



University of Dundee

School of Life Sciences

Silver Athena SWAN Application

May 2018



WORD COUNT

Department application	School of Life Sciences Silver Application	Silver Word Limit
Word limit	11,973	12,000
<i>Recommended word count</i>		
1.Letter of endorsement	513	500
2.Description of the department	453	500
3. Self-assessment process	789	1,000
4. Picture of the department	2220	2,000
5. Supporting and advancing women's careers	6991	6,500
6. Case studies	1007	1,000
7. Further information	0	500

Name of institution	University of Dundee	
Department	School of Life Sciences	
Focus of department	STEMM	
Date of application	16 th May 2018	
Award Level	Silver	
Institution Athena SWAN award	Date: April 2017	Level: Bronze
Contact for application <small>Must be based in the department</small>	Professor Inke Näthke	
Email	i.s.nathke@dundee.ac.uk	
Telephone	[REDACTED]	
Departmental website	http://www.lifesci.dundee.ac.uk/	

GLOSSARY

AA – Accelerated Advancement

AD – Associate Dean

ADL&T – Associate Dean (Learning & Teaching)

ADQAS – Associate Dean (Quality & Academic Standards)

ADR – Associate Dean (Research)

ADPC – Associate Dean (Professional Culture)

AHSSBL – Arts, Humanities, Social Sciences, Business & Law

AP – Action Plan

ARP – Annual Review Procedure

AS – Athena SWAN

ASPC – Athena SWAN Project Coordinator

ASSG – Athena SWAN Steering Group

A&R – Academic and Research

CRP – Contribution Related Point

ECR – Early Career Researcher

ECU – Equality Challenge Unit

ED&I – Equality, Diversity & Inclusion

E&D – Equality & Diversity

EMBO – European Molecular Biology Organisation

FPE – Full Person Equivalent

FT – Full-Time

FTE – Full Time Equivalent

HE – Higher Education

HEIDI – Higher Education Information Database for Institutions

HESA – Higher Education Statistics Agency

HoD – Head of Division

HR – Human Resources

HRO – HR Officer

ISSF – Institutional Strategic Support Fund

JHI – James Hutton Institute

LGBT – Lesbian, Gay, Bisexual & Transgender

L&T – Learning and Teaching

NSS – National Student Survey

OPD – Organisational and Professional Development

OSaR – Objective Setting and Review

PAP – Previous Action Point
PDRA – Postdoctoral Research Assistant
PE – Public Engagement
PG – Postgraduate
PGR – Postgraduate Research
PiCLS – PhD Students Association (in SLS)
PgCert(THE) – PG Certificate (Times Higher Education)
PS – Professional Services
PT – Part-Time
RAE – Research Assessment Exercise
REF – Research Excellence Framework
RO – Research Only
SLS-SAT – School of Life Sciences Self-Assessment Team
SEG – Senior Executive Group (in SLS)
SESW – School of Education & Social Work
SLS – School of Life Sciences
SLSRSA – School of Life Sciences Research Staff Association
SMED – School of Medicine
SOG – School Operational Group
SRP – Standard Registration Population
STEMM – Science, Technology, Engineering, Mathematics & Medicine
T&R – Teaching & Research
T&S – Teaching & Scholarship
TPG – Taught Postgraduate
UG – Undergraduate
UoD – University of Dundee
WLM – Workload Model

Data Notes:

1. Internally sourced staff numbers – All staff data shown are a snapshot taken annually on the 31st July and are presented as Full Person Equivalent (FPE). In line with statutory requirements we currently record and report sex as “female” or “male”. In this application we refer to “sex” as “gender”.

2. Staff Excluded from All-Analysis – All non-salaried, non-graded, non-professor staff members (Associate, Honorary and Temporary).

3. Comparator Higher Education Institute Data – Higher Education Statistics Agency (HESA) data extracted from Higher Education Information Database for Institutions (HEIDI) plus and average taken from:

- University of Oxford
- University of Edinburgh
- University of Sheffield
- University of York
- Newcastle University

These institutions were chosen as the most suitable comparators to our own School (good subject match).

In our comparator charts, we present rounded HESA data extracted from HEIDI plus averaged over a 5-year period from 2011/12 to 2015/16 for:

- University of Dundee, School of Life Sciences (SLS)
- Average of comparator institutions **including** University of Dundee School of Life Sciences data (“Comparator(s) (Including Dundee)”)
- Average of comparator institutions **excluding** University of Dundee School of Life Sciences data (“Comparator(s) (Excluding Dundee)”)

Cost centre mapping (staff): Biosciences

HESA JACS Principal Subject (Students, Leavers): C0 Broadly-based programmes within biological sciences; C1 Biology; C2 Botany; C4 Genetics; C5 Microbiology; C7 Molecular biology, biophysics & biochemistry; C9 Others in biological sciences; D0 Broadly-based programmes within agriculture & related subjects; and D7 Agricultural sciences

HESA Staff Record [2011/12 – 2015/16]

Copyright Higher Education Statistics Agency Limited

Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information obtained from Heidi Plus.

Our internal data extraction and reporting methods are as consistent as possible with HESA protocol. However, there are inevitably differences. Rounding and removal of low numbers data (by HESA) also introduce differences in data reported. Differences are particularly apparent at

small %, where a small difference can result in a relatively large difference in values. We believe both internal and external data to be accurate and reliable.

HESA reporting period is 2011/12 to 2015/16. Internal reporting period is 2012/13-2016/17 (unless otherwise stated).

4. Student numbers

- We use HESA Standard Registration Population (SRP) for the Athena SWAN data set. The HESA SRP has been derived from the reported HESA Student Record and comprises all registered higher education and further education student instances awarded a qualification or HE provider credit in the period 1st August to 31st July. The HESA SRP excludes certain students from its count, such as those who are writing up and any students that have dormant statuses (HESA defines these students are not being taught by providers).
- SLS administer the application process for Postgraduate Research (PGR) students within the School. The data presented for Applications, Offer, Acceptances and Matriculations are derived from the School database.
- Combined data from Access and Foundation students in SLS student data are presented in section 4.1(i) but for all other purposes these students are administered as any other under-graduate student and these numbers are therefore included in the overall undergraduate student data (for example as part of the 606 total in section 2 and section 4 (ii), Table 4.1.2, and are not additional students).
- In line with data provided by partner bodies such as UCAS and with statutory requirements we currently record and report sex as “female” or “male”. Unless otherwise stated, student data presented includes “all” (full-time and part time) students.

5. School Mapping – UoD has nine academic Schools: five Science, Technology, Engineering, Mathematics & Medicine (STEMM) Schools – SLS; School of Dentistry (SDEN); School of Medicine (SMED), School of Nursing & Health Sciences (SNHS) and School of Science & Engineering (SSEN) and four Arts, Humanities, Social Sciences, Business & Law (AHSSBL) Schools – School of Art & Design (SA&D), School of Education & Social Work (SESW), School of Humanities (SHUM) and School of Social Sciences (SSS).

6. Staff Affiliation Mapping – Academic & Research (A&R) and Professional Services (PS) Staff are aligned to either a STEMM School or an AHSSBL School or one of the Professional Services Directorates.

7. A&R Staff Grade Mapping used for AS across University of Dundee (UoD)

- **AS06** - Research Assistants/Associates/Officers/Nurses, Support Technicians & Counsellors (we do not present these staff data)
- **AS07** – Postdoctoral Research Assistants (PDRAs), Fellows & Lecturers (Grade 7)
- **AS08** – Lecturers (Grade 8) & Senior Research Fellows
- **AS09** - Senior Lecturers and Readers
- **AS10** – Professors

We do not present A&R AS06 data, therefore overall numbers may differ from those broken down by grade. Over the reporting period, there were 18 in SLS (13F; 5M). These staff are not part of the academic pipeline, but are typically short or fixed term, externally funded technical support staff.

8. Contract Type Data – All of the A&R staff in SLS have contracts which are either:

- **Research Only (RO)** e.g., employees who do academic research and publish in their field of expertise, including PDRAs;
- **Teaching & Research (T&R)** e.g., who teach in the University's Undergraduate (UG) and Postgraduate (PG) degree programmes and do academic research in their field of expertise;
- **Teaching & Scholarship (T&S)** e.g., who teach in the University's UG and PG degree programmes and contribute to practice-based research in teaching or in their field of expertise.

9. Leavers Data – Leavers data excludes tutors and is recorded annually on 31st July for the previous year. % turnover is calculated using leavers' data and the snap shot of staff numbers on July 31st the previous year. That means staff who start employment after July 31st and leave before the following July 31st contribute only to the leavers' data but not to the total count and this could result in over-inflation of turnover.

Expiry of contract may be recorded as a reason for leaving for both fixed-term and open-ended staff. For open-ended staff this is likely to be due to the ending of an open-ended contract with time limited, external funding.

10. Recruitment Data – These are extracted from UoD e-recruitment system and always include core funded academic staff. Any vacancies not managed through this system are not included. Occasional exceptions may be PDRA positions associated with research grants. The recruitment year runs from 1st August until 31st July.

Appointments might not be recorded until the staff member has taken up post, which could take several months after completion of the recruitment process.

"Other" includes transsexual applicants, applicants who have withheld gender information and applicants where gender is unknown.

11. Promotions Data – In line with UoD promotions procedure nomenclature, we present here data disaggregated to show promotions to "Senior Lecturer or Researcher Grade 9" and to "Reader" separately (these are combined elsewhere to "AS09"). Since 2014, it has been possible to apply for promotion to any grade above current appointment. Therefore, success rates can exceed 100% when promotions awarded exceeded application to that level. (e.g. a Senior Lecturer could apply for promotion to Personal Chair but be awarded promotion to the lower position of Reader).

12. Research Excellence Framework (REF) Data – Staff eligible for REF submission had to be on T&R or R-only (with independent status) contracts.

13. Equality & Diversity (E&D) Training Data - E&D data are cumulative values and are collected at different snap shot dates than data sets therefore totals will not match our overall staff numbers. Some non-completion figures will relate to new starts.

14. Objective Setting & Review (OSaR) Data – Staff with the following job categories (Tutor, Secondment, Temporary, Agency and Manual staff, not in supervisory roles, who operate to specified and understood standards in their roles) will not have annual OSaR meetings but the Dean/School Manager ensures that they are aware of the University vision, values and aims. Honorary and Associate staff are exempt from the OSaR process.

15. Maternity Leave Data - Only maternity staff records that had a matching record in the Core Staff dataset for that academic year were included to ensure consistency in reporting.

16. Paternity Leave Data - Only paternity staff records that had a matching record in the Core Staff dataset for that academic year were included to ensure consistency in reporting.

17. Flexible Working Data - Only flexible working applications that had a matching record in the Core Staff dataset for that academic year were included to ensure consistency in reporting.

18. UoD Staff Survey (2015) Data – There were 1982 respondents across UoD. From SLS, there were 457 respondents: 223F:213M and 21 gender identity not reported or withheld.

19. UoD Staff Survey (2017) Data – There were 1873 respondents across UoD. From SLS, there were 286 respondents: 152F:114M and 20 gender identity not reported or withheld. For A&R staff, there were 141 respondents: 58F:74M, with 9 gender identity not reported or withheld. For PS staff, there were 127 respondents: 84F:36M, with 7 gender identity not reported or withheld. Staff did not have to report their job category, therefore there is a difference between the total respondents and the sum of the specified job categories (A&R and PS).

20. Public Engagement Data – This data is collected by the School of Life Sciences Public Engagement Team

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 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.



University
of Dundee

Prof J Julian Blow FRSE FMedSci
Dean, School of Life Sciences
University of Dundee
Dundee DD1 5EH, Scotland, UK

PA Mrs Claire Kadoch | c.kadoch@dundee.ac.uk | +44 (0)1382 381042

15th May 2018

Athena SWAN Team
Equality Challenge Unit
First Floor
Westminster Tower
3 Albert Embankment
LONDON SE1 7SP

Dear Athena SWAN review panel,

Since becoming Dean in 2014, the prominence and impact of Athena SWAN (AS) has significantly increased. AS is fully embedded in our management and reporting structures and I have ensured delivery of our AS Action Plan and further progress towards gender equality across the School of Life Sciences (SLS).

I am personally committed to delivery and development of our AS activity.

I have considerably improved the representation of women in SLS senior management: four of our five Associate Deans are now female, including the AD for Professional Culture (ADPC), the only AD with this remit (out of ~40) in the University. The ADPC has a full-time administrator and access to additional support as required, holds a budget (partially ring-fenced for AS) and deputises for me. We work closely with our School Manager, supporting the development of all students and staff.

Recent successes include:

- Promotion of ■ women to professor, almost doubling the number of female professors to 11 (out of 46 UoD total). While the gender gap in senior staff continues, initiatives fuelled by our previous AS Action Plan prompted active engagement of entire community to address this.
- I supported 6 (55%) of our female professors to successfully negotiate salary increases.
- SLS operates a targeted recruitment strategy for new academic appointments - we approach successful young women who might not otherwise put themselves forward. Over the past 4 years, this has led to the appointment of ■ females (out of 12) to senior academic positions.

- A newly-appointed Public Engagement and Communications Officer disseminates SLS news including AS-related items – the monthly “Dean’s Message” and School web pages facilitate sharing of regularly updated information about work-life balance, promotion schedules, career development opportunities and staff achievements.
- Our buildings contain public spaces where informal meetings and events occur, often attended by families: carolling with children from the University Nursery, monthly PhD students’ social hours, celebration of achievements and special events such as “*HerStory of Science*”, which marked the historical progress of female pioneers related to Dundee.
- To engage with the entire community, I introduced “Open Forums” inviting all staff to discuss specific issues. The first of these had an AS focus and collected views on how we should respond to inappropriate comments from an eminent cell biologist in whose name we awarded an annual prize. The views staff expressed at this meeting prompted me to change the award’s name.

The impact of AS activities means that AS is now in common parlance and is synonymous with proactive support for all, irrespective of gender.

Challenges remain – we wish to increase the number of female A&R staff at all levels, increase males in Professional Services roles and further embed shared parental leave.

I fully support the work of our dedicated AS team and thank them for their important contributions to our school. My senior management and I fully endorse the content of the application and Action Plan.

To the best of my knowledge, the data presented in the application is an honest, accurate and true representation of the School of Life Sciences.

Yours sincerely,



Prof J Julian Blow FRSE FMedSci

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2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: 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.

Data Notes 1-6 and 18-19

The School of Life Sciences (SLS), University of Dundee (UoD) is a world-class academic institution with excellence in research (1st in Biological Sciences in REF2014), high-quality teaching and student experience (National Student Survey (NSS) overall satisfaction scores increased from 82% in 2013 to 95% in 2018) and strong impact of its activities outside academia. SLS is committed to supporting and training students and scientists to highest standards at all career stages in state-of-the-art buildings housing a number of social areas (Figure 2.1).



Figure 2.1 School of Life Sciences Social areas.

Over 60 nations are represented in our staff and student community, providing diversity that underpins our creativity and successes. We are proud of our inclusive and collegiate environment with strategic support for the advancement and retention of women in science through the Athena SWAN (AS) framework. We believe achieving gender equality requires

engagement with everyone in our community and working towards this was enhanced by our **Bronze Department (AS) Award (April 2015)** and subsequent AS activity.

Our commitment to Equality, Diversity & Inclusion (ED&I) is exemplified by the appointment of UoD's only Associate Dean (AD) for "Professional Culture" (ADPC). This role chairs the SLS-Self Assessment Team (SLS-SAT), deputises for the Dean (including participation in UoD promotions committees), is a member of the School's Senior Executive Group (SEG) (Table 2.1), Operational group (SOG) (Table 2.2) and oversees activities related to staff career development, research integrity and ED&I. The role (0.5FTE) is held by Professor Inke N  thke, supported by a full-time (FT) administrator with an annual  10K budget.

To recognise staff & student contributions to our "Professional Culture", we will establish an award (AP 2.1) and recognise ED&I activities in our Objective Setting & Review (OSaR) and Tenure review processes (AP 2.2).

Member (Gender)	Role
Professor Julian Blow, [REDACTED]	Dean, Chair
Professor Inke N��thke, [REDACTED]	ADPC, Deputy Dean†
Professor Claire Halpin, [REDACTED]	Associate Dean (Research) (ADR)
Dr. Nick Brewer, [REDACTED]	Associate Dean (Learning & Teaching) (ADL&T)
Professor Kim Dale, [REDACTED]	Associate Dean (Internationalisation)
Professor Jenny Woof, [REDACTED]	Associate Dean (Quality & Academic Standards)
Mrs Maggie Ogston, [REDACTED]	School Manager

Table 2.1 Current School of Life Sciences Senior Executive Group membership. †Chair of School of Life Sciences Self-Assessment Team

Member, Gender	Role
Professor Julian Blow, [REDACTED]	Dean, Chair*
Professor Inke N��thke, [REDACTED]	ADPC†*
Professor Jenny Woof, [REDACTED]	Associate Dean (Quality & Academic Standards) *
Mrs Maggie Ogston, [REDACTED]	School Manager*
Mrs Christeen Copland, [REDACTED]	School Accountant
Mrs Wendy Marlow, [REDACTED]	School Human Resources Officer (HRO)

Table 2.2 Current School Operational Group membership † Chair of School of Life Sciences Self-Assessment Team, * also a member of SEG (Table 2.1).

The visibility and appointment ADPC signalled the importance we place on gender equality and positively impacted on staff. Results from UoD staff survey showed an increase in how valued, particularly, our female staff, felt over the last two years (Figure 2.2).

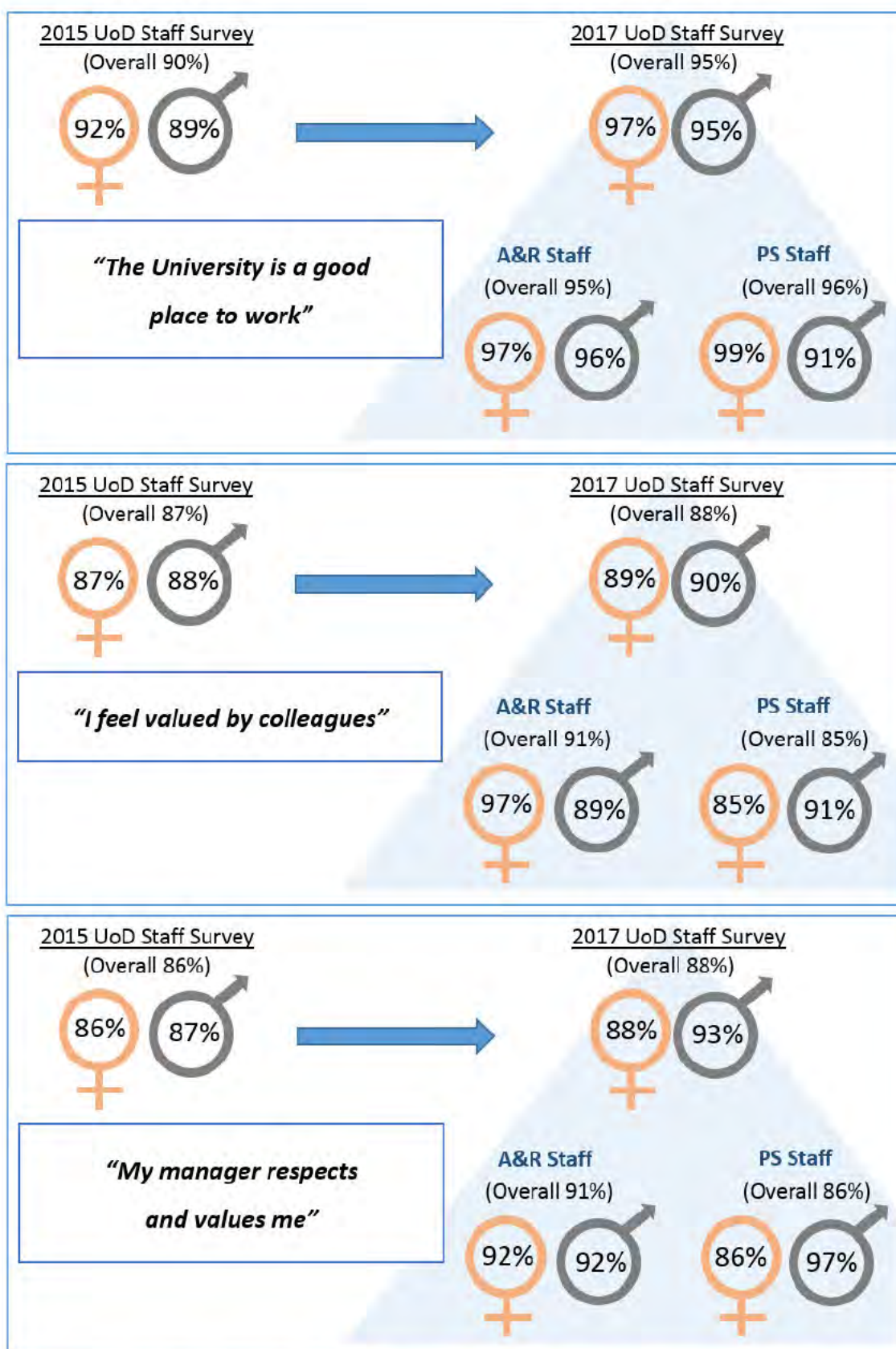


Figure 2.2 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

Since our **Bronze award**, UoD restructured; College of Life Sciences (**Figure 2.3**), became SLS, one of nine academic schools (**Figure 2.4**). Restructuring did not lead to any substantive changes in SLS staff numbers. However, during the restructure all roles were advertised and recruited to openly and transparently, resulting in more females obtaining leadership positions.

Membership of SEG (**Table 2.1**) and SOG (**Table 2.2**), is $\geq 75\%F$, higher than in the overall staff population.

AS is a standing item on all SLS meeting agendas (**Figure 2.5**) (**PAP 2.3.1**).

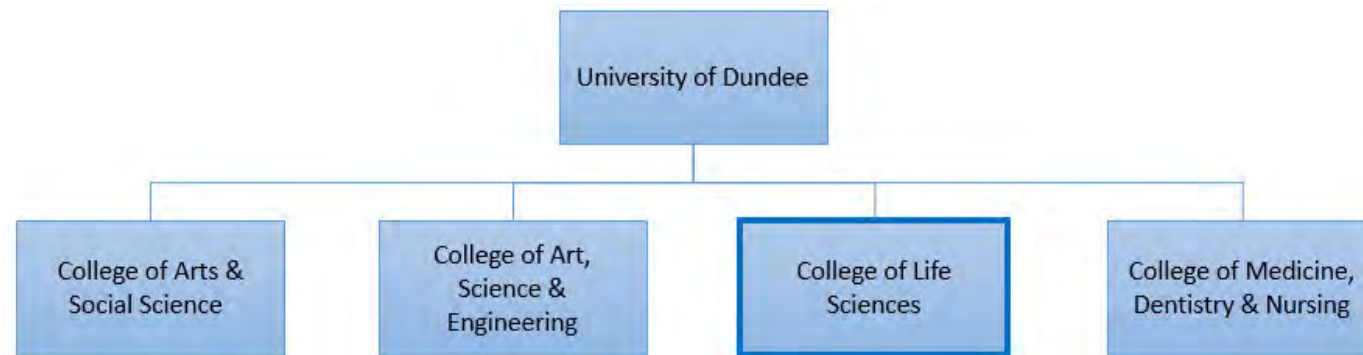


Figure 2.3 Organisation of University of Dundee pre-2015 structure.

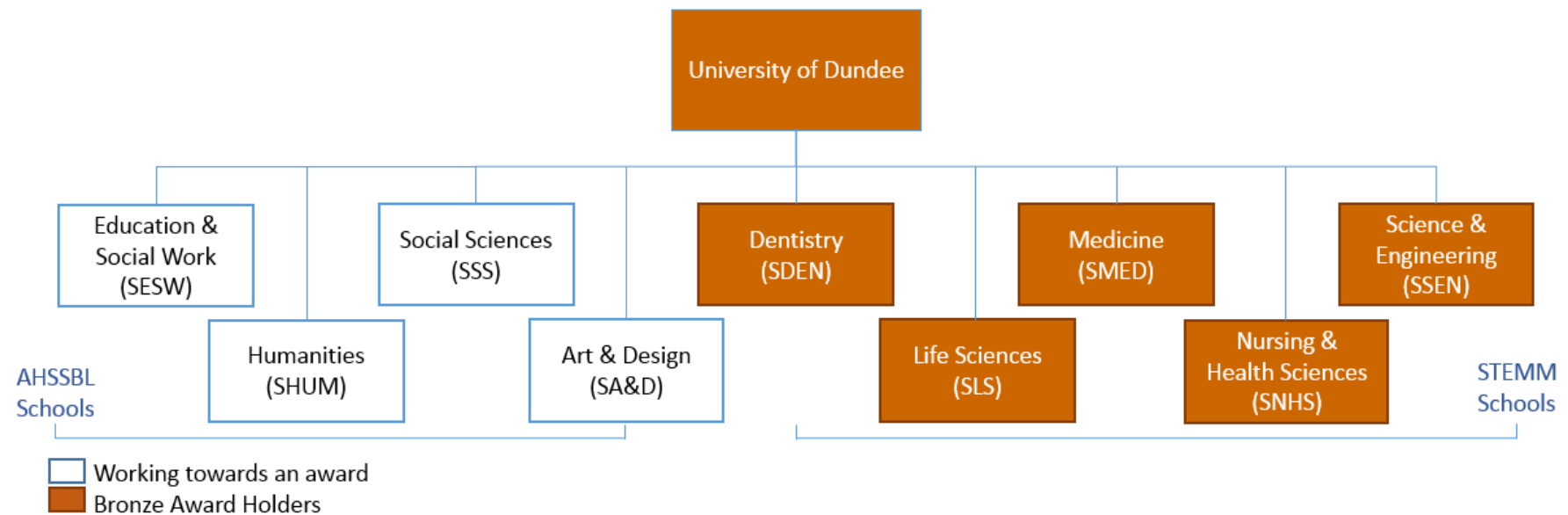


Figure 2.4 Organisation of University of Dundee post 2015 restructure, showing Athena SWAN award status.

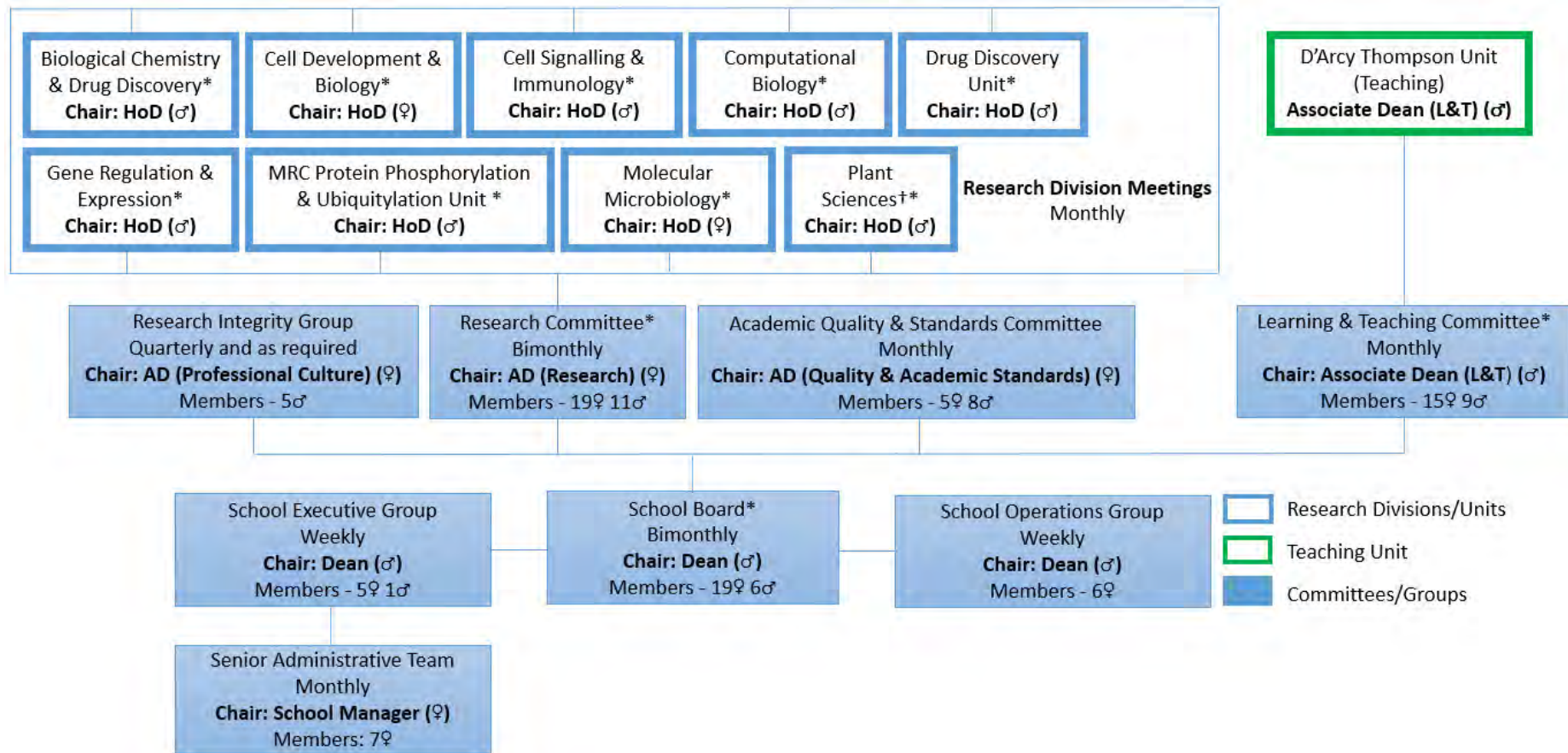


Figure 2.5 Research and Teaching units and Key Decision-Making Committees in the School of Life Sciences. *Athena SWAN is a standing agenda item at meetings; †joint with James Hutton Institute (JHI)

In July 2017, SLS had 709 staff (55%F:45%M – 456 Academic & Research (A&R) (42%F:58%M), 253 Professional Services (PS) (68%F:32%M) and 778 students (54%F:46%M; 33 Access & Foundation (52%F:48%M); 606 Undergraduate (UG (64%F:36%M) and 139 postgraduate research (PGR (47%F:53%M) (Table 2.3). Overall staff & student gender balance was in line with comparators (Figure 2.6).

	July 2017			
	Female	%	Male	%
Academic & Research	193	42	263	58
Professional Services	173	68	80	32
Total Staff	366	55	343	45
Access & Foundation	17	52	16	48
Undergraduate	388	64	218	36
Taught Postgraduate	0	-	0	-
Research	65	47	74	53
Total Students	470	54	308	46

Table 2.3 Latest Staff and Student numbers by gender in the School of Life Sciences.

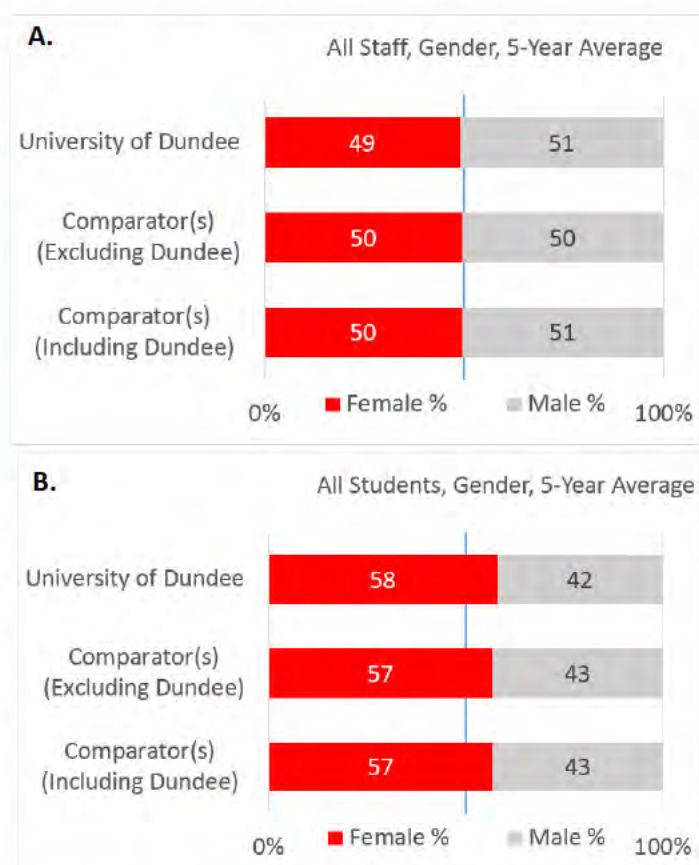


Figure 2.6 Comparator data - A) All staff and B) All students by gender, 5-year average.

Students benefit from teaching and mentorship by world-class, highly decorated scientists and professional learning and teaching specialists (Table 2.4).

Scientific Fellowship Awards	Female	Male	Total
Fellows of the Royal Society		9	11
Fellows of the Royal Society of Edinburgh		26	30
Fellows of the Academy of Medical Science		9	10
Fellows of the Royal Society of Chemistry		5	5
European Molecular Biology Organisation		11	14
Fellows of the Higher Education Academy		5	8

Table 2.4 Scientific Fellowships Awards by gender in the School of Life Sciences.

IMPACT (2014- 2018 Actions)**Appointment of Associate Dean for Professional Culture**

UoD Staff Survey - Increase since 2015 in female staff who feel the UoD is a good place to work (from 90% overall, 92%:89%M to 95% overall, 97%F:95%M), feeling valued by colleagues (from 87% overall, 87%F:88%M to 88% overall, 89%F:90%M) and feeling respected by managers (from 86% overall, 86%F:87%M to 88% overall, 88%F:93%M) (**Figure 2.2**).

Increased awareness of AS in SLS led the Dean to host an open forum in Sept. 2016 that was chaired by Prof. Näthke and the Dean. The aim of the forum was to collect opinions from the entire SLS community about actions that SLS should take in response to offensive remarks relating to gender by a well-known scientist in whose name SLS awarded an annual prize. In response to the opinions expressed the name of the award was changed. Staff were very positive about having their voices heard and acted upon.

Athena SWAN is a standard agenda item for all key meetings in the School (**PAP 2.3.1**)

2018-2022 Actions

AP 2.1 Establish a School of Life Sciences “Professional Culture” Award

AP 2.2 Include contributions of all staff to ED&I in Objective Setting & Review and Tenure Review

3. THE SELF-ASSESSMENT PROCES

Recommended word count: Silver: 1000 words

Describe the self-assessment process. This should include:

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

Established prior to our Bronze award, SLS–SAT (Table 3.1) ensures representation of key strategic areas covering A&R and PS, with membership reviewed annually. SLS–SAT is diverse in gender, role, seniority and work–life experience. Student and Postdoctoral Research Assistant (PDRA) representatives rotate participation so any elected representative of these groups can attend (PAP 2.3.2). This ensures that these groups always have ‘voice’ and provides many individuals with CV-enhancing professional experience (Figure 3.1).



Figure 3.1: Quote from a Postdoctoral Research Assistant Athena SWAN representative leaving SLS to start a new job (by letter - Name Withheld).

SLS–SAT members are AS champions, with workload allocation and support AS communication between SLS–SAT and their communities. When members wish to resign they help to nominate successors, ensuring continued representation of their strategic area.

Meetings are open to all members of SLS and are advertised widely, ensuring transparency and contributions from everyone.

Title, Name, Gender Identity Staff/Student Category	Role in SLS	Role in SLS–SAT & Development of the Application	Employment Mode at UoD & Work–Life Balance Experience*
Professor. Geoffrey Barton A&R [REDACTED]	Head of Division – Computational Biology	Data Interpretation & Presentation; checked data and proofread application	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
Mr Guilherme Castro PGR [REDACTED]	PhD Student – Biological Chemistry & Drug Discovery	Liaison with PhD students	[REDACTED]
Dr. Melissa D'Ascenzio A&R [REDACTED]	Lecturer – D'Arcy Thompson Unit	Communication with teaching and student support staff; drafted section	[REDACTED] [REDACTED] [REDACTED]
Ms Letitia Gibson PS [REDACTED]	Research Technical Services Lead‡	Liaison with Professional Services (Research Support); provided updates on impact of old action plan	[REDACTED] [REDACTED] [REDACTED]
Mrs Zoe Hiron PS [REDACTED]	Research Administration Lead‡	Liaison with Professional Services (Administration); provided some school-specific data	[REDACTED] [REDACTED] [REDACTED]

Title, Name, Gender Identity Staff/Student Category	Role in SLS	Role in SLS–SAT & Development of the Application	Employment Mode at UoD & Work–Life Balance Experience*
Dr. Jane Illes A&R	University Athena SWAN Project Co-ordinator	UoD AS and ECU liaison, advisor to chair; co-author of application and action plan	
Dr. Francisco Inesta-Vaquera A&R	PRDA – Gene Regulation & Expression	Communication with and representation of PDRAs	
Miss Stephanie Laba PGR	PhD Student – Cell Signalling & Immunology	Communication with and representation of PhD students	
Mrs Monica Lacey PS	L&T Technical Services Lead	Professional Services representative (L&T Technical Support Services), reviewed narrative	
Dr. Xinjin Liang A&R	PDRA - Geomicrobiology	Liaison with SLRSA and Women in Science group	

Title, Name, Gender Identity Staff/Student Category	Role in SLS	Role in SLS–SAT & Development of the Application	Employment Mode at UoD & Work–Life Balance Experience*
Dr. Julia Marchingo A&R	PDRA – Cell Signalling & Immunology	Liaison with SLSRSA	
Mrs Wendy Marlow PS	HR Officer	HR policies and activities; drafted HR related sections	
Dr. Sarah McKim A&R	Principal Investigator – Plant Sciences (PS)	Liaison with PS staff; collated staff data and drafted sections	
Professor Inke Nätke A&R	AD (Professional Culture)/Deputy Dean† Principal Investigator – Cell & Developmental Biology	SAT Chair, lead author of applicant and action plan, liaison with SMT	
Professor Tom Owen-Huges A&R	Principal Investigator – Gene Regulation & Expression	Liaison to large division; drafted and reviewed narrative	

Title, Name, Gender Identity Staff/Student Category	Role in SLS	Role in SLS–SAT & Development of the Application	Employment Mode at UoD & Work–Life Balance Experience*
Ms. Lesley Pearson PS [REDACTED]	Technician/ Biologist – Biological Chemistry & Drug Discovery	Communication with chemistry division; collated impact of PAP and contributed to 2018 action plan	[REDACTED] [REDACTED] [REDACTED]
Dr. Dianne Peden PS [REDACTED]	Research Support & Development Officer (Secondment) ‡	Liaison with Professional Services (Administration); Application administration lead	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
Dr. Gopal Sapkota A&R [REDACTED]	Principal Investigator – MRC Protein Phosphorylation & Ubiquitylation Unit	Liaison with MRC Unit; reviewed application sections	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
Mr Christopher Scott PS [REDACTED]	IT – Research Computing Manager	Liaison with Professional Services (IT Support); reviewed narrative	[REDACTED] [REDACTED] [REDACTED]
Miss Erin Stanbridge PS [REDACTED]	PA/Senior Secretary	SAT Administration Support, application formatting and proofing	[REDACTED] [REDACTED] [REDACTED]

Title, Name, Gender Identity Staff/Student Category	Role in SLS	Role in SLS–SAT & Development of the Application	Employment Mode at UoD & Work–Life Balance Experience*
Mr Aijit Trivedi [REDACTED] PS [REDACTED]	Head of UoD Equality & Diversity	Link to UoD E&D office; ensure actions are aligned with ED&I policies	[REDACTED] [REDACTED] [REDACTED]
Miss Elena Purlyte [REDACTED] PGR [REDACTED]	PhD Student – MRC Protein Phosphorylation & Ubiquitylation Unit	Liaison with PhD student community	[REDACTED]

Table 3.1 School of Life Science Self-Assessment Team membership. *work–life balance experience not shown where individual chose not to provide this information. [REDACTED]

[REDACTED] ‡ Individuals who have completed Equality Impact Assessment training.

IMPACT (2014- 2018 Actions)

PhD and Postdoctoral Research Assistants attend SAT on a rotational basis (PAP 2.3.2)

(ii) an account of the self-assessment process

SLS-SAT meetings are held every 6–8 weeks with a standard agenda, adjusted as required (PAP 2.3.1). AS is prominent at all SLS events (Figure 3.2).



Figure 3.2 (clockwise from top left): CLS Open Doors day, Annual Research Symposium – includes Athena SWAN presentation, “HerStory” launch - Women in Science Festival, Celebration of Women in Sci Festival.

Preparation of this application was led by the SLS–SAT chair, supported by UoD’s Athena SWAN Project Co-ordinator (ASPC) and SLS–SAT members. Working involved a combination of face-to-face and remote working. Drafts were shared and developed via secure online systems.

Most data were provided by central UoD colleagues. SLS–SAT members were divided into groups, tasked with analysing quantitative and qualitative data in each section and preparing our draft. Collectively and in groups, we then developed the application.

Drafts were shared widely and approved by SEG and key UoD senior management prior to submission.

Integration of the self-assessment process into SLS culture is evidenced by:

- Open SAT meetings (PAP 2.3.1)
- Prominent AS representation on SEG via ADPC
- AS standing agenda item on all decision-making committees (Figure 2.5) (PAP 2.3.1)
- Highly visible AS leadership and activities (e.g. presentations at annual symposium, Dean’s Review of the Year)
- Minutes of meetings available via UoD AS webpages (PAP 2.3.1)
- Awareness-raising “roadshows” in divisions
- Mandatory AS sessions for SLS students
- Biannual UoD staff survey
- Working groups supporting AS agenda, reviewing SLS “culture” and generating actions
- Open door of SLS–SAT chair
- Drop-in sessions by ASPC
- Feedback following events/training/sharing
- Social media communications of AS news
- AS featuring on websites and promotional material

Feedback from SLS–SAT via ADPC at SEG (see Section 2), ensures key actions are discussed with senior management and policies are aligned with AS action plan (AP). Most SLS committees include SAT member/s– we will improve this (AP 3.1) – further enhancing communication.

SLS–SAT formally connects to UoD AS via the UoD AS Executive and Steering groups, which meets approx. every 8-10 weeks and comprises all UoD AS leads. This facilitates communication, trouble shooting, sharing best practice and research and organising shared activities such as “HerStory” (see Section 5.6 (vii)).

Since 2016, UoD’s Equality & Diversity (E&D) office has representation on SLS–SAT, further embedding AS within wider ED&I agenda/activities at UoD. Our application benefited from the experience of two members of SLS–SAT being AS assessment panellists and/or chairs. This helps to share best practice and promote connections with national activities (AP 3.2).

Attendance of SLS–SAT members at national and regional events supports sharing of good practice externally.

We are grateful for feedback from internal and external critical friends, particularly Professor Doreen Cantrell (UoD), Dr Vicky MacRae, (University of Edinburgh) and Dr Susan Levy, AS lead, SESW, UoD) and Mr Philip Smith (retired) for proof-reading.

We thank UoD colleagues for providing data: Dr Lisa Anderson, Mr Duncan Brown; Mrs Michelle Davies; Mr David Evans; Mrs Laura Dunkerley; Miss Eithne Graham; Miss Lynn Gourlay; Ms Jenni Horn; Dr Shona Johnston, Mr Jim McGregor, Mrs Yvonne Murray and Mrs Lesley Sinclair.

IMPACT (2014- 2018 Actions)

Athena SWAN is a standard agenda item for all key meetings in the School. Invitation to all School of Life Sciences staff members to School of Life Sciences Self-Assessment Team meetings **(PAP 2.3.1)**

Minutes available via University of Dundee webpages **(PAP 2.3.1)**

2018-2022 Actions

AP 3.1 Establish School of Life Sciences Self-Assessment Team representation on all decision-making committees

AP 3.2 Increase involvement of School of Life Sciences staff/Self-Assessment Team members in wider Equality Challenge Unit and Athena SWAN activities

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

SLS–SAT meetings will continue every 6-8 weeks. Membership will be reviewed post-application to initiate turn-over **(AP 3.3)** including appointment of a new chair (via advertisement within SLS), who will be trained and supported by current chair **(AP 3.4)**.

Where it is not possible for members to attend SLS–SAT meetings (personally or remotely, *e.g.* Skype), they will appoint deputies **(AP 3.5)**.

We are considering creating an overarching “Professional Culture” team, chaired by ADPC that oversees and coordinates all AS and ED&I activities **(AP 3.6)** and comprises a variety of staff and students with defined roles **(AP 3.7)**, providing career development opportunities, distributing workload and creating greater cohesion between activities related to professional culture.

Progress against and impact of our action plan will be continuously monitored and formally reviewed and reported annually. Qualitative data from AS and UoD staff surveys together with annual quantitative data will be used to monitor success and impact towards our overall aim for an inclusive culture where staff feel valued and able to contribute freely (AP 3.8).

Supported by the SLS AS and school budgets, ADPC employed an external consultant to perform a cultural review of SLS (2017), starting with four focus groups (November 2017, January 2018) involving staff at all grades. Findings and proposed actions will be tabled at SEG, SLS–SAT and with other stakeholders to ensure AS and Action Plans are responsive (AP 3.9).

IMPACT (2014- 2018 Actions)

Resourcing Athena SWAN financially led to external culture review exercise that is closely allied with and feeds into Athena SWAN actions.

2018-2022 Actions

AP 3.3 Self-Assessment Team Membership to be reviewed after submission of this application to ensure turn-over and appropriate membership

AP 3.4 School of Life Sciences Self-Assessment Team Chair will be replaced

AP 3.5 Appointment of Deputies for School of Life Sciences Self-Assessment Team members

AP 3.6 Review the Self-Assessment Team remit and consider broadening its remit to become a Professional Culture group that integrates activities relating to all aspects of professional culture such as Equality, Diversity & Inclusion, Athena SWAN, career development, etc

AP 3.7 Define specific roles for each School of Life Sciences Self-Assessment Team member

AP 3.8 Monitor progress against Athena SWAN Action Plan continually and formally reflect as part of annual review

AP 3.9 Data and proposed actions will be presented by Associate Dean (Professional Culture) to School of Life Sciences Self-Assessment Team & School Executive Group and other stakeholders in University of Dundee regularly to develop actions and respond to the findings

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Silver: 2000 words

4.1. Student data

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

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

Data Note 4

SLS offers an entry route for students from disadvantaged groups. Our associate/co-curriculum course in collaboration with Dundee & Angus College admits students from the most deprived areas of Scotland (SIMD40). A foundation course (for RUK students with grades slightly below entry requirements) offers another entry route. Students passing the course join UG programmes. These programmes initially attracted a higher proportion of females (63%F:37%M in 2014/15) reaching near gender parity in the last 2 years (52%F:48%M) (Figure 4.1.1; Table 4.1.1) (PAP 3.1.4) (AP 4.1.1).

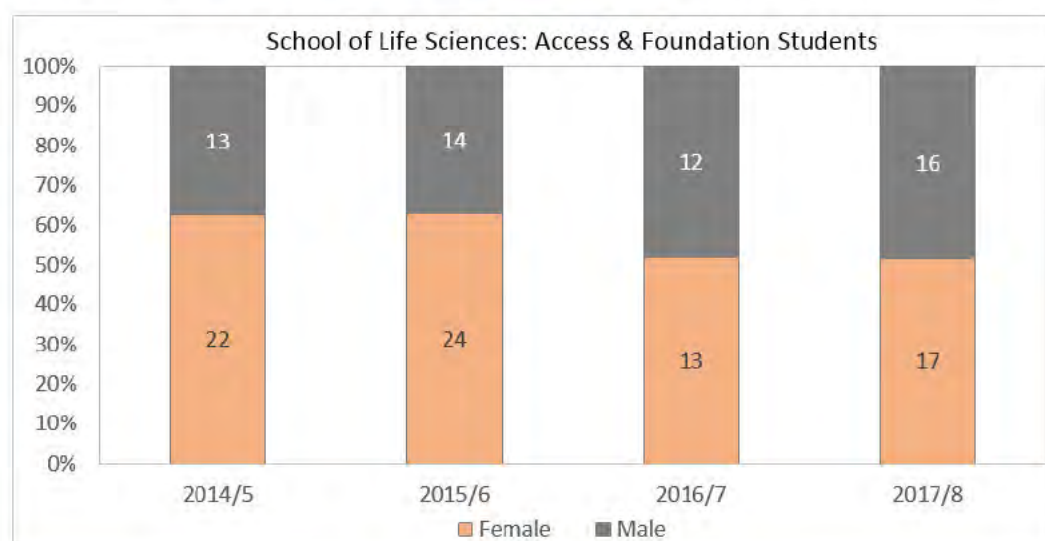


Figure 4.1.1 Number of access and foundation students entering SLS programmes.

	2014/5		2015/6		2016/7		2017/8	
	Number	%	Number	%	Number	%	Number	%
Female	22	63%	24	63%	13	52%	17	52%
Male	13	37%	14	37%	12	48%	16	48%
Total	35	100%	38	100%	25	100%	33	100%

Table 4.1.1 Number of access and foundation students entering SLS programmes.

Students are supported by our ADL&T and transitions officer monitors progress. The first cohorts performed slightly less well in their first year than standard entry students. This prompted additional support, particularly for practical skills, resulting in equal performance in subsequent years (PAP 3.1.3) (AP 4.1.2).

IMPACT (2014- 2018 Actions)

Achievement of gender balance on Access & Foundation teaching programme (PAP 3.1.3; PAP 3.1.4)

Equal progression of Access & Foundation students (PAP 3.1.4)

2018-2022 Actions

AP 4.1.1 Continue to monitor recruitment of Access & Foundation students

AP 4.1.2 Continue to monitor performance of Access & Foundation students

(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.

Data Notes 3 & 4

Overall, the number of UGs decreased by 13% over the reporting period (698 to 606) (Figure 4.1.3, Table 4.1.2). The number of females remained similar while the number of males declined, producing an increase in the proportion of female UGs (56%F:44%M in 2012/13 and 64%F:36%M in 2016/17). The 5-year average was in-line with comparators (Figure 4.1.4).

Over the same time, overall student satisfaction (NSS) improved from 82% in 2013 to 90% in 2017, suggesting SLS's excellent student support had a positive impact (Figure 4.1.2), (PAP 4.3.8; PAP 4.3.12).

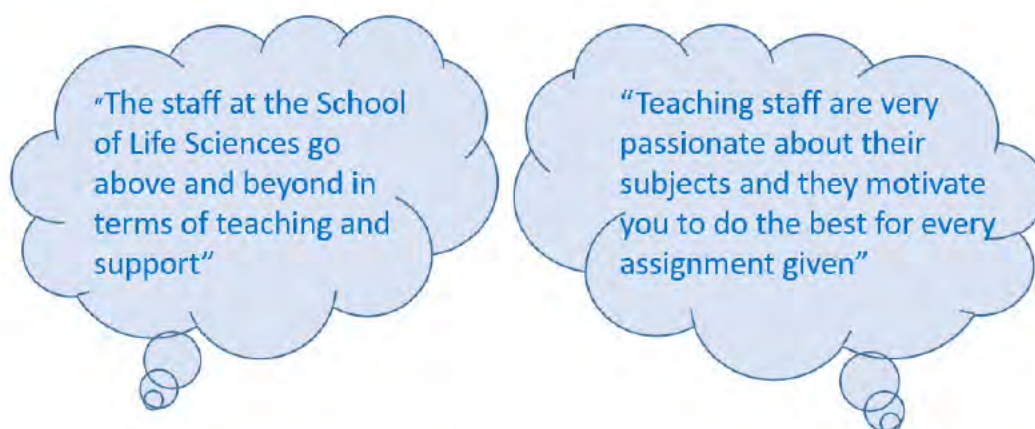


Figure 4.1.2 Quote from Undergraduate students taken from the University of Dundee National Student Survey (NSS) 2016(Name Withheld).

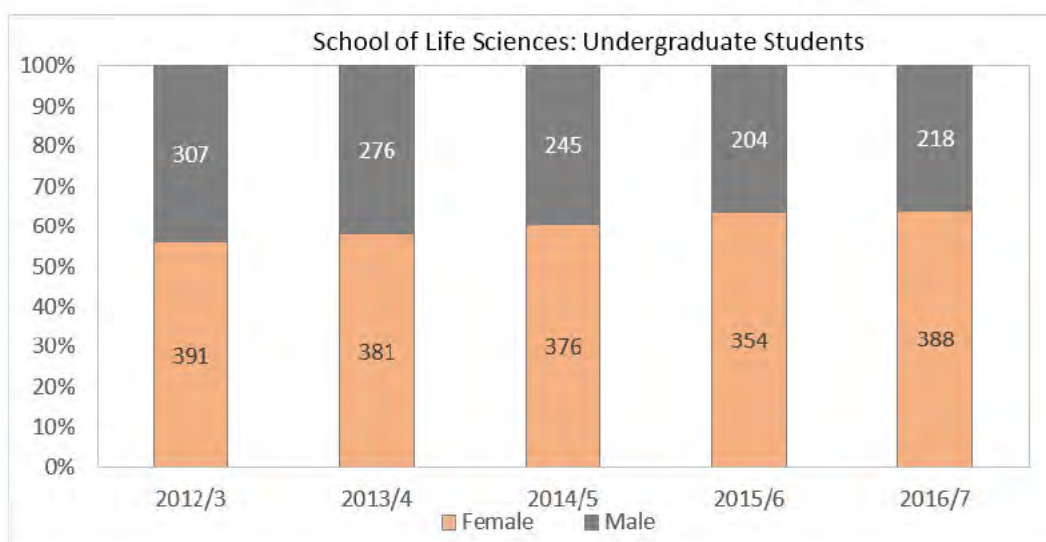


Figure 4.1.3 School of Life Sciences Undergraduate students by gender by year over the 5-year reporting period.

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	391	56%	381	58%	376	61%	354	63%	388	64%
Male	307	44%	276	42%	245	39%	204	37%	218	36%
Total	698	100%	657	100%	621	100%	558	100%	606	100%

Table 4.1.2 School of Life Sciences Undergraduate students by gender by year over the 5-year reporting period.

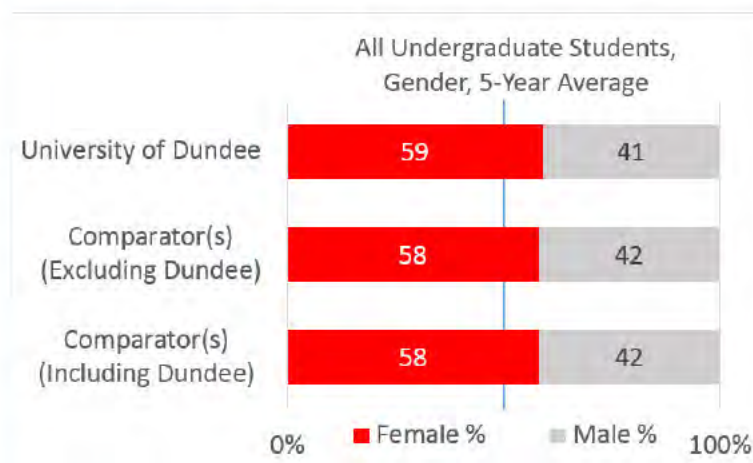


Figure 4.1.4 Comparator Data –Undergraduate students by gender, 5-year average.

Improved monitoring of attendance and provision of additional tutorials allowed early recognition of students requiring extra support, contributing to reduced student withdrawals (57 (56%F:44%M) in 2012/13 to 36 (56%F:44%M) in 2016/17) ([Table 4.1.3](#)), ([PAP 4.3.8](#)).

	2012/13		2013/14		2014/15		2015/16		2016/17	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	32	56%	37	54%	30	57%	19	68%	20	56%
Male	25	44%	31	46%	23	43%	9	32%	16	44%
Withdrawal - Total	57	100%	68	100%	53	100%	28	100%	36	100%

Table 4.1.3 Withdrawal from School of Life Sciences Undergraduate programmes by year over the 5-year reporting period - includes Permanent Withdrawal, Temporary Withdrawals and Transfers to other Schools within UoD.

Part-Time UG Students

We do not recruit to part-time (PT) UG courses. The 49 UG PT students (26F:23M); data not shown) were undertaking full-time courses but were temporarily registered as PT while repeating modules. There were no trends in the gender distribution of these students and there were no more than 14 (7F:7M) in any one year (PAP 3.1.5).

UG Student Applicant Journey

Over the reporting period, 61–64% of applications to our UG programmes were from females (Figure 4.1.5, Table 4.1.4). The proportion of applicants receiving offers increased over the reporting period (60%F:55%M to 75%F:72%M). Due to reduced applications (1,695 to 1,258), a UK-wide trend.

Female applicants were marginally more likely to receive offers than males but at all other steps, differences were small and not consistent (Figure 4.1.6, Table 4.1.4). During the last two years, males were slightly more likely to matriculate than females. We will monitor to determine if this trend continues in case this indicates bias in our processes (AP 4.1.3).

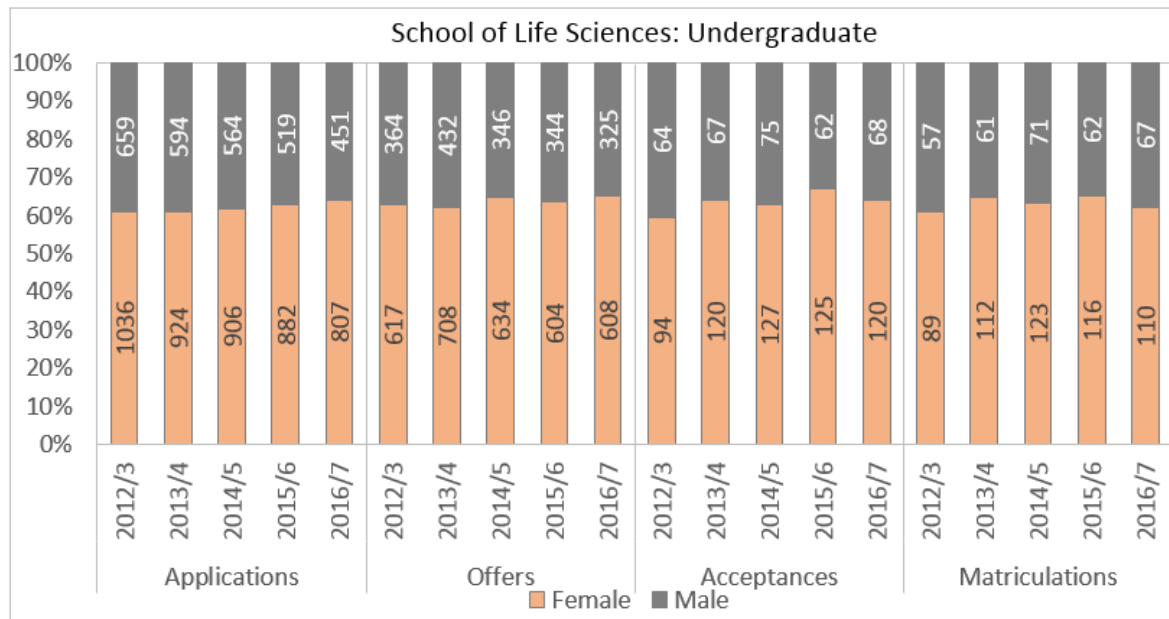


Figure 4.1.5 Applicant journey for Undergraduate students in School of Life Sciences (showing numbers of applicants, offers, acceptances, and matriculations) by gender by year over the 5-year reporting period.

