

## Athena Swan renewal form for universities

### Applicant information

|                             |                         |
|-----------------------------|-------------------------|
| Name of institution         | University of Dundee    |
| Name of department          | School of Life Sciences |
| Date of current application |                         |
| Level of previous award     | Silver                  |
| Date of previous award      |                         |
| Contact name                |                         |
| Contact email               |                         |
| Contact telephone           |                         |

| Section   | Words used  |
|---|-------------|
| An overview of the department and its approach to gender equality | 2311        |
| An evaluation of the department's progress and issues             | 3176        |
| Future action plan*   |             |
| Appendix 1: Culture survey data*                                  |             |
| Appendix 2: Data tables*  |             |
| Appendix 3: Glossary*   |             |
| <b>Overall word count</b>   | <b>5487</b> |

\*These sections and appendices should not contain any commentary contributing to the overall word limit

**Overall word limit: 5500 words**

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## **Section 1**

### **1.1 Letter of Endorsement**



17th January 2023

Dear Athena SWAN review panel,

As Dean of the School of Life Sciences, I am delighted to endorse our Athena SWAN Silver renewal application, as I think it paints an honest and accurate picture of our School and the work we have been doing to promote an inclusive culture.

The five years since our first Athena SWAN Silver award have seen significant challenges. The global COVID-19 pandemic prompted us all to find new ways of working and connecting with each other. I am proud of the way we have all risen to the challenge. Throughout this time, our commitment to gender equality and the principles of Athena SWAN have remained undiminished. The self-assessment team transitioned to working digitally and continued delivering on our ambitious action plan, while working to understand and mitigate the impacts of the pandemic on students and staff. The dedication of senior leadership to embedding equity, diversity, and inclusion in our culture is reflected in both School and University-wide strategies that place ED&I front and centre of our policies, such as the new hybrid-working and menopause policies.

Through our work on our ambitious action plan, we achieved many successes: we instituted the figure of Associate Dean Professional Culture; we launched a yearly People's Award that recognises the excellent work carried out by all staff making the School a supportive and inclusive place to work and study; we made significant improvements in the gender balance of teaching and research staff, especially early career; we reached gender balance in our newly created taught post-graduate degree programmes and improved the gender balance in our post-graduate research students cohort; and

we established the first undergraduate Athena SWAN committee and actively involved our students in the ED&I discourse.

There remain challenges to overcome in the future, which our dedicated Athena SWAN team have identified in 4 key areas: valuing people, career progression and representation, bullying and harassment, mental health and wellbeing. We will continue to support our professional and technical services staff through initiatives that improve their prospects of career progression and through the Technician's commitment. We will work to increase female (BAME) representation in senior positions and expand on the work we are already conducting to allow our PDRAs to secure long term research careers. We will collaborate with staff and students to review the processes through which bullying and harassment are dealt with in our School and we will take down barriers to reporting. We have already embraced a hybrid working approach and embedded flexibility in our working patterns, hoping it will address some of the mental health concerns raised by our staff.

In conclusion, I remain dedicated to progressing the Athena SWAN agenda and to adopting an intersectional approach to the advancement of gender equality. I fully support the work of our excellent Athena SWAN team and look forward to delivering on our action plans over the next five years.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'J. Julian Blow'. The signature is fluid and cursive, with the first name 'J.' and last name 'Blow' clearly distinguishable.

Prof J Julian Blow FRSE FMedSci

## 1.2 Description of the Department

The School of Life Sciences (SLS) is one of eight academic Schools at the University of Dundee, employing a total of 688 staff (53% female, 47% male) across academic, teaching, research, and professional services roles (Figure 1).

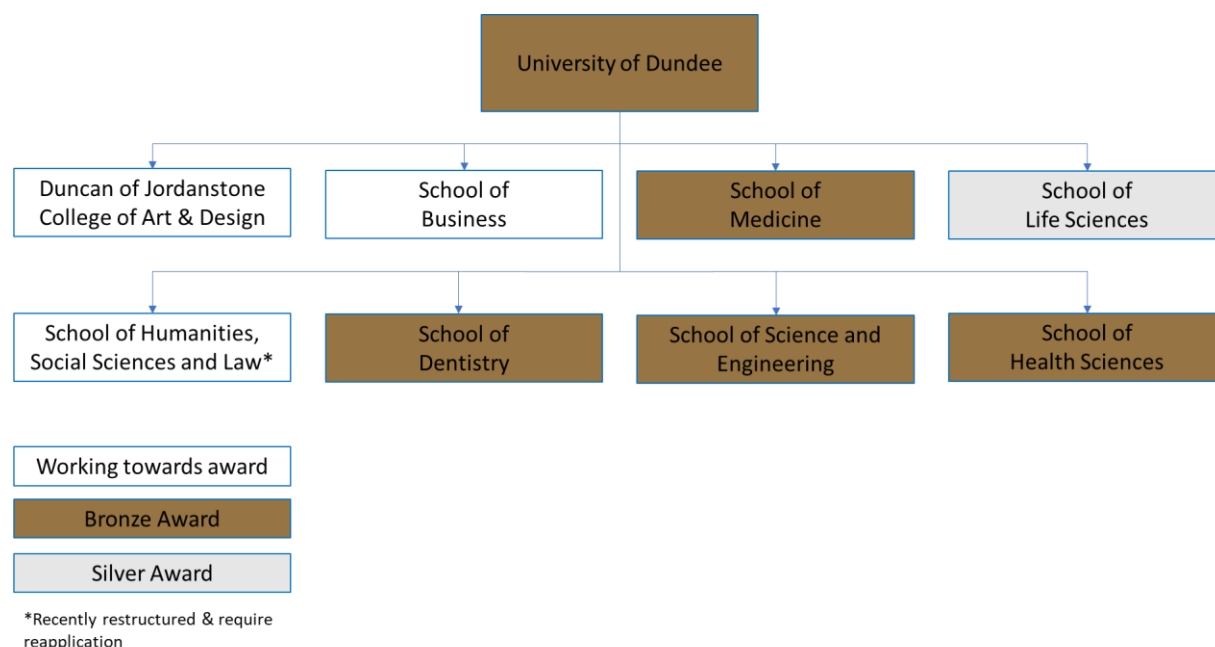


Figure 1 – Structure of Schools within UoD. Status of current AS awards indicated.

The school teaches a total of 830 UG and 165 PG students (2021/22). In addition to a dedicated learning and teaching unit, there are 8 divisions performing discovery and translational life sciences research (Figure 2).

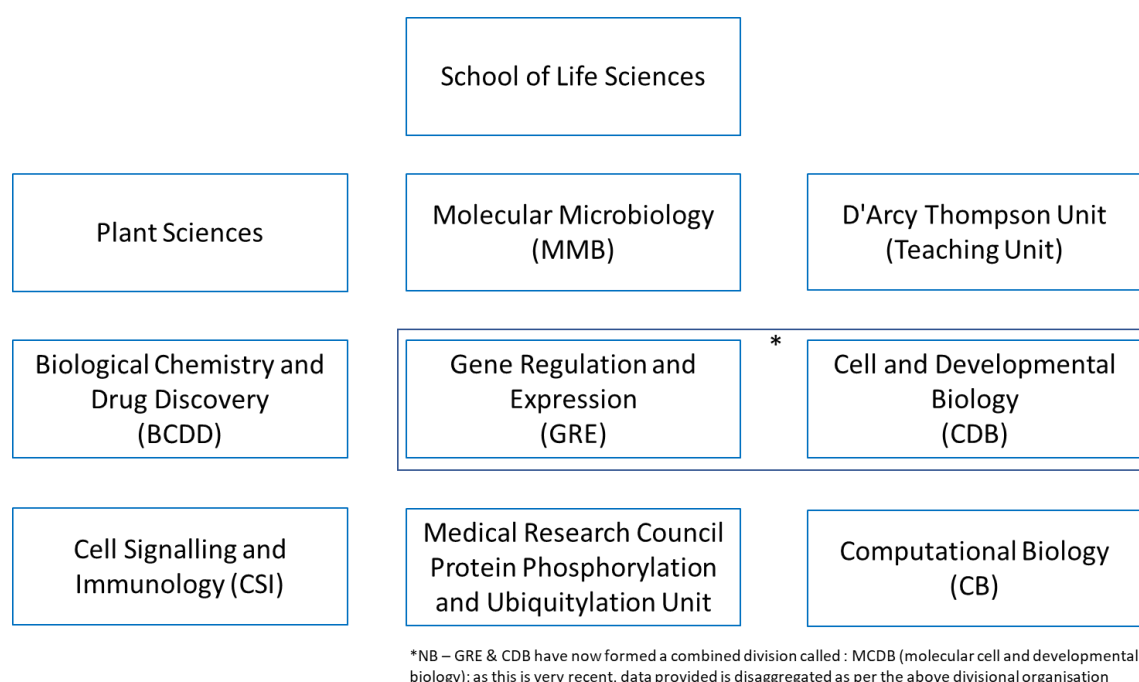


Figure 2 – Divisions within the School of Life Sciences at UoD

The SLS's activities are primarily located in the University's city campus (research complex and D'Arcy Thompson Unit) with our Plant Sciences division located at the nearby James Hutton Institute. We are the top institution in the UK for Biological Sciences research (Ref 2021: 98% of outputs 'world leading' or 'internationally excellent'; 83% of our submitted impacts being 'Outstanding in terms of their reach and significance'; and 100% of our environment assessed as world-leading, and we are in the top 100 HE institutions in the world for Life Sciences (THE 2022). We regularly score >90% for Student Satisfaction (Source: NSS ratings). A drop in that score was observed during 2020/2021 in the middle of the COVID19 Pandemic, when most teaching was moved online only, but we achieved an NSS satisfaction score of 86% in the most recent surveys.

Other external measures of success include 4th in UK for commercialisation investment (Parkwalk-Beauhurst 2022) & 5th for number of spinouts (GovGrant Report 2021), and 11th in the World for Biomedical and Health Sciences Impact (CWTS Leiden Ranking).

The vast majority of research staff employed within the SLS are funded by external grants from charities, research councils, central government and other funders. The nature of these awards (typically of 3-5 years) necessitates a number of fixed term contracts.

School governance and leadership is overseen by the School Executive Group (SEG), meeting weekly with 8 members (Table 1) – ED&I is a standing item at all meetings. There are 9 additional School committees who feed into the SEG regularly (Figure 3).

*Table 1 – Membership of Senior Executive Group*

| Member                | Role  |
|-----------------------|---|
| Owen Adams            | School Manager  |
| Professor Julian Blow | Dean, Professor of Chromosome Maintenance                                       |
| [REDACTED]            | Professor, Associate Dean International, Assistant Vice Principal international |
| [REDACTED]            | Senior Researcher and MRC PPU manager   |
| [REDACTED]            | Professor, Associate Dean Research  |
| [REDACTED]            | Professor, Associate Dean for Professional Culture                              |
| [REDACTED]            | Senior Lecturer, Associate Dean for Learning and Teaching                       |
| [REDACTED]            | Professor, Associate Dean Quality and Academic Standards                        |

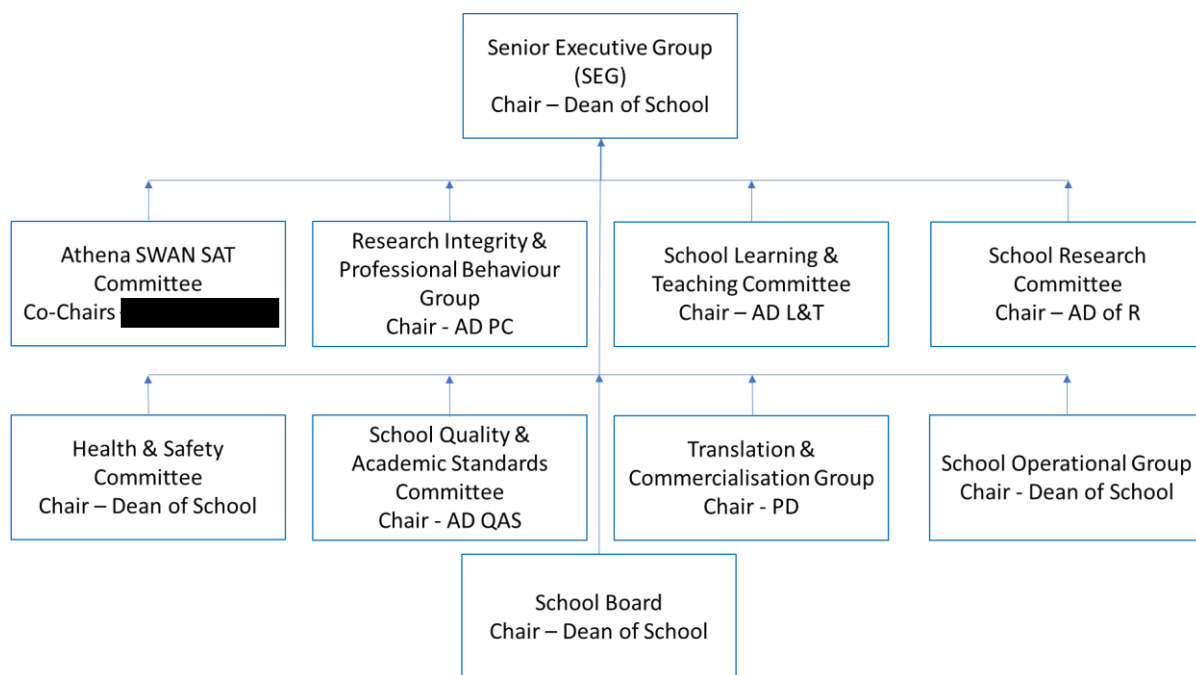


Figure 3 Decision making committees in the School of Life Sciences. AD PC (Associate Dean Professional Culture), AD L&T (Associate Dean Learning and Teaching), AD of R (Associate Dean of Research), AD QAS (Associate Dean Quality and Academic Standards); [REDACTED].

Athena SWAN SAT members sit on almost all decision-making committees, including SLS Senior Executive Group [REDACTED], School Board [REDACTED], and Learning and Teaching Committee [REDACTED] (OAP 3.1). Athena SWAN visibility is promoted at School events, whether they are work-related or social occasions (Figure 4).

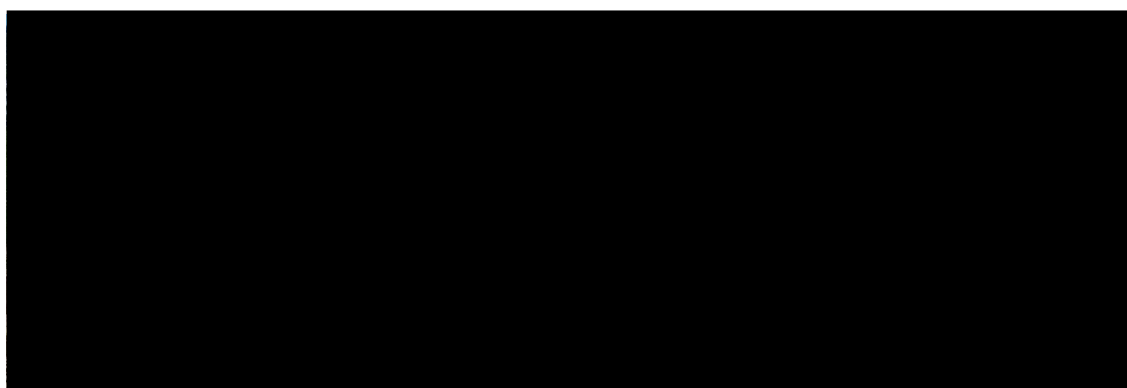


Figure 4. Left: Athena SWAN Summer Family BBQ (July 2022). Right: Athena SWAN reception at SLS Research Symposium (May 2022)

Our commitment to gender equality is shared by our student body as reflected by our active UG AS committee. It is also echoed in our annual “People’s award”, a recognition of individuals and teams that have an outstanding positive impact on SLS culture (Table 2).

Table 2 – Winners of the People’s Award since 2018

| Winner(s)              | Year | Motivation   |
|------------------------|------|--|
| Ali Floyd, Erin Hardee | 2018 | For the formation of the SLS and subsequently UoD LGBT+ Staff Group              |
| Dr Helge Dorfmueller   | 2019 | For leading change to increase flexibility and fairness in parental leave policy |

|                                     |      |  |
|-------------------------------------|------|--|
| Stores team                         | 2019 | In recognition of their dedication to the School   |
| PhD Admin Team                      | 2019 | For going above and beyond in supporting research students   |
| Dr Natalie Bamford                  | 2020 | For her leadership of the SLSRSA, and for spearheading the revival of the Careers in Academia and Beyond seminar series  |
| Biological Services team            | 2020 | For the outstanding way they responded to the Covid-19 crisis, managing animal numbers and care under very difficult circumstances   |
| Dr Nicola Darling                   | 2021 | For her leadership in improving working culture, including the facilitation of open discussions & development of action plans on Equality, Diversity & Inclusion, as well as wider cultural issues, within the MRC PPU |
| SLS COVID-19 testing programme team | 2021 | For providing reassurance for a safe working environment during initial return to work period for all of SLS   |
| D'Arcy Thompson Unit technical team | 2021 | For their outstanding teamwork to deliver excellent practicals to undergraduate students under very challenging circumstances  |

### 1.3 Development, evaluation and effectiveness of policies

#### 1.3.1 The Self-Assessment Team

The AS self-assessment team (AS-SAT) has three co-chairs representing staff with contractual responsibilities of 'Teaching & Scholarship', 'Research only', and 'Teaching & Research'. The committee has at least one representative from each School division and reflects the diversity in identity, role and seniority amongst SLS staff and students (Table 3). The committee comprises 68% F and 32% M staff, reflecting the higher prevalence of female staff in SLS (53%F - 47%M). All job families are represented on the committee, with the exception of manual staff (Table 3).

Table 3. SLS Athena SWAN Self-Assessment Team.

| Title, Name | Role in SLS | Role in SLS-SAT                         | Employment Mode       |
|-------------|-------------|---|-----------------------|
|             |             | SLS Athena SWAN Co-Lead and MRC-PPU rep | Open Ended; Full-time |
|             |             | SLS Athena SWAN Co-Lead and DTU rep     | Open Ended; Full-time |
|             |             | SLS Athena SWAN Co-Lead and BCDD rep    | Open Ended; Full time |
|             |             | Academic Related Staff Representative   | Open Ended; Full time |

|            |            |   |                       |
|------------|------------|---|-----------------------|
| [REDACTED] | [REDACTED] | GRE Rep                                   | Fixed-term; Full time |
| [REDACTED] | [REDACTED] | Parental Leave Champion & MMB Rep         | Open ended; Full time |
| [REDACTED] | [REDACTED] | Technical Staff (teaching) Representative | Open ended; Full time |
| [REDACTED] | [REDACTED] | Liaison with SEG                          | Open ended; Full time |
| [REDACTED] | [REDACTED] | CB Rep                                    | Open ended; Full time |
| [REDACTED] | [REDACTED] | Technical Staff (research) Representative | Open ended; Full time |
| [REDACTED] | [REDACTED] | HR Rep                                    | Open ended; Full time |
| [REDACTED] | [REDACTED] | Operation Services Staff Representative   | Open ended; Full time |
| [REDACTED] | [REDACTED] | Plant Sciences rep                        | Open ended; Full time |
| [REDACTED] | [REDACTED] | Clerical Staff Representative             | Open ended; Full time |
| [REDACTED] | [REDACTED] | Liaison with SLSRA                        | Open ended; Full time |
| [REDACTED] | [REDACTED] | Liaison with central UoD ED&I office      | Open ended; Full time |
| [REDACTED] | [REDACTED] | CDB Rep                                   | Fixed-term; Full time |
| [REDACTED] | [REDACTED] | CSI Rep – Menopause group coordinator     | Open ended; Full time |
| [REDACTED] | [REDACTED] | Academic Related Staff Representative     | Open ended; Full time |
| [REDACTED] | [REDACTED] | SLS Athena SWAN SAT Administrator         | Open ended; Part time |
| [REDACTED] | [REDACTED] | PhD Representative                        | PG Student            |
| [REDACTED] | [REDACTED] | UG Athena SWAN committee Rep              | Student               |

In the first quarter of 2023, there are plans for the committee to be incorporated into a broader EDI committee, which will involve formal recruitment of a new EDI lead and Athena SWAN champion. Roles will be offered as a job-share and recognised in the workload model where appropriate (10% FTE). Continuous assessment of the AS Action Plan will remain a standing item on the agenda of the newly established EDI committee. Progress will be shared formally as part of an annual Athena SWAN report. We will ensure that feedback from staff and students is collected on our progress, which will inform action plans and future survey questions. Focus groups where appropriate will provide greater insight into staff and student views.



### 1.3.2 The Self-Assessment Process

The preparation of this silver renewal AS application has been curated by the SLS AS-SAT co-chairs and selected SAT members. Data trend and action plan working groups were created, where members were assigned specific sections of the application to focus on. The data reported in the application (Appendix 2) have been collated using the Athena SWAN dashboards and the Students' dashboards curated by Statutory Returns. These data are used in the SLS Athena SWAN annual reports to review priorities and identify any areas of concern.

Data disaggregated by division has been provided in Appendix 4. However, SLS divisions are closely interconnected units and operate under the same SLS policies. They are organised based on shared research and teaching interests but are not formally recognised as separate units by UoD. Moreover, PTO staff are not affiliated to individual divisions.

The last UoD staff survey ran in 2019 and has been used as a term of reference within this document. In 2021, SLS ran a Covid-19 impact assessment survey that captured the difficulties staff and PGR students experienced during the pandemic (270 responses, 60%F-35%M, 5% unknown). A UoD-wide culture survey was released in 2022 to coincide with the Institutional Bronze renewal. Responses from the survey were disaggregated by School and protected characteristics (SLS: 181 responses, 54%F-66%M).

The staff culture survey (Appendix 1) included 7 rating-type (0-10) questions, where 0 = "completely disagree" and 10 = "completely agree":

1. My contributions are valued in my School/Directorate.
2. Leadership within my School /Directorate actively supports equality.
3. My School/Directorate enables flexible working.
4. I am satisfied with how bullying and harassment are addressed in my School /Directorate.
5. My line manager supports career development.
6. My mental health and wellbeing are supported in my School/Directorate.
7. My School/Directorate has taken action to mitigate the adverse impact of the Covid-19 pandemic on staff with particular protected characteristics.

The **net promoter score** (NPS) was calculated by subtracting the percentage of detractors (responders who scored 6 or below) from the percentage of promoters (responders who scored 9 or 10). The score ranges between -100 to 100.

In-depth analysis of the trends from the results of the 2022 culture survey (Appendix 1) prompted us to hold focus groups (a total of eight people attending) by an external facilitator, who produced a report that also helped inform this application. Finally, the annual PhD experience survey was used to capture PGR students' voices (4-16% response rate, ~64%F-55%M).

### 1.3.3 Reflections on feedback received on 2018 Silver Application

"In addition to implementing the action plan, the panel recommended that the self-assessment team (SAT) increase focus (self-assessment and relevant actions) in two key areas: first, professional and support staff, and second, the issue presented in the application that feedback from male staff is often less positive than feedback from female staff."

The SLS AS-SAT have addressed this feedback as follows:

- a. Increase focus on Professional and Support staff.

The action plan had several activities supporting improvements in recognition and career development for PTO staff. The SLS “People’s Award” was instigated in 2018, with 6 out of the 9 winners being individuals or teams from PTO staff (Table 2).

During externally facilitated focus groups, fairness and opportunities for career progression of PTO were identified as a key issue due to lack of a clear progression pathway. The 2018 Action Plan points 2.2, 5.2.4, 5.2.5, and 5.3.10 sought to provide career progression support through ensuring line managers are well trained to deliver an effective OSaR process. The creation of ‘Acting up’ opportunities for PTO staff have allowed them to demonstrate that they meet the criteria for successful Merit Awards (AA and CRP) nominations and to gain skills which allow them to develop their careers through promotion to more senior PTO roles (OAP 5.2.4). The ADPC works with line managers to help draft the Merit Award submissions providing advice on how to meet criteria and increase success (OAP 5.2.5). UoD particularly encouraged submission of PTO staff on grade 6 and below for Merit Awards in the AY 2021/22, in recognition of the fact that this group has generally been underrepresented. The 2022 culture survey showed that PTO staff felt their ‘line manager supported their career’ (Appendix 1, Figure 1.15). The new Action Plan continues to provide support for career development of PTO staff (NAP 2.6-2.7).

In response to pandemic related changes to working patterns, the University has piloted a hybrid-working policy for professional staff (Appendix 3, Figure 3.2.1). The success of this scheme was reflected in the responses to the 2022 culture survey, where clerical staff scored an average of 8.6 in the flexible working question, above UoD average of 7.8 (Appendix 1, Figure 1.9). Technical staff scored an average of 7.0, presumably because of the nature of their job that does not allow the same level of flexibility (Appendix 1, Figure 1.9).

- b. Feedback from male staff is often less positive than feedback from female staff.

Although this was true when the SLS Athena SWAN application was submitted in 2018, the 2019 UoD staff survey did not confirm the trend. In the 2019 survey, most female and male responses were comparable: 96%F and 98%M found the University a good place to work, with 95%F and 92%M feeling proud to work at UoD. Staff in SLS reported a strong sense of belonging to their team (91%F-91%M), but only 61%F-63%M felt valued by the University. This trend was observed also in the 2022 culture survey, where the net promoter score (as defined in Appendix 1) for SLS showed a negative trend in the question on “valued contributions”. Gender was a predicting factor of average score in technical, academic, and academic related (AR) staff, with technical or academic male staff scoring higher (avg. 7.4 and 6.6, respectively) than female technical or academic staff (6.3 and 5.8, respectively). Vice versa, male AR staff scored lower (6.1) than their female counterpart (7.7) (Appendix 1, Figure 4).

In general, male technical staff gave the most positive responses in the 2022 culture survey (Appendix 1). However, an issue remains with respect to male staff in academic related posts. Although the robustness of this result might be questionable due to selection bias (<30% of AR male staff responded to the survey), additional efforts will be required to understand the stressors to which this specific subset of SLS staff is subjected (NAP 4.1).

## Section 2

### 2.1 An evaluation of the department's progress against the previous action plan

Out of 100 actions, 63 were completed and success criteria met (green); 22 actions were started or completed but impact could not be demonstrated (yellow); 8 actions were not started (red); 7 actions were removed/modified due to changes in circumstances outside of AS-SAT control (grey) (Figure 5). However, we understand that the panel might want to include grey actions into the red category, as per guidance.

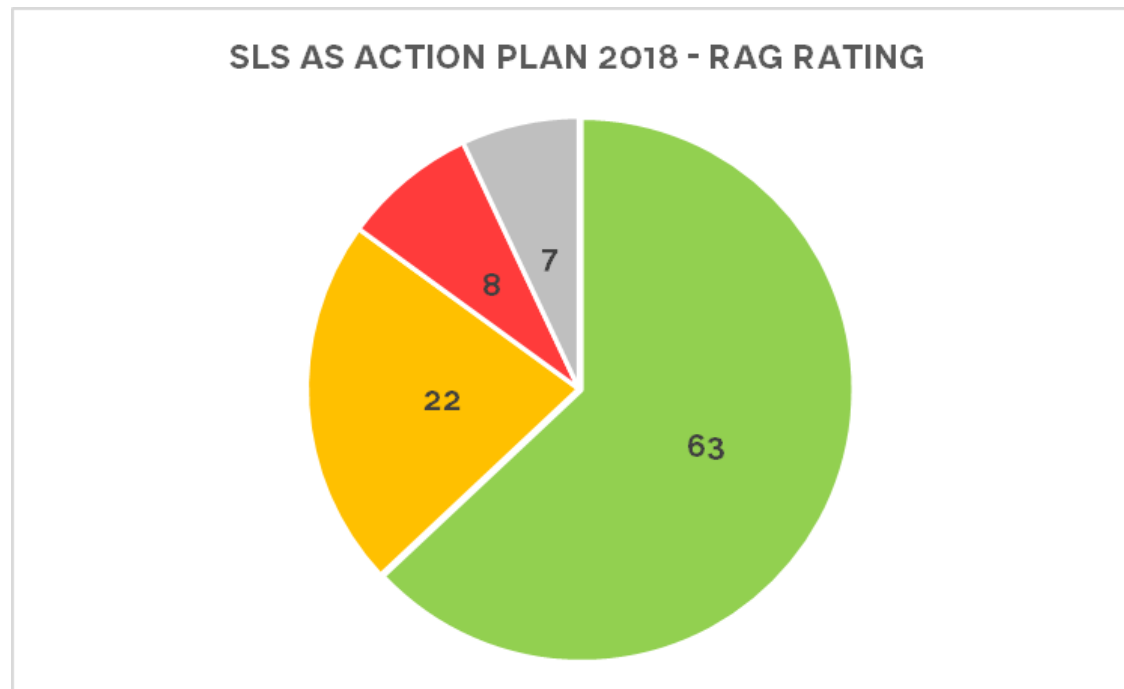


Figure 5. Pie chart showing the RAG rating of the SLS AS 2018 AP (OAP)

2.1.1 Please provide the most recent iteration of the action plan associated with the department's previous award. The action plan should be 'RAG' rated (rated 'red', 'amber' or 'green') dependent on progress.

| 2018-2022 Action Plan Number | Brief description of Action   | 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 | Success measure  | Progress   |
|------------------------------|---|---|---|--|--|
| 2.1                          | Establish a School of Life Sciences "Professional Culture" award.                           | Establish a procedure to recognise contributions to professional culture formally (criteria, nomination and selection process).         | Associate Dean (Professional Culture)                     | An Annual prize is awarded.<br><br>Activities are recognised and valued by the community.  | Since 2019, the ADPC has been hosting an annual Professional Culture Award that recognises both individuals and teams that make exceptional contributions to School Culture. |
| 2.2                          | Include contributions of all staff to ED&I in Objective Setting & Review and Tenure review. | Update Objective Setting & Review and tenure forms to include question about contributions to Equality & Diversity/ Athena SWAN agenda. | Dean/School Manage  | Objective Setting & Review and tenure review documents include questions about contributions to Equality & Diversity/Athena SWAN agenda. | OSaRs, tenure review documents and promotion criteria include questions about contributions to ED&I and Athena SWAN.   |
| 3.1                          | Establish School of Life Sciences Self-Assessment   | Liaise with chair of the relevant committees to identify and  | School of Life Sciences Self-Assessment Team Chair        | All decision-making committees have representative of School   | Athena SWAN SAT members sit on all decision-making committees, with the only exception of SQASC (School Quality and Academic Standards committee). A                         |

| 2018-2022 Action Plan Number | Brief description of Action   | 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                           | Success measure   | Progress   |
|------------------------------|---|---|---|---|--|
|                              | Team representation on all decision-making committees.  | subsequently recruit most appropriate School of Life Sciences Self-Assessment Team member to attend.                          |   | of Life Sciences Self-Assessment Team.  | member of the SLS-AS-SAT will join SQASC in 2023.  |
| 3.2                          | Increase involvement of School of Life Sciences staff/SAT members in wider Equality Challenge Unit/ Athena SWAN activities. | Advertise opportunities widely to all communities   | School of Life Sciences Self-Assessment Team Chair, Athena SWAN Project Coordinator | At least 2 members of the Self-Assessment Team register as Athena SWAN panellists.<br><br>School of Life Sciences has representation at all relevant external opportunities | ■■■■ members of SLS AS-SAT applied to become AS panellists but were not successful.<br>One of the SAT co-chairs engaged with the charter review by participating to Scottish network meetings.<br>We will continue to encourage members of SAT to engage with Advance HE and become more involved with upcoming opportunities. |
| 3.3                          | Self-Assessment Team Membership to be reviewed after submission of  | Each School of Life Sciences Self-Assessment Team member to indicate whether they are happy to continue to participate in the | School of Life Sciences Self-Assessment Team Chair                                  | Partial turnover (~at least 3 members) of School of Life Sciences Self-Assessment Team membership each year.  | Since 2018, 16 new members joined the committee. Every School division has a representative on the AS-SAT.   |

| 2018-2022 Action Plan Number | Brief description of Action  | 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 | Success measure                         | Progress   |
|------------------------------|--|--|---|---|--|
|                              | this application to ensure turn-over and appropriate membership.     | 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.                     |   |   |  |
| <b>3.4</b>                   | School of Life Sciences Self-Assessment Team chair will be replaced. | 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.<br><br>Current Self-Assessment Team | Associate Dean (Professional Culture)                     | New Self-Assessment Team chair in post. | The chair role was advertised in 2018 as a job share. Three new co-chairs were appointed. The previous chair continued supporting the delivery of the AS action plan as a SAT member and ADPC. |

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|                              |   | 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. | 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        | Each Self-Assessment Team member has at least one deputy who can take their place in Athena SWAN Self-Assessment Team meetings | There was a good rotation of staff, PG and UG students' representatives on the committee over the past four years. Members were assigned roles and contributed to different working groups, i.e. the action plan group, the data trends group, the parental leave group. Given the collective approach we took to delivering the AS agenda, the SAT felt that appointing deputies was not necessary. |

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| 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. | 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)                     | A new “Professional Culture” committee is in place with its remit and place with School of Life Sciences structure well defined. | The Athena SWAN SAT has been sensitive to intersectional issues, including in recent surveys and planned activities (e.g. the ED&I bookshelf). Plans have already been laid out to expand the remit of the Athena SWAN committee to cover ED&I as of January 2023. |



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| 3.7                          | Define specific roles for each School of Life Sciences Self-Assessment Team member.                 | 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        | Each Self-Assessment Team member has specific tasks.                           | Members of the SAT were assigned tasks and actions from the 2018-2022 AS action plan through an online planner. Moreover, SAT members took ownership of specific roles by joining different working groups such as the action plan group, the parental leave group etc.   |
| 3.8                          | Monitor progress against Athena SWAN Action Plan continually and formally as part of annual review. | 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                   | School of Life Sciences Self-Assessment Team Chair        | Actions are continually monitored, and they progress according to action plan. | The action plan was migrated online at the beginning of 2019; actions were assigned to SAT and non-SAT members. Using an online planner allowed constant and reliable updating and monitoring of actions. Annual reports were produced on data trends and action plans updates constituted a standing item on the SAT agenda. |

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|                              |  | following March) which will also be circulated widely in the School of Life Sciences on the same timeline   |   |   |  |
| 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 | 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- | Associate Dean (Professional Culture)                     | Senior Executive Group (in the School of Life Sciences) is clearly informed about, supports, and participates in Athena SWAN actions. | Annual data trends reports are shared by the ADPC [REDACTED] with the Senior Executive Group, while [REDACTED] reports to the Learning & Teaching committee. |

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|                              | stakeholders in the University of Dundee regularly to develop actions and respond to the findings. | Assessment Team meetings.   |   |  |   |
| 4.1.1                        | Continue to monitor recruitment of Access & Foundation students.                                   | Gender distribution in applications, offers, acceptances, and matriculations will be monitored and corrective actions developed if necessary. | Associate Dean (Learning & Teaching)                      | Females and males are equally represented in this group. | Students recruited on access and foundation routes are regularly monitored. With the only exception of the AY 2018/19, the gender distribution of students enrolled on foundation courses (63-67% F - 33-38%M) reflect the composition of our UG cohort (~64% F - 36% M) (Appendix 2 – Table/chart 1.1.1). On the contrary, widening access courses tend to be more balanced (avg. 55% F - 49% M) (Appendix 2 – Table/chart 1.1.3). |

