P&C webpage. These schemes include free Childcare Vouchers, My Family Care (e.g. emergency childcare, advice, information and online resources), Babies and Bumps Coffee Mornings, Parenting Mentor Scheme, Working Parents and new Fathers/parents Workshops, Confidential Care Scheme (information and advice on a range of work and life issues; 24-hour helpline), Maternity Buddy Scheme, and the Parents' Network. College also organises workshops for '*New Parents*' and '*New Fathers/Partners*' that look at both the practical and emotional aspects to enable staff to develop in their careers post maternity, adoption, paternity/maternity support, or shared parental leave, through effective planning and communication.

S&C recognises that affordable, onsite childcare is a crucial benefit for attracting and returning staff. There is a nursery on the main South Kensington campus exclusively for College employees and students. The Childcare vouchers offered can be used at any nursery. There is also breastfeeding and baby changing facilities and highchairs on the College campus sites and are regularly publicised.

The Department supports academics on maternity, adoption and shared parental leave who wish to apply for the Elsie Widdowson Fellowship. This is a College-funded scheme, which relieves the holder from teaching and administrative responsibilities for a calendar year when they return to work so they can catch-up with their research and professional activities. It has been awarded to 12 academics in the Department since 2008 (4 received the Fellowship twice).

Aimee DI Marco (Clinical Lecturer)

''I am a trainee Endocrine surgeon and clinical lecturer at Imperial and during my time in the department have had 2 children. I have hugely benefited from the maternity leave policy and HR were particularly good at coordinating my return to work. I was offered flexible working but choose not to take it up, however, my husband is also in the department and was granted a 6-month deferral of his Academic Clinical Fellowship to come with my to Australia for my surgical fellowship.''

The Department also supports researchers (PDRAs and Fellows) on maternity leave who wish to apply for the Daphne Jackson Fellowship. This is a unique Fellowship designed to return STEM researchers to their careers after a break. Researchers normally carry out their research part-time over 2-3 years. The Fellowship is flexible and includes a tailored training programme designed to update skills and knowledge and support researchers in their return to research. It has been awarded to 2 PDRAs and Fellows in the Department since 2015.

Staff typically return to their work either full or part time. Return to work meetings are held with their line managers, and it is reported that such meetings are productive 'welcome back' meetings to enable the planning of their workload and agree on deliverables.

Clinical Research Fellows returning to work after maternity leave have the option (where possible) to have 12-hr instead of 24-hr on-calls. We also allow in some circumstances job sharing so return to work is more manageable.

Our efforts to support parents in our Department was recognised when we were delighted to be the first Academic or Healthcare group in the world to achieve the prestigious Mumsnet Family friendly accreditation. To achieve this accreditation Mumsnet were invited in to assess all aspects of our Department policies, especially those surrounding support for mothers and fathers. They compared our offering to the best practice in industry and were especially impressed with the flexible working, enhanced maternity, paternity and adoption leave and the offer of shared parental leave. Specific to our application they were strongly supportive of the initiatives in place to help academics return from parental leave (as outlined above). Achieving Mumsnet family friendly accreditation gives us the right to use the Mumsnet logo on our literature and job adverts which highlights the support we offer. As mentioned in section 5.1 (i) it also means all posts can be advertised on the Mumsnet website which is the number one hit when searching for family friendly jobs. We feel that

the fact we were the first academic group in the world to open ourselves to Mumsnet's assessment is a marker of how seriously we take getting our family friendly policy's correct.

(iv)   Maternity return rate

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

Main Impacts

16. Our maternity return rates are high at 87% across all staff levels and steadily increasing year on year

Our maternity return rates are high at 87% across all staff levels. There has been parity since 2013 and steadily increasing year on year *(Table 5.13, 5.14)*. 18-month return rates for research staff are lower than for academic staff, reflecting the fixed-term nature of their contracts *(Table 5.15)*. Similarly, Clinical Research Fellows have lower 18-month return rates, but this is because they are completing a PhD therefore by definition many have finished this and therefore returned to clinical training by 18 months. PTO staff at 18 months are closer to non-clinical research staff compared to academic staff. We will continue to monitor return to work rates and investigate further if trends emerge *(Action 5.2)*.

Staff Type	Instances of Maternity Leave	Number of Returns	Immediate Return Rate
Non-Clinical Academic Staff	13	13	100%
Non-Clinical Research Staff	42	32	76%
Clinical Academic Staff	7	7	100%
Clinical Research Staff	30	28	93%
PTO	44	38	86%
TOTAL	**136**	**118**	**87%**

Table 5.13: Maternity return data set pooled for 10 years (2007-2017) for S&C staff

Year	Instances of Maternity Leave	Number of Returns	Immediate Return Rate
2014	16	13	81%
2015	13	11	85%
2016	19	16	84%
2017	12	11	92%
TOTAL	**136**	**118**	**87%**

Table 5.14: Maternity return data set 2014-2017 for S&C staff by year

	Instances of maternity leave	Number of immediate returners	Number of those who did not return	Immediate return rate	Proportion of immediate returners still employed at 6 months	Proportion of immediate returners still employed at 12 months	Proportion of immediate returners still employed at 18 months
Non-Clinical Academic Staff	13	13		100%	100%	100%	92%
Non-Clinical Research Staff	42	32		76%	80%	71%	57%
Clinical Academic Staff	7	7		100%	100%	100%	100%
Clinical Research Staff	30	28	2	93%	80%	61%	39%
PTO	44	38	6	89%	82%	66%	51%
TOTAL	136	118	8	87%	85%	73%	61%

Table 5.15: Maternity return data set pooled for 10 years (2007-2017) for S&C staff family by year and return

Action 5.2: Monitor and investigate maternity return rates if trends emerge

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

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

Main Impacts

17. 3 males (1 PTO, 1 PDRA and 1 CRF) have taken shared Parental leave since its introduction in 2015

S&C has supported 60 instances of paternity leave in the period 2007 – 2017 *(table 5.16a/b)*. Staff going on paternity leave receive a support package from local HR which includes information on the paternity policy as well as support and facilities available to new parents.

We are delighted that since the introduction of Shared Parental leave in 2015, 3 males (1 PTO, 1 PDRA and 1 CRF) have taken it (see below). There have been 2 instances of Adoption leave 2 females (1 non-clinical Academic (2007) and 1 PTO staff (2008)) with both returning to work. We will continue to monitor uptake and will review our Departmental information and make staff more aware of policies and benefits available *(Action 5.1 and 5.3)*.