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications	1,036	61%	659	39%	924	61%	594	39%	906	62%	564	38%	882	63%	519	37%	807	64%	451	36%
Offers	617	63%	364	37%	708	62%	432	38%	634	65%	346	35%	604	64%	344	36%	608	65%	325	35%
Acceptances	94	59%	64	41%	120	64%	67	36%	127	63%	75	37%	125	67%	62	33%	120	64%	68	36%
Matriculations	89	61%	57	39%	112	65%	61	35%	123	63%	71	37%	116	65%	62	35%	110	62%	67	38%
Applications > Offers	60%		55%		77%		73%		70%		61%		68%		66%		75%		72%	
Offers > Acceptances	15%		18%		17%		16%		20%		22%		21%		18%		20%		21%	
Acceptances > Matriculations	95%		89%		93%		91%		97%		95%		93%		100%		92%		99%	

Table 4.1.4 Applicant journey for Undergraduate students in School of Life Sciences (showing numbers of applicants, offers, acceptances, and matriculations) by gender by year over the 5-year reporting period.

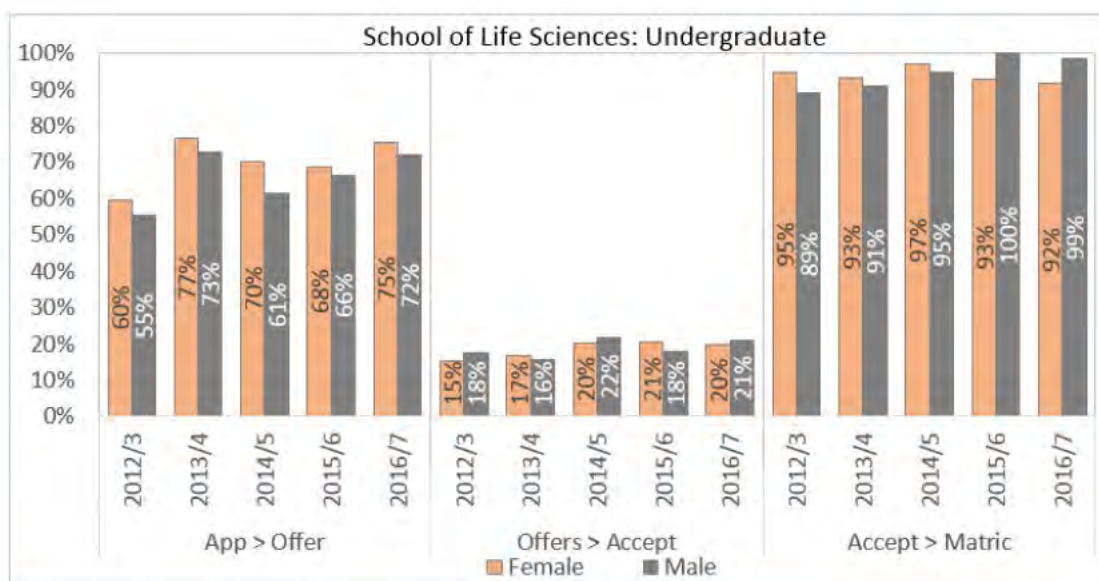


Figure 4.1.6 School of Life Sciences Undergraduate success of progression to next step on applicant journey by gender by year over the 5-year reporting period.

UG Degree Awards

Except for 2013/14, females consistently outperformed males in obtaining higher degree classifications (1st/2(i)) (Figure 4.1.7, Table 4.1.5). ADL&T reported females were generally more resilient to setbacks. The support currently offered and/or our teaching and exam styles may be particularly well suited to females. Many of our students aim to study medicine, requiring a 1st or 2(i) and many of these students are females. This may drive females to excel. We will monitor gender balance of UG degree awards (AP 4.1.4).

SLS staff are committed to supporting students in their learning and pastoral care and career development (see Section 5.3 (iv)). Graduate Prospects (NSS) continually increased from 54% in 2013 to 62% in 2017 suggesting the training our UGs received prepared them for the employment market. Gender breakdown for employability data currently not available (AP 4.1.5).

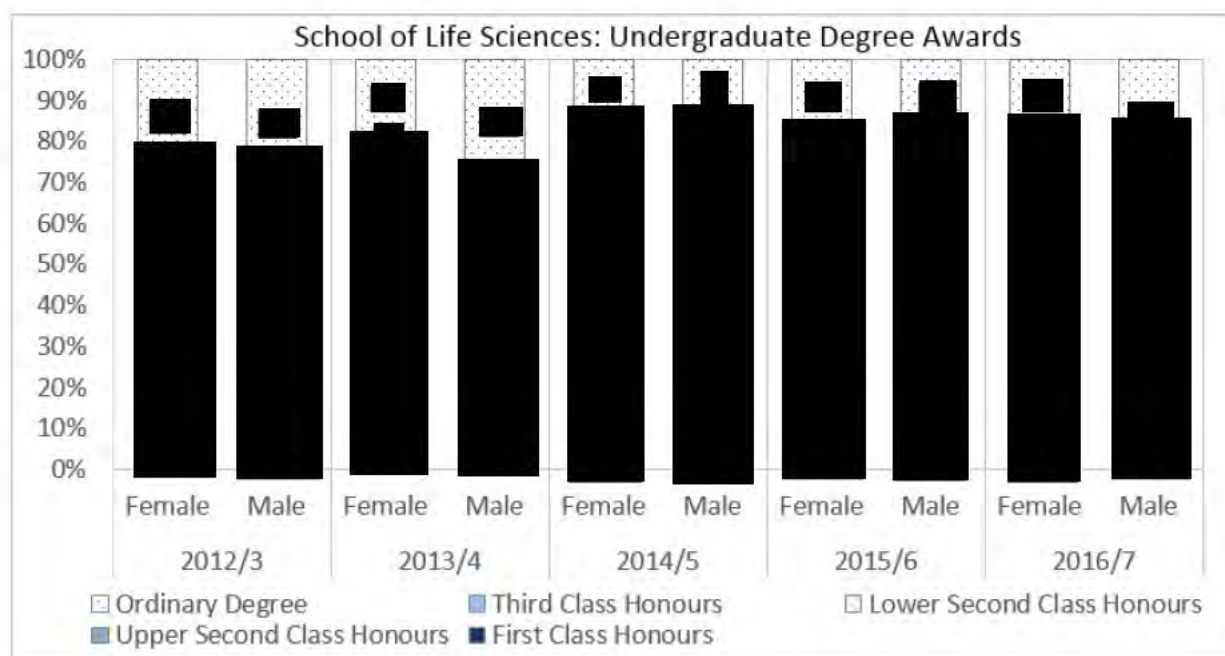


Figure 4.1.7 School of Life Sciences Undergraduate Degree awards by gender by year over the 5-year reporting period.

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total
First Class Honours		8%		6%		13%		17%		33%
Upper Second Class Honours		46%		40%		53%		39%		39%
Lower Second Class Honours		15%		21%		15%		8%		12%
Third Class Honours		3%		2%		2%		1%		-
Ordinary Degree		28%		31%		18%		12%		16%
Total		100%		100%		100%		100%		100%

Table 4.1.5 School of Life Sciences Undergraduate Degree awards by gender by year over the 5-year reporting period.

IMPACT (2014- 2018 Actions)

Monitoring of gender balance in part-time undergraduate students (PAP 3.1.5)

Over the reporting period, student satisfaction as recorded in National Student Survey improved from 82% (2013) to 95% (2018) (PAP 4.3.8) due to student support in place in School of Life Sciences (PAP 4.3.12)

Student withdrawals decreased. Early interventions were possible due to robust monitoring of attendance and provisions of increased tutorial support where appropriate (PAP 4.3.8)

Increase in Graduate Prospects (National Student Survey) of our undergraduate students from 54% in 2013 to 77% in 2018

2018-2022 Actions

AP 4.1.3 Monitor gender balance of matriculation of undergraduate students

AP 4.1.4 Monitor gender balance of undergraduate degree outcomes and identify reasons for differences between female and male undergraduate students

AP 4.1.5 Obtain employability data by gender

(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.

We do not offer taught postgraduate (TPG) degrees. We are planning new TPG programmes and aim to recruit a diverse, gender balanced cohort (AP 4.1.6). Additional Teaching & Scholarship (T&S) staff will be required to deliver these programmes (see Section 4.2) providing an excellent opportunity to improve gender balance in T&S staff (Figure 4.2.3; Figure 4.2.7; Table 4.2.3; Table 4.2.4).

2018-2022 Actions

AP 4.1.6 Recruit gender-balanced cohorts of students into and monitor gender balance of new taught postgraduate programmes

(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.

Data Notes 3 & 4

Over the reporting period, the number of PGR students decreased (**Figure 4.1.8, Table 4.1.6**) due to reduced external PhD funding. The proportion of female students reduced (59% in 2013/14; 47% in 2016/17) (**Figure 4.1.10, Table 4.1.7**) although average %F remained higher than comparators (56% *versus* 53%) (**Figure 4.1.9**), (**PAP 3.1.7**).

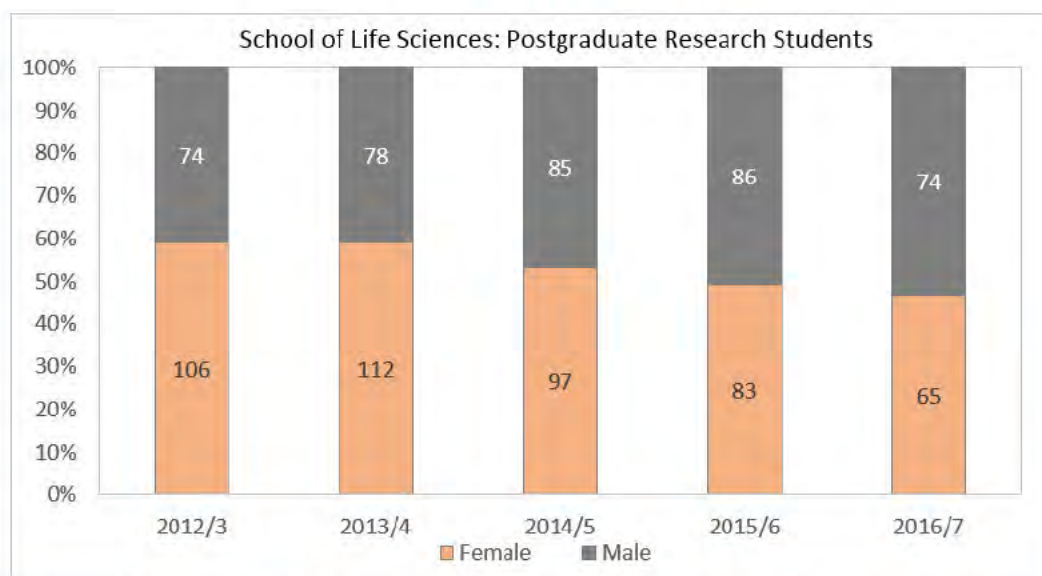


Figure 4.1.8 School of Life Sciences Postgraduate Research students by gender by year over the 5-year reporting period.

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female	106	59%	112	59%	97	53%	83	49%	65	47%
Male	74	41%	78	41%	85	47%	86	51%	74	53%
Total	180	100%	190	100%	182	100%	169	100%	139	100%

Table 4.1.6 School of Life Sciences Postgraduate Research students by gender by year over the 5-year reporting period.

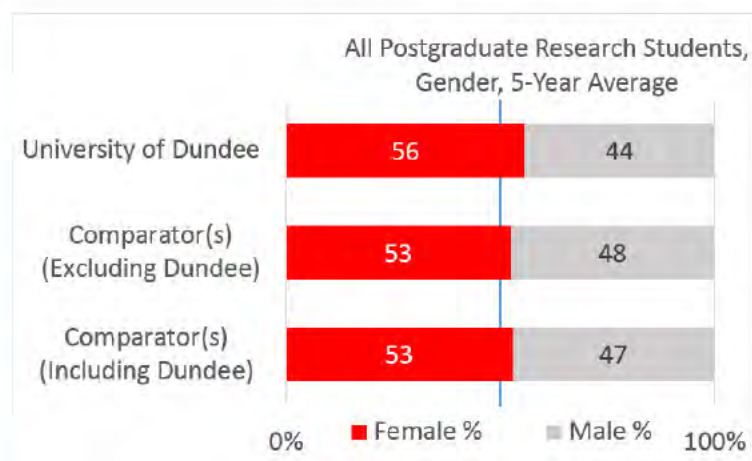


Figure 4.1.9 Comparator Data – Average number of Postgraduate Research students in Dundee by gender, 5-year average.

PGR Applicant Journey

In 2011/12 62% of new PhD students were female (**Bronze application**). They graduated in 2014/15 or 2015/16 causing a disproportionately larger drop in the total number enrolled in 2015/16/17 (**Figure 4.1.8, Table 4.1.6**). Since 2014/15 (**Figure 4.1.10; Table 4.1.7**), new matriculations for female students remained stable (~47%) (**Figure 4.1.10, Table 4.1.7**).

We will monitor this and aim to increase the recruitment of female PGR students further (**AP 4.1.7**). We will also monitor our recruitment strategy for PGRs, collect feedback from newly admitted PGR students, MSci and UG students to identify any gender specific factors that contribute to choices about PGR programmes and monitor exit questionnaire (**AP 4.1.8**).

In the past five years, applications dropped (653 (45%F:55%M) in 2013/14, 472 (47%F:53%M) in 2016/17) with a constant proportion from females (~45%); (**Figure 4.1.10, Figure 4.1.11; Table 4.1.7**). We attribute particularly low applications in 2015/16 (260) to uncertainty resulting from the 2014 Scottish independence referendum.

Females were at least as likely to receive offers as males (8-17%) and the proportion of females matriculating was equal to or higher than those applying suggesting effective recruitment of female PGR students (**Figure 4.1.10; Figure 4.1.11; Table 4.1.7**).

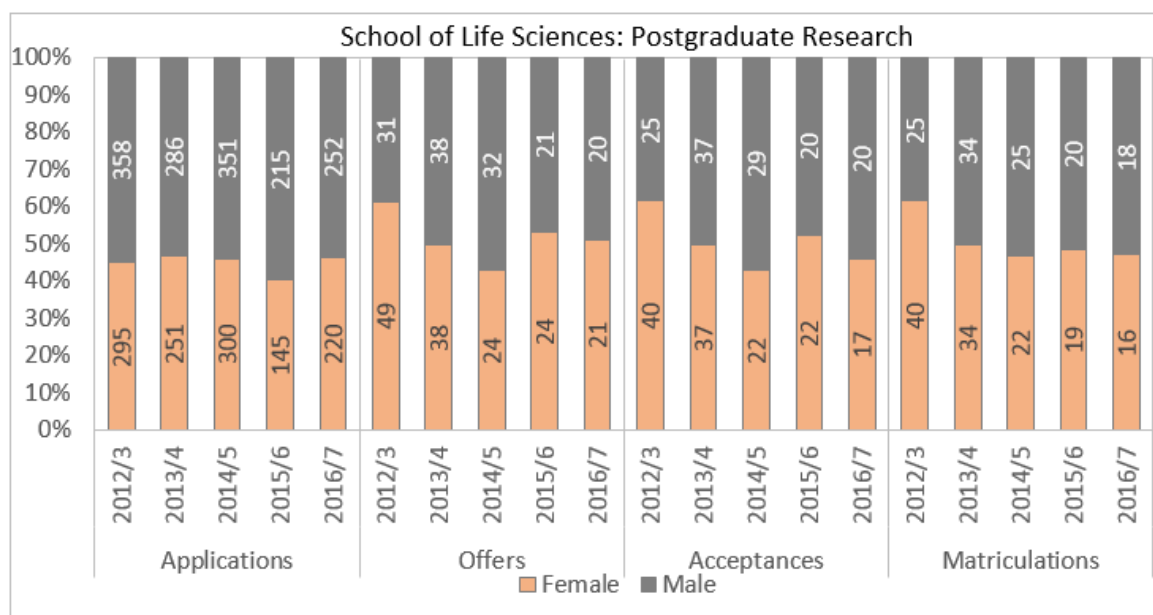


Figure 4.1.10 Applicant journey for Postgraduate Research students in School of Life Sciences by gender by year over the 5-year reporting period.

	2012/3				2013/4				2014/5				2015/6				2016/7			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Applications	295	45%	358	55%	251	47%	286	53%	300	46%	351	54%	145	40%	215	60%	220	47%	252	53%
Offers	49	61%	31	39%	38	50%	38	50%	24	43%	32	57%	24	53%	21	47%	21	51%	20	49%
Acceptances	40	62%	25	38%	37	50%	37	50%	22	43%	29	57%	22	52%	20	48%	17	46%	20	54%
Matriculations	40	62%	25	38%	34	50%	34	50%	22	47%	25	53%	19	49%	20	51%	16	47%	18	53%
Applications > Offers	17%		9%		15%		13%		8%		9%		17%		10%		10%		8%	
Offers > Acceptances	82%		81%		97%		97%		92%		91%		92%		95%		81%		100%	
Acceptances > Matriculations	100%		100%		92%		92%		100%		86%		86%		100%		94%		90%	

Table 4.1.7 Applicant journey for Postgraduate students in School of Life Sciences showing numbers of applicants, offers, acceptances, and matriculations by gender by year over the 5-year reporting period.

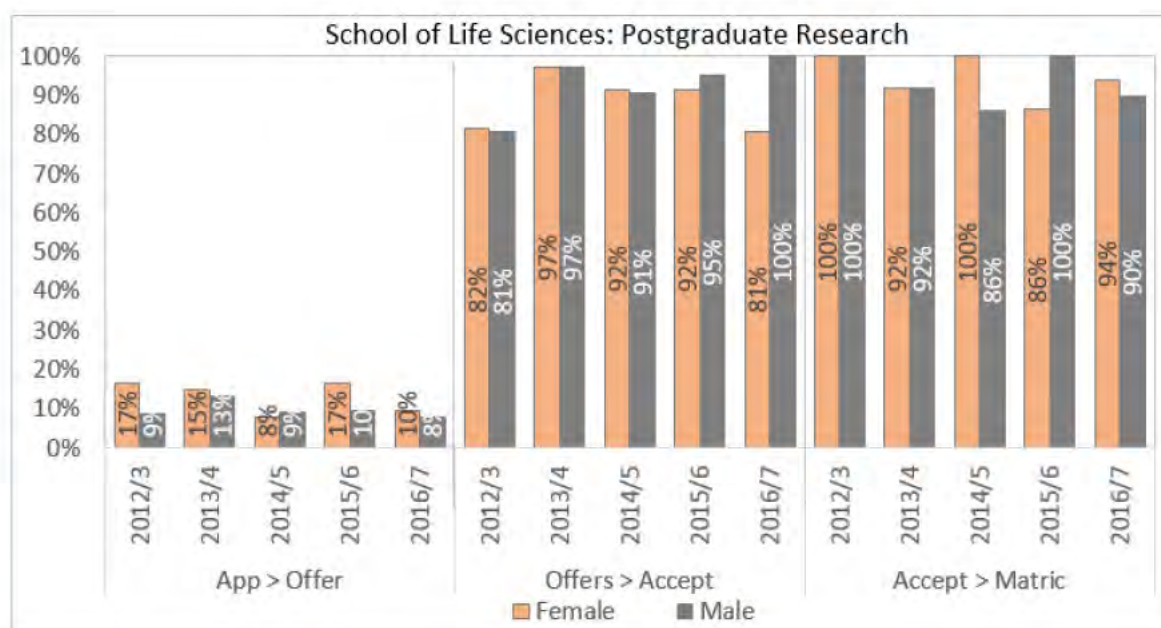


Figure 4.1.11 School of Life Sciences Postgraduate Research students success of progression to next step on applicant journey by gender by year over the 5-year reporting period.

PGR Degree Awards

Since monitoring began (2013), all FT PGR students, [REDACTED], completed their degree within 4 years. The few PT PGR students (Figure 4.1.12; Table 4.1.8) completed within less than the required 6 years.

PT PGR Students

The few PT PGR students registered (0–5% over the reporting period), (Figure 4.1.12; Table 4.1.8) were staff members completing a PhD and were predominantly female (71%), higher than comparators (54%) (Figure 4.1.13).

We began monitoring PGR students' experience and onward destinations (PAP 3.1.6; PAP 4.3.10). The importance of this work for UoD prompted a PhD Annual Review exercise to monitor experience of all UoD PGR students (September 2017) (AP 4.1.9). We await data and will continue to monitor all PGR students to identify any gender-associated differences in time to completion (AP 4.1.10).

Students are supported to understand ED&I issues. They are required to complete online E&D modules and a face-to-face AS workshop. Students report that the material is relevant to them, has increased their awareness of ED&I issues and how to deal with/report instances and informed their thinking (PAP 4.3.9).

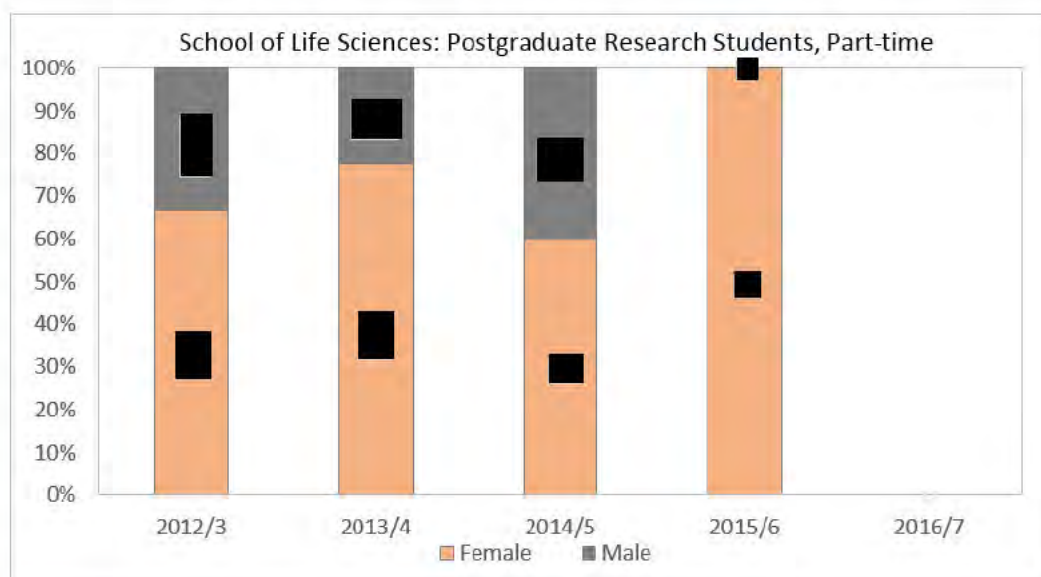


Figure 4.1.12 School of Life Sciences Part-time Postgraduate Research students by gender by year over the 5-year reporting period.

	2012/3		2013/4		2014/5		2015/6		2016/7	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female		67%		78%		60%		100%		-
Male		33%		22%		40%		-		-
Total		100%		100%		100%		100%		-

Table 4.1.8 School of Life Sciences Part-time Postgraduate Research students by gender by year over a 5-year reporting period.

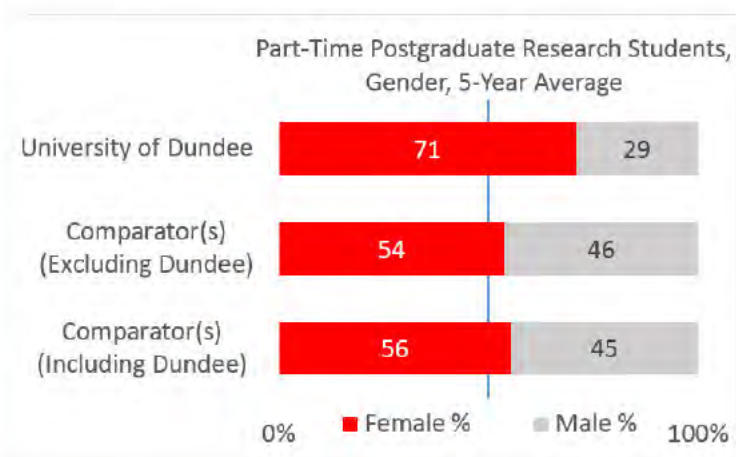


Figure 4.1.13 Comparator Data –Part-time Postgraduate Research students by gender, 5-year average.

IMPACT (2014- 2018 Actions)

Postgraduate research student applicant gender data is now collected robustly (PAP 3.1.7)

Recent review of Doctoral Training Partnerships (MRC and Wellcome Trust) management groups to ensure gender representation, appointment of female academics to those management groups (that were previously all male).

Timely completion of PhD studies – because of increased monitoring and support available.

We began a longitudinal study to measure career aspirations of students. Not enough data obtained yet to draw conclusions. Importance of this data prompted an annual review exercise to measure experience of all PGR students (PAP 3.1.6; PAP 4.3.10)

Completion of an online Equality & Diversity modules is mandatory for all School of Life Sciences students. Students report that the material is relevant to them, has increased their awareness of Equality, Diversity & Inclusion issues and how to deal/with or report instances and will inform their thinking (PAP 4.3.9)

2018-2022 Actions

AP 4.1.7 Recruit more female students into PhD Programmes

AP 4.1.8 Collect exit data from PhD students and compare with expectations at entry

AP 4.1.9 Monitor postgraduate research student experience via PhD Annual Review Exercise

AP 4.1.10 Continue to monitor the length of time taken by postgraduate research students to complete their studies and analyse by gender

(v) Progression pipeline between undergraduate and postgraduate student levels

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

To enhance career development opportunities for UGs, we established an MSci degree programme in 2014/2015. UGs with continuous high performance in levels 1–4 can progress to a one-year research MSci, in preparation for advanced postgraduate studies. The first intake was >60%F, consistent with the generally higher achievements of female UG students. It is too early to comment on uptake or outcomes. We will monitor success of recruiting UGs to MSci (involves interview), students' progress and subsequent destinations (AP 4.1.11; AP 4.1.12).

Between 2012 and 2016, [REDACTED] UG students entered TPG courses in other UoD schools (75%F:25%M, broadly in line with UG gender profile (Figure 4.1.3; Table 4.1.2).

We encourage and support UGs interested in pursuing PhDs to seek opportunities elsewhere (identifying suitable programmes, coaching in writing applications, etc.), because experiencing a different environment is beneficial to their career development. We consider SLS UGs alongside external applicants for our competitive PhD programmes. Over the last five years, 12F:21M UoD graduates were appointed to PhDs (~1% of all SLS PGR students over this time period).

IMPACT (2014- 2018 Actions)

Our undergraduate students successfully progress into their careers. 'Graduate Prospect' (National Student Survey) from Biological Science degrees increased from 54% in 2013 to 77% in 2018 (these numbers are the fraction of students entering professional or non-professional employment, or graduate-level study 6 months after graduation)

The increase in overall National Student Survey satisfaction scores from 82% in 2013 to 95% in 2018 confirms that support to our undergraduate students has improved their overall experience

Reduction in reported numbers of PhD students seeking assistance from University of Dundee Student Support Services

2018-2022 Actions

AP 4.1.11 Monitor success of MSci students

AP 4.1.12 Monitor gender balance on interview panels for MSci Programmes

4.2. Academic and research staff data

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

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

Data Notes 1, 3, 7 & 8

Over the last five years, the proportion of female A&R staff increased (38% to 43%) (Figure 4.2.1A; Table 4.2.1), (AP 4.2.1) approaching that of comparators (Figure 4.2.1B).

A&R Staff by Grade

Many A&R staff were AS07, mostly Postdoctoral Research Assistants (PDRAs) with an increase in females over the reporting period (46% to 51%) (Figure 4.2.2A; Table 4.2.2) due to more female appointments (see Section 5.1 (i)).

There remained a steep drop in female representation between AS07 and AS08 (Figure 4.2.2A; Table 4.2.2), (AP 4.2.2). This transition is usually the step from PDRA to independent Early Career Researcher (ECR). %Female AS08 and AS10 increased due to recruitment and promotions (see Section 5.1 (i) and 5.1 (iii) respectively).

Feedback from SLS Research Staff Association (SLSRSA), suggested that perceived risks associated with academic careers contributed to decisions to exit the sector at this transition point, particularly for females. Examples include: increased competition for funding, a rapidly changing and increasingly uncertain university sector. Solutions will require broad interventions (see Section 5.3) that include reviews of career and funding structures in addition to the support we have already. We will work with funding agencies, who dedicate specific resources to understand and address this issue (AP 4.2.3).

The decrease in female staff employed at grades \geq AS08 from 2013 to 2014 (41 to 31), (Figure 4.2.2A) coincided with the Centre for Human Anatomy and Identification moving to a different College. Furthermore, [REDACTED] senior female A&R staff assumed leadership roles at other universities. Together this caused a lower 5-year average for female Professors (AS10) than comparators (Figure 4.2.2B).

Nonetheless, promotions to AS09 and AS10 (see Section 5.1 (iii)) enabled female representation at AS10 in 2017 to reach 11, higher than the 2013 level (9F) (AP 4.2.4).

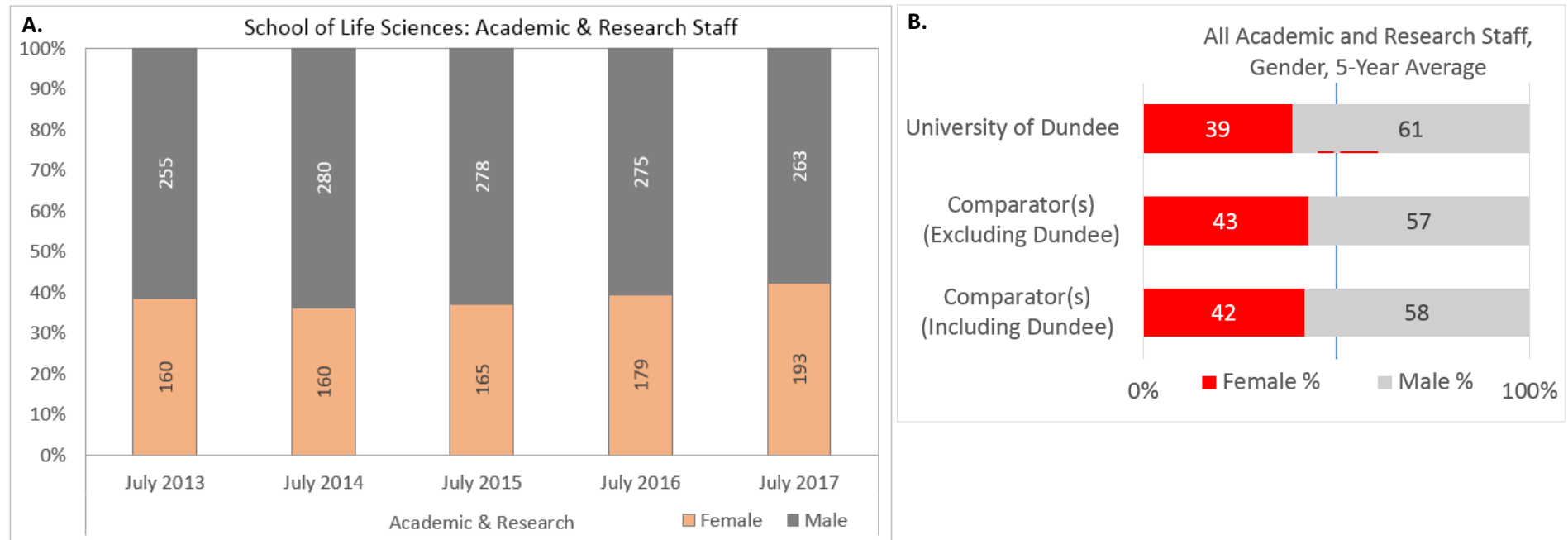


Figure 4.2.1 A) Academic & Research staff within the School of Life Sciences by gender over the 5-year reporting period; B) Comparator Data – Academic and Research Staff, by gender, 5-year average.

	July 2013				July 2014				July 2015				July 2016				July 2017			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	160	39	255	61	160	36	280	64	165	37	278	63	179	39	275	61	193	42	263	58
Overall Staff Total	343	50	344	50	339	48	372	52	337	48	367	52	343	49	355	51	366	52	343	48

Table 4.2.1 School of Life Sciences Academic and Research staff by gender by year over the 5-year reporting period.

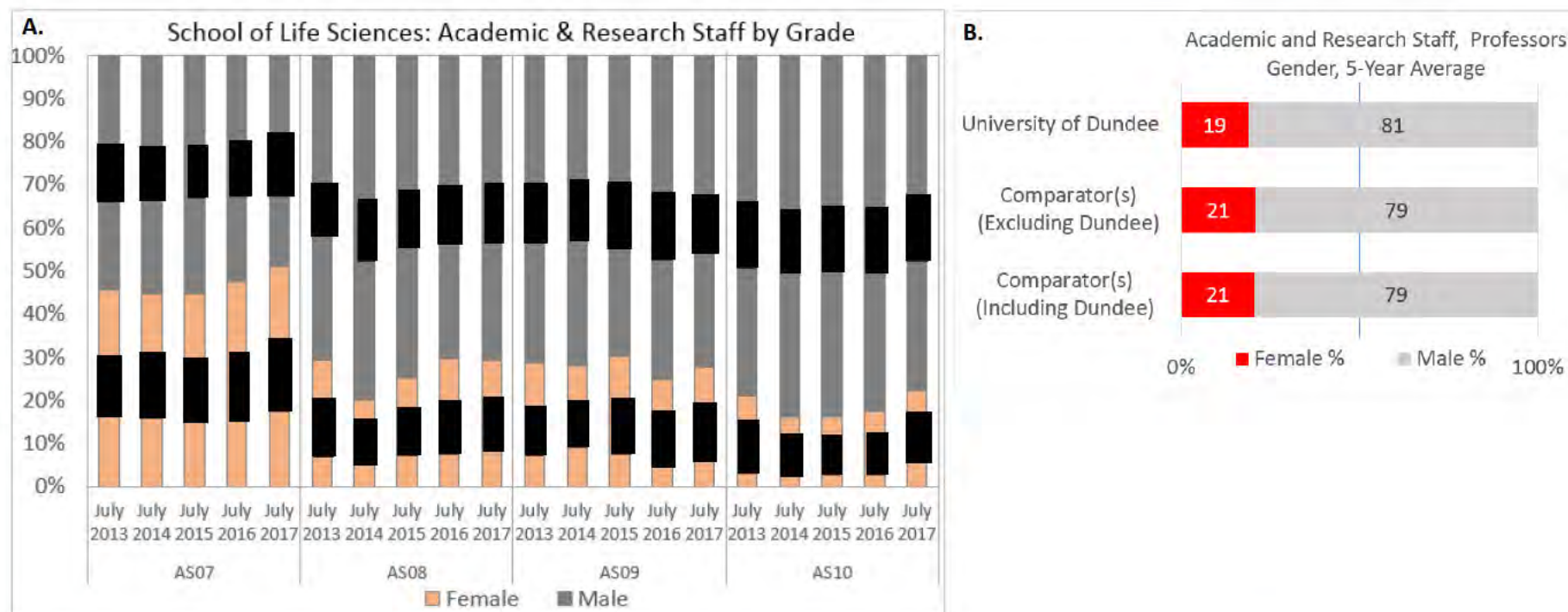


Figure 4.2.2 A) School of Life Sciences Academic and Research staff by gender by grade by year over the 5-year reporting period; B) Comparator Data – Professors by gender average over the 5-year reporting period

		July 2013		July 2014		July 2015		July 2016		July 2017	
		Female	%	Male	%	Female	%	Male	%	Female	%
	AS07		46		54		45		55		49
	AS08		29		71		20		80		71
	AS09		29		71		28		72		72
	AS10		21		79		16		84		78
Academic & Research Total			38		62		36		64		57

Table 4.2.2 School of Life Sciences Academic and Research staff by gender by grade by year over the 5-year reporting period.

A&R staff by contract type and grade

UoD has three academic contract types, all valued equally and with same terms and conditions: Research Only (RO), Teaching & Scholarship (T&S) and Teaching & Research (T&R).

Most SLS A&R staff are on RO contracts (Figure 4.2.3; Table 4.2.3) representing staff with externally funded roles/fellowships. The increase in overall female staff (Figure 4.2.1, Table 4.2.1) was due to more RO females (42% to 46%), (Figure 4.2.3; Table 4.2.3). SLS has fewer %F RO staff than comparators (Figure 4.2.4A).

The majority of staff on RO contracts were AS07/AS08 representing mostly PDRAs and ECRs respectively. The proportion of females in this group increased continually due to recruitment (46% to 51%) (Figure 4.2.5; Table 4.2.4).

Most T&R and T&S staff are tenured academics (not on external fellowships) employed at grades AS09 and above (Figure 4.2.6, Figure 4.2.7, Table 4.2.4). The majority of these individuals were male.

T&R staff are tenured academics. Their decreased numbers (71 (21%F:79%M) in 2013 to 56 (21%F:79%M) in 2017 was due to leavers (see Section 4.2 (iii)), who often accepted promoted positions. The number of T&R males declined consistently, the number of T&R females remained almost constant since 2014, reflecting promotion and recruitment into this pool (see Section 5.3 (iii)) confirming the success of our targeted recruitment (PAP 4.1.1) (appointment of four female academics, 2015-2017) (see Section 5.1 (i)), increased support and clearer, more transparent procedures for promotions (see Section 5.1 (iii)). The proportion of T&R female staff was within 3% of comparators (Figure 4.2.4B).

In 2017, T&S staff comprised only 2% () of A&R staff in SLS (Figure 4.2.3; Table 4.2.3). Female representation was lower than comparators (Figure 4.2.4C) but numbers were small. There has been little recruitment in T&S (see Section 5.1 (i)), partly due to a new, joint programme with SMED to share teaching delivery. Developing new TPG programmes will provide opportunities to recruit more females into T&S roles (AP 4.2.5).

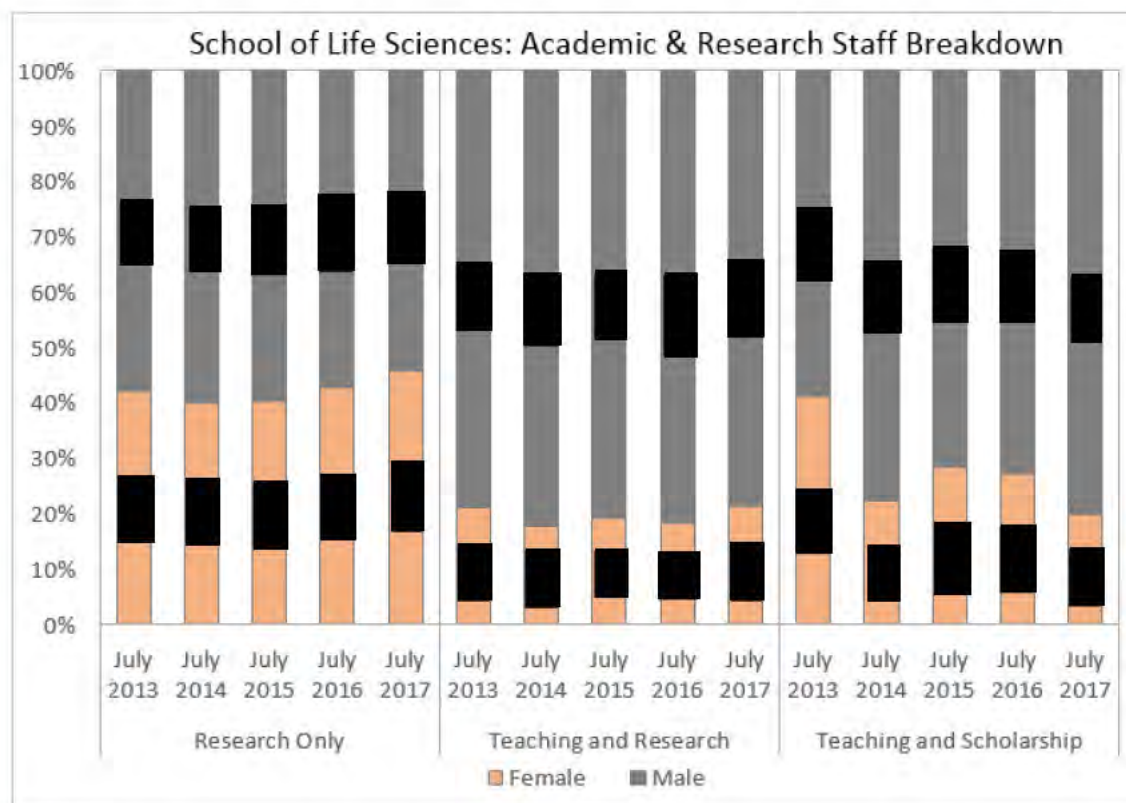


Figure 4.2.3 School of Life Sciences Academic and Research staff by gender by contract function by year over the 5-year reporting period.

	July 2013				July 2014				July 2015				July 2016				July 2017			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Research Only		42		58		0		100		40		60		43		57		46		54
Teaching and Research		21		79		0		100		19		81		18		82		21		79
Teaching and Scholarship		41		59		0		100		29		71		27		73		20		80
Other		-		-		-		-		100		0		100		0		-		-
Academic & Research Total		39		61		0		100		37		63		39		61		42		58

Table 4.2.3 School of Life Sciences Academic and Research staff by gender by contract function by year over the 5-year reporting period.

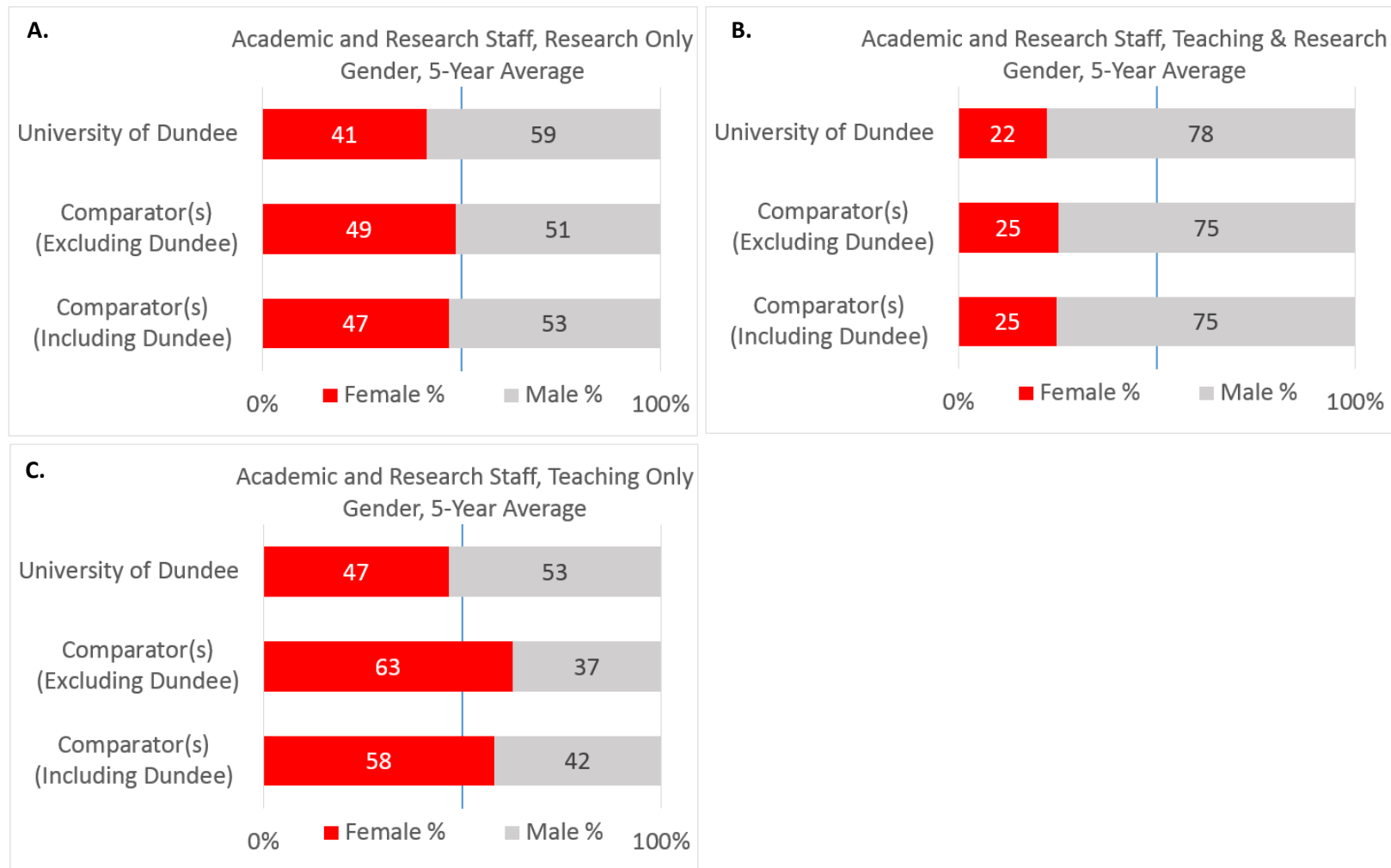


Figure 4.2.4 Comparator Data – Academic & Research Staff A) Research Only B) Teaching & Research and C) Teaching Only (known as Teaching and Scholarship in UoD) by gender over the 5-year reporting period

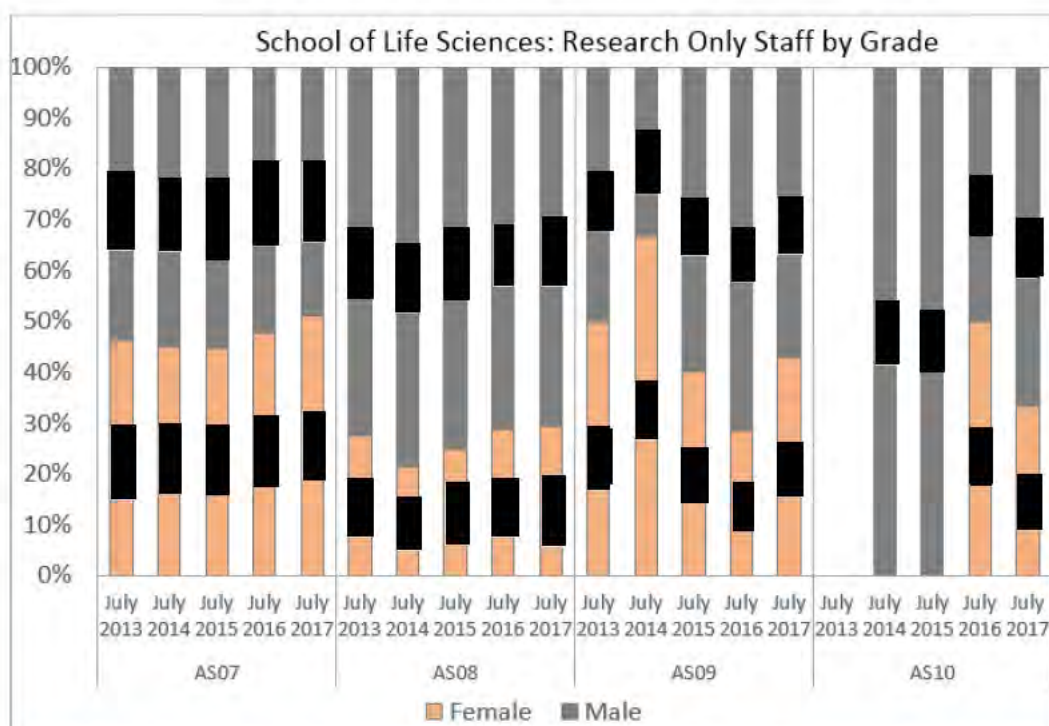


Figure 4.2.5 School of Life Sciences Academic and Research staff (Research only) by gender by grade by year over the 5-year reporting period.

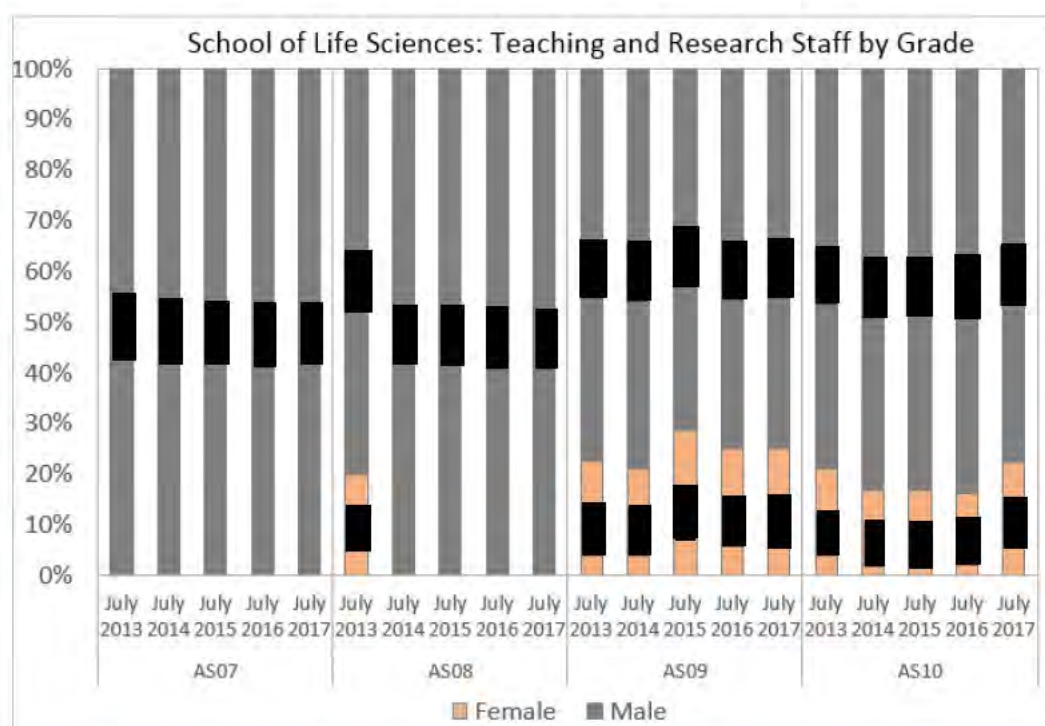


Figure 4.2.6 School of Life Sciences Academic and Research staff (Teaching and Research) by gender by grade by year over the 5-year reporting period.

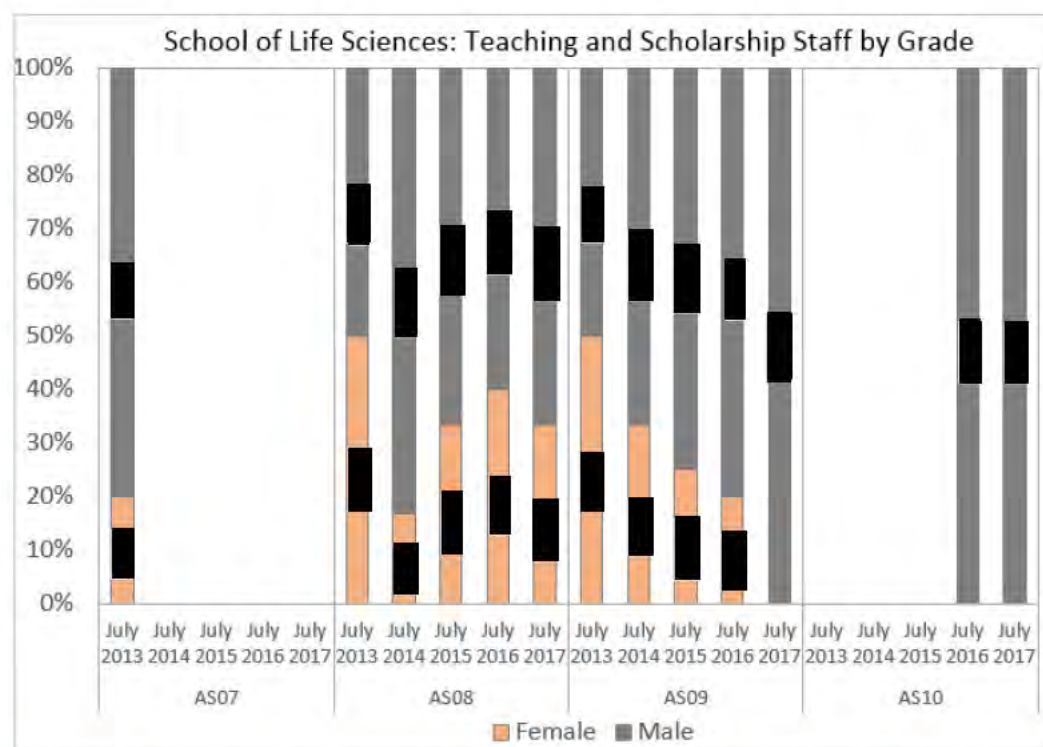


Figure 4.2.7 School of Life Sciences Academic and Research staff (Teaching and Scholarship) by gender by grade by year over the 5-year reporting period

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Research Only	AS07		46		54		0		100		45		55		48		52		51		49
	AS08		28		72		0		100		25		75		29		71		29		71
	AS09		50		50		0		100		40		60		29		71		43		57
	AS10		-		-		0		100		0		100		50		50		33		67
Research Only Total			42		58		0		100		40		60		43		57		46		54
Teaching and Research	AS07		0		100		0		100		0		100		0		100		0		100
	AS08		20		80		0		100		0		100		0		100		0		100
	AS09		23		77		0		100		29		71		25		75		25		75
	AS10		21		79		0		100		17		83		16		84		22		78
Teaching and Research Total			21		79		0		100		19		81		17		83		22		78
Teaching and Scholarship	AS07		20		80		-		-		-		-		-		-		-		-
	AS08		50		50		0		100		33		67		40		60		33		67
	AS09		50		50		0		100		25		75		20		80		0		100
	AS10		-		-		-		-		-		-		0		100		0		100
Teaching and Scholarship Total			41		59		0		100		29		71		27		73		20		80
Academic & Research Total			38		62		0		100		37		63		40		60		43		57

Table 4.2.4 School of Life Sciences Academic and Research staff by gender by contract function by grade by year over the 5-year reporting period.

SILVER APPLICATIONS ONLY

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

There were no examples of staff transiting from technical to academic roles. However, several PS staff completed a PhD on a Part-Time (PT) basis (Table 4.2.5). This number has declined over the reporting period (AP 4.2.6).

	2013/14				2014/15				2015/16				2016/17			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Professional Services		64		36		56		44		83		17		100		0
PS Staff Total		64		36		56		44		83		17		100		0

Table 4.2.5 School of Life Sciences part time Professional Services staff/Part-time PhD student by gender by year over the 5-year reporting period.

For A&R staff, assuming technical roles is an alternative career to the academic track and is not uncommon as exemplified by many PS staff, involved in strategic support holding PhDs (Figure 5.2.1).

IMPACT (2014- 2018 Actions)

Female Teaching & Research staff numbers have increased due to targeted recruitment, increased support and more transparent promotions procedures (PAP 4.1.1)

2018-2022 Actions

AP 4.2.1 Increase the proportion of female Academic & Research staff

AP 4.2.2 Support career development of Postdoctoral Research Assistants (support the AS07 to AS08 transition), particularly for females

AP 4.2.3 Write an application to Wellcome Trust using their Diversity & Inclusion scheme to obtain funding for actions that will create more effective support for career progression of female Postdoctoral Research Assistants

AP 4.2.4 Increase proportion of female \geq AS08 staff

AP 4.2.5 Increase female Teaching & Scholarship staff

AP 4.2.6 Advertise the opportunity to complete a part-time PhD to Professional Services Staff

- (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.

Data Notes 1, 3, 7 & 8

We do not offer zero-hour contracts. All fixed-term staff who have been employed for four years are moved to open-ended contracts. All staff (fixed-term and open-ended) whose funding ends are offered opportunities via the internal redeployment scheme.

The proportion of female A&R staff on fixed-term contracts increased (40% to 51%); (Figure 4.2.8A; Table 4.2.6), with our 5-year average below comparators (Figure 4.2.8B), due to increased numbers of female PDRAs employed on fixed-term AS07 contracts (Figure 4.2.9; Table 4.2.7) (see Section 5.1 (i)).

For career progression, it is important for PDRAs to assume more senior positions elsewhere upon completion of their project, often before 4 years, consistent with the high turnover in this cohort (Figure 4.2.17; Figure 4.2.18; Table 4.2.12; Table 4.2.13). Thus, differences in numbers of female and male PDRAs on fixed-term contracts could reflect success of female PDRAs in advancing (PAP 4.3.1). This should be reflected in the total time they were employed. We wish to understand if there is a gender imbalance in the length of service of PDRAs (AP 4.2.7).

The number of A&R staff on open-ended contracts was relatively stable over the last five years (Figure 4.2.8A; Table 4.2.6) with gender distribution (35-37%F) reflecting the overall proportion of female A&R staff (slightly above that of comparators) (Figure 4.2.8C). At AS07, there was gender balance of staff on open-ended contracts (Figure 4.2.10; Table 4.2.8), but not at higher grades, consistent with the gender imbalance in the \geq AS08 pool (Figure 4.2.10; Table 4.2.8), (AP 4.2.4).

Occasionally, when senior PDRAs develop a particularly competitive research portfolio aligned with SLS strategy, they were promoted to “Independent Investigator” (usually AS08) [REDACTED]

There are now no fixed-term staff on T&R or T&S contracts, a positive change since our Bronze award (Table 4.2.9). The proportion of females in AS08 open-ended contracts increased in this period from 17% to 29% reflecting promotions and contracts changing from fixed-term to open-ended. AS10 fixed-term contracts represented staff transitioning into retirement. All T&S staff had open-ended contracts (Table 4.2.9).

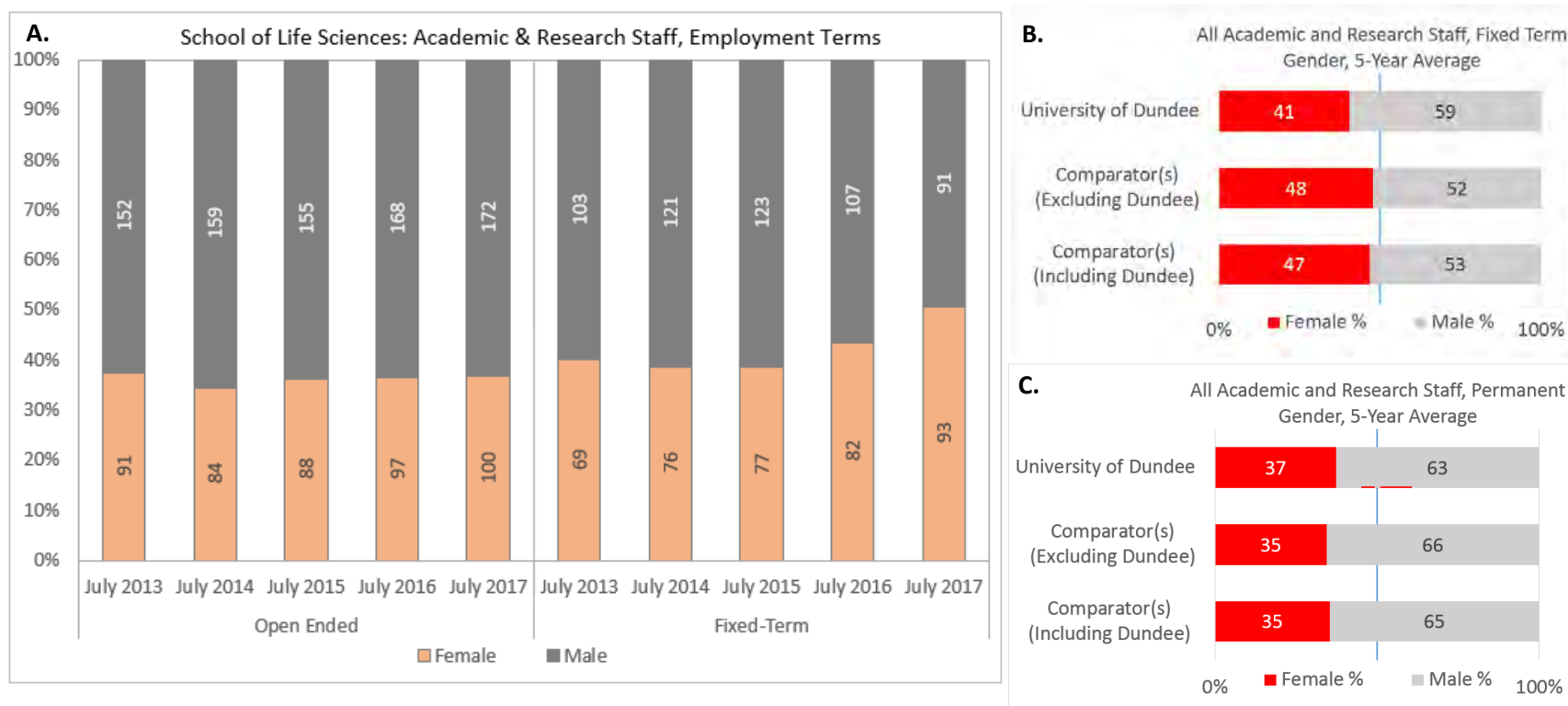


Figure 4.2.8 A) School of Life Sciences Academic and Research staff by gender by employment terms by year over the 5-year reporting period and Comparator Data – Academic and Research staff, B) Fixed-Term C) Permanent (at UoD known as open-ended) by gender over the 5-year reporting period.