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| 4.1.2                        | Continue to monitor performance of Access & Foundation students.   | For each cohort of Access & Foundation students measure performance each year and compare with all undergraduate at the level.  | Associate Dean (Learning & Teaching)                               | Access & Foundation students progress as well as well as other undergraduate students.              | The attainment of students recruited on access and foundation routes are regularly monitored. Data show a reduction of students withdrawing (no classification) and an increase in % students being awarded first, lower second and upper second degrees (Appendix 2 – tables/charts 2.1-2.2). Female students tend to perform better than males, in line with what we observed in our UG cohort. |
| 4.1.3                        | Monitor gender balance of matriculation of undergraduate students. | 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 | There is no difference between matriculations of female and male students after receiving an offer. | The gender balance of UG students at matriculation is regularly monitored and included in the annual data trends report. The gender spread (~63% F and 37% M) is line with other Life Sciences/Biomedical Sciences departments across the UK. Moreover, there is no discrimination in the application to matriculation journey. (Appendix 2 tables/charts 1.2.2-1.2.3)                            |

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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. | <p>Compare degree awards of male and female undergraduate students.</p> <p>Collect feedback from teaching staff about reasons for any performance differences.</p> | Associate Dean (Learning & Teaching)                      | There is no consistent difference in degree awards by gender.   | Data on UG students' achievements and degree outcomes are regularly monitored. Although female students continue to outperform their male counterparts, degree attainments have evened out over the past three years. (Appendix 2 – table/chart 2.3)<br>Unfortunately, it was not possible to tease out the reasons behind the observed difference in performance. |
| 4.1.5                        | Obtain employability data by gender.   | Determine how National Student Survey data can be reported by gender.  | Associate Dean (Quality & Academic Standards)             | We can compare National Student Survey feedback by gender, identify and gendered trends, and implement corrective measures as required. | This action could not be completed as NSS data is externally collected and distributed. As of today, a breakdown by gender could not be obtained. However, data collected through the Graduate Outcome Survey by UoD indicates that there is no significant difference in employability by gender (Appendix 3, Tables 3.9.1-3.9.2).                                |

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| 4.1.6                        | Recruit gender-balanced cohorts of students into and monitor gender balance in new Taught Postgraduate programmes. | 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;               | There is gender balance in students on newly established Taught Postgraduate programmes. | The gender ratio in applications for TPG degrees (57-59% F vs 41-43% M) reflects the 60:40 balance between F/M UG students in the School of Life Sciences and in biological/biomedical students across the country. (Appendix 2 - table/chart 1.4.2)  |
| 4.1.7                        | Recruit more female students into PhD programmes.  | Monitor gender distribution of applications to Postgraduate Research programmes, collect feedback from current Postgraduate Research programmes about   | Director of Postgraduate Studies                          | There is no persistent difference in the gender balance of PhD applicants.               | The number of female PGR students has increased from 64 (47%) in 2016/17 to 85 (59%) in 2020/21, thus better reflecting the gender spread in Biological and Biomedical Sciences UG and TPG degrees. In the AY 2020/21, 66% of applications and 64% of matriculations were female PGR students. (Appendix 2 - tables/charts 1.5.1-1.5.2) |

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|                              |   | 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.                             |   |   |   |
| 4.1.8                        | Collect exit data from PhD students and compare with expectations at entry. | 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                          | 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. | Exit data is regularly collected from PhD students (see Appendix 3, fig 3.1.1-3.1.2) and they are found to complete their degree in a timely manner (92% of PhD students complete within their funding period and the remaining 8% within 6 months of their funding ending). Collection of expectations on commencement of their studies in order to make a comparison is an ongoing project (the first cohort commenced in 2020) and therefore we do not currently |

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|                              |  |  |   |   | have sufficient data to make any comparisons.  |
| 4.1.9                        | Monitor Postgraduate Research student experience via PhD Annual review exercise. | We will obtain centrally collected Postgraduate Research feedback.   | Director of Postgraduate Studies                          | 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. | Although it has not been possible to obtain centrally collected data, a survey on PhD students' experience in SLS has been carried out annually. Responses over the past five years have highlighted that gender is a predictor of students' satisfaction over the quality of supervision and the type of project they are allocated to, but not the amount of contact time or pastoral care provided (Appendix 3 – figures 3.1.1-3.1.2). However, survey response rates tend to be low (from 4% to 15%). We will work to improve response rates and the robustness of our analysis (AP 1.6a). |
| 4.1.10                       | Continue to monitor the length of time taken by Postgraduate Research            | Systematically record time from start to completion of PhD for all PhD students and ensure this information is | Director of Postgraduate Studies                          | Time from start to completion for all PhD students is known.<br><br>Any indications that students fail to complete  | We have a record of time taken to complete PhD studies which is disaggregated by gender. There is no indication that the length of time taken to complete studies is related to sex: Female PhD students make up   |



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|                              | students to complete their studies and analyse by gender. | reported and scrutinised annually as part of the School of Life Sciences Athena SWAN annual review   |   | or require more time will be investigated. If such failure is associated with a protected characteristic, appropriate actions will be taken.                              | 55% of the total, 92% complete within the funding period & the remaining 8% within 6 months of that period; male PhD students make up the remaining 45%, 89% complete within the funding period and the remaining 11% complete within 6 months.   |
| 4.1.11                       | Monitor success of MSci students.                         | Record performance and destinations of the School of Life Sciences MSci students.<br>We will analyse the data annually in our October annual review and report to University of Dundee Athena SWAN steering group and internally to the School of Life | Associate Dean (Learning & Teaching)                      | 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. | The success of MSci students is regularly monitored. The higher percentage of female students leaving with First class qualifications (74%) compared to their male counterparts (26%) is in line with the difference in performance observed at UG level (70% F vs 30% M) and predicted grades at entry. In the case of Upper Second classifications, males tend to be more represented than female (29%F vs 71% M) compared to the UG cohort (66% F vs 34% M). However, given the entry requirements and the tendency of students to improve their performance during the MSci, the number of students |

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|                              |  | Sciences committees in March annually.   |   |   | awarded an Upper Second MSci degree is relatively small (<15 over 5 years).  |
| 4.1.12                       | Monitor gender balance on interview panels for MSci programme. | Record the gender balance of interview panels for MSci students.   | Associate Dean (Learning & Teaching)                      | 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. | The interview panel for admission to the MSci degree programme is made up of 1 male and 1 female member of staff.  |
| 4.2.1                        | Increase the proportion of female Academic & Research staff.   | 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 | Dean; Head of Division                                    | The gender balance in academic and research staff continues to improve and reaches 30% in ≥AS08 by 2020.  | <p>The overall number of A&amp;R staff has remained relatively stable over the past five years (2017-2021). However, gender balance has gone from 42% F/58% M in 2017 to 46% F/53% M in 2021.</p> <p>The implementation of a system aimed at identifying and encouraging talented female staff to apply for promotion or academic positions available in the School led to an increase of A&amp;R staff at grade 8 (AS08) or above. In 2020/21 40%</p> |

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|                              |   | across the School of Life Sciences to ensure that we identify the best position for potential candidates in the School of Life Sciences. |  |   | of A&R staff at grade ASO8 is female as well as 31% of A&R staff at grade ≥ ASO8.   |
| 4.2.2                        | Support career development of Postdoctoral Research Assistants (support the ASO7 to ASO8 transition), particularly for females. | Continually review and update career development & mentoring material & activities.  | Associate Dean (Professional Culture), Human Resources Officer | More Postdoctoral Research Assistants progress from ASO7 into ASO8 roles in the University of Dundee or elsewhere as measured by promotions and destination data. | Career development and mentoring material is constantly updated and reviewed. PDRAs career opportunities are regularly advertised. The SLS Research Staff Association provides regular career seminars ("Careers in Academia and Beyond") showcasing professional figures from academia, industry, and the wider job landscape. SLS supports PDRAs in funding applications through a shared repository of successful grants and making PDRAs co-investigator on grants. The corresponding authorship procedures was reviewed to allow PDRAs |

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|                              |   |   |   |   | to be made co-corresponding authors on research papers.<br>However, due to lack of destination data and the nature of the job requiring staff to move between Institutions when transferring from AS07 to AS08, this action could not be completed. |
| 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 | 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)                     | 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. | Although an application to the Wellcome Trust on this issue was not submitted, the Wellcome Trust was invited to deliver a seminar on career development – attendees [REDACTED] included PGR students and staff.                                    |

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|                              | Research Assistants.                          |   |  |   |  |
| 4.2.4                        | Increase proportion of female ≥AS08 staff.    | We will continue to use targeted recruitment, provide flexibility in recruitment and appointment (timing, etc.) to increase the number of senior female academic staff.                   | Dean, Associate Dean (Professional Culture)                                  | The proportion of female ≥AS08 staff increases to 30% by 2020                           | In 2020/21 40% of A&R staff at grade AS08 is female as well as 31% of A&R staff at grade ≥ AS08.   |
| 4.2.5                        | Increase female Teaching & Scholarship staff. | Identify potential candidates for Teaching & Scholarship positions, engage with them personally and solicit their applications using this targeted approach, which was successful for new | Dean, Associate Dean (Learning & Teaching), all Teaching & Scholarship staff | The representation of females in Teaching & Scholarship staff increases to 25% by 2020. | Although the balance between F/M T&S staff remained static over the past five years (20%F-80%M in 2017 vs 15%F-85%M in 2021) (Appendix 2, table/chart 3.1.1), two T&S female staff members were hired in 2021 bringing the new F/M balance to 27%F-73%M. However, representation of female T&S staff at grade AS09 and AS10 remains an |

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|                              |  | Teaching & Research staff recruitment.  |   |   | issue (Appendix 2, table/chart 3.2.1) that will be addressed by actions AP 2.4a-f.  |
| 4.2.6                        | Advertise the opportunity to complete a part-time PhD to Professional Services staff | Include discussions about PhD training in Objective Settings & Review meetings.   | School Manager  | Professional Services staff have discussed PhD training and are aware of existing opportunities as recorded by Objective Settings & Review. | This opportunity is available to PS staff and line managers have been made aware of it. However, it would not be appropriate to advertise it at School level, as it is only relevant to a small subset of staff directly involved in research. Line managers are responsible to bring it up in OSaRs meetings when appropriate.         |
| 4.2.7                        | Monitor the total time Postdoctoral Research Assistants 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                                   | There is no difference between the length of employment and grade progression of female and male Postdoctoral Research Assistants.          | Data is available (Appendix 3, chart 3.4.1) and shows there is no significant difference in length of employment of PDRAs independently of gender at grade AS07 (avg. days of employment = 838.4 F vs 816.9 M). Female PDRAs staff tend to be employed longer than male staff at grade AS08 (avg. days of employment = 624 F vs 449 M). |
| 4.2.8                        | Monitor numbers of Part-Time   | Monitor gender balance of Part-Time staff and interrogate any bias.   | Human Resources Officer                                   | There is gender balance in part-time staff and if there is not, we understand the   | Data show that the balance between F/M A&R staff on part-time contracts has evened out over time from 74%F – 26% M in 2017 to 46%F – 54% M in 2021.   |

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|                              | Academic & Research staff.  | Annually in Athena SWAN annual review (October annually, followed by circulation in March)   |   | underlying basis for 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. | 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                 | 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. | Leaving staff is offered an opportunity to communicate their reason for leaving to HR. HR correspondence has been amended to ensure this option is included.<br><br>There is gender balance across leaver amongst A&R ~55%M – 45%F and PS staff (~52%F – 48%M) (Appendix 3, table/chart 3.5.1). While the two major reasons for Research only staff to leave are expiry of contract and resignation – as part of an expected physiological turnover for PDRAs and RAs – very few T&R and T&S staff leave [REDACTED], half of them due to retirement (Appendix 3, table/chart 3.5.2). |

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|                              |   |  |   |   | The gender spread of PS leavers is more concerning, given the F/M balance of PS staff (69%F – 31%M). This will be addressed in actions AP 2.6a-d.  |
| 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. | 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             | Data shows no bias at any step of the recruitment process for any grade of staff group. | Although on average only 35% of applications to A&R posts are from female candidates (Appendix 2, Table 7.1), female candidates have slightly higher odds of being shortlisted (13%F – 10% M) and appointed (5%F-3%M). In fact, over the past five years, the gender spread of newly appointed A&R staff members is 45%F-55%M. |
| 5.1.2                        | Continue to review adverts via Athena   | Establish systematic process for the review of adverts and,  | Human Resources Officer                                   | Human Resources officers confirm that   | HR implemented the use of a gender decoder tool that scans job adverts before they are released to the public.   |



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|                              | SWAN Champions/ Head of Division to ensure they are attractive to all qualified applicants. | 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 insights gained from exit data and feedback from newly employed staff. |   | adverts are reviewed systematically  | The decoder highlights issues with gendered language and ensures balance in content.   |
| 5.1.3                        | Improve recording of gender composition of recruitment panels                               | We will develop a process to ensure monitoring and recording of the composition of all recruitment panels.  | Dean, School Manager                                      | 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.) | The composition of recruitment panels for A&R and PTO posts by gender is available in the Athena SWAN dashboards. Although data collection has improved over the past five years, it is lacklustre, as ~50% of panel data is still not being captured. |

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| 5.1.4                        | Increase uptake of unconscious bias training and engagement with implicit association tests.                    | <p>Include question about unconscious bias training in Objective Setting and Review.</p> <p>Liaise with Organisational and Professional Development to ensure training is advertised within the School of Life Sciences.</p> | <p>Human Resources Officer; Dean; School Manager</p> <p>Associate Dean (Professional Culture)</p> | More staff attend unconscious bias training and are aware of implicit association tests as measured by Objective Setting and Review and/or staff survey. | The evidence behind the efficacy of unconscious bias training is debatable. OPD has recently launched a new bystander training that staff will be encouraged to attend (action AP 3.2b).   |
| 5.1.5                        | Introduce the School of Life Sciences process to record Equality & Diversity training compliance of recruitment | <p>Develop and introduce process to record Equality &amp; Diversity training completion of School of Life Sciences staff.</p> <p>When assembling recruitment panels,</p>   | <p>Human Resources Officer</p> <p>Dean/School Manager</p>   | All recruitment panel members have completed Equality & Diversity training 2019 onwards.   | <p>Data available from SLS School Office showing those who have completed training within School of Life Sciences</p> <p>Completion rates of ED&amp;I training have increased from 74%F and 59%M staff in 2017 to 83%F and 74%M in 2021 (Appendix 3, Table 7.1). Female staff tend to show higher levels of compliance – as per last</p> |

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|------------------------------|---|--|---|---|--|
|                              | panel members   | Chair of the panel to ensure all panellists have completed Equality & Diversity training   |   |   | report on Jun 2021, 80% of female academic staff and 87% of female professional services staff had completed their ED&I training against 72% of male academic staff and 62% of male professional staff (Appendix 3, Table 7.2). All tenure track PIs and academic staff are required to complete the ED&I training within the first 6 months of starting and all staff is required to have completed ED&I training before sitting on recruitment panels. |
| 5.1.6                        | Improve gender balance of applicants for Academic & Research positions. | 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                                    | The number of female applicants to Academic & Research positions increases by at least 10% by 2022. | Although the number of female applicants has remained relatively steady at 35% of the total, the success rate of female applicant has increased steadily. Despite the unbalance in application numbers, 49% of newly appointed A&R staff in 2020/21 were female compared to only 40% in 2016/17 (Appendix 3, Table 7.1).   |

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| 5.1.7                        | Monitor success of "Return to Work" Fellowship  | We will obtain a progress report from the supervisor of the Return to Work fellow.   | Associate Dean (Professional Culture)                     | [REDACTED]<br>[REDACTED]<br>[REDACTED]<br>[REDACTED]   | A progress report from the supervisor of the Return to Work fellow was obtained.<br>[REDACTED]<br>[REDACTED]<br>[REDACTED]<br>[REDACTED]<br>[REDACTED]<br>[REDACTED]   |
| 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 | 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                                    | We know whether targeting potential recruits early, increases chances of successfully recruiting more diverse Academic & Research staff. | Although it is difficult to know the exact number of female and male potential candidates invited to deliver informal seminars (as these are often very soft-touch approaches), efforts have been made to encourage female researchers to apply for positions within the School. Of [REDACTED] female researchers recorded to have been invited to deliver pre-application seminars in the past 4 years, [REDACTED] (62%) were subsequently made offers [REDACTED] |

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|                              | individuals subsequently gain employment.  |   |   |   |   |
| 5.1.9                        | Target recruitment to all levels and increase efforts in identifying suitable female or male candidates early. | Adapt targeted recruitment of academic staff for all staff groups by identifying potential candidates and inviting them to apply to positions.    | Head of Division;<br>Human Resources Officer              | For each vacancy we target at least one candidate.    | Particular attention has been placed on the proportion of females and males being appointed to independent research positions. Since 2017, 10 female and 11 males have been successfully appointed, thus reaching a gender balance, and improving the percentage of female A&R staff at grade AS08 from 29% in 2017 to 40% in 2021.                                   |
| 5.1.10                       | Improve attendance of new Academic & Research staff to the University of Dundee Welcome Event.                 | Update induction material to include 'adverts' for this event illustrating its usefulness<br><br>Data of next event will be sent as an electronic | Human Resources Officer<br><br>Human Resources Officer    | ≥75% of new staff attend the Welcome Event increases. | The in person 'Welcome' events, which were held twice a year, were discontinued following the pandemic and as such there is no data on attendance at these (see also 5.2.2). There is an institutional level working group on Induction and Integration that is looking at what may take its place in the future. This group is part of the implementation of the UoD |

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|                              |   | <p>appointment to all staff as part of on-boarding process.</p> <p>Line-managers will encourage attendance more strongly in initial meetings with new staff and facilitate time off to attend.</p>                            | Head of Division  |  | <p>People and Talent strategy. It will output a series of recommendations, one of which is likely to be a resumption of the in-person UoD Induction Events.</p> <p>In the meanwhile, SLS launched a School specific induction (Oct. 2022) event. Unfortunately, attendance was not recorded.</p>  |
| 5.1.11                       | Improve induction material to facilitate settling in. | 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 | Human Resources Officer                                   | 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. | The induction material that is sent out to all new staff has been significantly updated to include information on the buildings, units, and divisions. As well as this, there has been a significant improvement to the sections on support available for parents and carers, with more details on the types of support available (including the ISSF dependents care grant) as well as making the language more inclusive. |

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|                              |   | initials of relevant staff, buildings, units, and divisions, etc.) and will be made available online.   |   |   | There is also a section on personal development and the mentoring program available through OPD.<br>There is currently no system in place to formally record feedback from new staff around the induction material.  |
| 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) | <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 &amp; Review interviews to determine if</p> | <p>Line-managers</p> <p>Dean</p> <p>Associate Dean (Professional Culture)</p> | 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. | Workshops stopped after the VP Learning and Teaching left. Although seminars have been resumed after the introduction of the new promotion criteria, HR has not been tracking attendance as, anecdotally, staff have requested for attendance not to be monitored at these events. |

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|                              |  | workshop attendance correlates with successful promotion.   |   |   |  |
| 5.1.13                       | Hold School career development seminars for staff seeking promotion. | 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                                      | Staff attend promotions information session in the School of Life Sciences and report that they are useful. | The ADPC follows up with SLS staff applying for promotion after they attend the promotion workshops and produce their first draft. The ADPC reads the draft application and provides personalised feedback. Anecdotally, staff have reported that this is a useful process. The ADPC also meets with managers to discuss CRP and AA for academic and professional staff and provides extensive feedback to ensure submissions meet appropriate criteria. |
| 5.1.14                       | Determine why males were less likely than                            | We will use an external facilitator to hold focus groups to   | Associate Dean  | Reason(s) for more negative perceptions by males of University/SLS  | Externally facilitated focus groups were held with staff being divided by gender and grade. A report obtained from the   |



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|                              | 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 | identify reasons for gender difference in perceptions of the University such as progression/promotions processes, pay, etc. | (Professional Culture)                                    | processes are understood and measures identified to improve perceptions as revealed by responses to University of Dundee 2019 staff survey. | <p>facilitator was shared with SEG and HoD. The main issue highlighted in the report was the lack of a clear progression pathway for PTO staff. This issue is going to be addressed by the re-introduction at Institutional level of a regrading system (action AP 2.6d).</p> <p>In the 2019 UoD staff survey 77%F and 73% M reported they were happy with the current level of training provided, in line with other HEI (73%). 86%F and 84%M also felt the University acts fairly with regards to progression/promotion.</p> |

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| 5.1.15                       | Continue to monitor promotions outcomes.   | Promotions data continues to be analysed annually by the School of Life Sciences Self-Assessment Team.  | School of Life Sciences Self-Assessment Team Chair        | Promotions data is collected regularly and reveals that there is no gender bias.  | Data shows that there is no significant difference in the outcome of the promotion process between male and female applicants (85.7% female applications for promotion were successful, compared with 88.2% male applications). However, male staff are more likely to apply for promotions than female staff for 0.8% of eligible female staff vs 1.5% of eligible male staff make an application for promotion.   |
| 5.1.16                       | Continue to encourage and support Academic & Research staff to apply for promotion/ Contribution Related Points/ Accelerated Advancement as appropriate. | 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                           | 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. | Promotions are regularly discussed at OSaR meetings and staff are encouraged to apply and supported by their line managers and ADPC. In particular, the percentage of female A&R staff applying for promotion to Senior Lecturer has increased from ■ of the eligible staff to 5.7% in 2019/20 (the promotion round was paused in 2020/21) compared to their male counterparts that went from 1.5% of eligible staff to 3.9%. Similarly, applications form personal chair |

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|                              |  |  |   |   | increased up to 25% of eligible female staff compared to 9.1% of male staff. The success rate of female staff also tends to be slightly higher than their male colleagues (Appendix 2, Table 9.1.1).   |
| 5.1.17                       | Provide extra support for Academic & Research staff who are unsuccessful in applications for promotion/ Contribution Related Points / Accelerated Advancement. | 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                             | 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). | The AD Learning and Teaching and/or AD Professional Culture (ADPC) meet with staff that have submitted unsuccessful applications for promotion. The ADPC also meets with SLS staff and/or their line manager to discuss feedback received from the promotion panel and make forward plans. The ADPC meets with managers to discuss CRP and AA for academic and professional staff and provides extensive feedback to ensure submissions meet appropriate criteria. |
| 5.1.18                       | We will monitor nominations  | We will continue to record nominations for Contribution  | School Manager, Dean; Head of                             | Line-managers discuss nomination for Contribution Related   | There has been an overall reduction in the numbers of staff applying for CRP over the reporting period, although a slight  |

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|                              | for Contribution Related Points and Accelerated Advancements and continue to encourage line-managers to nominate their staff when appropriate | 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. | Division; Human Resources Officer                         | Points/Accelerated Advancements with their staff annually during Objective Settings & Review interviews and help to prepare nominations when they consider it appropriate (reported in staff survey and indicated by promotion data). | increase in those applying for AA (numbers are very small and trends difficult to identify/confirm). However, the success rates for both CRP and AA have increased across the reporting period: from 63% F - 45% M to 71% F - 50% M for CRPs; and from 73% F - 57% M to 91% F and 100% M for AA.                              |
| 5.1.19                       | Ensure our processes are fair and work within parameters of the Research Excellence Framework so that no one is disadvantaged                 | Monitor REF contributions and compare data for different genders for the Research Excellence Framework 2021.   | Associate Dean (Research)                                 | 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.  | <p>We employed an outside consultant to review our processes related to the Research Excellence Framework to ensure that they were fair and balanced and that no one was adversely impacted.</p> <p>Out of the 181 outputs we submitted to REF2021, 23% were from female PIs and 77% from male PIs, which closely mirrors</p> |

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|                              | on the basis of gender.   |  |   |   | the overall demographic split of PIs within the school (27% female and 73% male).   |
| 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. | 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 relevant information with other schools in the University of Dundee to identify best practice. | Human Resources Officer; Line-managers                    | New staff are happy with the induction process as assessed by feedback during settling in period. | Work has been done on revising the information pack provided to new PTO starters, but specific data on the induction process has not been systematically collected.<br>A University-wide working group has been instituted to look at induction and integration processes. SLS will implement their recommendations. This group is part of the implementation of the UoD People and Talent strategy. It will output a series of recommendations, one of which is likely to be a resumption of the in-person UoD Induction Events. |
| 5.2.2                        | Improve attendance of new Professional  | Update induction material to include 'adverts' for this event illustrating its   | Human Resources Officer; School Manager                   | ≥75% new Professional Services staff attend the University of Dundee Welcome Event by 2022        | UoD welcome events have been discontinued since 2020. The UoD induction and integration working group is looking into potential alternatives to   |

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|                              | Services staff to the University of Dundee Welcome Event.            | usefulness; managers will encourage attendance more strongly in initial meetings with new staff.  |   |   | the traditional welcome events, especially considering the profound impact that the pandemic had on work patterns and in person attendance.   |
| 5.2.3                        | Actively seek and encourage males to apply for administrative posts. | 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                   | The number of male applicants increases and leads to the proportion of males in administrative roles to increase by 10% by 2022 | HR provides a package to staff writing job adverts that includes a gender decoder. The decoder highlights issues with gendered language and ensures balance in content. Despite this measure, male staff in clerical and academic related posts have declined from 6%M and 47%M respectively in 2017 to 3%M and 45%M in 2021. |
| 5.2.4                        | Raise awareness of opportunities for advancement through grades for  | To make Professional Services staff more aware of opportunities for 'acting-up' and/or secondments they will receive biannual                                       | Human Resources Officer; School manager                   | Biannual emails sent to all Professional Services staff explaining 'acting-up' opportunities                                    | PTO staff are regularly notified of acting up and/or secondment opportunities via internal email  |

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|                              | Professional Services staff.   | emails 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. | Establish bespoke review sessions to discuss feedback from promotion decisions and formulate forward plan.               | Human Resources Officer; School Manager  | Staff understand decisions about their promotions/ Contribution Related Point awards and know what to do to make repeat applications more successful.   | The ADPC meets with staff and their line managers to discuss CRP and AA unsuccessful applications and provide extensive feedback to ensure future submissions meet appropriate criteria.   |
| 5.3.1                        | Liaise with providers to understand course feedback to improve satisfaction with training.   | 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 | 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 of training | Liaising with external training providers and OPD has proven challenging. OPD feedback is anonymised and not disaggregated by gender, making it challenging to analyse and act upon. Some information may be gained from staff surveys that were suspended in 2020 and are expected to resume. |

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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 | <p>Include questions about unconscious bias training in Objective Setting &amp; Review.</p> <p>Liaise with Organisational and Professional Development staff to ensure training is advertised within the School of Life Sciences.</p> | School Manager  | <p>Questions included in Objective Setting &amp; Review.</p> <p>≥90% Professional Services staff attend unconscious bias training by 2022.</p> | OSaR documents are treated as confidential, i.e. they are not shared beyond the reviewer/reviewee. Although a question on ED&I training was added to the OSaR form, it is not possible to collect data on unconscious bias completion rates due to the confidential nature of the form. |
| 5.3.3                        | Explore with newly created coaching culture steering group whether   | We will collect formal feedback from the School of Life Sciences coaching programme and use it to explore with the  | Associate Dean (Professional Culture)                     | Coaching sessions have been evaluated by coaching culture steering group and a decision about their availability across the University of      | The coaching culture steering group ceased to exist with the departure of the previous Senior VP and the start of the pandemic.   |



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|                              | coaching programme can be delivered more widely across the University of Dundee.   | newly created coaching culture steering group whether it can be delivered across University of Dundee more widely.                     |   | Dundee has been reached (ideally, we wish for them to be available to all interested staff)  |   |
| 5.3.4                        | Research Integrity Training to be mandatory for Academic & Research staff and linked to promotions and Objective Setting & Review. | Promotions documents for all Academic & Research staff will include documented evidence for completion of Research integrity training. | Dean; Human Resources Officer                             | 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. | Research Integrity Training is offered to all staff and it is mandatory for UG and PRG students.<br>As of 2022, 70% PGR students and 59% supervisors have completed the training. |
| 5.3.5                        | Create network of University of Dundee Research  | Research integrity leads across the University of Dundee will meet regularly and share best  | SLS Research Integrity Lead (currently Associate Dean     | A Research Integrity Leads network is established across the University of Dundee with regular meetings of   | A UoD research Integrity network has been established, with leads in each School. The ADPC is the Research Integrity Lead in SLS and has six advisers/deputies.                   |

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|                              | Integrity Leads.  | practice and support each other.  | (Professional Culture))                                   | Research Integrity Leads to provide mutual support promote sharing of best practice and members report the group is useful. | <a href="https://www.dundee.ac.uk/research/governance-policy/leads/">https://www.dundee.ac.uk/research/governance-policy/leads/</a>  |
| 5.3.6                        | Further increase in completion rates for Equality & Diversity training. | 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                                   | Completion of Equality & Diversity training reaches ≥95% by 2022  | Completion rates of ED&I training have increased from 74%F and 59%M staff in 2017 to 83%F and 74%M in 2021 (Appendix 3, Table 7.1). Female staff tend to show higher levels of compliance – as per last report on Jun 2021, 80% of female academic staff and 87% of female professional services staff had completed their ED&I training against 72% of male academic staff and 62% of male professional staff (Appendix 3, Table 7.2). All tenure track PIs and academic staff are required to complete the ED&I training within the first 6 months of starting and all staff is required to have completed ED&I training before sitting on recruitment panels. |

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| 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. | Solicit and evaluate applications to dependent care fund.   | Associate Dean (Professional Culture)                     | All Academic & Research staff incurring additional financial liabilities for dependent care support while undertaking career development opportunities receive financial support. | Information on the ISSF dependent care support grant is included in the new staff induction handbook; additionally, information on the grant is regularly displayed on screens around both research and teaching complex. |
| 5.3.8                        | Ensure that training opportunities  | We will work with existing School of Life Sciences structures   | Associate Dean (Professional                              | Organisation & Professional Development staff report  | Although training is a regular topic in OSaR conversations, there is no direct communication of training needs from   |

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|                              | identified in Objective Setting & Review are communicated to Organisational and Professional Development staff. | and procedures to facilitated coordinated feedback of identified training needs to Organisational and Professional Development staff.             | Culture), Head of Division; Dean                          | training identified by Objective Setting & Review meetings is communicated to their team in a timely manner               | line managers to OPD; OSaRs are considered confidential and there is no requirement for reviewers to inform OPD of requested training. However, the academic appraisal and annual review system is about to change; the new process is likely to involve formal recording of agreed training. Additionally, division heads will be required to produce a training map for new members of staff (actions AP 2.8a-b). |
| 5.3.9                        | Monitor completion of Organisational and Professional Development "Carrying out Reviews" course for Academic &  | 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                 | We have a complete record of who has completed "Carrying our Reviews" and all line-managers have completed course by 2020 | The training course has changed name to "OSaR conversations" and it is available to all staff through OPD. However, the School has also offered staff tailored "OSaR conversations" seminars by division and made it mandatory for line managers.   |

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|                              | Research line-managers.   |   |   |  |  |
| 5.3.10                       | Investigate reasons for differences in Objective Setting & Review completion in different staff groups and by gender. | Identify staff groups with lower Objective Setting & Review completion rates and question managers about reasons for failure to comply. | Head of Division  | 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.<br><br>≥90% completion of Objective Setting & Review by staff in all categories. | OSaR completion rates peaked in the 2017/18, with 94%F - 88%M staff having had their objective setting and review meeting in that year (Appendix 3, Table 8.1). Completion rates were higher in PTO staff (97%F - 81%M than A&R staff 92%F - 90% M) (Appendix 3, Tables 8.2-8.3). Completion rates for academic staff remained high until the AY 2019/20 and dropped during the pandemic (68%F - 74% M in 2020/21) as priorities shifted due to the disruption. Similarly, a significant proportion of PTO staff was furloughed in 2019/20-2020/21. Hence, it is not surprising to see OSaR completion rates decrease to 44%F - 33%M). |

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|                              |  |   |  |   | We fully expect that completion rates will go back to pre-pandemic times as working patterns re-adjust.   |
| 5.3.11                       | Use follow up Objective Setting & Review meetings with staff mid-cycle to ensure goals are being worked towards. | Line managers to meet with staff mid – Objective Setting & Review cycle to facilitate following up on agreed actions.                                   | Head of Division   | Actions agreed on during Objective Setting & Reviews including training are taken up as reported by staff survey, Organisational Professional Development data, and subsequent Objective Setting & Review | This action has not been actionable due to the confidential nature of OSaR conversations. Although informal review meeting with line managers regularly take place, the expectation of having formal mid-cycle OSaRs was unrealistic.   |
| 5.3.12                       | Distribute widely to Postdoctoral Research Assistants and update regularly the summary of local and              | Distribute the newly collated and additional information widely, using existing networks in the School of Life Sciences such as the diverse communities | Associate Dean (Professional Culture); Human Resources Officer | 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                                 | Updates on career opportunities and networking events are regularly sent out to PDRAs both from HR and SLS. Moreover, the School of Life Sciences Research Staff Association hosts annual seminars entitled "Careers Academia and Beyond", where job prospects within and outside academia are showcased and discussed. |

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|                              | national career opportunities and resources, including Development Framework & Vitae guidance  | represented by Self-Assessment Team membership, online resources, monitors in buildings. Update documents regularly.   |   | and onwards career progression.   | Unfortunately, demonstrating that these activities have had an impact on career progression has proven challenging.  |
| 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 | 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 and/or Heads of Division as appropriate. | Associate Dean (Professional Culture)                     | All mentors and mentees provide feedback and problems revealed are addressed. | Feedback is regularly collected, fed back to the ADPC, and acted upon. A series of seminars focussed on the practical aspects of running a lab were initiated in response to this feedback. Topics discussed included HR procedures, visas, contracts etc. We also identified that focussing the meetings on tenure only was not a good idea. An annual science retreat where tenure tract PIs can talk about their scientific work was instituted. Feedback has been very positive on this event. |

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|                              | career development   |   |  |   |   |
| 5.3.14                       | Continue to support attendance of European Molecular Biology Organisation lab management course and Aurora Leadership programme by Early Career Researchers. | 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) | All ECRs are aware of opportunities for attending European Molecular Biology Lab management course and Aurora Leadership programme and attend if they wish. | All pre-tenure PIs are encouraged to attend the EMBL Lab leadership course and female and those who identify as female SLS staff are routinely nominated for the Aurora Programme. Unfortunately, due to number limitations imposed at University level for the Aurora Programme, very few members of staff have been allowed to participate. However, UoD is responding to the need of promoting women leadership by creating its own leadership programme. SLS will encourage female staff to attend this internal programme instead. |
| 5.3.15                       | Monitor uptake of Academic & Research staff with Mentoring   | We will monitor uptake of mentoring for Academic & Research and   | Associate Dean (Professional Culture)                                  | We know number and gender of staff participating in mentoring programmes.   | Upon request, we can obtain yearly data of staff on the Teaching, Research, and Academic Mentoring scheme from OPD. In the latest iteration of the scheme   |