Action 5.3: monitor uptake of Paternity, Shared Parental leave, and Adoption leave

Staff Type	Instances of Paternity Leave
Non-Clinical Academic Staff	7
Non-Clinical Research Staff	17
Clinical Academic Staff	1
Clinical Research Staff	24
Professional & Technical Services	11
TOTAL	60

Table 5.16a: Instances of Paternity Leave in S&C (formally recorded) by job family – pooled for the past 10 years (2007-2017)

Year	Instances of Paternity Leave
2007	2
2008	2
2009	5
2010	2
2011	3
2012	8
2013	5
2014	8
2015	9
2016	9
2017	7
TOTAL	60

Table 5.16b Instances of Paternity Leave in S&C (formally recorded) by job year (2007-2017)

(vi)   Flexible working

Provide information on the flexible working arrangements available.

Main Impacts

18. 77% (78% women, 77% men) of staff reported that their line managers are supportive of their requests for flexible working, 2018 Departmental survey

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We support flexible working and have worked hard to raise awareness of this message since our Bronze award. According to our 2018 Departmental survey, 77% (78% women, 77% men) of staff reported that their line managers are supportive of their requests for flexible working.

All employees are entitled to request flexible working arrangements. However, most flexible working arrangements are informal, particularly for academics and PDRAs. Informal agreements for flexible working that do not reduce hours are common throughout the Department, and they are facilitated by secure remote desktop and email access as well as videoconferencing facilities for remote meeting attendance.

We also currently support flexible working for 3 females (2 academics, 1 PTO staff) working split time abroad Australia, Spain and Sweden.

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

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

We are committed to providing a supportive environment in which all staff can successfully manage work/ life balance and flourish. We have a policy of supporting staff to return to the working pattern most suitable for them after career breaks. We encourage flexible working, and each request for a change in hours is dealt with individually in discussions with line manager, local HR and S&C administrators. There have been no cases of transition from PT to FT work after a career break. Should a staff member wish to transition from PT work in the future we will support them through the process.

5.6. Organisation and culture

(i) Culture

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

> **Main Impacts**
>
> 19. 88% of women and 84% of men strongly agree that "The Department is an inclusive place to work regardless of gender, ethnicity, sexual orientation, age or disability status" (2018 Department survey)

We acknowledge that advancing gender equality requires commitment and action from all levels of the Department particularly active leadership from those in senior roles. S&C strives to create a culture in which all members of staff, regardless of gender or ethnicity, feel equally valued and involved. Senior leadership promote an open-door policy which, all members of staff and students can feel they have access to those in positions of authority and have their concerns heard. We have endeavoured to create this culture through a number of initiatives over the last five years including:

- Good communication between the senior leadership and the staff and student body. Mediated by an open-door policy, regular, all-inclusive Departmental meetings, a dynamic website and handbook updated regularly. In addition, the Departmental blog and Twitter feed through which it communicates with affiliated and interested members of the public outside of the Department.
- Our improved Academic Promotions Departmental process is transparent and available on our webpage. Our Departmental panel ensures that **ALL** eligible staff are considered. The Departmental Panel has Equality and Diversity representatives and discussing ALL areas of contribution to ensure work/life balance.
- Promoting female role models within the Department through a dedicated page on our website, newsletter and events to celebrate success. We also encourage staff to speak at meetings and conferences outside of the Department to represent S&C to the wider academic community.
- Regular networking events enabling staff members to meet, discuss their work and forge collaboration.
- Regular social events, such as Christmas parties and summer BBQ, that allow staff and students to meet and socialise, to celebrate success and to break down barriers put in place by geographical distance and working patterns
- Our increased commitment to promoting female staff can be seen in the increase in the number of female academics in senior management roles (see section 2 (i); 5.6 (v)). Also senior administrative team has (5F:6M) gender split and the new Departmental Manager is female and of BAME background.
- In 2018 we developed and launched the anonymous reporting tool. Combined with our communications on bullying and harassment, this tool encourages staff to report inappropriate behaviour, so the Department can engage with the sections

(where anonymously reported) and individuals (where the reporter is willing to follow-up with direct action) where the culture and behaviour is below the standard we expect as a Department.

- We held bespoke Bullying and Harassment workshops. We also have Departmental Mental Health First Aiders and promoted support schemes such as the Staff Supporters Scheme run by College and the Faculty's 'Have Your Say' campaign. We also strongly promote the Imperial College 'Active Bystander course amongst staff.

The Department has embedded our P&C committee efforts into the SMB to ensure our working culture is underpinned by our equality and diversity principles. A major element of our previous AS application was promoting "family friendly policies, awareness and visibility of women balancing successful academic careers with having a family and mentoring" has increased significantly and is appreciated, but we need to continue to work towards consistency of implementation.

The 2018 Departmental survey results reported noticeable improvements in S&C Culture and identified positive impacts of AS, compulsory Bullying & Harassment training for academics *(Action 4.7)*, flexible working options and focus on PRDPs. We have made concerted efforts and impact on Departmental culture since the last application which has enhanced the sense of community within S&C. The progress we have made can be represented by the comparison between our Departmental results extracted from the College survey in 2017 compared with out more recent Departmental survey in 2018. The percentage of female staff strongly agreeing or agreeing with the statement "The Department is an inclusive place to work regardless of gender, ethnicity, sexual orientation, age or disability status" rose from 53% to 88% *(table 5.17)*.

We are committed to creating an environment to advance gender equality, recognising that initiatives and actions that support individuals alone will not suffice. We will continue to strive for equal representation of women and men in leadership roles and all the time are working to make sure these values stand out.

Year	Male	Female
2018	84%(+10%)	88% (+35%)
2017	74%	53%

Table 5.17: percentage of staff who 'agree' or 'strongly agree' with the statement "The Department is an inclusive place to work regardless of gender, ethnicity, sexual orientation, age or disability status." (2018 Departmental survey vs Department staff responding to 2017 College staff survey)

(ii)   HR policies

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

We are committed to protecting the dignity of our staff in their work and their interactions with others as part of University policy. This includes providing a working environment that is free from discrimination, bullying, harassment and victimisation. The College has outlined a set of expectations that guide the behaviour of all our staff and in addition to that they have a clear policy of how grievances surrounding inappropriate behaviour should be handled, to which the Department adheres. This is freely available on the College HR website and to improve access and awareness for all staff within the Department, the link to this document has been included on the P&C pages and in the handbook. The Department is committed to this College policy and ensures its members of staff are protected. If a grievance is directly brought to the attention of local HR, the HR Adviser informs the Department manager immediately and they handle it on a case by case basis as per the policy. The Department Manager and local HR adviser work closely together and hold a business meeting on a monthly basis to address any issues.