		July 2013		July 2014		July 2015		July 2016		July 2017	
		Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
	Open Ended	91	37	84	35	88	36	97	37	100	37
	Fixed-Term	69	40	76	39	77	39	82	43	93	51
Academic & Research Total		160	39	160	36	165	37	179	39	193	42

Table 4.2.6 School of Life Sciences Academic and Research staff by gender by employment terms by year over the 5-year reporting period

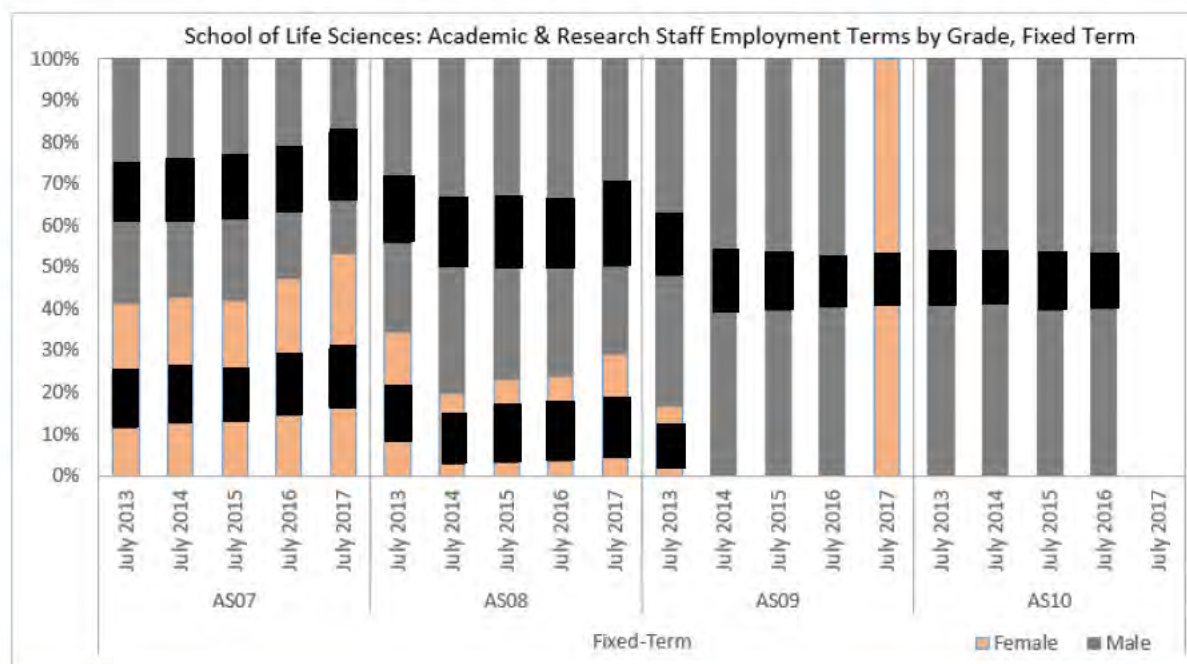


Figure 4.2.9 School of Life Sciences Academic and Research staff by gender by employment terms (Fixed-Term) by grade by year over the 5-year reporting period.

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Fixed-Term	AS07		41		59		43		57		42		58		48		53		53		47
	AS08		35		65		20		80		23		77		24		76		29		71
	AS09		17		83		0		100		0		100		0		100		100		0
	AS10		0		100		0		100		0		100		0		100		-		-
Fixed-Term Total			39		61		38		62		38		62		43		57		51		49

Table 4.2.7 School of Life Sciences Academic and Research staff by gender by employment terms (Fixed-Term) by grade by year over the 5-year reporting period.

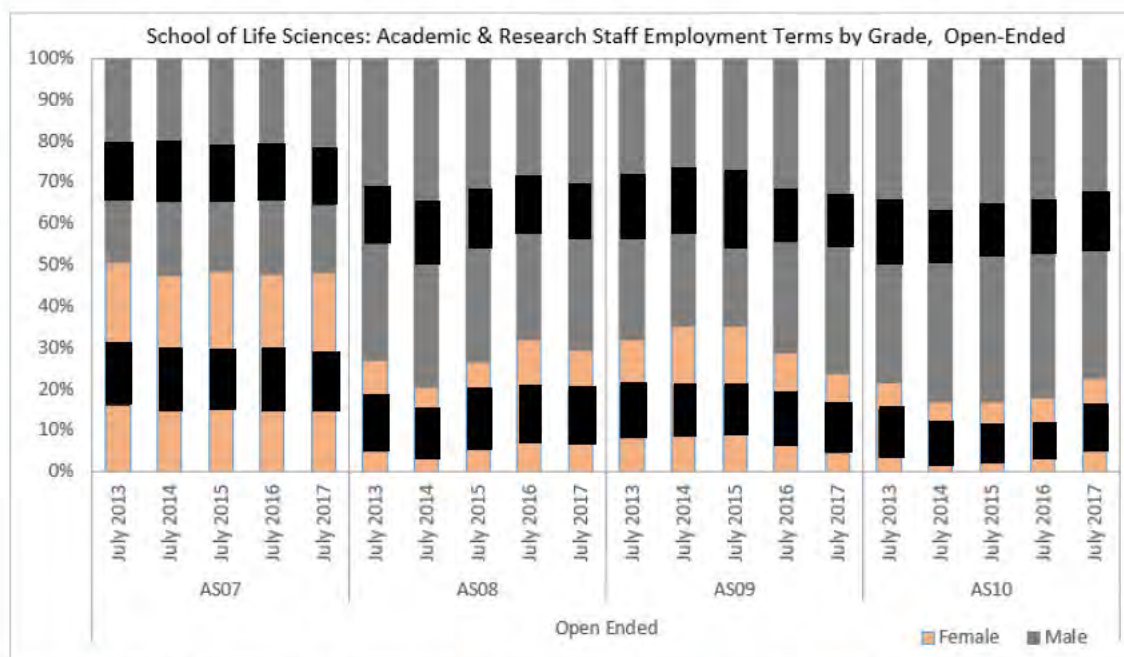


Figure 4.2.10 School of Life Sciences Academic and Research staff by gender by employment term (Open–Ended Only) by grade by year over the 5-year reporting period.

		July 2013		July 2014		July 2015		July 2016		July 2017	
		Female	%	Male	%	Female	%	Male	%	Female	%
Open Ended	AS07	50	50	47	53	48	52	48	52	48	52
	AS08	27	73	20	80	26	74	32	68	29	71
	AS09	32	68	35	65	35	65	29	71	24	76
	AS10	21	79	17	83	17	83	18	82	22	78
Open Ended Total		38	62	35	65	36	64	37	63	37	63

Table 4.2.8 School of Life Sciences Academic and Research staff by gender by employment term (Open–Ended Only) by grade by year over the 5-year reporting period

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Research Only	Open Ended		42		58		40		60		41		59		42		58		42		58
	Fixed-Term		42		58		40		60		39		61		44		56		51		49
Research Only Total			42		58		40		60		40		60		43		57		46		54
Teaching and Research	Open Ended		22		78		20		80		21		79		20		80		21		79
	Fixed-Term		18		82		0		100		0		100		0		100		-		-
Teaching and Research Total			21		79		18		82		19		81		18		82		21		79
Teaching and Scholarship	Open Ended		50		50		22		78		29		71		27		73		20		80
	Fixed-Term		0		100		-		-		-		-		-		-		-		-
Teaching and Scholarship Total			41		59		22		78		29		71		27		73		20		80
Other	Open Ended		-		-		-		-		100		0		100		0		-		-
	Fixed-Term		-		-		-		-		-		-		-		-		-		-
Teaching Only Total			-		-		-		-		100		0		100		0		-		-
Academic & Research Total			39		61		36		64		37		63		39		61		42		58

Table 4.2.9 School of Life Sciences Academic and Research staff by gender by contract function by employment terms by year over the 5-year reporting period.

Full-time/Part-time A&R staff

Relatively few A&R staff work PT (4 to 5.5%), with a consistently higher proportion of females (Figure 4.2.11; Table 4.2.10), higher than comparators (Figure 4.2.12B). We attribute this to our well-established support for flexible working arrangements (PAP 4.6.3), (see Section 5.5 (vi)).

Few staff were on PT fixed-term contracts (Figure 4.2.13). In 2017, all were female. These staff fell into two categories: FT staff employed on PT SLS contracts with the other part supported by collaborating institutions or staff on phased return from parental leave. We will monitor the numbers (AP 4.2.8).

Most PT staff were on open-ended contracts, reflecting job security is equivalent to FT staff (Figure 4.2.13; Figure 4.2.14).

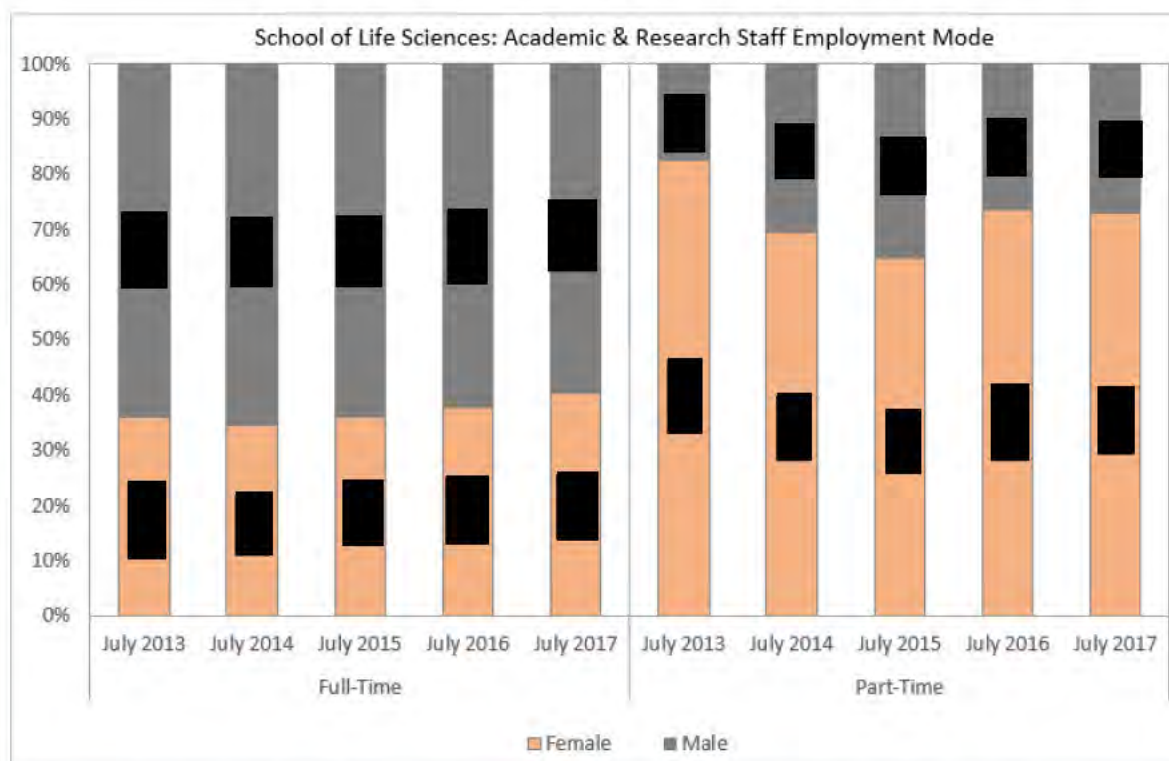


Figure 4.2.11 School of Life Sciences Academic and Research staff by gender by employment mode by year over the 5-year reporting period.

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
	Full-Time		36		64		35		65		36		64		38		62		40		60
	Part-Time		83		17		70		30		65		35		74		26		73		27
Academic & Research Total			39		61		36		64		37		63		39		61		42		58

Table 4.2.10 School of Life Sciences Academic and Research staff by gender by employment mode by year over the 5-year reporting period.

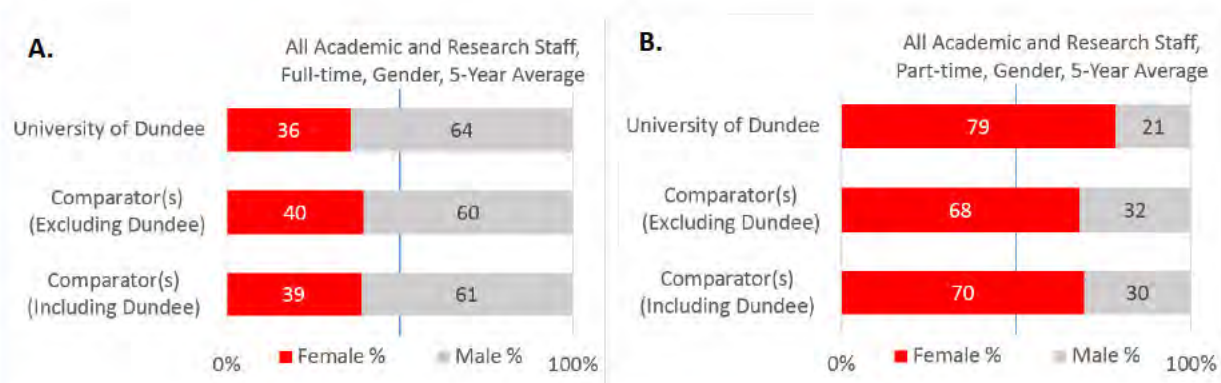


Figure 4.2.12 Comparator Data – Academic & Research staff, A) Full-time and B) Part-time by gender, 5-year average.

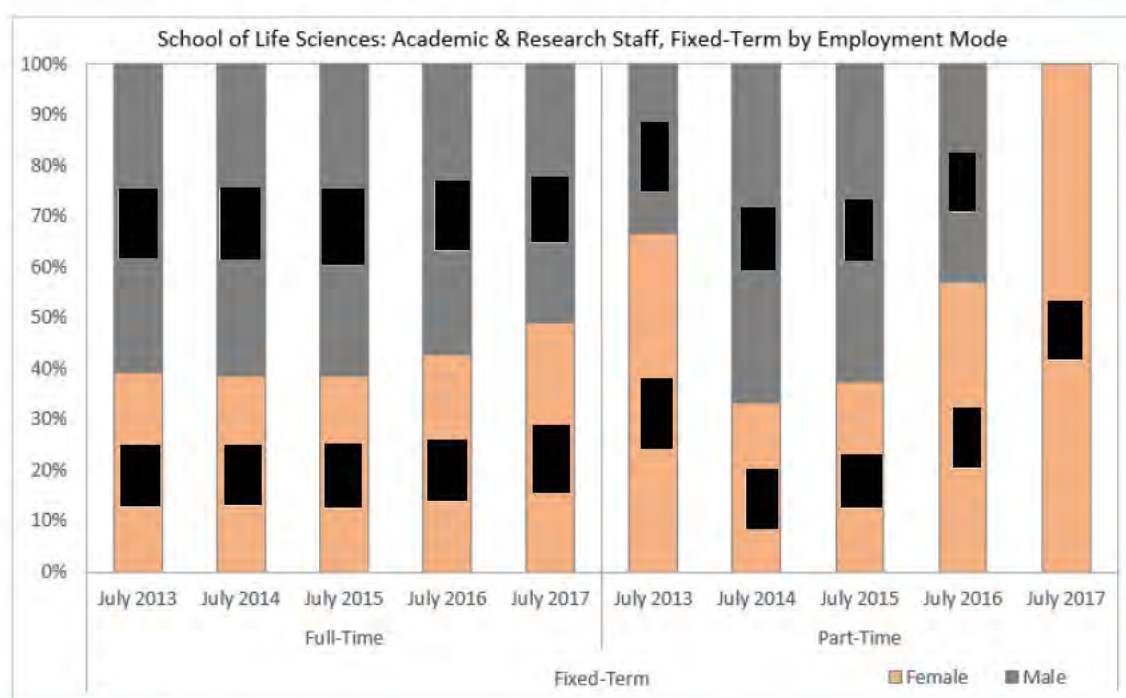


Figure 4.2.13 School of Life Sciences Academic and Research staff by gender by employment terms (Fixed-Term Only) by employment mode by year over the 5-year reporting period.

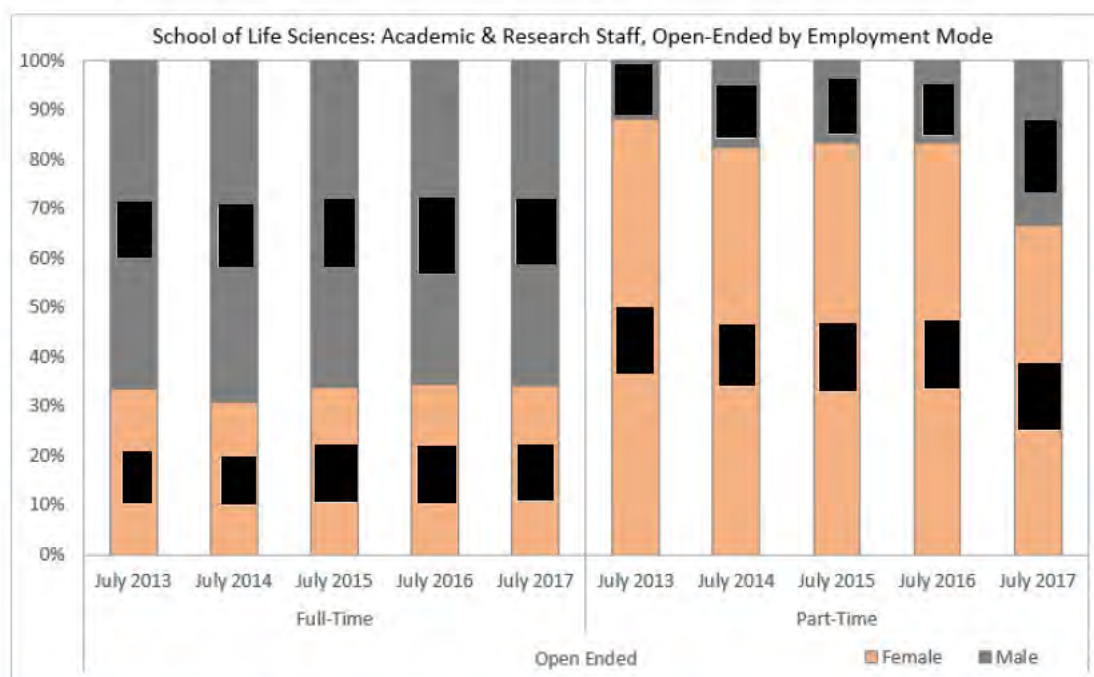


Figure 4.2.14 School of Life Sciences Academic & Research staff by gender by employment terms (Open-Ended Only) by employment mode by year over the 5-year reporting period.

IMPACT (2014- 2018 Actions)

No Teaching & Research and Teaching & Scholarship staff on Fixed-Term contracts (PAP 4.3.1)

%Female part-time staff above benchmark which we attribute to our well-established support for flexible working arrangements (PAP 4.6.3)

2018-2022 Actions

AP 4.2.4 Increase proportion of female \geq AS08 staff

AP 4.2.7 Monitor the total time Postdoctoral Research Assistants are employed

AP 4.2.8 Monitor numbers of part-time Academic & Research staff

(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.

Data Notes 1, 7 & 9

Turnover (Figure 4.2.16; Table 4.2.11) is a key feature of academic communities. In 2017, the female proportion of leavers was consistent with their representation in A&R staff (Figure 4.2.1A; Table 4.2.1).

Most leavers were AS07, consistent with the fixed-term nature of PDRA positions (Figure 4.2.17; Figure 4.2.18; Table 4.2.12; Table 4.2.13). Expiry of contract and resignation were the major reasons for staff leaving, constituting ≥90% of all cases (Figure 4.2.19; Figure 4.2.20; Table 4.2.14; Table 4.2.15). Resignation became relatively more common over time (Figure 4.2.19; Figure 4.2.20; Table 4.2.14; Table 4.2.15). Over the reporting period, SLS had no redundancies and with [REDACTED] staff dismissal in 2014.

For staff, other than PDRAs, resignation usually involved assuming a promoted role elsewhere. Staff moving for promotion felt supported by SLS (Figure 4.2.15). Only males left due to voluntary severance, coinciding with restructuring of UoD in 2014/15. Staff self-nominated and applications were assessed individually following a transparent process led by HR in consultation with trade unions. Gender was not a factor in decisions.

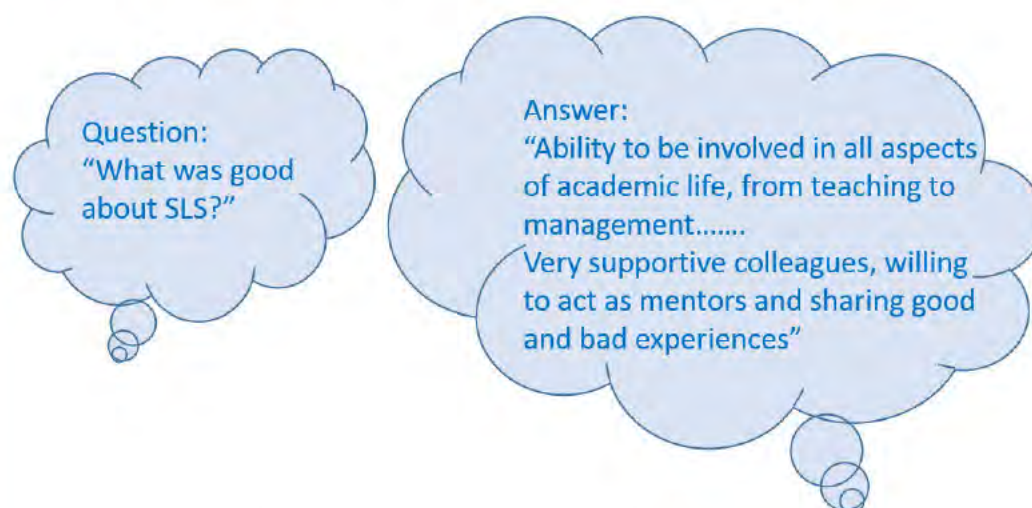


Figure 4.2.15 Quote from Senior Academic female who moved to a leadership position elsewhere (by email, Name Withheld).

The proportion of AS08 females leaving was higher than their representation in the total staff pool in all years other than 2016 (Figure 4.2.17; Figure 4.2.18; Figure 4.2.20; Table 4.2.12; Table 4.2.13; Table 4.2.15). Most of these staff had strong links to industry where attractive opportunities arose. Information on why staff leave is valuable (AP 4.2.9).

PT staff were less likely to leave than FT staff (Figure 4.2.21; Table 4.2.16). Often, PT work preceded retirement to facilitate transitioning. Small numbers of staff leaving for reasons other than resignation make it impossible to discern trends. We will monitor to identify emerging trends (AP 4.2.9)

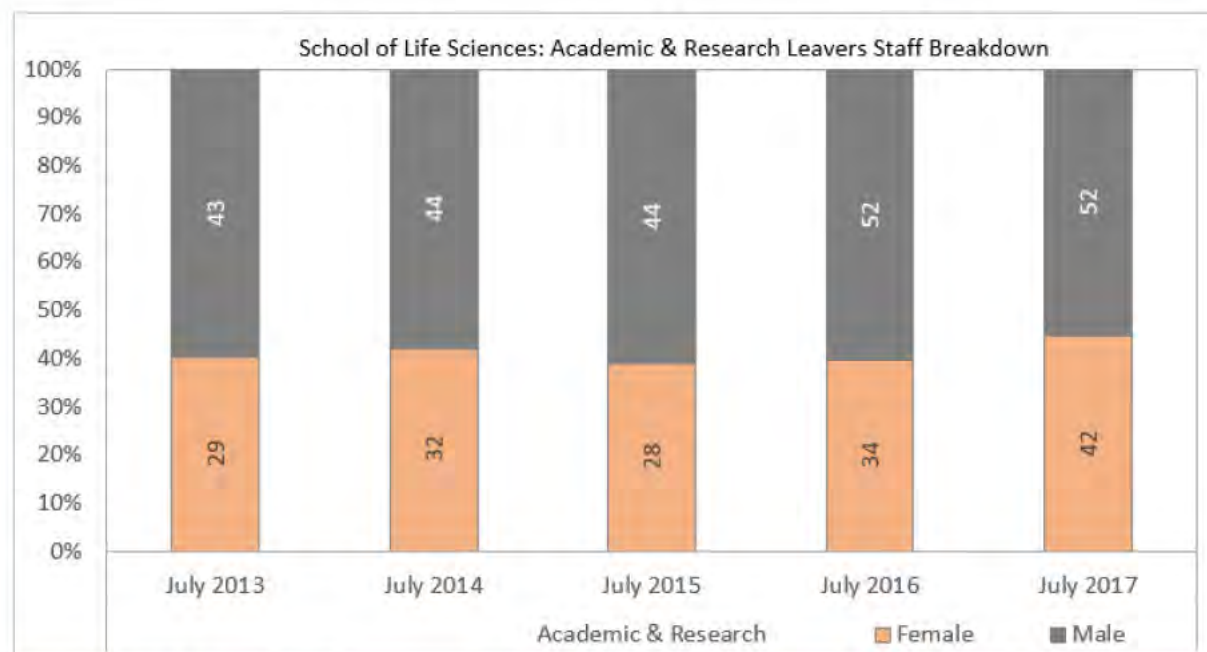


Figure 4.2.16 School of Life Sciences Academic & Research staff leavers by gender by year over the 5-year reporting period.

	July 2013				July 2014				July 2015				July 2016				July 2017			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	29	40	43	60	32	42	44	58	28	39	44	61	34	40	52	60	42	45	52	55
Total	29	40	43	60	32	42	44	58	28	39	44	61	34	40	52	60	42	45	52	55

Table 4.2.11 School of Life Sciences Academic & Research staff leavers by gender by year over the 5-year reporting period.

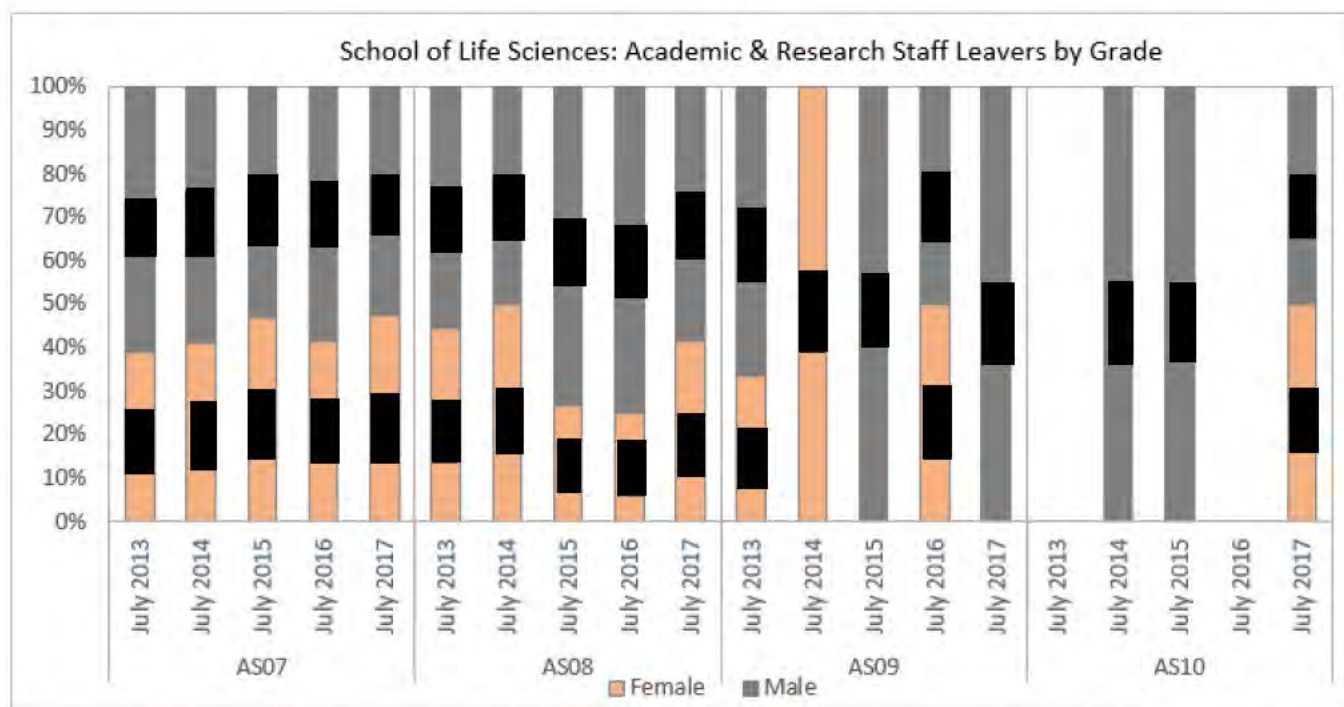


Figure 4.2.17 School of Life Sciences Academic & Research staff leavers by gender by grade by year over the 5-year reporting period

		July 2013		July 2014		July 2015		July 2016		July 2017	
		Female	%	Male	%	Female	%	Male	%	Female	%
	AS07		39		61		47		53		53
	AS08		44		56		27		73		58
	AS09		33		67		0		100		100
	AS10		-		-		0		100		50
Academic & Research Total			39		61		39		61		55

Table 4.2.12 School of Life Sciences Academic & Research staff leavers by gender by grade by year over the 5-year reporting period

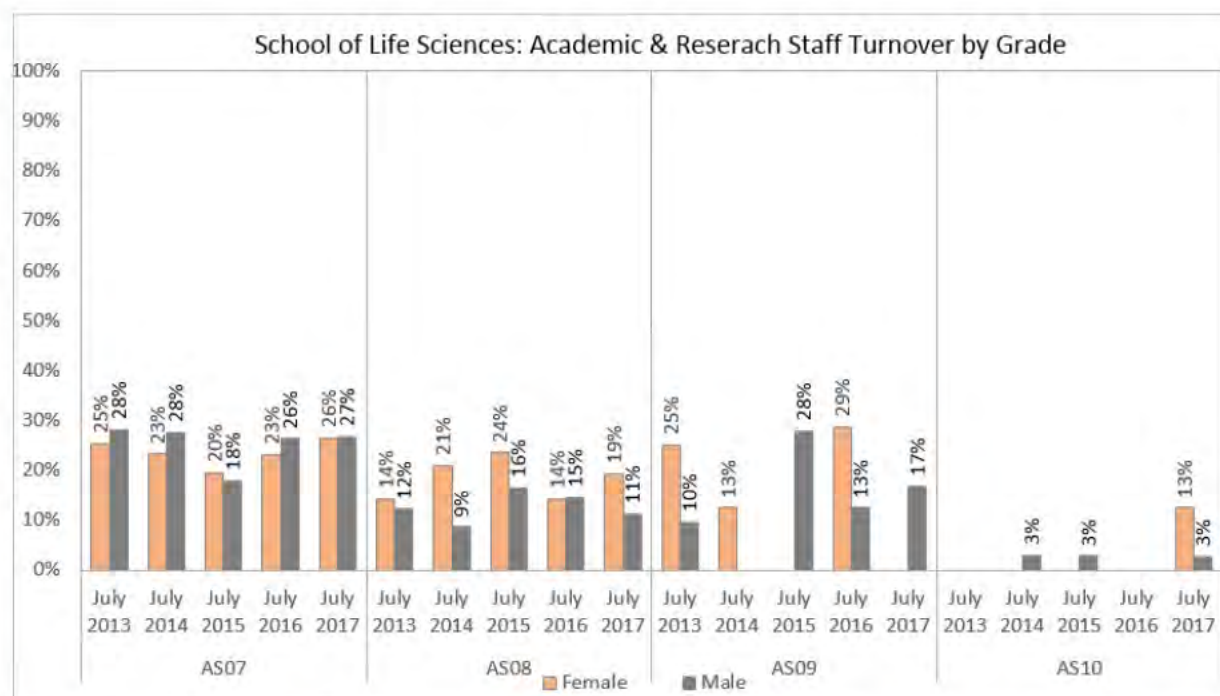


Figure 4.2.18 School of Life Sciences Academic & Research Staff turnover by gender by grade by year over the 5-year reporting period

		July 2013		July 2014		July 2015		July 2016		July 2017		Aggregate	
		% Female Turn over	% Male Turn over	% Female Turn over	% Male Turn over	% Female Turn over	% Male Turn over	% Female Turn over	% Male Turn over	% Female Turn over	% Male Turn over	% Female Turn over	% Male Turn over
	AS07	25	28	23	28	20	18	23	26	26	27	23	25
	AS08	14	12	21	9	24	16	14	15	19	11	18	13
	AS09	25	10	13	-	-	28	29	13	-	17	13	13
	AS10	-	-	-	3	-	3	-	-	13	3	3	2
Academic & Research		21	19	21	17	18	16	21	19	24	19	21	18

Table 4.2.13 School of Life Sciences Academic & Research Staff turnover by gender by grade by year over the 5-year reporting period

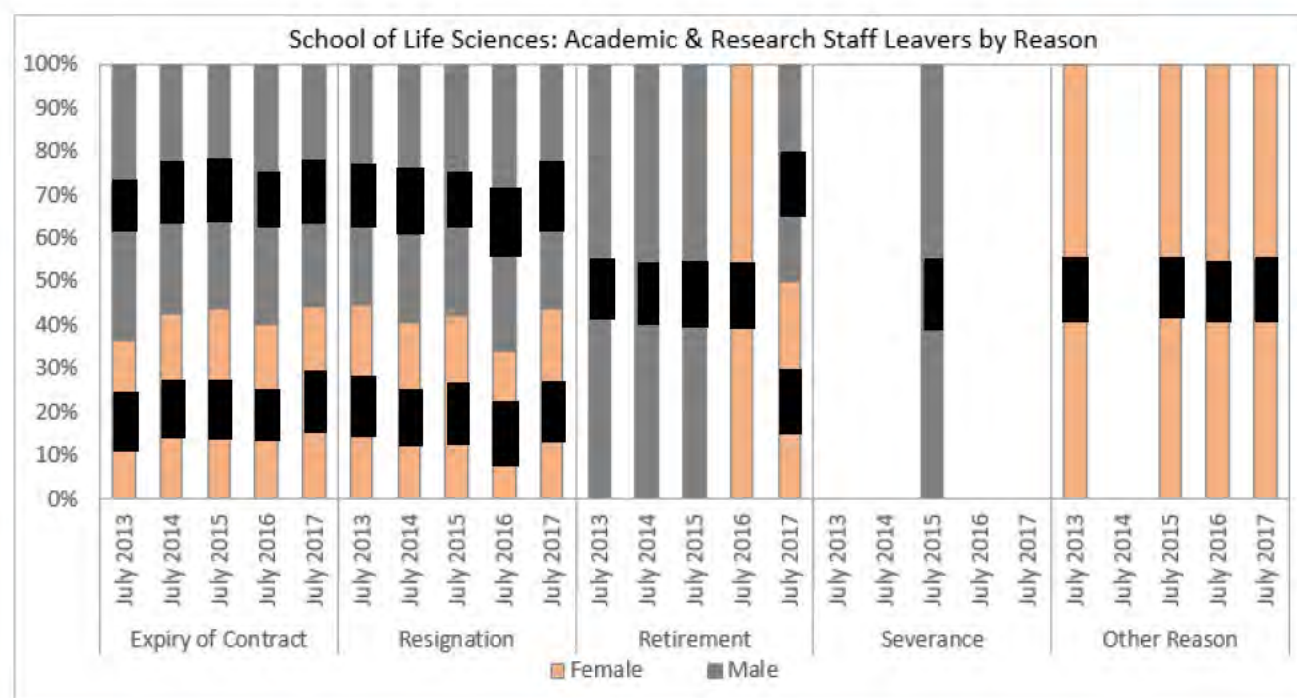


Figure 4.2.19 School of Life Sciences Academic and Research Staff Leavers Reason by gender by year over the 5-year reporting period

	July 2013				July 2014				July 2015				July 2016				July 2017			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Expiry of Contract		37		63		43		57		44		56		40		60		44		56
Dismissed / Gross Misconduct		-		-		100		0		-		-		-		-		-		-
Redundancy		-		-		-		-		-		-		-		-		-		-
Resignation		45		55		41		59		42		58		34		66		44		56
Retirement		0		100		0		100		0		100		100		0		50		50
Severance		-		-		-		-		0		100		-		-		-		-
Other Reason		100		0		-		-		100		0		100		0		100		0
Academic & Research Total		40		60		42		58		39		61		40		60		45		55

Table 4.2.14 School of Life Sciences Academic and Research Staff Leavers Reason by gender by year over the 5-year reporting period

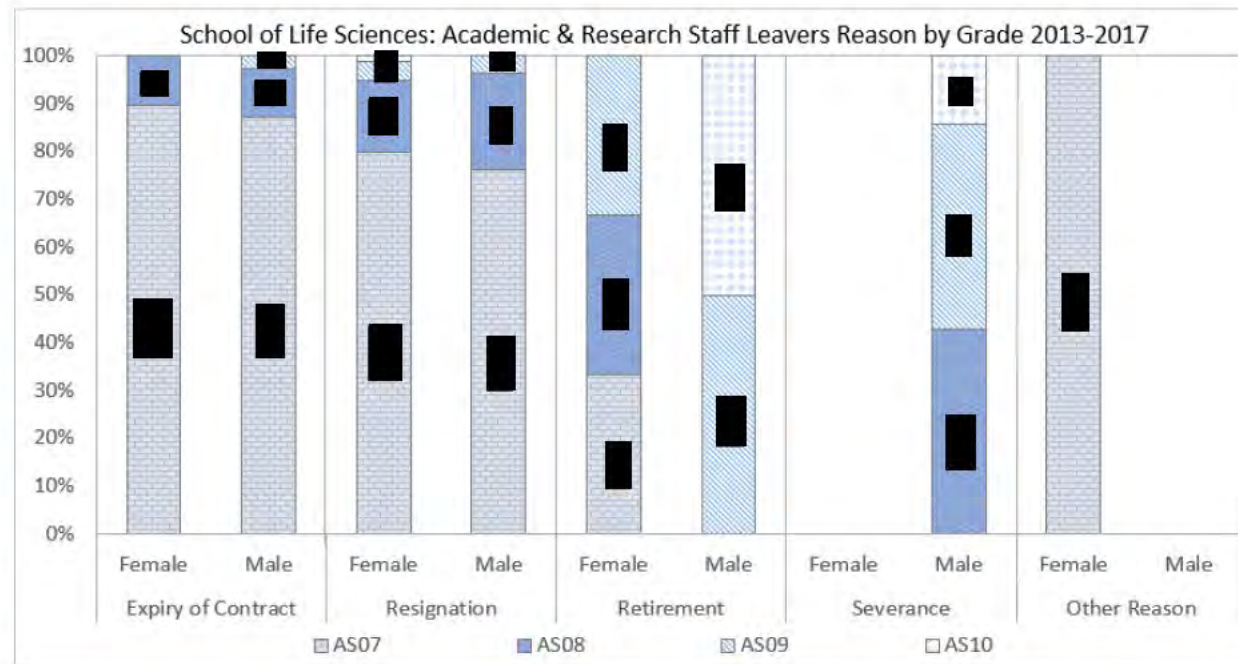


Figure 4.2.20 School of Life Sciences Academic and Research Staff Leavers Reason by gender by grade aggregated over the 5-year reporting period

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Expiry of Contract	AS07		34		66		39		61		47		53		44		56		46		54
	AS08		50		50		75		25		33		67		0		100		33		67
	AS09		0		100		-		-		-		-		0		100		0		100
	AS10		-		-		-		-		-		-		-		-		-		-
Expiry of Contract Total			35		65		43		57		44		56		40		60		44		56
Resignation	AS07		43		57		42		58		45		55		36		64		46		54
	AS08		40		60		33		67		33		67		22		78		44		56
	AS09		100		0		100		0		0		100		50		50		0		100
	AS10		-		-		-		-		-		-		-		-		100		0
Resignation Total			45		55		42		58		42		58		34		66		45		55
Retirement	AS07		-		-		-		-		-		-		-		-		100		0
	AS08		-		-		-		-		-		-		100		0		-		-
	AS09		0		100		-		-		0		100		100		0		-		-
	AS10		-		-		0		100		-		-		-		-		0		100
Retirement Total			0		100		0		100		0		100		100		0		50		50
Severance	AS07		-		-		-		-		-		-		-		-		-		-
	AS08		-		-		-		-		0		100		-		-		-		-
	AS09		-		-		-		-		0		100		-		-		-		-
	AS10		-		-		-		-		0		100		-		-		-		-
Severance Total			-		-		-		-		0		100		-		-		-		-
Other Reason	AS07		100		0		-		-		100		0		100		0		100		0
	AS08		-		-		-		-		-		-		-		-		-		-
	AS09		-		-		-		-		-		-		-		-		-		-
	AS10		-		-		-		-		-		-		-		-		-		-
Other Reason Total			100		0		-		-		100		0		100		0		100		0
Academic & Research Total			39		61		43		57		39		61		40		60		45		55

Table 4.2.15 School of Life Sciences Academic & Research Staff Leavers Reason by gender by grade over the 5-year reporting period

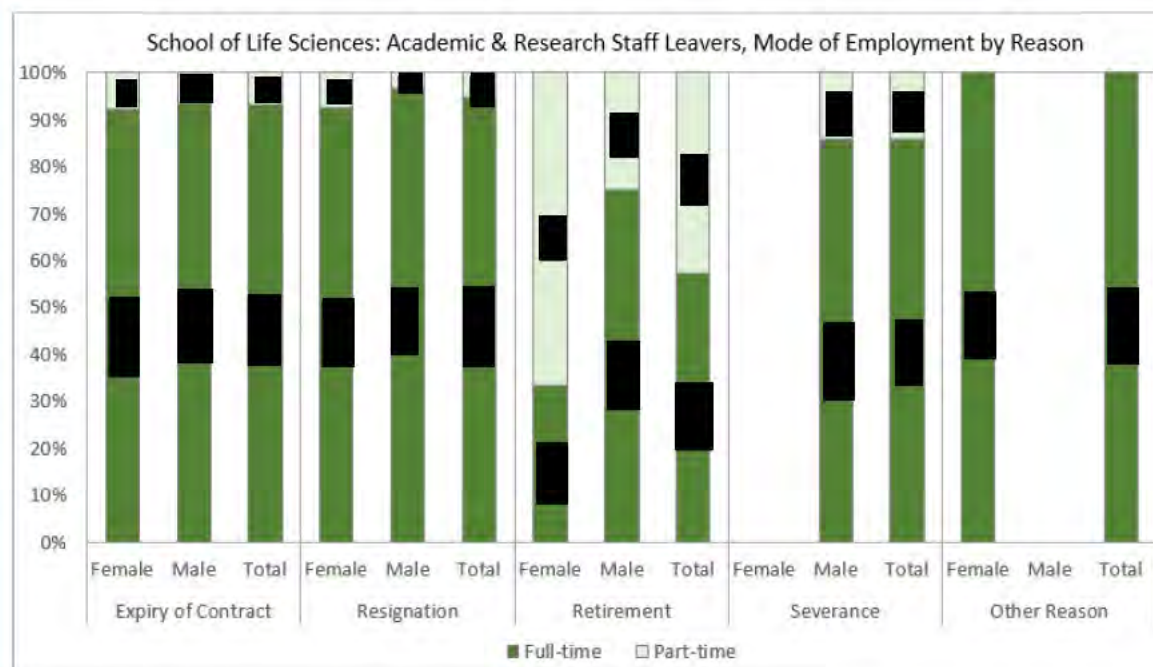


Figure 4.2.21 School of Life Sciences Academic & Research Staff Leavers Reason by gender by employment mode aggregated over the 5-year reporting period.

		July 2013				July 2014				July 2015				July 2016				July 2017			
		Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Full-time	Expiry of Contract		41		59		38		62		44		56		42		58		41		59
	Dismissed / Gross Misconduct		-		-		100		0		-		-		-		-		-		-
	Redundancy		-		-		-		-		-		-		-		-		-		-
	Resignation		44		56		38		62		42		58		35		65		41		59
	Retirement		0		100		0		100		0		100		100		0		-		-
	Severance		-		-		-		-		0		100		-		-		-		-
	Other Reason		100		0		-		-		100		0		100		0		100		0
Full-time Total			42		58		39		61		39		61		40		60		42		58
Part-time	Expiry of Contract		0		100		100		0		-		-		25		75		100		0
	Dismissed / Gross Misconduct		-		-		-		-		-		-		-		-		-		-
	Redundancy		-		-		-		-		-		-		-		-		-		-
	Resignation		50		50		67		33		50		50		0		100		100		0
	Retirement		-		-		-		-		-		-		100		0		50		50
	Severance		-		-		-		-		0		100		-		-		-		-
	Other Reason		-		-		-		-		-		-		-		-		-		-
Part-time Total			17		83		83		17		33		67		33		67		83		17
Academic & Research Total			40		60		42		58		39		61		40		60		45		55

Table 4.2.16 School of Life Sciences Academic and Research Staff Leavers Reason by gender by employment mode aggregated over the 5-year reporting period.

IMPACT (2014- 2018 Actions)

Increased career progression of female AS07 staff to onward positions (PAP 4.3.1; PAP 4.3.2)

2018-2022 Actions

AP 4.2.9 Continue to monitor reasons for leaving for all staff and utilise exit questionnaire data to identify good and unhelpful practices.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 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.

Data Notes 1, 10, 18 - 19

Most practices described in **Sections 5.1 and 5.3** for A&R staff apply to PS staff and are not always specifically mentioned in **Sections 5.2 and 5.4**.

SLS implements UoD's recruitment policies. Posts are advertised via UoD's website, jobs.ac.uk and where appropriate, specialist websites (**AP 5.1.1**). Advertising on relevant professional networks is encouraged to broaden the applicant pool. Staff perceived recruitment processes as fair and would recommend the University as a place to work (**Figure 5.1.1**).

Since our **Bronze award**, advertisements were scrutinised by AS champions and Head of Division (HoD) (supported by HR) ensuring that they attract all qualified applicants (**AP 5.1.2**). Only requirements relevant to the role were specified. Policies and commitments to staff diversity and development were clearly stated. Applications are initially screened to ensure that essential criteria are met. We gathered information on gender of some shortlisted and interviewees and look to improve this (**AP 5.1.3**). We will ensure staff involved are appropriately trained (**AP 5.1.4, AP 5.1.5**).

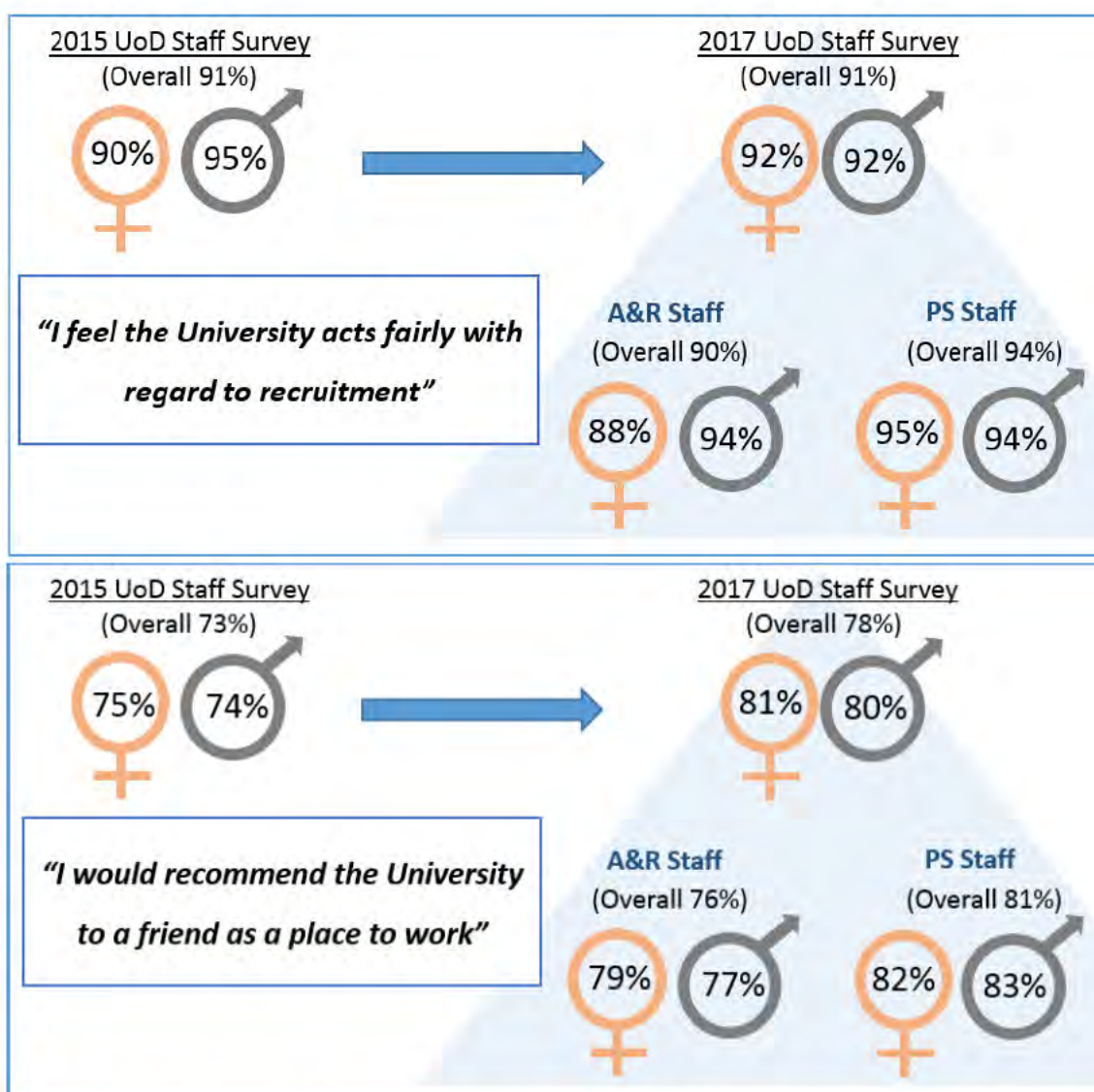


Figure 5.1.1 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research. 2015 - *I feel the University acts fairly, regardless of ethnic background, gender, religion, sexual orientation, disability, age, transgender status, marital/civil partnership status, caring responsibilities and/or pregnancy/ maternity with regard to recruitment**.

It is difficult to measure the impact of our actions. The proportion of applications for A&R positions from females continued to be lower (31–33%) than from males (65–68%; [Figure 5.1.2](#); [Table 5.1.1](#)), ([AP 5.1.6](#)). Small increases in applications from females may be masked by increasing numbers of non-specific, speculative applications we received, usually from males. The consistently higher success of female applicants in being shortlisted is likely a reflection of this ([Figure 5.1.2](#); [Figure 5.1.3](#); [Table 5.1.1](#)).

For A&R positions, shortlisting (except PDRAs) usually involves face-to-face meetings. Candidates can choose their interview date/time. Occasionally, families accompany candidates on tours of our facilities. Interview panels/search committees for new tenure track A&R staff were 28%F over the last 3 years (representative of the population, ([see Section 4.2](#))). Acceptance of offers made for new lecturers in the last 3 years was high; of 18 interviewed candidates (6F:12M), 12 were offered positions with 10 accepting

██████ (reasons given for non-acceptance were lack of career opportunity for partner; competing more lucrative start-up offer).

To increase opportunities for staff after a career break, we appointed a female Daphne Jackson Fellow, enabling her to obtain a more long-term appointment (PAP 4.2.1). This success led to a “Return-to-work” fellowship, funded by Wellcome Trust Institutional Strategic Support Fund (ISSF). A female was appointed (31 applicants, 17F:14M) (PAP 4.2.1) whose success we will monitor (AP 5.1.7).

Our targeted recruitment strategy (PAP 2.2.1; PAP 3.1.8) for academic posts \geq AS08, which involved identifying potential candidates and actively recruiting them, led to the appointment of four new female academics in the last three years (Figure 5.1.3; Table 5.1.2), representing 40% of appointments to senior academic positions.

This success led us to expand this approach: a division is trialling a programme to host PDRAs (internal/external) for seminars before they even consider their move to independence, encouraging them to consider applying to SLS if their expertise aligns (AP 5.1.8).

Success of females at each stage of the recruitment process was higher than for males for grades AS07 and AS08 (Figure 5.1.3; Table 5.1.2). For AS09 positions, females were slightly less successful than males (Figure 5.1.3; Table 5.1.2). The small number of positions at AS09 over the last five years (10) and the even smaller number of appointments ██████████ (Figure 5.1.3; Table 5.1.2) makes it difficult to determine trends.

No applications were received from females for the two AS10 vacancies (Figure 5.1.3; Table 5.1.2). Together, these data emphasise the importance of recruiting more applications from suitable candidates at higher grade positions (AP 5.1.9).

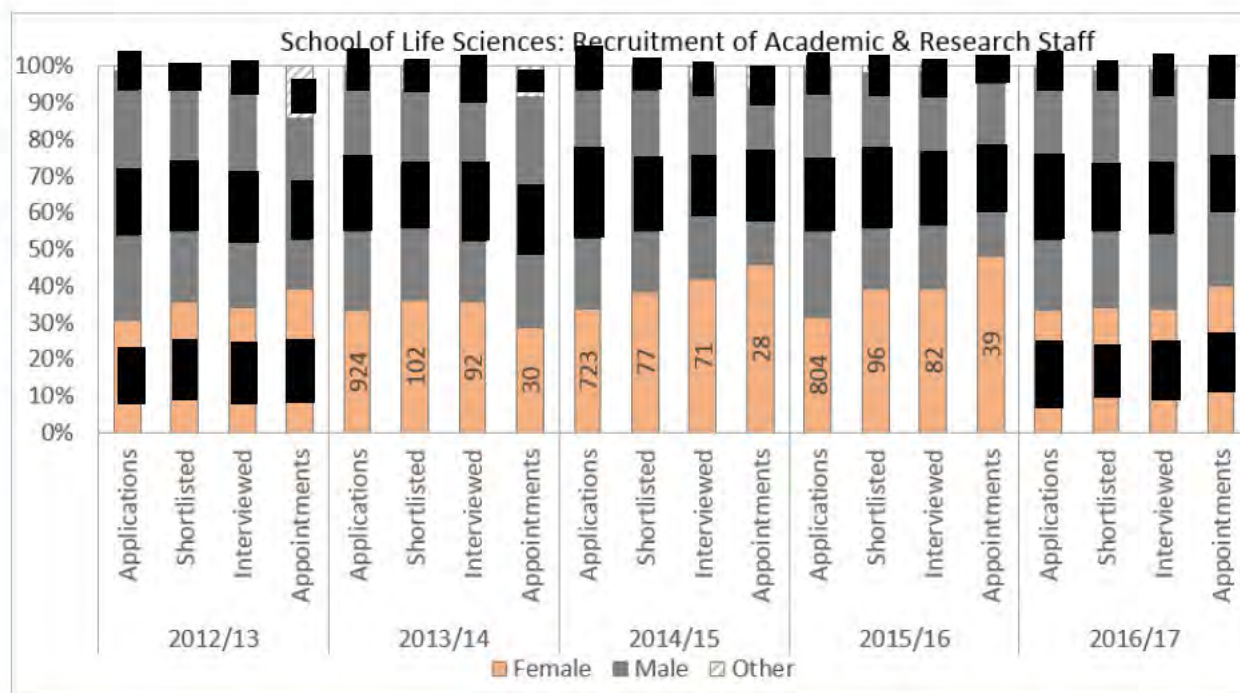


Figure 5.1.2 School of Life Sciences Academic & Research Staff recruitment journey by gender by year over the 5-year reporting period.

Academic & Research All Grades	2012/13						2013/14						2014/15						2015/16						2016/17						Aggregate					
	Female	%	Male	%	Other	%	Female	%	Male	%	Other	%	Female	%	Male	%	Other	%	Female	%	Male	%	Other	%	Female	%	Male	%	Other	%	Female	%	Male	%	Other	%
Number of Vacancies																																				
			80						104						74						101						101							460		
Applications		31%		68%		1%		33%		65%		2%		34%		65%		1%		31%		68%		1%		33%		66%		1%		32%		66%		1%
Shortlisted		36%		58%		6%		36%		58%		6%		39%		57%		5%		39%		59%		2%		34%		54%		2%		37%		59%		4%
Interviewed		34%		60%		6%		36%		58%		6%		42%		54%		4%		39%		60%		1%		34%		55%		1%		36%		60%		4%
Appointments		39%		47%		14%		29%		63%		9%		46%		48%		7%		48%		51%		1%		39%		57%		4%		39%		54%		7%
Applications > Shortlisted		12%		9%		50%		11%		9%		43%		11%		8%		38%		12%		8%		13%		13%		13%		29%		12%		9%	36%	
Applications > Interviewed		10%		8%		44%		10%		8%		38%		10%		7%		27%		10%		7%		10%		12%		12%		21%		10%		8%	30%	
Applications > Appointments		4%		2%		34%		3%		4%		21%		4%		2%		15%		5%		2%		3%		5%		4%		21%		4%		3%	19%	
Number of Vacancies			48						33						29						40						47							197		
Applications		56%		43%		1%		56%		43%		1%		50%		49%		1%		63%		36%		1%		54%		45%		1%		56%		43%		1%
Shortlisted		58%		31%		0%		69%		30%		2%		63%		36%		1%		69%		31%		0%		70%		29%		2%		68%		31%		1%
Interviewed		71%		29%		1%		69%		29%		2%		63%		36%		1%		69%		31%		0%		70%		28%		2%		69%		30%		1%
Appointments		71%		29%		0%		78%		22%		0%		71%		26%		3%		64%		36%		0%		69%		31%		0%		70%		29%		0%
Applications > Shortlisted		18%		11%		8%		23%		13%		40%		24%		14%		33%		27%		21%		0%		23%		12%		20%		22%		13%		16%
Applications > Interviewed		17%		9%		8%		22%		12%		40%		21%		12%		33%		26%		20%		0%		22%		11%		20%		21%		12%		16%
Applications > Appointments		4%		2%		0%		9%		3%		0%		9%		3%		33%		8%		7%		0%		9%		5%		0%		7%		4%		3%

Table 5.1.1 School of Life Sciences Academic & Research Staff recruitment journey by gender by year over the 5-year reporting period.