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|------------------------------|---|---|--|---|---|
|                              | Programmes (University of Dundee Professional Development Scheme and Teaching, Research and Academic Mentoring Schemes) | Professional Services staff.  |  |   | (2021/22), 30 members of staff took part in the scheme as mentors or mentees. Academic, research and PTO staff (grades 1-10) were represented in the cohort. Although gender is not a mandatory question, the 2021/22 cohort was made up of 37%F, 43%M and 20% unknown.   |
| 5.3.16                       | Develop a careers event that is targeted at all students and 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. | Career fairs help students and Postdoctoral Research Assistants to find the next step in their career as measured by leavers' data and graduate prospects | UG career fairs are organised by the SLS UG-student president and their team. PG students might be invited to speak but, in general they would have their own career fair and career seminars. Similarly, SLSRA organises career events/seminars for PDRAs. Despite these initiatives being impacted by Covid-19, SLS graduate employability has increased since 2017, with 95% of graduate employed or studying 15 months after graduation as reported in the 2019/20 survey, compared |

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|                              |  |   |  |   | to 89% in 2017/18. No statistical difference between male and female students (94.9%F-94.7%M) was found. (Appendix 3, tables 9.1-9.2).  |
| 5.3.17                       | Promote awareness of University of Dundee Centre for Entrepreneurship. | Advertise the Centre for Entrepreneurship to staff and students using monitors.                           | School of Life Sciences Self-Assessment Team; Head of Division | 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. | <p>Events at the Centre for Entrepreneurship are regularly advertised on both the monitors within the School, as well as through emails sent to staff and students; they are also advertised via twitter, being retweeted by the School Athena SWAN twitter account and other divisional accounts. The annual SLS Entrepreneur Masterclass lecture run with the Centre for Entrepreneurship is well attended by all staff categories, though specifically targeted at PhD students.</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> |

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|                              |  |   |   |  | <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>  |
| 5.3.18                       | Continue to monitor progression of Postgraduate Research students. | 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 | Director of Postgraduate Studies.                         | 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. | <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED] Of the [REDACTED] students who started PhDs in 2018, 96% passed their transfer/upgrade and are on course.</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED] students had Covid-19-related discounted extension periods approved, all funded by stipends, even when the source of their studentship did not provide the necessary funds.</p> <p>PGR students receive well-being support from several sources including PiCLS (the PhD Students' Association in the School of Life Sciences), their supervisors, member of the School's PGR admin team</p> |

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|                              |                                | Postgraduate Research students to student services.   |   |   | of whom two hold mental health first aid certificates, thesis committees which continued by online Teams meetings during the Covid-19 restrictions, as did monthly open-door sessions run by the PGR lead, and one-to-one coaching and team sessions run by an external coach, the University of Dundee counselling service, and new mental health and PGR community initiatives run by the University's new Doctoral Academy. Attendance at the monthly open-door sessions decreased gradually from 2018 to 2022, but notably, these sessions picked up themes that could be tackled, including Covid-19-related and family issues, for which students were offered support by supervisors and PGR lead; an IT equipment issue; and other issues being handled by the SLS ADPC. |
| 5.3.19                       | Monitor success of Marie Curie | We will monitor applications (gender of applicants &  | Associate Dean (Research)                                 | Applications from Postdoctoral Research Assistant for fellowships | Applications from Postdoctoral Research Assistants for Marie Curie fellowships have been more successful than national   |

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|                              | and other Postdoctoral Research Assistant fellowship applications.       | success) for fellowships by Postdoctoral Research Assistants.   |   | are at least as successful as national averages and there is gender balance in applications and awards.  | averages running at approximately 60% over the reporting period including 100% success for the 2020 call (when the national average was 15.4%). ██████████ won awards to work in SLS since 2016 (i.e. 71% female:29% male).  |
| 5.3.20                       | Monitor impact of external consultant delivering grant writing workshops | 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)                                 | Participants report finding the workshop useful (feedback) and their grant success increases after the workshop as measured over the subsequent 2 years. | An OPD course with the title “Writing Research Grant Applications – The Easy Way” was rolled out in 2018 and is still delivered alongside a blended offer of in person and online courses such as “Preparing a Proposal for Independent Research Funding” and “Write it right”, a live webinar on grant writing. A Researcher Resource Share Point has also been created by OPD to provide guidance on research funding. Two additional grant writing workshops were organised by SLS. Feedback showed that participants found them useful and several attendees who had been having difficulty winning grants subsequently won one. |

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| 5.3.21                       | Routinely measure funding success by gender and act on any gender imbalances if they occur. | Develop school wide system for measuring output from grant applications split by gender   | Associate Dean (Research)                                 | 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. | Data on funding applications is routinely collected and disaggregated by gender. Although success rates seem to be lower for female staff (45% F – 55% M) (Appendix 3, chart 3.3.1), when success was modelled as a function of gender, the effect of gender was found to be insignificant ( $F_{1,626} = 1.121$ , $p = 0.29$ ). |
| 5.3.22                       | Establish a repository of templates and examples for grant applications forms.              | Create a secure, password-protected file with examples of successful templates for grant forms.   | Associate Dean (Research); Admin lead                     | All staff applying for grants can access and learn from examples available online to help prepare their funding applications.                                   | This repository of guides and successful grant applications has been collated and is available to any staff on request. The overall success rate of grant applications within the SLS took a dip in 2018-19 but it has been trending up over the last two years to reach pre-2018 level in 2021 (see Appendix 3, chart 3.3.1).   |
| 5.4.1                        | Further increase completion of mandatory Equality & Diversity training for                  | We will liaise directly with staff who have not completed Equality & Diversity training to determine why they have not done so and ensure | School Manager  | All new and >95% of existing Professional Services staff complete Equality & Diversity training by 2021   | The percentage of Professional Services staff that completed Equality and Diversity training has increased over the years from 77%F - 77%M (2018) to 87%F - 79%M (2021), reaching a peak of 91%F-80%M in Sep 2020 (Appendix 3, tables 7.2-7.3). However, the target of >95% was  |

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|                              | Professional Services Staff  | they can and will the complete the training.   |   |  | not met. Equality and Diversity training remains part of the OSaR conversation, and all members of staff are regularly reminded to complete the training by HR and SLS.  |
| 5.4.2                        | Encourage and monitor uptake from Professional Services staff into new mentoring programme | Monitor number of Professional Services staff participating in Professional Services mentoring programme.  | School Manager  | At least 5% of Professional Services staff participate in the mentoring programme and this remains steady or increases over time.      | Data obtained from OPD suggests that  individuals took part in the scheme in the last five years. PTO staff development remains a priority for both UoD and SLS. Alternative approaches to support staff careers and personal development will be taken in the future (AP 2.7-2.8). |
| 5.4.3                        | Monitor feedback from Professional Services staff on mentoring programme.                  | Collect feedback about usefulness of Professional Services mentoring programme during Objective Setting & Review to assess usefulness of programme for | School Manager; Line-manager                              | Feedback from Professional Services staff on mentoring programme is collected and actions taken to improve its usefulness if required. | Due to low PTO staff uptake, feedback could not be collected.  |

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|                              |   | School of Life Sciences staff.   |   |  |  |
| 5.4.4                        | Ensure all Professional Services line-managers have undertaken Organisational and Professional Development and Objective Setting & Review training. | 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                   | 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. . | The training course has changed name to “OSaR conversations”, it is available for all staff and mandatory for line managers.   |
| 5.4.5                        | Use follow up Objective Setting & Review meetings with Professional Services Staff  | Line managers to meet with staff mid – Objective Setting & Review cycle to facilitate following up on agreed actions.                      | School Manager; Human Resources Officer                   | Actions agreed on during Objective Setting & Reviews including training are followed as reported by staff survey   | This action has not been actionable due to the confidential nature of OSaR conversations. Moreover, the expectation of having formally recorded mid-cycle OSaRs was unrealistic. |



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|                              | mid-cycle to ensure goals are being worked towards.  |  |   |   |   |
| 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. | 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                    | All staff returning from maternity leave feel well supported and report well able to balance parental and work responsibilities (recorded in Objective Setting & Review). | A new parental leave working group has been setup and is led by the SLS and UoD parental leave champion. Positive action instigated by the parental leave champion has had significant impact on School and UoD parental leave policy (Section 2.1.3). Staff that have requested parental/carer leave over the past 5 years have been invited to contribute to the group and will be consulted regularly to shape future policies. Data on parental leave over the 5 years reporting period can be found in Appendix 3, tables 3.10.1 & 3.11.1. However, we could not collect data from OSaR forms. |

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| 5.5.2                        | Promote and continue to monitor childcare voucher uptake | We will continue to advertise availability of childcare vouchers for staff by regular e-mails, displays throughout the buildings, and leaflets. We will advertise the scheme to all new staff during induction/on-boarding | Human Resources Officer                                   | Staff participate in childcare voucher scheme (or replacement) (we will not know eligible population). All new staff are aware of provision via information at 'on-boarding'. | The childcare voucher scheme ceased to exist in 2018 and was replaced by the Tax-free childcare scheme. A one-page information sheet for Parents and Carers is added to the New Start Induction Pack; the info sheet contains a link to the Tax-free Childcare scheme. This information is also shared on screens placed in SLS corridors and communal areas. Moreover, HR sends an information package to all staff requesting maternity/parental leave with a link to the Tax-free childcare policy <a href="https://www.dundee.ac.uk/hr/policiesprocedures/taxfreechildcare/">https://www.dundee.ac.uk/hr/policiesprocedures/taxfreechildcare/</a> . Uptake of the childcare voucher is reported in Table 4.6.1, Appendix 4). |
| 5.5.3                        | Increase awareness of paternity leave and ensure formal  | We will publicise availability of and to record paternity leave regularly on throughout the building (on monitors, by distributing   | Associate Dean (Professional Culture), awareness          | Adverts are displayed and e-mailed every 6 months, recorded paternity leave is accurate.  | As part of the SLS brochures, a booklet on Parental Info was created and a one-page information sheet for Parents and Carers was added to the New Start Induction Pack. Both booklet and info sheet contain details on paternity leave as well as  |

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|                              | recording continues.                                 | leaflets and parental leave handbooks) and also include reports of uptake of paternity leave to encourage others to follow examples.                              | Human Resources Officer, ensure reporting                   |   | adoption, foster care, and shared parental leave.<br>Parental leave data is now routinely added to the Athena SWAN dashboards (Appendix 3, table 10.1).  |
| 5.5.4                        | Implement newly agreed shared parental leave policy. | 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 | Staff feel supported to take shared parental leave, as evidenced by increased uptake of parental leave. | A streamlined version of the Parental Information booklet is broadcast on monitors placed in corridors and communal areas. A link to the policy is accessible through the SLS ED&I webpage, together with details of the SLS and UoD Parental Leave Champion [REDACTED]<br><a href="https://www.dundee.ac.uk/life-sciences/equality-diversity-and-inclusion-group">https://www.dundee.ac.uk/life-sciences/equality-diversity-and-inclusion-group</a> .<br>Although parental leave uptake has not increased since 2016/17 (Appendix 3, tables 3.10.1-3.11.1), anecdotal data has revealed that the creation of a Parental |

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|                              |  |   |   |  | Leave Champion was beneficial to staff considering taking shared parental leave (Figure 7).   |
| 5.5.5                        | Improve ease for disseminating relevant information for maternity/adoption/paternity and parental leave. | 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 | Human Resources Officer                                   | Booklets are available for new parents and managers that have information about how to manage maternity/adoption/paternity & parental leave. | Information on maternity/adoption/paternity/paternal and care leave policies are disseminated through various channels including: an information booklet, information crib sheet in the induction pack, screens placed in corridors and shared spaces, as well as links on the SLS ED&I pages. Moreover, HR sends an information pack (virtual since the pandemic) to all expecting parents upon reception of maternity/parental leave request. The package includes information on pregnant and new birth parents' policy, maternity policy, UoD childcare facilities and Tax-free childcare scheme. |

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|                              |  | to the School of Life Sciences staff.   |   |   |   |
| 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 | We will use Objective Setting & Review to record flexible working for all staff and also to learn if staff find the informal flexible arrangements best suited for their needs. | Dean; School Manager; Human Resources Officer             | We have a record of all flexible working.   | Records of staff on part-time contracts are available through the Athena SWAN dashboards and are regularly updated (Appendix 2, tables/charts 4.2.1-4.2.2). Moreover, UoD launched a hybrid-working pilot scheme in 2021 that has allowed the University to capture accurate data on flexible working arrangements (Appendix 3, figure 3.2.1). However, data are not currently disaggregated by gender. This will be requested for future analysis to be conducted. |
| 5.6.1                        | Present actions proposed by outcomes from culture review to the Senior   | The report will be presented to Senior Executive group (in School of Life Sciences) and proposed actions  | Associate Dean (Professional Culture)                     | 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 | In 2016, an Associate Dean Professional Culture (ADPC) was appointed in the School of Life Sciences. In the following years, the ADPC led a review of School culture that converged in the drafting of a new strategy document entitled "Culture in the School of Life Sciences".   |

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|                              | Executive group (in School of Life Sciences) and the School Operations Group.   | discussed and agreed.   |   | assessed by repeated focus groups and interviews.  | The document was circulated to all staff and constituted the basis of further consultation. The strategy is aimed at supporting a positive culture in SLS and is founded on five pillars: Inclusion & Support, Career Development, Reward & Recognition, Rigour & Excellence, Open Science.   |
| 5.6.2                        | Evaluate and consider changing the timing and format of the research symposium. | Consult staff and students via, for example, PhD Students' Association (in School of Life Sciences), and the School of Life Sciences Postdoctoral Research Assistants about most important features for a revised format of our annual symposium. | Associate Dean (Research)                                 | The annual symposium has a new format that staff enjoy and find useful as measured by attendance and feedback. | This action was disrupted by Covid-19. Although initial consultations on the timing of the Symposium were held and initial measures implemented, the Symposium was cancelled in 2020 and was then held online in 2021. It resumed as an in-person event only in the AY 2021/22, after conference attendance mode was changed so dramatically by the pandemic that it made some pre-pandemic conversations obsolete. |

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| 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 | 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 (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 | Associate Dean (Professional Culture)                     | Number of staff reporting feeling bullied or harassed decreases (as reported by Human Resources and biannual staff survey) and/or we understand underlying issues and can address them. Zero instances by 2022. | Despite the last UoD staff survey run in 2019, responses to the 2021 culture survey show that bullying and harassment is still an ongoing issue in SLS, particularly for academic and research staff, BAME female staff and disabled staff, who scored lower than other staff groups in the bullying and harassment question (Appendix 1, figure 12). In fact, this area has been highlighted as a key priority in the new action plan (AP 3.1-3.3). |

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|                              |  | incidence of staff feeling harassed or bullied.   |   |  |  |
| 5.6.4                        | Identify and put in place additional support that can support leadership responsibilities and reduce their impact on teaching and research | We will consult Associate Deans and other holders of leadership roles to identify practical support for them that can help to minimise the potential impact of the time required to deliver leadership roles on teaching and research progress. | Dean; Associate Deans; School manager                     | Staff in leadership positions report they receive practical help to support their academic career. | <p>A coaching programme was deployed to academics and PTO staff in the School. Since its inception, it was offered to 56 staff members (46%F-54%M). Individual divisions such as MRC PPU and DDU have trialled their own leadership programmes. In particular, the MRC PPU one has been particularly successful [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>As part of the implementation of the University's new People and Talent strategy, investment will be made into additional leadership training, all SLS staff will be encouraged to enrol on the newly developed UoD course or follow the MRC PPU/DDU approach.</p> |
| 5.6.5                        | Coordinate nomination for  | A committee has been established in   | Chair of the nominating                                   | There is gender balance of nominees that (as a   | The committee has ensured gender balance and fairness in the nominations it  |



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|                              | honours and accolades.                  | 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 ensure fair and equal support for all staff. | committee; Associate Dean (Research)                      | minimum) is close to that in the eligible staff groups, or it is no greater than 75/25. | proposes, for example at its 2021 meeting [REDACTED] (i.e. 69%M;31%F) were proposed as nominees for the most prestigious awards. The efforts and success of the committee in identifying candidates without bias and then supporting their nomination is evident in outstanding success rates 2016 -to date. E.g. Fellow of the Royal Society, [REDACTED] (100%F); Fellow of the Royal Society of Edinburgh, [REDACTED] (66%F); Fellow of the Academy of Medical Sciences, [REDACTED] (33%F); EMBO membership, [REDACTED] (100%F); International Prizes, [REDACTED] (2%F); National Prizes, [REDACTED] (46%F); SLS internal awards, [REDACTED] individuals (50%F) including [REDACTED] awards to non-academic staff/students across all categories. |
| 5.6.6                        | Collect information about participation | We will establish a system using Objective Setting &  | Associate Dean (Professional                              | We know the types of external committee work our staff engage with.                     | Although this information could not be captured through OSaRs, the 2021 REF exercise allowed us to capture the bulk of  |

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|                              | on external committees.                                       | Review to collect this information.  | Culture); Head of Division   |  | external committees' contributions and society memberships.  |
| 5.6.7                        | Improve the gender balance of seminar speakers                | 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 (external) speaker referral systems and encourage consulting female academics for suggestions. | Head of Division, School of Life Sciences Self-Assessment Team Chair | The number of female seminar speakers increases to 35% overall by 2019 and 40% in 2021.                    | Since 2018, the gender spread of named lectures (Adam Neville, Bridget Ogilvie and Peter Garland) has been balanced, [REDACTED]<br>In terms of divisional seminars, data collected from 6 out of the 8 divisions show that male speakers have remained predominant (27%F-73%M) over the past three years (Appendix 3, Tables 3.13.1-3.13.2). While Plant Sciences reached 50:50 M/F balance, divisions such as BCDD and MMB have stayed well below the School average (16%F-84%M and 17%F-83%M, respectively). |
| 5.6.8                        | Coordinate and host an art project that examines how women in | Liaise with colleagues in School Art and Design to host an artist to hold workshops and  | Associate Dean (Professional Culture)                                | An exhibit and workshops were held and were attended by many different members of the university and local | An exhibition [REDACTED] entitled "Disentangle, Science in a Gendered World" was held in January 2019 in the LifeSpace Gallery.  |

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|                              | academia are perceived.  | exhibit art that focuses on how women in academia are perceived.  |   | communities. New ideas for any other activities supporting the AS agenda emerge from the exhibit and workshop.  | <a href="https://wcair.dundee.ac.uk/events/preview-disentangle-science-in-a-gendered-world/">https://wcair.dundee.ac.uk/events/preview-disentangle-science-in-a-gendered-world/</a>   |
| 5.6.9                        | Collect more comprehensive information on participants in Public Engagement. | 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                           | Database established. Public Engagement data collected and recorded in database.  | The SLS Public engagement team produces annual reports that include type of activities, people involved, alignment with UoD strategy etc. The reports can be freely accessed from the SLS webpage<br><a href="https://www.dundee.ac.uk/life-sciences/strategy-reporting">https://www.dundee.ac.uk/life-sciences/strategy-reporting</a>  |
| 5.6.10                       | Continue to strive for gender parity in Public Engagement activities.        | Create and distribute "Why Engage?" a document that highlights the benefits gained by participation in public engagement.<br><br>The School of Life Sciences Public | Public Engagement Academic Lead                           | 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. | A School PE strategy was launched in 2017 with the aim of delivering a high quality, innovative engagement programme, engage the community and attract diverse people.<br><a href="https://www.dundee.ac.uk/life-sciences/strategy-reporting">https://www.dundee.ac.uk/life-sciences/strategy-reporting</a><br>In 2018, a brochure entitled "Why Engage" was distributed to staff in SLS<br><a href="https://discovery.dundee.ac.uk/ws/portal">https://discovery.dundee.ac.uk/ws/portal</a> |

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|                              |   | Engagement team will continue to shift the internal narrative around what Public Engagement entails, which has already seen an increase in males taking part in a wider range of Public Engagement activities. |   |  | <a href="files/portal/37954539/Why_Engage_Broc_hure_May_2018.pdf">files/portal/37954539/Why_Engage_Broc_hure_May_2018.pdf</a> and annual reports have been published since to show the benefits and impact of PE. However, the gender spread of staff participating in PE activities has not significantly changed, with a majority of female staff (55-67%) volunteering to support the PE team (Appendix 3, table 12.1). |
| 5.6.11                       | All Divisions have a senior representative to act as a Public Engagement Champion | 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                           | All divisions have a Public Engagement representative that help to recruit Public Engagement participants from across the School of Life Sciences. | By 2019, a public engagement champion had been appointed in each division.   |
|                              |   |  |   |  |  |

## 2.1.2 Reflecting on red and amber actions, main barriers and facilitators to action implementation and achieving outcomes, and main learnings

### Data gathering

Key part of assessing progress on the 2108 action plan involved gathering data to measure impact. Unfortunately, it has not always been possible to source the necessary data.

Action items relating to staff training and development, which required data/anecdotal evidence gathering using OSaR forms (OAP 5.3.8, 5.3.11) could not be completed as OSaRs are confidential conversations between staff and their line managers; no information beyond completion rates is centrally gathered.

In some cases, we have been unable to draw conclusions and/or complete actions due to low uptake of programmes or surveys (OAP 4.1.9, 5.4.2, 5.4.3).

In future, we will work closely with Strategic Planning and UoD ED&I office to understand how systematic data gathering can be improved, request intersectional data collection at source, and work with staff and student groups to increase engagement with our surveys (NAP 1.6, 2.2).

### Rethinking approaches

Some areas of our action plan became less relevant due to changes in UoD strategy and the pandemic. Some key actions were aimed at increasing completion rates of ED&I (OAP 5.3.6, 5.4.1) and unconscious bias (UB) training (OAP 5.1.4, 5.3.2). There is limited evidence on the efficacy of UB training and its provision by OPD has been reduced. Although there was increase in uptake of online ED&I training, it is clear we need a broader approach to ensure active participation in the ED&I discourse (OAP 1.5-1.7).

Similarly, we did not meet our objective to increase attendance of promotion training sessions (OAP 5.1.12) and expanding our coaching programme (5.3.3, 5.6.4) due to the departure of key staff members and discontinuation of provision. Due to changes to the promotion criteria implemented in AY 2021/22, new promotion workshops were developed and launched by HR. Staff do not feel comfortable having their attendance to these seminars recorded, however, the SLS AS-SAT will monitor the outcome of promotions and merit awards to ensure their fairness (NAP 2.1).

## 2.1.3 Success measures and impacts

### Commitment to ED&I

The School commitment to Athena SWAN and ED&I matters is front and centre of [SLS culture and policies](#). The role of Associate Dean Professional Culture (ADPC) was created in 2016 and a [culture strategy](#) launched in 2022 as a result of consultation work over the past four years. The ADPC is a member of the AS-SAT. AS-SAT members sit on almost all decision-making committees, including SEG, School Board, and L&T committees (OAP 3.1). This allows the committee to feed directly into the School agenda and report regularly on data trends (OAP 3.9). Every division within the School has a representative on the AS-SAT (OAP 3.3) and all job families (A&R and PTO) – with the only exception of manual staff – are represented on the committee. OSaRs and tenure review documents now contain questions about contributions to culture including AS and ED&I (OAP 2.2) and, more significantly, the [academic promotion](#)

process has been recently reviewed to recognise staff contributions to ED&I work under “service and leadership”. The majority of SLS staff feel supported by their line managers in their career progression (Appendix 1, Figure 1.15). Additionally, the School introduced a “People’s Award” (OAP 2.1) to reward contributions to School culture. Winners of the inaugural award [REDACTED], said: “Winning the inaugural People’s Award gave us a real sense that ED&I work was valued in the School. Since our award, we have helped take the LGBT+ Network from strength-to-strength University-wide, and now have a well-established programme of [events throughout the year](#)”.

## Staff Recruitment

Several measures were implemented to improve the recruitment process and address key gender-balance issues identified in the 2018 application (OAP 4.2.1-4.2.5; 5.1.6-5.1.9). The recruitment process, from application to appointment, is examined on a regular basis to check for bias at any stage (OAP 5.1.1). Job adverts are reviewed using a ‘gender decoder’ to highlight issues with gendered language and ensure balanced content (OAP 5.1.2). We also ensure that all staff sitting on recruitment panels have completed ED&I training (OAP 5.1.5).

We improved the gender balance of academic and research positions (OAP 4.2.1, 4.2.4-4.2.5) by inviting promising seminar speakers to apply for open positions within the School (OAP 5.1.8). As a result, we have seen an increase of female staff in grade AS08 positions (OAP 4.2.1), with 49% of newly appointed A&R staff being female. [REDACTED] female T&S staff were hired in 2021 (OAP 4.2.5), improving the gender balance of T&S staff from 20% in 2017 to 27% in 2022.

## Parental Leave Policy

A key area of focus in the OAP was supporting staff with caring responsibilities. For this purpose, the School maintained the ISSF Dependent Care fund (OAP 5.3.7), which provided financial support to staff members with primary caring responsibilities when they were undertaking professional development activities or were absent from the laboratory. Availability of the funding was included in the induction material for new staff and was advertised by having it displayed on monitors throughout the School. Over the period of our award, the fund supported [REDACTED] staff (Figure 6) – numbers were impacted by the COVID-19 pandemic, as fewer in-person conferences took place between 2020-2022. Additionally, around 200 children from UoD staff and students were supported to attend ‘STEM Camps’ during school holidays, with those most impacted by the pandemic being prioritised (e.g. ECR and PhD students).

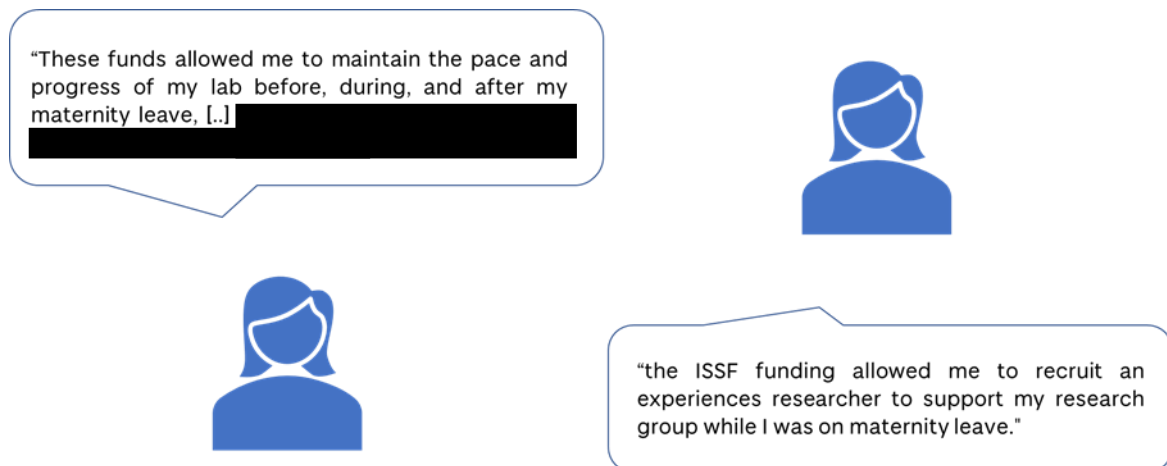


Figure 6. Feedback from staff benefitting of the ISSF fund

Since 2017, UoD has changed its parental leave policy (OAP 5.5.3, 5.5.4) twice to become fairer and more flexible. At the time (2017), paid shared parental leave was available for 2 weeks post birth/adoption. UoD increased its voluntarily paid leave support in two phases thanks to work by the AS-SAT:

- i) 2018: shared parental leave extended to second carers for 6 weeks full pay, 6 weeks half pay.
- ii) 2019: the 12 consecutive weeks post birth/adoption timeframe was relaxed to allowed new parents to take leave paid shared parental leave any time within the first 9 months.

In 2021, [REDACTED], was appointed SLS and UoD [Parental Leave champion](#). He has since been chairing the SLS AS parental leave working group. Anecdotal evidence suggests he has already had an impact on members of staff considering shared-parental leave within and outwith SLS (Figure 7).

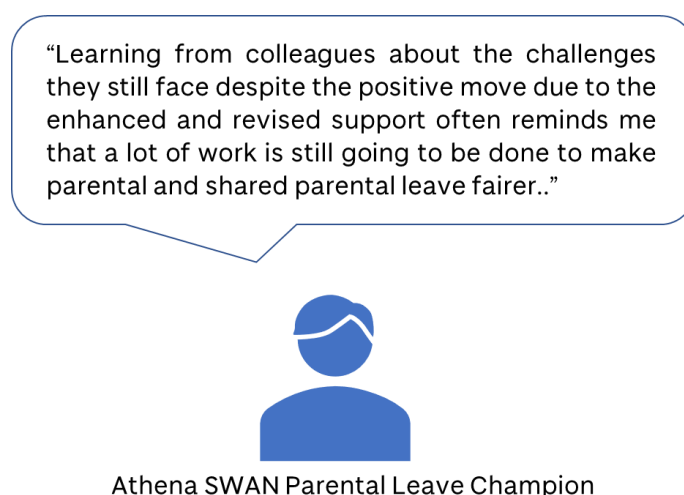


Figure 7. Feedback from SLS and UoD Shared Parental Leave Champion



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### Covid 19 section (500 words Covid allowance)

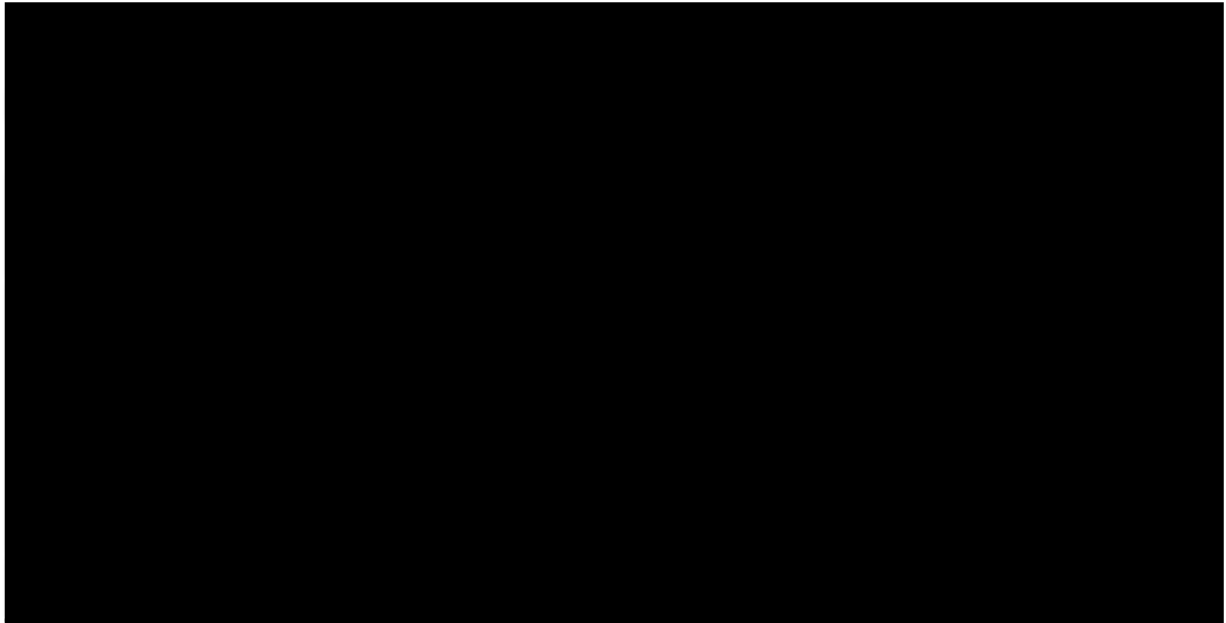
The COVID-19 pandemic enforced changes in research and teaching practices within SLS, changing operations of the workplace to facilitate safety of staff and students, and working in shifts to comply with regulations. These changes made monitoring and implementation of many APs more challenging and affected the regular in-person meetings of the SLS AS-SAT, which were moved to MS-Teams. Following publication of [research reports](#) suggesting significant gender differences in the impact of the COVID-19 pandemic, in January 2021 the AS-SAT conducted a survey of SLS staff and postgraduate students to gauge the impact of the pandemic and measures taken by the university to address these. The [REDACTED] respondents (~31% of SLS staff) represented staff from academic, research, clerical, and technical disciplines and postgraduate students. The survey used questions inspired by the [United Nations Women Covid-19 Impact survey](#) and those conducted by the UoD Schools of Medicine and Education and Social Work. Findings indicated that staff with caring responsibility, early career researchers, and in general staff in their late 30s and early 40s, reported the largest impact on their lifestyle, regardless of gender. Postgraduate students, academics and research staff reported the highest levels of anxiety around productivity and job performance and reported the highest increase in workload levels. For most respondents, the pandemic had a minor impact on their physical wellbeing, but many reported an impact on mental wellbeing, regardless of gender. 50% of staff and post-graduate students reported that they received support from their line managers, with majority reporting good or excellent support. Many staff reported that they were satisfied with the offered flexible working arrangements due to their caring responsibility or their vulnerable health status. Disabled staff reported a much more negative perception of the impact of the pandemic on their job productivity, performance, and flexibility, regardless of gender. The nature of the survey and methodology of sampling used was unable to establish significant trends based on gender or other protected characteristics, but nonetheless provided us with a snapshot of how the pandemic affected SLS staff and students. A university-wide Athena SWAN survey conducted in March 2022 asked respondents to score 0 (completely disagree) – 10 (completely agree) if *“my School/Directorate has taken action to mitigate the adverse impact of the Covid-19 pandemic on staff with particular protected characteristics”*– SLS respondents returned a score of 7.3, higher than the UoD average (7.1). The picture was slightly mixed when job description and gender were considered, with female academic, research, and technical staff less satisfied compared to male counterparts while opposite trends were observed for academic related staff. Female staff, regardless of ethnicity, reported lower scores compared to male staff. Concerningly, and in line with the findings of the SLS AS-SAT COVID-19 survey, staff that declared a disability returned a lower average score (5.3) than those that did not declare a disability (7.4). This issue will be addressed in the NAP (1.3a-c).

#### 2.1.4 Methodology of action plan implementation

Implementation and monitoring of the action plan is responsibility of the SLS AS-SAT, which meets on a bi-monthly basis to discuss actions and report on progress. For continuous monitoring, actions were embedded onto MS-Planner and assigned to the relevant person(s) for timely updating (Figure 8). MS-Planner allowed for addition of new tasks/initiatives, such as the creation of a breastfeeding/expressing room and the institution of the SLS Athena SWAN UG committee. The co-chairs ensure the overall monitoring of the progress on tasks outlined within the AP and these are discussed at the bi-monthly meetings as standing agenda item.



Additionally, specific groups were created, such as the action plan group, the data trends group, and the parental leave group, who met regularly to review specific actions.



*Figure 8. Overview of the SLS 2018 AS action plan on MS-Planner*

Quantitative and qualitative data from multiple surveys, text comments, live engagement feedback, and an independently commissioned focus group were used to assess the effectiveness of actions and initiatives. This regular review of actions allowed us to be responsive to external changes and identify new priorities. For example, in response to a concern that PGR and ECR staff missed out on professional networking - a key part of career progression - during the COVID-19 pandemic, two AS events were organised in 2022 (Figure 4).