Other HR policies are available to all staff and students through the Handbook which is regularly updated. Updates are communicated to staff via email and the newsletter. Posters for Confidential Care (independent service giving staff free, confidential advice on a range of issues) and Imperial Support (support for students) are displayed in communal areas.

Staff with management responsibilities are kept informed on HR policies through targeted emails, handbooks and meetings. We have invested in our new Divisional Manager and Senior PG Education Administrator, both of whom have Quality Assurance in their Job descriptions, to review existing policies and improve culture, equality and diversity within the Department, and works closely with the champions to prioritise fairness and transparency.

(iii)   Representation of men and women on committees

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

Main Impacts

20. Increase in the proportion of females on all decision-making committees in the department except P&C which was already predominately female.

S&C has 5 committees *(Table 5.18)*. The main decision-making committee is the senior management board (SMB). All members of the SMB meeting are encouraged to send a senior member of staff from their Division to act as a deputy when they are unable to attend. This allows senior female members of staff to gain exposure to decision making meetings in preparation for leadership roles. The number of decision-making committees has been kept to a minimum to improve efficiency and avoid committee overload. **Female representation on the SMB has steadily increased from 23% (in 2014) to 30% now.** For most committees the membership is made up of certain roles within S&C (e.g. Head of Department, Director of Education), whereas recruitment to other committees is by open recruitment and invitation. The P&C Executive Chair, two Co-Chairs and Departmental Manager are full members of the SMB.

	2018				2014			
	Chair	Female	Male	%Female	Chair	Female	Male	%Female
Senior Management Board (SMB)	M	7	16	**30%**	M	4	13	**23%**
Health and Safety Committee	F	9	10	**47%**	M	8	17	**32%**
People and Culture	F	18	10	**64%**	F	20	9	**69%**
Information Governance (established 2018)	F	6	7	**46%**	-	-	-	-
Postgraduate Education Committee	M	12	18	**40%**	M	6	10	**37%**

Table 5.18: S&C Committees composition by gender (2018 vs 2014)

(iv)   Participation on influential external committees

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

Academic and PTO staff are encouraged to participate on influential College and external committees, and to represent the Department and the College. We acknowledge that our representatives act as important role models to others and so enthusiastically support women to take up these responsibilities. Our HoD encourages junior staff to self-nominate for external committees or panels and recognises the career benefits to senior staff of taking up such roles. Such opportunities are advertised in the Departmental newsletter. These roles are taken into account in academic promotions, academic probation reviews and PRDPs. *Table 5.19* shows such roles held by S&C staff.

External Committee (not related to College)	2014	2015	2016	2017	Grand Total
Female	22	29	25	21	97
Male	39	47	49	46	181
Grand Total	**61**	**76**	**74**	**67**	**278**

Table 5.19: External positions declared by S&C academic staff between 2014- 2017 by gender and percentage.

Women are represented in the above table at a similar proportion to the gender ratio of the academic staff in the Department. This indicates that a bias is unlikely in external committee membership and our female academics have good opportunities to represent the college externally.

Notable examples include:
- Professor Lesley Regan (P&C Executive Chair): President of the Royal College of Obstetricians and Gynaecologists
- Professor Alison McGregor: Academy of Medical Sciences INSPIRE Programme lead for FOM
- Prof Gerry Thomas: Member of University College London Australia's Nuclear Working Group
- Professor Elaine Holmes: Founder Director of Imperial spin-out company Metabometrix; Founder of the Latin America Profiling Society (LAMPS)

Our PTO staff also participate in College Committees, examples include FoM Equality, Diversity and Inclusion Committee and the FoM AS Committee.

(v)   Workload model

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

Main Impacts

21. 79%+ staff satisfaction when questioned about personal accomplishment, work expectations, work challenge and the trust placed in them to organise own working life.

Imperial does not have an institution-wide workload model due to the range of activities that take place. However, the Department provides a strong framework to ensure that the full range of academic contributions is valued, including external esteem, education/teaching excellence, mentoring, administrative/management responsibilities alongside research activity. PRDPs provide an opportunity for evaluation in all of these areas. Staff satisfaction rates regarding their workload is extremely high *(table 5.20)*.

Question Text	% Positive	Female % Positive	Male % Positive
My work gives me a feeling of personal accomplishment	82%	80%	84%
I know what is expected of me in my role	81%	79%	82%
I am sufficiently challenged in my work	85%	80%	88%
As long as I get the work done, I am trusted to organise my workload in a way that suits me	91%	92%	91%

Table 5.20: from the College Staff survey 2017

With improvements in the academic profiles the Department has the opportunity to gain good insights into the breadth of academic workload distributions. This will allow detection and rebalancing of unfair distribution of teaching and administrative duties. We hope to be able to analyse the data for any biases in distribution along gender or ethnicity lines *(action 5.4)*. These reports will be taken to the P&C committee to consider projects which would correct any issues.

Action 5.4: Leverage the central recording of committee membership and the data from the staff profiles to assess for any bias in workload distribution.

(vi)   Timing of departmental meetings and social gatherings

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

S&C ensures that the majority of our decision-making meetings are held within core hours 10am-4pm to supports flexible/ part-time working and caring responsibilities. However, the SMB is held at 16:30 to accommodate clinical staff's NHS commitments. The timings of these meetings are sent out a year in advance to allow staff to plan. The AS Lectures are held between 12-2pm with refreshments.

 We have teleconference facilities in place to minimise travel between campuses. However, for those who wish to attend in person there is a shuttle bus service between our sites to travel between campuses. We also have Departmental taxi budgets for inter-campus travel. To further encourage staff and student participation in Departmental events at different campuses we will combine training sessions with events/meetings.

We recognise that an active and enjoyable networking and social programme helps to build cohesiveness and an inclusive culture within the Department. All local and Department-wide social events throughout the year to which all staff and students are invited are held within

core hours. To ensure that the annual Christmas parties are truly inclusive events these are held out of core-hours but start at 5pm to allow staff & students to attend the early part.

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

We strive to ensure that S&C events and research days are gender balanced, both in terms of speakers and chairs. Our speakers are selected on merit and although majority of our events are gender balanced, we have not paid close attention to capturing speaker data by gender *(Action 5.5)*.