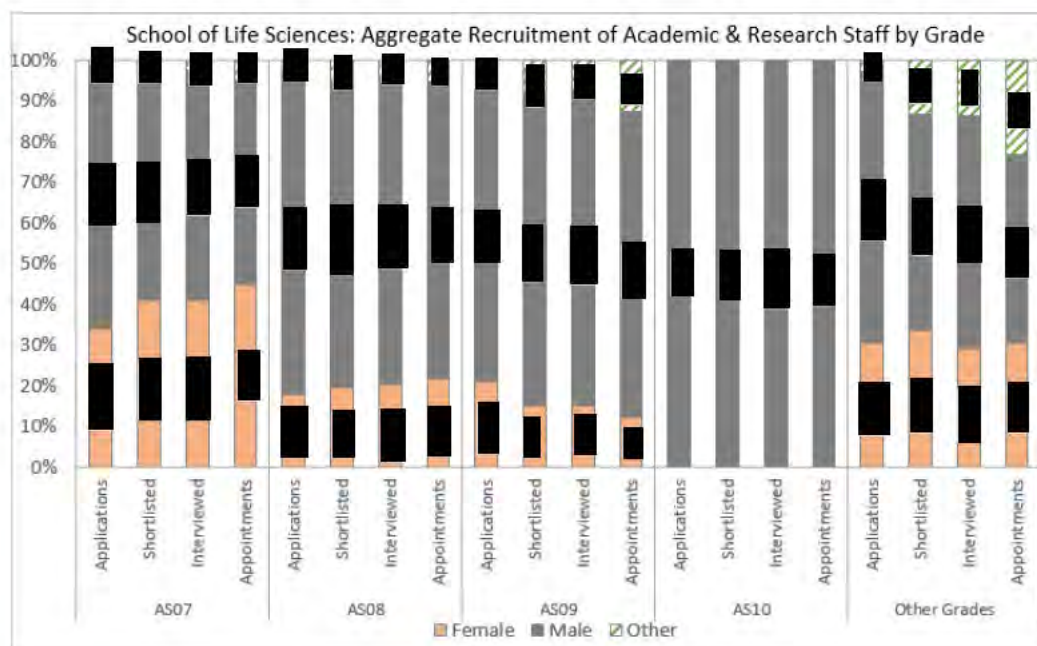


Figure 5.1.3 School of Life Sciences Academic & Research Staff recruitment journey by gender and by grade aggregated over the 5-year reporting period.

Academic & Research (Grades 7 & Above)		Aggregate					
		Female	%	Male	%	Other	%
AS07	Number of Vacancies	333					
	Applications		34%		65%		1%
	Shortlisted		41%		56%		3%
	Interviewed		41%		56%		2%
	Appointments		45%		50%		5%
	Applications > Shortlisted		11%		8%		32%
	Applications > Interviewed		10%		7%		26%
	Applications > Appointments		4%		2%		18%
AS08	Number of Vacancies	72					
	Applications		18%		79%		3%
	Shortlisted		20%		74%		6%
	Interviewed		20%		75%		5%
	Appointments		22%		73%		5%
	Applications > Shortlisted		21%		18%		34%
	Applications > Interviewed		17%		15%		25%
	Applications > Appointments		7%		5%		9%
AS09	Number of Vacancies	10					
	Applications		21%		74%		5%
	Shortlisted		15%		77%		8%
	Interviewed		15%		77%		8%
	Appointments		13%		75%		13%
	Applications > Shortlisted		18%		26%		40%
	Applications > Interviewed		18%		26%		40%
	Applications > Appointments		5%		8%		20%
AS10	Number of Vacancies	2					
	Applications		0%		100%		0%
	Shortlisted		0%		100%		0%
	Interviewed		0%		100%		0%
	Appointments		0%		100%		0%
	Applications > Shortlisted		-		100%		-
	Applications > Interviewed		-		100%		-
	Applications > Appointments		-		67%		-
Other Grades	Number of Vacancies	39					
	Applications		30%		67%		3%
	Shortlisted		34%		53%		13%
	Interviewed		29%		57%		14%
	Appointments		31%		46%		23%
	Applications > Shortlisted		10%		7%		45%
	Applications > Interviewed		8%		7%		42%
	Applications > Appointments		3%		2%		29%

Table 5.1.2 School of Life Sciences Academic and Research Staff recruitment journey by gender by grade aggregated over the 5-year reporting period.

IMPACT (2014- 2018 Actions)

Raised awareness changed recruitment practice leading to appointment of 10 females out of 10 senior academics appointed over last 3 years (PAP 2.2.1)

Review of recruitment material to minimise any gender specific terms and use of targeted recruitment using personal connections and solicit applications in addition to use of targeted recruitment (use of #womeninstem) (PAP 3.1.8)

Appointment of first Daphne Jackson fellow (PAP 4.2.1) – helped the candidate to establish required research credentials to successfully obtain a long-term research position

Establishment of return to work fellowship (PAP 4.2.1) – led to appointment of pre-PhD candidate who had taken a career break to allow her to gain the experience and establish a track record that makes her competitive for PhD programmes nationally.

2018-2022 Actions

AP 5.1.1 Continue to monitor recruitment processes to ensure they are fair and there is no gender bias at any stage of the recruitment process for any grade

AP 5.1.2 Continue to review adverts via Athena SWAN Champions/Heads of Division to ensure they are attractive to all qualified applicants

AP 5.1.3 Improve recording of gender composition of recruitment panels

AP 5.1.4 Increase availability and uptake of unconscious bias training and engagement with implicit association tests

AP 5.1.5 Introduce SLS process to record Equality & Diversity training compliance of recruitment panel members

AP 5.1.6 Improve gender balance of applicants for Academic & Research positions

AP 5.1.7 Monitor success of “Return to work” Fellowship

AP 5.1.8 Monitor the success of inviting selected Postdoctoral Research Assistants to University of Dundee for pre-application seminars and record whether these individuals subsequently gain employment

AP 5.1.9 Target recruitment to all levels and increase efforts in identifying suitable female or male candidates early

(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.

All new staff are:

- given a comprehensive handbook, including AS information AS, welcome pack and an invitation to UoD “Welcome” event attended by 19F:12M A&R staff over the past 3 years, 16.5% of female; 10.2% of male appointments (Figure 5.1.2: Table 5.1.1) (AP 5.1.10)
- signposted to ‘New Employees’ webpage with links to relevant information including work–life balance policies
- given health and safety inductions as appropriate
- required to complete E&D training (see Section 5.3 (i))
- introduced to mentoring programmes (new lecturers are assigned a mentor before they arrive)
- welcomed and introduced to colleagues by line–managers
- shown the geographical layout of SLS

T&S staff complete PG Certificate (Times Higher Education, PgCert(TH)) during probation.

SLS actions in response to UoD staff survey 2015 included:

- Revised SLS Induction pack in 2016/17
- New guidelines for line–managers facilitating appropriate local induction
- Introduction of new staff via Dean’s monthly message and electronic screens (Figure 5.1.4)



Figure 5.1.4 Welcoming new staff member, Dr Mattie Christine Pawlowic.

Line–managers confirmed usefulness of guidelines and new staff have felt welcomed (Figure 5.1.5)

Following feedback, guidelines will be enhanced by including (AP 5.1.11):

- Commonly used abbreviations
- Information about building layouts



Figure 5.1.5: Quote from new staff member starting October 2017 (verbal, Name Withheld)

Regular meetings with line-managers help staff settling in and identify training required. Workloads for new staff are adjusted if required. Key objectives are discussed and reviewed either through the probation process or OSaR and are supported by a standard checklist for line-managers.

IMPACT (2014- 2018 Actions)

Feedback from 2015 University of Dundee staff survey led to development of a new induction pack, which staff have found helpful

Staff are welcomed and introduced to community via the Dean's message, electronic screens and School of Life Sciences website

2018-2022 Actions

AP 5.1.10 Improve attendance of new Academic & Research staff at University of Dundee Welcome Event

AP 5.1.11 Improve induction material to further facilitate settling in

(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.

Data Notes 1, 11, 18 - 19

Annual review procedure (ARP) for A&R staff is reviewed regularly. The revised ARP (2014/15) allows staff to self-nominate and all A&R staff at any grade can apply to be promoted to any other. This increased the eligible population producing a change in the fraction of sought promotions relative to eligible pool (Table 5.1.4).

The Vice Principal (L&T) holds regular briefings to educate about promotion processes and criteria. Attendance from SLS staff was low (Table 5.1.3) (AP 5.1.12) possibly because SLS-led career development/promotions seminars are also available (AP 5.1.13).

	2015/16				2016/17				2017/18			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research		13		88		33		67		100		0
Total A&R Staff		13		88		33		67		100		0

Table 5.1.3 School of Life Sciences Academic and Research Staff promotions workshop attendance by gender by year over a 3-year reporting period.

Promotion applications are usually preceded by and based on outcome of discussions at OSaR and benefit from guidance by HR and line-managers. The Dean discusses promotion with each applicant and presents all cases to the University ARP committee. UoD staff survey data indicated female staff in particular understand and value the process and found pay and reward were good (Figure 5.1.6), (PAP 4.3.2). Male respondents were more negative in this and other survey questions (Figure 5.1.6; Figure 5.3.1; Figure; 5.3.11; Figure 5.5.6; Figure 5.5.10; Figure 5.6.2; Figure 5.6.3). We would like to understand why (AP 5.1.14).

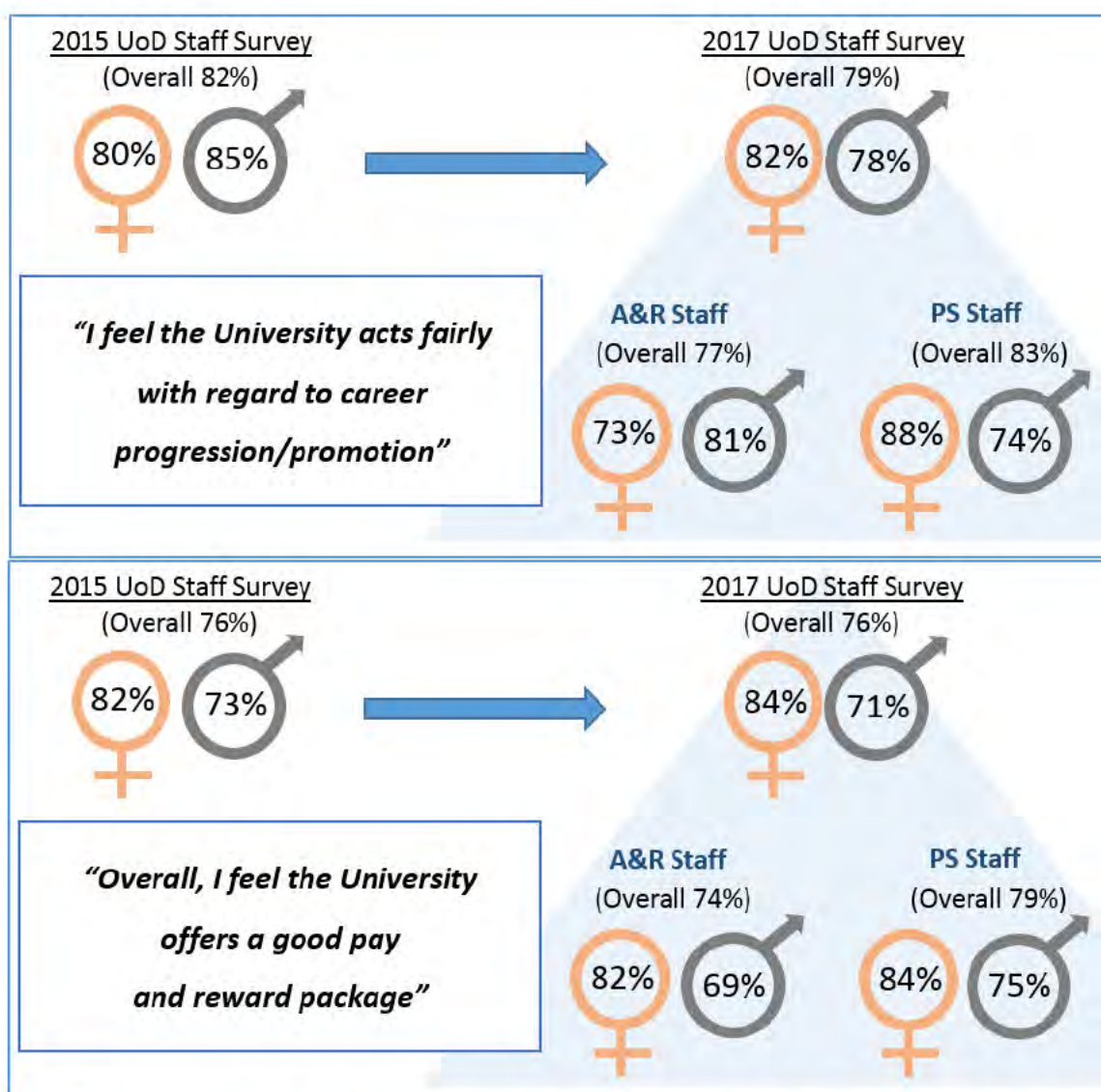


Figure 5.1.6 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

Generally, promotions were similarly successful for female and male A&R staff at all levels (Figure 5.1.7, Table 5.1.4). However, since 2014, the proportion of females seeking promotions exceeded their overall representation (Table 5.1.4). >50% of staff seeking promotion to Personal chair (AS10) were female, but only 25% of AS09 staff were female (Table 5.1.4, Figure 4.2.2A; Table 4.2.2).

More males were promoted to Senior Lecturer [REDACTED] in the last 5 years. This is explained by the lack of T&S females, where this promotion was most common. The appointment to Senior Lecturer upon award of tenure was not captured by promotion data and added to successes at this transition. Only females sought promotions to Reader, all were successful (Figure 5.1.7; Table 5.1.4). This is explained by the higher success of females in obtaining tenure (the preceding career state) as shown in our Bronze award.

Our data suggest that increased transparency of the promotions process and increased support and training for line-managers has encouraged more females to seek promotions

(PAP 4.3.1). Together with strong support from the Dean, this increased the likelihood of success.

OSaRs together with regular review by the Dean actively identifies staff who should be encouraged to apply for promotions (AP 5.1.15, AP 5.1.16). Extra support for individuals who are unsuccessful will be provided (AP 5.1.17).

No applications were recorded for promotions from PT A&R staff (AP 5.1.15). The total number of these staff is small and in most cases PT status was temporary or in advance or retirement, explaining why PT staff did not apply.

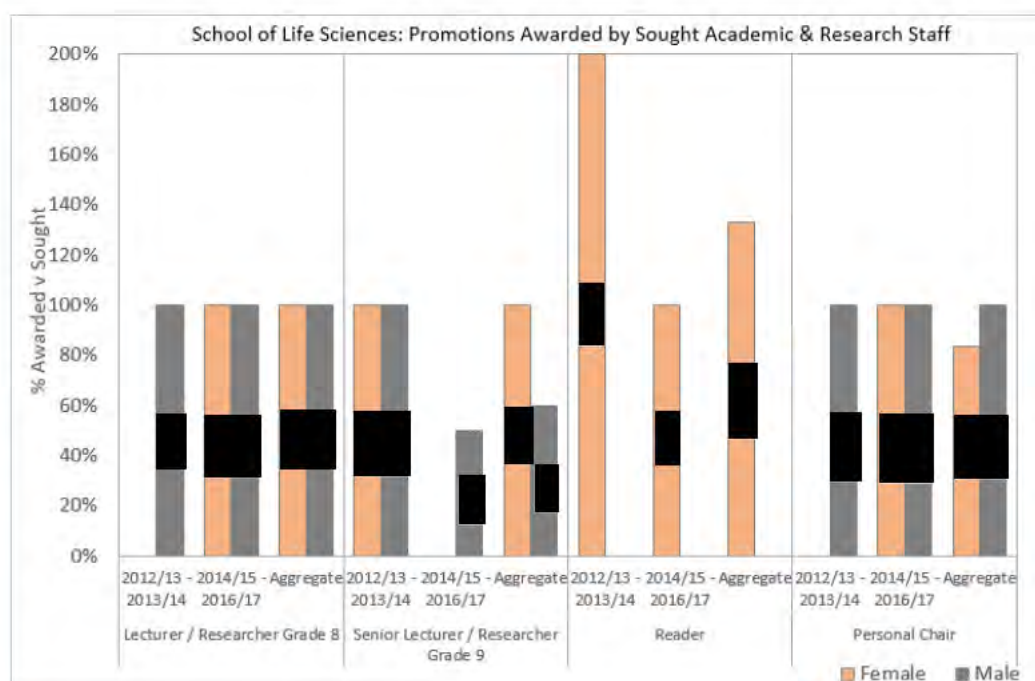


Figure 5.1.7 School of Life Sciences Academic & Research Staff promotions by gender by grade/position awarded aggregated for “old Annual Review Procedure” (2012/13-2013/14), “new Annual Review Procedure (2014/15-2016/17) and overall for the 5-year reporting period.

		2012/13 - 2013/14 Old Method, Academic Only		2014/15 - 2016/17 Current Method, Academic & Research		Aggregate	
		Femal	Male	Femal	Male	Female	Male
Promotion to Lecturer or Researcher Grade 8 2014/5 onwards	Sought						
	Awarded						
	Eligible						
	% Sought	-	100%	0.4%	0.5%	0.4%	0.6%
Promotion to Senior Lecturer or Researcher Grade 9 2014/5 onwards	% Awarded v Eligible	-	100%	0.4%	0.5%	0.4%	0.6%
	% Awarded	-	100%	100%	100%	100%	100%
	Sought						
	Awarded						
Promotion to Reader	Eligible						
	% Sought	0.6%	0.4%	0%	0.9%	0.2%	0.7%
	% Awarded v Eligible	0.6%	0.4%	0%	0.5%	0.2%	0.4%
	% Awarded	100%	100%	-	50%	100%	60%
Promotion to Personal Chair	Sought						
	Awarded						
	Eligible						
	% Sought	11.1%	0%	0.4%	0%	0.6%	0%
Total	% Awarded v Eligible	22.2%	0%	0.4%	0%	0.8%	0%
	% Awarded	200%	-	100%	-	133.3%	-
	Sought						
	Awarded						
Promotion to Personal Chair	Eligible						
	% Sought	9.1%	5.6%	1%	0.4%	1.2%	0.7%
	% Awarded v Eligible	0%	5.6%	1%	0.4%	1.0%	0.7%
	% Awarded	0%	100%	100%	100%	83.3%	100%
Total	Sought						
	Awarded						
	Eligible						
	% Sought	1.7%	1.3%	0.5%	0.4%	0.6%	0.5%
Total	% Awarded v Eligible	1.7%	1.3%	0.5%	0.3%	0.6%	0.4%
	% Awarded	100%	100%	100%	80%	100%	85.7%

Table 5.1.4 School of Life Sciences Academic & Research Staff promotions by gender by grade/position awarded aggregated for “old Annual Review Procedure” (2012/13-2013/14), “new Annual Review Procedure (2014/15-2016/17) and overall for the 5-year reporting period.

UoD staff survey revealed more staff were satisfied with their roles in 2017 than in 2015 (Figure 5.1.8), suggesting promotions procedures improved.

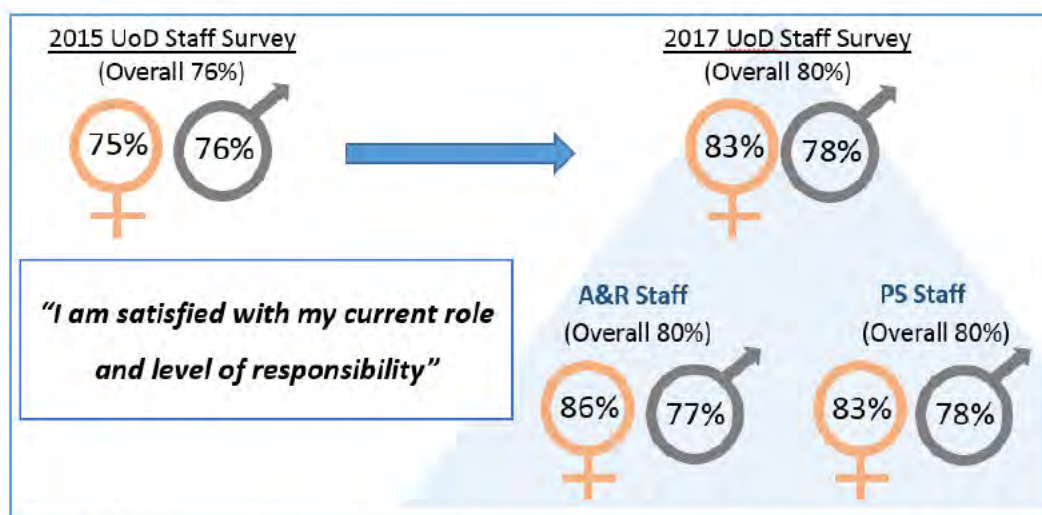


Figure 5.1.8 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research

All staff are eligible for Contribution Related Points (CRPs) or Accelerated Advancement (AAs, new in 2017). CRPs are salary increments beyond the top of a grade (≤ 3); AAs reflect increments within each grade. Nominations by line-managers are submitted to recognise outstanding performance. 9F:19M were nominated for CRPs between 2012/13 to 2016/17 with [REDACTED] being successful (Figure 5.1.9; Table 5.1.5).

Awareness training for line-managers and concurrent changes in the CRP process (nominations are now reviewed by a central UoD committee (introducing parity between schools) increased nominations in 2016/17 (6F:8M) with success [REDACTED] higher for males (Figure 5.1.9; Table 5.1.5). Three A&R staff [REDACTED] were nominated for and received AAs. No trends were identified. We will monitor these numbers closely and continue to encourage line-managers to nominate staff when appropriate (AP 5.1.18).

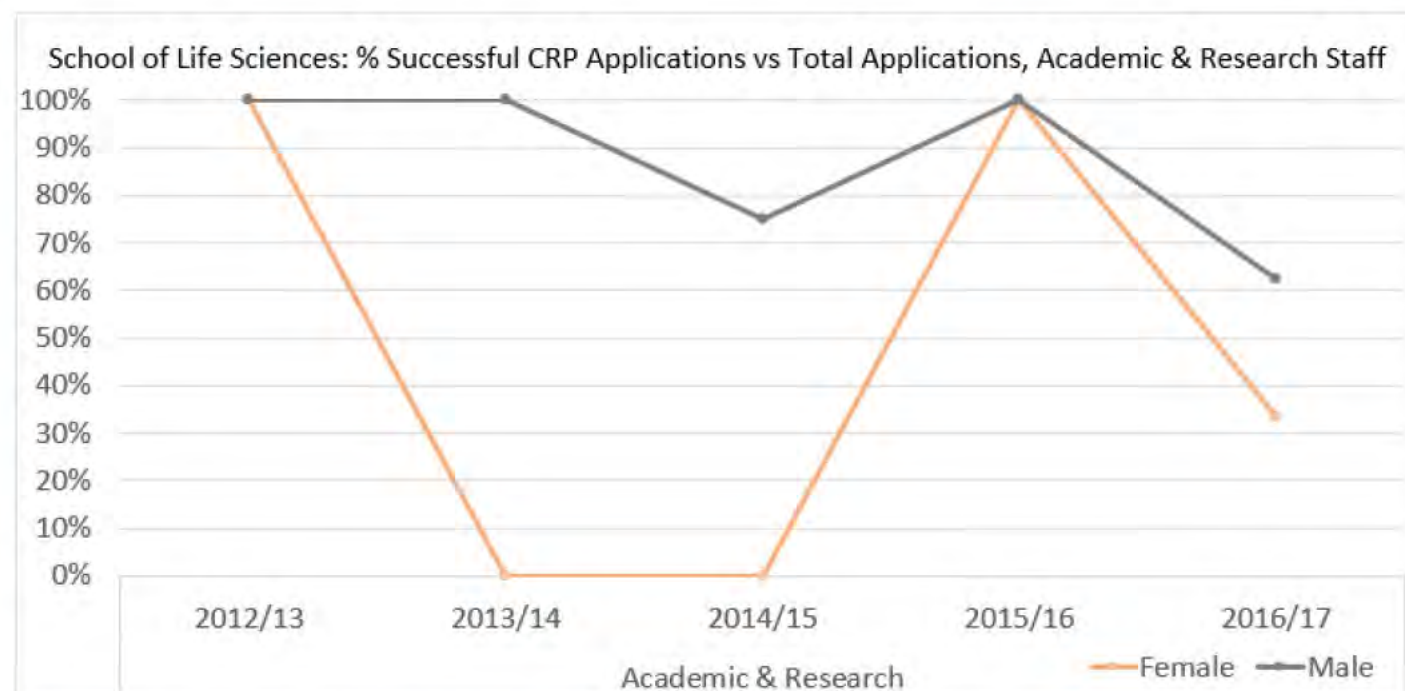


Figure 5.1.9 School of Life Sciences Academic & Research Staff % Success compared versus total applications for Contribution Related Points by gender by year over the 5-year reporting period. Please note that in 2013/14 and 2014/15 no females were nominated (Table 5.1.5) producing the '0' values for those years.

Academic & Research	2012/13				2013/14				2014/15				2015/16				2016/17			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Number eligible to apply		37		63		38		62		40		60		37		63		37		63
Total requests		40		60		0		100		0		100		25		75		43		57
Total successful		40		60		0		100		0		100		25		75		29		71
% Applied	5.3%	54	4.5%	46	0%	0	1.3%	100	0%	0	5.3%	100	1.9%	36	3.3%	64	11.8%	56	9.2%	44
% Successful v Eligible	5.3%	54	4.5%	46	0%	0	1.3%	100	0%	0	3.9%	100	1.9%	36	3.3%	64	3.9%	41	5.7%	59
% Applied v Successful	100%	50	100%	50	0%	0	100%	100	0%	0	75%	100	100%	50	100%	50	33.3%	35	62.5%	65

Table 5.1.5 School of Life Sciences Academic & Research Staff eligibility, requests and successful applications for Contribution Related Points by gender by year over the 5-year reporting period.

Promotions are celebrated and shared (Figure 5.1.10), e.g. via Dean's monthly messages and on electronic screens. Newly appointed Chairs present their work during annual 'Discovery Days', attended by the entire community.



Figure 5.1.10 Examples of new stories celebrating promotions of staff within the School of Life Sciences.

IMPACT (2014- 2018 Actions)

Increased transparency of promotions process across University of Dundee led to more applications for and success of promotions, particularly from females (PAP 4.3.1)

University of Dundee staff survey showed that overall staff feel the University acts fairly with regards to career progression and promotion (Figure 5.1.6) (PAP 4.3.2)

Improved Objective Setting & Review process enhanced conversations around promotion (PAP 4.3.2), resulting in staff more likely to apply for promotion and 86% of female staff who applied for promotion were successful (Figure 5.1.7)

More staff were satisfied with their roles in 2017 (80% overall, 83%F:78%M) than in 2015 (76% overall, 75%F:76%M) (Figure 5.1.8), suggesting that promotions procedures have improved.

2018-2022 Actions

AP 5.1.12 Encourage higher numbers of Academic & Research staff to attend Vice-Principal (Learning & Teaching) promotions workshops and monitor impact of attendance (submission and success)

AP 5.1.13 Hold School career development seminars for staff seeking promotion

AP 5.1.14 Determine why males were less likely than females to perceive career progression/promotions as fair and also responded more negatively to questions about training; Objective Setting & Review; work–life balance; worries about work outside working hours; University values and ability to raise concerns

AP 5.1.15 Continue to monitor promotions outcomes

AP 5.1.16 Continue to encourage and support Academic & Research staff to apply for promotion/Contribution Related Points/Accelerated Advancement as appropriate

AP 5.1.17 Provide extra support for Academic & Research staff who are unsuccessful in applications for promotion/Contribution Related Points/Accelerated Advancement

AP 5.1.18 Monitor nominations for contribution related points and advanced acceleration and continue to encourage line–managers to nominate their staff when appropriate

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

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

Data Note 12

For REF2014, similar proportions of female and male staff were selected (84%F:87%M) (Table 5.1.6), higher than submissions from other UoD STEM Schools (70%F:71%M: data not shown) and the UK average (51%F:67%M). Corresponding figures for Research Assessment Exercise (RAE) 2008 were not available. Of those submitted to REF2014, 21% were female, similar to RAE2008 (22%F), reflecting gender representation in the relevant staff groups.

	Female		Male		Total	
	%*	%^	%*	%^	%*	%^
RAE2008						
Submitted	-	22%	-	78%	-	100%
REF2014						
Submitted	84%	21%	87%	79%	86%	100%
Not Submitted	16%	25%	13%	75%	14%	100%
Total Eligible for Submission	100%	22%	100%	78%	100%	100%

Table 5.1.6 School of Life Sciences RAE2008 and REF2014 submission by Gender.

%*comparison vertically within gender and %^ - comparison horizontally across the groupings. Eligibility figures are not available by gender for RAE2008.

For REF2014, SLS operated according to UoD's REF Code of Practice. Submissions were based on internal assessment of output quality by HoDs, coordinated by the Dean. Periods of maternity/paternity leave and individual circumstances were considered, according to REF2014 guidance.

In preparation for REF2021, and in lieu of fully definitive guidelines, OSaRs have been used to collect relevant data to date with the Dean and ADR independently scoring all outputs annually to identify staff who may require additional support to meet REF criteria (AP 5.1.19).

2018-2022 Actions

AP 5.1.19 Ensure our processes are fair and work within parameters for Research Excellence Framework to ensure no one is disadvantaged on the basis of gender

5.2. Key career transition points: Professional and Support Staff

(i) Induction

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

- All new staff benefit from induction (see Section 5.1 (ii)).
- Feedback from PS staff was gathered during 2017 to monitor effectiveness and make adjustments accordingly (AP 5.2.1).
- Attendance of PS staff at UoD Welcome Event was poor (past 3 years, ██████; 6.5%F:5.8%M of appointments (AP 5.2.2)).

2018-2022 Actions

AP 5.2.1 Gather feedback on Induction process from Professional Services staff to determine whether they require additional/specific information as part of their induction

AP 5.2.2 Improve attendance of new Professional Services staff to University of Dundee Welcome Event

(ii) Promotion

Data Notes 1 & 7

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.

PS staff, including administrative and technical support, facility managers, etc. were 66–68% female (Table 2.3). Administrative positions had particularly high female representation (>95%). Recent appointment of a few males to this pool has not changed overall gender balance (AP 5.2.3).

We have no promotions procedure for PS staff, instead, advancement is normally achieved by appointment to higher grade posts, which we proactively support via opportunities for secondment/deputising, which makes staff highly competitive for vacancies.

The School Manager is responsible for core-funded PS teams and is supported by specific line-managers (Figure 5.2.1). This centralised structure facilitates staff progression and has led to a number of 'promotions'. For example, during the last 2 years, in our Research Technical Services team (Figure 5.2.1), of 4 secondments ██████ for AS03 staff into AS04 roles, 2 ██████ led to appointments to advertised AS04 roles. In our Research Administrative team

(Figure 5.2.1), 8 secondments (8F), resulted in 6 staff successfully competing for higher grade permanent roles (PAP 5.1).

We advertise all new positions via open recruitment and only internally advertise AS04–AS06 roles initially. We will increase and raise awareness of secondment opportunities (PAP 5.1), (AP 5.2.4).

PS staff can receive CRPs and AAs using the same process as A&R staff (see section 5.1 (iii)). The success of male and female PS staff was similar and the relative number of nominations submitted reflected those in the staff groups (CRPs: █████ nominated, █████ successful; AAs: █████ nominated, █████ successful) (Figure 5.2.2, Table 5.2.1). To maximise uptake, we will promote these opportunities more and provide support for unsuccessful applications (AP 5.2.4; AP 5.2.5)

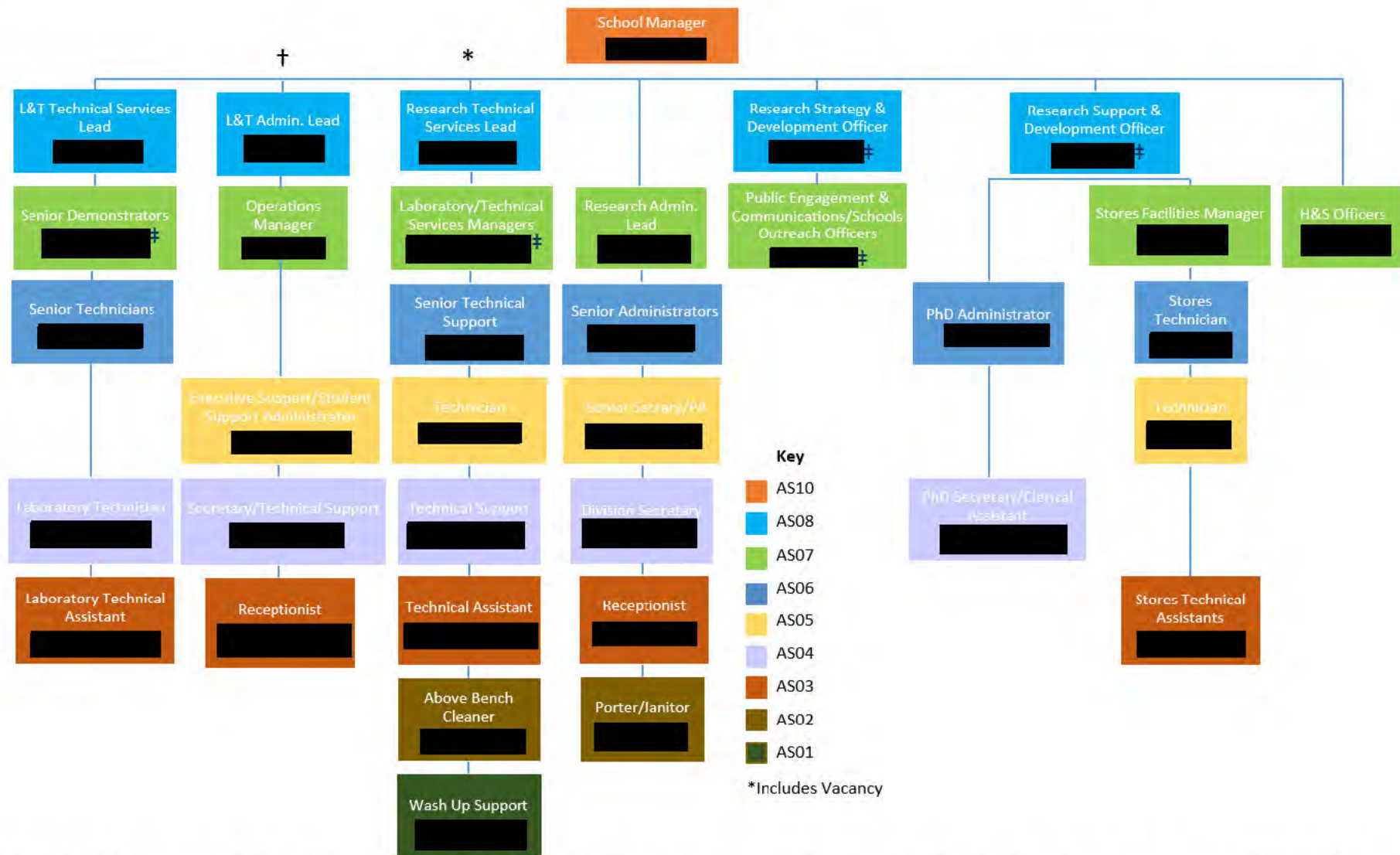


Figure 5.2.1 Professional Service Structure –Core funded posts only excludes Biological Services, CAST and externally funded posts. ‡ post-holders who hold PhDs

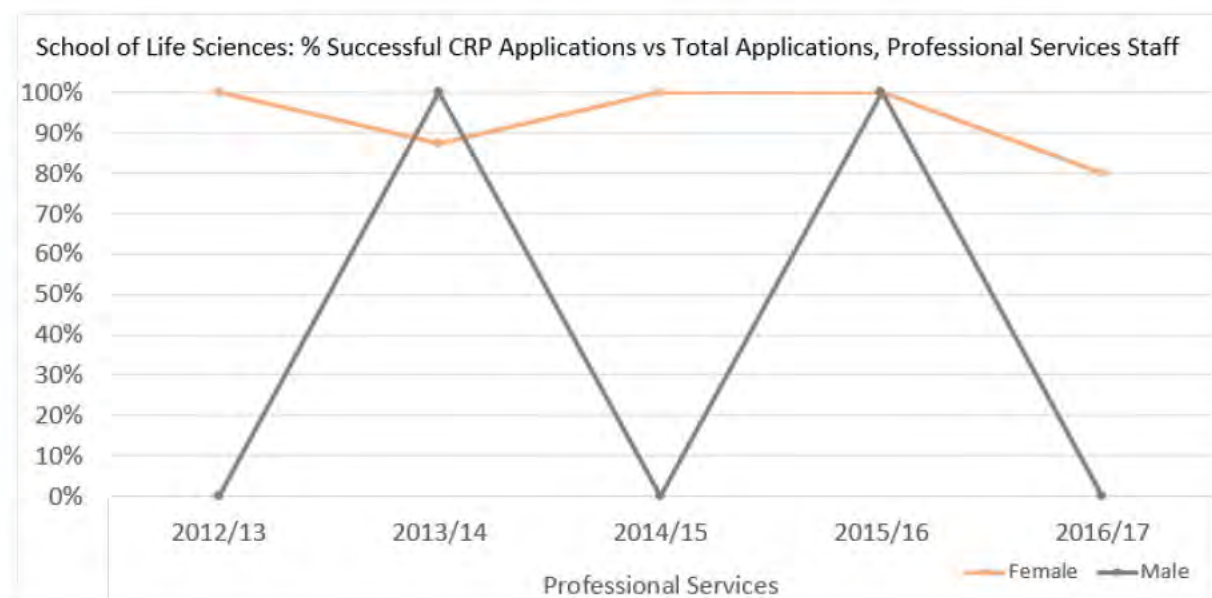


Figure 5.2.2 School of Life Sciences Professional Services Staff % Success compared versus total applications for Contribution Related Points by gender by year over the 5-year reporting period. Please note that in 2012/13, 2014/15 & 2016/17 no males were nominated (Table 5.2.1) producing the '0' values for those years.

Professional Services	2012/13				2013/14				2014/15				2015/16				2016/17			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Number eligible to apply		65		35		67		33		71		29		70		30		73		27
Total requests		100		0		89		11		100		0		83		17		100		0
Total successful		100		0		88		13		100		0		83		17		100		0
% Applied	1.4%	100	0%	0	10.4%	80	2.6%	20	3.8%	100	0%	0	7%	69	3.2%	31	6.9%	100	0%	0
% Successful v Eligible	1.4%	100	0%	0	9.1%	78	2.6%	22	3.8%	100	0%	0	7%	69	3.2%	31	5.6%	100	0%	0
% Applied v Successful	100%	100	0.0%	0	87.5%	47	100%	53	100%	100	0.0%	0	100%	50	100%	50	80%	100	0.0%	0

Table 5.2.1 School of Life Sciences Professional Services Staff eligibility, requests and successful applications for Contribution Related Points by gender by year over the 5-year reporting period.

IMPACT (2014- 2018 Actions)

Secondments and 'acting up' led to many Professional Services staff 'promotions' (PAP 5.1)

2018-2022 Actions

AP 5.2.3 Actively seek and encourage males to apply for administrative posts

AP 5.2.4 Raise awareness of opportunities for advancement through grades for PS staff

AP 5.2.5 Provide extra support for Professional Services staff who are unsuccessful in their contribution related points/advanced acceleration applications

5.3. Career development: academic staff

(i) Training

Data Notes 1, 13 & 18 - 19

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?

Organisational and Professional Development (OPD) provides free training for all staff. New courses are added in response to recommendations and course feedback (PAP 4.3.5).

Training is advertised widely (webpages, brochures, email with links to booking and feedback). Training of relevance to AS (e.g. unconscious bias training) is also advertised via AS networks. OPD offers tailored support to specific staff groups (probationers, developing leaders) and a cross-institution mentoring scheme (see Section 5.3 (v)).

Staff reported available training and development including, but not limited to OPD, beneficial, but the figure declined, particularly for males (Figure 5.3.1). We will work with providers to identify and address reasons (AP 5.3.1; AP 5.1.14)

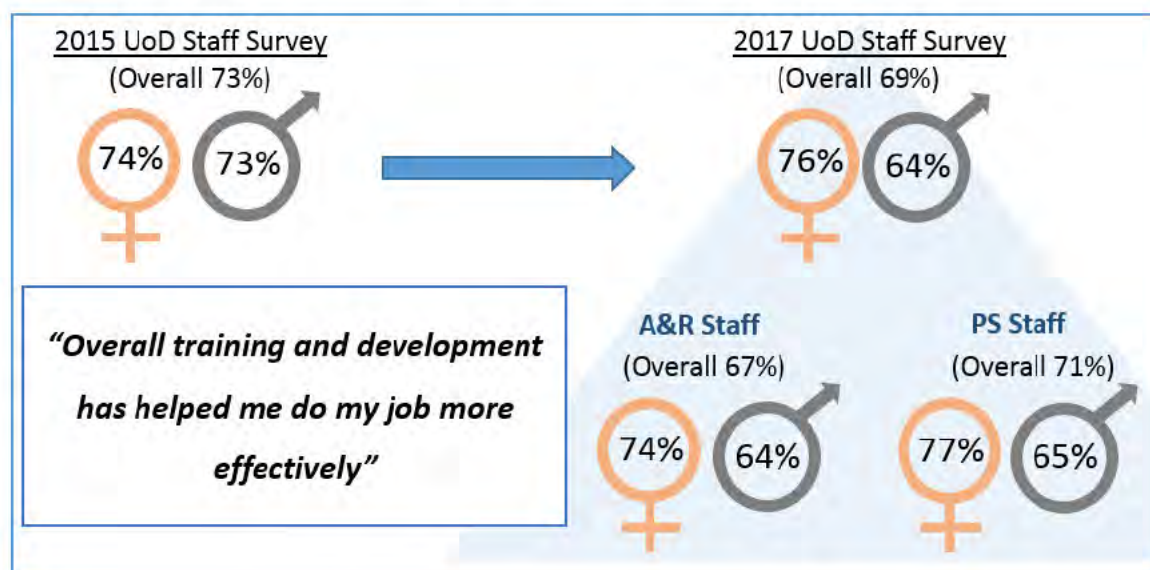


Figure 5.3.1 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

SLS worked with OPD to establish unconscious bias training (delivered by external provider). Unconscious bias was the topic of UoD’s second annual AS lecture, funded by ISSF. The popularity of the event led to unconscious bias training to SLS PGR students, a lecture for all UoD staff and training via OPD by this provider. Attendance by A&R staff at the latter was low (AP 5.1.4) but high at the lecture (>50/year) (PAP 4.3.4). Attendance for Unconscious

bias training by PS was not monitored specifically, but we will encourage PS staff to attend (AP 5.3.2). Attendees reported an increased consciousness of their own biases and improved understanding of how to deal with them (Figure 5.3.2).

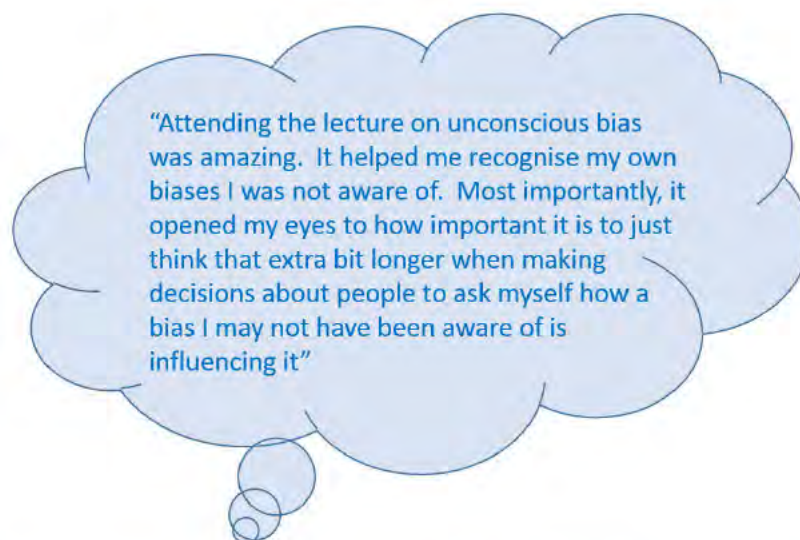


Figure 5.3.2: Quote from Senior academic after attending unconscious bias lecture (verbal, name withheld)

Another new opportunity is a bespoke coaching programme, delivered by an external provider that aims to enhance personal/career development. Supported by the SLS-AS budget 24 (14F:10M) A&R and 14 [REDACTED] PS staff accepted the opportunity. Preliminary feedback was extremely positive. We will explore the possibility of delivering this widely across UoD with the new Coaching Culture Steering group (AP 5.3.3).

Enhanced training in research integrity was another new initiative. PhD students participated in this training during induction with completion of online modules mandatory before progression to year 2. A&R staff are encouraged to complete these modules with discussions ongoing about making them mandatory to qualify for promotion (AP 5.3.4).

To increase awareness and knowledge about research integrity, an open forum was held (September 2017) chaired by ADPC (attended by ~40 staff) to seek feedback on new SLS policies for responding to allegations of research misconduct. Appointment of a Research Integrity Lead (RIL) in SLS was the first in UoD and was adopted by other Schools. The SLS-RIL chairs the new UoD research integrity group, which coordinates training opportunities and shares best practices across UoD (AP 5.3.5).

Training in E&D is mandatory for all staff and is delivered via online modules (PAP 4.3.3). We advocated for classroom sessions that are now available for staff with learning disabilities, English as second language, or no access to a computer.

Since our **Bronze award**, staff cannot be considered for participation in any of the following activities without completing E&D training:

- Staff assessment:
- REF assessment/governance
- Successful completion of probation
- Academic Staff ARP
- Promotions to Readership/Personal Chair
- Membership of Court

Personal encouragement of staff by SEG members has greatly improved completion rates for E&D modules (all staff: 20% (2015) to 76% (2018); (**Figure 5.3.4, Table 5.3.1**); A&R staff 21%F:15%M to 80%F:65%M); (**Figure 5.3.5; Table 5.3.2**), (**AP 5.3.6**). Consistently, almost all staff were aware of UoD E&D policies (**Figure 5.3.3**).

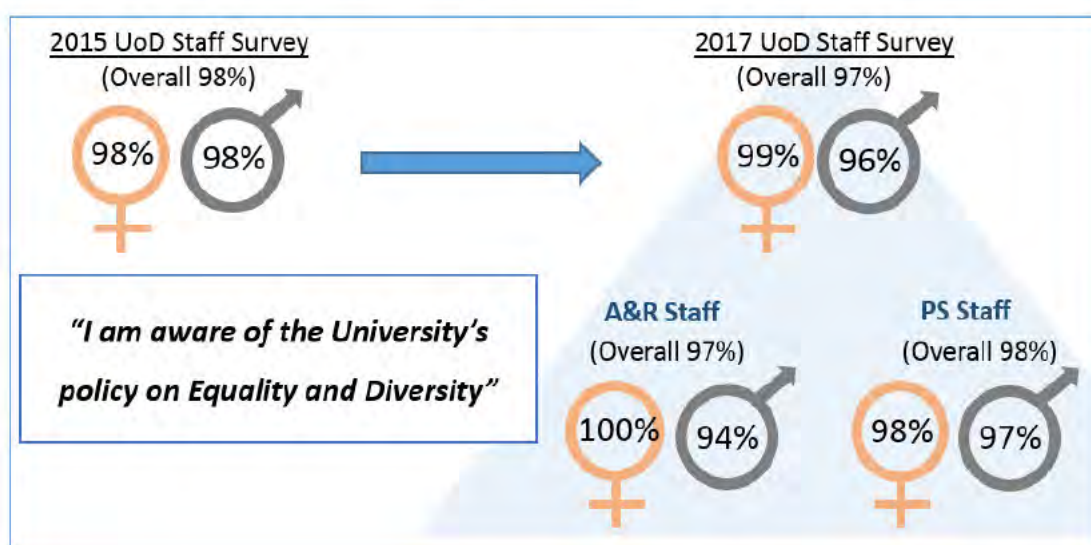


Figure 5.3.3 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

Other SLS training introduced since our **Bronze award**:

- Thesis Bootcamp: Intensive workshops for PGRs working towards thesis completion
- Leadership and Team Working for PDRAs
- Vitae's Preparing for Leadership program for Research Staff
- Training sessions for line-managers to develop skills in OSaR and performance management (**PAP 4.3.5**).
- European Molecular Biology Organisation (EMBO) lab management course for ECRs

Externally available training opportunities identified by staff can be supported with funds from core budgets. Furthermore, ISSF can cover costs for dependent care arising when attending such activities (**PAP 4.7.3**). Simple applications for these funds are evaluated on a rolling basis. ADPC will continue to administer the dependent care fund (**AP 5.3.7**).

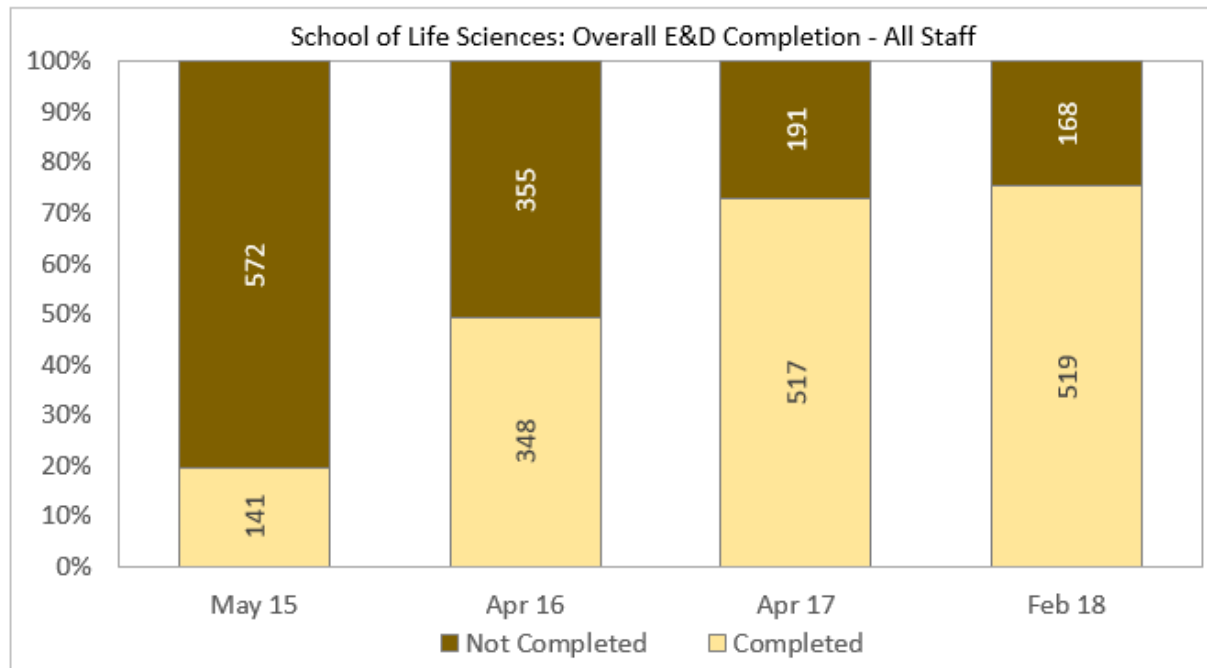


Figure 5.3.4 School of Life Sciences All Staff completion rates for Equality & Diversity Training modules by gender by year over the 4-year reporting period.

	Female				Male				Overall			
	Completed	%	Not Completed	%	Completed	%	Not Completed	%	Completed	%	Not Completed	%
May 15	83	24	256	76	58	16	316	84	141	20	572	80
Apr 16	188	54	158	46	160	45	197	55	348	50	355	50
Apr 17	289	80	71	20	228	66	120	34	517	73	191	27
Feb 18	293	83	60	17	232	69	104	31	525	76	164	24

Table 5.3.1 School of Life Sciences All Staff completion rates for Equality & Diversity Training modules by gender by year over the 4-year reporting period.

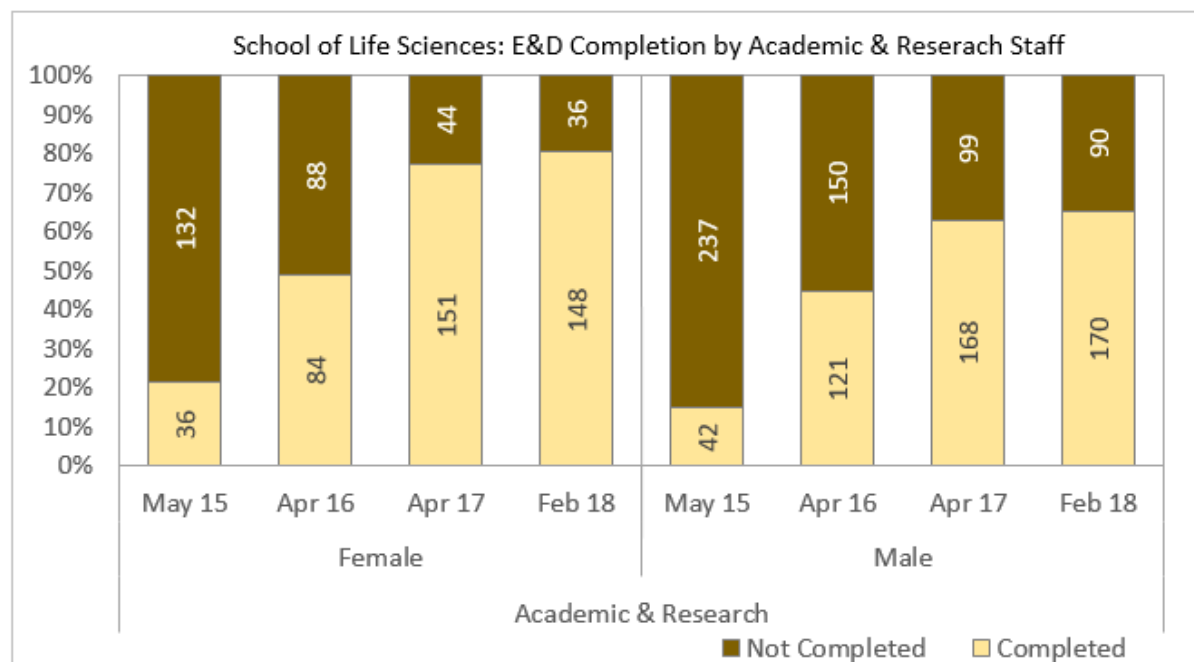


Figure 5.3.5 School of Life Sciences Academic and Research Staff completion rates for Equality & Diversity Training modules by gender by year over the 4-year reporting period.

Academic & Research					
Female			Male		
Completed	%	Not Completed	Completed	%	Not Completed
May 15	36 21	132 79	42 15		237 85
Apr 16	84 49	88 51	121 45		150 55
Apr 17	151 77	44	168 63		99 37
Feb 18	148 80	36 20	170 65		90 35

Table 5.3.2 School of Life Sciences Academic and Research Staff completion rates for Equality & Diversity Training modules by gender by year over the 4-year reporting period.

In SLS, more females than males attended career development courses offered by OPD (2014-2017, 75F:42M) consistent with UoD staff survey results about attendance at any training (Figure 5.3.6).

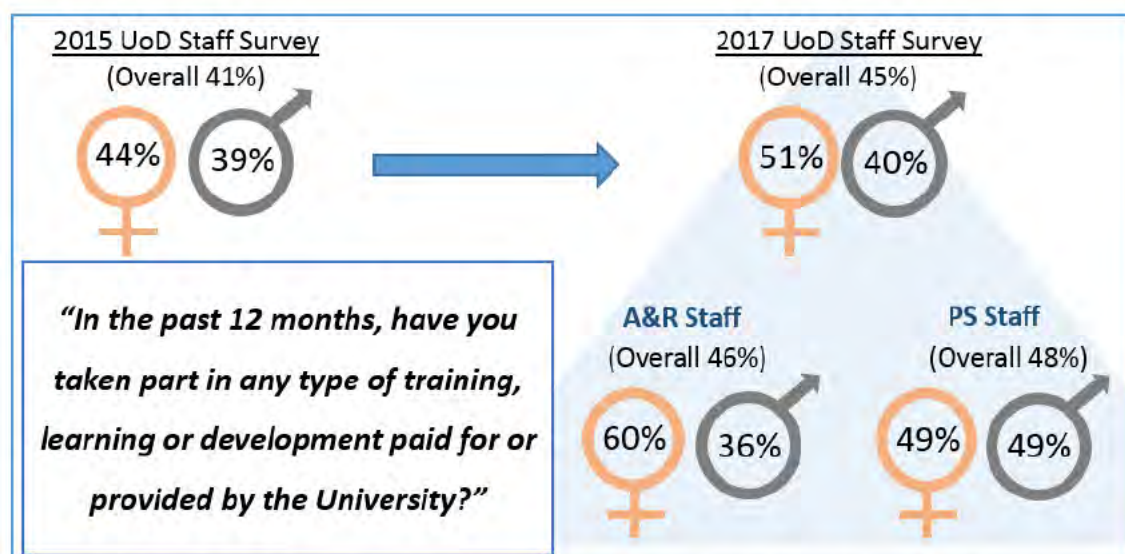


Figure 5.3.6 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

Only 51% female SLS respondents indicated receiving training within the last 12 months (Figure 5.3.6) but staff satisfaction with such opportunities was high overall (Figure 5.3.7). To raise awareness of training opportunities, particularly related to managerial skills, HR now encourage staff to access training during inductions.

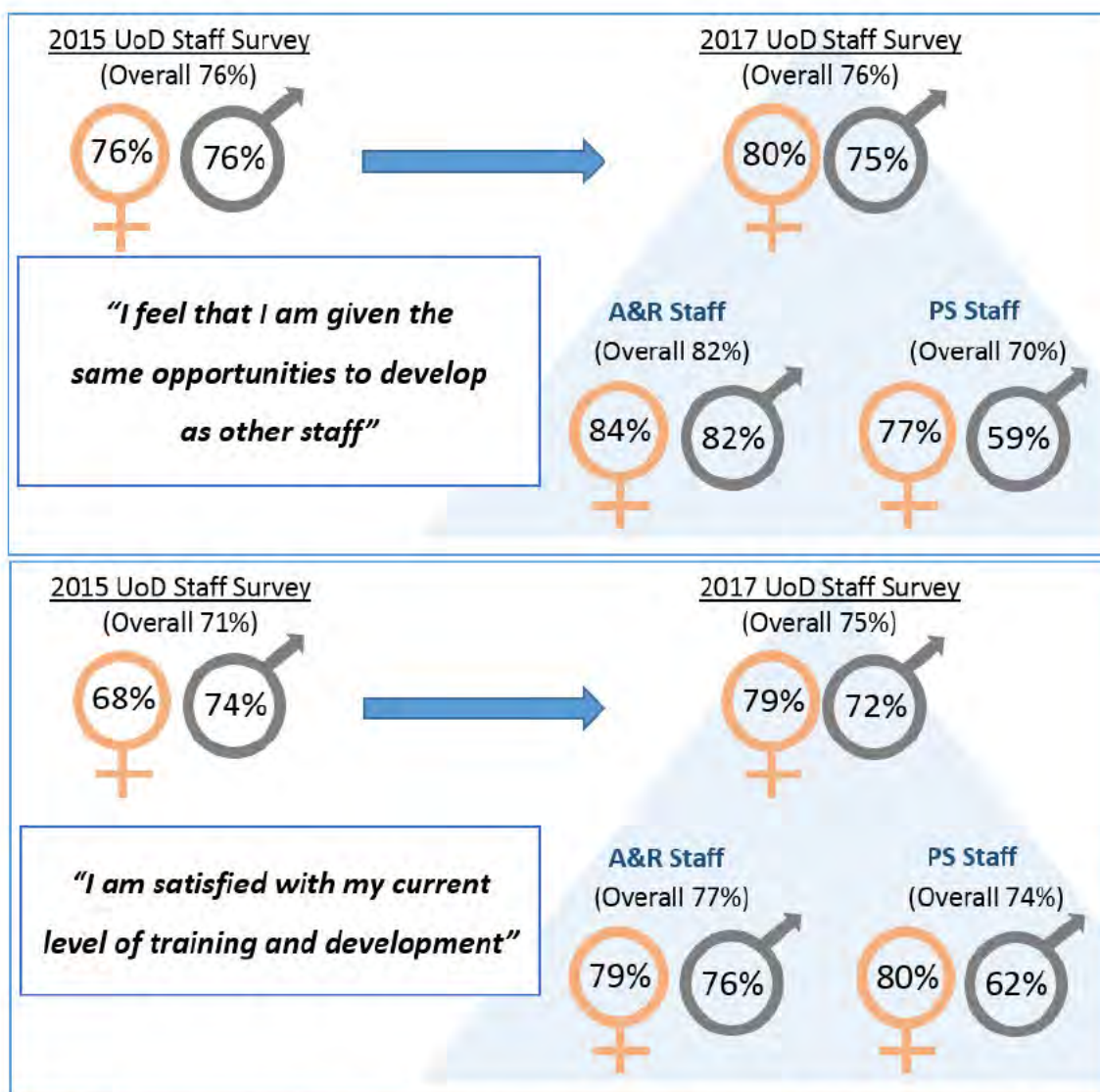


Figure 5.3.7 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research (PAP 4.3.5).