## 2.2 Key priorities for future actions

### 2.2.1 Identification of key priorities

Key priorities and corresponding actions were identified through the analysis of gender-based trends in students/staff data and the responses provided to the two most recent staff surveys - 2021 Covid-19 impact assessment (Appendix 2) and 2022 culture survey (Appendix 1) - as well as comments collected in follow up focus groups.

The 2022 culture survey showed that SLS is amongst the best performing Schools in UoD together with Dentistry, Health Sciences and Medicine. Staff report that the School actively supports equality, encourages flexible working, and staff career development (Appendix 1 Figure 2.1). Three areas for improvement were highlighted: valuing staff, bullying and harassment, and mental health and wellbeing (Figure 6).

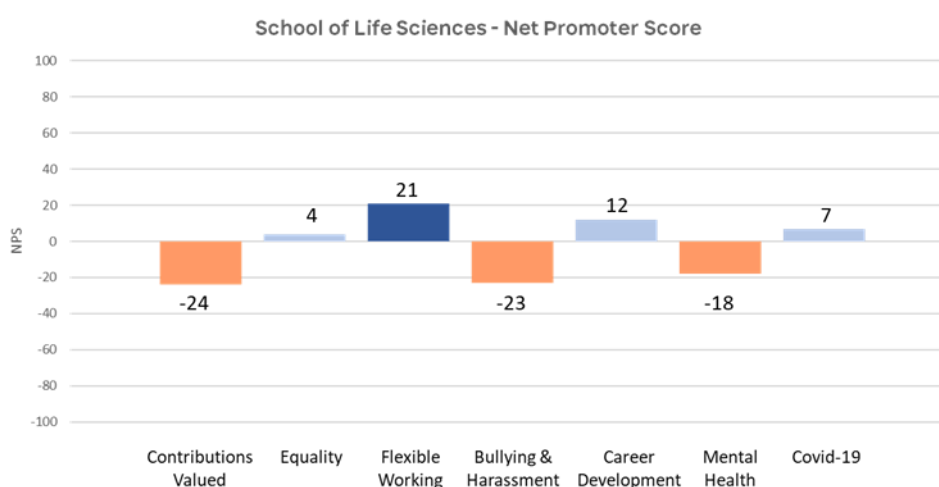


Figure 6. Staff responses to the 7 mandatory questions of the 2022 culture survey. NEP was calculated by subtracting the % of detractors (scores 6 or below) from the % of promoters (scores 9-10).

Follow up focus groups confirmed the importance of prioritising these areas in the future action plan. Staff reported high levels of stress around workloads (NAP 4.1c-d), staffing levels (NAP 4.1c), and succession planning. Although measures to tackle bullying and harassment had been included in the OAP (5.6.3), it became apparent that a more radical approach is required to reach the desired zero instances target (NAP 3.1-3.3). Finally, although staff recognised areas of good practice focussed on PTO staff, such as the hybrid-working arrangement, the perception of highly hierarchical structures in HEIs could have fuelled a sentiment of not being valued (NAP 1.1-1.2, 2.6-2.7, 3.3).

Career progression was a key theme in the 2018-22 application, particularly in relation to A&R staff transition between grade 7 and 8 (OAP 4.2.1-4.2.5) and support for tenure track ECR (OAP 5.2.13-5.2.14). Progress against these objectives has been made, as evidenced in section 2.1. We will build on that progress (NAP 2.2-2.3) and expand our interventions to cover female representation at grades 9 and above (NAP 2.4), as well as retention and professional development of PTO staff (NAP 2.6-2.7).

### 2.2.2 Key priority 1: Valuing People

SLS is a dynamic and innovative environment that strives for excellence in research, teaching and impact. The foundation of its success lies in a culture of inclusion and support, where staff and students feel valued and their contributions are recognised, as highlighted in the current [SLS culture strategy](#) (2022-25), in line with the wider UoD [People and Talent](#) strategy. Since 2018, SLS has been recognising outstanding contributions to School culture from individuals and/or teams through the People's Award (Section 1, Table 1).

Despite these laudable efforts, staff responses to the 2022 culture survey showed that Academic (T&R and T&S), Research, and Technical staff feel less valued than other groups of staff, with Academic female (avg. 5.8) and technical female (avg. 6.3) scoring significantly lower than their male colleagues (6.6 and 7.4, respectively). Interestingly, male academic related staff scored lower (6.1) than their female counterparts (7.7) (Appendix 1, Figure 1.4). The reasons for the different scoring could not be teased out in focus groups. In focus groups, staff reported that they felt SLS has a hierarchical structure resembling a “class system”, where differences in terms and conditions of employment, representation in decision making committees (NAP 1.1), and difficulty in socialisation (NAP 1.2) fuelled the perception that staff at grades 6/7 and below are subject to a disparity in treatment.

In the 2022 culture survey, disabled staff reported the lowest scores in all questions (Appendix 1). Only 2% of SLS staff declared to be disabled. Compared to the prevalence of disability in the workforce (21%), the low incidence in SLS suggests underreporting. Similarly, 10% of our PGR students is disabled, with female making up 73% of the cohort; 15% of UG students declares a disability, ~60% being female. Improving the experience of disabled students and staff requires creating inclusive and more accessible spaces (NAP 1.3-1.4).

Staff and students' voices have been regularly captured *via* centrally administered surveys (UoD pulse surveys ran every 6 months during the pandemic). However, engagement with these tools faded over time, possibly indicating survey fatigue (i.e. 27% overall staff response to AS 2022 culture survey). Likewise, the annual SLS PGR students survey had low response rates (4%-16%). An alternative approach is required to capture staff and students' views (NAP 1.5-1.7).

Finally, to create an inclusive working and study environment for staff and students with caring needs, whom our 2021 Covid-19 impact assessment revealed as most negatively affected, progress is needed towards a standardised approach to parental leave allowance (NAP 1.9) and teaching provision (NAP 1.8).

### 2.2.3 Key priority 2: Career Progression

In AY 2021/22, UoD introduced [new promotion criteria](#), where staff are required to map their achievements across three out of four key areas: i) research/scholarship, ii) education, iii) service & leadership, and iv) engagement, impact & enterprise. Staff contributions to the ED&I agenda can be recorded as service & leadership activities and be formally recognised in the promotion process. We will monitor the outcome of the upcoming promotion rounds to ensure these changes have had a positive impact, particularly on staff with protected characteristics (NAP 2.1).

We will continue supporting the progression of staff (particularly female staff) between grade 7-8 by building on actions in the OAP (4.2.1-4.2.5) and expanding upon them in the NAP (2.3, 2.5). Thanks to the careful recruitment process implemented in SLS over the past few years,

40% of A&R staff at grade 8 are female. However, female staff comprise only 18% of A&R staff at grade 9, with no T&S or BAME female staff at grade 9 or above (NAP 2.4). Moreover, due to the separation between the tenure track process and promotion to grade 9, it is challenging to collect data on the time taken by ECR to be promoted after achieving tenure. Data collected internally suggest that parental leave does not have a detrimental effect on successful completion of tenure track (100% success rate 2016-2021; 50%F-50%M) and only add ~11 months to the timeframe. However, since the tenure track process is disaggregated from the promotion process, it is important that a formal way of recording and tracking these data is set up and any concerning trend addressed in a timely fashion (NAP 2.2, 2.5).

Although promotion and career progression follow an established pathway for A&R staff, this is not the case for PTO staff. The majority of PTO staff in SLS are female (69%F – 31% M; Appendix 2, table 5.1.1). Focus groups pointed at the lack of annual job evaluations and a straightforward process for re-grading as the main source of staff dissatisfaction, as well as a cause of discrepancy in grading of similar jobs. While UoD has committed to reintroducing a systematic approach to job regrading, it is important that a system is put in place to allow PTO staff to take on opportunities for professional growth in view of future recognition and career progression (NAP 2.6). Amongst PTO staff, technical female staff scored consistently lower than their male counterpart in the 2021 culture survey, particularly in questions on feeling valued (6.3 F vs 7.4 M), flexible working (6.8 F vs 8.0 M), bullying and harassment (avg. 6.7 vs 7.9 M) and career development (avg. 6.7 vs 7.7) (Appendix 1, figures 4, 10, 13, and 16). In 2021, UoD signed up to the Technician Commitment. We will uphold its values and encourage SLS staff to become part of UK-wide professional bodies (NAP 2.7).

A&R and PTO staff training needs remain at the forefront of SLS priorities. In the 2019 UoD staff survey, 69% F and 57% M SLS staff reported that no training had been agreed during their annual objective setting and review (OSaR) meeting. An effective approach to tackle this issue has been piloted in BCDD, where the division manager mapped OPD courses against skills expected from staff at different levels and distributed the obtained matrix to line managers to be used as a basis for conversation in OSaRs. We plan to extend this approach to all divisions (NAP 2.8).

#### 2.2.4 Key priority 3: Bullying and Harassment

SLS has been working on a zero-tolerance approach to bullying and harassment (OAP 5.6.3). There are four [Harassment Advisers](#) in the School, members of staff trained to deal with initial incident reports, guide the complainant through the reporting process, and direct them towards counselling or other UoD services, if needed. Harassment advisers have been instituted as part of the wider UoD [Dignity at Work and Study](#) (DWaS) policy.

Despite the existence of available support and functional policies, SLS students and staff demonstrate low awareness levels of the existing frameworks and little trust in the process (NAP 3.1-3.2). Responses to the 2021 culture survey show that research female (avg. 5.6) and BAME female staff (avg. 5.6) are the least satisfied of how B&H is dealt with in SLS, alongside disabled staff (avg. 5.3) (Appendix 1, figures 1.13-1.14). Focus groups comments suggest that staff is reluctant to engage in a lengthy, stressful process that is not perceived as being effective. To remove barriers to reporting, it will be important to increase the transparency of the process and improve communication (NAP 3.1a-c). Moreover, it will be necessary for all staff with line managing responsibilities and/or acting as points of contact (e.g. PGR representatives) to be trained on existing policies (NAP 3.2).

Fostering a culture where staff and students feel comfortable challenging B&H behaviour when it occurs is a main priority (NAP3.2b-c).

Finally, to address organisational causes of B&H such as power imbalance and high workloads, we will adopt initiatives aimed at developing a collegial culture where staff belonging to different job categories are encouraged to socialise (NAP 1.2) and appreciate each other's work (NAP 3.3a). Similarly, a stronger emphasis will be placed on team efforts in all internal and external communications (NAP 3.3b).

#### 2.2.5 Key priority 4: Mental Health and Wellbeing

Mental health and wellbeing were highlighted as areas requiring improvement in the 2021 culture survey, with academic (6.1) and research staff (6.4) scoring below SLS average (6.7) (Appendix 1, figure 1.18). Gender was a predictor of responses for technical and AR staff, with female technical (6.6) and male AR (6.4) staff scoring significantly lower than technical male (8.1) and AR female (7.3) (Appendix 1, figure 1.19). Moreover, female BAME and disabled staff reported the lowest satisfaction (6.1 and 4.7, respectively) (Appendix 1, figure 1.20).

Although the reason for these results is likely multifactorial, focus groups and feedback sessions held in SLS pointed at high workloads as a major contributing factor (NAP 4.1). While UoD recognise that the efficacy of WAMS needs addressing and will review the current workload assessment tools, it is crucial that areas of excessive workloads in SLS are identified and addressed by redistribution and/or staff recruitment (NAP 4.1c-d).

In the short term, SLS will use existing resources developed at Institutional level to support students and staff mental health, such as the "Feeling Good" app (NAP 4.2c) and OPD courses on mental health first aid (NAP 4.2a-b). We will continue encouraging staff to become mental health first aider and publicise the existence of such figures in the School (NAP 4.3). All staff with line management responsibilities and/or acting as a point of contact should be trained accordingly (NAP 4.2a). However, building a truly inclusive environment means challenging the stigma associated with mental health and disability. SLS is committed to increasing visibility of disabled staff and students and create safe spaces where they can share their experience and support each other (NAP 4.4).

Finally, given the impact that some women/trans men health issues could have on mental health and wellbeing, SLS will commit to raise awareness and support for staff/students experiencing menopause or fertility related issues (NAP 4.5-4.6).

## Section 3

### 3.1 Future Action Plan

| Action Point                           | Priority | Description and Rationale   | Specific Actions   | Timescale  | Individual(s) Responsible                         | Success Measure   |
|--|----------|---|--|--|---|---|
| <b>Key priority 1 - Valuing people</b> |          |   |  |  |   |   |
| 1.1                                    | High     | <p><b>Improve transparency and staff representation on SEG and other Operational Committees</b></p> <p><i>Focus groups highlighted that the hierarchical organisation of the School was responsible of creating a sense of disparity of treatment/opportunity to be heard amongst staff. Given the majority of staff on PTO contracts is female (68%F-32%M) and also the majority of female A&amp;R staff in on grades ≤ AS08, increasing representation on School operational committees of grades below AS09 and including PTO could address the apparent power imbalance and amplify female staff's voice.</i></p> | <p>a. Change the name of SLS Senior Executive Group to School Executive Group in all communications.</p> <p>b. Members of staff from all job categories (A&amp;R, L&amp;T, PTO) and a range of grades will attend SEG.</p> | <p>a. Completed by Sep 2023</p> <p>b. Implement by June 2023</p> | <p>a. Dean of School</p> <p>b. Dean of School</p> | <p>a. Name change on the website and has been communicated to staff via staff newsletters.</p> <p>b. At least 1/4 of invited SEG attendees are PTO staff, at least 50% of which are female. Staff report in surveys that their opinions are included in decision making processes. Female PTO staff anecdotally report that the opportunity has</p> |

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|     |        |  | c. Publish minutes from SEG and other operational committee meetings in a shared repository and disseminate to all staff. | c. Implement by Sep 2023                       | c. School Manager | <p>helped them in their career.</p> <p>c. Minutes are published in a common share folder and a link is circulated to all staff. SEG minutes are accessed at least twice as often as they are now.</p>   |
| 1.2 | Medium | <p><b>Facilitate the socialisation of staff in different job categories</b></p> <p><i>Staff reported in focus groups that since the School had grown so much it had become difficult to know everyone personally and this had led to categories of staff (e.g. academics) having the tendency to congregate together and making other staff groups feel alienated. 70% of SLS PTO staff that left their position in the past 5 years have been female. Improving the School culture through social events could increase the feeling of belonging in PTO staff and address retention issues.</i></p> | a. Instate an annual SLS social event for all staff with a clear focus on School culture.                                 | a. Start in summer 2024 and yearly thereafter. | a. Dean of School | a. A social event takes place every year. Registration through Eventbrite shows equitable attendance across all staff groups, and this is consistent over the years. Staff report an increased feeling of belonging in staff surveys, measured as a 20% reduction in the female and |

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|     |      |   |   |   |   | PTO staff declaring they are thinking of leaving UoD (36% in 2019 staff survey).  |
| 1.3 | High | <p><b>Facilitate the creation of a SLS disabled staff network and connect all staff networks</b></p> <p><i>The 2022 culture survey (Appendix 1) showed that disabled staff (60% F – 40% M) feel less valued than any other staff group and have lower levels of satisfaction with how the School supports equality, with the current flexible working arrangements, bullying and harassment as well as career development opportunities. They are more likely to report worse mental health and wellbeing and have been more adversely impacted by Covid-19. Moreover, only 3% of staff in SLS disclose a disability, compared to 21% of the general population (of which a majority are female), suggesting an underreporting issue. Improving the experiences of all disabled staff within the school will also have a positive</i></p> | <p>a. Engage with University-wide disabled staff network to establish the best way of responding to feedback from women with disabilities within the School.</p> <p>b. Evaluate the possibility/value of creating an SLS disabled staff network</p> | <p>a. Complete by Dec 2023</p> <p>b. Complete by Jul 2024</p> | <p>a. AS-SAT Team &amp; new SLS ED&amp;I lead</p> <p>b. AS-SAT Team &amp; new SLS ED&amp;I lead</p> | <p>a. Recommendations from the UoD Disabled Staff Network are implemented by the SAT</p> <p>b. Either an SLS Disabled Staff network is created or there is at least one representative from SLS on the UoD Disabled staff network. Attendance at the staff network encourages staff to disclose their disability. By 2027 the % of SLS staff disclosing their</p> |



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|  |  | <p><i>impact on the experiences of disabled female staff. Finally, staff highlighted in focus groups that a tighter connection between staff networks (AS, REC, LGBT+ etc.) would strengthen the ED&amp;I agenda, especially in relation to the experience in the workplace of trans, nonbinary and otherwise gender nonconforming staff members.</i></p> | <p>c. Encourage applications from the staff disabled network for internal funding available through the ISSF fund (or equivalent) to facilitate their work.</p> <p>d. Ensure continuous support for the LGBT+ staff network through funding and shared events.</p> | <p>c. Implement as soon as new funding has been secured (possibly Jan 2025)</p> <p>d. Complete by 2027</p> | <p>c. AS-SAT Team &amp; new SLS ED&amp;I lead</p> <p>d. AS-SAT Team &amp; new SLS ED&amp;I lea.</p> | <p>disability matches UoD (7%)</p> <p>a-c. In staff surveys, a majority (&gt;50%) of disabled staff report that they feel valued and there is no gender imbalance in the results between female and male disabled staff.</p> <p>d. At least two shared events between broader staff networks take place over the period of the award. Staff reports in a post event questionnaire that these events have had a positive impact on their study/work experience.</p> <p>c-d. Two different staff networks have successfully applied for ISSF funding (or</p> |
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|     |     |   |  |   |  | equivalent) through the streamlined process and report through post-event feedback that the fund has had a positive impact on the network.   |
| 1.4 | Low | <p><b>Create accessible laboratory and classrooms</b></p> <p><i>The new SLS 5-year strategy presented to staff in Oct 2022 reports on the plans to build a new teaching building to accommodate all staff and students in one complex. This plan opens an opportunity to embed accessibility at the core of the project. ~60% of UG and 70% of PGR students with a declared disability are female. Anecdotally, all of our past and present wheelchair using students have been female. Creating an environment that is accommodating of disabled students' needs can have a positive impact in the retention</i></p> | <p>a. Commit to the provision of at least one accessible UG chemistry fume hood in the new teaching building</p> <p>b. Support the availability of inclusive lab coats for wheelchair users.</p> | <p>a. Complete by Dec 2026</p> <p>b. Complete by Sep 2025</p> | <p>a. School manager and SLS Health and Safety advisers</p> <p>b. SLS Health and Safety advisers</p> | <p>a. Building plans include at least one accessible fume hood.</p> <p>b. Inclusive lab coats for wheelchair users will be made available to all students matriculating from AY 2025/2026 onwards. Record an uptake in enrolment/retention of UG and PGR students that are</p> |

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|     |        | <i>of disabled students, a majority of which are female, in science.</i>   |  |   |  | also wheelchair users.<br>a-b. There are no differences in reporting between disabled and nondisabled students in module/course satisfaction, regardless of gender.   |
| 1.5 | Medium | <p><b>Staff and PG students' engagement in the ED&amp;I discourse</b></p> <p><i>Question 2 of the AS pulse survey highlighted that academic and research staff perceive the School leadership to be less supportive of ED&amp;I compared to other staff groups. Female academic and research staff show the lowest scores in this question. This trend is also observed for female BAME staff and disabled staff. Staff in the MRC-PPU unit have been piloting a <a href="#">bimonthly division meeting</a> where the agenda focusses on staff/students experience and</i></p> | <p>a. Extend the MRC-PPU model to all School divisions by 2025.</p> <p>b. Ensure each session is led or co-led by a senior member of staff in the division to promote senior staff buy-in.</p> | <p>a. Complete by Dec 2025.</p> <p>b. Implement by Dec 2025</p> | <p>a. ADPC and Division Heads.</p> <p>b. ADPC and Division Heads</p> | <p>a. All divisions host regular AS/ED&amp;I meetings. Participation is equitable between males and females across staff groups and increasing over time.</p> <p>b. Senior members of staff lead at least 50% of the sessions. The average score for question 2 (Leadership within my School /Directorate</p> |

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|     |        | <p><i>includes open conversations on gender equality, broader ED&amp;I issues, mental health and wellbeing, recruitment and School culture.</i></p> <p><i>Meetings will be run with an ethos inspired by the concept of 'brave spaces' which enable people to ask 'difficult' questions and therefore promote understanding of different viewpoints and life experiences.</i></p> | c. Reflect on staff feedback and produce a yearly action plan that is fed back to the AS-SAT and/or SLS ED&I committee.                 | c. Implement by Dec 2025 and annually thereafter | c. AS-SAT division reps                                     | <p>actively supports equality) in the AS pulse survey for academic and research staff will match academic related and technical staff scores, with no significant gender difference.</p> <p>c. A yearly report is produced by division reps. At least 75% of the actions emerging from divisional AS/ED&amp;I meetings are mostly complete.</p> |
| 1.6 | Medium | <p><b>PGR students' voice</b></p> <p><i>Although PGR students' representatives sit on the AS-SAT team and actively contribute to shaping the culture of our School, very few of them engage with the annual survey on students' experience (response rates vary from 4% to 16% depending on the year). Currently available data suggest</i></p>                                   | a. Encourage participation of PhD students in the annual survey (PRES) by involving PiCLS and supervisors in the dissemination process. | a. Implement by May 2024                         | a. Director of Postgraduate Studies and PhD representative. | a. ≥ 75% of PhD students take part in the annual students' experience survey (PRES). Completion rates by gender reflect the composition of PGR students' cohort.  |

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|            |        | <i>that female students are less satisfied with their supervisor and/or allocated project than their male counterparts (Appendix 3 – figure 3.1.1).</i> | <p>b. Implement a “you said we did” strategy to feed back any action taken on the back of students’ responses to the annual survey.</p> <p>c. Hold focus groups with PhD students to tease out the underlying issues leading to lower satisfaction in female students.</p> | <p>b. Implement by Sep 2024 and annually thereafter</p> <p>c. Complete by Sep 2025</p> | <p>b. Director of Postgraduate Studies</p> <p>c. Director of Postgraduate Studies</p> | <p>b. Every year the SLS Director of Postgraduate Studies holds a townhall to report on the findings of the students’ survey and actions implemented in response. A majority (&gt;50%) of PGR students, especially female, report in surveys that they feel listened to.</p> <p>c. The School develops an action plan to address PGR student concerns. No gender disparity is observed in PGR students’ satisfaction as reported by the PRES survey.</p> |
| <b>1.7</b> | Medium | <b>UG students’ engagement with the AS/ED&amp;I discourse</b>   | a. Expand the remit of the annual AS UG lectures to include a more intersectional  | a. Implement by October  | a. AS-SAT Committee   | a. Students report a wider understanding of ED&I matters as  |

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|     |     | <p><i>The majority of SLS UG students is female (64%F – 36% M) (Appendix 2, Table 1.2.1) and therefore more likely to be affected by the leaky pipeline and gender-based violence (GBV). Moreover, around a fifth of SLS UG students is classed as International and ~15% are disabled. Therefore, an intersectional approach to inclusion would be highly beneficial to our whole students' body.</i></p> | <p>approach to ED&amp;I topics.</p> <p>b. Involve UG students in initiatives aimed at the development of an Inclusive Curriculum</p> <p>c. Raise UG students' awareness of University policies such as “Dignity at Work and Study”, “Trans-Inclusion” by embedding them in the curriculum.</p> | <p>2023</p> <p>b. Implement by Sep 2025</p> <p>c. Complete by Oct 2024</p> | <p>b. AD L&amp;T</p> <p>c. AD L&amp;T</p> | <p>measured by student survey</p> <p>b. UG students are represented on Curriculum Review committees with a gender balance reflecting the UG cohort; two or more student-led decolonising activities are included in the UG curriculum</p> <p>c. At least 75% of responders to students' survey declare they are aware of UoD policies on GBV, bullying and harassment, trans-inclusion etc. No gender disparity observed in response rates or awareness level.</p> |
| 1.8 | Low | <p><b>Core teaching hours</b></p> <p><i>Current core teaching hours are from 8am-6pm. However, there is</i></p>  | <p>a. Assess what proportion of teaching is currently delivered outside the defined core teaching</p>  | <p>a. Complete by end of AY 2025/26</p>                                    | <p>a. AD L&amp;T and AS-SAT chair(s)</p>  | <p>a. A report will be produced including details on number of</p>   |

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|  |  | <p>evidence that students and staff with caring responsibilities (a majority of them female) face difficulties attending sessions scheduled before 9am or after 5pm. Childcare provisions within the University cease at 5pm.</p> | <p>ours and how many staff/students are impacted by gender.</p> <p>b. Revise core teaching hours to 9-5 in order to reduce impact on students with caring responsibilities.</p> <p>c. Offer flexible attendance options for any teaching that takes place outside core teaching hours.</p> | <p>b. Complete by Sep 2026</p> <p>c. Implement by Sept 2026</p> | <p>b. SLS School Office and Timetabling</p> <p>c. AS L&amp;T</p> | <p>sessions and impacted students</p> <p>b. ≥ 95% of teaching is scheduled between 9am-5pm. A majority of staff and students with caring responsibilities report that they did not encounter difficulties attending their scheduled sessions.</p> <p>c. Attendance monitoring allows for online check-in and hybrid sessions are offered for all teaching taking place outside core hours. A majority of students with caring responsibilities report that this approach</p> |
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|     |      |  |  |  |  | facilitated their studies.   |
| 1.9 | High | <p><b>Staff and PGR students' parental leave</b></p> <p><i>Parental leave is one of the major factors contributing to the slower progression and lower retention of women in science. Two issues have been recently highlighted with respect to University policies on parental leave for PDRAs and PhD students.</i></p> <ol style="list-style-type: none"> <li><i>Some funders do not allow grant holders to apply for the extensions until the staff member returns to work from parental leave. This creates uncertainty and anxiety for staff that take on leave near the grant end date.</i></li> <li><i>There is heterogeneity at University level in parental leave allowance for PhD students, depending on the funding body that sponsors them.</i></li> </ol> | <ol style="list-style-type: none"> <li>Implement the recommendation of the recently established parental leave working group.</li> <li>Establish a mechanism through which SEG can be made aware of fund extension issues related to parental leave in a timely manner and underwrite any potential gaps.</li> <li>Capture data on recipients of fund extensions following parental</li> </ol> | <ol style="list-style-type: none"> <li>Implement by Dec 2023</li> <li>Complete by Jun 2025</li> <li>Implement by Jun 2025</li> </ol> | <ol style="list-style-type: none"> <li>AS-SAT</li> <li>AD of R</li> <li>AD of R</li> </ol> | <ol style="list-style-type: none"> <li>The parental leave working group recommendations are regularly discussed at AS-SAT and implemented. Staff and students benefitting from parental leave policies report high satisfaction in focus groups.</li> <li>There is a system in place that allows SEG to underwrite gaps between funding extensions being requested and approved after return to work due to parental leave.</li> <li>No gender discrepancy is observed in the</li> </ol> |



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|  |  |  | <p>leave and monitor trends by protected characteristics.</p> <p>d. Communicate to staff about to go on parental leave that a process is in place if funding extension was delayed due to bureaucratic issues with the funding body.</p> <p>e. A representative of AS-SAT to contribute to the newly formed institutional parental leave working group for PGR students within the Doctoral Academy and use good practice in SLS to inform UoD policy.</p> | <p>d. Implement by Jun 2025</p> <p>e. Complete by Jun 2024</p> | <p>d. AS-SAT</p> <p>e. AS-SAT</p> | <p>success rate of funding awards.</p> <p>d. Feedback from staff going on parental leave shows they are satisfied with the level of communication from the School and the extra support provided.</p> <p>e. All PGR students benefit from the same level of support when taking parental leave and return to complete their studies. In students' surveys, &gt;75% of PGR students that have taken parental leave show increased confidence in their ability to complete the</p> |
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| <b>Key priority 2 – Career Progression and Representation</b> |      |   |  |  |  |  |
| <b>2.1</b>  | High | <b>Monitor the performance of new promotion criteria</b><br><br><i>New promotion criteria have been introduced in the AY 2021/22. The criteria have been developed to provide an opportunity for staff engaging at different levels with the University triple intensity strategy (research, teaching, impact) to be recognised in the promotion process. Monitoring the outcome of the upcoming promotion rounds is vital to uncover any potential discrimination on the basis of gender or other protected characteristics and identify mitigating actions.</i> | a. Request that promotion data, usually provided through the Athena SWAN dashboards, are disaggregated by ethnicity, disability, and contract type (full time/part-time) in addition to gender.<br><br>b. Report on promotion data at the end of each round, analyse emerging trends, and propose actions to address any potential gender discrimination.<br><br>c. Collect feedback from all applicants on the promotion process. | a. Complete by Sep 2023<br><br>b. Implement by Sep 2023 and annually thereafter<br><br>c. Implement by Sept 2024 and yearly thereafter | a. Statutory Returns<br><br>b. SLS AS-SAT chair(s)<br><br>c. ADPC/HR | a. Athena SWAN dashboards or equivalent data systems contain disaggregated data that are easily accessible to SAT chair(s);<br><br>b. SLS Athena SWAN annual report contains disaggregated promotion data with commentary on any observed trends. Actions identified are fully implemented by AS-SAT.<br><br>c. A questionnaire is deployed to all staff taking part in promotion rounds as part of the submission of the relevant paperwork. No difference in |

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|     |        |  | d. Report staff feedback and highlighted trends to the academic appraisal steering group.   | d. Complete by Sep 2024 | d. ADPC                                  | satisfaction with the process is observed on the basis of gender.<br>d. Staff feedback is acknowledged and acted upon at School level. Staff reports they feel listened to in follow-up questionnaires with no gender disparity in responses.     |
| 2.2 | Medium | <p><b>Track the time taken for promotion on tenure track position.</b></p> <p><i>The successful transition from tenure track positions into tenured positions does not result in automatic promotion to grade 9. This makes it challenging to track the time taken for staff to be promoted after reaching tenure and evaluate whether parental leave has an impact on it. Staff taking prolonged parental leave, the majority being female (25% M -75% F), take ~11 months longer to achieve tenure, but we are</i></p> | a. Liaise with “statutory returns” to ensure that data on tenure track are regularly collected and added to the Athena SWAN dashboards. Data must be disaggregated by gender and other protected characteristics. | a. Complete by Jun 2024 | a. AS-SAT chair(s) and Statutory Returns | a. Data on time taken by tenure track staff to progress through tenure review is regularly collected and reported and is disaggregated by protected characteristics. During the award period, the length of time taken by female staff to achieve |

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|  |  | currently unable to triangulate this data with promotion data. | <p>b. Advocate for staff that successfully gain tenure to be promoted to grade 9 (or above if appropriate).</p> <p>c. Monitor the impact of parental leave on the length of time tenured staff take to be promoted to grade 9.</p> | <p>b. Complete by Sep 2025</p> <p>c. Implement by Jun 2024 and annually thereafter</p> | <p>b. ADPC</p> <p>c. AS-SAT chair(s) and Statutory Returns</p> | <p>promotion to grade 9 is reduced to match their male counterparts.</p> <p>b. Staff are promoted to grade 9 within 1 year from reaching tenure. There is a 25% increase in female staff at grade 9.</p> <p>c. After considering mitigating circumstances for which support is provided (action 2.5), there are no significant differences on the time taken by tenure track A&amp;R staff to reach tenure on the basis of protected characteristics and/or caring responsibilities.</p> |
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| 2.3 | High | <p><b>Transition from Grade 7 to Grade 8</b></p> <p><i>This transition is critical for the progression towards a long-term career in science and one where female staff tend to leak out of the pipeline. Divisional surveys have highlighted that one of the major barriers faced by staff going through this transition is the lack of opportunity to demonstrate their ability to acquire funding.</i></p> | <p>a. Support the addition of PDRAs on grant submissions as co-investigators or equivalent (when appropriate and allowed by funders).</p> <p>b. Develop a process to formally capture contributions if co-investigators status is not allowed by funding restrictions.</p> | <p>a. Implement by Sep 2025</p> <p>b. Implement by Sep 2025</p> | <p>a. HoD</p> <p>b. AD Research</p>      | <p>a-b. Staff report in divisional surveys that their contribution to grants writing has been formally recorded and this initiative has improved their confidence when applying for independent positions.</p> <p>a-b. The gender spread of co-investigators/co-applicants reflects the gender spread of research staff at grade 7 (~55% F/45% M).</p> |
| 2.4 | High | <p><b>Transition from Grade 8 to Grade 9 and Grade 10.</b></p> <p><i>The number of female staff at grade 8 has increased over the past five years from 27 (2017) to 33 (2021). They now constitute 40% of A&amp;R staff at grade 8. However, female staff make up</i></p>   | <p>a. Encourage line managers of female staff that have been at grade AS08 for more than 3 years to discuss promotion at their OSaR meeting.</p> <p>b. Offer promotion workshops tailored</p>  | <p>a. Complete by Nov 2023</p> <p>b. Implement by Nov</p>       | <p>a. Head of Divisions</p> <p>b. HR</p> | <p>a-c. More than 30% of A&amp;R staff at grade 9 or above are female.</p> <p>a-c. 4-5 female A&amp;R staff are promoted to or</p>   |

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|  |  | <p>only 18% of A&amp;R staff at grade 9 and 0% of T&amp;S staff at grade 9 or above.</p> <p>7% of A&amp;R staff at grade 8 is BAME female, but there are no BAME female A&amp;R staff appointed at grade 9. Similarly, only 23% of A&amp;R staff at grade 10 are female. No BAME female A&amp;R staff is appointed at grade 10, while 13% of grade 10 staff is BAME male.</p> | <p>at grade 8 staff that are considering applying for promotion.</p> <p>c. Establish a focus group to investigate the major barriers to progression from grade 8 to grade 9 for both A&amp;R and T&amp;S staff.</p> <p>d. Introduce agreed protected time for T&amp;S staff to engage with the Education Academy (to be led by VP Education) in WAMS.</p> <p>e. Invite external female and BAME female academics that would be</p> | <p>2024 and then annually thereafter</p> <p>c. Complete by Nov 2024</p> <p>d. Implement by Sep 2023</p> <p>e. Implement by Jun 2024</p> | <p>c. AS-SAT</p> <p>d. AD L&amp;T</p> <p>e. HoD</p> | <p>appointed at grade 9 or above.</p> <p>d. 1-2 female T&amp;S staff are promoted to grade 9 or above. Female staff report that engagement with the education academy has had a positive impact on their career progression.</p> <p>e-f. At least two BAME female A&amp;R staff member are</p> |
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|     |        |  | <p>appointable at grade 9 to give seminars in SLS, with the intention of encouraging them to apply for positions available in the School.</p> <p>f. Commit to increasing the number of female BAME staff at grade 9 &amp; 10 by at least 2 over the next 5 years</p>                                 | f. Complete by Jan 2027   | f. Dean   | appointed at grade 9 or above.  |
| 2.5 | Medium | <p><b>Supporting staff taking prolonged parental leave</b></p> <p><i>Staff taking prolonged parental leave are mostly female (25% M - 75% F). Focus groups held in 2022 revealed that how childcare and parental leave is considered in the academic tenure process and, more generally, in career progression for research staff, needs to be reviewed.</i></p> | <p>a. Seek funding to provide a research position to cover for staff taking long term leave; the position will be aimed at progressing the scientific work of the person on leave.</p> <p>b. Seek funding in order to re-launch the return-to-work fellowship with a revived publicity campaign.</p> | <p>a. Complete by AY 2025/26</p> <p>b. Complete by AY 2025/26</p> | <p>a. ADR</p> <p>b. AS-SAT and PE and Communication Officer</p> | <p>a. At least one researcher has been employed under the new position and the returning staff is satisfied with the experience.</p> <p>b. At least two members of staff have benefitted from the scheme and remain employed at 18 months after return to work.</p> |
| 2.6 | High   | <b>Retention and progression of PTO staff</b>  | a. Appoint a PTO lead to develop a   | a. Complete by Jun  | a. SLS School Manager   | a-c. There is a 100% increase in  |