We aim to enhance the visibility of internal positive female role models by highlighting our female academics within the Department on our website *(Figure 5.7, more information can be found in this application in our case studies)*, through personal interviews. We celebrate prestigious accolades and successes of our staff through featured stories in our monthly newsletter and various media platforms. Our communications team ensures that our Departmental webpages is a true reflection of our diversity by consciously gender balancing our imagery and publicity materials.
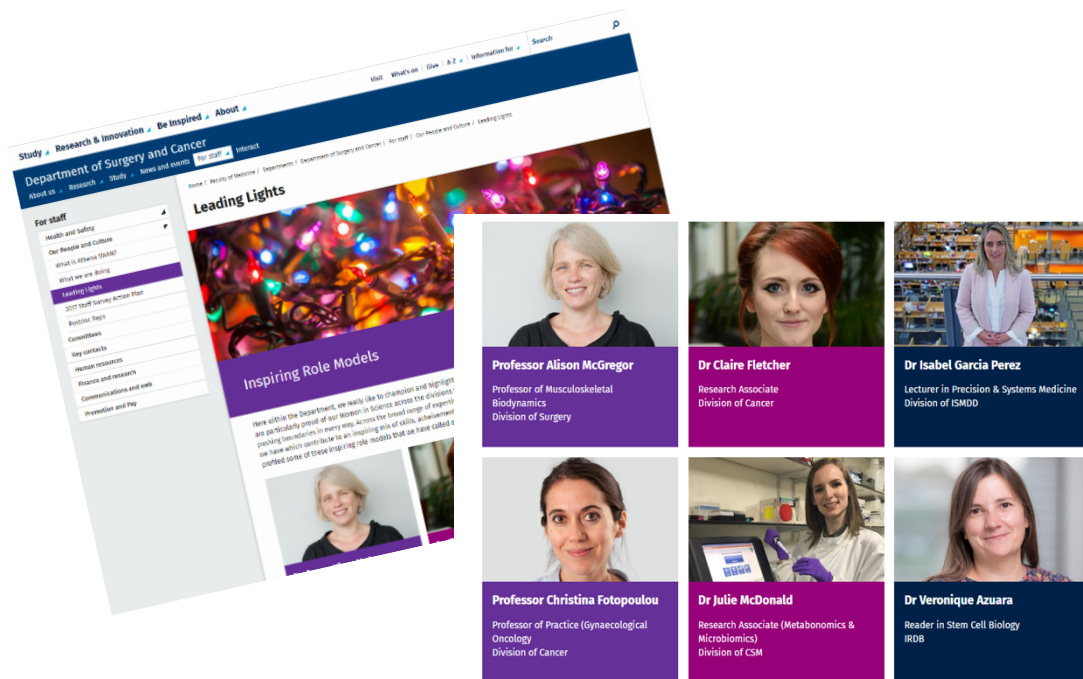
Figure 5.7: Montage of Leading Lights (Role Models)

Our first AS Lecture in 2017 with Dame Clare Marx, President of the Royal College of Surgeons, which attracted approximately 120 people (internal and external attendees). The P&C committee decided to broaden our scope to include intersectionality and for our

second AS Lecture, we invited Yasmin Alibhai-Brown, British Journalist and prominent campaign on issues race and equality *(figure 5.8)*. The lecture was extremely well attended, attracting more than 200 people (internal and external). Feedback from both these events was very positive. We also celebrate our successes through the monthly Departmental newsletter, Twitter feed and blog.
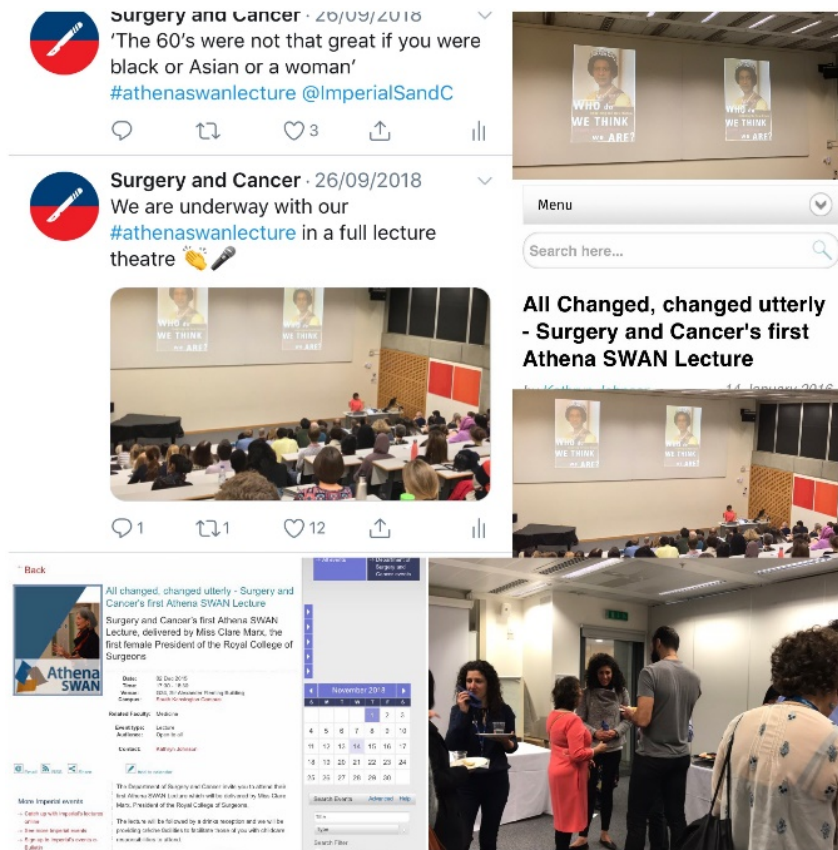
Figure 5.8: Montage of images from AS events

Action 5.5: To capture data of speakers on S&C events and ensure it remains gender balanced.

(viii)   Outreach activities

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

Main Impacts

22. Participation in outreach is extremely high (up to 93% or academic staff), and equally distributed amongst men and women (80% vs 79%)

S&C recognises the increasing importance of outreach and public engagement activities *(tables 5.21 5.22, and 5.23)*, and such activities are formally recognised as part of the PRDP, academic probation and promotion discussions. Several of the Department are members of the Imperial Societal Engagement Champions Network, aimed at stimulating and maintaining collaborative working, and importantly, promoting / highlighting the value placed on outreach and engagement within Departments. The network includes Champions drawn from the academics, PTO, and engagement practitioners in each of the Departments across College, and participation in this Network has been strongly supported by the HoD, and S&C senior management.