IMPACT (2014- 2018 Actions)

Unconscious bias training and annual lectures implemented. Attendees report increased consciousness of their own potential biases and an understanding of how to deal with them (PAP 4.3.4)

Increased completion of online Equality & Diversity training modules resulted in increased awareness of E&D policies (PAP 4.3.3)

Targeted training sessions with line-managers to support skills in carrying out effective Objective Setting & Review and performance management (PAP 4.3.5)

Objective Setting & Review completion rates increased greatly and University of Dundee staff survey showed and satisfaction with the process (PAP 4.3.5)

Increased satisfaction in Academic & Research staff with opportunities for training and development (PAP 4.3.5)

Support available from Institutional Strategic Support Fund for dependent care costs to allow staff to attend training and career development activities (PAP 4.7.3)

2018-2022 Actions

AP 5.1.4 Increase availability and uptake of unconscious bias training and engagement with implicit association tests

AP 5.1.14 Determine why males were less likely than females to perceive career progression/promotions as fair and also responded more negatively to questions about training; Objective Setting & Review; work-life balance, worries about work outside working hours; University values and ability to raise concerns

AP 5.3.1 Liaise with providers to understand course feedback to improve satisfaction with training

AP 5.3.2 Encourage completion of unconscious bias training by adding a question in Objective Setting & Review paperwork to record completion of such training for Professional Services staff

AP 5.3.3 Explore with the newly created Coaching Culture Steering group whether coaching programme can be delivered more widely across University of Dundee

AP 5.3.4 Research Integrity training to be mandatory for Academic & Research staff and linked to promotions and Objective Setting & Review

AP 5.3.5 Create network of University of Dundee Research Integrity Leads

AP 5.3.6 Further increase in completion rates for Equality & Diversity training

AP 5.3.7 Associate Dean (Professional Culture) will continue to administer the dependent care fund, which supports Academic & Research staff with caring responsibilities when undertaking career development opportunities

(ii) Appraisal/development review

Data Notes 1, 14 & 18 - 19

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.

Annual appraisal for all staff involves a formal OSaR (Figure 5.3.8) including a face-to-face meeting with line-managers.

OSaR supports career development by:

- reviewing annual performance
- recognising successes and challenges
- agreeing objectives and target dates
- discussing factors impeding performance/achievement of objectives
- agreeing training/development to facilitate achievement of objectives and career aspirations

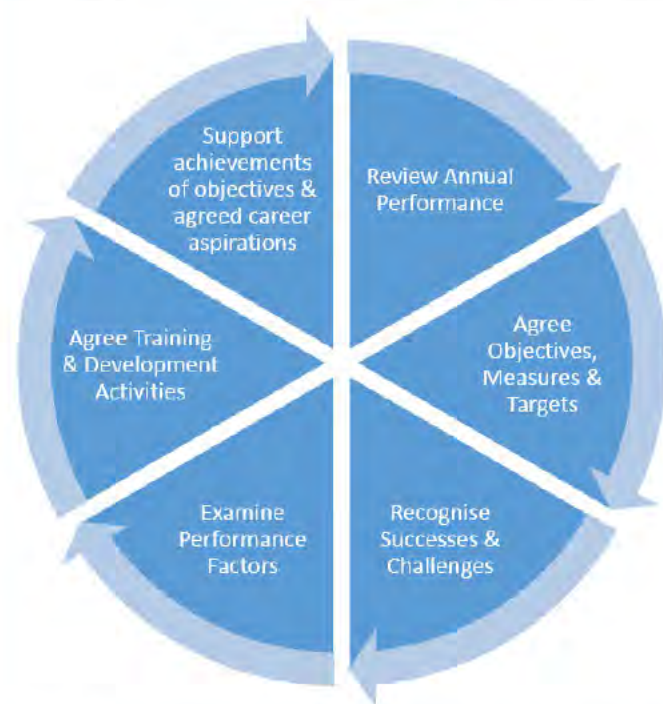


Figure 5.3.8 School of Life Sciences Objective Setting and Review Process.

In SLS, questions explored in the OSaR process were tailored to individual staff groups. Senior A&R staff (\geq AS08) use an online system for providing information about outputs (grant income, publications, teaching, committees, etc.). A recently introduced form for PDRAs emphasised career development.

Other staff use standard UoD documentation linking their work to UoD/SLS visions and containing self-review of performance: identifying specific objectives, reflecting on progress, training and development needs.

Following OSaR meetings, paperwork is finalised and information on training/development needs are collated for submission to the OPD team. We discovered that information was not routinely returned to OPD (AP 5.3.8). Additional OSaR meetings can be arranged as required.

All line-managers are required to attend either the OPD course on 'Carrying out Reviews' or receive in-person training by HR (AP 5.3.9).

Between 2012/13 and 2013/14 (before UoD restructure) OSaR completion rates fell. Since then, they increased for eligible staff (32% to 86% females, 41% to 82% males (Figure 5.3.9; Table 5.3.3). There was a difference between A&R and PS staff completion, which we will investigate further (AP 5.3.10).

For eligible A&R staff, there was increase from 42% to 88% females and 46% to 85% males (Figure 5.3.10; Table 5.3.4). We attribute the introduction of the new PDRA (AS07) form and improvement in recording OSaR completion to the increased completion from 40%F:37%M to 85%F/85%M (Table 5.3.5) (PAP 4.3.5). We will introduce a mid-cycle review (AP 5.3.11).

Our efforts to improve OSaRs have positively impacted on perceived usefulness: 70%F felt their OSaR was useful in 2017 (50% in 2015) (Figure 5.3.11) (PAP 4.3.5). This coincided with an increase in staff reporting identifying objectives and training in OSaRs, and A&R staff received the training (Figure 5.3.12). Male respondents did not perceive improvement in the usefulness of OSaRs and we will investigate this further (Figure 5.3.11) (AP 5.1.14).

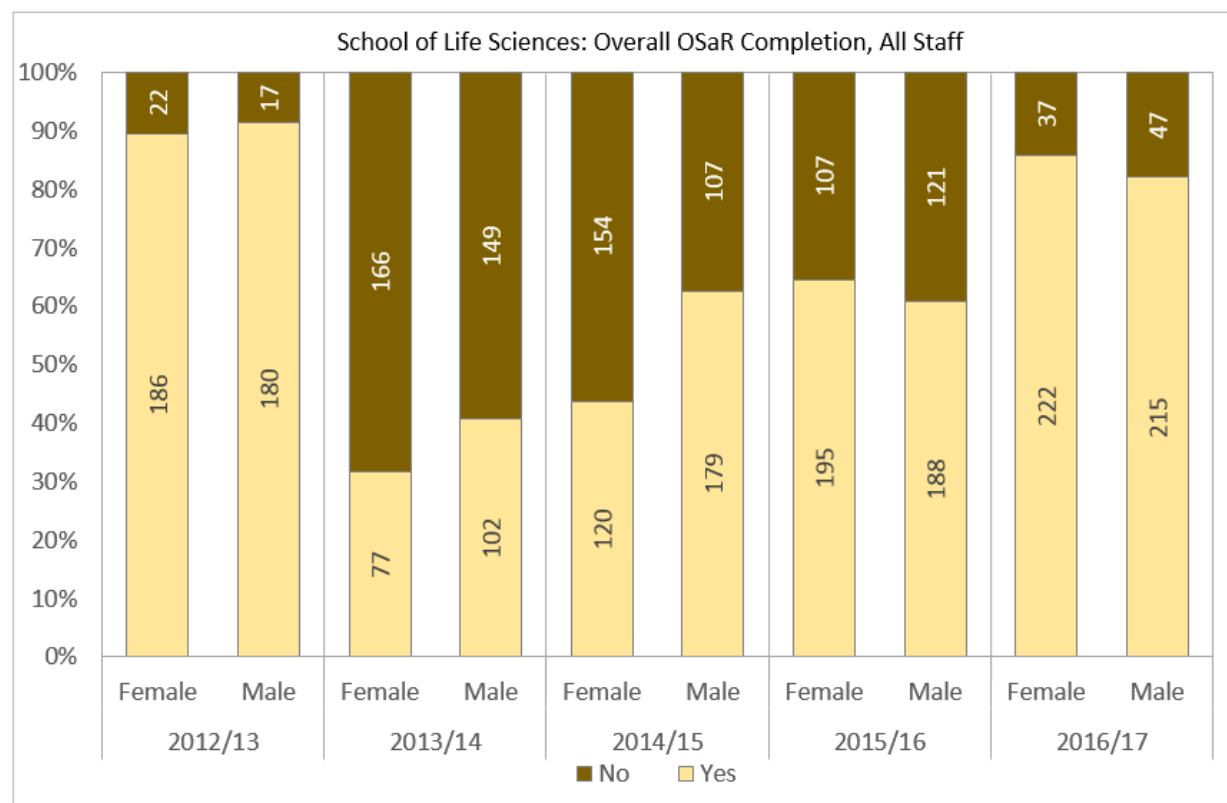


Figure 5.3.9 School of Life Sciences All Staff Objective Setting & Review completion rate by gender by year over the 5-year reporting period.

		2012/13				2013/14				2014/15				2015/16				2016/17			
		Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
	Yes	186	89	180	91	77	32	102	41	120	44	179	63	195	65	188	61	222	86	215	82
	No	22	11	17	9	166	68	149	59	154	56	107	37	107	35	121	39	37	14	47	18
All Staff Total		208	100	197	100	243	100	251	100	274	100	286	100	302	100	309	100	259	100	262	100

Table 5.3.3 School of Life Sciences All Staff Objective Setting & Review completion rate by gender by year over the 5-year reporting period.

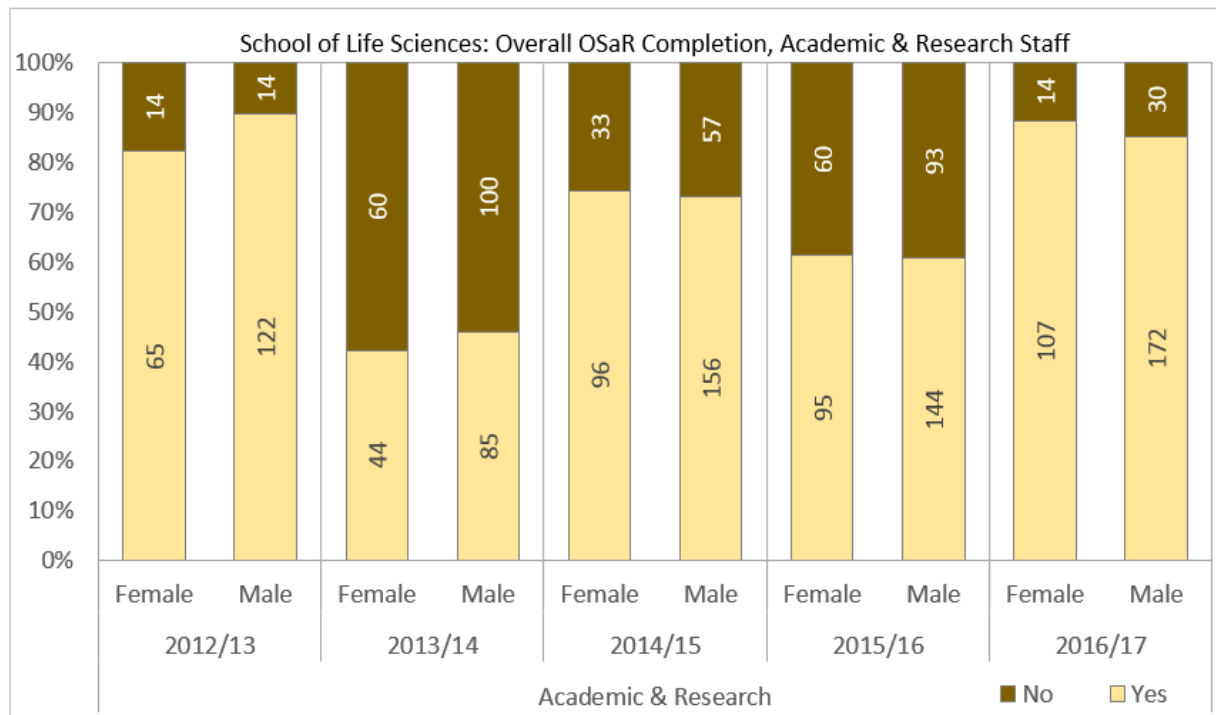


Figure 5.3.10 School of Life Sciences Academic & Research Staff Objective Setting & Review completion rate by gender by year over the 5-year reporting period.

		2012/13				2013/14				2014/15				2015/16				2016/17			
		Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
	Yes	65	82	122	90	44	42	85	46	96	74	156	73	95	61	144	61	107	88	172	85
	No	14	18	14	10	60	58	100	54	33	26	57	27	60	39	93	39	14	12	30	15
Academic & Research Total		79	100	136	100	104	100	185	100	129	100	213	100	155	100	237	100	121	100	202	100

Table 5.3.4 School of Life Sciences Academic & Research Staff Objective Setting & Review completion rate by gender by year over the 5-year reporting period.

		2012/13				2013/14				2014/15				2015/16				2016/17			
		Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
AS07	Yes		76		75		40		37		73		64		59		52		85		85
	No		24		25		60		63		27		36		41		48		15		15
Grade AS07 Total			100		100		100		100		100		100		100		100		100		100
AS08	Yes		90		100		60		38		56		66		52		59		100		92
	No		10		0		40		63		44		34		48		41		0		8
Grade AS08 Total			100		100		100		100		100		100		100		100		100		100
AS09	Yes		100		100		33		89		100		100		80		43		100		67
	No		0		0		67		11		0		0		20		57		0		33
Grade AS09 Total			100		100		100		100		100		100		100		100		100		100
AS10	Yes		100		100		57		63		100		100		100		97		100		88
	No		0		0		43		37		0		0		0		3		0		12
Grade AS10 Total			100		100		100		100		100		100		100		100		100		100
Academic & Research Total			100		100		100		100		100		100		100		100		100		100

Table 5.3.5 School of Life Sciences Academic & Research Staff Objective Setting & Review completion rate by gender by grade over the 5-year reporting period.

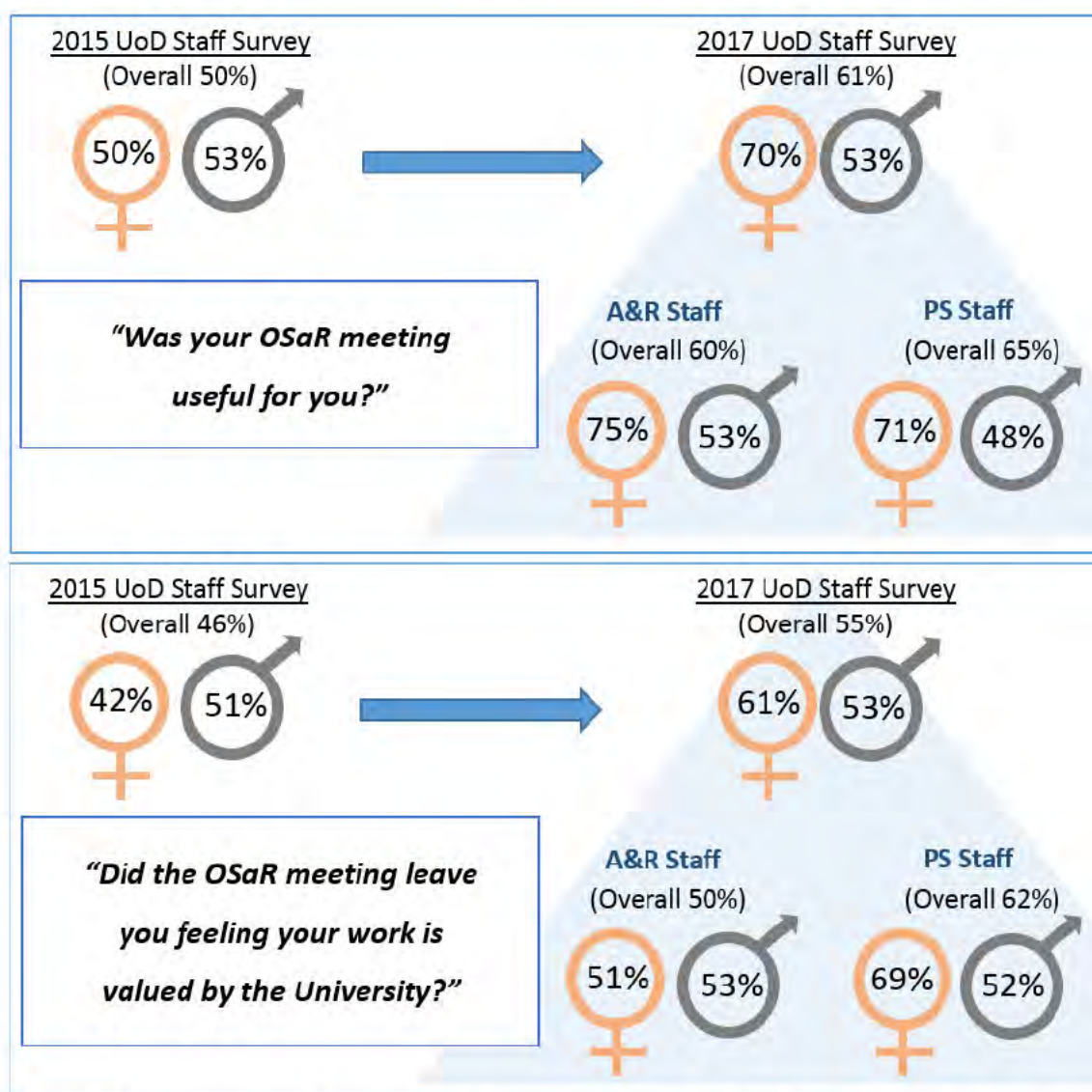


Figure 5.3.11 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

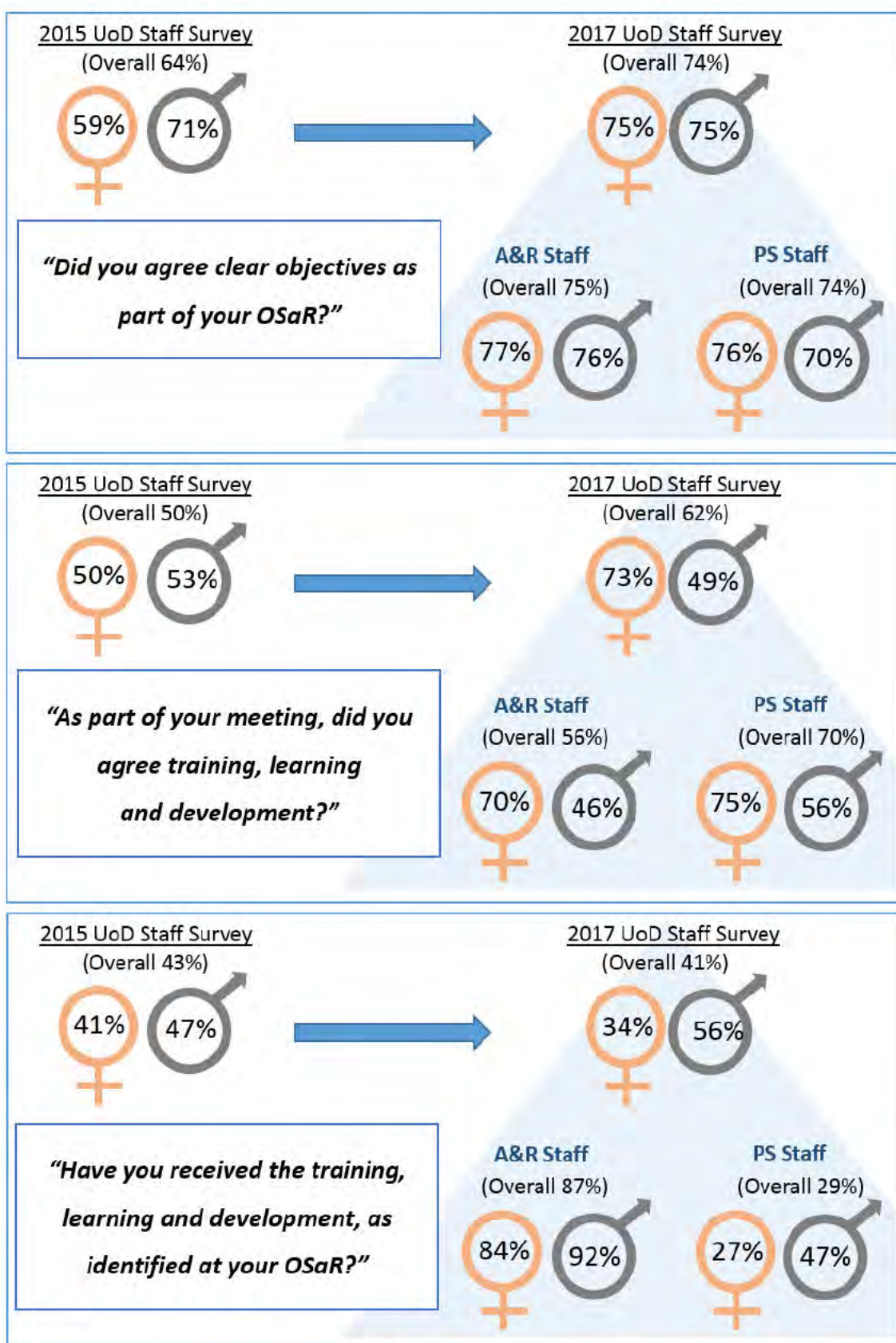


Figure 5.3.12 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

IMPACT (2014- 2018 Actions)

Introduction of new Objective Setting & Review form for Postdoctoral Research Assistants and the concerted efforts to use this valuable tool for career development, led to increased completion by Postdoctoral Research Assistants (PAP 4.3.5)

Increase in reported usefulness of Objective Setting & Review by female staff (50% to 70%) (Figure 5.3.11) (PAP 4.3.5)

Targeted training sessions with line-managers to support skills in carrying out effective Objective Setting & Review and performance management - Objective Setting & Review completion rates increased greatly (Figure 5.3.9; Figure 5.3.10) and University of Dundee staff survey showed satisfaction with the process (Figure 5.3.11; Figure 5.3.12) (PAP 4.3.5)

2018-2022 Actions

AP 5.1.14 Determine why males were less likely than females to perceive career progression/promotions as fair and also responded more negatively to questions about training; Objective Setting & Review; work-life balance, worries about work outside working hours; University values and ability to raise concerns

AP 5.3.8 Ensure that training opportunities identified in Objective Setting & Review are communicated to Organisational and Professional Development

AP 5.3.9 Monitor completion of Organisational and Professional Development “Carrying out Review” course for Academic & Research line-managers

AP 5.3.10 Investigate reasons for differences in Objective Setting & Review completion in different staff groups and by gender

AP 5.3.11 Use follow up Objective Setting & Review meetings with staff mid-cycle to ensure goals are being worked towards

(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.

UoD received HR Excellence in Research Awards in 2011 and 2016 recognising our commitment to career development of researchers. As one of the most research-intensive schools in UoD, SLS-HR staff contributed significantly to the application.

Postdoctoral Research Assistants

PDRAs access OPD training (see section 5.3 (i)) and gave positive feedback about transferable skills training to OPD.

Opportunities to develop skills beyond research include free access to accredited teaching modules, organising conferences, running professional bodies locally (such as SLSRSA who are currently hosting a seminar series 'Alternative Careers in Academia & Beyond' (Figure 5.3.13), funded by SLS), participating in decision-making committees, and in PE activities.



Figure 5.3.13 – Current series of seminars organised by the School of Life Sciences Research Staff Association entitled “Academia & Beyond”.

Feedback via SLSRSA highlighted that PDRAs were not aware of the many career development tools available locally and elsewhere. SLS-SAT together with HR and OPD developed comprehensive resources listing career development opportunities and links to Researcher Development Framework and Vitae guidance that will be distributed widely (AP 5.3.12).

Early Career Researchers (Tenure Track)

ECRs are initially appointed to fixed-term tenure track RO contracts (7 years) and have access to a variety of support (Figure 5.3.14). Responding to staff feedback, a mentoring programme was established in 2016 (see Section 5.3 (i)) to help navigate the tenure track process, a clearly delineated path of career progression in SLS (PAP 4.3.6). Once appointed to such positions, ECRs discuss specific requirements with the ADPC and are assigned a mentor.

Mentors help to develop competitive funding proposals, publications, and advise on lab management. Feedback from mentors and mentees is collected annually. The scheme has not been in operation sufficiently long to measure its impact on tenure success, but initial feedback confirmed its usefulness (AP 5.3.13).

The close relationship between ECRs and ADPC established a conduit between ECRs and SEG, facilitating changes in the tenure track process including support for completing the PGCert(THE) module (enabling accreditation by the Higher Education Academy) and recognising teaching in tenure decisions. Another change (2016) was introduction of a midterm evaluation (2.5–3 years after appointment) to monitor progress and give guidance. Successful award of tenure, usually after 5–6 years, leads to permanent appointment and is now associated with a promotion to Senior Lecturer (AS09).

Tenure track staff are supported to attend Aurora Leadership development courses and/or EMBO lab manager course (see Section 5.3 (i)). Feedback on the latter (>10) has been unanimously positive and the former has been reported to have facilitated useful networking opportunities. We continue to support both (AP 5.3.14).



Figure 5.3.14 School of Life Sciences in-house early career Academic and Research Staff support.

Newly Tenured Staff/Senior Lecturers

Following tenure award and for staff directly appointed to this level, additional leadership and training opportunities are available. For example, senior staff were selected by their HoD or self-nominated to attend UoD's "Developing leaders programme" (attended by 16 (10F:6M) A&R staff).

Starting 2017, the "AD Development Programme", delivered by external consultants, supported all ADs ().

Staff Mentoring

Mentoring for A&R staff is available formally via the UoD "*Teaching, Research and Academic Mentoring*" (TRAM) Scheme and the recently launched "*Professional Development Mentoring*" scheme (which is available to all staff) (Figure 5.3.15).

In 2017 TRAM, 11 mentors () and 24 mentees (10F:14M) were from SLS (AP 5.3.15).



Figure 5.3.15 University of Dundee Mentoring Resource handbook cover.

IMPACT (2014- 2018 Actions)

A bespoke mentoring programme for Early Career Researchers (Tenure Track staff) was introduced. Feedback has been very positive and staff report feeling well supported in the tenure process (PAP 4.3.6)

The feedback led to introduction of mid-term review, which increases transparency of the tenure process and facilitates identification of clear milestones. Staff feel report feeling more empowered.

Fellow of the Higher Education Academy teaching accreditation available to Early Career Researchers and Postdoctoral Research Assistants via PGCert(TE) module providing new career development opportunity.

Teaching is now more formally considered in tenure review.

Awareness that high performance communities require support to develop personal skills led to offer of a coaching programme for staff delivered by external provider. Initial feedback is extremely positive prompting considerations to include this programme in plans for the 'developing coaching culture' efforts in University of Dundee

2018-2022 Actions

AP 5.3.12 Distribute widely to Postdoctoral Research Assistants and update regularly the summary of local and national career opportunities and resources, including Development Framework & Vitae guidance Distribute Development Framework & Vitae guidance

AP 5.3.13 Continue to collect feedback on tenure track mentoring programme from tenure track staff and their mentors to identify additional support or training that could enhance career development

AP 5.3.14 Continue to support attendance of European Molecular Biology Organisation lab management course and Aurora Leadership programme by Early Career Researchers

AP 5.3.15 Monitor uptake of Academic & Research staff with mentoring programmes (University of Dundee Professional Development Scheme and Teaching, Research and Academic Mentoring Scheme)

(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).

SLS has available career support tailored to different student groups

Undergraduate Students

Career talks are presented to UGs by SLS academics annually and study support tutors discuss career possibilities with UGs. An annual career fair is currently targeted at UG students (Figure 5.3.16). Combining pools of potential employees could attract more diverse employers and we now plan to include all students and PDRA's (AP 5.3.16). SLSRSA also hosts a career seminar series and collects feedback (PAP 4.3.7) (Figure 5.3.13).

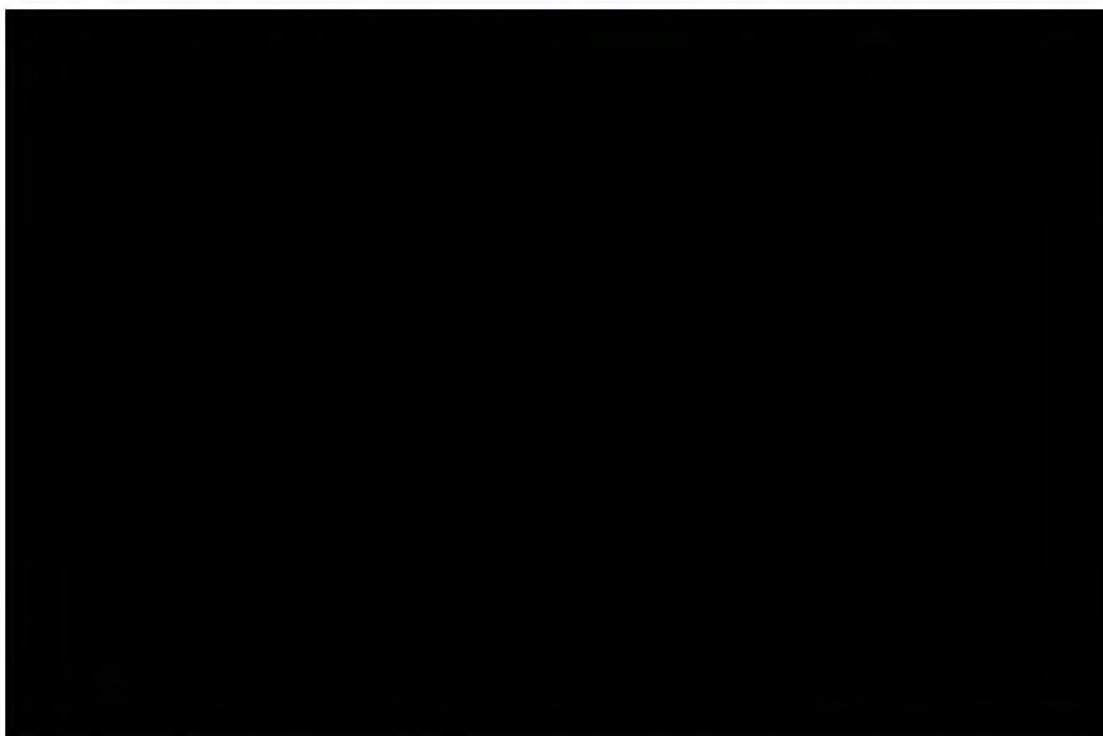


Figure 5.3.16 Presentations from School of Life Sciences Annual Careers Fair

Postgraduate Research Students

Our Director of Postgraduate Studies monitors students' progression, holds regular confidential consultations and offers career advice (attendance 35 students (25F:10M) in 2017/18), which includes helping to connect with appropriate colleagues to support next steps.

Regular social events organised by the PGR society (PiCLS) and SLSRSA provide informal opportunities for student career discussions. PiCLS organise a research symposium that includes career talks.

Other support available for career development of PGR students and PDRAs includes:

- Guidance available at UoD Centre for Entrepreneurship (AP 5.3.17)
- Networking opportunities/engagement with external agencies (i.e. Interconnect (PAP 4.3.11))

The improved graduate prospects of our UGs and progression of most of our PGR students to careers directly relating to science (see Section 4.1 (v)), suggest that these activities are successful in facilitating career transitions. We also credit these efforts with producing the timely completion of degrees and the reported drop in SLS PGR students requiring student support services. We will continue to monitor the career progression of PGR students (AP 5.3.18).

IMPACT (2014- 2018 Actions)

Career talks are held for undergraduate students in semester 1, students have reported finding these sessions extremely helpful (PAP 4.3.7)

Interconnect champion has established a “women in Science, Technology, Engineering, Mathematics & Medicine” student society (PAP 4.3.11).

2018-2022 Actions

AP 5.3.16 Develop a careers event that is targeted at all students and Postdoctoral Research Assistants

AP 5.3.17 Promote awareness of University of Dundee Centre for Entrepreneurship

AP 5.3.18 Continue to monitor the progression of postgraduate research 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.

Support for grant applications is provided by:

UoD Research Finance office:

- Identifies/communicates guidance on opportunities
- facilitates application submission
- links with external bodies

ADR and SLS A&R colleagues provide:

- brainstorming discussions
- peer review
- mock interview panels
- mentoring, feedback on funding application

Over the last three years, funding applications from females (37%) and males (34%) were similarly successful. The success of PDRAs in obtaining fellowship support (e.g. Marie Curie awards, currently 10 [REDACTED]) also reflects our support. We will continue to monitor this (AP 5.3.19)

To address the increasing competition for research funding we recruited an external consultant to facilitate grant writing workshops for A&R staff (AP 5.3.20, AP 5.3.21). We will also establish a repository of successful grant applications (AP 5.3.22).

To support staff whose applications were unsuccessful, “bridging funds” are available. They can support continuation of a key staff member or acquisition of materials for generating key data that could increase competitiveness of future applications.

When staff fail to obtain funding and their research income falls below that stipulated (for three consecutive years) for T&R staff, individuals engage in a consultation process with the Dean and HR. Depending on role, assistance is offered in searching for new opportunities including via redeployment. Staff who express interest in contributing to other academic strategic activities, can reduce their research workload and are given appropriate training to transition to other activities.

Tenure-track PIs who are unsuccessful in obtaining tenure are salary-protected for up to two years to facilitate developing a portfolio that makes them competitive for opportunities elsewhere. This was successful for [REDACTED] (all M) staff in this category since 2014.

IMPACT (2014- 2018 Actions)

Funding success rate was similar for both genders (37% for females and 34% for males) reflecting effectiveness of support for all Academic & Research staff.

10 Marie Curie postdoctoral fellowships [REDACTED] obtained (£1.5 million) reflecting support for career development of Postdoctoral Research Assistants

Staff can assume non-research roles if necessary ensuring their continued employment and helping to develop their career.

2018-2022 Actions

AP 5.3.19 Monitor success of Marie Curie and other Postdoctoral Research Assistant fellowship applications.

AP 5.3.20 Monitor impact of external consultant delivering grant writing workshops

AP 5.3.21 Routinely measure funding success by gender and act on any gender imbalances if they occur.

AP 5.3.22 Establish a repository of templates and examples for successful grant applications

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?

Data Notes 1 & 13

PS staff can attend OPD courses including programmes for management (see Section 5.3 (i)). Opportunities for on-the-job training include 'acting up' and secondments (see Section 5.2 (ii)). Identification and follow-up for training is supported by OSaRs (see Section 5.3 (ii); Section 5.4 (ii)).

The low uptake of identified training for PS staff (Figure 5.3.12) (see Section 5.3 (ii)), is due to the relative timing of OSaRs, staff survey, and annual cycle for relevant OPD courses.

Increased communications about its importance led to increased uptake of E&D training by PS staff (27% to 86%F: 16% to 82%M) (Figure 5.4.1; Table 5.4.1), (PAP 4.3.3) and increased awareness (Figure 5.3.3). We wish to improve this further (AP 5.4.1).

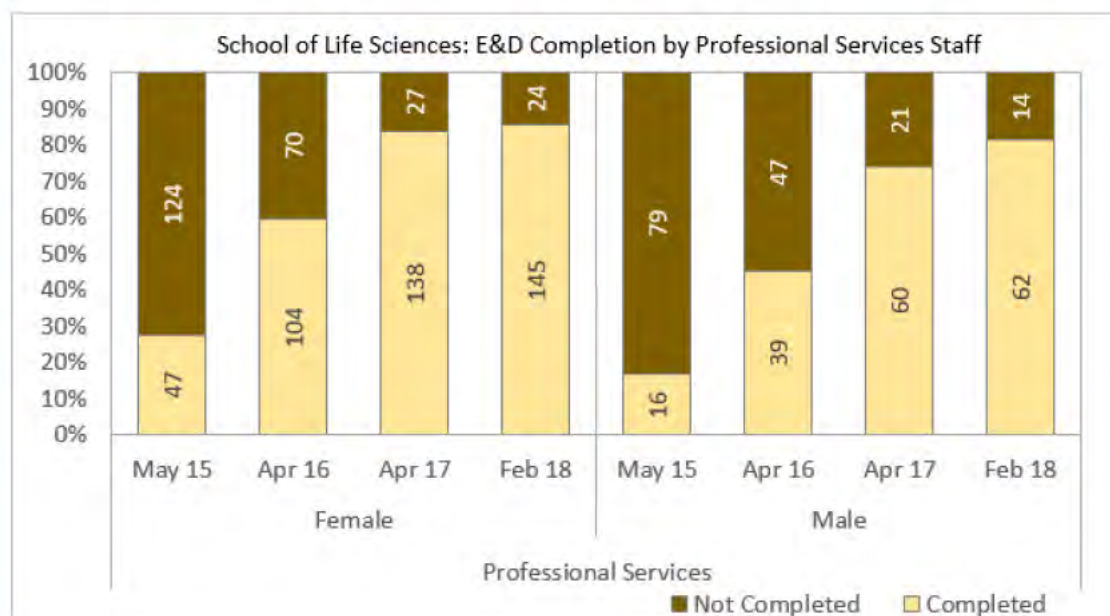


Figure 5.4.1 School of Life Sciences Professional Services Staff Equality & Diversity Training Completion rate by gender over the 4-year reporting period.

	Professional Services							
	Female				Male			
	Completed	%	Not Completed	%	Completed	%	Not Completed	%
May 15	47	27	124	73	16	17	79	83
Apr 16	104	60	70	40	39	45	47	55
Apr 17	138	84	27	16	60	74	21	26
Feb 18	145	86	24	14	62	82	14	18

Table 5.4.1 School of Life Sciences Professional Services Staff E&D Training Completion rate by gender over a 3-year reporting period.

OPD's newly appointed Training & Development Officer has recently launched a Professional Development Mentoring scheme for all UoD staff including PS staff (see Section 5.3 (iv)). We will monitor uptake (AP 5.4.2, AP 5.4.3).

IMPACT (2014- 2018 Actions)

Increase in completion of Equality & Diversity training (Figure 5.4.1) and associated awareness – University of Dundee staff survey: 98% Professional Services staff report being familiar with University of Dundee Equality & Diversity policies (Figure 5.3.3) (PAP 4.3.3)

Professional Services staff progressing upwards in grades in School of Life Sciences (see Section 5.2 (ii))

2018-2022 Actions

AP 5.4.1 Further increase completion of mandatory Equality & Diversity training for PS staff

AP 5.4.2 Encourage and monitor uptake from Professional Services staff of new mentoring programme

AP 5.4.3 Monitor feedback from Professional Services staff on mentoring programme

(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.

Data Notes 1, 14 and 18-19

OSaR applies to PS staff (see Section 5.3 (ii)).

For eligible PS staff, OSaR completion increased from post-restructure figures (2014/15) of 24% to 83% females and 26% to 72% males in 2016/17 (Figure 5.4.2; Table 5.4.2) (see Section 5.3 (ii)). OSaR training was attended by 13 PS staff (7F:6M) over the past three years (AP 5.4.4) representing a large fraction of line-managers in this team (Figure 5.2.1).

OSaR provides an opportunity to discuss career aspirations with line-managers. With possibilities for secondments particularly relevant for career advancement (see Section 5.2 (ii)). Mid-cycle review meetings will be introduced to increase awareness of these opportunities (AP 5.3.11).

PS line-managers use the HERA (job evaluation) review process to determine whether grading of roles performed by staff has changed significantly. This supports the application for CRPs/AAs and regrading (see Section 5.2 (ii)).

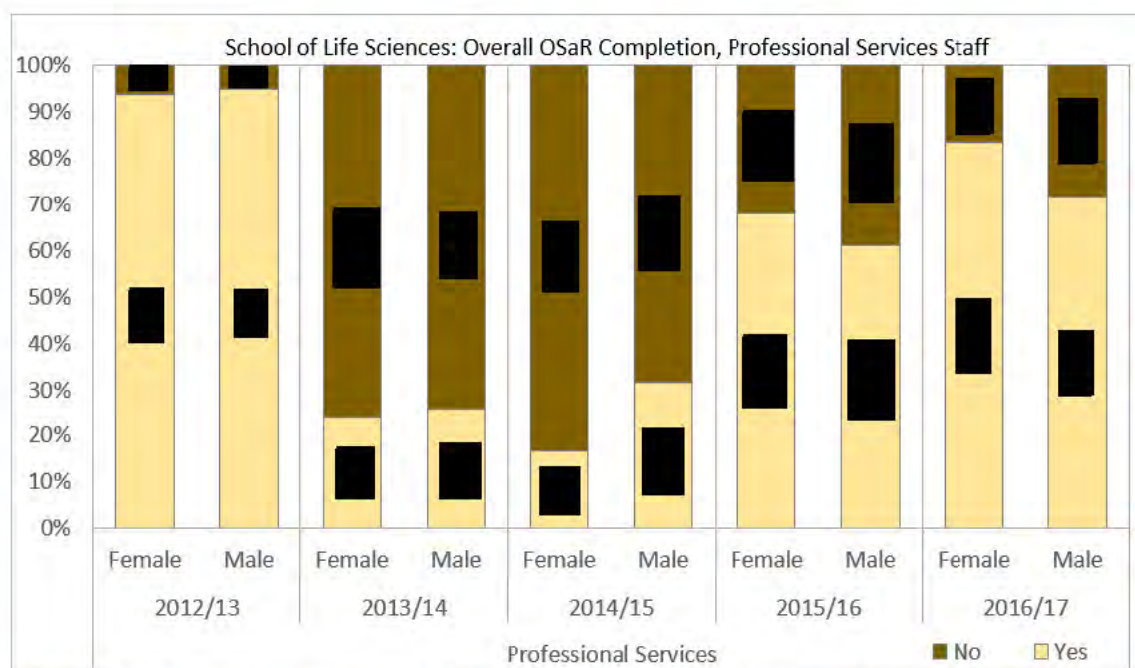


Figure 5.4.2 School of Life Sciences Professional Services Staff Objective Setting & Review Completion rate by gender over the 5-year reporting period.

		2012/13				2013/14				2014/15				2015/16				2016/17			
		Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total	Female	% of Total	Male	% of Total
	Yes		94		95		24		26		17		32		68		61		83		72
	No		6		5		76		74		83		68		32		39		17		28
Professional Services Total			100		100		100		100		100		100		100		100		100		100

Table 5.4.2 School of Life Sciences Professional Services Staff Objective Setting & Review Completion rate by gender over the 5-year reporting period.

IMPACT (2014- 2018 Actions)

Increased completion of Objective Setting & Review meetings (Figure 5.4.2) and associated increase in reported Objective Setting & Review usefulness (University of Dundee staff survey) (Figure 5.3.11; Figure 5.3.12)

High uptake of PS managerial staff of Organisational and Professional Development Objective Setting & Review Reviewer training led to more effective Objective Setting & Review and an increase in reported usefulness of Objective Setting & Review (Figure 5.3.11; Figure 5.3.12)

2018-2022 Actions

AP 5.3.11 Use follow up Objective Setting & Review meetings with staff mid-cycle to ensure goals are being worked towards

AP 5.4.4 Ensure all Professional Services line-managers have undertaken Organisational and Professional Development Objective Setting & Review training

(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.

Data Notes 18-19

The UoD-wide mentoring scheme (Figure 5.3.15) available to PS staff (established 2018) was enthusiastically received and publicised widely. SLS staff are participating but as the scheme is new, we do not yet know numbers or have feedback (AP 5.4.3).

An important means to support career progression for PS staff are opportunities for secondments and 'acting up' (see section 5.2 (ii)), which makes staff highly competitive for higher grade vacancies. This likely contributes to UoD staff survey results showing PS staff feeling valued by their manager (86%F:97%M) and consider UoD a good place to work (99%F:91%M) (Figure 2.2) .

IMPACT (2014- 2018 Actions)

Secondments were offered to staff, making them highly competitive for available appointments at higher grades

2018-2022 Actions

AP 5.4.3 - Monitor feedback from Professional Services staff on new mentoring programme

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.

Data Notes 18-19

SLS implements UoD maternity policies. Notification of plans for child(ren) initiate discussions about maternity/paternity/adoption leave between staff and their line-manager. Using the 'Maternity and Adoption – Manager's Checklist' enables informed choices (PAP 4.7.1; PAP 4.7.4). HR provides further guidance as required. Managers update risk assessments making necessary adjustments, which may include alternative roles to minimise health risks. Consequently, and as a result of regular reminders about work-life balance policies via email and prominent electronic screens, staff feel that pregnancy and caring responsibilities are respected (Figure 5.5.1). Attending antenatal appointments is not considered time-off.

In 2016/17, ■■■ PDRAs had externally funded contracts expiring during maternity leave. Previously, they would not have been able to return to work and would have had to return maternity pay. SLS successfully lobbied for change in UoD policy: now, in these cases, the contract is extended to allow receiving full UoD maternity pay and we provide automatic access to redeployment at the end of the maternity leave period (PAP 4.7.2). Where possible, we request no-cost extensions from funding agencies to extend running time of grants and continue employment during maternity leave (PAP 4.7.2). SLS covers maternity pay costs if not available from the grant. If staff decide not to return, repayment of maternity pay is not required, instead appropriate redundancy payment is issued.

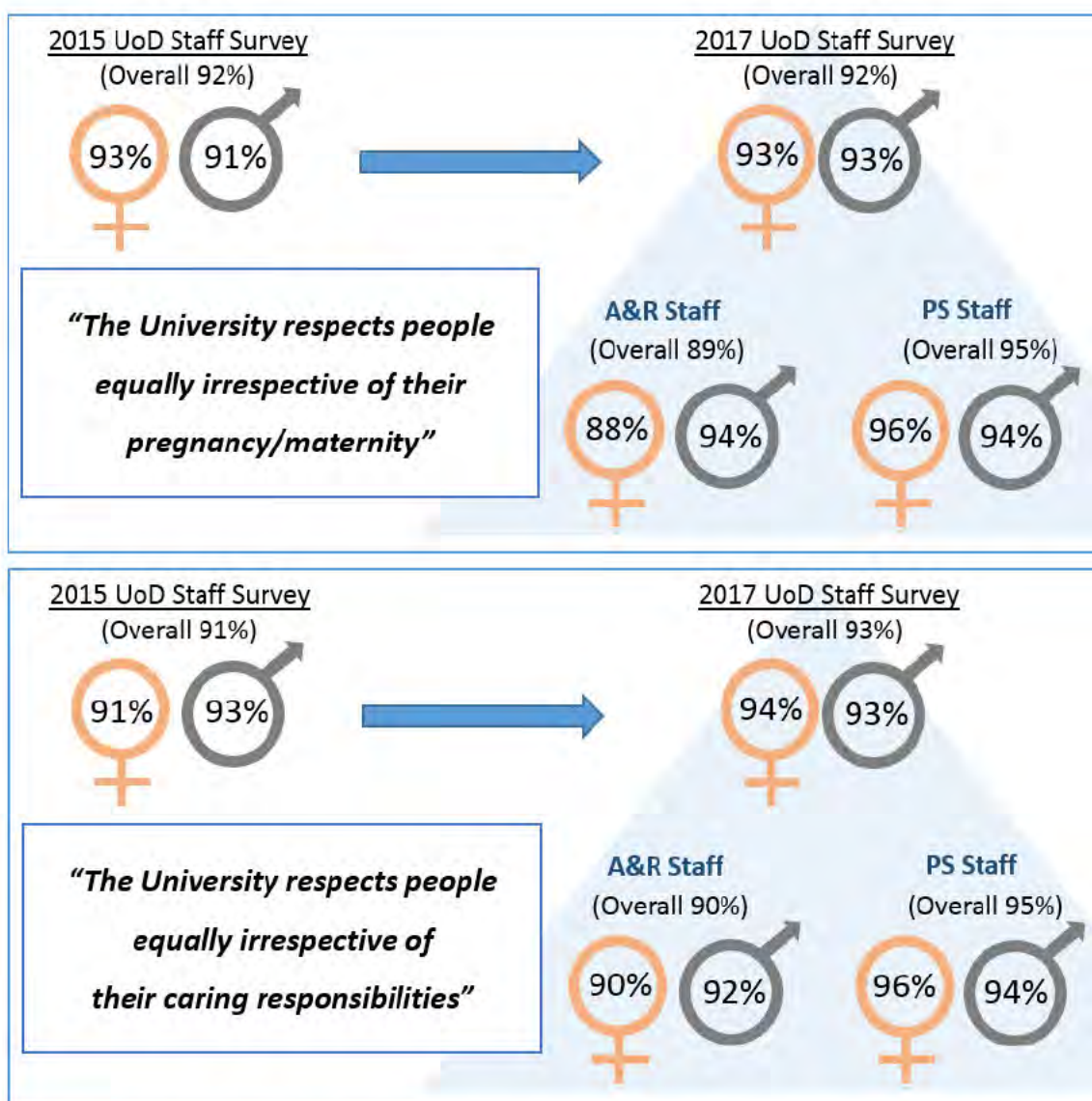


Figure 5.5.1 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

IMPACT (2014- 2018 Actions)

Increased awareness of University of Dundee work–life policies across School of Life Sciences due to advertising within the School (PAP 4.7.1). We empower individuals to take advantage of these policies by promoting them actively.

Interviews with Human Resources are initiated as soon as notification of plans for child(ren) are announced with plans for maternity leave, additional support required, risk assessments and potential return discussed. Staff report feeling respected irrespective of caring responsibility (overall 91% in 2015 to 93% in 2017) (University of Dundee staff survey) (Figure 5.5.1) (PAP 4.7.1; PAP 4.7.4).

Successful lobbying for change in UoD maternity leave policy for Postdoctoral Research Assistants with fixed funding that ends during maternity leave. Postdoctoral Research Assistants contracts are extended to cover maternity leave and prevent having to back-pay maternity pay (PAP 4.7.2)

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

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

During maternity/adoption leave, line-managers and HR keep in touch with staff, arranging keep-in-touch days, notifying them of promotion rounds, discussing plans for return to work (e.g. flexible working) and shared parental leave and agreeing how accrued annual leave will be taken.

Taking prolonged periods of leave can impact particularly negatively on staff leading research teams by slowing the production of research outputs, which impacts negatively on career progression. To ensure continued career progression without impinging on parental leave, staff can request support for replacement staff to perform their role whilst on leave, transport costs, web-based communication facilities, or childcare costs to facilitate regular communication with teams. In the last five years, ISSF provided £51,998 to 6 individuals. ■■■■■ of our current female staff who benefitted from this support during maternity leave, were recently promoted ■■■■■. For other staff applications for similar support from core funds are considered on a case-by-case basis (PAP 4.7.3; PAP 4.7.5).

IMPACT (2014- 2018 Actions)

Support available from Institutional Strategic Support Fund led to 6 staff members being provided with additional support during maternity leave (e.g. replacement staff) and for expenses related to dependent care (£51,998) (PAP 4.7.3; PAP 4.7.5)

(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.

Data Notes 1, 15 & 16

Return to work is facilitated by a number of means including, but not limited to: agreed changes in workload and/or working hours/pattern (possibly temporary); breastfeeding facilities (dedicated parent/infant room has been used approximately 150 times over the last three years) (PAP 4.7.2) and any other support for transiting back to work.

Accrued annual leave can be taken flexibly (e.g. to facilitate phased return) and can be extended to the next cycle. Staff can return to work on a temporary PT basis with backfill used to cover the role. PT work can continue permanently or be reverted to FT. Specific requests are accommodated wherever possible. Usefulness of these options is not yet evaluated (AP 5.5.1).

To minimise the potential for parenthood to impact negatively on career development, we provide financial support for additional care expenses incurred while attending career development activities (PAP 4.7.3; PAP 4.7.5). For instance, the airfare for a partner can be covered to enable staff who are breastfeeding to travel with her baby. We will continue this scheme (AP 5.3.7).

Uptake of childcare vouchers has increased over the last years (Figure 5.5.1; Table 5.5.1), (PAP 4.7.1), despite overall staff numbers decreasing, suggesting that promoting these activities has been effective. We will continue to promote and monitor uptake (AP 5.5.2).

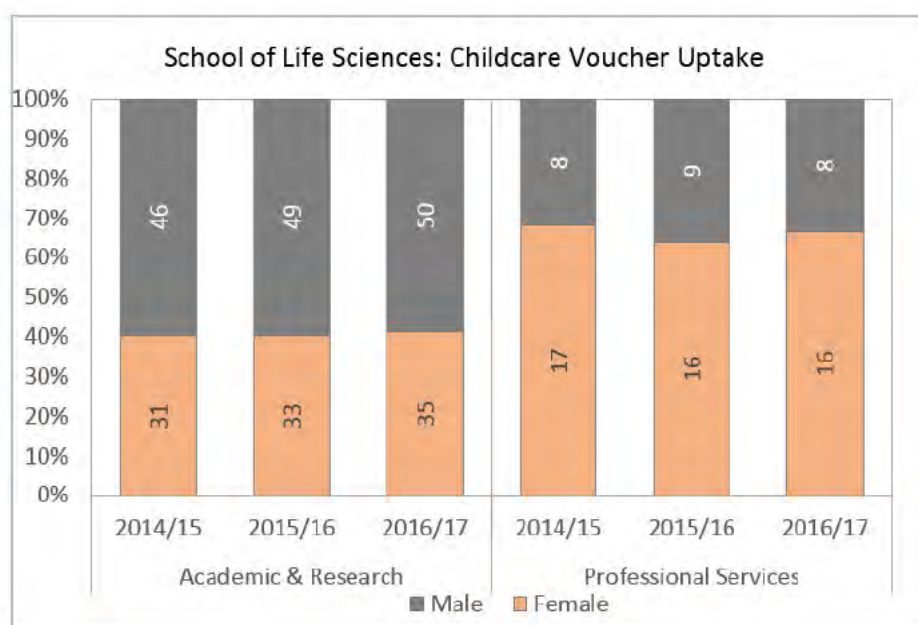


Figure 5.5.1 School of Life Sciences Childcare Voucher uptake by gender by year for Academic & Research and Professional Services staff over the 3-year reported period. NB 2012/13 and 2013/14 data is not shown as this data was not formally collected at that time.

	2014/15				2015/16				2016/17			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research	31	40	46	60	33	40	49	60	35	41	50	59
Professional Services	17	68	8	32	16	64	9	36	16	67	8	33
Overall Staff Total	48	47	54	53	49	46	58	54	51	47	58	53

Table 5.5.1 School of Life Sciences Childcare Voucher uptake by gender by year for A) Academic & Research and B) Professional Services staff over the 3-year reported period. NB 2012/13 and 2013/14 data is not shown as this data was not formally collected at that time.

IMPACT (2014- 2018 Actions)

Support for additional dependent care incurred when attending career-development opportunities has allowed staff with dependent care responsibilities to travel and participate in opportunities that help to progress their careers [REDACTED]

[REDACTED] (PAP 4.7.3; PAP 4.7.5)

[REDACTED] of our current female staff benefitted from financial support for continued communication with their research team during maternity leave. All were recently promoted [REDACTED] confirming that family leave did not affect career progression.

(PAP 4.7.3; PAP 4.7.5)

Increased uptake of child care vouchers (PAP 4.7.1)

Mother/Nursing room is being used (150 times between 2015 and 2017) (PAP 4.7.2)

2018-2022 Actions

AP 5.3.7 Associate Dean (Professional Culture) will continue to administer the dependent care fund, which supports Academic & Research staff with caring responsibilities when undertaking career development opportunities

AP 5.5.1 Monitor practices of staff returning to work after maternity leave to identify what is most useful to staff and to further increase Academic & Research staff retention if issue identified

AP 5.5.2 Promote and continue to monitor childcare voucher uptake

(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.

SILVER APPLICATIONS ONLY

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

Data Note 1, 15 & 16

We now collect all maternity and paternity data and monitor return to work after parental leave **(PAP 4.6.1)**.

During the last five years, between 5 and 13% of female A&R and PS staff took maternity leave **(Figure 5.5.2; Table 5.5.2)**. All but [REDACTED] returned. The number employed 12 and 18 months after return has steadily increased over the last five years, indicating staff are being supported to continue working **(Figure 5.5.3; Table 5.5.3)**.

A&R staff retention after 18 months improved slightly less (40% to 89%) **(Figure 5.5.4; Table 5.5.4)**. This likely reflects the higher mobility for A&R staff with PDRAs moving to posts elsewhere as part of their career progression.

PS staff were increasingly unlikely to leave; 92% remained in post after 18 months (2015/16), compared to 50% in 2011/12 **(Figure 5.5.5; Table 5.5.5)**.

We will interrogate these data further **(AP 5.5.1)**.

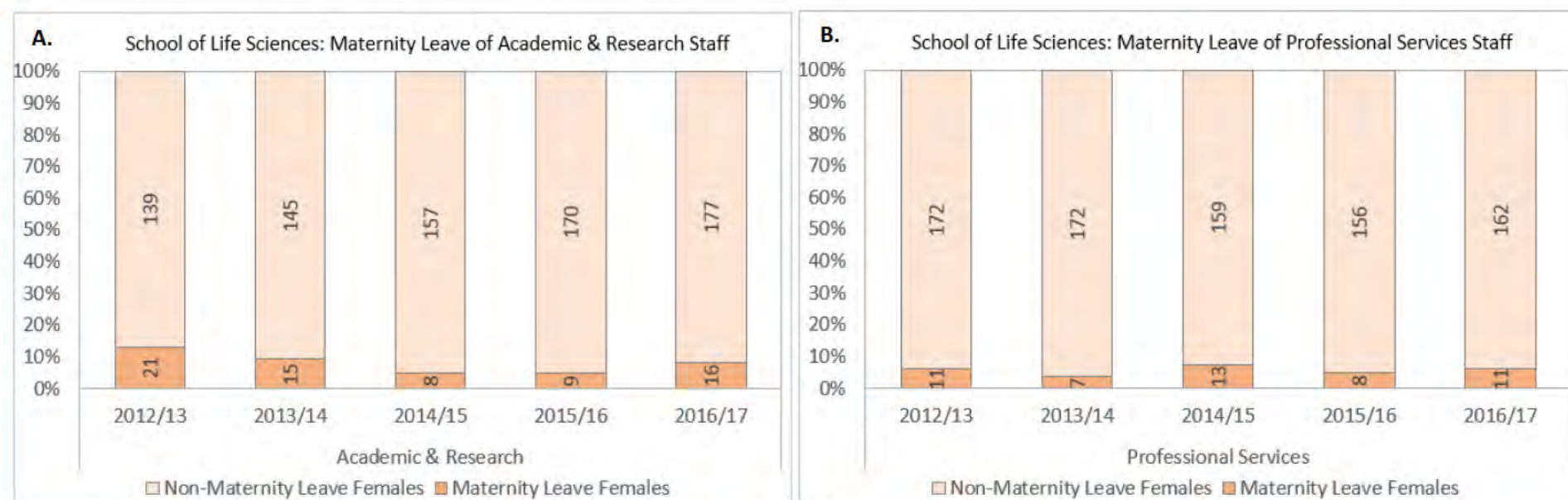


Figure 5.5.2 School of Life Sciences uptake of Maternity Leave for A) Academic & Research and B) Professional Services staff over the 5-year reporting period.