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|  |  | <p><i>For PTO staff (68% F-32% M), opportunities for career development that do not involve applying for a new job are limited. Job regrading has been paused at the University for several years, resulting in limited regrading opportunities even when managers are supportive, as highlighted in our focus groups.</i></p> | <p>secondment programme within SLS in collaboration with the School Manager.</p> <p>b. Link with University-wide secondment programs.</p> <p>c. Offer line managers training on how to identify and promote secondment opportunities.</p> <p>d. Reintroduce regrading for PTO staff.</p> | <p>2024</p> <p>b. Complete by Dec 2024</p> <p>c. Complete by Jun 2025</p> <p>d. Complete by Dec 2024</p> | <p>b. SLS School Manager</p> <p>c. OPD</p> <p>d. HR and SLS School Manager</p> | <p>secondment uptake and line managers discuss opportunities with PTO staff during yearly OSARs meetings.</p> <p>a-c. Secondment opportunities are offered across Schools to SLS PTO staff.</p> <p>a-c. SLS PTO staff are regularly notified through emails of upcoming opportunities.</p> <p>d. Regrading opportunities are offered to all PTO staff taking on additional responsibilities.</p> <p>a-d. Staff surveys reveal that ≥ 95% of PTO staff rates SLS as a satisfying working environment with no gender difference in average rating.</p> |
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|     |     |   |   |  |  | <p>a-d. ≥ 60% PTO staff is satisfied with their career development prospects with no gender difference in average rating, in line with SLS staff responses to the 2019 staff survey.</p> <p>a-d. PTO staff turnover is reduced from 13%F-11%M to 5%F-5%M.</p> |
| 2.7 | Low | <p><b>Support the technician commitment</b></p> <p><i>The University of Dundee has recently joined the technician's commitment, a framework that aims at addressing the key challenges faced by technical staff working in education and research, including visibility, recognition, career development, and sustainability. Results from the 2022 culture surveys show that female technical staff responded less positively to questions about</i></p> | <p>a. Work with the Science Council to organise workshops and registration days to encourage technical staff to apply for membership of professional bodies such as RSciTech, RSci and CSci.</p> <p>b. Set up a mentoring scheme in which technicians that have received recognition from</p> | <p>a. Complete by Jan 2026</p> <p>b. Implement by Jun 2025</p> | <p>a. AS-SAT and Research Technical Services Lead</p> <p>b. Research Technical Services Lead</p> | <p>a. &gt;25% of SLS technical staff is registered with a professional body. The uptake reflects the gender spread of SLS technical staff.</p> <p>b. Feedback provided from staff taking part in the mentoring scheme shows</p>                               |

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|  |  | <p><i>feeling valued, career development, flexible working bullying and harassment, mental health and wellbeing and Covid-19 mitigation than their male counterparts (Appendix 1, figures 4, 10, 13, 16, 19, and 22).</i></p> | <p>professional bodies can support those who are considering applying.</p> <p>c. Encourage technical staff to join nationwide networks such as CTLS (Core Technologies for the Life Sciences) and TMU (Technical Managers in Universities) to share good practice and expertise.</p> <p>d. Encourage technicians to apply for available training courses by safeguarding 10% of their time for personal and/or professional development</p> | <p>c. Complete by Jan 2027</p> <p>d. Implement by Sep 2023 and annually thereafter</p> | <p>c. Research Technical Services Lead</p> <p>d. School Manager and Research Technical Services Lead</p> | <p>that the scheme is fit for purpose. Technical staff involved in the scheme is satisfied with their career development prospects with no gender difference in average responses.</p> <p>c. Female staff who joined a nationwide network of technicians report that it has been beneficial for their career progression through exit interviews.</p> <p>d. Increase in applications from technicians for e.g. teaching certification courses. The uptake reflects the gender spread of SLS technical staff</p> |
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| 2.8   | Medium | <b>Targeted training</b><br><br><i>In the 2019 UoD staff survey, 69%F and 57%M staff reported that no training had been agreed during their OSaRs. At the same time, BCDD (Biological Chemistry and Drug Discovery) trialled an alternative approach that required HoD to identify a set of OPD courses new starters would benefit from depending on their job role. This approach will be rolled out to all divisions.</i> | a. Each division/group to develop OPD training matrix relevant to staff role/grade to be given to staff at OSaR time for discussion.<br><br>b. OPD training matrix is given to staff at OSaR time for discussion. | a. Complete by Dec 2024<br><br>b. Implement by Dec 2025 | a. HoD<br><br>b. HoD | a. In staff surveys, >75% of staff report that training was agreed with their line manager at OSaR and that they are satisfied with the range of options provided by OPD. No gender difference is observed in satisfaction scores.<br>b. Divisions report that ≥90% of staff have attended at least one or two OPD courses in the matrix. Uptake reflects the gender spread of staff in the division. |
| <b>Key priority 3 - Bullying and Harassment</b> |        |   |   |   |                      |   |
| 3.1   | High   | <b>Taking down barriers to reporting</b><br><br><i>In the staff pulse survey, research female (5.6) and BAME female (5.6) staff reported the lowest score in question 4.</i>  | a. Raise awareness of the newly implemented Report and Support tool to anonymously report instances of bullying and harassment to   | a. Complete by Jun 2024                                 | a. ADPC              | a. Staff and students show increased confidence in the reporting process measured by an initial increase of   |

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|  |  | <p><i>Technical female (6.7) also scored significantly lower than technical male staff (7.9). According to a recently UKRI commissioned review on bullying and harassment in research environments, the major barriers to reporting are the fear that the complaint won't be taken seriously, being unclear of the reporting procedures, fear of victimisation, and belief that senior staff will be protected. In the most recent focus groups, staff have also highlighted a desire for reassurance that, not only are accusations of bullying and harassment taken seriously, but that positive interventions are made. This feeling is reflected in interactions with the student body.</i></p> | <p>the University EDI office.</p> <p>b. Update and disseminate awareness material on reporting procedures, timelines, and contacts of harassment advisers.</p> <p>c. Liaise with UoD EDI office to get updated reports on School instances of bullying and harassment by protected characteristics Report regularly (annually) on formal and informal claims, with particular emphasis on the percentage of cases</p> | <p>b. Implement by Jun 2024 and yearly thereafter</p> <p>c. Implement by Jun 2024 and annually thereafter</p> | <p>b. AS-SAT</p> <p>c. Dean &amp; AD PC</p> | <p>number of reports in the system.</p> <p>b. Staff survey shows that at least 75% of respondents are aware of reporting procedures and are satisfied with how instances of bullying and harassment are dealt with. No gender difference is observed in awareness and/or satisfaction scores.</p> <p>c. The SLS annual School review contains information about reports of bullying and harassment. After an initial expected increase in reporting numbers, a reduction of instances of bullying and</p> |
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|     |      |   | that have been resolved to the satisfaction of the person reporting.  |  |  | harassment is recorded over time  |
| 3.2 | High | <b>Code of conducts and expected behaviour</b><br><br><i>It became apparent at School-wide information sessions and in the annual UG Athena SWAN lectures that students and staff lack awareness of one of the main policies that regulates individual conduct with respect to bullying and harassment (DWaS). With this action we aim to ensure that staff members can recognise and act upon instances of bullying and harassment and/or gender-based violence.</i> | a. Raise awareness of the University-wide Dignity at Work and Study (DWaS) policy amongst staff, PG and UG students.<br><br>b. Encourage staff and PGR students to attend bystander training on bullying and harassment.<br><br>c. Make gender-based violence training mandatory for all staff with students' supervision | a. Implement by Dec 2023<br><br>b. Implement by Sep 2025<br><br>c. Implement by Sep 2025 | a. AD L&T, AD R<br><br>b. HoD, HR<br><br>c. HR | a. At least 90% of respondents to staff or student surveys report awareness of the policies, with no gender difference in the responses.<br><br>b. Follow up questionnaires from staff attending bystander training report increased confidence in speaking up about bullying & harassment, with no gender difference in the responses.<br><br>c. All staff with supervisory roles have completed GBV training. |

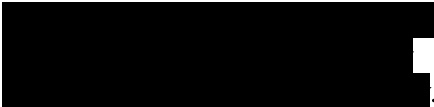
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|     |        |   | responsibilities and pastoral care roles.   |   |  |  |
| 3.3 | Medium | <p><b>Finding out organisational enablers of bullying and harassment</b></p> <p><i>Code of conducts and bystander training focus on individual responsibility. However, bullying and harassment are often enabled by organisation-wide dynamics such as power imbalance - see for example the gender spread at levels 1-7 (60% F-40% M) vs levels 8-10 (34% F-64% M) and high workloads (workloads are issues addressed in Key priority 4).</i></p> | <p>a. Pilot a 'day in the life' scheme - where staff in very different roles spend one day working alongside each other.</p> <p>b. Acknowledge the team efforts required for scientific progress and achievement in newsletters and staff communications.</p> | <p>a. Implement by Jun 2025</p> <p>b. Implement by Sep 2023</p> | <p>a. HoD, Dean of School</p> <p>b. PE and Communication Officer</p> | <p>a. At least one instance of 'a day in the life' takes place per division. Staff involved present their experiences at a divisional seminar as positive. There is an increase in overall score in question 1 of the pulse survey from staff in grades 1-7, particularly female PTO staff.</p> <p>b. Most staff newsletter items on grant applications and publications portray the whole team responsible rather than individuals. At least half of the People Awards go to groups of staff.</p> |

| Key priority 4 - Mental Health and Wellbeing |      |   |  |   |   |   |
|--|------|---|--|---|---|---|
| 4.1  | High | <p><b>Assessing staff stress levels and identifying the underlying causes</b></p> <p><i>Focus groups have indicated that high workloads might be the major contributor to stress in both A&amp;R and PTO staff. In the AS pulse survey, female technical staff scored much lower (6.6) in question 6 (mental health and wellbeing) than their male counterpart (8.1). BAME female staff scored (6.1), the lowest of all groups, based on gender and race. It would be important to monitor stress levels of SLS staff by regularly deploying validated questionnaires and reporting instances of concern.</i></p> | <p>a. A stress risk assessment will be developed and deployed to SLS staff every year.</p> <p>b. Matters of concern arising from the risk assessment will be addressed as deemed appropriate</p> | <p>a. Implement by Dec 2024 and annually thereafter</p> <p>b. Implement by Dec 2024 and annually thereafter</p> | <p>a. HR</p> <p>b. AS-SAT &amp; AD PC</p> | <p>a. A stress risk assessment is in place and data are collected and analysed annually. It is expected that over the course of the award, the % of female staff reporting high levels of stress will decrease.</p> <p>b. Matters arising from the stress risk assessment are discussed at SEG and appropriate measures taken when needed. In staff surveys, technical and BAME female staff respond in line with other groups averages to mental health and wellbeing questions. Similarly, academic and</p> |

|  |  |  |   |  |  |   |
|--|--|--|---|--|--|---|
|  |  |  | <p>c. In line with the Institutional AS Action Plan, WAMS exceeding 100% will trigger a review of staff needs that should be conducive to workload reassignment and/or staff recruitment.</p> <p>d. Perform a systematic review of workload allocations of PTO staff that do not use WAMS, particularly technicians and other staff at grade AS06 and below</p> | <p>c. Implement by Dec 2024 and annually thereafter</p> <p>d. Complete by Jun 2026</p> | <p>c. SEG/all line managers</p> <p>d. School Manager</p> | <p>research staff averages improve by at least one point.</p> <p>c. <math>\leq 10\%</math> of staff has WAMS exceeding 100% by January 2027</p> <p>d. A review of workloads has been produced and a report submitted to SEG. Areas of concern (<i>i.e.</i> excessive workload) are addressed by redistribution or recruitment. <math>\geq 75\%</math> of staff report in surveys that their workload is appropriate, with no gender</p> |
|--|--|--|---|--|--|---|



|     |        |   |   |  |  |   |
|-----|--------|---|---|--|--|---|
|     |        |   |   |  |  | disparity in responses.   |
| 4.2 | Medium | <p><b>Mental Health Awareness and Training</b></p> <p><i>As reported in national (UK-wide) statistics, women are three times more likely to experience mental health issues. Young women are more likely to experience anxiety related conditions than any other group. This means our female UG and PG students are more at risk. The University deploys a variety of interventions to support students and staff mental health, from counselling services to the most recent purchase of a mental health app. OPD regularly delivers mental health awareness training and mental health first aider courses. However, students and staff do not always seem to show appropriate knowledge of the services on offer.</i></p> | <p>a. Encourage staff and students to attend mental health awareness training, such as the Mentally Healthy Workplace Online Training offered by Public Health Scotland</p> <p>b. Coordinate with OPD to deliver regular, tailored mental health training courses in the School of Life Sciences. Attendance to these courses should be mandatory for staff/students acting as first points of contact (e.g. PhD and PDRA representatives), staff with students' supervision responsibilities, and line managers.</p> <p>c. Develop an awareness campaign to signpost policies,</p> | <p>a. Implement by Sept 2025</p> <p>b. Implement by Jun 2025</p> <p>c. Implement by Sep 2023</p> | <p>a. HoD</p> <p>b. AS-SAT &amp; AD PC</p> <p>c. AS-SAT and PE &amp;</p> | <p>a-b. All line managers, students' supervisors and first point of contact have undertaken at least one mental health awareness course.</p> <p>c. &gt; 90% of surveyed staff and students report that they are</p> |

|     |        |  |   |   |  |   |
|-----|--------|--|---|---|--|---|
|     |        |  | support networks, and reporting mechanisms. Disseminate information about the availability of the “Feeling Good” app for staff and students.  | and annually thereafter   | Communication Officer.   | aware of mental health support available through University networks and counsellors as well as the ‘Feeling Good’ app. There is no gender disparity in response rates.   |
| 4.3 | Low    | <b>Mental Health First Aiders</b><br><br><i>However, staff in the focus groups seemed to have little awareness of the existence of these trained individuals. Moreover, the high demanding nature of the role can result in quick turnover.</i> | a. Continue recruiting staff/students to undergo appropriate training and become mental health first aiders.<br><br>b. Publicise widely the existence of mental health first aiders on the SLS equality and diversity website and staff newsletter. | a. Implement by Jan 2024 and annually thereafter<br><br>b. Implement by Sep 2023 and biannually (twice a year) thereafter | a. AD PC and OPD<br><br>b. AS-SAT and PE & Communication Officer | a. The number of staff/students undergoing mental health first aid training increases over five years. Staff reports the training has been helpful.<br><br>b. ≥ 75% of staff/students reports in culture/staff surveys that they are aware of the existence of this role. |
| 4.4 | Medium | <b>Beyond the Stigma</b><br><i>The fear of the stigma associated with disclosing</i>   | a. Establish a mental health group that hosts informal, regular meetings,   | a. Implement by Sep 2024  | a. AD PC   | a-b. The percentage of staff reporting their disability to HR increases from  |

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  |  | <p>mental health conditions is one of the major drivers behind under-reporting. Only 2% of staff in SLS disclose a disability, compared to 21% of the general population (of which a majority are female). We aim to develop a School culture that allows students and staff to feel comfortable reporting.</p> | <p>where students and staff can share their experiences and coping mechanisms.</p> <p>b. Liaise with HR to organise informational seminars aimed at highlighting the potential benefits of disclosing disability and available adjustments for staff that do.</p> <p>c. Develop a campaign in collaboration with UG students that brings to light the lived experience of disabled and/or neurodiverse scientists.</p> <p>d. Host a series of seminars held by</p> | <p>b. Complete by Jun 2024</p> <p>c. Complete by Sept 2024</p> <p>d. Implement by Jun 2024 and</p> | <p>b. AS-SAT</p> <p>c. AS-SAT</p> <p>d. AS-SAT and UG AS committee</p> | <p>2.7% to &gt; 5% (in line with UoD disclosure rates).</p> <p>a-b. The percentage of PGR students reporting a disability matches the percentage of UG students reporting, with a gender spread in line with cohort composition.</p> <p>c. In student surveys, students show an increased understanding of neurodiversity and report feeling represented within the School. No gender disparity is observed in awareness/representation responses.</p> <p>d. At least 3 iterations of these seminar series are</p> |
|--|--|---|--|--|--|--|

|     |        |   |   |  |  |   |
|-----|--------|---|---|--|--|---|
|     |        |   | scientist with a disclosed disability   | annually thereafter  |  | held over the period of the AS award. In evaluation forms, staff report that these seminars have been helpful to create a more inclusive culture.   |
| 4.5 | Medium | <b>Menopause</b><br><br><i>Menopause is a part of everyone's lives (either directly or indirectly). For every ten women experiencing menopausal symptoms, six say it has a negative impact on their work. Menopause is also known as a contributing factor to women retiring early, which can have knock-on gendered effects on earnings and pensions. We want to normalise conversations on menopause in the workplace and raise awareness of how it can affect a person's daily working life and identify ways in which to support people to lessen the negative impacts.</i> | a. Increase awareness of the current menopause meetup group, which was started up in October 2022 by a SLS staff member.<br><br>b. Menopause awareness training made available for all staff and students, (mandatory for those who manage other staff as part of their position).<br><br>c. Install menopause symptom information posters on | a. Complete by Dec 2023<br><br>b. Implement by Jan 2025<br><br>c. Complete by Jan 2024 | a. AS-SAT and PE and communication officer<br><br>b. OPD<br><br>c. AS-SAT and PE and communication officer | a. Attendance to the menopause group increases by 100% and staff reports it to be helpful.<br><br>b. All line managers received training on menopause and report in follow up evaluation forms that the training has helped them better support their staff.<br><br>c. Information sheets on menopause are produced and |

|            |     |   |  |   |                            |   |
|------------|-----|---|--|---|----------------------------|---|
|            |     |   | noticeboards or in toilets.  |   |                            | circulated both in digital and physical form.   |
|            |     |   | d. Period products made available School-wide in all toilet facilities for period dignity at work.   | d. Implement by Sep 2023                                | d. Estates and Buildings   | d. Period products are available in all toilet facilities, regardless of single sex designation.  |
| <b>4.6</b> | Low | <b>Fertility Awareness</b><br><br>Women's fertility is not widely educated in school. Women's fertility changes throughout their life, and women who choose to focus on their careers first may have difficulty with fertility later. | a. Establish a mental health group for fertility, where students and staff can share experiences with miscarriages, or difficulty, IVF, surrogacy, and egg freezing.<br><br>b. Host series of seminars on fertility. | a. Implement by Jun 2025<br><br>b. complete by Jun 2026 | a. AS-SAT<br><br>b. AS-SAT | a. A fertility group has been established and meetings are attended regularly by 10 or more staff members. An increasing number of attendees report over time that the group has had a positive impact on their mental health.<br><br>b. At least two iterations of the seminars have taken place by Jan 2027. In evaluation forms, |

|  |  |  |  |  |  |   |
|--|--|--|--|--|--|---|
|  |  |  |  |  |  | <p>attendees report that these seminars have been helpful to create a more inclusive culture.</p> |
|--|--|--|--|--|--|---|

# Appendix 1

## Culture Survey Data

### Overall Responses

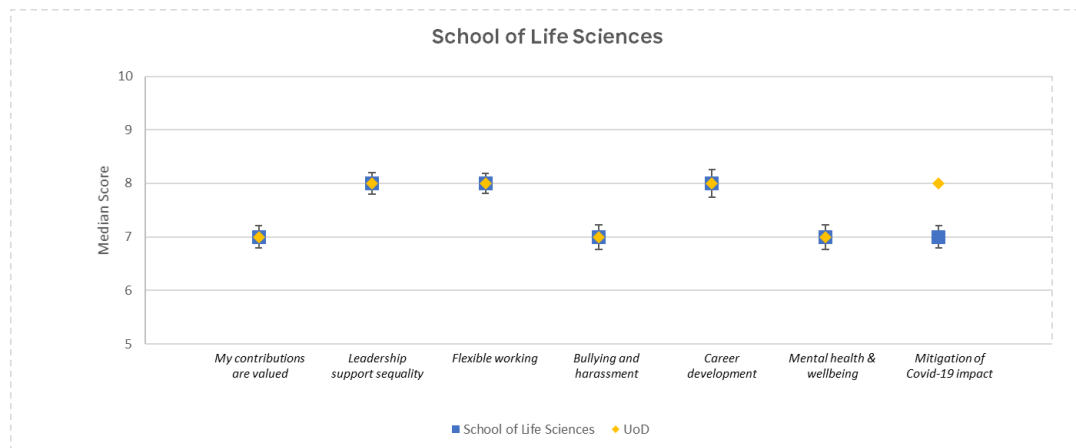


Figure 1.1 Median scores calculated from SLS staff responses to each of the seven survey questions

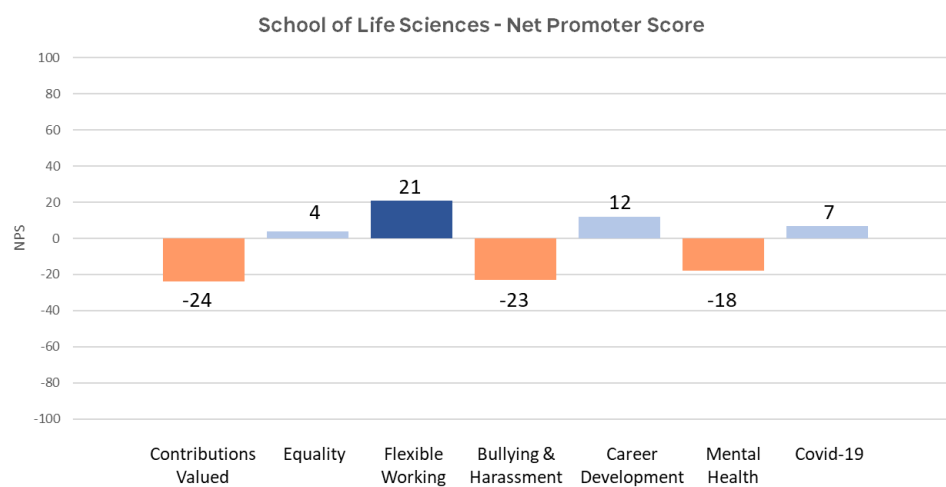


Figure 1.2 Net Promoter Scores calculated from staff responses to each of the seven survey questions

## Analysis of responses by question by protected characteristic

### Response rate in the School of Life Sciences

Table 1.1 SLS staff responses by job category and protected characteristics

| Staff groups within School | Categories of the groups  | Sum of Response rate |
|----------------------------|---------------------------|----------------------|
| Job category               | Academic                  | 42%                  |
| Job category               | Academic Related          | 30%                  |
| Job category               | Clerical                  | 41%                  |
| Job category               | Research                  | 25%                  |
| Job category               | Technical                 | 20%                  |
| Gender                     | Female                    | 28%                  |
| Gender                     | Male                      | 25%                  |
| Ethnicity                  | BAME                      | 24%                  |
| Ethnicity                  | White                     | 27%                  |
| Ethnicity                  | Information Refused       | 35%                  |
| Ethnicity                  | Not Known                 | 18%                  |
| Disability                 | Declared disability       | 33%                  |
| Disability                 | No declared disability    | 26%                  |
| Job category & Gender      | Academic   Female         | 59%                  |
| Job category & Gender      | Academic   Male           | 37%                  |
| Job category & Gender      | Academic Related   Female | 31%                  |
| Job category & Gender      | Academic Related   Male   | 29%                  |
| Job category & Gender      | Research   Female         | 26%                  |
| Job category & Gender      | Research   Male           | 23%                  |
| Job category & Gender      | Technical   Female        | 21%                  |
| Job category & Gender      | Technical   Male          | 18%                  |
| Ethnicity & Gender         | BAME   Female             | 30%                  |
| Ethnicity & Gender         | BAME   Male               | 19%                  |
| Ethnicity & Gender         | White   Female            | 28%                  |
| Ethnicity & Gender         | White   Male              | 27%                  |



1. *My contributions are valued in my School/Directorate.*

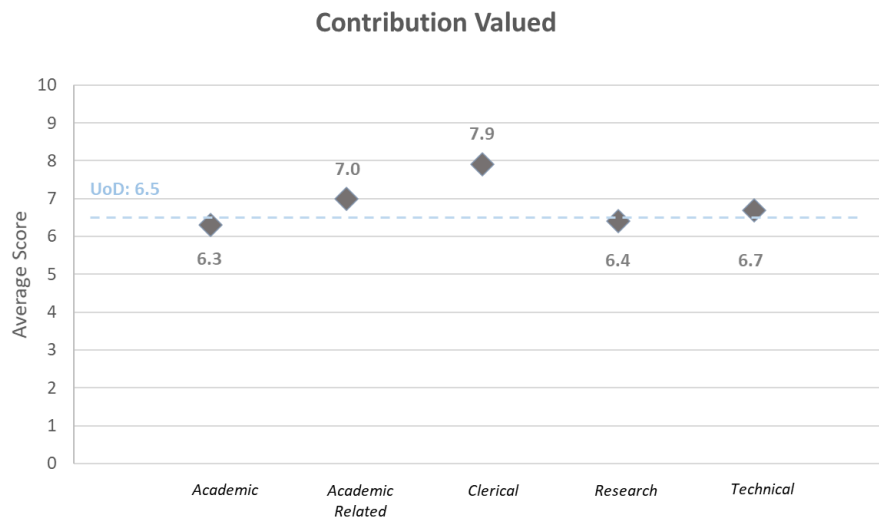


Figure 1.2 Staff responses to survey question 1 by job description

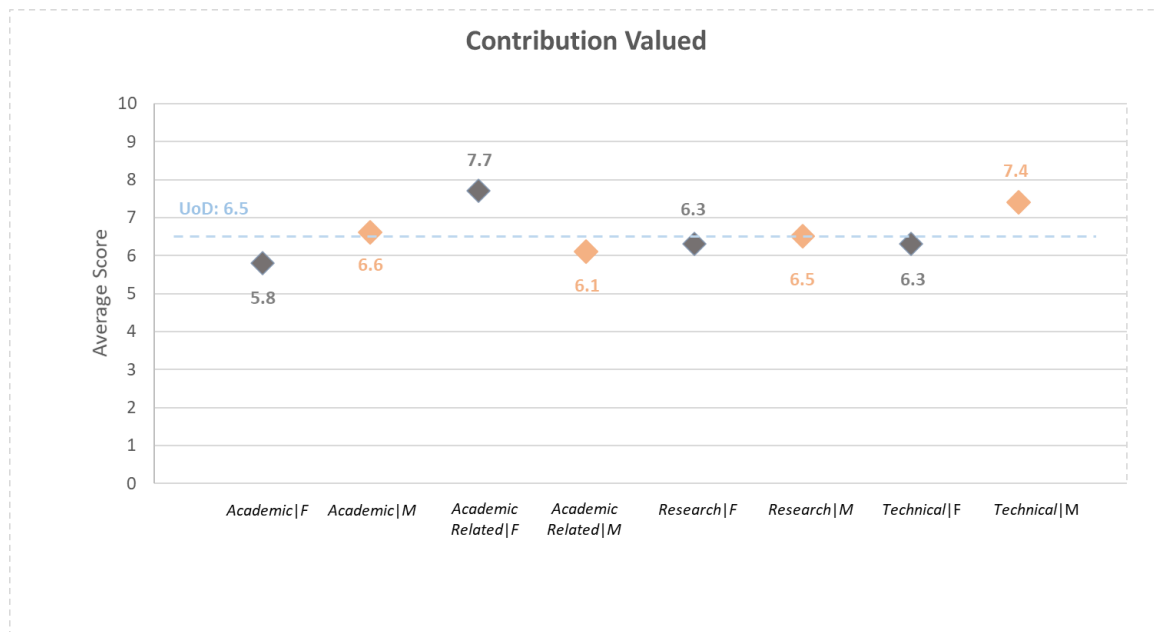


Figure 1.3. Staff responses to survey question 1 by job description by gender

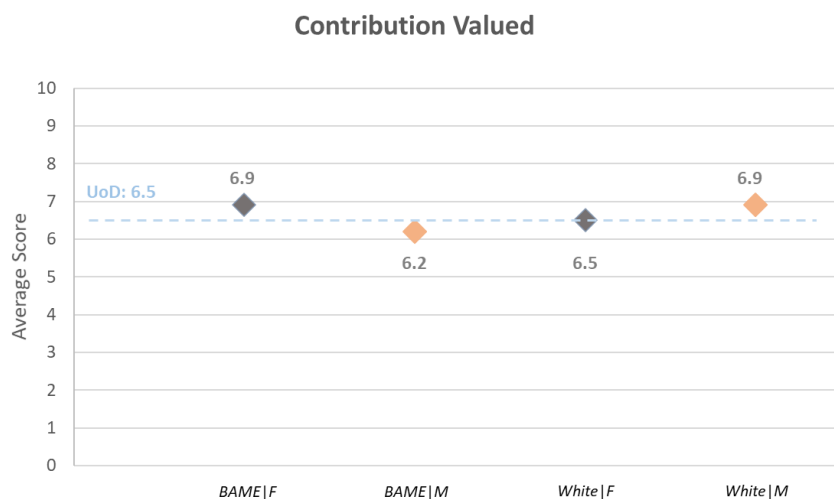


Figure 1.4. Staff responses to survey question 1 by race by gender

Table 1.1 Staff responses to survey question 1 by disability status

| Label                  | Average score |
|------------------------|---------------|
| Declared disability    | 5.8           |
| No declared disability | 6.6           |

## 2. Leadership within my School /Directorate actively supports equality.

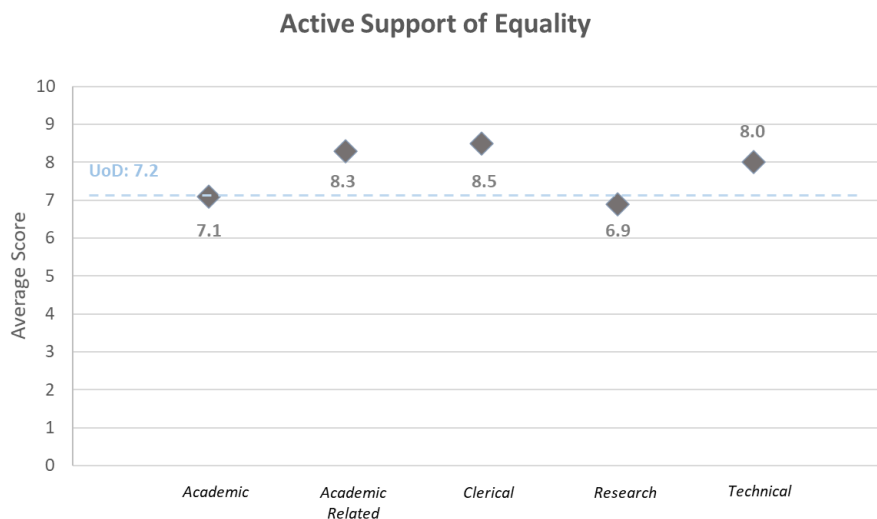


Figure 1.5. Staff responses to survey question 2 by job description

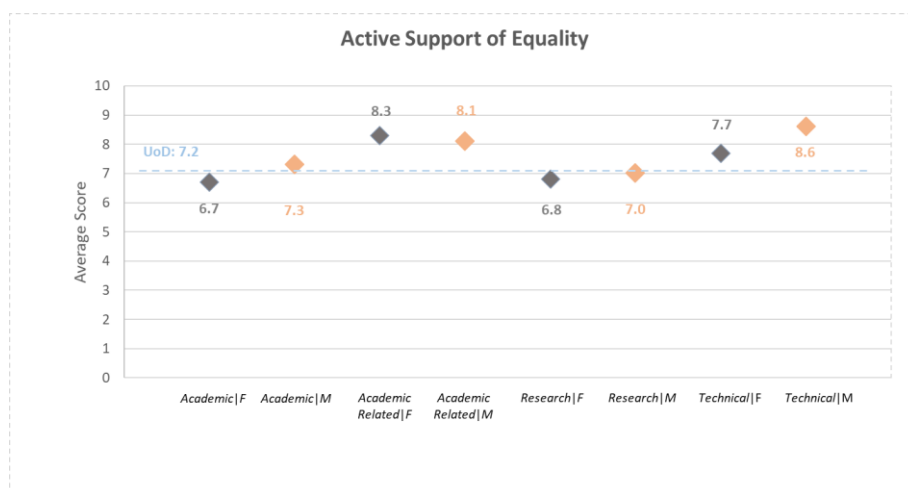


Figure 1.6. Staff responses to survey question 2 by job description by gender

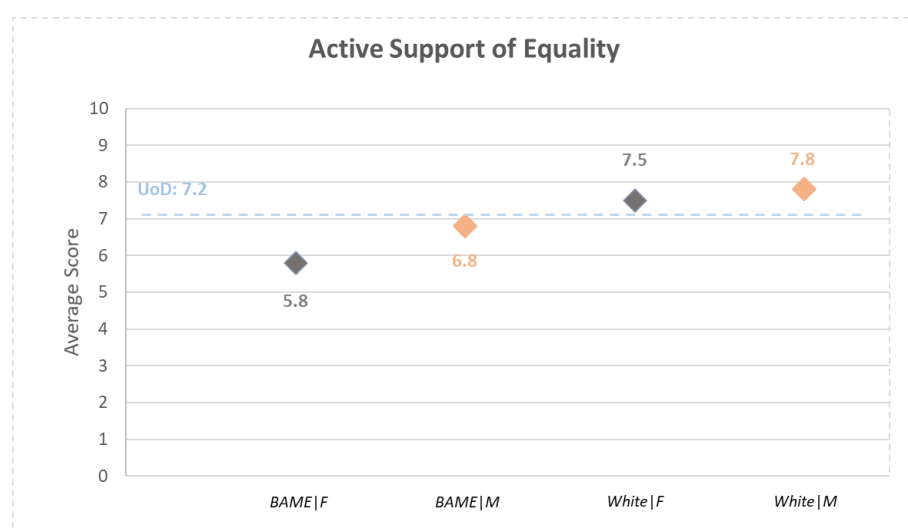


Figure 1.7. Staff responses to survey question 2 by race by gender

Table 1.2 Staff responses to survey question 2 by disability status

| Label                  | Average score |
|------------------------|---------------|
| Declared disability    | 6.7           |
| No declared disability | 7.4           |