	Number of Respondents	No (%)	Yes (%)
Academic and Clinical Academic Staff	100	7	93
PTO/Scientific support	92	34	66
Postgraduate Student	79	16	84
Research Associate/Fellows	94	29	71

Table 5.21: *number of staff groups involved in outreach activities*

	Number of Respondents	No (%)	Yes (%)
Female	177	21	79
Male	153	20	80

Table 5.22: *numbers involved in outreach activities by gender*

Type	Number	% of Survey Respondents
Primary Education	56	15
Secondary Education	80	21
Festival/Event	140	36
Community Club	18	5
Museum	39	10
Newspaper	64	17
Broadcast	58	15
Patient Engagement	78	20
Engaging with the Public	119	31
Charity	105	27

Table 5.23: *Summary of outreach activities and number of academics and group numbers involved in outreach activities*

Participation in outreach is extremely high (up to 93% or academic staff), and equally distributed amongst men and women (80% vs 79%). Survey respondents indicated that science festivals (including Imperial Festival) are a focal point for outreach and engagement; over one-third of all surveyed participate in these events ***(figure 5.9)***.

February 2015	April 2018	February 2016
Lab science with local school children	*Annual Imperial Festival*	*Imperial Fringe Series – Food of tomorrow*
July 2018	**February 2017**	**November 2016**
'Research as Art' competition	*Student challenges competition*	*Departmental Away Day*
October 2016	**April 2016**	**September 2015**
'New Scientist Live' Festival	*Opening of First National Miscarriage Research Centre*	*Centre for Engagement and Simulation visits*

Figure 5.9: Montage of photos from Outreach events

We highlight the activities of our staff and students outreach activities in the Departmental newsletter/twitter and blog to increase awareness of activities and opportunities to participate.

However anecdotal evidence suggests that a significant amount of outreach work our staff and students undertake is poorly recorded We will seek to better document and disseminate information about outreach *(Action 5.6)*.

Action 5.6: improve outreach/Public Engagement data collection and maintain a database of activities; encourage staff and students to report their outreach/Public Engagement activities.

SILVER APPLICATIONS ONLY

6.   CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

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

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

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

Dr Veronique Azuara: Reader in Stem Cell Biology / Member of P&C Committee

My journey within the Department started when I joined Imperial College in 2005 as Lecturer and group leader. I took the first of two career breaks in the form of maternity leave in November 2006 to April 2007. It was a challenge to start a family at the same time as establishing my research group in my first academic post, but with the incredible support of many colleagues in 2009 I was awarded a BBSRC New Investigator Award. On the basis of this I was successfully promoted to Senior Lecturer in 2012.

 Returning from my second maternity leave during Feb 2011 to September 2011 was more challenging from the perspective of work life balance. After my BBSRC award ended in 2012 I experienced a number of years where funding was tight. Yet I always felt supported by my head of Division, Phil Bennett, who never added any pressure from above on top of that which I already put upon myself. In 2013 I was invited to join the Department's P&C committee and became more involved in activities relating to Athena SWAN focusing on championing PDRA needs. As result of our initiatives I have witnessed positive changes within the Department with respect to inclusiveness, and support for work-life balance. This has been most apparent to me during my recent application for promotion to Reader.

In my head of Division always I felt that I had a personal champion who was consistently promoting me and my research with senior management board and eventually the promotion committees. But what was really important was the dedicated mentoring put in place by the Department from senior female colleagues (Prof Charlotte Bevan & Prof Kate Hardy, both members of the P&C committee) who spent a lot of time helping me to prepare my application and giving me mock interviews. Kate was also my 'supporter' in the interview - it was reassuring to have another female colleague with me and I believe that her engagement made a real difference.

Changes to the promotions process have made a real difference too. Compared to the past the process and expectations are much clearer, and support from administrative staff was excellent, providing the right info at the right time. I was also pleased that the evaluation took a more balanced account of research, teaching and 'good citizenship'. This more holistic view of academic contribution was backed by senior colleagues at every level of the process. The positive engagement of my line manager with the PRDP process made it easier to build a strong, well-evidenced case. I was also really grateful for training to us as part of Imperial's Leadership and Management Development Programme.

One of the key lessons I have learned about succeeding in academia as a woman after multiple career breaks is that the impact of these interruptions is very long-lasting and that you need to be patient and grow personal resilience over a number of years. This year I have joined the Faculty of Medicine's new Equality, Diversity and Inclusion committee and will take forward my experience to help others and ensure that Imperial College is an enjoyable and supportive place to do world-class research.

Jennifer Simeon- Professional, Technical and Operational Services

My current role falls under the Professional, Technical and Operational Services and my job title is Senior Postgraduate Education Administrator. I have worked within this role for 5 of the 7 years I have been with Imperial College London. Within the College, the Department of Surgery and Cancer is a great place to work and my time there has been a journey of experiencing and overcoming new challenges. I have gained a huge amount of knowledge from my role, developing new skill sets through the training I have been supported to take. My line managers have always been extremely supportive with regards to my progression and flexibility. This became more apparent when I went on maternity leave for 10 months.

I luckily work in an environment where women do not feel oppressed to announce their pregnancy. I felt very relaxed and comfortable when delivering my wonderful news, and it was genuinely visible that the team were happy for me. I went off on maternity leave in March 2017 and returned back to work in January 2018. In the lead up to my Departure my manager allowed me to alter my working hours to suit my commute, in order to avoid the rush hour crowd. I was also able to attend antenatal classes freely without any concerns, and I was given the option of working from home on days where I thought the commute would be too strenuous on me. Our HR staff were really helpful in explaining our maternity leave policy including my entitlements as an employee. I also met with my manager on multiple occasions to discuss my needs as I progressed within pregnancy, and also possible options of returning to work after maternity leave.

Since returning back from maternity, I have felt very supported. I was given the opportunity of flexible working which has made my life as a new full-time working mother less stressful and a lot more manageable than anticipated. Through motherhood I have learned how to balance my work and personal family life, before this I was extremely hopeless in juggling the two. Though my workload can be demanding, my good working relationship with my senior managers means that I feel comfortable voicing any concerns that may arise.

Overall, I feel very grateful for the support I have been given by the Department and I am extremely lucky to work with such great colleagues.

7. FURTHER INFORMATION

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

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

Ethnicity summary	Imperial			UK Benchmark	
	BAME	White	No data	BAME	White
Academic - non-clinical	19%	75%	5%		
Research - non-clinical	30%	59%	11%		
Non-clinical Academic and Research	**27%**	**64%**	9%		
Clinical Academic	30%	64%	5%		
Clinical Research	39%	39%	22%		
Clinical Academic and Research	**36%**	**48%**	16%		
All Academic and Research	**31%**	**57%**	**12%**	**15%**	**85%**
PTO	28%	64%	8%	11%	89%
Grand Total	**30%**	**59%**	**11%**	**13%**	**87%**

Table 7.1. ethnicity by staff group

Analysis of staff ethnicity data clearly shows that the department is significantly more ethnically diverse than the national average in both academic and PTO staff groups. The results from the departmental surveys also indicate that the Department is considered to be an equally inclusive place to work for BAME and white staff (***table 7.2***).