	2012/13			2013/14			2014/15			2015/16			2016/17		
	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total	Maternity Leave	Total Female	% of Total
Academic & Research	21	160	13%	15	160	9%	8	165	5%	9	179	5%	16	193	8%
Professional Services	11	183	6%	7	179	4%	13	172	8%	8	164	5%	11	173	6%
Overall Staff Total	32	343	9%	22	339	6%	21	337	6%	17	343	5%	27	366	7%

Table 5.5.2 School of Life Sciences uptake of Maternity Leave for Academic & Research and Professional Services staff over the 5-year reporting period.

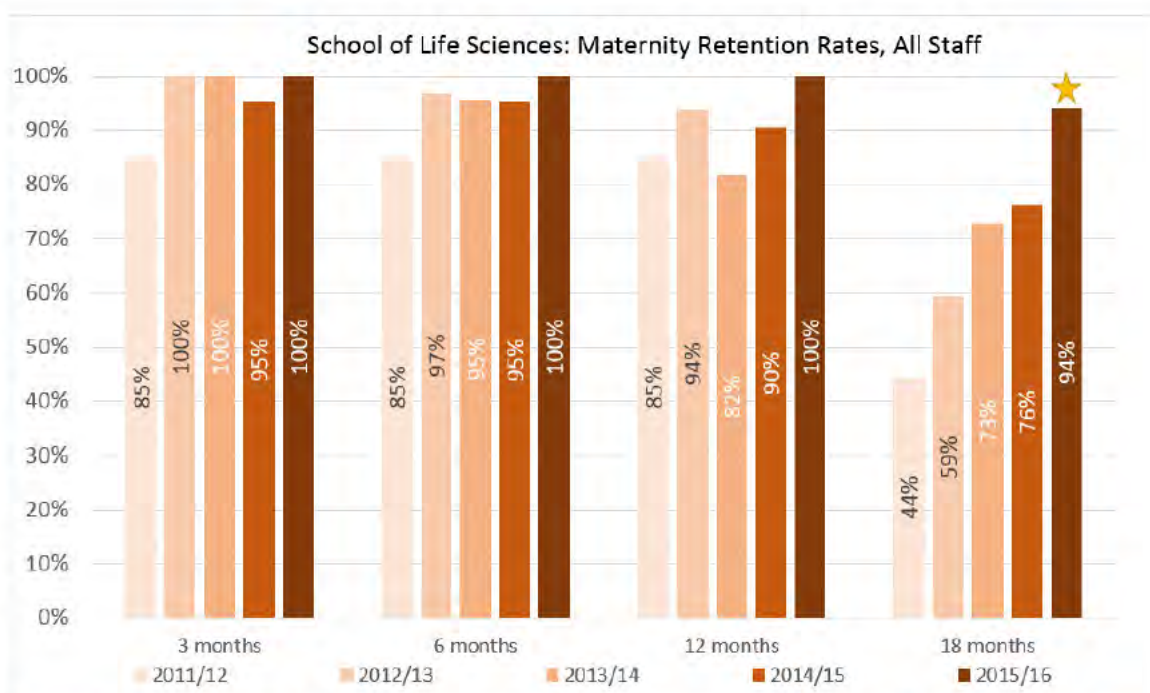


Figure 5.5.3 School of Life Sciences Maternity return leave data for ALL Staff by year over the 5-year recording period. Please note, the 18-month data, highlighted by yellow star, contains incomplete data as this time period has not completely finished.

All staff returning from Maternity Leave		Proportion of returners still employed at							
		3 months		6 months		12 months		18 months	
Instances									
2011/12	27	23	85%	23	85%	23	85%	12	44%
2012/13	32	32	100%	31	97%	30	94%	19	59%
2013/14	22	22	100%	21	95%	18	82%	16	73%
2014/15	21	20	95%	20	95%	19	90%	16	76%
2015/16	17	17	100%	17	100%	17	100%	16	94%
Total	119	114	96%	112	94%	107	90%	79	66%

Table 5.5.3 School of Life Sciences Maternity return leave data for ALL Staff by year over the 5-year recording period. The yellow highlighted box contains incomplete data as the time period has not completely finished and is therefore marked with a yellow star (Figure 5.5.3).

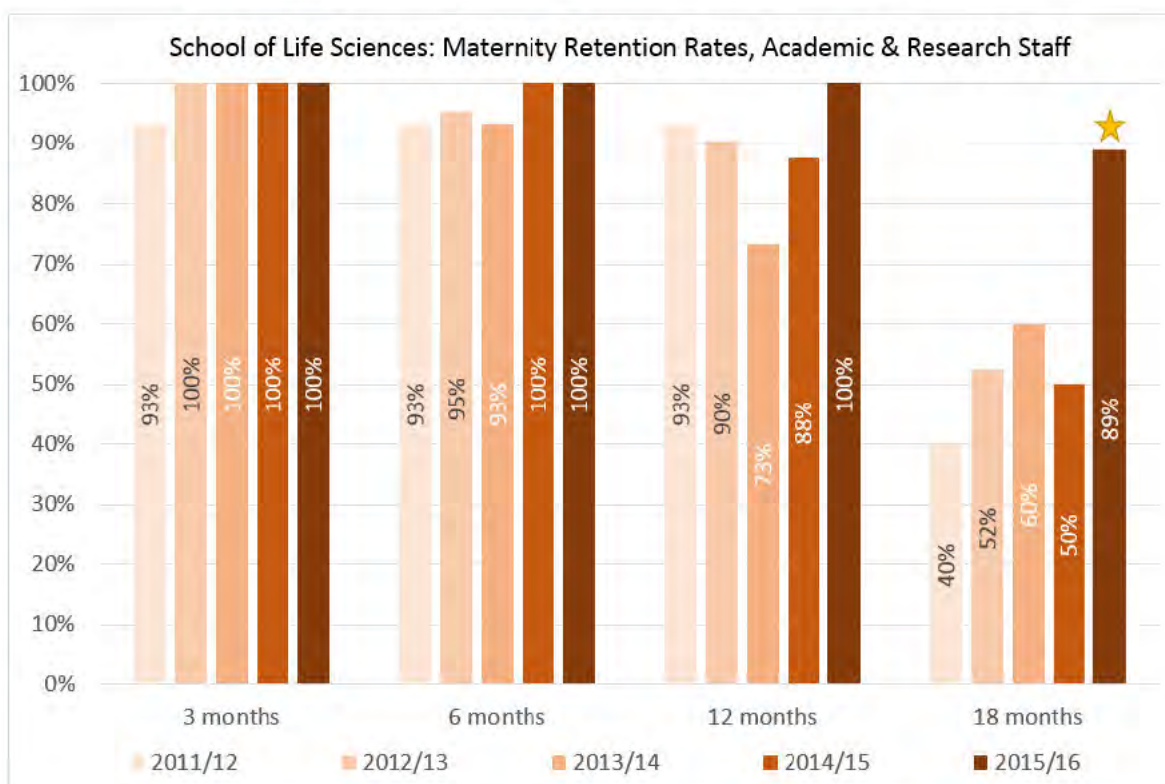


Figure 5.5.4 School of Life Sciences Academic and Research Staff Maternity return leave data by year over a 5-year recording period. Please note, the 18-month data, highlighted by yellow star, contains incomplete data as this time period has not completely finished.

	Academic & Research staff returning from Maternity Leave	Proportion of returners still employed at								
		Instances	3 months		6 months		12 months		18 months	
2011/12				93%		93%		93%		40%
2012/13				100%		95%		90%		52%
2013/14				100%		93%		73%		60%
2014/15				100%		100%		88%		50%
2015/16				100%		100%		100%		89%
Academic & Research Total				99%		96%		88%		56%

Table 5.5.4 School of Life Sciences Academic and Research Staff Maternity return leave data by year over a 5-year recording period. The yellow highlighted box contains incomplete data as the time period has not completely finished and is therefore marked with a yellow star (Figure 5.5.4).

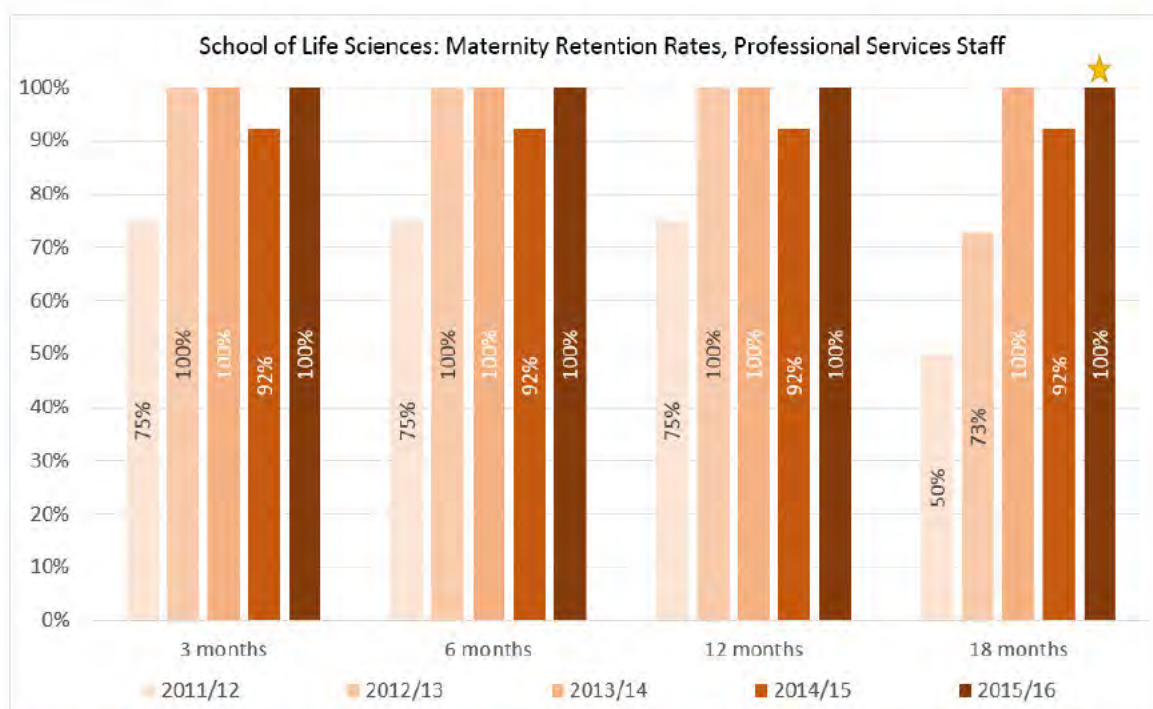


Figure 5.5.5 School of Life Sciences Professional Services Staff Maternity return leave data by year over the 5-year recording period. Please note, the 18-month data, highlighted by yellow star, contains incomplete data as this time period has not completely finished.

	Professional Services staff returning from Maternity Leave	Proportion of returners still employed at							
		Instances	3 months		6 months		12 months		18 months
2011/12	12	9	75%	9	75%	9	75%	6	50%
2012/13	11	11	100%	11	100%	11	100%	8	73%
2013/14	7	7	100%	7	100%	7	100%	7	100%
2014/15	13	12	92%	12	92%	12	92%	12	92%
2015/16	8	8	100%	8	100%	8	100%	8	100%
Professional Services Total	51	47	92%	47	92%	47	92%	41	80%

Table 5.5.5 School of Life Sciences Professional Services Staff Maternity return leave data by year over the 5-year recording period. The yellow highlighted box contains incomplete data as the time period has not completely finished and is therefore marked with a yellow star (Figure 5.5.5).

IMPACT (2014- 2018 Actions)

Maternity return rates are formally recorded within Human Resources-systems (PAP 4.6.1)

The return rate immediately following maternity leave is close to 100% for all staff and 100% of Professional Services and 89% of Academic & Research staff are still working 18 months later (Figure 5.5.4; Figure 5.5.5; Table 5.5.4; Table 5.5.5)

2018-2022 Actions

AP 5.5.1 Monitor practices of staff returning to work after maternity leave to identify what is most useful to staff and to further increase Academic & Research staff retention if issue identified

(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.

Data Notes 15& 16, 18 & 19

We now record paternity leave (PAP 4.6.2). The number of staff taking paternity leave fluctuated between ■ in 2013 and 16 in 2014 (Figure 5.5.7; Figure 5.5.8; Table 5.5.6, Table 5.5.7). Numbers were small and we suspect underreporting. Furthermore, our inherent flexibility in working practice and the lack of an effect of paternity on pay, means not all staff register this leave (AP 5.5.3).

■ male staff reported that they felt unfairly treated because their partners would obtain full maternity benefit, whilst if they were to take SPL, would not benefit from equivalent support. SLS successfully lobbied to change UoD policy, which now enables both partners to undertake SPL with both benefitting from enhanced maternity provisions. We will promote and facilitate this policy (AP 5.5.4).

Staff reported improved support for balancing work and personal commitments since 2015 suggesting impact of AS actions (Figure 5.5.6). We will further improve dissemination of information about maternity/adoption/paternity & parental leave (AP 5.5.5, AP 5.1.14).

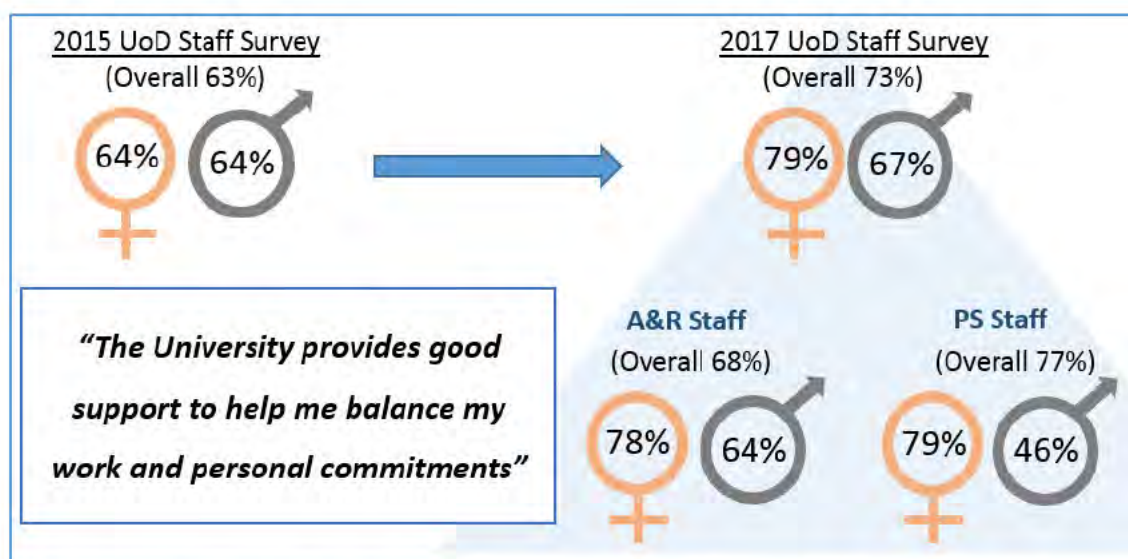


Figure 5.5.6 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

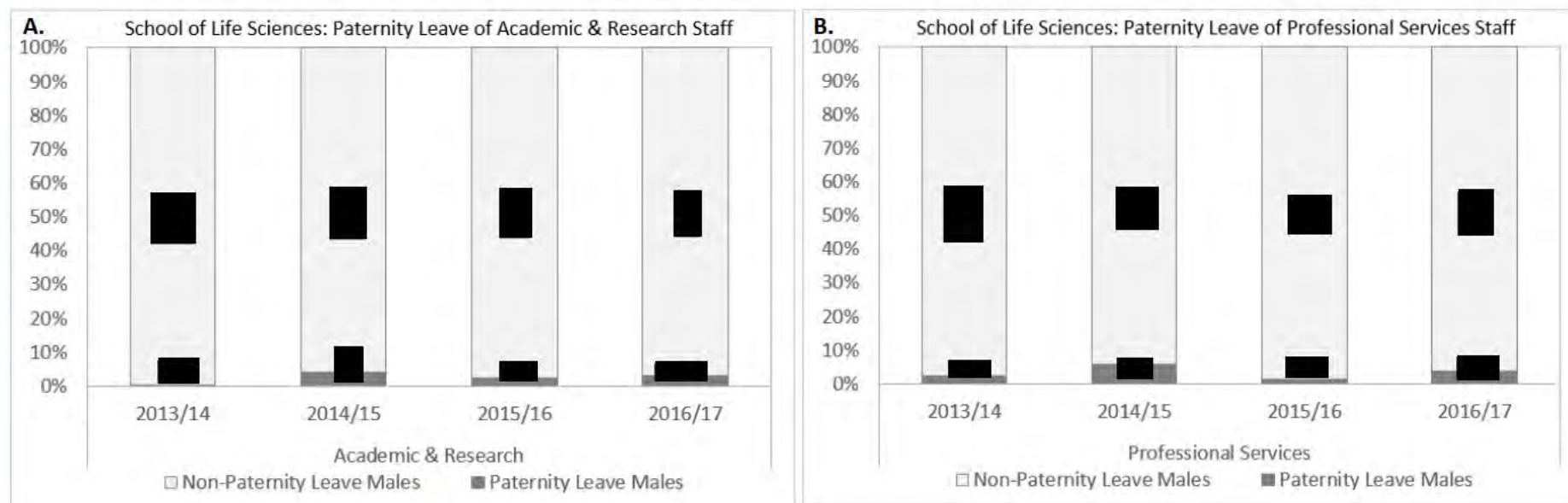


Figure 5.5.7 School of Life Sciences A) Academic & Research and B) Professional Services Staff Paternity Leave by gender by year over the 4-year reporting period. No data is shown for 2012/13 as this was not centrally recorded.

	2013/14			2014/15			2015/16			2016/17		
	Paternity Leave	Total Male	% of Total	Paternity Leave	Total Male	% of Total	Paternity Leave	Total Male	% of Total	Paternity Leave	Total Male	% of Total
Academic & Research			0%			4%			2%			3%
Professional Services			2%			6%			1%			4%
Overall Staff Total			1%			4%			2%			3%

Table 5.5.6 School of Life Sciences Academic & Research and Professional Services Staff Paternity Leave by gender by year over the 4-year reporting period. No data is shown for 2012/13 as this was not centrally recorded.

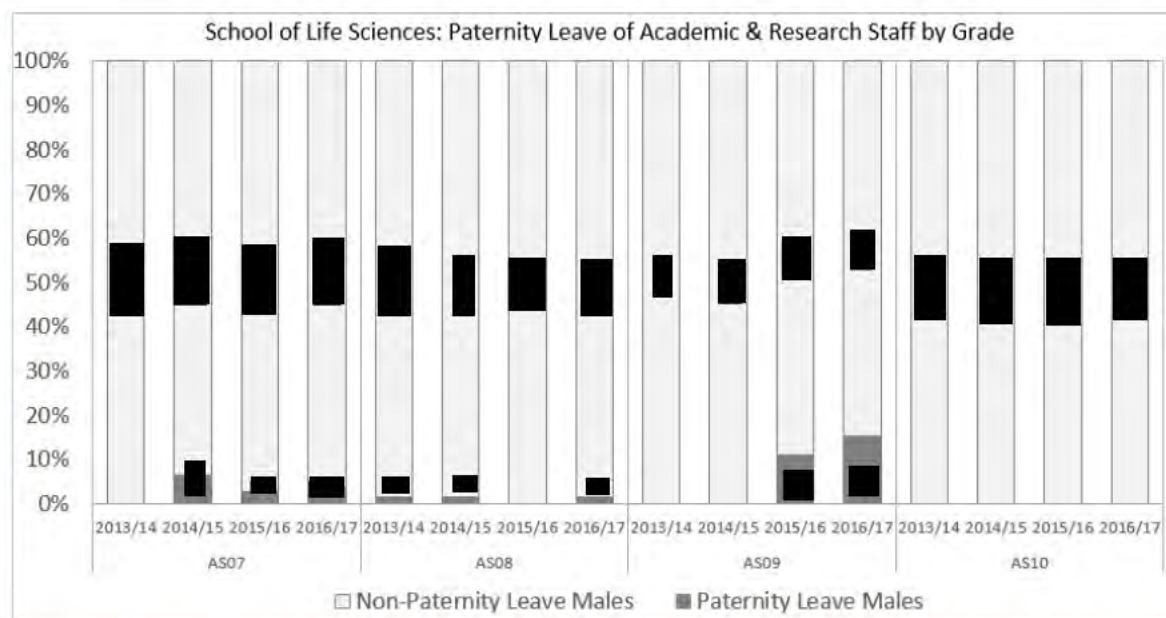


Figure 5.5.8 School of Life Sciences Academic & Research Staff Paternity Leave by gender by grade by year over the 4-year reporting period. No data is shown for 2012/13 as this was not centrally recorded

		2013/14			2014/15			2015/16			2016/17		
		Paternity Leave	Total Male	% of Total	Paternity Leave	Total Male	% of Total	Paternity Leave	Total Male	% of Total	Paternity Leave	Total Male	% of Total
	AS07			0%			6%			3%			3%
	AS08			1%			2%			0%			2%
	AS09			0%			0%			11%			15%
	AS10			0%			0%			0%			0%
Academic & Research Total				0.4%			4%			2%			3%

Table 5.5.7 School of Life Sciences Academic & Research Staff Paternity Leave by gender by grade by year over the 4-year reporting period. No data is shown for 2012/13 as this was not centrally recorded

IMPACT (2014- 2018 Actions)

The uptake of paternity, adoption and parental leave is now formally recorded in Human Resources-Systems (PAP 4.6.2)

Increased satisfaction with support for work–life balance reported in University of Dundee staff survey (Figure 5.5.6)

Improved extended parental leave with increased benefits for paternity leave resulting from awareness in SLS, which in turn led to lobbying University of Dundee (PAP 4.6.2)

2018-2022 Actions

AP 5.1.14 Determine why males were less likely than females to perceive career progression/promotions as fair and also responded more negatively to questions about training; Objective Setting & Review; work–life balance, worries about work outside working hours; University values and ability to raise concerns

AP 5.5.3 Increase awareness of paternity leave and ensure formal recording continues

AP 5.5.4 Implement newly agreed shared parental leave policy

AP 5.5.5 Improve ease for disseminating relevant information for maternity/adoption/paternity and parental leave

(vi) Flexible working

Provide information on the flexible working arrangements available.

Data Notes 1, 17 - 19

UoD flexible working policies (Table 5.5.8) benefit all staff. A&R and senior PS staff (\geq AS07) have no set weekly hours. For PS staff (AS01-AS06) working fixed hours, we facilitate paid overtime or time-off-in-lieu.

Since 2014/15, UoD captured data about new flexible working requests (Figure 5.5.9, Table 5.5.9) and outcomes. Existing or informal flexible working, common occurrences, were not captured (AP 5.5.6).

Over the last five years, all formal requests were approved (A&R Staff-██████; PS Staff-██████). An increasingly higher proportion of staff reported feeling satisfied with their work-life balance and with support received from managers (Figure 5.5.10), (PAP 4.6.3). We attribute this to impact of AS-related actions and increased awareness and training for line-managers (see Section 5.3 (i) and Section 5.4 (ii)).

Flexible Working Policies/Procedures	Examples in practice
Flexible working hours	flexible start/finish times
Part Time Working	working a proportion of FT hours, paid pro-rata annually
Job Sharing	██████ individuals, separate employment contracts, share responsibilities for a full-time job
Semester Time Working	FT or PT, salaries are paid pro-rata over the year or with break between semesters is treated as unpaid leave
Voluntary Reduced Working Time	FT hours reduced by agreed % for specified period, returning to FT time flexibly when agreed
Annual Hours	contract for specific number of working hours distributed as agreed over 12-months
Remote Working/Home Working/Flexi-Place/Tele-Working	arrangements for flexibility in workplace (rather than work time)
Career Break Employment Break	extended period of unpaid leave
Leave of Absence	includes: Periodic leave/Sabbatical, Special Leave with Pay /Special Leave without Pay or with Partial Pay

Table 5.5.8 Types of flexible working available at University of Dundee.

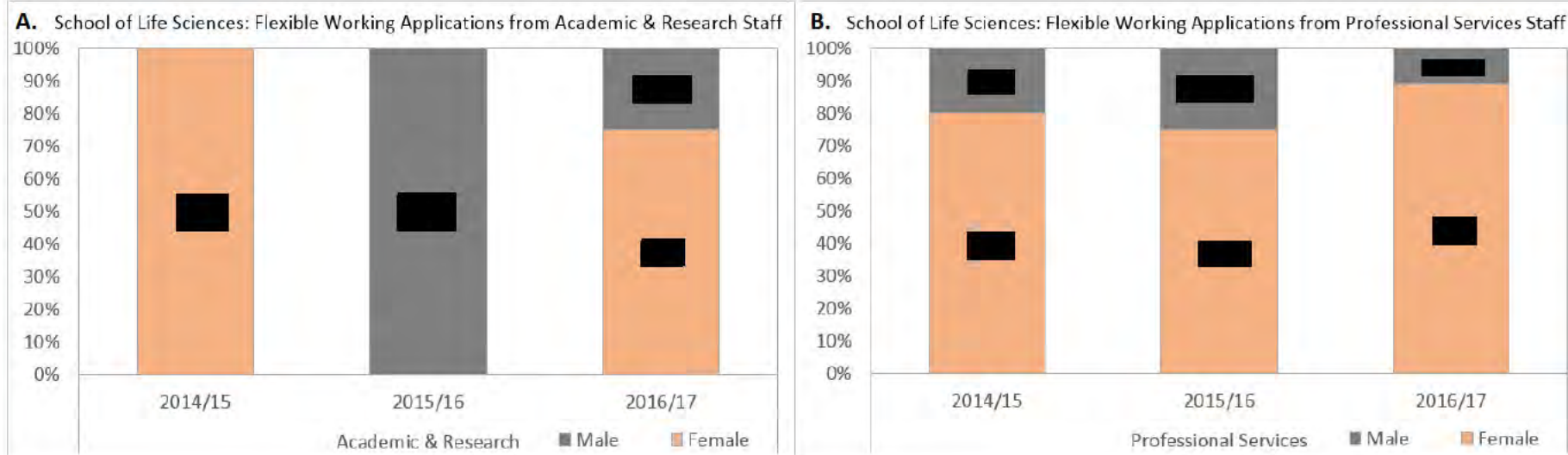


Figure 5.5.9 School of Life Sciences flexible working applications from A) Academic & Research and B) Professional Services Staff by gender by year over the 3-year reporting period. All applications were approved. NB 2012/13 and 2013/14 data is not shown as data was not formally collected.

	2014/15				2015/16				2016/17			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Academic & Research		100		0		0		100		75		25
Professional Services		80		20		75		25		89		11
Overall Staff Total		83		17		60		40		85		15

Table 5.5.9 School of Life Sciences flexible working applications from Academic & Research and Professional Services Staff by gender by year over the 3-year reporting period. All applications were approved. NB 2012/13 and 2013/14 data is not shown as data was not formally collected

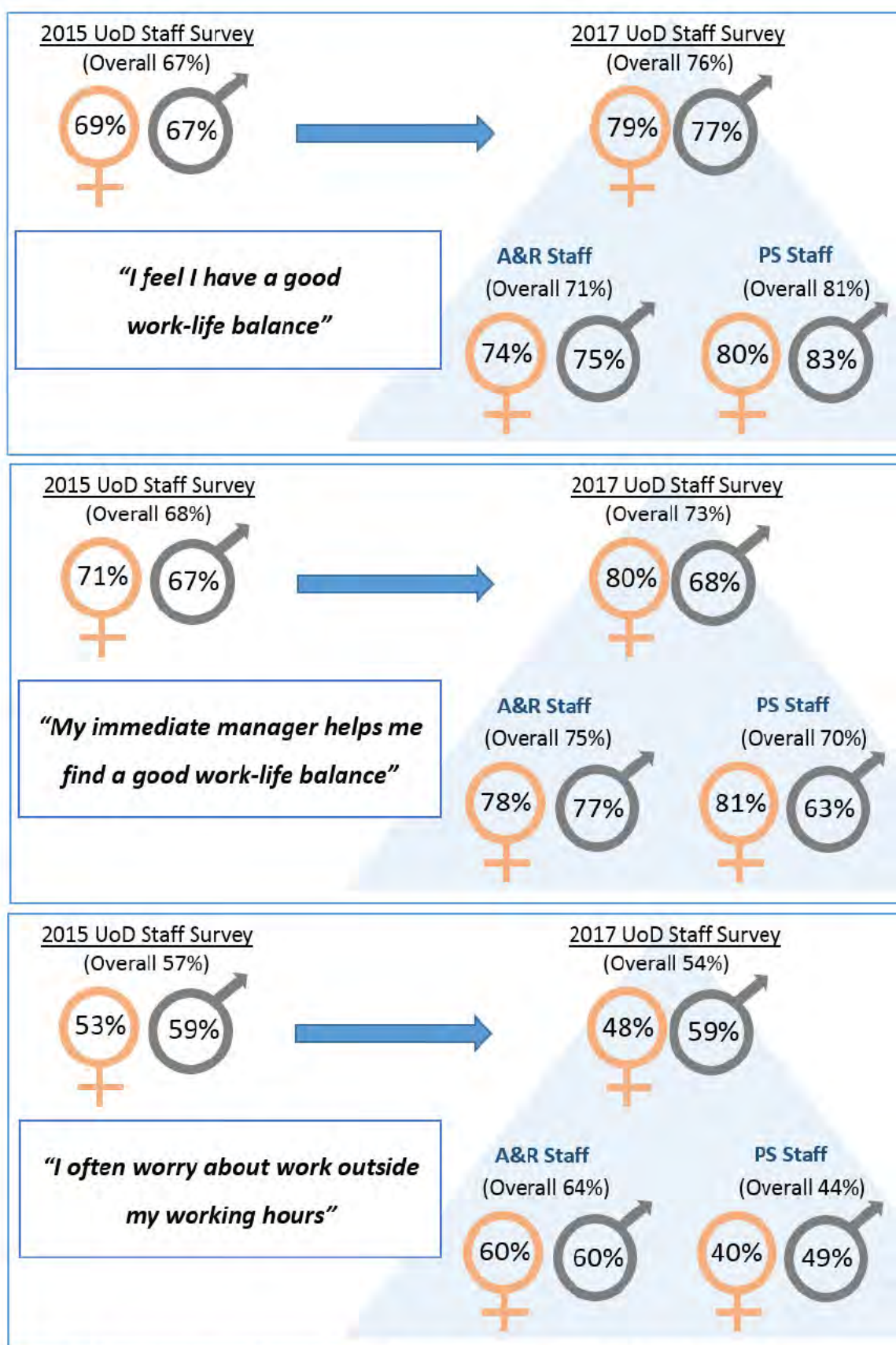


Figure 5.5.10 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

IMPACT (2014- 2018 Actions)

Formal recording of flexible working requests are now in place (PAP 4.6.3) and all requests have been approved, leading to improved work–life balance (Figure 5.5.9).

Increased awareness and manager training increased managers' support of work–life balance (Figure 5.5.9)

2018-2022 Actions

AP 5.5.6 Improve recording of existing (prior to 2014/15) and informal flexible working arrangements, including transition from full-time to part-time work

(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.

Data Notes 1, 17 & 18 -19

Return to FT roles following PT working is supported by UoD work-life balance policies (Table 5.5.8). Phased return is common following long-term leave. We frequently offer a period of reduced hours on full pay that can last for several months.

Working arrangements are regularly reviewed to ensure that they meet the needs of both the individual and SLS. HR provide guidance as required.

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.

Data Notes 18 -19

SLS culture is shaped by and reflects UoD's core values (Figure 5.6.1). We professionalise activities related to AS principles (see Section 2).



Figure 5.6.1 University of Dundee Core Values – Transformation Vision Strategy released in 2012.

Awareness of UoD's values has increased. In 2017 UoD staff survey, 79% of SLS respondents (84%F:75%M, increased from 73% in 2015) were aware and a constant proportion (85% overall, 88%F:84%M) were committed to them (Figure 5.6.2) (AP 5.1.14).

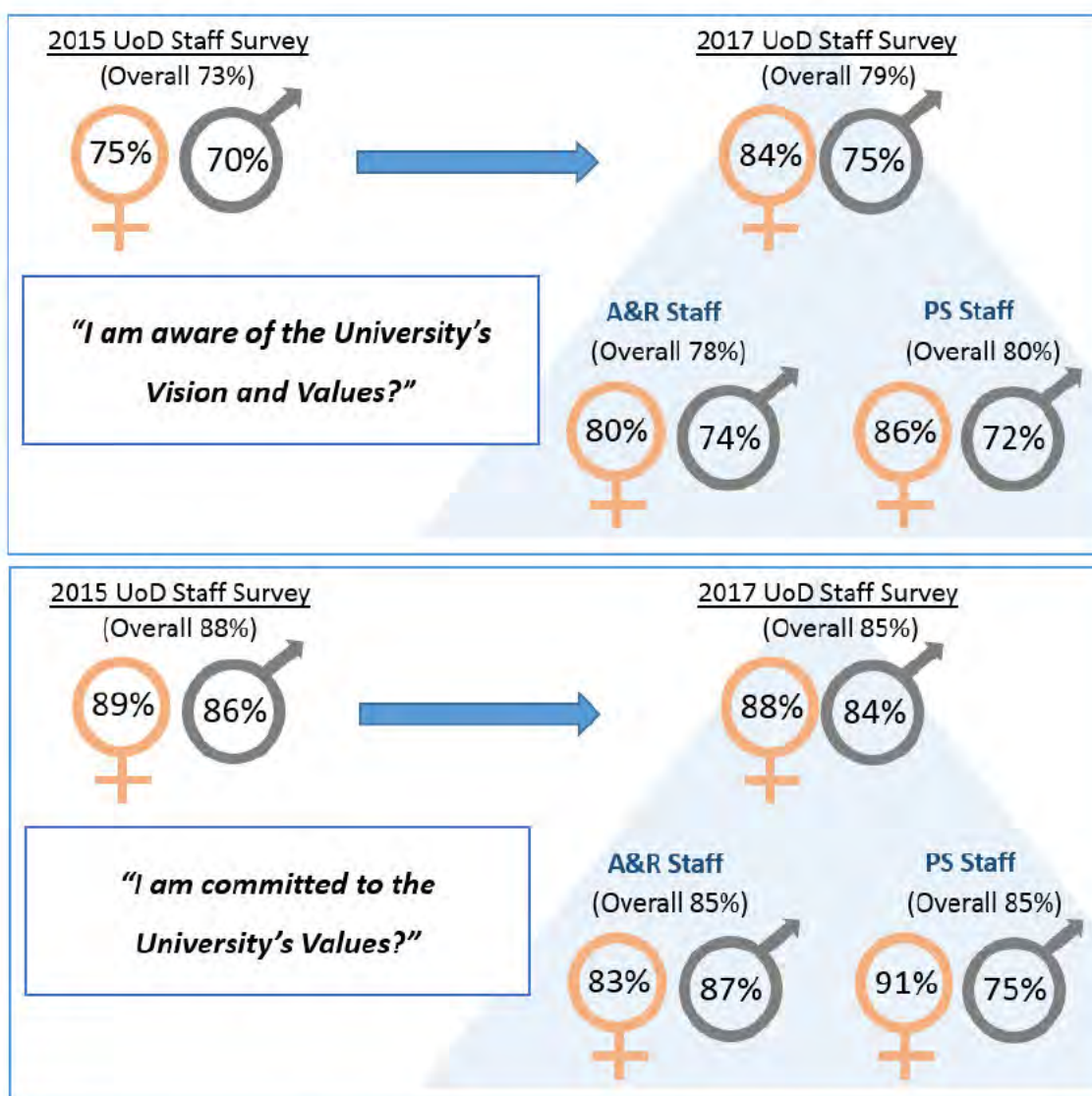


Figure 5.6.2 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

Increased visibility of AS activities and delivery of our previous action plan has led to an improved work–life balance (67% overall, 69F:67M in 2015 to 76% overall, 79F:77M in 2017) (Figure 5.5.10), high awareness of E&D policies (overall 97%, 99%F:96%M) (Figure 5.3.3) (PAP 4.3.9) and an increase in the awareness for how to raise concerns for females (from 71% to 73%) (Figure 5.6.3) (AP 5.1.14).

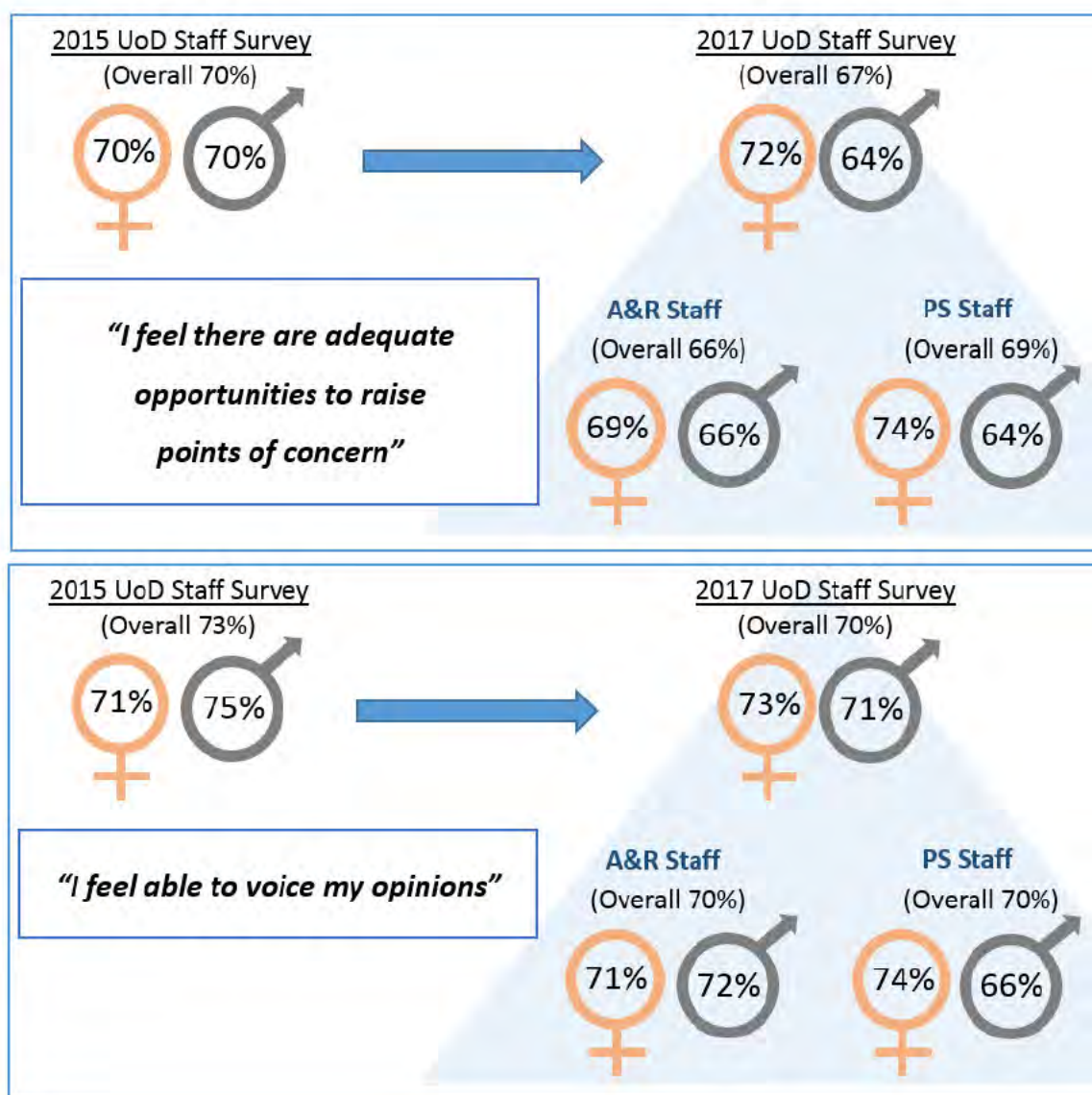


Figure 5.6.3 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

Staff responses to the 2017 UoD staff survey were more positive overall than in 2015. We attribute this to AS activities. An external review of SLS culture was also undertaken. Together with an external consultant, the ADPC hosted interviews (25 staff across all grades/staff groups) and focus groups (23 attendees) that identified opportunities for improving our "Professional Culture". Reports from these events are currently being prepared to identify actions to take forward (PAP 4.2.3) (AP 5.6.1).

A professional coaching programme was delivered to A&R and Senior PS staff in SLS by an external coach (see Section 5.3 (i)).

Our working environment provides many opportunities for staff to integrate, collaborate and communicate on work-related projects and socially. For example, SLS holds an 'Annual Research Symposium', attended by 200–300 staff, often accompanied by family (Figure 5.6.4). Funded childcare has been available on-site since its inception (2002). The programme

contains scientific presentations and social activities. An AS presentation was introduced in 2014, conveying new data and information about relevant policies and practices.

In response to feedback, scheduling of the symposium was changed from Friday–Sunday to Thursday–Saturday in 2016 to minimise impact on weekend time and facilitate access to onsite leisure activities. New feedback, has initiated re-evaluating of the timing and structure of the symposium. Changes will be implemented next year (AP 5.6.2).



Figure 5.6.4 Members of the Division of Plant Sciences at the Annual Symposium 2016 with their children in attendance.

We celebrate achievements and publicise events (Figure 5.6.6) (see Section 5.6 (vi)):

- Dean's annual review
- Long service awards ceremony
- Named lectures
- Divisional research retreats
- Summer BBQ
- Sports Competition
- Coffee mornings
- Art-Science Exhibitions launch parties
- Christmas carol concert (Figure 5.6.11)

When events fall outside core hours, families are always encouraged to attend.

Break-out areas are used to host informal social events (pizza meetings, Friday night socials (Figure 5.6.7A). All staff are invited facilitating integration and inclusivity. To celebrate Lesbian, Gay, Bisexual & Transgender (LGBT) month, a networking event by the newly formed SLS-LGBT+

group was financially supported by SLS-AS and led by SLS-LGBT representatives. It was attended by 11 staff, and is now a regular item in the SLS calendar (Figure 5.6.7B).

Since 2016, SEG hold regular open fora for staff to discuss issues important to the community including AS, research integrity and finance (see Section 5.3 (i)).

The social activities and increased transparency correlated with decreased stress (25% to 24% overall, 26%F to 22%; 23%M to 20%M) (Figure 5.6.5).

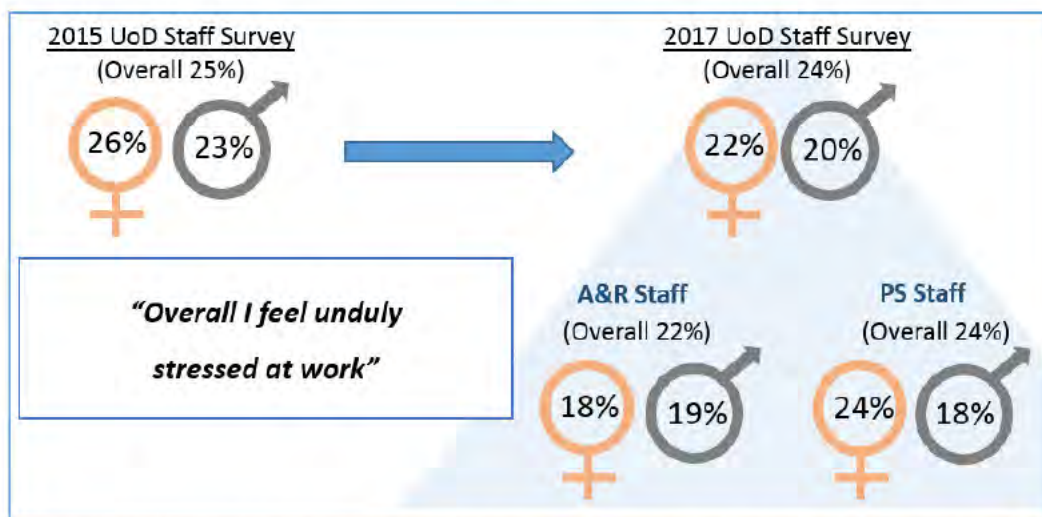


Figure 5.6.5 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

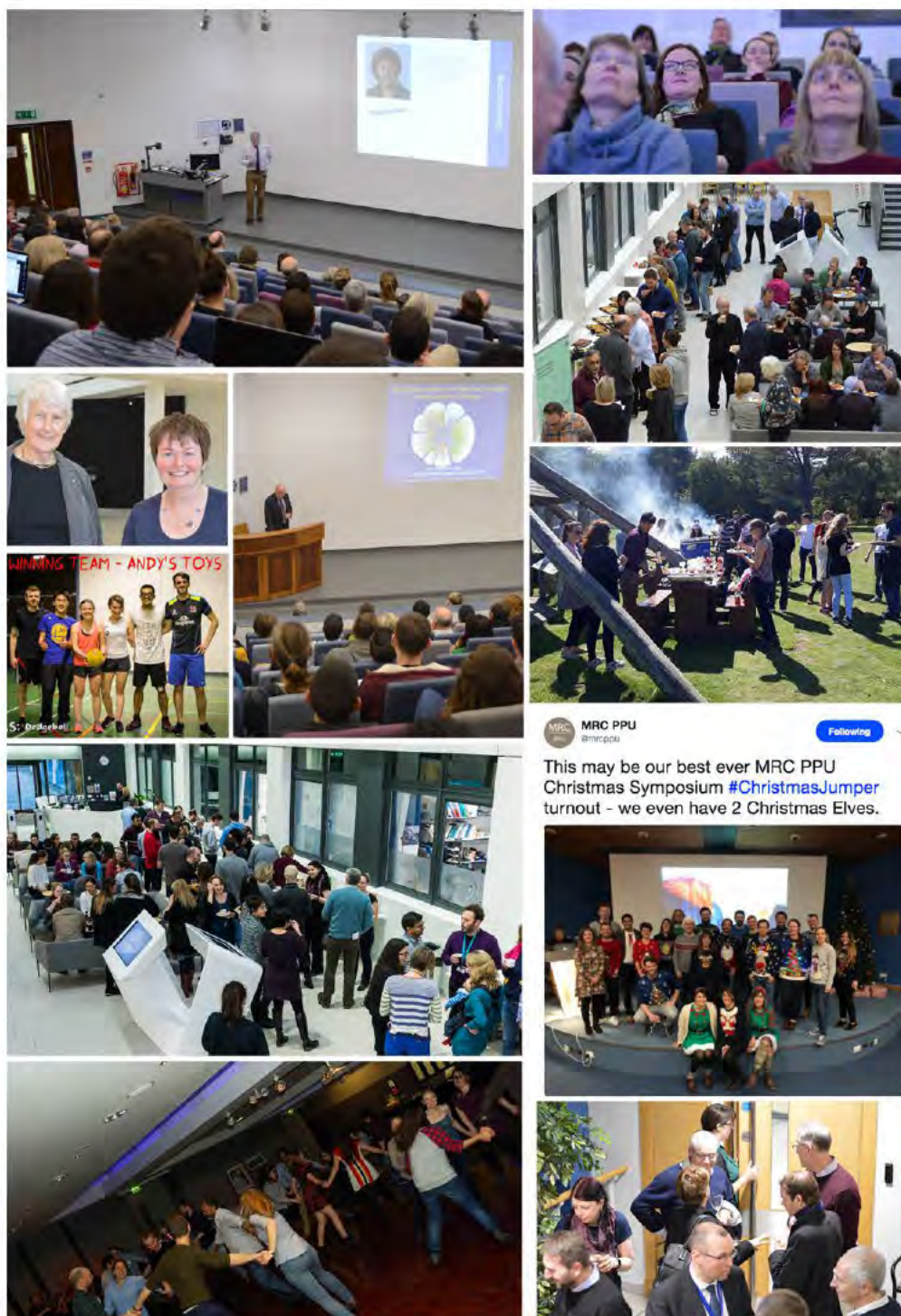


Figure 5.6.6 (clockwise from top left): Annual Review of the Year; Audience at Review of the Year; SLS Long Service Celebration; GRE Annual Summer BBQ; MRC PPU Tweet regarding MRC PPU Christmas Symposium; Wellcome Centre award celebration event; GRE Divisional Research Retreat evening ceilidh; Promotions celebration; Annual dodgeball competition winners organised by PiCLS; Examples of two of our 'Named lectures';

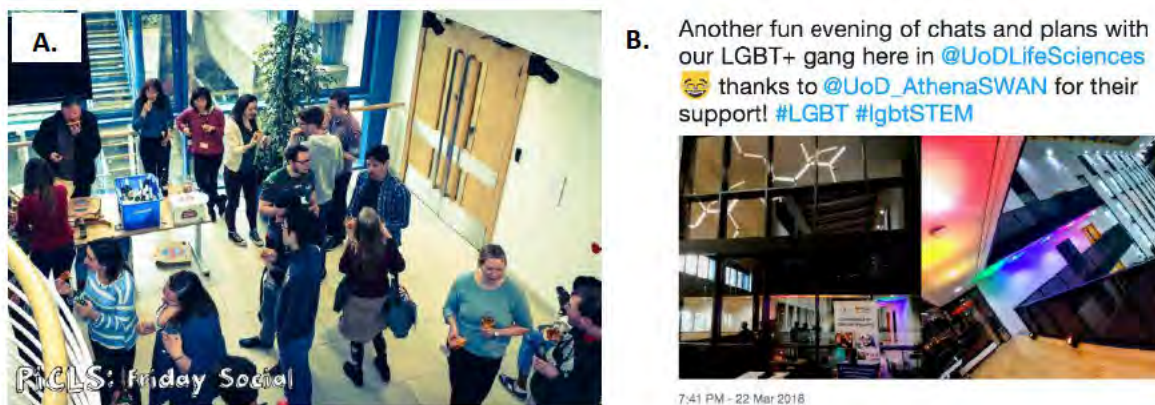


Figure 5.6.7 A) PiCLS Friday Social. B) Tweet about LGBT+ social

IMPACT (2014- 2018 Actions)

Responses to 2017 University of Dundee staff survey were generally more positive than in 2015 and feedback from culture review suggests impact of many of our Athena SWAN actions (PAP 4.2.3)

Mandatory student Equality & Diversity and Athena SWAN training has impacted on awareness and their thinking (PAP 4.3.9)

Awareness raised by Associate Dean (Professional Culture) role, led to support for 'Purple Friday' activities and establishment of School of Life Sciences Lesbian, Gay, Bisexual & Transgender network (Figure 5.6.7B)

In response to feedback, scheduling of annual symposium was changed in 2016 to minimise impact on weekend time and facilitate access to onsite leisure activities.

Increased satisfaction of School of Life Sciences staff with the University as a good place to work. University of Dundee staff survey showed that in 2015, 90% of staff (92%F:89%M) found the University a good place to work in 2017 this rose to 95% (97%F:95%M) (Figure 2.2)

2018-2022 Actions

AP 5.1.14 Determine why males were less likely than females to perceive career progression/promotions as fair and also responded more negatively to questions about training; Objective Setting & Review; work-life balance, worries about work outside working hours; University values and ability to raise concerns

AP 5.6.1 Present actions proposed by outcomes from culture review to Senior Executive groups

AP 5.6.2 Evaluate and consider changing the timing and format of the research symposium

(ii) HR policies

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

Data Notes 18 - 19

Our HR team is involved in all formal procedures involving staff and maintains high visibility by membership of decision-making committees and inclusion in social activities (see Section 2). Close relationship between HR and SEG enables rapid responses to complaints or issues raised ensuring consistent implementation of policies. Working with trade unions further ensures that staff are treated fairly and policies enacted appropriately. Membership of HR Officer (HRO) in SLS-SAT (Table 3.1) provides effective HR-AS communications.

Our HRO promotes training to all staff. Recently, training for line-managers focussed on work-life balance policies, absence management, recruitment, and OSaRs. Information about Health and Wellbeing, University Sports Centre, counselling service and first call services is posted throughout our buildings.

SLS encourages flexible working and routinely supports staff experiencing temporary difficulties (see Section 5.5 (vi)). For instance, we provided reserved parking for an individual with changed working hours due to family health problems, minimising her anxiety.

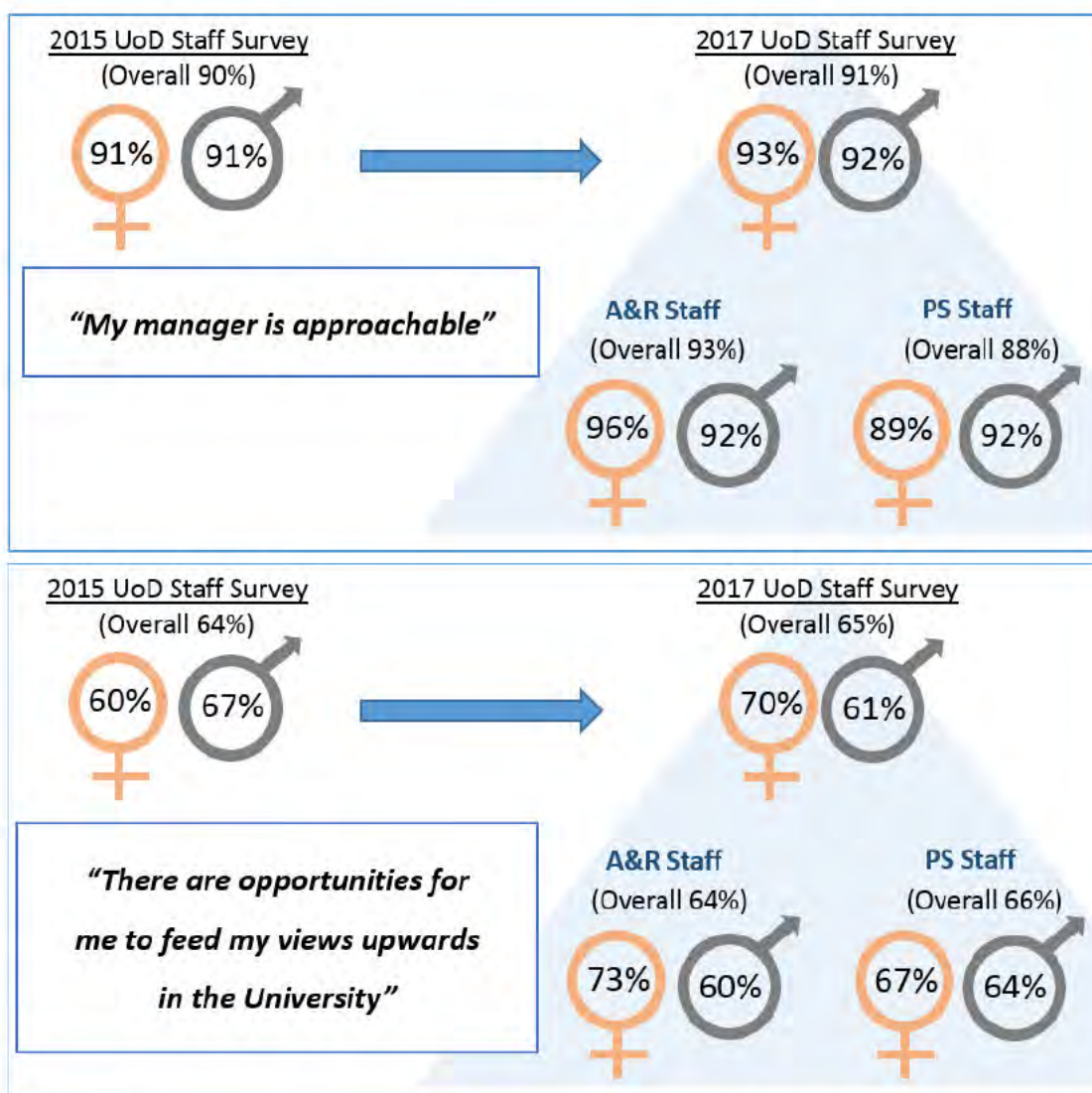


Figure 5.6.8 University of Dundee Staff Survey responses from staff within the School of Life Sciences: 2015 and 2017. Survey run by Capita Surveys & Research.

We believe our policy and procedures are effective (Figure 2.2; Figure 5.6.3; Figure 5.6.8; Figure, 5.6.9). Staff find their manager approachable (93%F:92%M) (Figure 5.6.8) and there was an increase in female staff reporting opportunities to feed their ideas upwards within the University (from 60% to 70%) (Figure 5.6.8). In male staff this decreased (AP 5.1.14).

In 2017, 6% of UoD staff survey respondents reported being bullied or harassed, a decrease from 2015 (Figure 5.6.9). We aim for zero instances and are concerned that in A&R and PS staff, the minority gender feels more discriminated against (Figure 5.6.9). We will continue monitoring (AP 5.6.3) and engage with Dundee University Student Association's Zero Tolerance policy (anti-harassment or bullying).

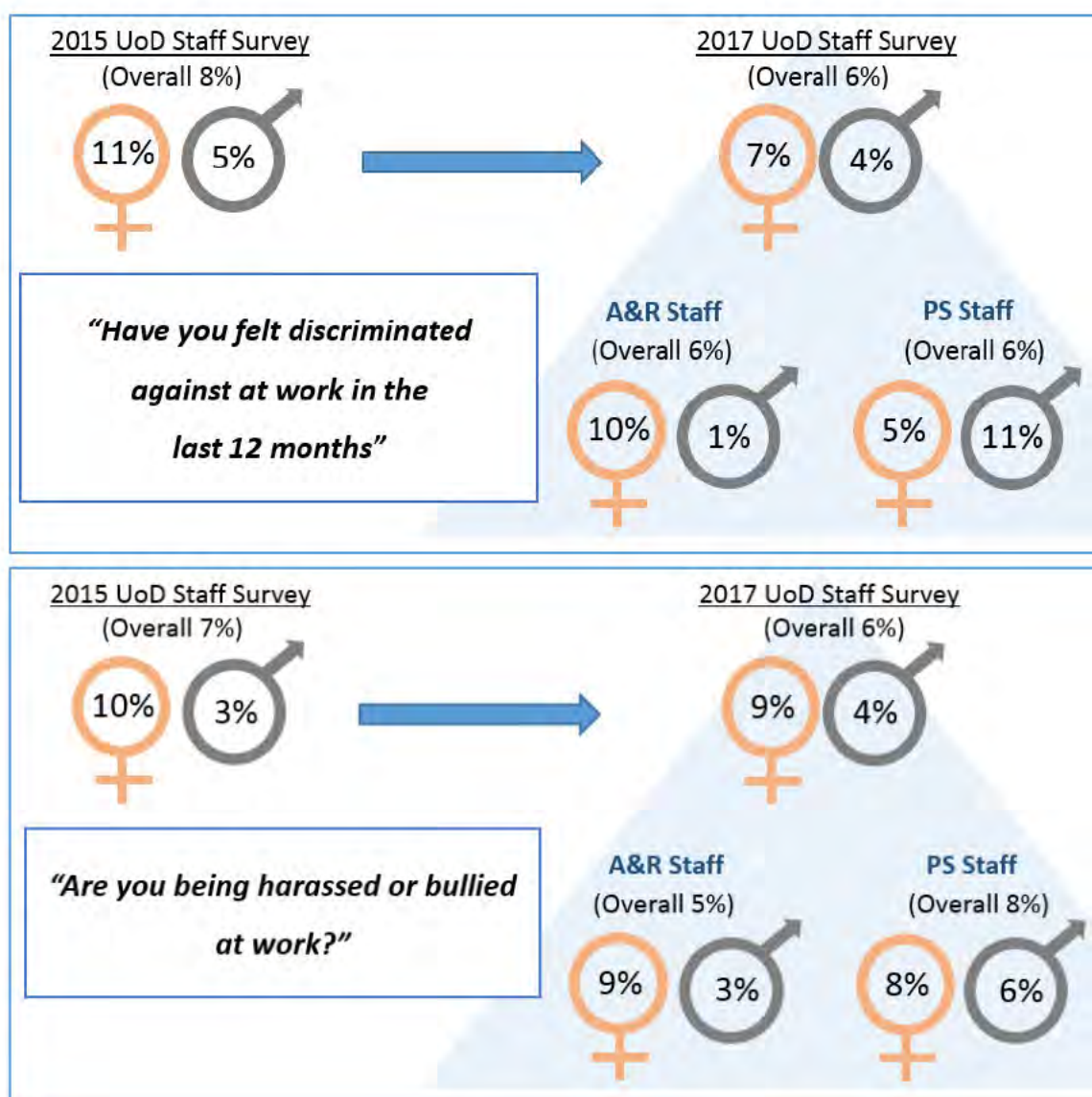


Figure 5.6.9 University of Dundee Staff Survey responses 2015 and 2017; survey run by Capita Surveys and Research

IMPACT (2014- 2018 Actions)

The raised awareness of the importance of professional culture and the funding available for Athena SWAN activities led to a culture review exercise by an external professional that included all staff groups

Availability of support for special requirements allows bespoke support such as dedicated parking space to facilitate flexible working for staff with carer responsibilities.