3. My School/Directorate enables flexible working.

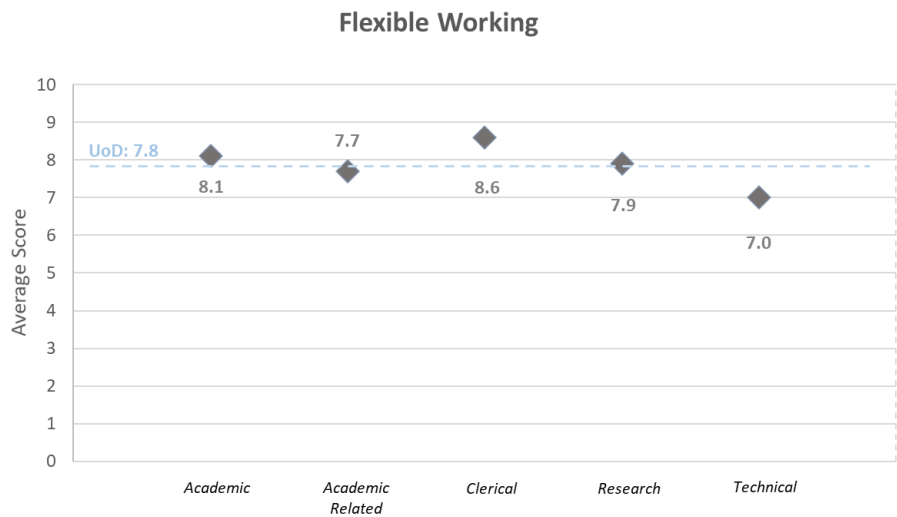


Figure 1.8. Staff responses to survey question 3 by job description

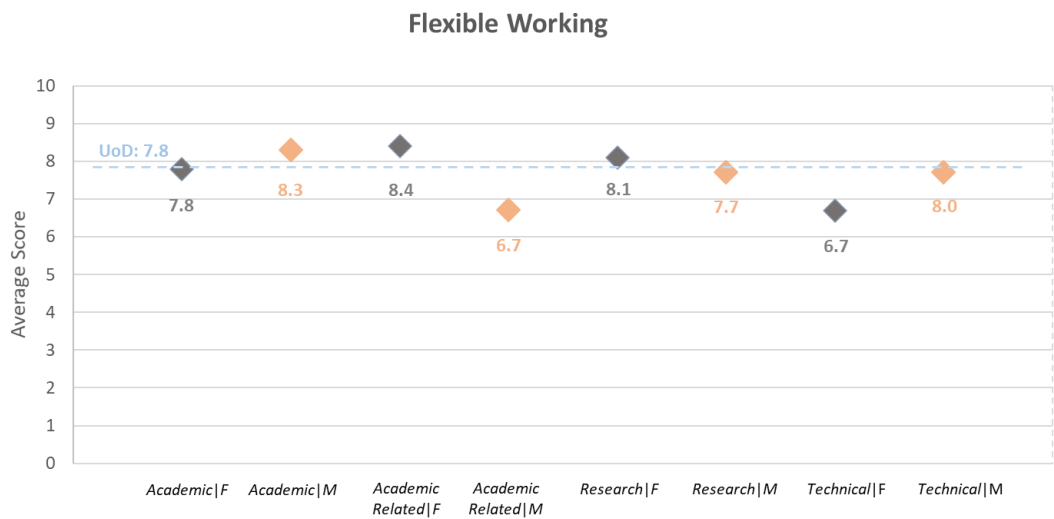


Figure 1.9. Staff responses to question 3 by job description by gender

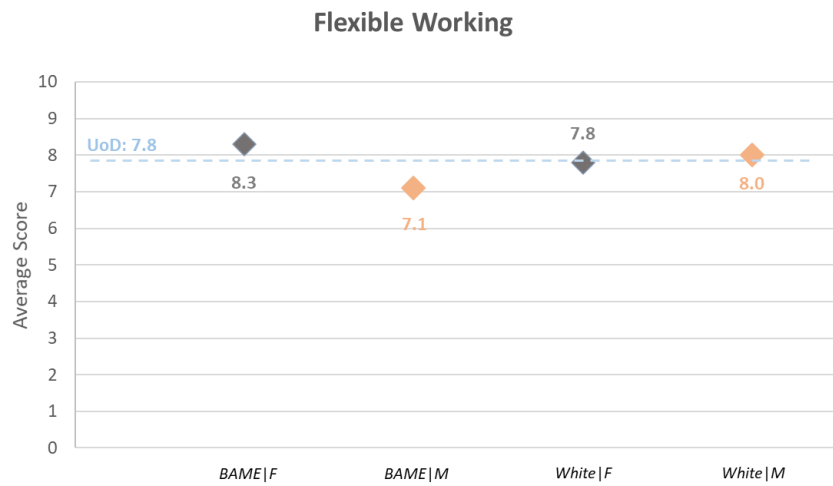


Figure 1.10. Staff responses to survey question 3 by race by gender

Table 1.3 Staff responses to survey question 3 by disability status

| Label                  | Average score |
|------------------------|---------------|
| Declared disability    | 5.8           |
| No declared disability | 7.9           |

4. *I am satisfied with how bullying and harassment are addressed in my School /Directorate.*

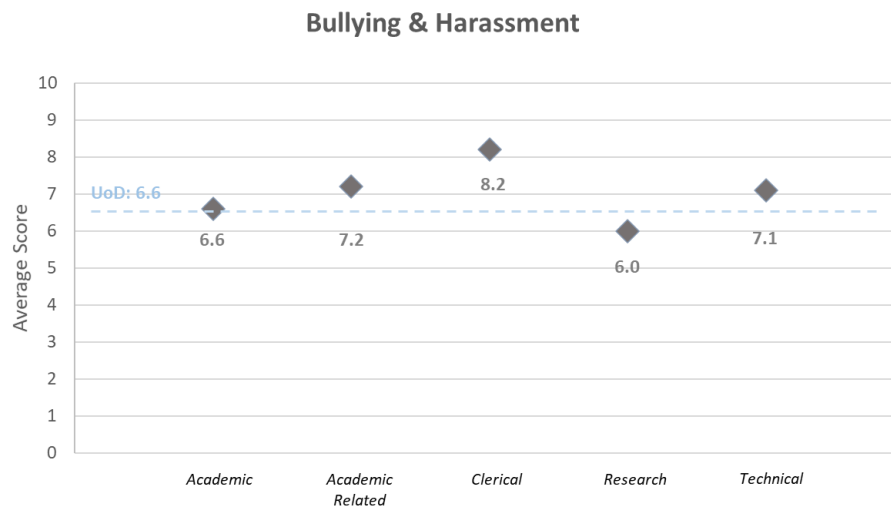


Figure 1.11. Staff responses to survey question 4 by job description

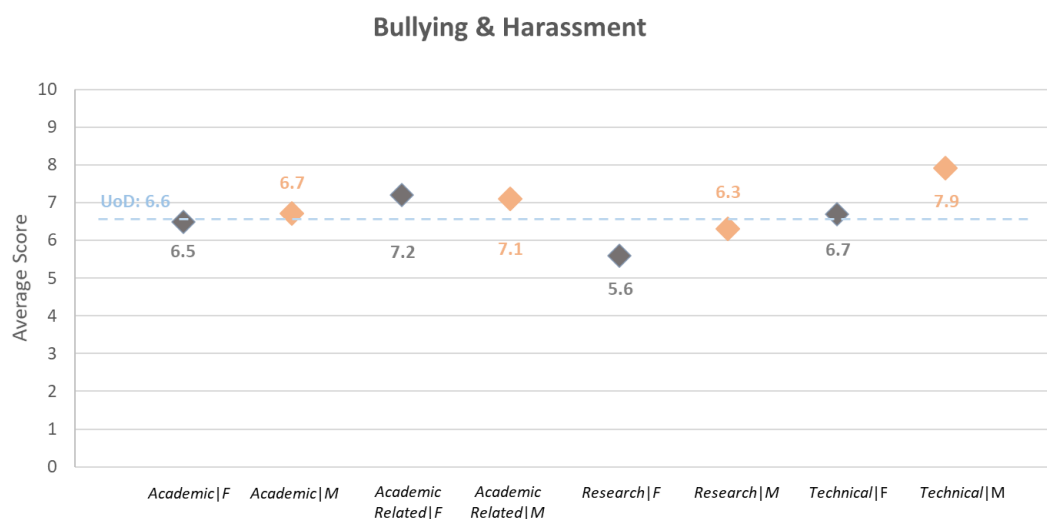


Figure 1.12. Staff responses to question 4 by job description by gender

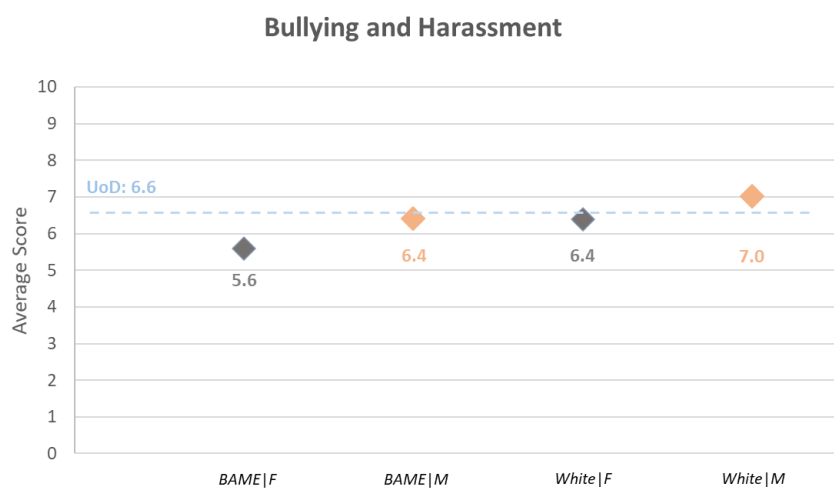


Figure 1.13. Staff responses to question 4 by job race by gender

Table 1.4 Staff responses to survey question 4 by disability status

| Label                  | Average score |
|------------------------|---------------|
| Declared disability    | 5.3           |
| No declared disability | 6.5           |

5. My line manager supports career development.

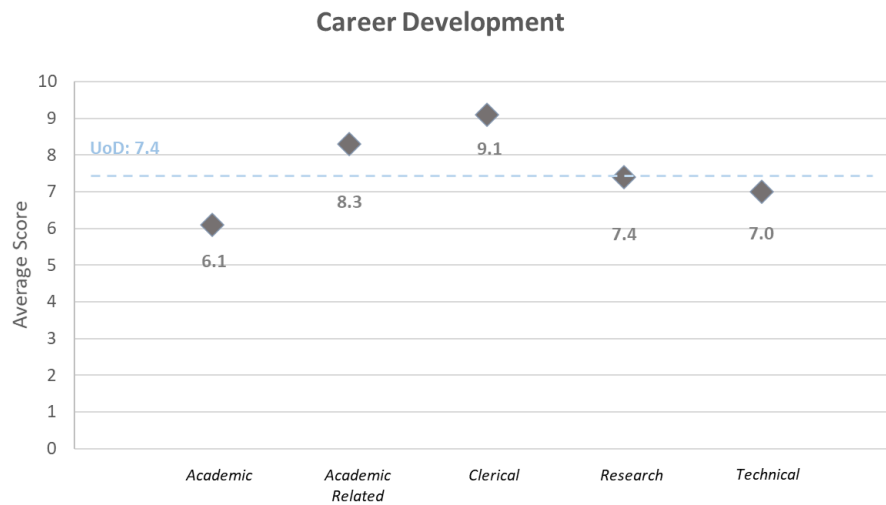


Figure 1.14. Staff responses to survey question 5 by job description

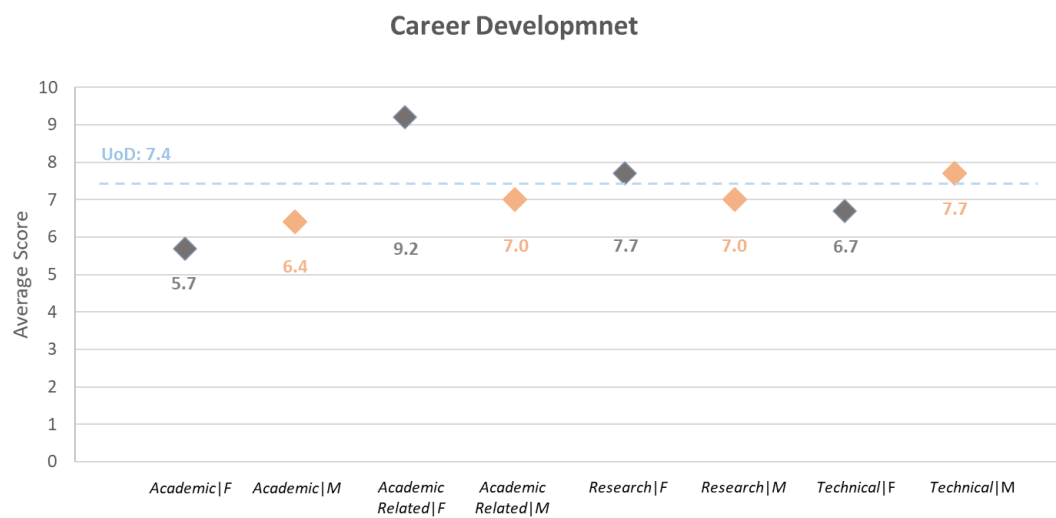


Figure 1.15. Staff responses to survey question 5 by job description by gender

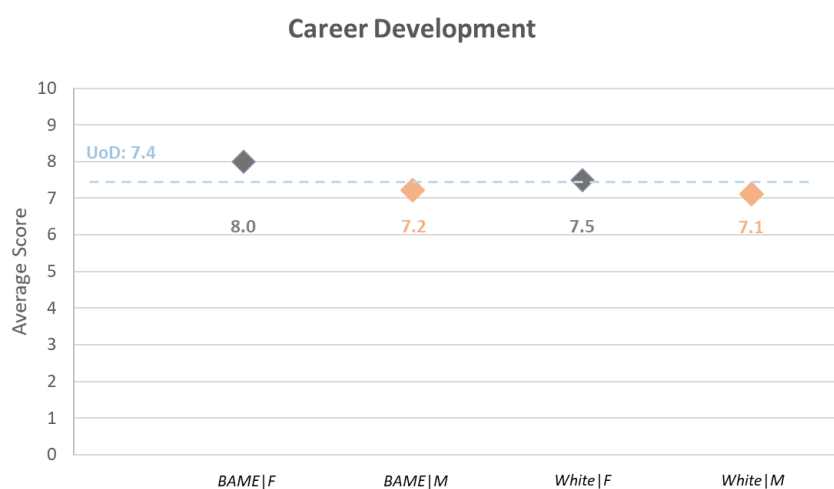


Figure 1.16. Staff responses to question 5 by race by gender

Table 1.5 Staff responses to survey question 5 by disability status

| Label                  | Average score |
|------------------------|---------------|
| Declared disability    | 4.8           |
| No declared disability | 7.3           |

6. My mental health and wellbeing are supported in my School/Directorate.

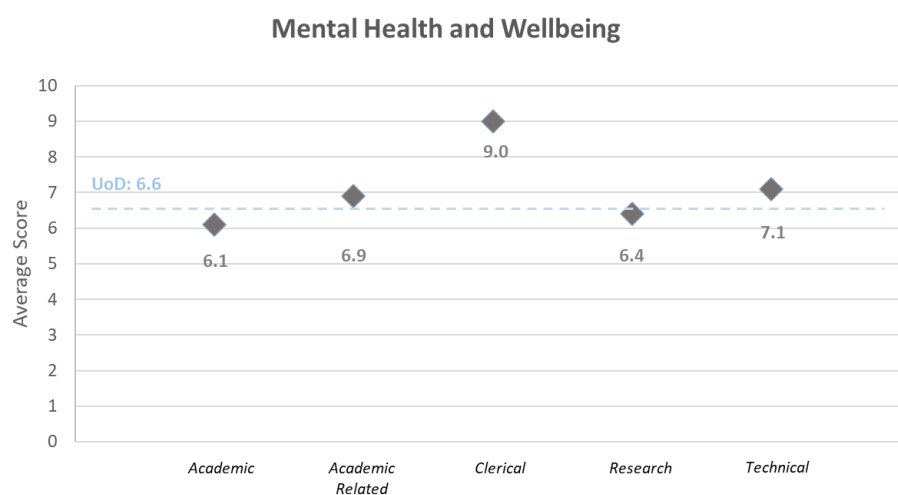


Figure 1.17. Staff responses to survey question 6 by job description



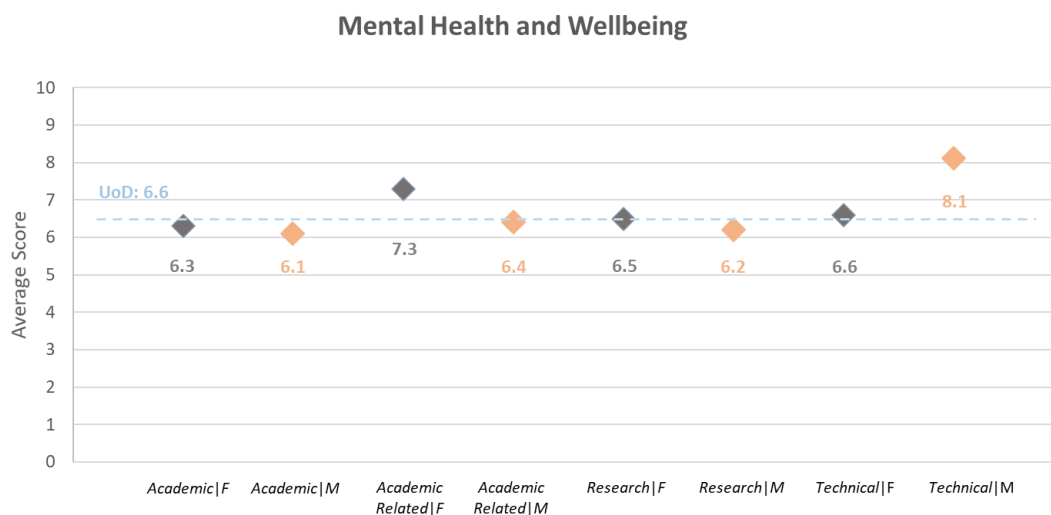


Figure 1.18. Staff responses to survey question 6 by job description by gender

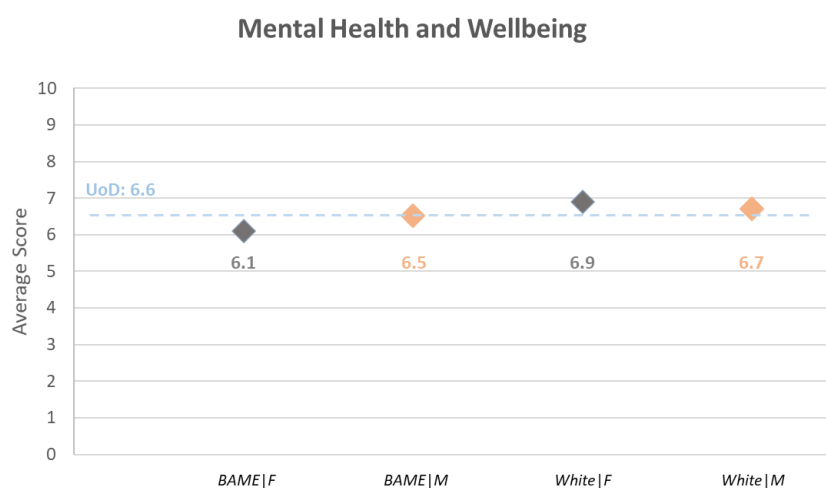


Figure 1.19. Staff responses to question 6 by race by gender

Disabled members of staff, once again, show a higher degree of dissatisfaction with the support provided (avg. 4.7) compared to non-disabled staff (6.7).

Table 1.6 Staff responses to survey question 6 by disability status

| Label                  | Average score |
|------------------------|---------------|
| Declared disability    | 4.7           |
| No declared disability | 6.7           |

7. *My School/Directorate has taken action to mitigate the adverse impact of the Covid-19 pandemic on staff with particular protected characteristics.*

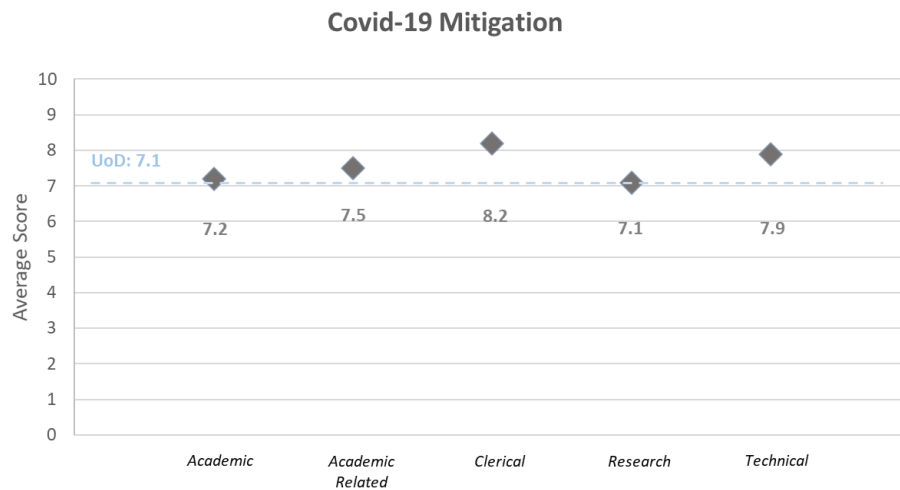


Figure 1.20. Staff responses to survey question 7 by job description

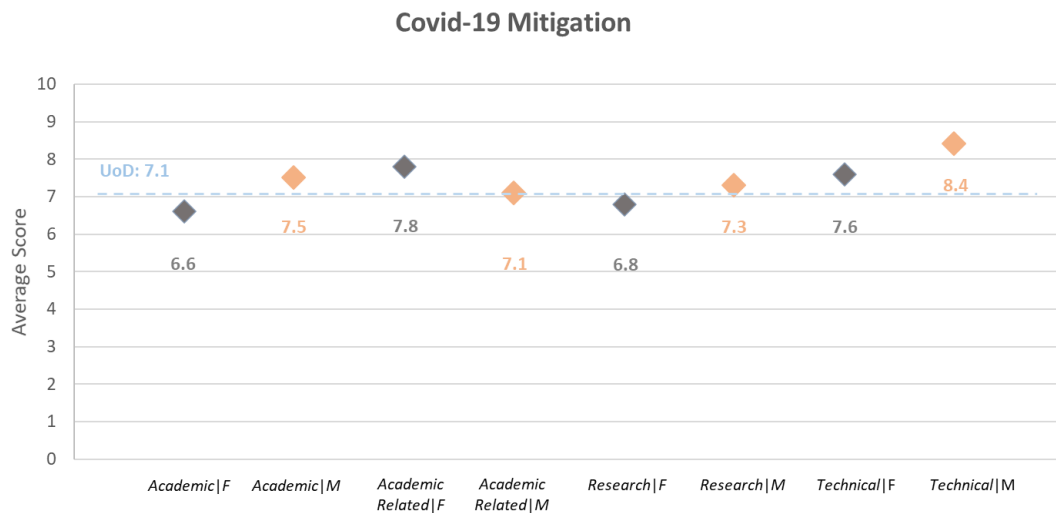
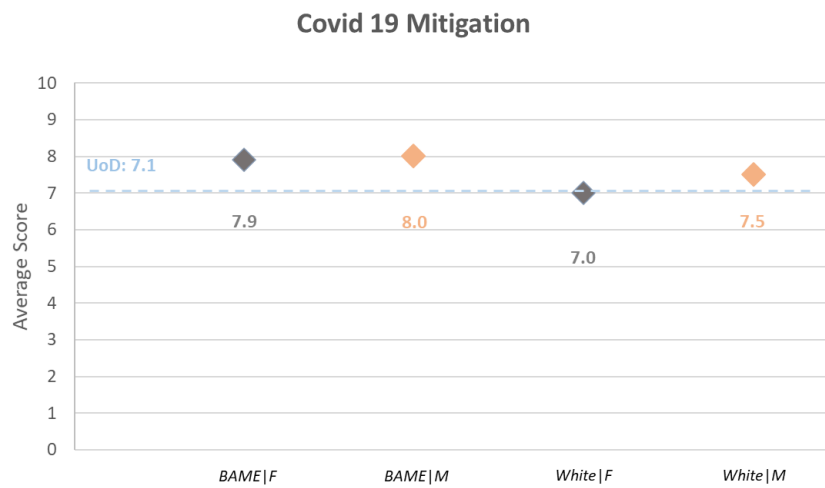


Figure 1.21 Staff responses to survey question 7 by job description by gender



*Figure 1.22 Staff responses to question 7 by race by gender*

*Table 1.7 Staff responses to survey question 7 by disability status*

| Label                  | Average score |
|------------------------|---------------|
| Declared disability    | 5.3           |
| No declared disability | 7.4           |

## Appendix 2

### Data Tables

#### 1. Students at foundation, UG, PGT and PGR level

##### 1.1 UG students on foundation/access courses

Table 2.1.1 Percentage of UG students on the SLS foundation course by gender by year. Admission of students on the foundation course was paused in 2020/21 due to Covid-19.

|              | 2016/17     | 2017/18     |  | 2019/20     | 2020/21  |
|--------------|-------------|-------------|--|-------------|----------|
| Female       | 63%         | 64%         |  | 67%         | -        |
| Male         | 38%         | 36%         |  | 33%         | -        |
| <b>Total</b> | <b>100%</b> | <b>100%</b> |  | <b>100%</b> | <b>-</b> |

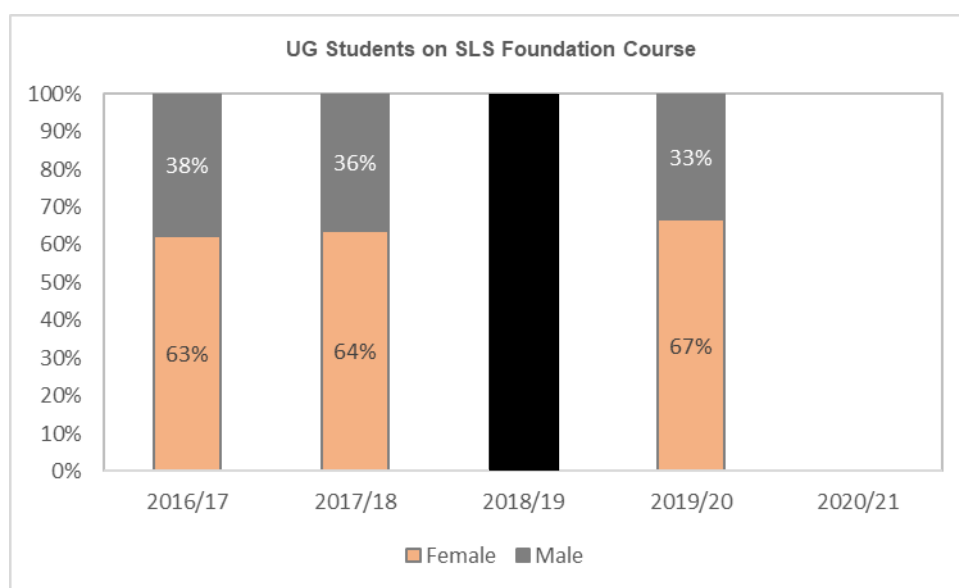


Chart 1.1.1 Percentage of UG students on SLS foundation course by gender by year. Admission of students on the foundation course was paused in 2020/21 due to Covid-19.

Table 1.1.3 SLS UG students on Widening Access routes by gender by year.

|              | 2016/7 |             | 2017/8 |             | 2018/9 |             | 2019/0 |             | 2020/1 |             |
|--------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|
|              | Number | %           | Number | %           | Number | %           | Number | %           | Number | %           |
| Female       |        | 47%         |        | 55%         |        | 55%         |        | 60%         |        | 38%         |
| Male         |        | 53%         |        | 45%         |        | 45%         |        | 40%         |        | 62%         |
| <b>Total</b> |        | <b>100%</b> |        | <b>100%</b> |        | <b>100%</b> |        | <b>100%</b> |        | <b>100%</b> |

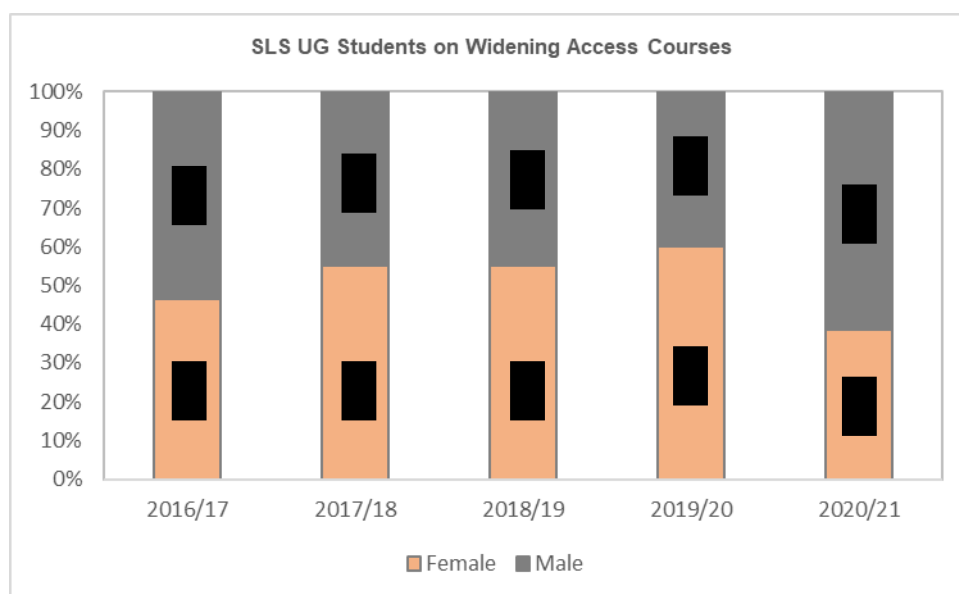


Chart 1.1.2. SLS UG students on Widening Access routes by gender by year.

## 1.2 UG students on Biological/Biomedical degree streams

Data include foundation and access students

Table 1.2.1 SLS UG students by gender by year over a five-year reporting period.

|        | 2016/7 |      | 2017/8 |      | 2018/9 |      | 2019/0 |      | 2020/1 |      |
|--------|--------|------|--------|------|--------|------|--------|------|--------|------|
|        | Number | %    | Number | %    | Number | %    | Number | %    | Number | %    |
| Female |        | 64%  |        | 63%  |        | 65%  |        | 64%  |        | 63%  |
| Male   |        | 36%  |        | 37%  |        | 35%  |        | 36%  |        | 37%  |
| Total  |        | 100% |        | 100% |        | 100% |        | 100% |        | 100% |

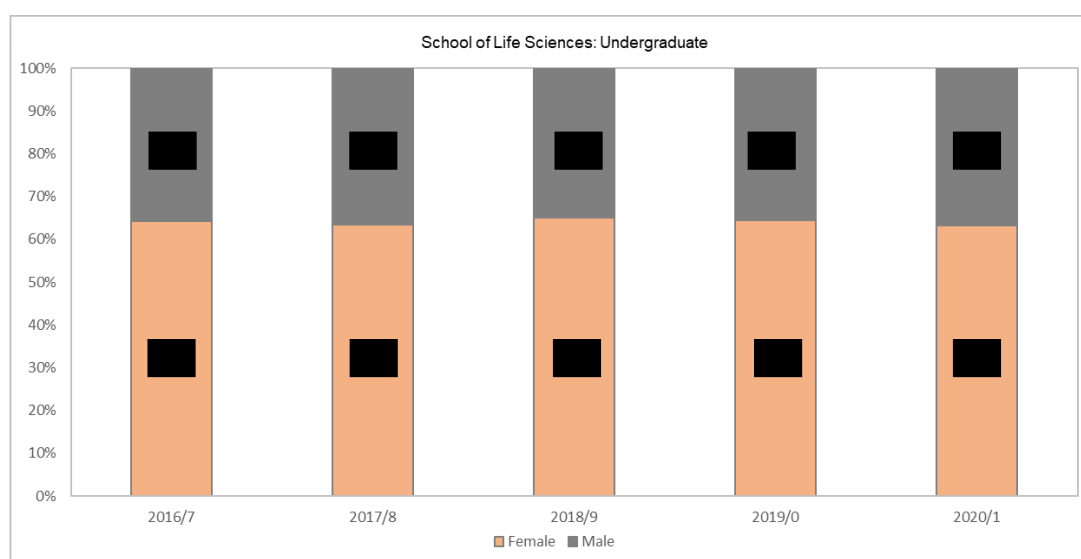


Chart 1.2.1. SLS UG students by gender by year over a five-year reporting period

Table 1.2.2. SLS UG applicants' journey by gender by year over a five-year reporting period.

|                | 2016/7 |     |      |     | 2017/8 |     |      |     | 2018/9 |     |      |     | 2019/0 |     |      |     | 2020/1 |     |      |     |
|----------------|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|
|                | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   |
| Applications   |        | 64% |      | 36% |        | 67% |      | 33% |        | 64% |      | 36% |        | 65% |      | 35% |        | 67% |      | 33% |
| Offers         |        | 65% |      | 35% |        | 68% |      | 32% |        | 67% |      | 33% |        | 67% |      | 33% |        | 68% |      | 32% |
| Acceptances    |        | 64% |      | 36% |        | 63% |      | 38% |        | 66% |      | 34% |        | 65% |      | 35% |        | 62% |      | 38% |
| Matriculations |        | 62% |      | 38% |        | 61% |      | 39% |        | 67% |      | 33% |        | 64% |      | 36% |        | 62% |      | 38% |

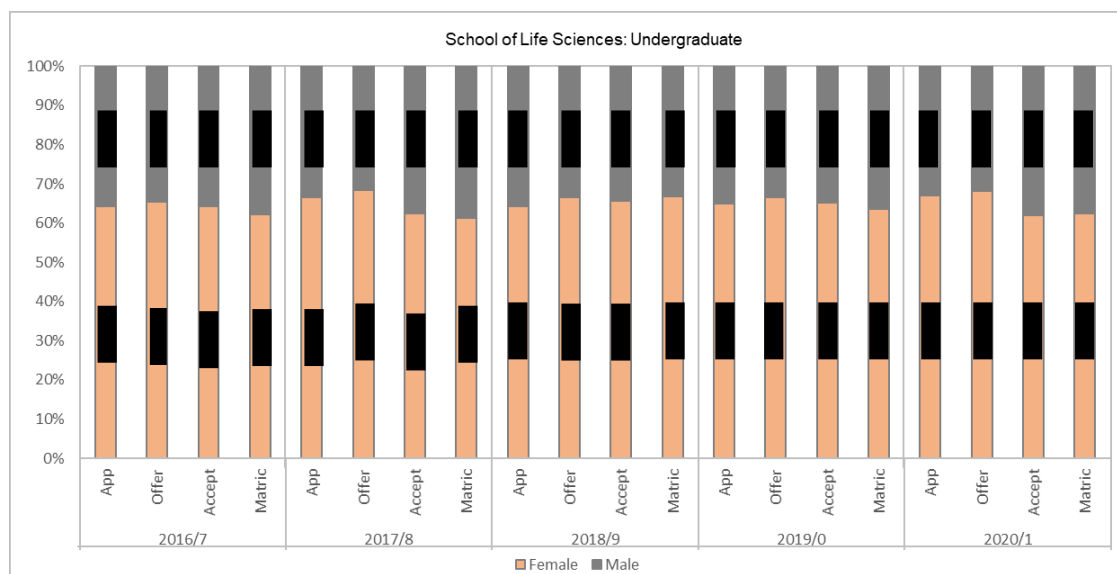


Chart 1.2.2 SLS UG applicants journey by gender by year over a five-year reporting period.