		Positive	Neutral	Negative
2018	**BAME**	85%	9%	6%
	White	87%	7%	6%

Table 7.2. Responses from staff to the question "The Department is an inclusive place to work regardless of gender, ethnicity, sexual orientation, age or disability status."

8. ACTION PLAN

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

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

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

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

Glossary	
AC	Dr Alison Cambrey
BC	Dr Biancastlla Cereser
CB	Professor Charlotte Bevan
DM	Professor Daqing Ma
DO	Ms Debbie Oram
EP	Ms Elsa Paul
EW	Dr Elizabeth Want
HK	Professor Hector Keun
HoD	Head of Department
KP	Miss Karen Pontifex
JL	Dr Jia Li
KH	Professor Kate Hardy
KP	Miss Karen Pontifex
LFR	Mrs Larissa Franklin-Revill
LR	Professor Lesley Regan
MR	Mr Matthew Ryan
NM	Dr Nina Moderau
NW	Mr Nicholas Wood
PS	Dr Paul Strutton
SF	Professor Stephen Franks
SL	Mrs Shirley Line
SS	Ms Sarah Sayers
TA	Dr Toby Athersuch
TT	Dr Tony Tarragona-Fiol
TA	Dr Toby Athersuch
TB	Ms Tammy Barrett
VA	Dr Veronique Azuara
WC	Dr Wei Cui

No	Objective			Rationale		Actions to Take	Timeframe	Owner	Success
				(1) SELF-ASSESSMENT AND ACTION PLAN DELIVERY					
1	Broaden engagement of staff and students in ED&I and Athena SWAN. P&C proactively seeks to engage wider Department in consultation and delivery of Action Plan	1		Department SAT established in 2013. Following feedback from our previous application, -- the P&C was established in 2016 to reflect the diversity of S&C and to ensure good balance and representation of staff groups, grades, campuses and students representation	a	Review P&C membership: Chair & Co-chair positions to be advertised every 3 years to ensure continuity of leadership and know-how. Co-chair positions to be phased to ensure continuity	*March 2019 Advertise chair & 1 co-chair positions*	HoD and DM	P&C membership reflects S&C diversity ensuring representation from all staff groups including BAME & LGBTQ by 2020
					b	Membership of wider P&C committee to be rotated annually	*August 2019 For P&C membership*	P&C committee	
					c	Ensure equality in representation of BAME & LGBTQ+ in P&C committee			
		2		Communicate P&C and Athena SWAN activities systematically across the whole department	a	AS section on the monthly newsletter to include staff & student Q&As to improve engagement through inclusivity	*Dec 2018 For Q&A and monthly thereafter*	Comms Champion DO	Survey results to show high awareness and engagement with P&C & AS initiatives ~85%
					b	P&C webpages & social media to include role models and updated regularly to show breadth of talent and expertise	*Implemented in October 2018 and ongoing*	Comms Champion DO	
					c	P&C webpages continually updated to provide easy access to college procedures and Department policies around ED&I	*Implemented in 2016 and ongoing*	Comms Champion DO	
					d	Department away days & AS specific events to be used to deliver training to wider Department to enable better understanding of our activities and thereby further improving overall culture	*September 2019 Then annually thereafter*	P&C committee	

No	Objective	Rationale	Actions to Take		Timeframe	Owner	Success
			(2) SUPPORTING STUDENTS				
1	Ensuring better gender balance on our BSc courses	Gender disparity within courses - Reproductive and Developmental Science BSC female dominated (81% in 2017/18). Surgery & Anaesthesia tends to have more men (38% female in 2017/18)	a	Numbers are small but overall trend for last 5 years suggests higher female discontinuation rate than male. Monitor gender representation	April 2020 and then annually	Education Manager - AC	50:50 role models at Open Days
			b	Lobby Faculty to retrospectively survey all BSc students to have a better understanding of how and when students choose different BSc's and career paths including gender differences	Lobby faculty in 2019	PG Education Committee & Chair of P&C committee	Survey response rate 50%. Generating actions from survey response to influence student choice of BSc
2	Investigate and assessment practices; understand why men may be less likely to achieve 1st and seek actions to change	Data analysis shows men are less likely to achieve 1st (15%) when compared to women (42%) over the last 3 years. Numbers are small		Working with course Directors to investigate assessment practices	Investigate in 2020 then: 2021 implement changes	Education Champion WC	Data to show no gender differences in undergraduate BSc outcomes
3	Ensure gender balance on our PGT courses	To improve representation of women in Surgical Innovation (27% women 2017/18), Medical Robotics courses and men on Reproductive Biology		Improve visibility of role models at student focused events e.g. open days, prospectus and S&C website	Spring 2019 and annually thereafter	Education Manager AC	Improve gender balance year on year
4	Understand reasons and eliminate gender bias in discontinuation rates	Numbers are small but overall trend for last 5 years suggests higher female discontinuation rate than male	a	Education Manager to review why men & women have discontinued over the last 5 years; to report to P&C	April 2019	Education Manager AC	Continued trend for falling discontinuation rates without gender bias
			b	P&C to recommend actions to further support PhD students to completion	October 2019	P&C committee	

No	Objective	Rationale	Actions to Take		Timeframe	Owner	Success
**(3) SUPPORTING STAFF**
1	Employ 'the search committee' approaching order to target female candidates for recruitment especially at the more junior clinical academic levels	To increase number of women taking up clinical academic positions		Emulating an existing scheme from Department of Medicine. Liaise with Dr Victoria Salem - DoM AS lead for guidance on scheme	*Meeting with DoM AS lead in April 2019*	Co-chairs of P&C	Increased proportion of female clinical academic (by 15%) staff by 2021 Increase in number of applications from female candidates to 30%
					*P&C to recommend search committee model details to S&C Board by August 2019*	P&C	
					*Search committee in place before next Clinical Academic recruitment*	P&C	
2	Audit job descriptions and adverts for all academic posts for gender specific language and inclusion of the AS and Mumsnet logos	Recruitment, particularly for senior female academics remains an issue	a	Annual audit of all S&C adverts and to be reviewed by P&C committee	*February 2019 annually thereafter*	Staffing Manager and P&C	Increased proportion of female clinical and non-clinical academic staff by 2021
			b	Monitor recruitment material and advertisements to ensure AS logo and Mumsnet accreditation logo are displayed on all recruitment material	*January 2019 and ongoing*		
3	Have a minimum of 1 female and 1 male panel member in all recruitment panels with 3 or more members	New recruitment processes have been very successful, but it hasn't always been easy to maintain gender-balanced panels due to lack of availability of female academics in department	a	Identify and/or develop strategies to help junior female academics to pursue an academic career	*May 2019 and updated annually*	Staffing Manager and Divisional Managers	100% compliance for all panels from January 2019
			b	Audit interview panel representation annually and present it to the P&C Committee to ensure that we are compliant with the objective	*September 2019 and annually thereafter*		
4	Develop strategies to overcome career barriers facing junior female Clinical Academics	Focus groups conducted over 2018 (15 female participants)	a	Fully analyse data from focus groups	*Currently analysing data, report to be presented to SMB in February 2019*	Co-chairs of P&C	Retaining junior female Clinical Academics (in HE institutions not necessarily at Imperial)
			b	Identify and/or develop strategies to help junior female academics to pursue an academic career			