Female staff in particular report feeling discriminated against less (University of Dundee staff survey - 11% in 2015 to 7% in 2017) (Figure 5.6.9)

2018-2022 Actions

AP 5.1.14 Determine why males were less likely than females to perceive career progression/promotions as fair and also responded more negatively to questions about training; Objective Setting & Review; work-life balance, worries about work outside working hours; University values and ability to raise concerns

AP 5.6.3 Continue to monitor University of Dundee staff Survey results – “Are you being harassed or bullied at work?” and “Have you felt discriminated against” and aim for zero instances

(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.

Membership on committees is usually according to role (see Section 3). Vacancies are advertised widely. When committees require highly specific criteria, we may approach individuals directly. Usually, the chair in consultation with committee members and Dean/SEG confirm appointments after informal interviews. Overall staff feel they are given equal opportunities (Figure 5.3.7) suggesting this process works well. For all committees we aim for a gender balance that reflects the relevant staff population. Females were increasingly well represented, both as members and chairs (PAP 4.5.2).

In SLS, females contributed proportionally more administrative and leadership activities than males. Although this ensures their influence in strategic decision making, it creates an unequal burden in their workload (see Section 5.6 (v)). To reduce this burden, we are currently identifying tailored support (increased administrative help, deputies (PAP 4.5.1), relief from teaching, resources for research (AP 5.6.4).

We need to know why males participated less in leadership activities (AP 5.1.14). Misperceptions about importance of these roles may be one reason. To underline the value of these roles, we are currently identifying means to reward and give recognition to staff who assume leadership positions (AP 5.6.5).

IMPACT (2014- 2018 Actions)

Increase in female staff in leadership roles and decision-making committees (PAP 4.5.2)

Recognition that support is required for staff (currently mostly females) who assume leadership roles (PAP 4.5.1)

2018-2022 Actions

AP 5.1.14 Determine why males were less likely than females to perceive career progression/promotions as fair and also responded more negatively to questions about training; Objective Setting & Review; work-life balance, worries about work outside working hours; University values and ability to raise concerns

AP 5.6.4 Identify and put in place additional support that can support leadership responsibilities and reduce their impact on teaching and research

AP 5.6.5 Coordinate nomination for honours and accolades

(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?

We do not systematically audit participation in influential external committees (AP 5.6.6). However, information collected from OSaRs showed that almost all senior A&R staff serve on grant review panels, prize/honour selection committees, scientific advisory and research council governing boards. Line-managers encourage participation, often providing nominations where required, and administrative support and flexible working facilitate and support these activities. High profile positions held by staff include Chair, Biological Sciences panel for REF2021 (F), Governor, Wellcome Trust (M), and TEF panel member (M). The value of acting in these roles is a recognised esteem factor for promotions and has led to external honours such as a CBE (PAP 4.5.1). Obtaining such positions is celebrated via electronic screens, the Dean's monthly newsletter and social media.

Connections to leaders involved in policy-making facilitated by these roles have been helpful in shaping ideas and developing activities to promote AS agenda in SLS. For instance, hosting the chair of Governors of the Wellcome Trust for formal and informal visits, provided opportunities to discuss how they can help to identify reasons for and address the continuing gender imbalance in academia and contributed to the recently announced "Research Enrichment and Inclusion" funding opportunities (see Section 4.2).

IMPACT (2014- 2018 Actions)

Support from SLS, has enabled a female Academic & Research staff member to accept appointment as Chair of the Research Excellence Framework panel for Biological Sciences (PAP 4.5.1)

2018-2022 Actions

AP 5.6.6 Collect information about participation on external committees

(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.

Data Notes 1 & 18 - 19

The SLS Workload Model (WLM) for A&R staff was replaced by a UoD-wide WLM in 2017.

WLM enables line-managers to allocate distribution of duties, roles and responsibilities fairly and helps to monitor gender balance. WLM data is reviewed annually by SEG to provide opportunities for everyone.

Allocations are given for:

- Valuing People/Working Together
- Administration
- Roles such as ADs, AS Champions, Core Facility Leads
- Teaching & Scholarship, student recruitment, programme development
- Research including supervising PGR student, writing grant applications
- Personal Development
- Public Engagement
- Clinical Activity
- External Professional Activities
- Professional training

Staff survey results suggested that staff, females more so, were satisfied with their role (Figure 5.1.8) and staff (73%) found their workload manageable (AP 5.1.14). More A&R than PS staff reported struggling with their workload (Figure 5.6.10). Consistently WLM data

(Table 5.6.1) showed that average WLM units for all eligible A&R staff exceeded the target (130%F:117%M), (Table 5.6.1).

Staff on T&R contracts were more likely to be working at >100% workload (138%F:121%M) than those on T&S contracts (90%F:98%M) (Table 5.6.1). These data suggested significant overburdening of females attributable to leadership roles they hold. This imbalance has been discussed with the Dean and discussions are underway to address it (AP 5.6.7).

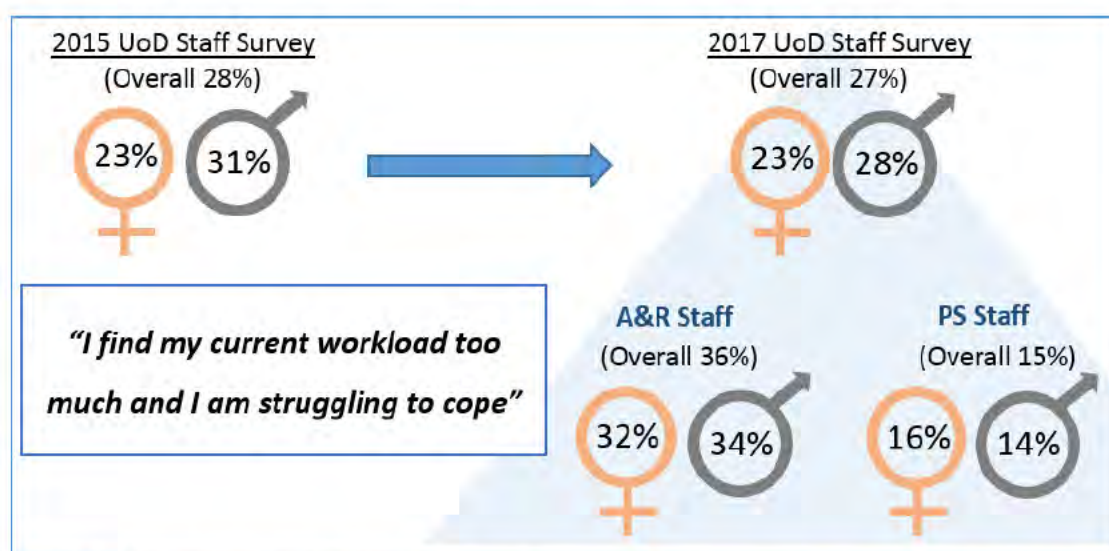


Figure 5.6.10 University of Dundee Staff Survey responses 2015 and 2017 run by Capita Surveys and Research.

	2016/17				
	Number	FTE	%	Target Units	WLM Units
Female			22%		
Male			78%		
All Eligible A&R Staff			100%		
Female			23%		
Male			77%		
Eligible T&R A&R Staff			100%		
Female			21%		
Male			79%		
Eligible T&S A&R Staff			100%		

Table 5.6.1 School of Life Sciences Academic and Research staff Workload model units for 2016/17. * based on 1768 units per FTE

IMPACT (2014- 2018 Actions)

Clearly defined workload that is reviewed and adjusted regularly.

Allocation of workload for Associate Dean (Professional Culture), Athena SWAN champions and School of Life Sciences Self-Assessment Team members

2018-2022 Actions

AP 5.1.14 Determine why males were less likely than females to perceive career progression/promotions as fair and also responded more negatively to questions about training; Objective Setting & Review; work-life balance, worries about work outside working hours; University values and ability to raise concerns

AP 5.6.4 Identify and put in place additional support that can support leadership responsibilities and reduce their impact on teaching and research

(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.

Since our **Bronze award**, meeting times/dates changed to occur within core working hours (10-16:00 inclusive, where possible). Seminars are now predominantly at midday. Participation of PT staff is considered when planning meetings. When it impossible (rarely) to accommodate their normal work schedule, changes in PT staff hours are discussed to accommodate attendance. All events are organised as far in advance as possible and organisers are encouraged to consult with key attendees to facilitate attendance.

Previously, “Named Lectures”, delivered 3–4 times annually by world renowned scientists, started at 16:00, followed by a reception for networking and socialising. We recognised this timing excluded many with caring responsibilities. Now these lectures are at midday, followed by lunch; consequently, attendance has increased (**PAP 3.1.1**).

Social gatherings are held in a new space where children can attend i.e. annual Christmas carolling attended by children from the University Nursery (caring for many of our children) (**Figure 5.6.11**).

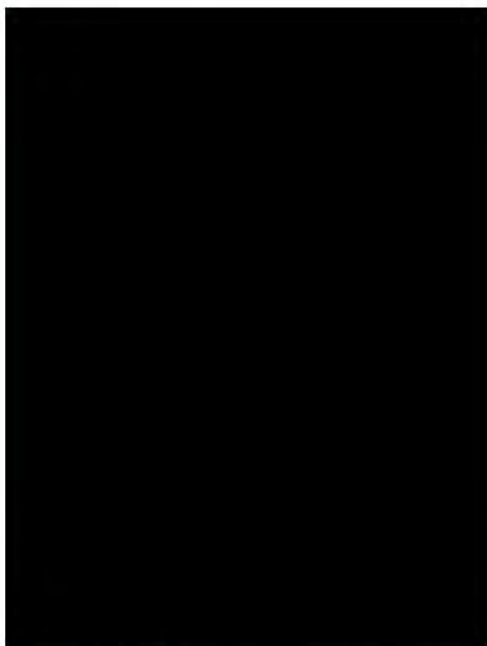


Figure 5.6.11 Annual Christmas Carol Service with the children from the University nursery in attendance, 2016.

IMPACT (2014- 2018 Actions)

Times of regular seminars changed to increase attendance

Named lectures are now held at lunchtime, followed by a social networking event with an increase in attendance (PAP 3.1.1)

Data on gender of seminar speakers and hosts is collected

Social space with unrestricted access makes it easy for children to attend events (Figure 5.6.12)

(vii) Visibility of role models

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

Data Notes 1 & 18 - 19

To provide role models for our UGs, we aim for gender balance of staff attending open days for visiting UG candidate to reflect that in the relevant staff groups. [REDACTED]

[REDACTED] inspired to continue a career in STEM specifically after speaking with a female scientist during open day (PAP 3.1.2).

The gender balance of seminar speakers and the corresponding hosts/chairpersons revealed that over the last 2 years, gender distributions of seminar speakers (27%F:73%M) mirrored that of hosts (27%F:73%M) (PAP 3.1.1). However, females were more likely to host female speakers (43% seminars hosted by females and 21% hosted by males' featured female speakers). Seminar speakers are important role models for all staff and we aim to achieve a more balanced gender distribution (AP 5.6.7).

The gender of distinguished scientists giving "Named Lectures" increased from 17%F up to 2013 to 46%F (2014-2017) (PAP 3.1.1).

Electronic screens throughout the buildings (including breakout areas and cafés) advertise activities and successes. Gender balance is considered when creating imagery by our dedicated Public Engagement (PE) & Communications Officer (Figure 5.6.12) (PAP 5.2) who deposits literature and news about gender issues into a shared file server to share with everyone in UoD.

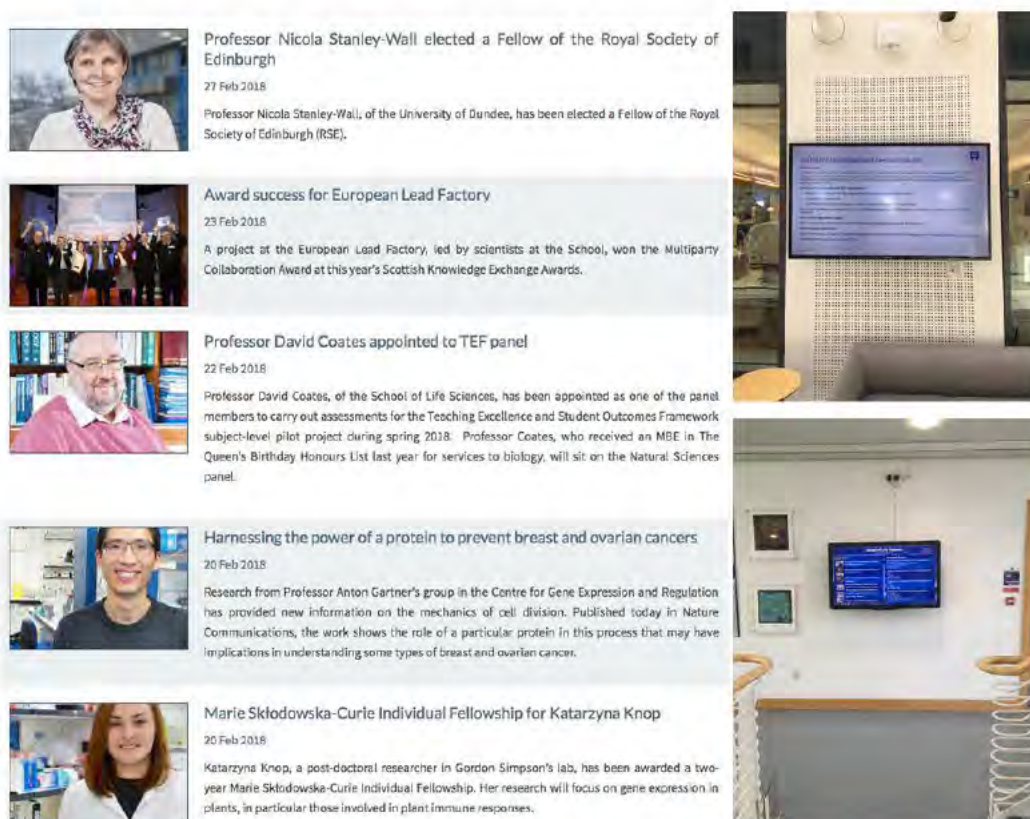


Figure 5.6.12 Electronic screens around the SLS complex, which include off-site JHI Plant Sciences and teaching unit which show news stories and information about upcoming events and opportunities.

An effective way to showcase role models are Honorary doctorates awarded annually. In 2015, the SLS-SAT highlighted to the Principal the gender imbalance in honorary doctorates presented by UoD. Female honorary doctorates increased from 13% (2010-16) to 55% (2016-present) (Figure 5.6.13).



Figure 5.6.13 SLS nominated Baroness Eliza Manningham-Buller, Chair of the Wellcome Trust, for an honorary degree from the University. She was awarded an honorary Doctor of Laws degree in June 2017.

SLS-SAT worked with others to deliver the 'HerStory' exhibit showcasing pioneering women from Dundee together with all the female professors in UoD (PAP 4.2.2). Eight double-sided, 2m high, billboards displaying information about these women lined the main entrance to our buildings (Figure 5.6.14).



Figure 5.6.14 School of Life Sciences 'HerStory' launch exhibition.

Increased awareness of gender issues is reflected by feedback to SLS-SAT about observed lack of gender balance. For instance, when a student-led scientific symposium lacked female speakers (2016), the SAT chair received many e-mails highlighting this. Students were informed, made aware of and helped to remedy the issue. All subsequent student-led symposia and seminars were more balanced (PAP 3.1.1). The most recent career talk series hosted by students had >50% female speakers. To further increase the importance and visibility of role models, we are launching a project portraying how women in academia are perceived (AP 5.6.8).

IMPACT (2014- 2018 Actions)

Monitoring gender balance of seminar speakers (PAP 3.1.1) revealed that females were about twice as likely as males to invite female speakers than males leading to proactive help for identifying more female seminar speakers

Student-led symposia and seminars are now more gender balanced (PAP 3.1.1)

Gender balance of speaker in prestigious “Named Lectures” has increased from 17% until 2013 to 46% (2014-2017) (PAP 3.1.1)

Many examples of publicity opportunities improved awareness of the importance of role models, mainstreaming Athena SWAN throughout School of Life Sciences

Number of female Honorary doctorates increased significantly

All promotional material including University of Dundee staff and student at visit days for the School is screened to ensure it reflects gender and career-stage balance. This ensures that the visibility of women in “Science, Technology, Engineering, Mathematics & Medicine” occurs from the very start of undergraduate careers (PAP 3.1.2)

Feedback [REDACTED] was that she had felt inspired to continue a career in “Science, Technology, Engineering, Mathematics & Medicine” specifically after speaking with a female scientist on her visiting ‘open’ day (PAP 3.1.2)

‘HerStory’ exhibition showcased pioneering women from around Dundee together with all the female professors in the UoD. This was highlighted as the example of good practice in University of Dundee’s successful Bronze Athena SWAN award application (April 2017) (PAP 4.2.2) * [REDACTED] example of good practice highlighted by Equality Challenge Unit in University of Dundee Bronze award)

Electronic screens placed throughout the buildings (including all breakout areas and to advertise activities and successes. Gender balance is always considered (PAP 5.2)

2018-2022 Actions

AP 5.6.7 Improve the gender balance of seminar speakers

AP 5.6.8 Coordinate and host an art project that examines how women in academia are perceived

(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.

Data Note 20

SLS recognises and rewards PE through prizes, promotion, and pay increments. [REDACTED] was promoted to Professor in 2015 on the basis of [REDACTED] activities in PE and [REDACTED] research and teaching performance. PE contributes to WLM and administrative help for PE is provided.

To address the gender gap in participants (Figure 5.6.15), (PAP 4.5.3), a number of actions were taken:

- “Why Engage?” booklets highlight benefits of participation (Figure 5.6.16A)
- Imagery used in all media reflects gender balance in participating staff and audiences.
- Increased breadth of what PE entails in descriptions
- Identification of senior member of staff as a PE Champion; individuals from 7 divisions were appointed [REDACTED] (AP 5.6.11).

These steps were part of a new SLS strategy for PE developed in consultation with staff and students at all levels over the past year (Figure 5.6.16B) and resulted in increased participation of males, closing the gap (Figure 5.6.15) (AP 5.6.9, AP 5.6.10).

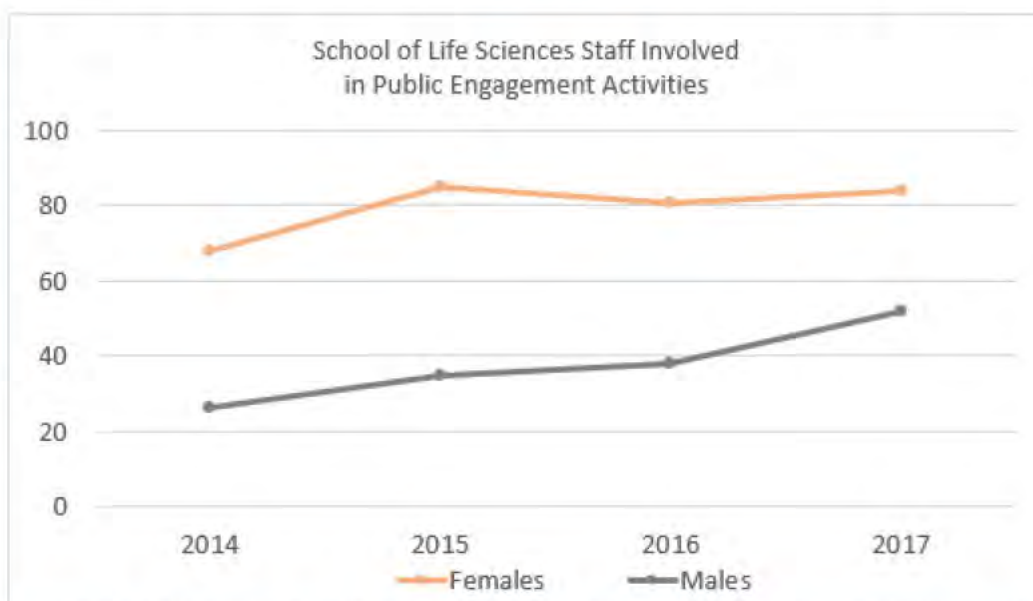


Figure 5.6.15 Number of staff by gender involved in public engagement activities within School of Life Sciences from 2014–2017.



Figure 5.6.16 The School of Life Sciences launched A) their Why Engage booklet in May 2018 and B) their Public Engagement with Research Strategy document in 2017.

Our new PE strategy has four main aims:

- Build on creative partnerships to deliver high-quality, innovative engagement programmes
- Engage a diverse range of people with our research
- Consult with local communities to widen our reach and meet their need
- Promote and support a culture of active participation in PE

These aims will be delivered by sustainable methods for engaging with community groups including training (Figure 5.6.17). The National Coordinating Centre for Public Engagement recognised our excellence with a “Gold” faculty award (Figure 5.6.17).

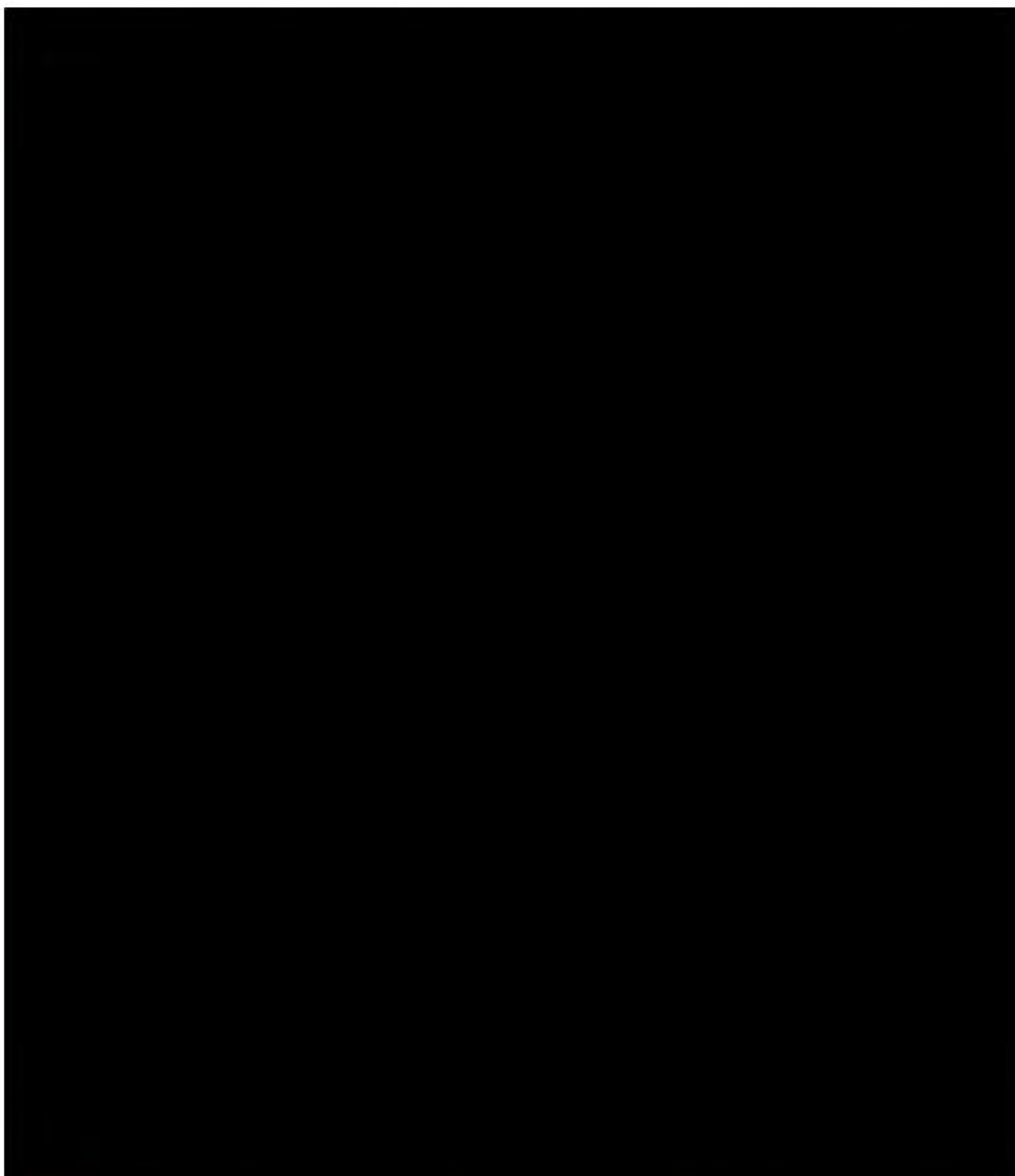


Figure 5.6.17 Public engagement events with staff & students from the School of Life Sciences – Top Row (L-R) -Work Experience Week; Dundee Science Festival 'Street Food' event; 'Give Us Your Soil' citizen science project with PLANT (People Learning About Nature in Tayport); 2nd Row (L-R) Incredible Immunology event; Annual Open Doors Day; Engaged Researcher of the Year [redacted] (PhD student); 3rd Row (L-R) 'Hormonal' exhibition; 'Power of Plants Day' and 'Around the World of Drug Discovery in 5 Experiments' chemistry show, 4th Row; Celebration event for Gold Watermark award from National Coordinating Centre for Public Engagement

IMPACT (2014- 2018 Actions)

Increased involvement of males in outreach activities (PAP 4.5.3)

Dedicated senior academic appointed as academic lead

Success of Public Engagement contributed to professorial promotion

Appointment of 7 Senior academics as Public Engagement champions

Highly coveted and publicised prizes for Public Engagement

Workload model allocation for Public Engagement activities

The first faculty in the to be awarded the “Gold” faculty award in 2017 from National Coordinating Centre for Public Engagement recognising excellence of the School of Life Sciences Public Engagement support

2018-2022 Actions

AP 5.6.9 Collect more comprehensive information on participants in Public Engagement

AP 5.6.10 Continue to strive for gender parity in Public Engagement activities

AP 5.6.11 Appoint a senior academic from each division as Public Engagement Champion

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver: 1000 words

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Case study for Athena SWAN – Professional Services staff member

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7. FURTHER INFORMATION

Recommended word count: Silver: 500 words

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

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).

2018-2022 Action Plan Number	Brief description of Action	Action/outcomes to date (at time of application – April 2018)	Further plans: specific actions to be taken and by whom, if different from/additional to responsible role	Responsibility to report on the action & oversee delivery	Timescale – completion date and repeat cycle if appropriate	Success measure
2.1	Establish a School of Life Sciences “Professional Culture” award.	Giving a prize that recognises contributions to professional culture in the School of Life Sciences will demonstrate the importance of such activities.	Establish a procedure to recognise contributions to professional culture formally (criteria, nomination and selection process).	Associate Dean (Professional Culture)	Established by July 2018, Advertise in Sept. 2018 Award annually from March 2019	An Annual prize is awarded. Activities are recognised and valued by the community.
2.2	Include contributions of all staff to Equality Diversity & Inclusion in Objective Setting & Review and Tenure review.	To raise awareness of Equality & Diversity and recognise contributions of staff to Equality & Diversity/Athena SWAN agenda/activities.	Update Objective Setting & Review and tenure forms to include question about contributions to Equality & Diversity/Athena SWAN agenda.	Dean/School Manager	May 2018	Objective Setting & Review and tenure review documents include questions about contributions to Equality & Diversity/Athena SWAN agenda.

2018-2022 Action Plan Number	Brief description of Action	Action/outcomes to date (at time of application – April 2018)	Further plans: specific actions to be taken and by whom, if different from/additional to responsible role	Responsibility to report on the action & oversee delivery	Timescale – completion date and repeat cycle if appropriate	Success measure
3.1	Establish School of Life Sciences Self-Assessment Team representation on all decision-making committees.	All decision-making committees have Athena SWAN on their agenda and in many cases, but not all, Athena SWAN is represented by the Associate Dean (Professional Culture), Athena SWAN Project Coordinator, or an Athena SWAN Self-Assessment Team member.	Liaise with chair of the relevant committees to identify and subsequently recruit most appropriate School of Life Sciences Self-Assessment Team member to attend.	School of Life Sciences Self-Assessment Team Chair	Oct. 2018, reviewed annually	All decision-making committees have representative of School of Life Sciences Self-Assessment Team.
3.2	Increase involvement of School of Life Sciences staff/Self-Assessment Team members in wider Equality Challenge Unit/ Athena SWAN activities.	There is <i>Ad hoc</i> participation of School of Life Sciences staff/Self-Assessment Team members and staff in local Equality Challenge Unit and Athena SWAN activities (e.g. networking meetings, review panels). These are very valuable opportunities, which we will promote further.	Advertise opportunities widely to all communities	School of Life Sciences Self-Assessment Team Chair, Athena SWAN Project Coordinator	Oct. 2018, thereafter annually as part of formal AS annual review	At least 2 members of the Self-Assessment Team register as Athena SWAN panellists. School of Life Sciences has representation at all relevant external opportunities

2018-2022 Action Plan Number	Brief description of Action	Action/outcomes to date (at time of application – April 2018)	Further plans: specific actions to be taken and by whom, if different from/additional to responsible role	Responsibility to report on the action & oversee delivery	Timescale – completion date and repeat cycle if appropriate	Success measure
3.3	Self-Assessment Team Membership to be reviewed after submission of this application to ensure turn-over and appropriate membership.	Turnover of School of Life Sciences Self-Assessment Team membership is important to broaden exposure of Athena SWAN to community, spread the workload, and create new ideas. Initial discussion held and membership is an agenda item for May 2018 School of Life Sciences Self-Assessment Team meeting.	Each School of Life Sciences Self-Assessment Team member to indicate whether they are happy to continue to participate in the Self-Assessment Team and, to support succession planning, identify possible successor. We will also advertise the opportunity to join the group widely. Recruit at least 3 new members/year	School of Life Sciences Self-Assessment Team Chair	Oct. 2018, thereafter annually as part of formal AS annual review	Partial turnover (~at least 3 members) of School of Life Sciences Self-Assessment Team membership each year.
3.4	School of Life Sciences Self-Assessment Team chair will be replaced.	Chair has been in place for five years, led 2 applications. A new chair of School of Life Sciences Self-Assessment Team will bring in fresh ideas and create opportunity for career development.	In collaboration with Dean and School Manager, we will develop and use an open and transparent process to identify a new School of Life Sciences Self-Assessment Team chair.	Associate Dean (Professional Culture)	Sept. 2018 with a review by Sept. 2021	New Self-Assessment Team chair in post.

2018-2022 Action Plan Number	Brief description of Action	Action/outcomes to date (at time of application – April 2018)	Further plans: specific actions to be taken and by whom, if different from/additional to responsible role	Responsibility to report on the action & oversee delivery	Timescale – completion date and repeat cycle if appropriate	Success measure
		This was discussed at Self-Assessment Team in February 2018 and agenda item for May 2018 meeting.	Current Self-Assessment Team chair will be instrumental in training and continued support for the new chair and will remain involved in Athena SWAN via role as Associate Dean (Professional Culture).			
3.5	Appointment of Deputies for School of Life Sciences Self-Assessment Team members.	<p>Staff cannot always attend the Self-Assessment Team meeting and we want to increase opportunities to develop experience in participating in a school-wide strategic group.</p> <p>Each Self-Assessment Team member will have at least one deputy who can stand in for them at Self-Assessment Team meetings.</p> <p>This will ensure full attendance at meetings and broaden</p>	In collaboration with Self-Assessment Team -Chair and Athena SWAN Project Coordinator, we will develop and use an open and transparent process to identify new deputies for each Self-Assessment Team member	School of Life Sciences Self-Assessment Team Chair	July 2018, reviewed annually	Each Self-Assessment Team member has at least one deputy who can take their place in Athena SWAN Self-Assessment Team meetings

2018-2022 Action Plan Number	Brief description of Action	Action/outcomes to date (at time of application – April 2018)	Further plans: specific actions to be taken and by whom, if different from/additional to responsible role	Responsibility to report on the action & oversee delivery	Timescale – completion date and repeat cycle if appropriate	Success measure
		exposure to Athena SWAN activities.				
3.6	Review the Self-Assessment Team remit and consider broadening its remit to become a Professional Culture group that integrates activities relating to all aspects of professional culture, such as Equality Diversity & Inclusion, Athena SWAN, career development, etc.	Athena SWAN is an important feature of the culture in School of Life Sciences and integrating it more formally with other activities that relate to “Professional Culture” could create more impact. An overarching group with a broad membership could be more effective in developing and integrating other activities with Athena SWAN. Individual leads for each area could be identified and directly linked with and HR. This would spread the workload, support wider remits, create more career development opportunities, and facilitate succession planning.	Discuss general idea with School of Life Sciences Self-Assessment Team and wider community (School Executive Group) and develop specific structure and remit.	Associate Dean (Professional Culture)	Dec 2018, annually thereafter (if required)	A new “Professional Culture” committee is in place with its remit and place with School of Life Sciences structure well defined.

2018-2022 Action Plan Number	Brief description of Action	Action/outcomes to date (at time of application – April 2018)	Further plans: specific actions to be taken and by whom, if different from/additional to responsible role	Responsibility to report on the action & oversee delivery	Timescale – completion date and repeat cycle if appropriate	Success measure
3.7	Define specific roles for each School of Life Sciences Self-Assessment Team member.	Currently actions are owned by the entire Self-Assessment Team and delivered with help from relevant staff in the school. However, this can lead to imbalances and uneven workloads in the Self-Assessment Team. The idea will be discussed at May 2018 Self-Assessment Team meeting.	To effectively deliver our actions, to initiate new activities, and to spread workloads more evenly, Self-Assessment Team members will be assigned specific tasks and actions that are related to role in the school.	School of Life Sciences Self-Assessment Team Chair	Sept 2018, with a review annually thereafter	Each Self-Assessment Team member has specific tasks.
3.8	Monitor progress against Athena SWAN Action Plan continually and formally as part of annual review.	To ensure actions are implemented, progress against specific actions will be discussed at each Athena SWAN Self-Assessment Team meeting and recorded and ongoing actions identified. The choice of actions to be discussed will be dictated by their proposed timing and how they are linked to other ongoing activities.	Systematic and robust monitoring and reporting on progress against Athena SWAN actions via the annual October Athena SWAN report (required for University of Dundee level Athena SWAN reporting the following March) which will also be circulated widely in the School of Life Sciences on the same timeline	School of Life Sciences Self-Assessment Team Chair	Oct. 2019, thereafter annually as part of formal AS annual review	Actions are continually monitored and they progress according to action plan.

2018-2022 Action Plan Number	Brief description of Action	Action/outcomes to date (at time of application – April 2018)	Further plans: specific actions to be taken and by whom, if different from/additional to responsible role	Responsibility to report on the action & oversee delivery	Timescale – completion date and repeat cycle if appropriate	Success measure
		Formal review of all actions will occur once a year together with all other University of Dundee Self-Assessment Teams.				
3.9	Data and proposed actions will be presented by Associate Dean (Professional Culture) to School of Life Sciences Self-Assessment Team & Senior Executive Group (in the School of Life Sciences) and other stakeholders in the University of Dundee regularly to develop actions and respond to the findings.	Including two-way communication about Athena SWAN activities in highest decision-making panel in School of Life Sciences already ensures that Athena SWAN agenda is firmly embedded in School of Life Sciences culture. Adding regular, formal presentations to Senior Executive Group (in the School of Life Sciences) will further enhance participation and support for actions.	In liaison with Dean and School Manager, Associate Dean (Professional Culture) will act as conduit for Athena SWAN information and school level, discussing relevant Athena SWAN issues at Senior Executive Group (in the School of Life Sciences) monthly and report to and from the School of Life Sciences Self-Assessment Team meetings.	Associate Dean (Professional Culture)	May 2018	Senior Executive Group (in the School of Life Sciences) is clearly informed about, supports, and participates in Athena SWAN actions.

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4.1.1	Continue to monitor recruitment of Access & Foundation students.	We wish to continue to monitor this over an increased time period to ensure there is no gender bias in recruitment and appointment of Access and Foundation students.	Gender distribution in applications, offers, acceptances, and matriculations will be monitored and corrective actions developed if necessary.	Associate Dean (Learning & Teaching)	Oct. 2018, thereafter annually as part of formal AS annual review	Females and males are equally represented in this group.
4.1.2	Continue to monitor performance of Access & Foundation students.	Knowing whether Access & Foundation students' progress as successfully as other undergraduate students will help to recognise requirements for additional support if required.	For each cohort of Access & Foundation students measure performance each year and compare with all undergraduate at the level.	Associate Dean (Learning & Teaching)	Oct. 2018, thereafter annually as part of formal AS annual review	Access & Foundation students progress as well as well as other undergraduate students.
4.1.3	Monitor gender balance of matriculation of undergraduate students.	Currently slightly more males than females matriculate after receiving an offer. Establishing whether this is a trend will be important to know to determine if actions are required to address gender imbalance.	In collaboration with Head of University of Dundee Admissions and Recruitment, compare matriculation of female and male undergraduate students who received an offer.	Associate Dean (Learning & Teaching), Associate Dean International	Oct. 2018, thereafter annually as part of formal AS annual review	There is no difference between matriculations of female and male students after receiving an offer.

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4.1.4	Monitor gender balance of undergraduate degree outcomes and identify reasons for differences between female and male undergraduate students.	Currently more female students achieve higher degree classifications than male students. If this trend continues we need to identify any potential biases in our system that are responsible.	Compare degree awards of male and female undergraduate students. Collect feedback from teaching staff about reasons for any performance differences.	Associate Dean (Learning & Teaching)	Oct. 2018, thereafter annually as part of formal AS annual review	There is no consistent difference in degree awards by gender.
4.1.5	Obtain employability data by gender.	Currently our National Student Survey data is not broken down by gender. Knowing if there are differences in how different graduates of different genders perceive their undergraduate experience will be important for identifying underlying reasons for subsequent career progression.	Determine how National Student Survey data can be reported by gender.	Associate Dean (Quality & Academic Standards)	Nov. 2018	We can compare National Student Survey feedback by gender, identify and gendered trends, and implement corrective measures as required.

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4.1.6	Recruit gender-balanced cohorts of students into and monitor gender balance in new Taught Postgraduate programmes.	We are currently developing new Taught Postgraduate programmes and aim for gender balanced student cohorts. Monitoring gender balance will be important to identify any possible gender bias in our recruitment and selection processes.	In collaboration with Associate Dean (Learning & Teaching), monitor gender balance of application journey of any new Taught Postgraduate programmes, ensuring corrective measures are actioned, if necessary.	Taught Postgraduate programmes Coordinator;	When Taught Postgraduate programmes come online, likely, Sept. 2019	There is gender balance in students on newly established Taught Postgraduate programmes.
4.1.7	Recruit more female students into PhD programmes.	There was a decline in the number of female applicants for Postgraduate Research programmes in the School of Life Sciences over the last years.	Monitor gender distribution of applications to Postgraduate Research programmes, collect feedback from current Postgraduate Research programmes about reasons for choosing the School of Life Sciences and, in collaboration with Head of the University of Dundee, Student Recruitment, and use to revise recruitment strategy if necessary.	Director of Postgraduate Studies	Oct. 2018, thereafter annually as part of formal AS annual review	There is no persistent difference in the gender balance of PhD applicants.

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4.1.8	Collect exit data from PhD students and compare with expectations at entry.	We began collecting exit data about experiences from PhD students but this has not produced enough data to allow conclusions.	PhD Administration office will collect feedback from all graduating PhD students including their onward destination, changes in attitudes and expectations at entry and reasons for any changes during progression.	Director of Postgraduate Studies	In Progress – regular review of feedback	Information from all graduating PhD students is collected and helps to identify practices that can best support them as evidenced by continued timely degree completion and success in obtaining onward position of their choice.
4.1.9	Monitor Postgraduate Research student experience via PhD Annual review exercise.	University of Dundee has implemented a process to collect Postgraduate Research feedback centrally. Comparing data from the School of Life Sciences with that in other Schools will reveal any specific issues we need to address.	We will obtain centrally collected Postgraduate Research feedback.	Director of Postgraduate Studies	Annually in line with University of Dundee PhD annual review exercise, Sept 2018	Postgraduate Research student experience within the School of Life Sciences is on a par with or better than other Schools within the University as measured by the PhD annual review.

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4.1.10	Continue to monitor the length of time taken by Postgraduate Research students to complete their studies and analyse by gender.	Knowing how long PhD students take to complete their thesis work and comparing times required for students of different genders & other protected characteristics can reveal if there is any potential bias or lack of support or training in our programmes.	Systematically record time from start to completion of PhD for all PhD students and ensure this information is reported and scrutinised annually as part of the School of Life Sciences Athena SWAN annual review	Director of Postgraduate Studies	Oct. 2018, thereafter annually as part of formal AS annual review	Time from start to completion for all PhD students is known. Any indications that students fail to complete or require more time will be investigated. If such failure is associated with a protected characteristic appropriate actions will be taken.
4.1.11	Monitor success of MSci students.	Knowing how well students in the newly established MSci programme progress and where they go after completing will show whether there are gender difference that need to be addressed. We use data dashboards and the destinations of Leavers from	Record performance and destinations of the School of Life Sciences MSci students. We will analyse the data annually in our October annual review and report to University of Dundee Athena SWAN steering group and internally	Associate Dean (Learning & Teaching)	Started March 2018 Oct. 2018, thereafter annually as part of formal AS annual review	There is no gender based difference in performance of MSci students as measured by degree award and success in obtaining new positions after completion of the programme.

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		<p>Higher Education Survey data set, provided for all University of Dundee Athena SWAN groups and coordinated by University of Dundee Athena SWAN Project Coordinator, to routinely monitor student outcomes and destinations.</p> <p>We will continue to use this data set for our new course as students complete their studies.</p>	to the School of Life Sciences committees in March annually.			
4.1.12	Monitor gender balance on interview panels for MSci programme.	Interview panels for MSci students need to be representative of the staff that deliver the programme and this requires monitoring the composition of these panels.	Record the gender balance of interview panels for MSci students.	Associate Dean (Learning & Teaching)	Oct. 2018, thereafter annually as part of formal AS annual review	Gender balance on interview panels for MSci programme reflects that in the School of Life Sciences and there is always at least one female on each panel.

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4.2.1	Increase the proportion of female Academic & Research staff.	The gender balance of Academic and Research staff is still skewed towards males. We believe that to fulfil our full potential as a school, we need to employ highly diverse staff and aim for gender balance in the long term.	We will continue to target potential candidates to recruit into Academic and Research positions, using our professional networks. We will continually review our advertising material to eliminate any potential gender bias, and work together across the School of Life Sciences to ensure that we identify the best position for potential candidates in the School of Life Sciences.	Dean; Head of Division	Oct. 2018, thereafter annually as part of formal AS annual review	The gender balance in academic and research staff continues to improve and reaches 30% in ≥AS08 by 2020.
4.2.2	Support career development of Postdoctoral Research Assistants (support the AS07 to AS08 transition), particularly for females.	We have good support for career development of Postdoctoral Research Assistants but females still do not enter higher grades as frequently. Helping to transition Postdoctoral Research Assistants into independent positions will increase the	Continually review and update career development & mentoring material & activities.	Associate Dean (Professional Culture), Human Resources Officer	Review completed by Jan. 2019 Monitor impact, Oct. 2019, annually thereafter	More Postdoctoral Research Assistants progress from AS07 into AS08 roles in the University of Dundee or elsewhere as measured by promotions and destination data.

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		representation of females at more senior grades.				
4.2.3	Write an application to Wellcome Trust using their Diversity and Inclusion scheme to obtain funding for actions that will create more effective support for career progression of female Postdoctoral Research Assistants.	Interrogating data is time consuming and requires dedicated support, particularly understanding survey data at the details necessary to identify actions that could improve gender imbalances requires expertise and resources not always available. Obtaining funds to carry out work to understand reasons for gender imbalance in our community and identifying actions to mitigate them will improve gender imbalances where they exist.	Write proposal to obtain funds to investigate and mitigate reasons for career choices made by undergraduates, Postgraduate Researchers, and Postdoctoral Research Assistants.	Associate Dean (Professional Culture)	Jun. 2019	At least one successful application has been awarded for activities that can help to identify and mitigate reasons for choices made by undergraduates, Postgraduate Researchers, and Postdoctoral Research Assistants, and that have a negative impact on career progression.
4.2.4	Increase proportion of female ≥AS08 staff.	The number of female senior academic staff has increased but is still less than 30%.	We will continue to use targeted recruitment, provide flexibility in recruitment and appointment (timing, etc.) to	Dean, Associate Dean	In line with recruitment to these positions	The proportion of female ≥AS08 staff increases to 30% by 2020

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			increase the number of senior female academic staff.	(Professional Culture)		
4.2.5	Increase female Teaching & Scholarship staff.	<p>Teaching & Scholarship staff are predominantly male at this time.</p> <p>Planned new Taught Postgraduate programmes will involve new recruitment of Teaching & Scholarship staff providing an opportunity to improve this situation.</p> <p>Targeted recruitment for Academic & Research staff have been successful in the School of Life Sciences for Teaching & Research posts.</p>	Identify potential candidates for Teaching & Scholarship positions, engage with them personally and solicit their applications using this targeted approach, which was successful for new Teaching & Research staff recruitment.	Dean, Associate Dean (Learning & Teaching), all Teaching & Scholarship staff	In line with recruitment to these positions	The representation of females in Teaching & Scholarship staff increases to 25% by 2020.
4.2.6	Advertise the opportunity to complete a part-time	Currently very few Professional Services staff consider PhD training using a part time approach.	Include discussions about PhD training in Objective Settings & Review meetings.	School Manager	In line with Objective Settings & Review cycle	Professional Services staff have discussed PhD training and are aware of existing

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	PhD to Professional Services staff				starting 2018/19	opportunities as recorded by Objective Settings & Review.
4.2.7	Monitor the total time Postdoctoral Research Assistants are employed.	Open ended contracts are offered to all staff after they have been employed for 4 years. The difference in the number of open ended contracts between female and male Postdoctoral Research Assistants could thus be explained by the total time they are employed. That means we need to compare the length of time male and female Objective Settings & Review are employed.	Collate data on the length of time and grade of Postdoctoral Research Assistants who are employed in the School of Life Sciences and analyse by gender.	Human Resources Officer	Dec. 2019, annually thereafter	There is no difference between the length of employment and grade progression of female and male Postdoctoral Research Assistants.
4.2.8	Monitor numbers of Part-Time Academic & Research staff.	Part-Time Academic & Research staff in the School of Life Sciences were predominantly female, but this is explained by flexible working arrangements	Monitor gender balance of Part-Time staff and interrogate any bias.	Human Resources Officer	Oct. 2018, thereafter annually as part of formal AS annual review	There is gender balance in part-time staff and if there is not, we understand the underlying basis for

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		of shared contractual obligations. However, a persistent gender imbalance may reflect a bias that we need to know about.	Annually in Athena SWAN annual review (October annually, followed by circulation in March)			part-time arrangements and mitigate any gender biases in employment practice we discover.
4.2.9	Continue to monitor reasons for leaving for all staff and utilise exit questionnaire data to identify good and unhelpful practices.	<p>Knowing why staff leave can provide valuable information about what we do well and where we need to improve to support staff while in the School of Life Sciences as well as how to help develop skills that could allow them to assume opportunities elsewhere if they have to relocate.</p> <p>Exit questionnaires are in use in University of Dundee but completion is low. The Deputy Head of Human Resources is working on a University of Dundee wide solution. Meanwhile, we will continue</p>	Continue to use and regularly collate exit data from all staff to identify any potential issues that are common to all or specific to some staff only.	Human Resources Officer; Head of Division	As each member of staff leaves, collated annually Oct.	We know reasons for staff leaving by grade and by gender and can identify practices (both positive and negative) that affect staff choices and support good practices and implement changes to address negatively impacting ones.

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		our local action to gather information from the School of Life Sciences staff.				
5.1.1	Continue to monitor recruitment processes to ensure they are fair and there is no gender bias at any stage of the recruitment process at any grade.	Currently there is no evidence of bias in our recruitment processes overall. However, in some areas, females are more successful in being appointed, specifically in Professional Services staff where there is also a gender bias towards more females.	Monitor recruitment data for all staff groups and compare success at each step by gender. Pay particular attention to recruitment of Professional Services staff and ensure all recruitment steps involve gender balanced panels and appointment criteria are not gender biased.	Human Resources Officer; Dean; School Manager	Oct. 2018, thereafter annually as part of formal AS annual review	Data shows no bias at any step of the recruitment process for any grade of staff group.
5.1.2	Continue to review adverts via Athena SWAN Champions/Head of Division to ensure they are attractive to all qualified applicants.	All adverts are reviewed by Associate Dean (Professional Culture), Human Resources Officer and Head of Division /School manager or relevant managers and some templates are in place. However, the process is not fully formalised yet.	Establish systematic process for the review of adverts and, in collaboration with Dean, School Manager and Associate Dean (Professional Culture), create advertisement templates for different staff groups. Update these annually based on experience and	Human Resources Officer	In line with each advertisement	Human Resources officers confirm that adverts are reviewed systematically

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			insights gained from exit data and feedback from newly employed staff.			
5.1.3	Improve recording of gender composition of recruitment panels	Currently all our search and recruitment panels have at least one female or male member, and usually more, depending on the size of the panel. However, we do not routinely monitor the composition of all recruitment panels.	We will develop a process to ensure monitoring and recording of the composition of all recruitment panels.	Dean, School Manager	Process in place by Dec. 2019, reviewed annually thereafter	We record the membership and thus gender composition of all recruitment panels and all panels are as diverse as possible (gender, race, role, age, etc.)
5.1.4	Increase uptake of unconscious bias training and engagement with implicit association tests.	Annual unconscious bias training is available to all staff. Uptake is good but could be better.	Include question about unconscious bias training in Objective Setting and Review. Liaise with Organisational and Professional Development to ensure training is advertised within the School of Life Sciences.	Human Resources Officer; Dean; School Manager Associate Dean (Professional Culture)	Annually in line with Objective Setting and Review cycle starting Oct. 2018	More staff attend unconscious bias training and are aware of implicit association tests as measured by Objective Setting and Review and/or staff survey.

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5.1.5	Introduce the School of Life Sciences process to record Equality & Diversity training compliance of recruitment panel members	<p>Equality & Diversity training completion is monitored regularly by the central Equality & Diversity office and data is disseminated to the School of Life Sciences.</p> <p>However, the Equality & Diversity training of Recruitment panel members is not routinely checked.</p>	<p>Develop and introduce process to record Equality & Diversity training completion of School of Life Sciences staff.</p> <p>When assembling recruitment panels, Chair of the panel to ensure all panellists have completed Equality & Diversity training</p>	<p>Human Resources Officer</p> <p>Dean/School Manager</p>	<p>Process in place by Dec. 2018</p> <p>Monitoring – annually from Oct. 2019</p>	All recruitment panel members have completed Equality & Diversity training 2019 onwards.
5.1.6	Improve gender balance of applicants for Academic & Research positions.	Although targeted recruitment has led to more appointments of female Academic & Research staff, the applicant pool remains highly gender imbalanced.	Heads of Division to encourage the use of national and international connections of existing staff to distribute adverts more widely and to more diverse groups.	Dean; Head of Division	Oct. 2018, thereafter annually as part of formal AS annual review	The number of female applicants to Academic & Research positions increases by at least 10% by 2022.
5.1.7	Monitor success of “Return to Work” Fellowship	We have recently introduced a new flexible (18 to 24 months) return to work fellowship supported by Institutional	We will obtain a progress report from the supervisor of the return to work fellow.	Associate Dean (Professional Culture)	Sept. 2020	The Return to Work fellow has successfully obtained a PhD training

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		Strategic Support Funds and administered by Self-Assessment Team Chair. A female was appointed to the fellowship. We aim to support her career ambition to become competitive for a PhD student training position.				position if she still wishes to.
5.1.8	Monitor the success of inviting selected Postdoctoral Research Assistants to the University of Dundee for pre-application seminars and record whether these individuals subsequently gain employment	<p>A pilot programme has been initiated to invite Postdoctoral Research Assistants for early recruitment with the aim to identify potential candidates to recruit.</p> <p>We do not have any data to report at this time.</p>	Heads of Division ensure that all invitations are recorded and reported to Research Admin Lead, and successful conversions to positions in the University of Dundee can be determined.	Dean; Head of Division	In progress – data available by Dec. 2019	We know whether targeting potential recruits early, increases chances of successfully recruiting more diverse Academic & Research staff.

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5.1.9	Target recruitment to all levels and increase efforts in identifying suitable female or male candidates early.	Targeted recruitment has been successful in recruiting more female Academic & Research senior staff. It also may be useful for other staff groups.	Adapt targeted recruitment of academic staff for all staff groups by identifying potential candidates and inviting them to apply to positions.	Head of Division; Human Resources Officer	In line with recruitment to available positions	For each vacancy we target at least one candidate.
5.1.10	Improve attendance of new Academic & Research staff to the University of Dundee Welcome Event.	Currently only a few School of Life Sciences staff attend the University of Dundee Welcome event. This is an important networking opportunity and also helps settling in.	Update induction material to include 'adverts' for this event illustrating its usefulness Data of next event will be sent as an electronic appointment to all staff as part of on-boarding process. Line-managers will encourage attendance more strongly in initial meetings with new staff and facilitate time off to attend.	Human Resources Officer Human Resources Officer Head of Division	Dec. 2019 Dec 2019 May 2018, annually thereafter	≥75% of new staff attend the Welcome Event increases.

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5.1.11	Improve induction material to facilitate settling in.	Operations in the School of Life Sciences involve many different buildings and there are core staff who provide support for the entire community. Both are commonly referred to by abbreviations. This can make it difficult in the beginning to understand who to contact and/or where to find them.	In collaboration with Associate Dean (Professional Culture), induction material will be updated to include names and contact details of relevant staff, abbreviations commonly used in the School of Life Sciences (including initials of relevant staff, buildings, units and divisions, etc.) and will be made available online.	Human Resources Officer	In progress – complete by Dec. 2019	New staff report understanding the naming of buildings, research units, and key staff has made it easy for them to find their way and navigate the geography of the School of Life Sciences.
5.1.12	Encourage higher numbers of Academic & Research staff to attend Vice-Principal (Learning & Teaching) promotions workshops and monitor impact of attendance (submission and success)	Very few School of Life Sciences staff attend promotions workshops.	<p>Line-managers will encourage attendance by staff more strongly using Objective Settings and Review when promotions are discussed.</p> <p>Staff are allocated time in their Workload Model to attend</p> <p>We will use Objective Setting & Review interviews to determine if workshop</p>	<p>Line-managers</p> <p>Dean</p> <p>Associate Dean</p>	Sept. 2018, annually thereafter	Staff attending the promotions workshop and we know whether a positive correlation exists between attendance and application and/or award of promotions as measured by Objective Setting & Review interviews.

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			attendance correlates with successful promotion.	(Professional Culture)		
5.1.13	Hold School career development seminars for staff seeking promotion.	Promotions are discussed at Objective Settings and Review and there is a University wide information session. However, uptake is low and it is possible that staff would prefer sessions with information more directly relevant to their position in the School of Life Sciences.	In collaboration with Vice-Principal (Learning & Teaching), Human Resources Officer and Associate Dean (Professional Culture), will hold information sessions for Professional Services and Academic & Research staff seeking promotions in the School of Life Sciences and collect feedback.	School Manager, Dean	Feb. 2019, annually thereafter	Staff attend promotions information session in the School of Life Sciences and report that they are useful.
5.1.14	Determine why males were less likely than females to perceive career progression/promotions as fair and also responded more negatively to questions about training;	Staff survey revealed that males were less likely than females to perceive career progression/promotions as fair and also responded more negatively to questions about training, Objective Setting & Review, work-life balance, worries about work outside working	We will use an external facilitator to hold focus groups to identify reasons for gender difference in perceptions of the University such as progression/ promotions processes, pay, etc.	Associate Dean (Professional Culture)	March 2019, annually thereafter	Reason(s) for more negative perceptions by males of University/SLS processes are understood and measures identified to improve perceptions as revealed by responses

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	Objective Setting & Review; work–life balance, worries about work outside working hours; University values and ability to raise concerns	hours, University values, and ability to raise concerns.				to University of Dundee 2019 staff survey.
5.1.15	Continue to monitor promotions outcomes.	Promotions data is routinely collected and there is no detectable bias in success.	Promotions data continues to be analysed annually by the School of Life Sciences Self-Assessment Team.	School of Life Sciences Self-Assessment Team Chair	Dec. 2018, annually thereafter	Promotions data is collected regularly and reveals that there is no gender bias.
5.1.16	Continue to encourage and support Academic & Research staff to apply for promotion/ Contribution Related Points/Accelerated Advancement as appropriate.	Actively encouraging everyone including female staff to apply for promotion when appropriate and likely to be successful (using Objective Settings and Review outcomes) can help to improve appointment of females to higher grades where they are underrepresented.	Line–managers will suggest applying for promotion when appropriate using outcomes from Objective Settings and Reviews and provide practical support by helping with completing application.	Head of Division; Line–managers	Oct. 2018, thereafter annually as part of formal AS annual review	Staff discuss promotions in Objective Setting & Review and apply for promotions when most appropriate as measured by increased success rates ultimately contributing to higher female representations at senior levels.