Table 1.2.3. SLS UG progression to next step on applicant journey by gender by year over a five-year reporting period.

|                               | 2016/7 |   |      |   | 2017/8 |   |      |   | 2018/9 |   |      |   | 2019/0 |   |      |   | 2020/1 |   |      |   |
|-------------------------------|--------|---|------|---|--------|---|------|---|--------|---|------|---|--------|---|------|---|--------|---|------|---|
|                               | Female | % | Male | % | Female | % | Male | % | Female | % | Male | % | Female | % | Male | % | Female | % | Male | % |
| Applications > Offers         | 75%    |   | 72%  |   | 75%    |   | 69%  |   | 77%    |   | 70%  |   | 72%    |   | 67%  |   | 72%    |   | 69%  |   |
| Offers > Acceptances          | 20%    |   | 21%  |   | 19%    |   | 25%  |   | 23%    |   | 24%  |   | 20%    |   | 21%  |   | 20%    |   | 26%  |   |
| Acceptances > Matriculations  | 90%    |   | 99%  |   | 92%    |   | 97%  |   | 95%    |   | 90%  |   | 89%    |   | 95%  |   | 92%    |   | 90%  |   |
| Applications > Matriculations | 14%    |   | 15%  |   | 13%    |   | 17%  |   | 17%    |   | 15%  |   | 13%    |   | 13%  |   | 13%    |   | 16%  |   |
| Offers > Matriculations       | 18%    |   | 21%  |   | 18%    |   | 24%  |   | 22%    |   | 21%  |   | 17%    |   | 20%  |   | 18%    |   | 23%  |   |

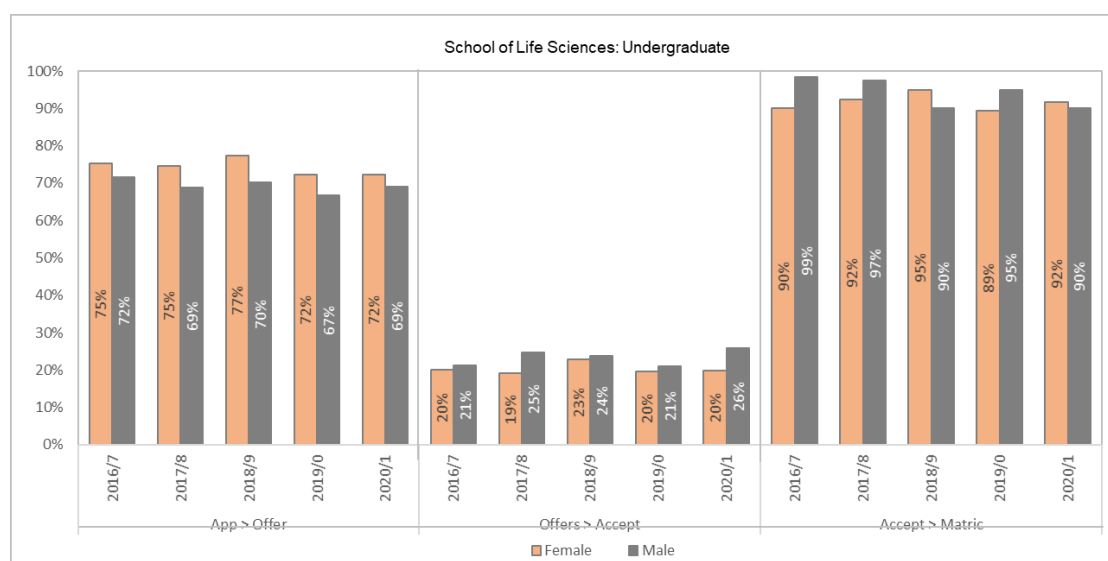


Chart 1.2.3. SLS UG progression to next step on applicant journey by gender by year over a five-year reporting period.

### 1.3 MSci students in the School of Life Sciences

Table 1.3.1 SLS MSci applicants' journey by gender by year over a five-year reporting period.

| MSci Students<br>Application Journey | 2017/18 |      | 2017/18 |      | 2018/19 |      | 2019/20 |      | 2020/21 |      |
|--------------------------------------|---------|------|---------|------|---------|------|---------|------|---------|------|
|                                      | Female  | Male | Female  | Male | Female  | Male | Female  | Male | Female  | Male |
| Applications                         | 67%     | 33%  | 75%     | 25%  | 55%     | 45%  | 52%     | 48%  | 53%     | 48%  |
| Offers                               | 80%     | 20%  | 71%     | 29%  | 53%     | 47%  | 52%     | 48%  | 63%     | 38%  |
| Acceptances/Matriculation            | 77%     | 23%  | 82%     | 18%  | 55%     | 45%  | 55%     | 45%  | 53%     | 47%  |

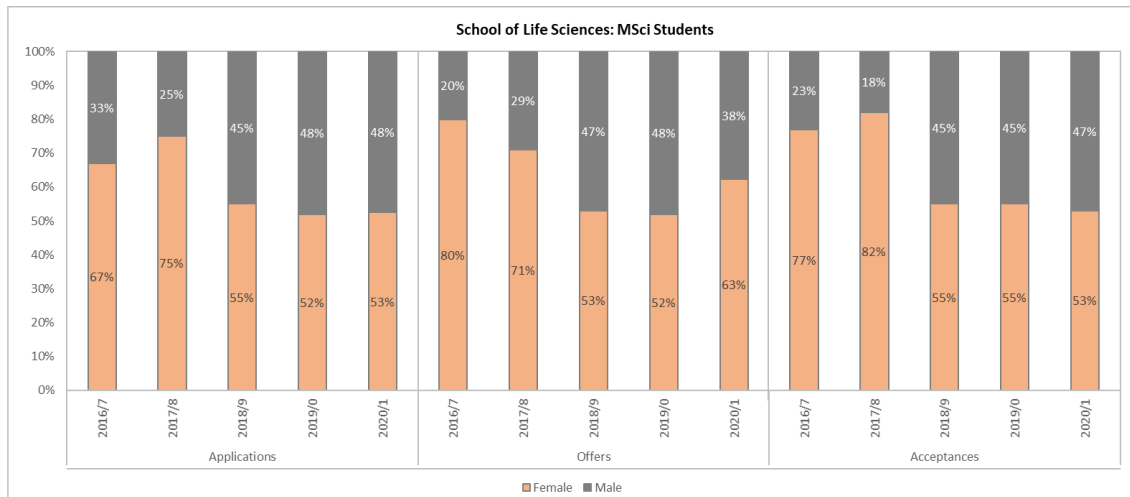


Chart 1.3.1 SLS MSci Students journey by gender by year over a five-year reporting period.

### 1.4 TPG students in the School of Life Sciences

Table 1.4.1 SLS TPG students by gender by year over a five-year reporting period. NB: TPG programmes were introduced in the AY 2019/20. (2018-2020 AP 4.1.6)

|              | 2016/7   |          | 2017/8   |          | 2018/9   |          | 2019/0     |             | 2020/1     |             |
|--------------|----------|----------|----------|----------|----------|----------|------------|-------------|------------|-------------|
|              | Number   | %        | Number   | %        | Number   | %        | Number     | %           | Number     | %           |
| Female       | 0        | -        | 0        | -        | 0        | -        | 69         | 69%         | 65         | 65%         |
| Male         | 0        | -        | 0        | -        | 0        | -        | 31         | 31%         | 35         | 35%         |
| <b>Total</b> | <b>0</b> | <b>-</b> | <b>0</b> | <b>-</b> | <b>0</b> | <b>-</b> | <b>100</b> | <b>100%</b> | <b>100</b> | <b>100%</b> |

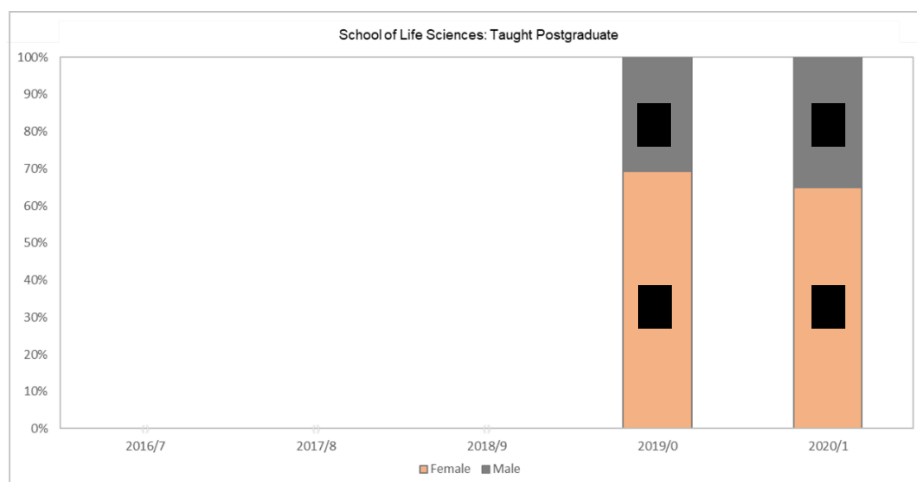


Chart 1.4.1 SLS TPG students by gender by year over a five-year reporting period. NB: TPG programmes were introduced in the AY 2019/20.

Table 1.4.2 SLS TPG applicants' journey by gender by year over a five-year reporting period.

|                | 2016/7 |    |      |    | 2017/8 |    |      |    | 2018/9 |    |      |    | 2019/0 |     |      |     | 2020/1 |     |      |     |
|----------------|--------|----|------|----|--------|----|------|----|--------|----|------|----|--------|-----|------|-----|--------|-----|------|-----|
|                | Female | %  | Male | %  | Female | %  | Male | %  | Female | %  | Male | %  | Female | %   | Male | %   | Female | %   | Male | %   |
| Applications   | 0      | 0% | 0    | 0% | 0      | 0% | 0    | 0% | 0      | 0% | 0    | 0% | 59%    | 59% | 41%  | 41% | 57%    | 57% | 43%  | 43% |
| Offers         | 0      | 0% | 0    | 0% | 0      | 0% | 0    | 0% | 0      | 0% | 0    | 0% | 67%    | 67% | 33%  | 33% | 62%    | 62% | 38%  | 38% |
| Acceptances    | 0      | 0% | 0    | 0% | 0      | 0% | 0    | 0% | 0      | 0% | 0    | 0% | 67%    | 67% | 33%  | 33% | 57%    | 57% | 43%  | 43% |
| Matriculations | 0      | 0% | 0    | 0% | 0      | 0% | 0    | 0% | 0      | 0% | 0    | 0% | 69%    | 69% | 31%  | 31% | 65%    | 65% | 35%  | 35% |

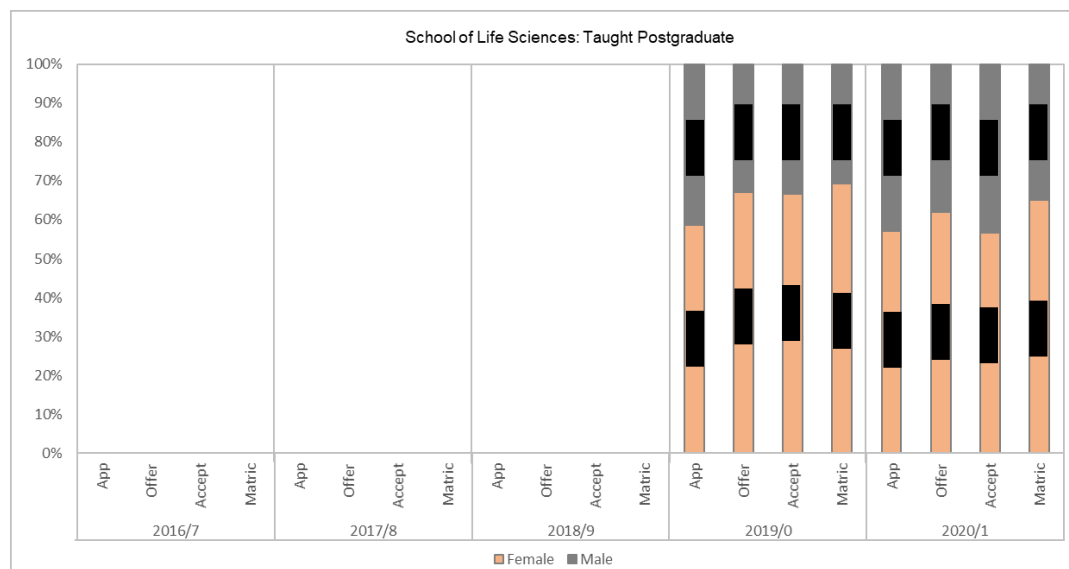


Chart 1.4.2 SLS TPG applicants' journey by gender by year over a five-year reporting period.

## 1.5 PGR students in the School of Life Sciences

Table 1.5.1 SLS PGR students by gender by year over a five-year reporting period. NB: TPG programmes were introduced in the AY 2019/20.

|        | 2016/7 |      | 2017/8 |      | 2018/9 |      | 2019/0 |      | 2020/1 |      |
|--------|--------|------|--------|------|--------|------|--------|------|--------|------|
|        | Number | %    | Number | %    | Number | %    | Number | %    | Number | %    |
| Female |        | 47%  |        | 52%  |        | 53%  |        | 54%  |        | 59%  |
| Male   |        | 53%  |        | 48%  |        | 47%  |        | 46%  |        | 41%  |
| Total  |        | 100% |        | 100% |        | 100% |        | 100% |        | 100% |

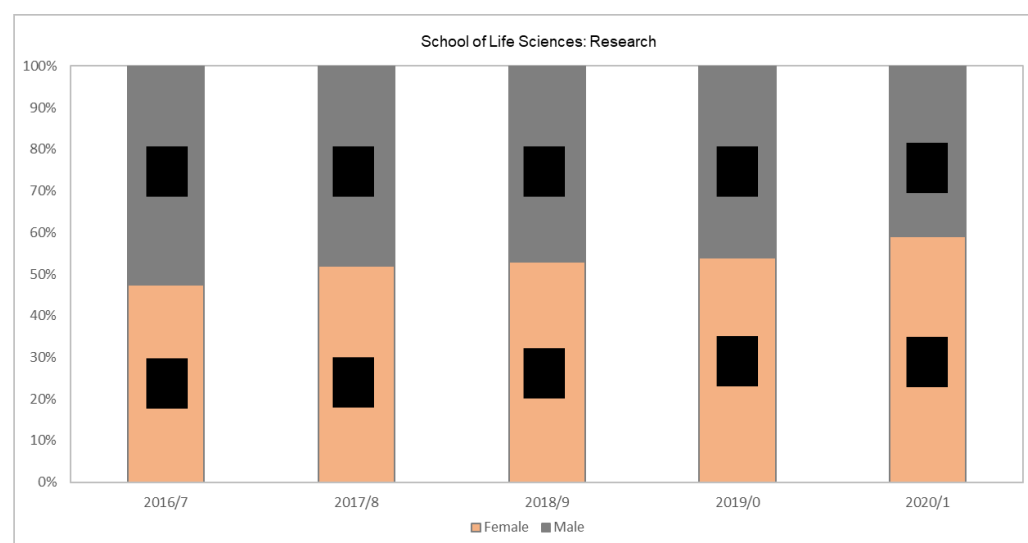
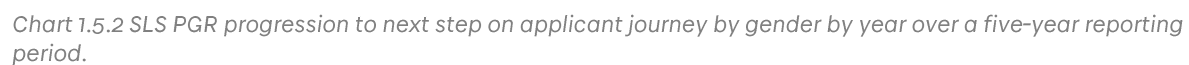


Chart 1.5.1 SLS PGR students by gender by year over a five-year reporting period. NB: TPG programmes were introduced in the AY 2019/20.



|                | 2016/7 |     |      |     | 2017/8 |     |      |     | 2018/9 |     |      |     | 2019/0 |     |      |     | 2020/1 |     |      |     |
|----------------|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|
|                | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   |
| Applications   |        | 45% |      | 55% |        | 57% |      | 43% |        | 52% |      | 48% |        | 51% |      | 49% |        | 66% |      | 34% |
| Offers         |        | 51% |      | 49% |        | 63% |      | 37% |        | 52% |      | 48% |        | 54% |      | 46% |        | 65% |      | 35% |
| Acceptances    |        | 52% |      | 48% |        | 66% |      | 34% |        | 52% |      | 48% |        | 57% |      | 43% |        | 63% |      | 37% |
| Matriculations |        | 55% |      | 45% |        | 66% |      | 34% |        | 51% |      | 49% |        | 57% |      | 43% |        | 64% |      | 36% |



## 2.1 Attainment of SLS UG students previously enrolled on foundation course

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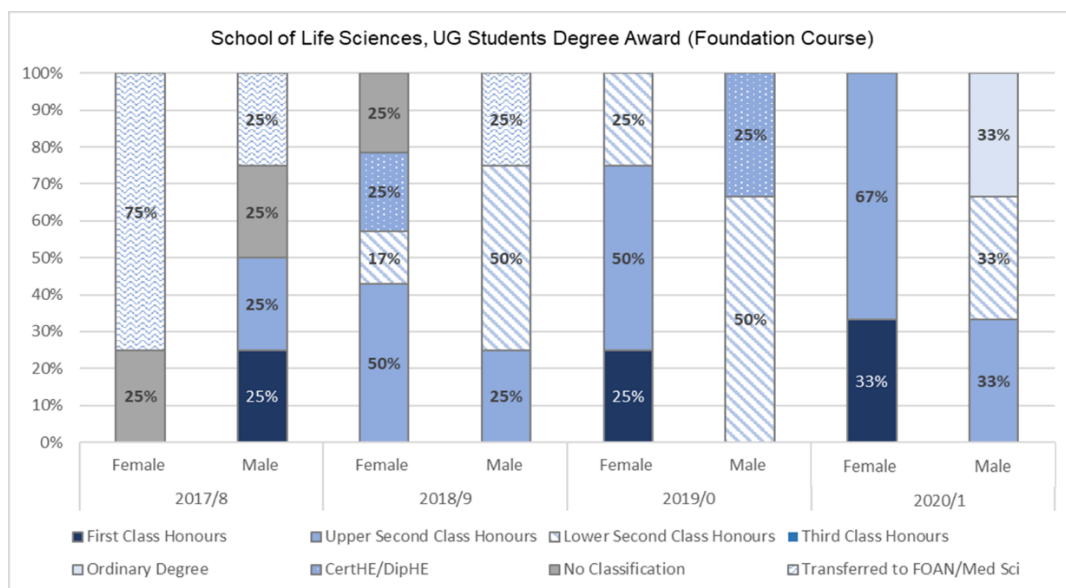


Chart 2.1 Attainment of SLS UG students previously enrolled on the foundation course by year by gender over four years reporting period.

#### Attainment of SLS UG students previously enrolled on widening access

Table 2.2 Attainment of SLS UG students previously enrolled on widening access courses by year by gender over four years reporting period. Data have been redacted due to small numbers.

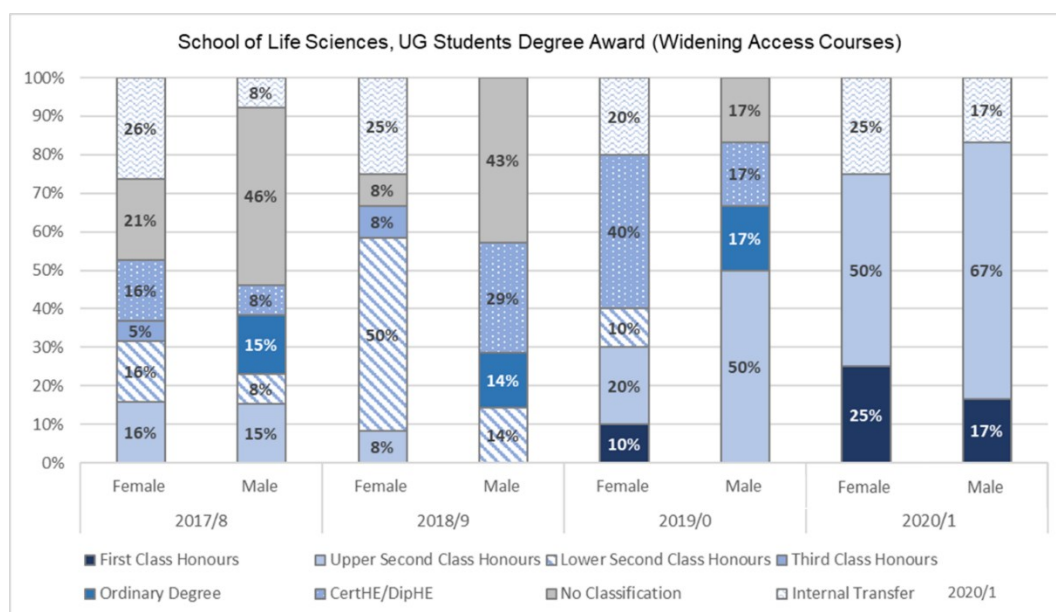
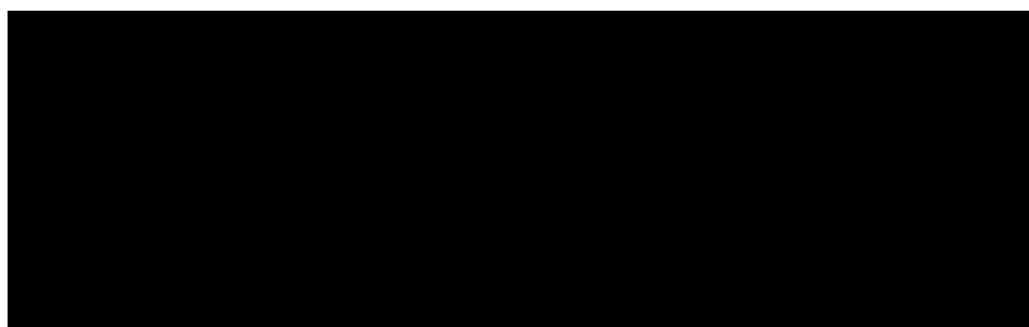


Chart 2.2 Attainment of SLS UG students previously enrolled on widening access courses by year by gender over four years reporting period.

## 2.2 Attainment of SLS UG students

*Table 2.3 SLS UG students' attainment by gender by year over a five-years reporting period.*

|                            | 2016/7 |             |      |             | 2017/8 |             |      |             | 2018/9 |            |      |            | 2019/0 |             |      |             | 2020/1 |             |      |             |
|----------------------------|--------|-------------|------|-------------|--------|-------------|------|-------------|--------|------------|------|------------|--------|-------------|------|-------------|--------|-------------|------|-------------|
|                            | 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  |
| First Class Honours        |        | 33%         |      | 24%         |        | 30%         |      | 18%         |        | 22%        |      | 19%        |        | 33%         |      | 18%         |        | 22%         |      | 24%         |
| Upper Second Class Honours |        | 39%         |      | 33%         |        | 46%         |      | 45%         |        | 42%        |      | 38%        |        | 47%         |      | 49%         |        | 52%         |      | 46%         |
| Lower Second Class Honours |        | 11%         |      | 16%         |        | 13%         |      | 16%         |        | 19%        |      | 17%        |        | 6%          |      | 9%          |        | 10%         |      | 12%         |
| Third Class Honours        |        |             |      |             |        |             |      |             |        |            |      |            |        |             |      |             |        |             |      |             |
| Ordinary Degree            |        | 6%          |      | 12%         |        | 4%          |      | 11%         |        | 9%         |      | 11%        |        | 8%          |      | 13%         |        | 3%          |      | 3%          |
| No Classification          |        | 11%         |      | 16%         |        | 4%          |      | 11%         |        | 7%         |      | 15%        |        | 7%          |      | 11%         |        | 13%         |      | 14%         |
| <b>Total</b>               |        | <b>100%</b> |      | <b>100%</b> |        | <b>100%</b> |      | <b>100%</b> |        | <b>00%</b> |      | <b>00%</b> |        | <b>100%</b> |      | <b>100%</b> |        | <b>100%</b> |      | <b>100%</b> |

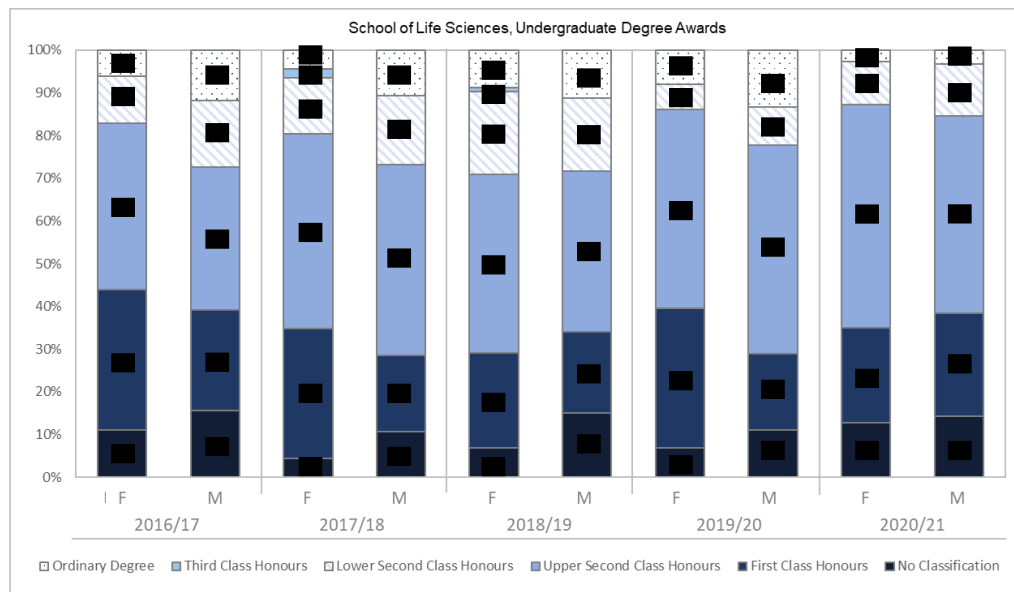


Chart 2.3 SLS UG students' attainment by gender by year over a five-years reporting period.

### 2.3 Attainment of SLS MSci students

Table 2.4 MSci students' attainment by gender by year over a five-years reporting period. Data have been redacted due to small numbers.



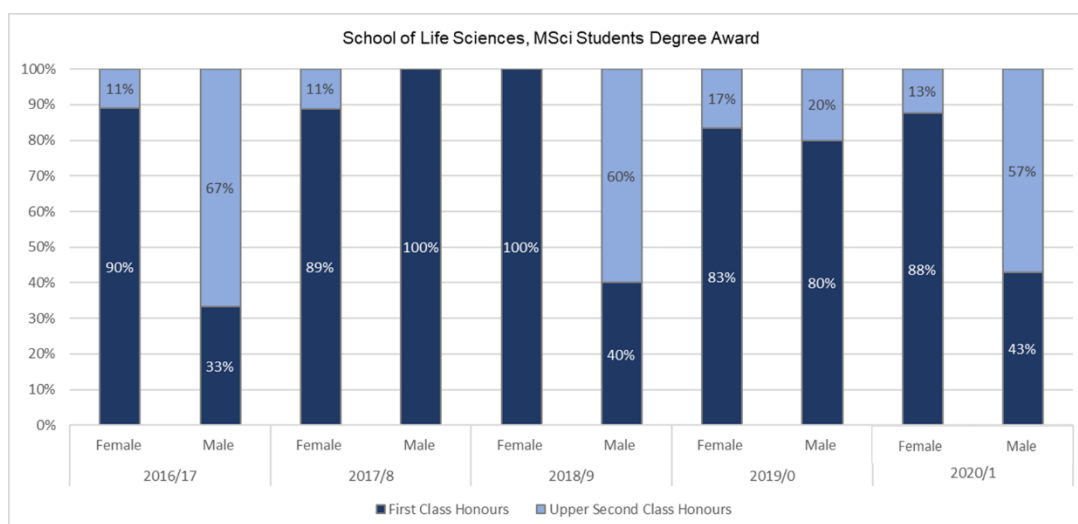


Chart 2.4 MSci students' attainment by gender by year over a five-years reporting period. NB: First/Upper Second class BSc(Hons) degree predicted classification is required for admission into the MSci programme.

## 2.4 Attainment of SLS TPG students

Table 2.5 SLS TPG students' attainment by gender by year over a five-years reporting period. NB: TPG programmes were introduced in the AY 2019/20.

|              | 2016/7   |            |          |            | 2017/8   |            |          |            | 2018/9   |            |          |            | 2019/0   |            |          |            | 2020/1      |             |             |             |
|--------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|-------------|-------------|-------------|-------------|
|              | 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  |
| Distinction  | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0           | -           | 0           | -           |
| Merit        | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 33%         | 33%         | 50%         | 25%         |
| Pass         | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 0        | -          | 33%         | 33%         | 25%         | 25%         |
| <b>Total</b> | <b>0</b> | <b>-</b>   | <b>0</b> | <b>-</b>   | <b>0</b> | <b>-</b>   | <b>0</b> | <b>-</b>   | <b>0</b> | <b>-</b>   | <b>0</b> | <b>-</b>   | <b>0</b> | <b>-</b>   | <b>0</b> | <b>-</b>   | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

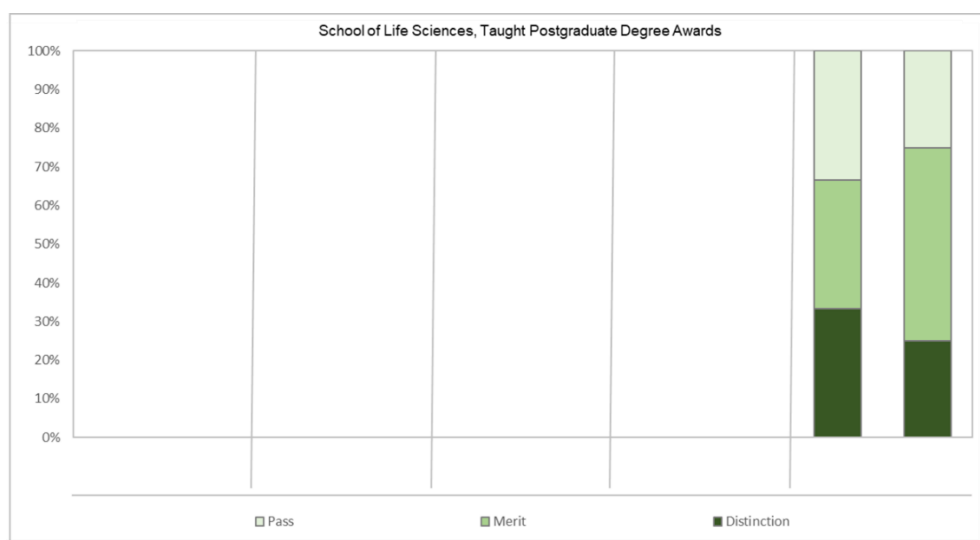


Chart 2.5 SLS TPG students' attainment by gender by year over a five-years reporting period. NB: TPG programmes were introduced in the AY 2019/20.

## 2.5 Attainment of SLS PGR students

Table 2.6 SLS PGR students' attainment by gender by year over a five-years reporting period. Data have been redacted due to small numbers.

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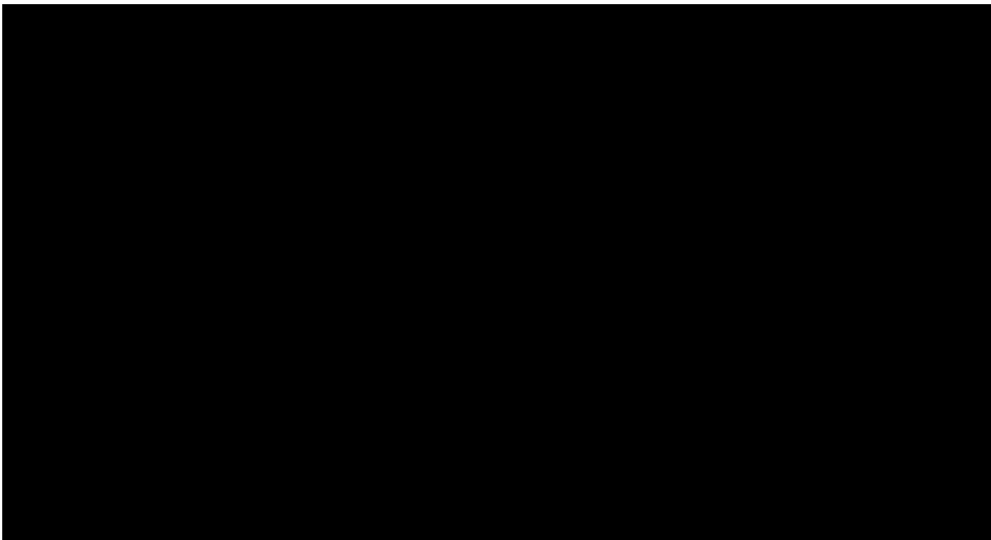


Chart 2.6 SLS PGR students' attainment by gender by year over a five-years reporting period.

### 3. Academic staff by grade by contract function

#### 3.1 SLS Academic and Research Staff by Contract Function

Table 3.1.1 SLS Academic & Research staff by gender by contract function over five years reporting period.

|                           |                          | July 2017 |   |      |   | July 2018 |   |      |   | July 2019 |   |      |   | July 2020 |   |      |   | July 2021 |   |      |   |
|---------------------------|--------------------------|-----------|---|------|---|-----------|---|------|---|-----------|---|------|---|-----------|---|------|---|-----------|---|------|---|
|                           |                          | Female    | % | Male | % | Female    | % | Male | % | Female    | % | Male | % | Female    | % | Male | % | Female    | % | Male | % |
| Academic & Research       | Research Only            | 46        |   | 54   |   | 47        |   | 53   |   | 45        |   | 55   |   | 48        |   | 52   |   | 50        |   | 50   |   |
|                           | Teaching and Research    | 21        |   | 79   |   | 20        |   | 80   |   | 21        |   | 79   |   | 19        |   | 81   |   | 22        |   | 78   |   |
|                           | Teaching and Scholarship | 20        |   | 80   |   | 20        |   | 80   |   | 15        |   | 85   |   | 15        |   | 85   |   | 15        |   | 85   |   |
|                           | Other                    |           |   |      |   |           |   |      |   |           |   |      |   |           |   |      |   |           |   |      |   |
| Academic & Research Total |                          | 42        |   | 58   |   | 43        |   | 57   |   | 42        |   | 58   |   | 44        |   | 56   |   | 46        |   | 54   |   |

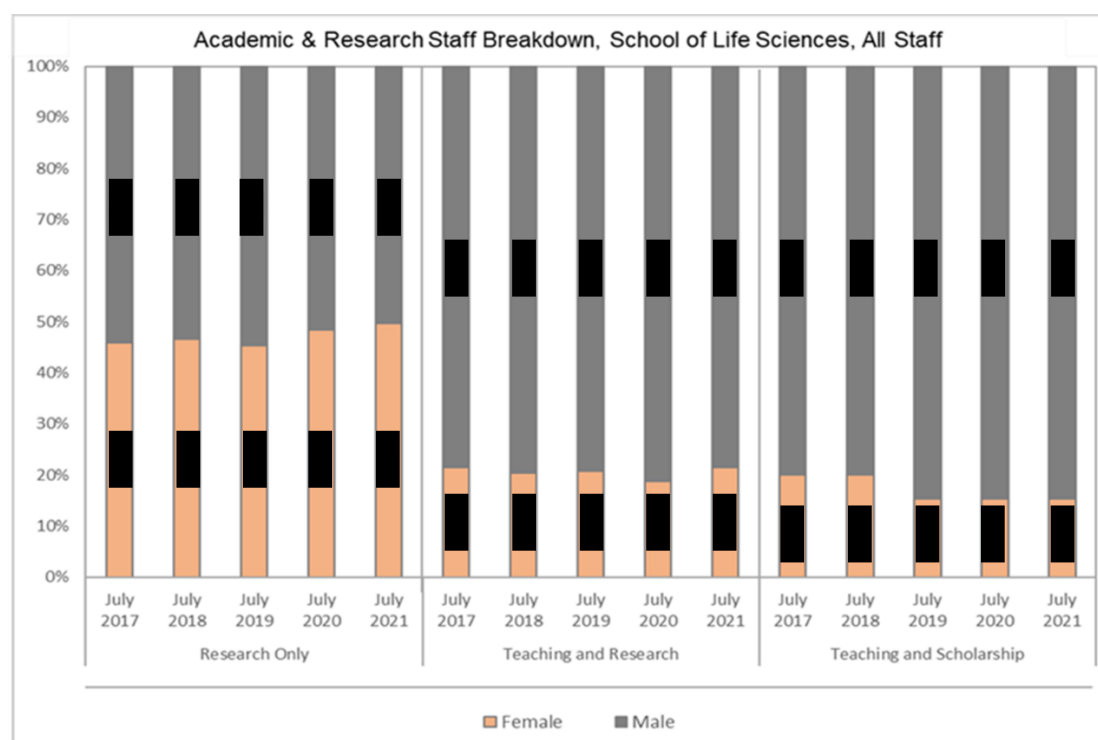


Chart 3.1 SLS Academic & Research staff by gender by contract function over five years reporting period.