No	Objective	Rationale	Actions to Take	Timeframe	Owner	Success
**(3) SUPPORTING STAFF**					
5	To increase the gender balance in Surgery in partnership with Royal College of Surgeons England	To increase the number of female surgeons taking up academic positions	Work with the Royal College Surgeons 'support women in surgery network' and support their efforts to understand issues facing women in surgery	*June 2018 and ongoing*	Co-chair CP	Increased proportion of female academics who are surgeons by 10% by 2022
6	Monitor uptake of face to face exit interviews for all staff	Qualitative feedback from exit interviews will help embed good practice in the department thereby creating a positive work culture for all staff & students	Divisional Managers to ensure exit interviews for all leavers in the division and report to P&C every quarter	*Ongoing*	Divisional Managers	Destination data captured for 100% staff leaving the department Exit interview feedback utilised by P&C committee for specific initiatives in the department
7	To improve the quality of leavers data within the Department	Metrics for showing issues related to staff leaving would need accurate and consistent data to be reportable	Examine Divisional processes to identify current best practice and formally implement across Department to ensure consistency in process	*August 2019*	Comms champion DO	Data of a sufficient quality that metrics on staff leaving can be produced with very low administrative load

No	Objective	Rationale		Actions to Take	Timeframe	Owner	Success
				(4) CAREER DEVELOPMENT			
1	Audit Recruitment & Selection training for all recruitment managers	Recruitment and selection training is mandatory for all staff sitting on departmental recruitment panels. We continue to monitor that staff have recruitment managers have undertaken this training and that new staff will be training on it before sitting on an interview panel	a	Divisional Managers to ensure recruitment managers in their division are up-to-date with recruitment & selection training which must be within the last 5 years	*October 2019*	Divisional Managers	100% current staff training on these courses by end 2019

quarterly monitoring to capture new staff who will sit on recruitment panels |
			b	Feedback to P&C committee on a quarterly basis regarding uptake of training	*Feedback to P&C November 2019; quarterly thereafter*	Divisional Managers to feedback to P&C	
			c	Non-compliant staff to be referred to HoD	*Bi-annually reported to HoD from January 2020*	Department Manager	
2	To increase number of female academic applications	Recent academic recruitments have attracted fewer than 25% female applications	a	Use conferences and external events to publicise the Department and our Athena SWAN activities to attract female candidates	*January 2019 and ongoing*	Heads of Divisions and Heads of Sections	Applications by female candidates increase to 30% by 2020 Feedback from applicants that they became more aware of the Department and were encouraged to apply for positions
3	Develop Standard operating Procedures and How to guides to improve understanding of the processes in the Department	Improve embedding and immersion of new staff quickly into the department. Survey results show approximately only 2/3rd of those inducted are satisfied with induction process	a	Review and improve current P&C webpage to ensure information related to specific HR/ Grants/ finance processes are up-to-date	*May 2018 and ongoing*	Comms Champion with HR/Grants/ Finance Leads	Staff feedback regarding satisfaction on department induction to increase to 85% by 2020
			b	Develop process flow maps for regularly used HR and finance processes to help new staff members	*April 2019 and refreshed bi-annually*	Staffing Manager with Department Managers	

No	Objective	Rationale		Actions to Take	Timeframe	Owner	Success
				(4) CAREER DEVELOPMENT			
4	Improve engagement with annual PDRP	PRDPs enable a structured discussion around workload, career development and future goals. Current uptake is around 60% but we aim to have the whole department engaging with the process. 2018 staff survey shows 68% staff engage with and find appraisal pocess useful	a	Enhance and update guidance on PRDP on Department webpage	*September 2018 and updated annually*	Comms Champion & Staffing Manager	90% PDRP completion by July 2019 and increasing year on year towards 100% by 2022

Staff survey to report 80% staff engage with and find PRDP useful (2020) |
			b	Ensure that all PRDPs establish a career development action plan, with set goals and objectives to complete within the following year, through appraiser training	*Reminders for PRDP discussion points to be sent out regularly form February 2019 until PRDP deadline and then annually thereafter*	Department Manager & Heads of Divisions	
			c	Set annual deadline for PRDP completion by 31 July each year	*Notice regarding PRDP deadline to be announced in February 2019*	Department Manager	
			d	Monitor PDRP compliance rates	*July 2019 and annually thereafter*		
5	Gather feedback from recently promoted academics to improve departmental promotions support	To improve staff's perception of fairness of the academic promotions process and to increase transparency. An enhanced process will enable us to address gender disparity at senior grades. 2018 staff survey shows 72% academics (66% female academics) view the promotions process positively	a	Organise annual focus group with recently promoted academics	*September 2019 and annually thereafter*	Academic Promotions Champion - CB	Staff survey results show improvement in perception of promotions process. Overall perception 85% positive and female academic to achieve parity with male response
			b	Implement a process of continual improvement in academic promotions process through feedback received	*October 2019*		
			c	Update academic promotions page based on feedback to reflect enhanced and accurate process	*October 2019 and ongoing*		
			d	Showcase recently promoted academics to ensure staff interested in applying for promotions to hear first-hand experiences	*June 2019 and annually thereafter*	Department Comms co-ordinator	