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5.1.17	Provide extra support for Academic & Research staff who are unsuccessful in applications for promotion/ Contribution Related Points / Accelerated Advancement.	Many applications for Contribution Related Points and Accelerated Advancements are successful. However, when they are unsuccessful, means to improve the application need to be available.	Formalise review sessions to discuss feedback from promotion decisions and line-managers to work with staff to formulate an individualised action for individuals whose promotions application was unsuccessful.	Human Resources Officer; Dean	Oct. 2018, thereafter annually as part of formal AS annual review	Staff understand decisions about their promotions/ Contribution Related Points/Accelerated Advancement awards and are supported to make repeat applications more successful (reported in staff survey and indicated by promotion data).
5.1.18	We will monitor nominations for Contribution Related Points and Accelerated Advancements and continue to encourage line-managers to nominate their staff when appropriate	Applications for Contribution Related Points and Accelerated Advancements are now recorded and are discussed at Objective Settings and Reviews. The completion of Objective Settings and Reviews has increased greatly, facilitating discussion about Contribution Related Points and Accelerated	We will continue to record nominations for Contribution Related Points and Accelerated Advancements and use Objective Settings and Review data to ensure all eligible staff discuss and evaluate possibility for nomination with line-manager.	School Manager, Dean; Head of Division; Human Resources Officer	Oct. 2018, thereafter annually as part of formal AS annual review	Line-managers discuss nomination for Contribution Related Points/Accelerated Advancements with their staff annually during Objective Settings & Review interviews and help to prepare nominations

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		Advancement s. However, it is possible that we still miss opportunities for staff to achieve these awards.				when they consider it appropriate (reported in staff survey and indicated by promotion data).
5.1.19	Ensure our processes are fair and work within parameters of the Research Excellence Framework so that no one is disadvantaged on the basis of gender.	The gender distribution of staff included in the Research Excellence Framework 2014 reflects that in the relevant cohort	Monitor REF contributions and compare data for different genders for the Research Excellence Framework 2021.	Associate Dean (Research)	REF 2021 submission deadline (not known yet)	Staff contributing to the Research Excellence Framework reflect their relative representation in the relevant cohort and there is no gender bias in selection and evaluation of contributions.
5.2.1	Gather feedback on new Induction process from Professional Services staff to learn whether they require additional/specific information as part of their Induction.	We need to learn how best to introduce Professional Services staff to the School of Life Sciences to allow them to settle in quickly and feel comfortable.	Working with Associate Dean (Professional Culture) and School Manager we will establish a system to update the induction process using Professional Services staff feedback collected post induction. We will share	Human Resources Officer; Line-managers	Dec. 2020 (new process in place and review completed)	New staff are happy with the induction process as assessed by feedback during settling in period.

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			relevant information with other schools in the University of Dundee to identify best practice.			
5.2.2	Improve attendance of new Professional Services staff to the University of Dundee Welcome Event.	Currently only few Professional Services staff attend the University of Dundee Welcome event. This is an important networking opportunity and also helps settling in.	Update induction material to include 'adverts' for this event illustrating its usefulness; managers will encourage attendance more strongly in initial meetings with new staff.	Human Resources Officer; School Manager	Dec. 2019, annually thereafter	≥75% new Professional Services staff attend the University of Dundee Welcome Event by 2022
5.2.3	Actively seek and encourage males to apply for administrative posts.	Administrative staff are predominantly female and we would like to improve the gender balance to increase the diversity in this staff group.	Increase visibility of administrative posts to males using targeted recruitment and bespoke recruitment programmes for the University of Dundee staff and students.	Human Resources Officer; School Manager	Start May 2018, review annually thereafter to reach goal by April 2022.	The number of male applicants increases and leads to the proportion of males in administrative roles to increase by 10% by 2022.
5.2.4	Raise awareness of opportunities for advancement through grades for Professional Services staff.	Professional Services staff are given opportunities to 'act up' or fill in for roles at higher grades. This often facilitates appointment to higher grades.	To make Professional Services staff more aware of opportunities for 'acting-up' and/or secondments they will receive biannual emails	Human Resources Officer; School manager	Jan. 2019, biannually thereafter	Biannual emails sent to all Professional Services staff explaining 'acting-up' opportunities

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			explaining and highlighting them.			
5.2.5	Provide extra support for Professional Services staff who are unsuccessful in their Contribution Related Points/ Accelerated Advancement applications.	Many applications for Contribution Related Points and Accelerated Advancement s are successful. However, when they are unsuccessful, means to improve the application need to be available.	Establish bespoke review sessions to discuss feedback from promotion decisions and formulate forward plan.	Human Resources Officer; School Manager	Aug. 2018	Staff understand decisions about their promotions/ Contribution Related Point awards and know what to do to make repeat applications more successful.
5.3.1	Liaise with providers to understand course feedback to improve satisfaction with training.	The perceived usefulness of training received has declined over the last two staff surveys. We would like to understand why. We will work with providers to understand feedback on courses.	We will liaise with training providers to ensure training is as useful as possible and amend provisions, where possible.	Associate Dean (Professional Culture), Organisational & Professional Development staff	Review complete by Sept. 2019	We understand why perceived usefulness of training has declined for males and take steps to improve it. 2021 University of Dundee staff survey reveals improvement in reported usefulness training

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5.3.2	Encourage completion of unconscious bias training by adding a question in Objective Setting & Review paperwork to record completion of such training for Professional Services staff	Annual unconscious bias training is available to all staff. Uptake by Professional Services staff in particular is low.	Include questions about unconscious bias training in Objective Setting & Review. Liaise with Organisational and Professional Development staff to ensure training is advertised within the School of Life Sciences.	School Manager	Annually in line with Objective Setting and Review cycle starting Oct. 2018 Oct. 2018, thereafter annually as part of formal AS annual review	Questions included in Objective Setting & Review. ≥90% Professional Services staff attend unconscious bias training by 2022.
5.3.3	Explore with newly created coaching culture steering group whether coaching programme can be delivered more widely across the University of Dundee.	A bespoke coaching programme was supported by Athena SWAN and delivered to 13 Professional Services and Academic & Research staff. The informal feedback was extremely positive encouraging us to seek opportunities to expand its availability to more staff.	We will collect formal feedback from the School of Life Sciences coaching programme and use it to explore with the newly created coaching culture steering group whether it can be delivered across University of Dundee more widely.	Associate Dean (Professional Culture)	Sept. 2019	Coaching sessions have been evaluated by coaching culture steering group and a decision about their availability across the University of Dundee has been reached (ideally, we wish for them to be available to all interested staff)

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5.3.4	Research Integrity Training to be mandatory for Academic & Research staff and linked to promotions and Objective Setting & Review.	Research Integrity training is available online and an annual workshop is available to all staff.	Promotions documents for all Academic & Research staff will include documented evidence for completion of Research integrity training.	Dean; Human Resources Officer	Sept. 2018	Research integrity training is discussed in Objective Setting & Review /Promotion materials and is mandatory for promotions. ≥75% existing staff complete training with 100% of new staff by 2020.
5.3.5	Create network of University of Dundee Research Integrity Leads.	A research integrity group was formed in the School of Life Sciences in 2018 and research integrity leads identified in each school.	Research integrity leads across the University of Dundee will meet regularly and share best practice and support each other.	SLS Research Integrity Lead (currently Associate Dean (Professional Culture))	In Progress - first meeting held March 2018	A Research Integrity Leads network is established across the University of Dundee with regular meetings of Research Integrity Leads to provide mutual support promote sharing of best practice and members report the group is useful.

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5.3.6	Further increase in completion rates for Equality & Diversity training.	Completion of Equality & Diversity training has increased greatly since our Bronze award and is near 100% for new staff.	Staff who have not completed Equality & Diversity training will be identified, members of the Senior Executive group (in SLS) will remind them personally of their duty to complete the training.	Dean and School Manager	In Progress - Quarterly reminders are sent. Oct. 2018, thereafter annually as part of formal AS annual review	Completion of Equality & Diversity training reaches ≥95% by 2022
5.3.7	Associate Dean (Professional Culture) will continue to administer the dependent care fund, which supports Academic & Research staff with caring responsibilities when undertaking career development opportunities.	Providing financial support for staff to cover dependent care costs incurred when attending career development opportunities enables participation in activities not otherwise possible.	Solicit and evaluate applications to dependent care fund.	Associate Dean (Professional Culture)	In Progress – with quarterly review of budget and uptake	All Academic & Research staff incurring additional financial liabilities for dependent care support while undertaking career development opportunities receive financial support.

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5.3.8	Ensure that training opportunities identified in Objective Setting & Review are communicated to Organisational and Professional Development staff.	As part of Objective Setting & Reviews, training is identified to support staff development. The training requirements identified are supposed to be communicated to Organisational and Professional Development staff so they can be implemented. We discovered that this is not happening routinely.	We will work with existing School of Life Sciences structures and procedures to facilitated coordinated feedback of identified training needs to Organisational and Professional Development staff.	Associate Dean (Professional Culture), Head of Division; Dean	Dec. 2018, Annually, aligned with Objective Setting & Review schedule.	Organisation & Professional Development staff report training identified by Objective Setting & Review meetings is communicated to their team in a timely manner
5.3.9	Monitor completion of Organisational and Professional Development “Carrying out Reviews” course for Academic & Research line-managers.	Completion of “Carrying out Reviews” course is mandatory for line-managers who perform Objective Setting & Reviews, but we have not formally monitored this.	We will record completion of “Carrying out Review” course and for line-managers who have not completed the course we will instruct them to do so.	Head of Division; Human Resources Officer	Sept 2018 for record completion Sept. 2020 for all line-manager completion	We have a complete record of who has completed “Carrying out Reviews” and all line-managers have completed course by 2020

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5.3.10	Investigate reasons for differences in Objective Setting & Review completion in different staff groups and by gender.	Objective Setting & Review completion has increased significantly over the last years but still is not 100% in all staff groups.	Identify staff groups with lower Objective Setting & Review completion rates and question managers about reasons for failure to comply.	Head of Division	April 2019	Reasons for differences in Objective Setting & Review completion have been identified and measures are in place to address reasons related to a protected group/characteristic. ≥90% completion of Objective Setting & Review by staff in all categories.
5.3.11	Use follow up Objective Setting & Review meetings with staff mid-cycle to ensure goals are being worked towards.	Our staff survey showed that training identified during Objective Setting & Review was frequently not taken up and that not all staff found their Objective Setting & Review as useful as we would like it to be	Line managers to meet with staff mid – Objective Setting & Review cycle to facilitate following up on agreed actions.	Head of Division	April 2019, in line with Objective Setting & Review	Actions agreed on during Objective Setting & Review s including training are taken up as reported by staff survey, Organisational Professional Development data, and

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						subsequent Objective Setting & Review
5.3.12	Distribute widely to Postdoctoral Research Assistants and update regularly the summary of local and national career opportunities and resources, including Development Framework & Vitae guidance	A simple flyer, summarising career development opportunities nationally was prepared by Human Resources Officer. In addition, Vitae guidance and other development framework material is available that contains useful information about career development for Postdoctoral Research Assistants.	Distribute the newly collated and additional information widely, using existing networks in the School of Life Sciences such as the diverse communities represented by Self-Assessment Team membership, online resources, monitors in buildings. Update documents regularly.	Associate Dean (Professional Culture); Human Resources Officer	May 2018, biannually thereafter (Nov & May)	Staff and students are aware of career opportunities summarised by the University of Dundee careers information and use it as evidenced in exit interviews, leavers' data and onwards career progression.
5.3.13	Continue to collect feedback on tenure track mentoring programme from tenure track staff and their mentors to identify additional support or training that	Tenure track staff and their mentors provide feedback on the School of Life Sciences mentoring programme that includes suggestions for additional support that might be useful. In addition, Associate Dean (Professional Culture) has	Feedback will be collected from tenure track mentees and mentors. Requests for change to the process will be incorporated. Requests for additional support or needs identified will be communicated to the Dean	Associate Dean (Professional Culture)	Oct. 2018, annually thereafter	All mentors and mentees provide feedback and problems revealed are addressed.

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	could enhance career development	regular meetings with the tenure track staff that provide opportunities for feedback.	and/or Heads of Division as appropriate.			
5.3.14	Continue to support attendance of European Molecular Biology Organisation lab management course and Aurora Leadership programme by Early Career Researchers.	Currently all ECRs are supported to attend the European Molecular Biology Lab management course and Aurora Leadership programme. Both have been reported as highly useful.	Availability of European Molecular Biology Lab management course and Aurora Leadership programme will be advertised and interested staff will be supported to apply and attend.	Dean; Associate Dean (Research); Associate Dean (Professional Culture)	Oct. 2018, annually thereafter	All ECRs are aware of opportunities for attending European Molecular Biology Lab management course and Aurora Leadership programme and attend if they wish.
5.3.15	Monitor uptake of Academic & Research staff with Mentoring Programmes (University of Dundee Professional Development Scheme and Teaching, Research and Academic Mentoring Schemes)	A number of mentoring programmes exist in University of Dundee in addition to bespoke tenure track mentoring and informal arrangements. A survey a few years ago revealed a lack of awareness of the available programmes and increased advertisement has raised awareness of what is available.	We will monitor uptake of mentoring for Academic & Research and Professional Services staff.	Associate Dean (Professional Culture)	Dec. 2018, annually thereafter	We know number and gender of staff participating in mentoring programmes.

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5.3.16	Develop a careers event that is targeted at all students and Postdoctoral Research Assistants.	Exposure of students and Postdoctoral Research Assistants to potential employers is a useful means to provide support for career development. Currently we offer a career fayre for undergraduate students and its effectiveness could be greatly increased by involving more students and other staff groups such as Postdoctoral Research Assistants.	Collect feedback from 2017 Careers Fair, adjust future events to involve more staff groups and more and/or different employers.	Associate Dean (Professional Culture); Associate Dean (Learning & Teaching); Director of Postgraduate Studies.	June 2018, annually thereafter	Career fairs help students and Postdoctoral Research Assistants to find the next step in their career as measured by leavers' data and graduate prospects
5.3.17	Promote awareness of University of Dundee Centre for Entrepreneurship.	Centre for Entrepreneurship offers excellent support for students to develop their ideas into commercial activities, but students are not widely aware of this resource.	Advertise the Centre for Entrepreneurship to staff and students using monitors.	School of Life Sciences Self-Assessment Team; Head of Division	Sept. 2018, annually thereafter as part of student induction	Staff and students are aware of Centre for Entrepreneurship and the Centre confirms that School of Life Sciences students participate in the opportunities it offers.

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5.3.18	Continue to monitor progression of Postgraduate Research students.	Postgraduate Research students have access to personal support from the Director of Postgraduate Studies who holds regular open doors sessions and works with the Thesis Monitoring Committee to continually monitor Postgraduate Research student progress and well-being.	In addition, to monitoring Postgraduate Research progress, we will monitor uptake of open doors session provided by Director of Postgraduate Studies. We will also monitor the frequency of problems reported by Thesis Monitoring Committee to allow swift actions when required. Furthermore, we will monitor number of visits from the School of Life Sciences Postgraduate Research students to student services.	Director of Postgraduate Studies.	Oct. 2018, thereafter annually as part of formal AS annual review	Postgraduate Research students' progress well and report fewer problems in open door sessions and to Thesis Monitoring Committees; help from students support services for the School of Life Sciences Postgraduate Research students continues to decrease.
5.3.19	Monitor success of Marie Curie and other Postdoctoral Research Assistant fellowship applications.	Fellowships awarded to Postdoctoral Research Assistants are great markers of esteem and promote career development. Currently we have 10 Marie Curie Fellows [REDACTED]	We will monitor applications (gender of applicants & success) for fellowships by Postdoctoral Research Assistants.	Associate Dean (Research)	Oct. 2018, thereafter annually as part of formal AS annual review	Applications from Postdoctoral Research Assistant for fellowships are at least as successful as national averages and there is gender balance

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						in applications and awards.
5.3.20	Monitor impact of external consultant delivering grant writing workshops	Associate Dean (Research) has scheduled a visit from an external consultant to deliver a lecture and a workshop to teach enhanced grant writing skills.	We will hold a grant writing skills workshop and collect feedback. We will also compare success of grant applications from all participants from the two years before and after the workshop.	Associate Dean (Research)	In Progress - completed by May 2020	Participants report finding the workshop useful (feedback) and their grant success increases after the workshop as measured over the subsequent 2 years.
5.3.21	Routinely measure funding success by gender and act on any gender imbalances if they occur.	At this time, we do not formally or routinely monitor funding success by gender. A preliminary analysis revealed that funding success for female and male staff was equal.	Develop school wide system for measuring output from grant applications split by gender	Associate Dean (Research)	Oct. 2018, annually thereafter	We have data for success rate by gender and are taking steps to ameliorate any gender specific issues in the grant writing process highlighted by the feedback.
5.3.22	Establish a repository of templates and	Grant applications require a substantial amount of standard information. Having available	Create a secure, password-protected file with examples of	Associate Dean	June 2019	All staff applying for grants can access and learn from examples

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	examples for grant applications forms.	templates and examples of successful applications can help others to prepare their application. Many of our staff have available examples, but these are not systematically collated to provide useful insights for other colleagues.	successful templates for grant forms.	(Research); Admin lead		available online to help prepare their funding applications.
5.4.1	Further increase completion of mandatory Equality & Diversity training for Professional Services Staff	The completion rate for Equality & Diversity training has increased significantly over the last years. However, it is still not 100%.	We will liaise directly with staff who have not completed Equality & Diversity training to determine why they have not done so and ensure they can and will complete the training.	School Manager	Completion measured annually in Oct.	All new and >95% of existing Professional Services staff complete Equality & Diversity training by 2021
5.4.2	Encourage and monitor uptake from Professional Services staff into new mentoring programme	A new University of Dundee-wide mentoring scheme that is open to all Professional Services and Academic & Research staff has been established and run for the first time in 2017/18.	Monitor number of Professional Services staff participating in Professional Services mentoring programme.	School Manager	Sept. 2019, annually thereafter	At least 5% of Professional Services staff participate in the mentoring programme and this remains steady or increases over time.

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		In order to ensure the mentoring program is fulfilling its remit we need to track how many staff attend.				
5.4.3	Monitor feedback from Professional Services staff on mentoring programme.	Feedback from all mentoring programmes is collected by the Organisational and Professional Development staff annually, but it is not fed back to each school.	Collect feedback about usefulness of Professional Services mentoring programme during Objective Setting & Review to assess usefulness of programme for School of Life Sciences staff.	School Manager; Line– manager	Sept. 2019, in line with annual Objective Setting & Review cycle	Feedback from Professional Services staff on mentoring programme is collected and actions taken to improve its usefulness if required.
5.4.4	Ensure all Professional Services line–managers have undertaken Organisational and Professional Development and Objective Setting & Review training.	Objective Setting & Review training completion rates have increased. Training of all managers ensures that Objective Setting & Reviews are as effective and useful as possible.	Ensure that training documents are distributed and ensure face-to-face training sessions are well advertised and held at convenient times.	School Manager; Human Resources Officer	Oct. 2018, review annually and by biannual staff survey	All line–managers performing Objective Setting & Review have completed the training by 2022. Reported usefulness of Objective setting and Review increases as measured by staff survey in 2019 and 2021. .

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5.4.5	Use follow up Objective Setting & Review meetings with Professional Services Staff mid-cycle to ensure goals are being worked towards.	Our staff survey showed that training identified during Objective Setting & Review was frequently not taken up and that not all staff found their Objective Setting & Review as useful as we would like it to be.	Line managers to meet with staff mid – Objective Setting & Review cycle to facilitate following up on agreed actions.	School Manager; Human Resources Officer	April 2019, annually with Objective Setting & Review rounds	Actions agreed on during Objective Setting & Reviews including training are followed as reported by staff survey
5.5.1	Monitor practices of staff returning to work after maternity leave to identify what is most useful to staff and to further increase Academic & Research staff retention if issue identified.	Most staff in the School of Life Sciences are still in post 18 months after returning from maternity leave. We want to make sure we do everything possible to maintain this trend.	We will survey staff every 3-4 months after returning from maternity leave (up to 18 months) to identify support that may facilitate their ability to balance their parental and work responsibility best.	Line–managers; Human Resources Officer	Monitored annually starting Oct 2018	All staff returning from maternity leave feel well supported and report well able to balance parental and work responsibilities (recorded in Objective Setting & Review).
5.5.2	Promote and continue to monitor childcare voucher uptake	Uptake of childcare vouchers has increased and we would like to ensure that new and existing staff are aware of this scheme.	We will continue to advertise availability of childcare vouchers for staff by regular e-mails, displays throughout the buildings, and leaflets. We will	Human Resources Officer	All new staff receive information starting Sept. 2018; adverts	Staff participate in child care voucher scheme (or replacement) (we will not know eligible population). All new

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			advertise the scheme to all new staff during induction/on-boarding		are sent every three months	staff are aware of provision via information at 'on-boarding'.
5.5.3	Increase awareness of paternity leave and ensure formal recording continues.	We found that uptake of paternity leave that was recorded formally was low. However, we are aware that many partners took some unrecorded paternity leave, which is facilitated by the flexible working we encourage. We would like to ensure that all staff taking paternity leave record it.	We will publicise availability of and to record paternity leave regularly on throughout the building (on monitors, by distributing leaflets and parental leave handbooks) and also include reports of uptake of paternity leave to encourage others to follow examples.	Associate Dean (Professional Culture), awareness Human Resources Officer, ensure reporting	Biannually, monitor uptake annually in Oct.	Adverts are displayed and e-mailed every 6 months, recorded paternity leave is accurate.
5.5.4	Implement newly agreed shared parental leave policy.	The University Executive Group approved changes in parental leave benefits for partners. Once these are approved by University of Dundee Court they will be implemented in the School of Life Sciences.	We will communicate the new policy, include it in maternity/parental leave booklets and online information. We will measure uptake of parental leave by partners.	School Manager; Dean; Human Resources Officer; AS-SAT chair	Implement and communicate policies Dec. 2018; Monitor effect on uptake starting Oct.	Staff feel supported to take shared parental leave, as evidenced by increased uptake of parental leave.

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					2019 in line with AS review	
5.5.5	Improve ease for disseminating relevant information for maternity/adoption/paternity and parental leave.	<p>Information about how to prepare for maternity/adoption/paternity & parental leave is available but not as well consolidated and not in an easily portable format.</p> <p>Both parents and managers will benefit from having easily available and comprehensive information available.</p> <p>Relevant information is already collated, but the design of comprehensive booklets and systems for regular updating still need to be established.</p>	In collaboration with School of Life Sciences Self-Assessment Team and maternity/adoption/paternity & parental leavers and returners and line-managers, we will create information booklets for prospective parents and managers about managing maternity/adoption/paternity & parental leave containing information specific to the School of Life Sciences staff.	Human Resources Officer	Feb. 2019	Booklets are available for new parents and managers that have information about how to manage maternity/adoption/paternity & parental leave.
5.5.6	Improve recording of existing (prior to 2014/15) and informal flexible working	The inherent flexibility in working in the School of Life Sciences means that many requests for flexible working are	We will use Objective Setting & Review to record flexible working for all staff and also to learn if staff find the informal	Dean; School Manager; Human	Annually an Objective Setting &	We have a record of all flexible working.

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	arrangements, including transition from Full-time to Part-time work	not recorded if not contractual changes are involved in the arrangement. That means it is difficult to document the flexibility we have and to know whether it is useful for staff.	flexible arrangements best suited for their needs.	Resources Officer	Review, start Sept. 2018	
5.6.1	Present actions proposed by outcomes from culture review to the Senior Executive group (in School of Life Sciences) and the School Operations Group.	A report from two culture review focus groups has been prepared by the external consultant conducting the workshop together with the Associate Dean (Professional Culture).	The report will be presented to Senior Executive group (in School of Life Sciences) and proposed actions discussed and agreed.	Associate Dean (Professional Culture)	April 2018	Any issues identified in the focus groups as negative for culture in the School of Life Sciences and thus preventing best working conditions have been addressed as assessed by repeated focus groups and interviews.
5.6.2	Evaluate and consider changing the timing and format of the research symposium.	The annual research symposium is currently held from Thursday to Saturday morning at an offsite facility with child care on site and opportunities for family	Consult staff and students via, for example, PhD Students' Association (in School of Life Sciences), and the School of Life Sciences Postdoctoral	Associate Dean (Research)	May 2018, with new format(s) in place March 2019	The annual symposium has a new format that staff enjoy and find useful as measured by

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		<p>activities. For families with School age children it is difficult to attend but moving to a different schedule involving the weekend has a large impact on family time.</p> <p>We are currently collecting feedback and ideas about how we can make the symposium as family friendly as possible. In addition, the format has been the same for many years and staff expressed a desire for more presentations from students and Postdoctoral Research Assistants.</p>	Research Assistants about most important features for a revised format of our annual symposium.			attendance and feedback.
5.6.3	Continue to monitor University of Dundee staff survey results – “Are you being harassed or bullied at work?” and “Have you	The number of staff answering the staff survey question, 'are you being harassed or bullied at work' in the affirmative decreased between 2015 and 2017, but it was not zero.	We will continue to monitor staff survey responses to this question carefully. We will also ask if more detailed information is available from the survey data such as details	Associate Dean (Professional Culture)	Oct. 2018, thereafter annually as part of formal AS annual review	Number of staff reporting feeling bullied or harassed decreases (as reported by Human Resources and biannual staff

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	felt discriminated against” and aim for zero instances	Furthermore, for both academic & Research and Professional Services staff, those of the underrepresented gender felt more discriminated against. Given very positive responses to questions in the survey about wellbeing and feeling valued, and the lack of evidence from Human Resources reports, where such behaviour is dealt with, it is difficult to know what the background for these situations are. We aim for a school where nobody feels harassed or bullied because we respond to report of such behaviour rigorously.	(gender, school association, Professional Services, versus Academic & Research) about staff who responded to the follow-up questions in the survey about reporting incidences, and reasons for not doing so. Such analysis could help to identify measures that could reduce the incidence of staff feeling harassed or bullied.			survey) and/or we understand underlying issues and can address them. Zero instances by 2022.
5.6.4	Identify and put in place additional support that can support leadership responsibilities and	Academics who assume increasingly important leadership responsibilities have reported a negative impact on their academic activities.	We will consult Associate Deans and other holders of leadership roles to identify practical support for them that can help to minimise the	Dean; Associate Deans; School manager	Started consultations in March 2018 – Identifying support will be	Staff in leadership positions report they receive practical help to support their academic.

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	reduce their impact on teaching and research	<p>Females have been disproportionately affected as they are overrepresented in leadership roles in the School of Life Sciences.</p> <p>To compensate for this and also to reflect the importance of these leadership responsibilities for the School of Life Sciences, we wish to build practical support for those who take on these roles.</p>	potential impact of the time required to deliver leadership roles on teaching and research progress.		achieved by Sept. 2018 but implementing it will require budget setting to be complete in SLS and the University of Dundee, July 2018.	
5.6.5	Coordinate nomination for honours and accolades.	Receiving honours and accolades can make a big contribution to career progression. We want to ensure that there is no gender bias in nominations. A committee has been established in the School of Life Sciences that will identify potential candidates for	A committee has been established in the School of Life Sciences that will identify potential candidates for nominations to honours and then coordinate these nominations across the school to avoid bias. The nominating committee will monitor gender balances in nominees to	Chair of the nominating committee; Associate Dean (Research)	Annual, in line with nomination cycles for different honours.	There is gender balance of nominees that (as a minimum) is close to that in the eligible staff groups or it is no greater than 75/25.

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		nominations to honours and then coordinate these.	ensure fair and equal support for all staff.			
5.6.6	Collect information about participation on external committees.	Almost all of our academic staff participate in external committees, but we do not collect this information systematically. Participation in external committees is an important recognition of expertise. We want to celebrate this recognition for our staff and also raise awareness of potential links to influential, decision-making processes this can provide.	We will establish a system using Objective Setting & Review to collect this information.	Associate Dean (Professional Culture); Head of Division	Annually, starting Objective Setting & Reviews in 2018	We know the types of external committee work our staff engage with.
5.6.7	Improve the gender balance of seminar speakers	Of our seminar speakers only 27% are female. The representation of females in those hosting these seminars is also 27%. However, of the speakers hosted by females 41% are female, only 21% of speakers hosted by males are	We will publicise the gender balance of our seminar speakers and work with seminar programme coordinators to improve gender balance of seminar speakers. We will provide information about existing	Head of Division, School of Life Sciences Self-Assessment Team Chair	Oct. 2018, thereafter annually as part of formal AS annual review	The number of female seminar speakers increases to 35% overall by 2019 and 40% in 2021.

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		female. Seminar speakers are important role models and aiming for a more gender balanced portfolio will help to provide such role model to positively impact on career choices of our students and staff.	(external) speaker referral systems and encourage consulting female academics for suggestions.			
5.6.8	Coordinate and host an art project that examines how women in academia are perceived.	<p>Learning how others see women in academia can help to raise awareness about existing and perceived inequalities. This in turn can help to identify means to address them.</p> <p>Discussions have begun with colleagues in the Art school to use our "Life Space" in the School of Life Sciences research complex to host an exhibition and associated workshops to explore this question.</p>	Liaise with colleagues in School Art and Design to host an artist to hold workshops and exhibit art that focuses on how women in academia are perceived.	Associate Dean (Professional Culture)	June 2019	An exhibit and workshops were held and were attended by many different members of the university and local communities. New ideas for any other activities supporting the AS agenda emerge from the exhibit and workshop.

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5.6.9	Collect more comprehensive information on participants in Public Engagement.	<p>We offer a wide programme of Public Engagement activities, but not all participants are recorded correctly.</p> <p>In addition, our staff also take part in activities separate from the School programme that we often do not know about which we wish to capture to determine our overall impact on the community.</p>	We will seek external advice on how to gather data on our Public Engagement activities and align it with our evaluation strategy.	Public Engagement Academic Lead	Dec 2020	Database established. Public Engagement data collected and recorded in database.
5.6.10	Continue to strive for gender parity in Public Engagement activities.	<p>Participation in Public Engagement by our staff has increased for both females and males.</p> <p>Although the gap has narrowed, overall the gender distribution of participating is still skewed towards females.</p>	<p>Create and distribute “Why Engage?” a document that highlights the benefits gained by participation in public engagement.</p> <p>The School of Life Sciences Public Engagement team will continue to shift the internal narrative around what Public Engagement entails, which has</p>	Public Engagement Academic Lead	<p>May 2018</p> <p>Engagement reviewed annually in Dec.</p>	Gender distribution of those participating in Public Engagement continues to move closer to that in the overall School of Life Sciences community. No greater than +/-10% gender differences by 2022.

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			already seen an increase in males taking part in a wider range of Public Engagement activities.			
5.6.11	All Divisions have a senior representative to act as a Public Engagement Champion	Having a senior member of staff in each division who acts as a Public Engagement champion will encourage more individuals from a wide group to take part in Public Engagement.	Working with Heads of Division and School of Life Sciences Self-Assessment Team Chair and through open advertising we will appoint Divisional Public Engagement representatives.	Public Engagement Academic Lead	Dec. 2018	All divisions have a Public Engagement representative that help to recruit Public Engagement participants from across the School of Life Sciences.

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Section 2 – Action for the self-assessment process					
2.2.1	Share good practice from national and regional AS events and all University of Dundee Athena SWAN Self-Assessment Teams and the University of Dundee Athena SWAN Steering Group.	<p>School of Life Sciences Self-Assessment Team members are aware of best practices, there is active exchange between all SATs within the University of Dundee. Athena SWAN Project Coordinator to feedback on good practice to School of Life Sciences Self-Assessment Team.</p> <p>Executive and steering group established with participation from School of Life Sciences.</p>	<p>Best practice is shared via University of Dundee -wide Athena SWAN executive and steering groups, dissemination & communication to and from School of Life Sciences Self-Assessment Team, literature shared with entire University of Dundee community via BOX.</p> <p>Raised awareness changed recruitment practice leading to appointment of 4 females out of 10 senior academics appointed over last 3 years.</p> <p>Sharing good practice with other institutions at national Athena SWAN events contributed to change practice in sharing and publication of Athena SWAN applications to comply with data protection rules.</p>	Excellent	
2.3.1	School of Life Sciences Self-Assessment Team will continue to meet regularly and implement and monitor the action plan.	<p>At least 6 meetings held with reps from HR, most divisions, undergraduate & postgraduate research students, and researchers, support staff.</p> <p>Progress made within action plan.</p>	<p>Regular Self-Assessment Team meetings held, 6-8 per year.</p> <p>Invitation to all staff members is issued to School of Life Sciences Self-Assessment Team meetings. This raises the profile of Athena SWAN within the school. It gives all staff a direct voice of any and all levels to raise issues relating to gender equality.</p>	Excellent	

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		<p>Minutes available to School of Life Sciences community.</p> <p>School of Life Sciences Self-Assessment Team meets regularly and include professional services staff.</p>	<p>Action plan has been monitored regularly for progress and impact. Minutes available via webpages.</p> <p>School of Life Sciences Self-Assessment Team includes Academic & Research and Professional Services staff. Athena SWAN is a standing item on all management and divisional meetings in School of Life Sciences.</p>		
2.3.2	School of Life Sciences Self-Assessment Team composition will be reviewed and adjusted routinely.	School of Life Sciences Self-Assessment Team composition reflects School of Life Sciences diversity and includes all staff categories.	<p>Professional services staff representation increased on School of Life Sciences Self-Assessment Team.</p> <p>PhD and Postdoctoral Research Assistant representation is on a rotational basis. This increases the exposure to important career development opportunities and helps to disseminate information about access to gender equality related matters.</p> <p>A female scientist who was a member of the committee reported that Self-Assessment Team membership helped her to obtain a position and empowered her to make decisions about her career.</p>	Excellent	

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Section 3 – Actions relating to the picture of the Department					
3.1.1	Ensure that seminars across School of Life Sciences host equal number of female and male speakers.	Seminars are arranged according to the guidelines and the number of female speakers reaches 50% by end of 2017.	<p>New seminar guidelines were approved by school board and disseminated. Data on seminar speaker gender are now collected per division and across SLS.</p> <p>Data revealed that over last two years only 27% speakers were female (slightly above the representation of females in our senior academic staff (\geqAS08). Thus, we did not attain our 50% goal, but our data collection is improved helping to identify new actions to address the issue.</p> <p>We also expanded the data analysis to review the entire process of seminar delivery. Whilst the gender of the hosts of seminars was representative of that in our academics (\geqAS08) females were twice as likely to invite female speakers as male hosts. This data will be presented at annual symposium and referral databases will be more widely advertised.</p> <p>The gender balance of named lectures has changed from 17F up to 2013 to 46% F (2014-2017).</p>	Mixed – goal not achieved but data analysis expanded to facilitate improved success.	AP 5.6.7 Improve the gender balance of seminar speakers and referral databases will be more widely advertised.
3.1.2	School of Life Sciences will continue to encourage female students and staff to participate in the pre-	Females at all levels are visible at all visits.	Content of posters for activities is gender balanced, and overall, there is gender balance in staff participating in student visit days and all career stages	Excellent	

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	and post-application UCAS visit days.		<p>are represented.</p> <p>Academic staff representation at open days is broadly representative of the gender balance within the school – 30%F to 50%F for staff across all levels and 60%F for student ambassadors.</p> <p>All promotional material for the School is screened to ensure a balance of male and female scientists in the pictures. This ensures that the visibility of women in “Science, Technology, Engineering, Mathematics & Medicine” occurs from the start of undergraduate careers.</p> <p>The parent of a female undergraduate applicant said that she felt inspired to continue a career in “Science, Technology, Engineering, Mathematics & Medicine” as a result of speaking with a female scientist on a School of Life Sciences open day.</p>		
3.1.3	Ensure Access & Foundation students progress well.	<p>There is good progression of these students, comparable to other students on our suite of degree programmes.</p> <p>There is no difference in the success of male and female</p>	<p>Articulation, Access and Foundation students are carefully monitored. A small but measurable difference in their performance in the first year prompted interventions. Students’ performance is now equal to that of their peer group.</p>		

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		students and they are on par with or better than national average.			
3.1.4	Monitor recruitment of Access & Foundation students.	Ensure that females and males are equally represented in this group and progress equally well.	Recruitment of Access & Foundation students is steady and gender balanced. Following interventions, students' performance is now equal to that of their peer group. (see 3.1.1)		
3.1.5	Monitor gender balance in part-time undergraduate students to determine if the small decline in females continues.	There will be gender balance in the total pool of part-time undergraduate student recruitment and this will be comparable to national averages.	This action is no longer relevant as we no longer offer any part time undergraduate degrees. This change resulted from an organisation change, specifically the move of Centre for Human Anatomy and Identification to a different School in the University of Dundee.	No longer applicable	
3.1.6	Collect exit data from all staff leavers about (1) career progression after School of Life Sciences and (2) reasons for choice(s).	Increase in the number of postgraduate research students who continue in "Science, Technology, Engineering, Mathematics & Medicine" careers and progress up the career ladder with no difference between female and male postgraduate	We are now collecting data from female staff and postgraduate research students (see PAP 3.1.7) who leave via exit interviews in order to assess if there are any systemic issues that may be addressed to better support women in "Science, Technology, Engineering, Mathematics & Medicine" careers. However, at this time, we do not yet have enough data to reach any conclusions.	Good	AP 4.1.8 Collect exit data from PhD students and compare with expectations at entry. AP 4.2.9 Continue to monitor reasons for leaving

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		research students leavers. Use data to identify measures that may better support women in “Science, Technology, Engineering, Mathematics & Medicine”.			and continue to utilise exit questionnaire data.
3.1.7	Collect gender information reliably for PGR applicants.	Data can be extracted and interrogated to determine any trends in gender balance.	This is now collected (presented and interpreted in Section 4.1 (iv).	Good	
3.1.8	Increase the number of applications by females to academic positions.	Numbers of applications from females will continually increase.	<p>Changed adverts and higher awareness locally, has not resulted in more female applicants.</p> <p>However, our data revealed that non-specific applications (applicants that apply to any academic job, even when not suitable at all) are high and tend to be from males. This could mask increases in applications from females.</p> <p>Our data analysis, and raised awareness around this issue, has led to increased and centralised efforts to improve adverts and recruitment approaches, and working even more actively with HR to ensure we are incorporating the latest knowledge about how to remove any possible gender bias from adverts.</p>	<p>Red Proportion of female applicants did not increase</p> <p>Excellent progress in introducing additional intervention strategies</p>	AP 4.2.1 –AP 4.2.5 Increase proportion of female A&R staff at all levels.

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			<p>We now use targeted recruitment, identifying suitable female applicants using personal connections and social media (tweeting advert in #womeninstem) to solicit applications from a wider pool.</p> <p>This has led to 1 female out of 10 newly appointed senior academics (Lecturer and above). (Previous average was <25%)</p>		
Section 4 – Actions for supporting & advancing's women's careers					
4.1.1	Examine application data from divisions.	No trends are discerned, or whether they are, measures to address imbalances are put in place.	<p>Data have been analysed by the Self-Assessment Team.</p> <p>All divisions are using a combination of targeting suitable candidates and approach all recruitment processes with gender balance in mind.</p> <p>Members of divisions are now more aware of gender imbalances and take responsibility for gender balance in their area, demonstrated by seeking out guidance on best practice for recruiting staff from Self-Assessment Team members and HR Officer.</p>	Excellent	
4.2.1	Advertise commitment of School of Life Sciences as	First Daphne Jackson fellow successfully completes her fellowship. Increased	Fellow completed and successfully obtained a longer-term research position having established required research credentials.	Excellent	AP 5.1.7 Monitor success of return to work

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	Daphne Jackson Trust sponsor.	awareness of Daphne Jackson involvement, as measured by survey.	New 'return to work fellowship' was initiated in 2017 using Institutional Strategic Support Fund and administered by School of Life Sciences Self-Assessment Team chair. [REDACTED] candidate was appointed.		fellow (ability to obtain PhD training position).
4.2.2	Showcase female role models in leadership positions.	Different female role models at all levels are highly visible and accessible, as reported by annual survey.	<p>Females in leadership positions are highly visible.</p> <p>Newly established School Executive group is 75% female (prior to 2014 there was no School Executive Group).</p> <p>Visibility of females is increased by widely communicating and celebrating news about:</p> <ul style="list-style-type: none"> • Academic achievements • Recruitment • Awards • Extracurricular events & successes <p>in publications, talks and via monitors throughout our buildings and social areas.</p> <p>Prominently displayed photographs of named lecture speakers now include many more females (17%F up to and including 2013, 46%F (2014-2017)).</p> <p>SLS's Herstory of Science exhibition and celebration increased visibility of all female professors in the</p>	Excellent	

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			University to local community by including them in a group of pioneers thus widely publicising their achievements and importance.		
4.2.3	Survey perceptions/experience of support for all female staff and students in School of Life Sciences.	Perceptions/experience of support are positive at all levels.	<p>External review of culture involving all staff groups in School of Life Sciences was undertaken. Preliminary analysis showed high levels of collaboration and no specific gender issues. Detailed analysis is ongoing and will guide new actions.</p> <p>University of Dundee staff survey showed increase in females reporting feeling valued, supported, and rewarded, which we attribute to various interventions in the school (described in detail in the action plan and application narrative).</p> <p>New structures have been established for reporting issues related to research conduct, including behaviour towards other members of staff.</p> <p>National Student Survey overall satisfaction of undergraduate students increased from 82 to 95% in 2018</p>	Excellent	
4.3.1	Ensure clear and transparent guidelines are available to staff about	Staff know criteria for promotion and raise details during Objective Setting &	Promotions process is now aligned across University of Dundee, which increased transparency and application for promotion. Success of applications	Excellent	

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	career progression criteria to facilitate successful promotions and career progression.	Review and appraisal meetings, which are performed by Head of Division Assessed by annual survey.	<p>for promotions is similar for females and males. Training and information sessions are available to help complete promotion applications including advice about criteria most important to highlight. HR support available for filling promotion papers.</p> <p>University of Dundee staff survey report staff feel promotions are fair and females were at least as likely as males to ask for and be promoted. Proportion of females seeking promotion to chair exceeds their representation in the eligible pool.</p>		
4.3.2	Encourage women at appropriate stages of their career to apply for promotion.	Female staff are aware of promotion criteria and perceive no impediment to promotion, as assessed by annual survey.	Since changes in promotions procedure (see PAP 4.3.1) more promotions were sought and females were at least as likely as males to ask for and be promoted.	Excellent	
4.3.3	Monitor completion of online Equality & Diversity training for existing staff.	All existing staff have completed Equality & Diversity modules online and all new staff do so within 6 months of arriving.	<p>All new staff are completing Equality & Diversity training modules within 6 months. Existing staff completion has increased from 20% to 76% for all staff combined.</p> <p>Classroom Training Sessions now offered for all staff without access to computers within the workplace.</p>	Good	AP 5.3.6 Further increase completion rates of Equality & Diversity training.

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4.3.4	Establish unconscious bias training for all staff and students.	New and existing staff and students are trained in unconscious bias.	<p>School of Life Sciences unconscious bias training and a lecture are available annually to incoming and existing students and staff. Organisational and Professional Development also offer training by same provider.</p> <p>Sessions are widely promoted and open sessions and School of Life Sciences-specific training are attended by >50 staff each year. Attendees report an increased consciousness of their own potential biases and an understanding of how to deal with them. Discussion about potential impact of unconscious bias are commonplace in School Executive Group</p> <p>.</p>	Excellent	AP 5.1.4 Increase uptake of unconscious bias training and engagement with implicit association tests.
4.3.5	Provide courses via Organisational and Professional Development tailored to the needs of individuals at key career transition points.	New/revised training sessions run, are well attended and feedback from participants indicates that these were useful sessions in terms of supporting career progression.	<p>Organisational and Professional Development courses are adapted to meet needs identified in schools during Objective Setting & Review. Available training is advertised widely and regularly attended by School of Life Sciences staff. Particularly female staff are more satisfied with level training and development than previously: from 68% in 2015 to 79% in 2017. (University of Dundee staff survey)</p> <p>For example, training for Objective Setting & Review reviewers was tailored for School of Life Sciences staff and survey results showed that Objective Setting & Review is more effective now and that</p>	Excellent	

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			staff are more satisfied with their career development opportunities than previously.		
4.3.6	Collect data on uptake of drop-in mentoring sessions and survey usefulness.	Patterns in attendance are investigated. Attendance is collated and usefulness is investigated by survey.	<p>Drop-in mentoring was delivered for 6 months but uptake was low although feedback indicated mentoring was useful.</p> <p>We tried a new approach of dedicated drop-in sessions for PhD students, bespoke mentoring programme for tenure track staff, and dedicated mentoring programme for all other staff.</p> <p>Feedback for all programmes is collected annually and has been very positive. Tenure track academics have reported feeling better supported in tenure process.</p>	Excellent – initial activity was not successful, new strategy resulted in excellent progress and impact.	<p>AP 5.3.13 Continue to collect feedback on tenure track mentoring system.</p> <p>AP 5.4.2 Monitor uptake from Professional Services staff into new mentoring programme</p> <p>AP 5.4.3 Monitor feedback from Professional Services staff on mentoring programme.</p>
4.3.7	Establish process to collect feedback from career seminars that permits easy collation of results to shape future events.	Feedback from career talks can be interrogated to identify actions that can promote women in “Science, Technology, Engineering, Mathematics & Medicine”	<p>We have built on our seminar programmes:</p> <p>Feedback indicated that the seminars themselves and the networking opportunity they created were very important ways to promote careers in</p>	Excellent	<p>AP 5.1.12 Hold School career development seminars for staff seeking promotion.</p>

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			<p>“Science, Technology, Engineering, Mathematics & Medicine”. We therefore redoubled our commitment to careers seminars and ensured that we invited women from a variety of backgrounds and at various levels of seniority to participate. Feedback from a 6-seminar programme of talks (each attended by 50-90 people) was extremely positive, with >80% finding sessions useful for making decisions about career</p> <p>School of Life Sciences now provides administrative support to assist the PhD and Postdoctoral Research Assistant community to organise career seminars and they launched a new career seminar series in 2017.</p> <p>Our annual symposia and lecture series host external speakers to discuss career choices. Career talks for undergraduate students are held in semester 1 each year. Students have reported finding these sessions extremely helpful.</p>		
4.3.8	Increase awareness of undergraduate students about availability of advisor of studies at any time for	There is a greater awareness of support offered by the advisor of studies as measured by student survey. There is	Students are well aware of support offered and the offer is reiterated at personal tutor meetings. However, at this time, students report being happy with their support (National Student Survey showed	Excellent	

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	mentoring and support. Include possibility to request female mentor.	increased uptake of meetings particularly in years 3 and 4.	<p>that 88% of SLS UG reported being able to contact support when they needed to) despite the fact that there have only been ■ of incidences of gender-specific tutor request.</p> <p>The drop-out rate of undergraduate students has decreased over the last years due to closer attendance monitoring and there is no gender imbalance in students who leave without completing.</p>		
4.3.9	Assess suitability of existing online Equality & Diversity training modules with a view to making mandatory for all School of Life Sciences undergraduate students.	All newly matriculated students have undergone the training. Survey indicates that there is increased awareness of Equality & Diversity issues after the training.	<p>Following a detailed assessment of the available equality and diversity materials available, an Equality & Diversity module was established specifically for undergraduate students. Since 2016 completion of the module is mandatory for all new students.</p> <p>Students report that the material is relevant to them, and increased their awareness of, not only Equality & Diversity issues in general, but how and where to raise any problems that they have.</p> <p>In 2016/17 the AS workshops delivered by Athena SWAN Project Coordinator became mandatory to attend for all undergraduate students. Feedback indicated that >80% of students learned something new and this would inform their future thinking.</p>	Excellent – exceeded initial action	

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4.3.10	Longitudinal study to measure career aspirations and expectations of female students and researchers.	Identify any gender-related trends in career aspirations and work to address any issues, which may produce actual or perceived barriers to progression.	<p>This has proven intractable by usual methods. Answers collected so far have been too diverse making a meaningful statistical analysis impossible and at this point we cannot draw any conclusions.</p> <p>University of Dundee now collects exit data centrally and is working to develop other methods to collect data – possibly including exit questionnaires. This will be invaluable in sharing best practice between different disciplines.</p>	Good – we performed the study but were unable to meet the success measure due to diverse data.	
4.3.11	Encourage School of Life Sciences undergraduate students to become involved with Equate Scotland's Interconnect.	Every year undergraduate student(s) become Interconnect Student Champion(s).	Information has been circulated. University of Dundee has maintained an interconnect champion in all but one year. This has not always been a member of School of Life Sciences. We hope to continue our involvement under the revised 2018 terms and this is currently under discussion at University of Dundee institution-level. The present interconnect champion has established a "Women in Science, Technology, Engineering, Mathematics & Medicine" student society, which was promoted to students by Athena SWAN Project Coordinator in the Athena SWAN workshop. (see PAP 4.3.11)	Fair	

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4.3.12	Establish support directed at female undergraduate students.	Implementation of undergraduate-specific support for female undergraduate students, which is useful, as measured by feedback.	<p>We introduced many support measures for students based on feedback in staff-student liaison committees, School of Life Sciences Self-Assessment Team, school board, National Student Survey responses and informal feedback (increased tutorial support and increased attendance monitoring, Women in “Science, Technology, Engineering, Mathematics & Medicine” undergraduate student group, gender balance in promotional material and in staff hosting undergraduate student visiting days).</p> <p>School of Life Sciences National Student Survey feedback is extremely positive and responses indicate that female students feel as well supported as males.</p>	Excellent	
4.5.1	Provide tools for women to assume leadership roles.	<p>More women become involved in leadership positions within the University of Dundee and on external panels (i.e. funding panels, advisory boards, etc.).</p> <p>Every year we support attendance of at least 2 junior female academics at Aurora leadership workshops. We include females in decision</p>	<p>Senior executive groups in School of Life Sciences are >70% female, 4 of 5 associate Deans are female. (Previously, the Dean was female and Associate Deans did not exist.)</p> <p>Staff in leadership roles are supported (e.g., by provision of admin support) to maintain high visibility in and gaining recognition in high profile activities. For example, in 2018, a female School of Life Sciences academic has been appointed Chair of the</p>	Excellent – exceeded initial action	

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		making committees at school and University of Dundee level, so they can learn about strategic processes.	<p>Research Excellence Framework panel for Biological Sciences.</p> <p>Support for women in leadership training programmes has continued (with at least two participants per year in the Aurora programme, and five females on the Ranmore Developing Leaders programme and Associate Dean development programmes).</p> <p>Females are represented on all committees, frequently assuming leadership roles. We now encourage appointment of deputies to further support development of more junior colleagues.</p>		
4.5.2	Ensure representation of women on decision-making panels and committees reflects gender balance in the Department and is included in workload.	Gender composition on decision-making panels reflects proportion of women in the Department.	All decisions making committees, including interview panels, in School of Life Sciences have female representation that reflects that in the relevant staff group. Self-Assessment Team members have regularly received comments from staff about gender balance and were frequently asked for intervention strategies to resolve gender imbalances. The experience of Self-Assessment Team members is that such requests were not made before the Athena SWAN activities started in School of Life Sciences and we see this as a very positive change in our culture.	Excellent (panel composition)	<p>AP 4.1.12 Monitor gender balance on interview panels for MSci programme.</p> <p>AP 5.1.3 Improve compliance with recording of gender composition of recruitment panels</p>

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		Review of workloads during Objective Setting & Review and other appraisals ensures that women are not over-burdened by committee work.	<p>4 of the 5 Associate Deans are female. Workload allocations provide credit for these activities.</p> <p>The increased visibility of females in leadership roles has led to overburdening and prompted discussions about providing additional support for these roles making them sustainable and attractive.</p>	Fair, Ongoing	AP5.6.4 Identify and put in place additional support for those with leadership responsibilities to reduce their impact on teaching and research.
4.5.3	Ensure gender parity in outreach activities.	Increasing involvement of men in outreach activities. Currently 25, raise to 50% by 2017.	<p>Participation by males in outreach activities has increased significantly (29% to 40%). The new Public Engagement strategy has measures in place that aim to achieve our goal of 50%.</p> <p>We recently recruited a male Public Engagement manager to a research division and senior staff members have been appointed as public engagement champions in most divisions [REDACTED].</p> <p>There has been a noticeable increase in the value placed on outreach activities; they are included in workload allocations, questions about outreach activities are included in Objective Setting & Review,</p>	Good	<p>AP 5.6.9 Collect more comprehensive information on participants in Public Engagement.</p> <p>AP 5.6.10 Continue to strive for gender parity in Public Engagement activities</p>

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			<p>they are highlighted prominently in the Dean's annual review and prominent prizes are awarded for outreach.</p> <p>Outreach and public engagement activities are amongst the promotions criteria and recently a female member of staff was promoted to professor, in part due to her contributions to this work.</p>		
4.6.1	Formally record maternity return across the School of Life Sciences.	Have centralised record of maternity return.	Return to work is now recorded centrally and we report of staff who stay in post for 3, 6, 12 and 18 months. Most people in School of Life Sciences returned to work after a maternity leave. The number of staff still working 18 months later after returning from maternity leave has increased (44% to 94%).	Excellent	
4.6.2	Formally record paternity, adoption, parental leave uptake.	Have centralised record of maternity return.	<p>A centralised system is in place for recording all parental leave.</p> <p>More awareness of the available paternity leave and shared parental leave prompted lobbying the university to change its parental leave rules.</p> <p>A policy for extending parental leave benefits for the non-birth parent at a level equal to the birth parent, with proportional pay and benefits was approved</p>	Excellent – exceeded initial action	

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			earlier in 2018 by the University of Dundee Executive Group and will be implemented as soon as accepted by University Court.		
4.6.3	Formally record flexible working requests and outcomes.	An accurate record of formal flexible working agreements has been produced.	Requests and outcomes are now recorded. All formal requests for flexible working have been approved.	Excellent	
4.7.1	Increase knowledge of paternity, adoption and parental leave and flexible working policies.	Increased knowledge of the content of the policies, as indicated by School of Life Sciences staff survey.	<p>We have publicised the policies and availability of support such as childcare vouchers widely by email, on electronic screens, through Athena SWAN roadshows, word of mouth and via discussion at Objective Setting & Review.</p> <p>University of Dundee staff survey results 2017 indicated an increase in how well staff feel supported and how well their managers help them finding a good work-life balance (71%F/67%M in 2005 to 80%F/68%M in 2017).</p> <p>Absolute uptake of child care vouchers has remained constant, from 2014 to 2017, although the overall number of staff has decreased, suggesting that awareness has increased.</p>	Excellent	

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4.7.2	Provide more extensive support to women before maternity leave.	Women feel supported in pregnancy, mentoring scheme receives positive feedback assessed by staff survey.	<p>Information about available support is provided via the newly implemented managers' maternity checklist, websites and across school building via monitors.</p> <p>Interviews/discussions with Human Resources are initiated upon notification of pregnancy/adoption. Plans for maternity leave and return are discussed with Human Resources and manager.</p> <p>Women who were either about to take (or had just returned from maternity leave) were asked about the policies that are in place and reported that they felt supported and empowered to return to work following their leave as a result.</p> <p>To minimise career impact, if pre-maternity discussions reveal that contracts end during maternity leave they are now extended to allow full maternity pay to be awarded and also provided access to re-employment portal to facilitate return to work. All but [REDACTED] returned to work after maternity leave over the last five years and >90% of returning staff are still working 18 months after returning.</p> <p>Mothers/ Nursing Room is being used (~150 times in 3 years)</p>	Excellent – exceeded initial action	

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4.7.3	Establish fund to support additional dependent care costs to help junior academics to attend conferences or other networking opportunities.	Staff apply for dependent care funding to support attendance at conferences and other networking events.	Institutional Strategic Support Fund provided £51,998 to 6 staff to provide support during maternity leave (e.g. replacement staff) and dependent care during attendance at a conference or other career development opportunities (collaborations, workshops) that would otherwise have been impossible. Members of staff benefitting have indicated that this funding has supported them in their development.	Excellent	
4.7.4	Review maternity and parental leave policies and ensure that staff are consulted prior to changes.	Updated/revised suite of Work-life balance policies are approved by relevant bodies, implemented, communicated to all staff and are understood by all staff, as assessed by survey.	<p>Policies were reviewed and updated by University of Dundee central Human Resources colleagues in consultation with Athena SWAN and other relevant bodies and are now widely and regularly distributed to all staff. Awareness of existing policies prompted queries from new fathers about the unequal opportunities for the non-birth parent. In response, we lobbied the University of Dundee executive to implement changes.</p> <p>A policy for extending parental leave for the non-birth parent with proportional pay was approved by the University of Dundee Executive Group and will be implemented as soon as accepted by University Court (see PAP 4.6.2)</p>	Excellent – exceeded initial action	

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			School of Life Sciences staff reporting in University of Dundee staff survey that they have a good work-life balance has increased from 67% in 2015 to 76% in 2017.		
4.7.5	Raise awareness amongst academics/ researchers that childcare costs are an allowable expense on research applications.	More staff take advantage of funding child care this way, as assessed by survey. Ongoing.	When pregnancy is declared the discussions about managing parental leave include investigating if support is available for childcare expenses on the grant supporting the staff member. During the reporting period no eligible case occurred. However, support available from Institutional Strategic Support Fund led to 6 staff being provided with additional support for expenses related to dependent care (£51,998).	Excellent	
Section 5 – General Actions					
5.1	Ensure that all staff are aware of School of Life Sciences goal for gender equality and know about the support available to achieve this.	Staff are more familiar with the support available for increasing numbers of females in academic and research positions, determined by survey.	Actions such as working towards gender balance on appointment and promotions panels, delivering and monitoring Equality & Diversity and unconscious bias training, publicising Athena SWAN activities, and publicising training have resulted in staff being more aware of support available to them. University of Dundee staff survey shows 99%F:96%M of School of Life Sciences staff are aware of the University of Dundee policy on Equality & Diversity.	Excellent – exceeds original action	

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		Athena SWAN is on agendas for school board, school research board and all divisional meetings to facilitate communications	<p>Equality, Diversity & Inclusion and Athena SWAN are embedded in policy making, curriculum development, and are standing agenda items on all decision-making committees.</p> <p>University of Dundee staff survey data in 2017 indicated that staff feel the University acts fairly with regards to recruitment (91%), promotion (79%) and reward (76%).</p> <p>The high visibility of Associate Dean (Professional Culture) as member of School Executive Group and Deputy Dean, highlights importance placed on all aspects of Equality, Diversity & Inclusion and Athena SWAN in the School of Life Sciences.</p>		
5.2	School of Life Sciences will continue to use images of females representing the diverse roles they play to promote a female positive and inclusive environment.	Number and prominence of images increases annually.	Monitors in public spaces feature interviews, images and stories about women and men undertaking a diverse range of activities such as the School's high-profile research projects, outreach, public engagement, social events, teaching, awards ceremonies, etc. We do not have data on numbers of images used but our activity in this communications area has increased enormously over the past three to four years.	Excellent	

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			<p>In 2016, large boards lining the main entrance to our largest research complex featured ten members of staff, of which only three were women. As an impact of the feedback received, we instigated the <i>Herstory</i> of Science project, which resulted in a change of these images to women in “Science, Technology, Engineering, Mathematics & Medicine “ from history, as well as pictures of all of the female Professors in the School (and across University of Dundee). This was very well received by staff and highlighted as an example of good practice in the successful University of Dundee Athena SWAN Bronze award application.</p> <p>Photographs of presenters of named lectures are positioned prominently. Black and white photographs, mostly of men, are currently being replaced by colour images of our increasingly female cohort of named lecturers on monitors where individual pictures will cycle. Many staff have commented on the positive impact of these changes in terms of raising awareness of prominent females.</p>		
5.3	Conduct staff survey to measure efficacy of actions implemented across SLS.	High proportion of staff participate in survey and results provide clear data	We conducted an Athena SWAN survey in 2015, which we used to evaluate interim progress. However, to avoid survey fatigue, we used the	Excellent	

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		about the efficacy of all actions taken.	<p>existing University-wide biannual staff survey (2015 and 2017) to measure progress.</p> <p>The 2017 University of Dundee staff survey revealed that staff in the School of Life Sciences were overall at least as or more satisfied than staff on average across all of University of Dundee. Particular improvements were revealed in the usefulness of staff reviews (Objective Setting & Review), feeling valued and work-life balance.</p> <p>In many cases the improvement was greater for female staff than male staff suggesting that the impact of Athena SWAN has been disproportionately larger on females.</p>		