No	Objective	Rationale	Actions to Take		Timeframe	Owner	Success
**(4) CAREER DEVELOPMENT**
6	To improve uptake of job level review by PTO staff	Date shows that we have not achieved gender parity for PTO staff in JLR	a	Consider all eligible PTO staff for JLR	*January 2019*	Staffing & Business Manager	Gender parity in JLR success rates
			b	Ensure line managers discuss JLR in PDRP annually and provide mentorship support for applications	*PDRP cycle*	Department Manager	
7	Promote training related to ED&I, UB, harassment & bullying and active bystander to all staff and students	Increased engagement with these courses will improve overall culture in department	a	Create bespoke sessions for all staff in partnership with EDIC	*January 2020*	Divisional Manager SL	Existing staff and students to be trained on the EDI courses by Dec 2020
			b	Continue to audit uptake of training courses by new and existing staff and students	*July 2020 and bi-annually thereafter*	Staffing & Business Manager	
8	Raise with the College creation of PDRA profiles, taking into account different requirements and activities of postdoc role	To help structure postdoc career pathways, aim to collate information that the college holds on them to have a holistic review of their activities to take this information to their PRDP's and any career planning sessions		By end of 2019 to have presented a proposal to the College with details of information that will be part of the profile	*December 2019*	Postdoc Career Development Champion - VA with Co-chairs	College accepts proposal and Department works with College during 2020 to develop pilot profiles

No	Objective	Rationale			Actions to Take		Timeframe	Owner	Success
**(4) CAREER DEVELOPMENT**								
9	Further raise awareness of the Department / Faculty mentoring scheme within the: - early career researcher community - professional and technical staff groups - Student community	1	ECRs interested in academia or non-academic options will benefit from senior or peer-level guidance	a	Monthly newsletter to include information regarding mentoring scheme and process to engage		*June 2018 and ongoing*	Mentoring Champion - MR in collaboration with Postdoc representatives - BC & NM & VV	Increase number of mentees by 10% by end 2019 Ensure Mentees feel supported regarding next steps in their career as measured by focus group in 2021
				b	Feedback from mentees who have found the scheme beneficial to be publicised on our webpages		*June 2019 and annually thereafter*		
		2	PTO staff will benefit from mentoring to enable productive discussions regarding PRDPs and career development	a	Reminders to be sent out to targeted staff groups		*February 2019*		
				b	Mentoring scheme to be discussed as part of PRDPs		*February 2019*		
10	Support for junior Clinical staff		Junior clinical staff need better support and direction to navigate clinical academic career pathways	a	Promote the mentoring scheme to clinical staff, highlighting benefits of mentoring		*February 2019*	Mentoring Champion: MR	Increased number of clinical staff on mentoring scheme Increased satisfaction on staff survey for junior clinical regarding access to career development opportunities
				b	In liaison with CATO to provide bespoke training courses aimed at junior clinical staff		*June 2020*	Co-chair (CP)	
				c	Collaborate with Academy of Medical Sciences, Royal College Physicians and Royal College Survey regarding clinical academic career development		*March 2020*	Co-chairs	
11	Audit the uptake of the support and training offered to PhD students		Variety of existing support and training available through Department and College. Need to ensure effective and supportive environment for all students particularly women	a	Compile complete datasets of training and support activities including uptake by gender		*March 2020*	Education Manager - AC & Education Champion - WC	Feedback from audit to show support in training is useful
				b	Report findings of audit to P&C committee		*April 2020*		

No	Objective	Rationale		Actions to Take	Timeframe	Owner	Success
				(4) CAREER DEVELOPMENT			
1	Review grant application success rates and support offered to applicants	Female and male staff achieve overall very similar success rate in funding applications, (most recently 33% F vs 36% M in 2017/18). Women appear to have lower success rates when applying to funding from charities (see research shown in wider sector for UK cancer research)	a	Explore with staff which methods of support are most effective and useful for improving grant applications. Identify specific measures to improve our current support systems	*September 2020*	Comms co-Ordinator in collaboration with TT	Survey feedback and training data to show an increase in training uptake of 10% year on year
			b	Specific investigation into applications for funding from charities and how to support women applying for these	*March 2021*		

No	Objective	Rationale		Actions to Take	Timeframe	Owner	Success
				(5) Organisation and culture			
1	Promote the Managing Family Related Leave online course to staff and make it compulsory for all S&C managers	To clarify policy related to maternity/ paternity/ parental leave	a	Promote course via newsletter, emails, Divisional board and P&C meeting	*All S&C managers will complete the course by end 2019*	Family-friendly champion - TB	Increased awareness of family related leave and policies amongst managers as measured by staff survey
			b	Review completion by S&C managers and remind staff to take up training as necessary			
2	Investigate maternity return rates	PTO staff have low return rates		Identify leavers following period of maternity leave in past 5 years. Investigate reasons for leaving and if department could have supported individuals to stay on	*Spring 2020*	Family-friendly champion - TB	Following investigation to develop actions to better retain staff after maternity leave
3	Monitor uptake of paternity, shared parental and adoption leave and raise awareness of these schemes	To understand if there are reasons why men do not access paternity/ shared parental leave		Focus group with men to understand their awareness and perceptions of Imperial's family friendly policies and support available in the Department	*Oct 2019*	Family-friendly champion - TB	Develop actions to encourage men to use family friendly policies

Increase year on year uptake of shared parental leave |

No	Objective	Rationale	Actions to Take		Timeframe	Owner	Success
**(5) Organisation and culture**						
4	Leverage the central recording of committee membership and the data from the staff profiles to assess for any bias in workload distribution	Standardised data on the range of activities undertaken by academic staff will allow deep analysis of any underlying unfair distribution		Analyse the distribution of teaching activities, committee memberships and formal college positions for any intersectional or gender bias as well as for any unfair burden on individuals.	*July 2020*	Head of Department	Equitable distribution of all activities regardless of gender
5	To capture speaker data by gender	As part of Athena SWAN, gender balance has been considered in selection of speakers for seminars, workshops and other events but data has not been formally recorded	a	Set up formal process to record speaker details for all department events including gender	*End 2019*	Jia Li	Aim for 50%/50% gender balance in external speakers
			b	P&C to review data annually and raise issues with event organisers where necessary	*Review in March 2020 and annually thereafter*	P&C	
6	Raise profile of outreach activities undertaken by staff & students and improve data collection	A lot of outreach activities are not organised by Department administration and therefore goes unrecorded; need a database to capture all activities	a	Establish a database of participants and types of outreach events	*May 2020*	Outreach & Collaboration champion - TA	High reporting level from staff & students of outreach activities

Staff & students feel that that outreach is valued by department as measured by survey |
| | | | b | Recognition of outreach activities through monthly newsletter, blogs and P&C webpages | *February 2017 and ongoing* | | |
| | | | c | Department to nominate at least one individual a year for College President's Societal Engagement award | *September 2020* | | |