### 3.2 SLS Academic and Research Staff by Grade

Table 3.2.1 SLS Academic and Research staff by gender by grade by year over five years reporting period.

|                           |      | July 2017 |   |      |   | July 2018 |   |      |   | July 2019 |   |      |   | July 2020 |   |      |   | July 2021 |   |      |   |
|---------------------------|------|-----------|---|------|---|-----------|---|------|---|-----------|---|------|---|-----------|---|------|---|-----------|---|------|---|
|                           |      | Female    | % | Male | % | Female    | % | Male | % | Female    | % | Male | % | Female    | % | Male | % | Female    | % | Male | % |
| Academic & Research       | AS07 | 51        |   | 49   |   | 51        |   | 49   |   | 51        |   | 49   |   | 51        |   | 48   |   | 54        |   | 46   |   |
|                           | AS08 | 29        |   | 71   |   | 34        |   | 66   |   | 39        |   | 61   |   | 41        |   | 59   |   | 40        |   | 60   |   |
|                           | AS09 | 24        |   | 76   |   | 25        |   | 75   |   | 16        |   | 84   |   | 15        |   | 85   |   | 18        |   | 82   |   |
|                           | AS10 | 22        |   | 78   |   | 21        |   | 79   |   | 21        |   | 79   |   | 21        |   | 79   |   | 23        |   | 77   |   |
| Academic & Research Total |      | 42        |   | 58   |   | 43        |   | 57   |   | 42        |   | 58   |   | 44        |   | 56   |   | 46        |   | 54   |   |

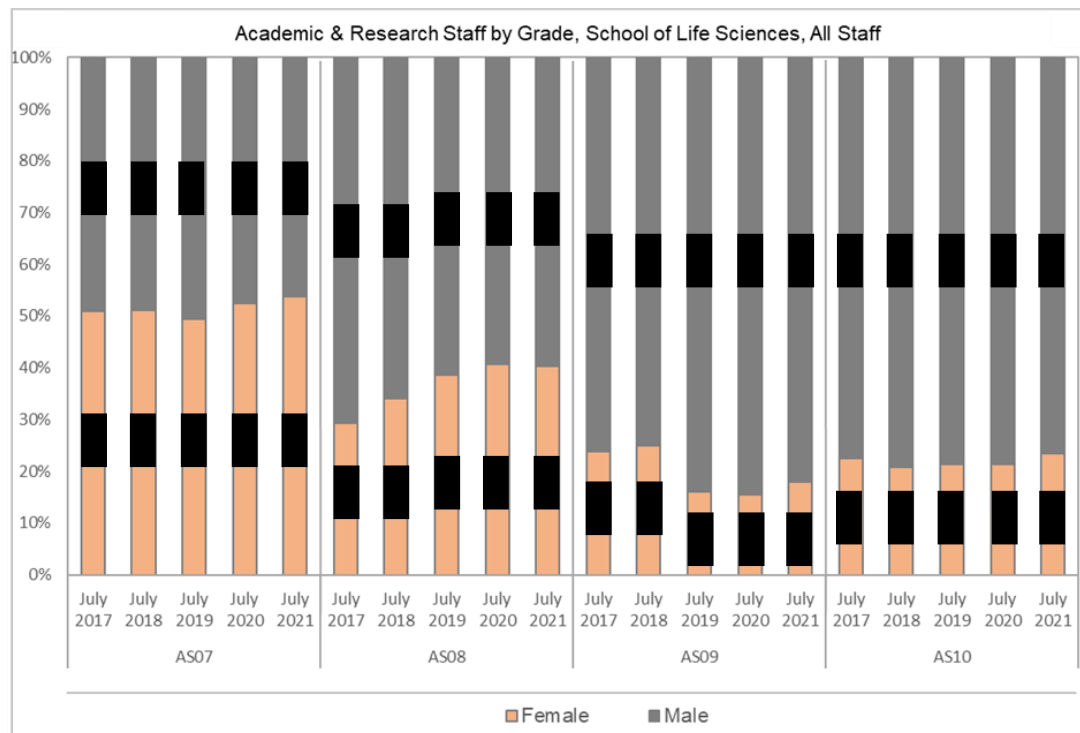


Chart 3.2.1 SLS Academic and Research staff by gender by grade by year over five years reporting period.

### 3.3 SLS Academic and Research Staff by Grade

Table 3.3.1 SLS Academic and Research staff by contract function by grade.

|                                |      | July 2017 |    |      |    | July 2018 |    |      |    | July 2019 |    |      |    | July 2020 |    |      |    | July 2021 |    |      |    |
|--------------------------------|------|-----------|----|------|----|-----------|----|------|----|-----------|----|------|----|-----------|----|------|----|-----------|----|------|----|
|                                |      | Female    | %  | Male | %  | Female    | %  | Male | %  | Female    | %  | Male | %  | Female    | %  | Male | %  | Female    | %  | Male | %  |
| Research Only                  | AS07 |           | 51 |      | 49 |           | 51 |      | 49 |           | 49 |      | 51 |           | 52 |      | 48 |           | 54 |      | 46 |
|                                | AS08 |           | 29 |      | 71 |           | 35 |      | 65 |           | 38 |      | 62 |           | 41 |      | 59 |           | 39 |      | 61 |
|                                | AS09 |           | 30 |      | 70 |           | 33 |      | 67 |           | 23 |      | 77 |           | 29 |      | 71 |           | 31 |      | 69 |
|                                | AS10 |           | 33 |      | 67 |           | 33 |      | 67 |           | 25 |      | 75 |           | 25 |      | 75 |           | 33 |      | 67 |
| Research Only Total            |      |           | 46 |      | 54 |           | 47 |      | 53 |           | 46 |      | 54 |           | 48 |      | 52 |           | 50 |      | 50 |
| Teaching and Research          | AS07 |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |
|                                | AS08 |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |
|                                | AS09 |           | 25 |      | 75 |           | 29 |      | 71 |           | 17 |      | 83 |           |    |      |    |           | 13 |      | 88 |
|                                | AS10 |           | 22 |      | 78 |           | 20 |      | 80 |           | 22 |      | 78 |           | 22 |      | 78 |           | 24 |      | 76 |
| Teaching and Research Total    |      |           | 22 |      | 78 |           | 21 |      | 79 |           | 21 |      | 79 |           | 19 |      | 81 |           | 22 |      | 78 |
| Teaching and Scholarship       | AS07 |           | -  |      | -  |           | -  |      | -  |           | -  |      | -  |           | -  |      | -  |           | -  |      | -  |
|                                | AS08 |           | 33 |      | 67 |           | 40 |      | 60 |           | 40 |      | 60 |           | 40 |      | 60 |           | 50 |      | 50 |
|                                | AS09 |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |
|                                | AS10 |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |
| Teaching and Scholarship Total |      |           | 20 |      | 80 |           | 20 |      | 80 |           | 15 |      | 85 |           | 15 |      | 85 |           | 15 |      | 85 |
| Academic & Research Total      |      |           | 42 |      | 58 |           | 43 |      | 57 |           | 42 |      | 58 |           | 44 |      | 56 |           | 45 |      | 55 |

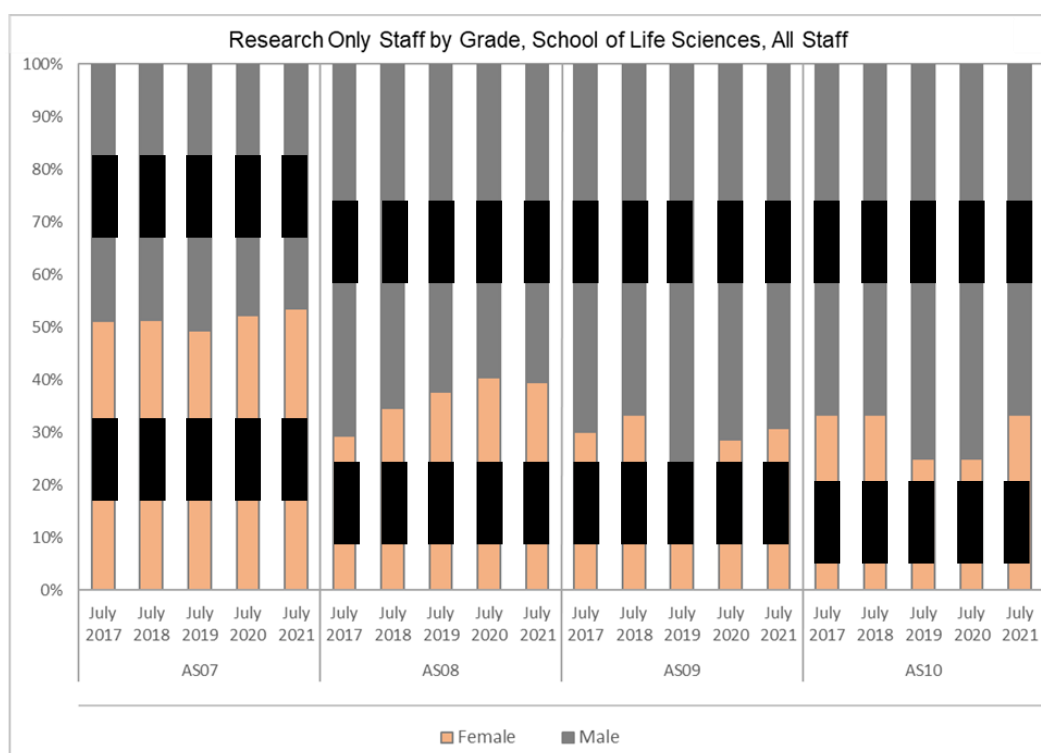


Chart 3.3.1 SLS Research staff by contract function by grade.



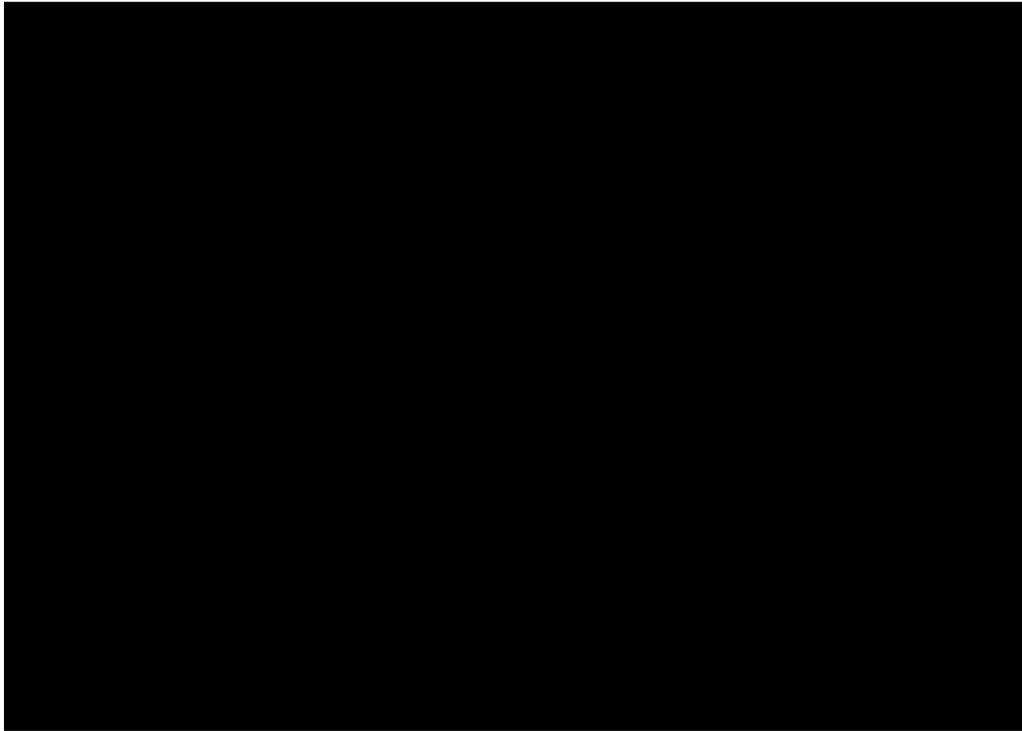


Chart 3.3.2 SLS Teaching and Research (T&R) staff by contract function by grade.

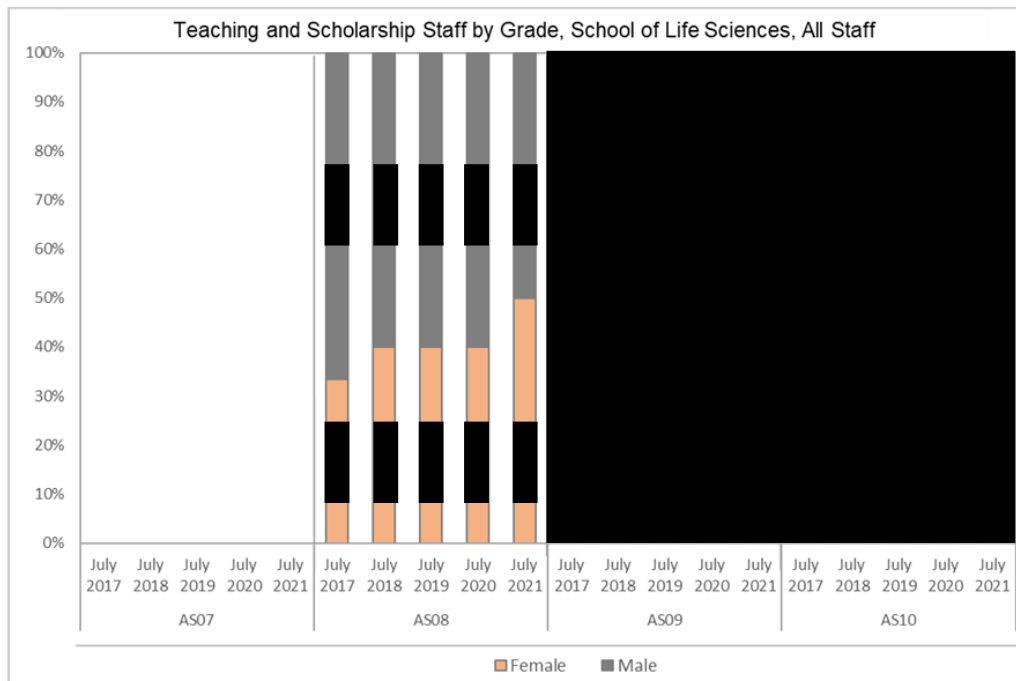


Chart 3.3.3 SLS Teaching and Scholarship (T&S) staff by contract function by grade.

## 4. Academic staff by grade by contract type

### 4.1 SLS Academic & research staff breakdown by employment terms by grade

Table 4.1.1 SLS Academic and research staff by employment term (open ended vs fixed-term) by gender over five years reporting period

|  |            | July 2017 |           |      |           | July 2018 |           |      |           | July 2019 |           |      |           | July 2020 |           |      |           | July 2021 |           |      |           |
|--|------------|-----------|-----------|------|-----------|-----------|-----------|------|-----------|-----------|-----------|------|-----------|-----------|-----------|------|-----------|-----------|-----------|------|-----------|
|  |            | Female    | %         | Male | %         | Female    | %         | Male | %         | Female    | %         | Male | %         | Female    | %         | Male | %         | Female    | %         | Male | %         |
| Academic, Research & Tutors                  | Open Ended |           | 37        |      | 63        |           | 37        |      | 63        |           | 37        |      | 63        |           | 41        |      | 59        |           | 43        |      | 57        |
|  | Fixed-Term |           | 51        |      | 49        |           | 52        |      | 48        |           | 51        |      | 49        |           | 53        |      | 47        |           | 52        |      | 48        |
| <b>Academic, Research &amp; Tutors Total</b> |            |           | <b>42</b> |      | <b>58</b> |           | <b>43</b> |      | <b>57</b> |           | <b>42</b> |      | <b>58</b> |           | <b>44</b> |      | <b>56</b> |           | <b>46</b> |      | <b>54</b> |

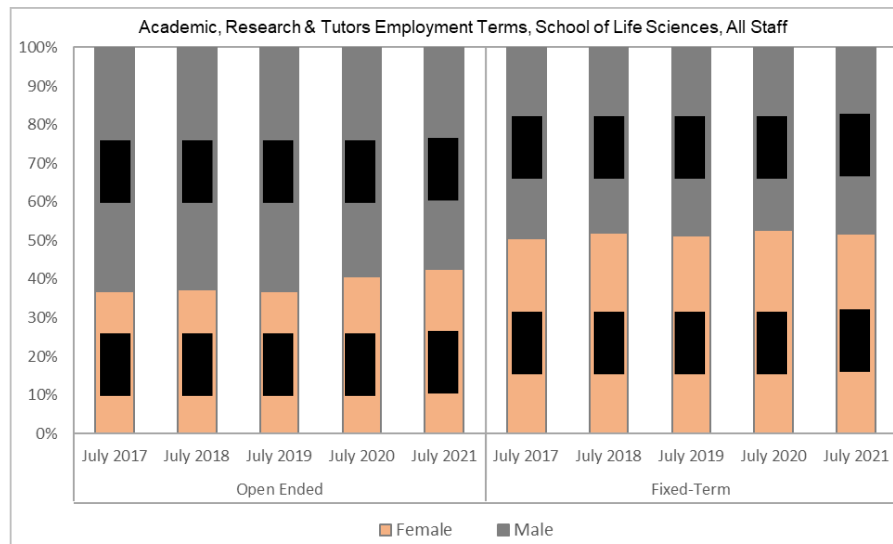


Chart 4.1.1 SLS Academic and research staff by employment term (open ended vs fixed-term) by gender over five years reporting period

Table 4.1.2 SLS Academic and research staff by employment term (open ended vs fixed-term) by contract function by gender over five years reporting period

|                                   |            | July 2017 |    |      |    | July 2018 |    |      |    | July 2019 |    |      |    | July 2020 |    |      |    | July 2021 |    |      |    |
|-----------------------------------|------------|-----------|----|------|----|-----------|----|------|----|-----------|----|------|----|-----------|----|------|----|-----------|----|------|----|
|                                   |            | Female    | %  | Male | %  | Female    | %  | Male | %  | Female    | %  | Male | %  | Female    | %  | Male | %  | Female    | %  | Male | %  |
| Research Only                     | Open Ended |           | 42 |      | 58 |           | 43 |      | 57 |           | 41 |      | 59 |           | 46 |      | 54 |           | 49 |      | 51 |
|                                   | Fixed-Term |           | 51 |      | 49 |           | 52 |      | 48 |           | 51 |      | 49 |           | 52 |      | 48 |           | 51 |      | 49 |
| Research Only Total               |            |           | 46 |      | 54 |           | 47 |      | 53 |           | 45 |      | 55 |           | 48 |      | 52 |           | 50 |      | 50 |
| Teaching and Research             | Open Ended |           | 21 |      | 79 |           | 21 |      | 79 |           | 21 |      | 79 |           | 19 |      | 81 |           | 22 |      | 78 |
|                                   | Fixed-Term |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |
| Teaching and Research Total       |            |           | 21 |      | 79 |           | 20 |      | 80 |           | 21 |      | 79 |           | 19 |      | 81 |           | 22 |      | 78 |
| Teaching and Scholarship          | Open Ended |           | 20 |      | 80 |           | 20 |      | 80 |           | 15 |      | 85 |           | 15 |      | 85 |           | 15 |      | 85 |
|                                   | Fixed-Term |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |
| Teaching and Scholarship Total    |            |           | 20 |      | 80 |           | 20 |      | 80 |           | 15 |      | 85 |           | 15 |      | 85 |           | 15 |      | 85 |
| Other                             | Open Ended |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |
|                                   | Fixed-Term |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |
| Teaching Only Total               |            |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |           |    |      |    |
| Academic, Research & Tutors Total |            |           | 42 |      | 58 |           | 43 |      | 57 |           | 42 |      | 58 |           | 44 |      | 56 |           | 46 |      | 54 |

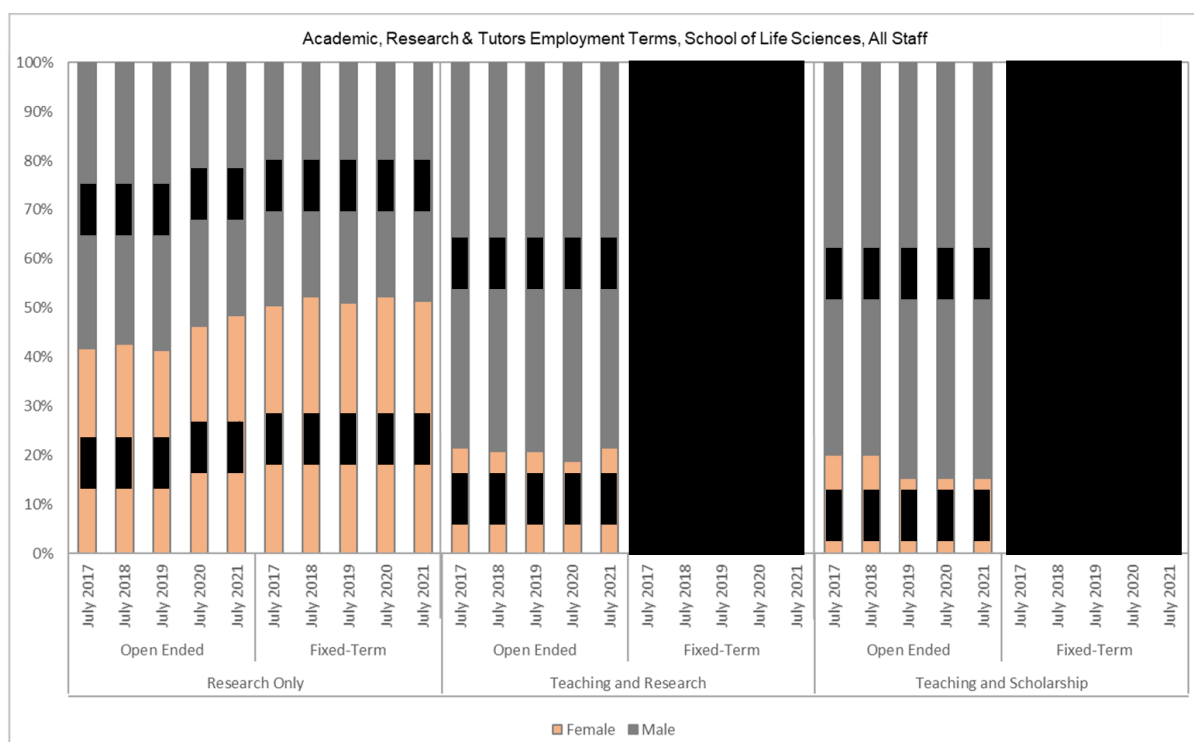


Chart 4.1.2 SLS Academic and research staff by employment term (open ended vs fixed-term) by contract function by gender over five years reporting period.

Table 4.1.3 SLS Academic and research staff by employment term (open ended vs fixed-term) by grade by gender over five years reporting period

|                                      |                         | July 2017 |           | July 2018 |           | July 2019 |           | July 2020 |           | July 2021 |           |
|--------------------------------------|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|                                      |                         | Female    | %         | Male      | %         | Female    | %         | Male      | %         | Female    | %         |
| Open Ended                           | AS07                    | 48        | 52        | 46        | 54        | 45        | 55        | 52        | 48        | 55        | 45        |
|                                      | AS08                    | 29        | 71        | 37        | 63        | 40        | 60        | 37        | 63        | 38        | 62        |
|                                      | AS09                    | 20        | 80        | 25        | 75        | 16        | 84        | 16        | 84        | 15        | 85        |
|                                      | AS10                    | 22        | 78        | 21        | 79        | 22        | 78        | 22        | 78        | 24        | 76        |
|                                      | <b>Open Ended Total</b> | <b>37</b> | <b>63</b> | <b>38</b> | <b>62</b> | <b>37</b> | <b>63</b> | <b>41</b> | <b>59</b> | <b>43</b> | <b>57</b> |
| Fixed-Term                           | AS07                    | 53        | 47        | 57        | 43        | 54        | 46        | 54        | 46        | 52        | 48        |
|                                      | AS08                    | 29        | 71        | 26        | 74        | 35        | 65        | 52        | 48        | 47        | 53        |
|                                      | AS09                    |           |           |           |           |           |           |           |           |           |           |
|                                      | AS10                    |           |           |           |           |           |           |           |           |           |           |
| <b>Fixed-Term Total</b>              |                         | <b>51</b> | <b>49</b> | <b>52</b> | <b>48</b> | <b>51</b> | <b>49</b> | <b>53</b> | <b>47</b> | <b>52</b> | <b>48</b> |
| <b>Academic &amp; Research Total</b> |                         | <b>42</b> | <b>58</b> | <b>43</b> | <b>57</b> | <b>42</b> | <b>58</b> | <b>44</b> | <b>56</b> | <b>46</b> | <b>54</b> |

\*Excludes NSUG & Grades less than AS07. Tutors are NSUG

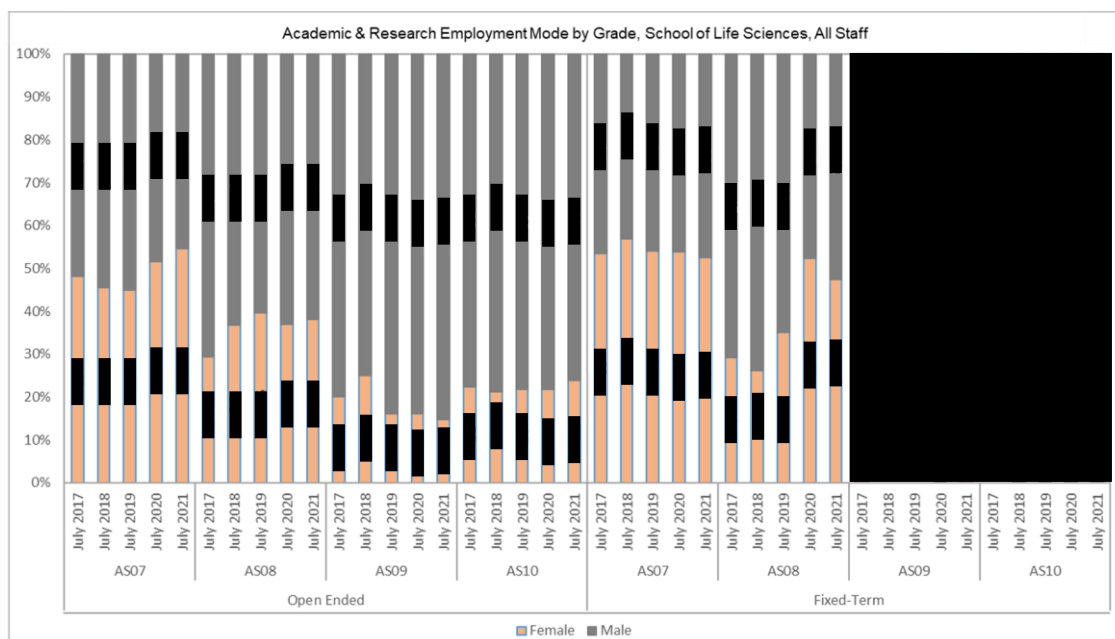


Chart 4.1.3 SLS Academic and research staff by employment term (open ended vs fixed-term) by grade by gender over five years reporting period.

## 4.2 SLS Academic & research staff breakdown by contract type

Table 4.2.1 SLS academic and research staff by contract type (full-time vs part-time) by gender over five years reporting period

|                                   |           | July 2017 |    |      |    | July 2018 |    |      |    | July 2019 |    |      |    | July 2020 |    |      |    | July 2021 |    |      |    |
|-----------------------------------|-----------|-----------|----|------|----|-----------|----|------|----|-----------|----|------|----|-----------|----|------|----|-----------|----|------|----|
|                                   |           | Female    | %  | Male | %  | Female    | %  | Male | %  | Female    | %  | Male | %  | Female    | %  | Male | %  | Female    | %  | Male | %  |
| Academic, Research & Tutors       | Full-Time |           | 40 |      | 60 |           | 41 |      | 59 |           | 42 |      | 58 |           | 44 |      | 56 |           | 46 |      | 54 |
|                                   | Part-Time |           | 74 |      | 26 |           | 63 |      | 38 |           | 48 |      | 52 |           | 55 |      | 45 |           | 55 |      | 45 |
| Academic, Research & Tutors Total |           |           | 42 |      | 58 |           | 43 |      | 57 |           | 42 |      | 58 |           | 44 |      | 56 |           | 46 |      | 54 |

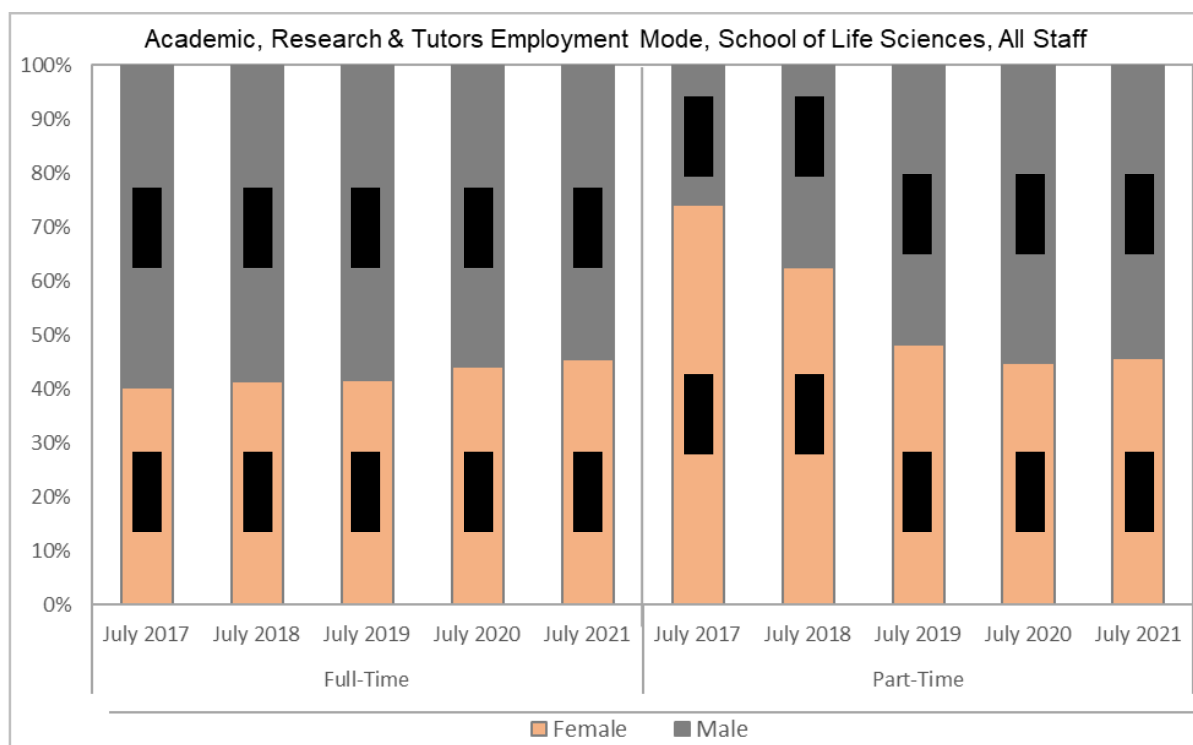


Chart 4.2.1 SLS academic and research staff by contract type (full-time vs part-time) by gender over five years reporting period

Table 4.2.2. SLS academic and research staff by employment term (open-ended vs fixed-term) by contract type (full-time vs part-time) by gender over five years reporting period

|                                   |           | July 2017 |    |      |    | July 2018 |    |      |    | July 2019 |    |      |    | July 2020 |    |      |    | July 2021 |    |      |    |
|-----------------------------------|-----------|-----------|----|------|----|-----------|----|------|----|-----------|----|------|----|-----------|----|------|----|-----------|----|------|----|
|                                   |           | Female    | %  | Male | %  | Female    | %  | Male | %  | Female    | %  | Male | %  | Female    | %  | Male | %  | Female    | %  | Male | %  |
| Open Ended                        | Full-Time |           | 34 |      | 66 |           | 36 |      | 64 |           | 36 |      | 64 |           | 41 |      | 59 |           | 42 |      | 58 |
|                                   | Part-Time |           | 68 |      | 32 |           | 60 |      | 40 |           | 43 |      | 57 |           | 42 |      | 58 |           | 50 |      | 50 |
| Open Ended Total                  |           |           | 37 |      | 63 |           | 37 |      | 63 |           | 37 |      | 63 |           | 41 |      | 59 |           | 43 |      | 57 |
| Fixed-Term                        | Full-Time |           | 49 |      | 51 |           | 51 |      | 49 |           | 51 |      | 49 |           | 52 |      | 48 |           | 52 |      | 48 |
|                                   | Part-Time |           |    |      |    |           | 75 |      | 25 |           | 75 |      | 25 |           | 60 |      | 40 |           |    |      |    |
| Fixed-Term Total                  |           |           | 51 |      | 49 |           | 52 |      | 48 |           | 51 |      | 49 |           | 53 |      | 47 |           | 52 |      | 48 |
| Academic, Research & Tutors Total |           |           | 42 |      | 58 |           | 43 |      | 57 |           | 42 |      | 58 |           | 44 |      | 56 |           | 46 |      | 54 |

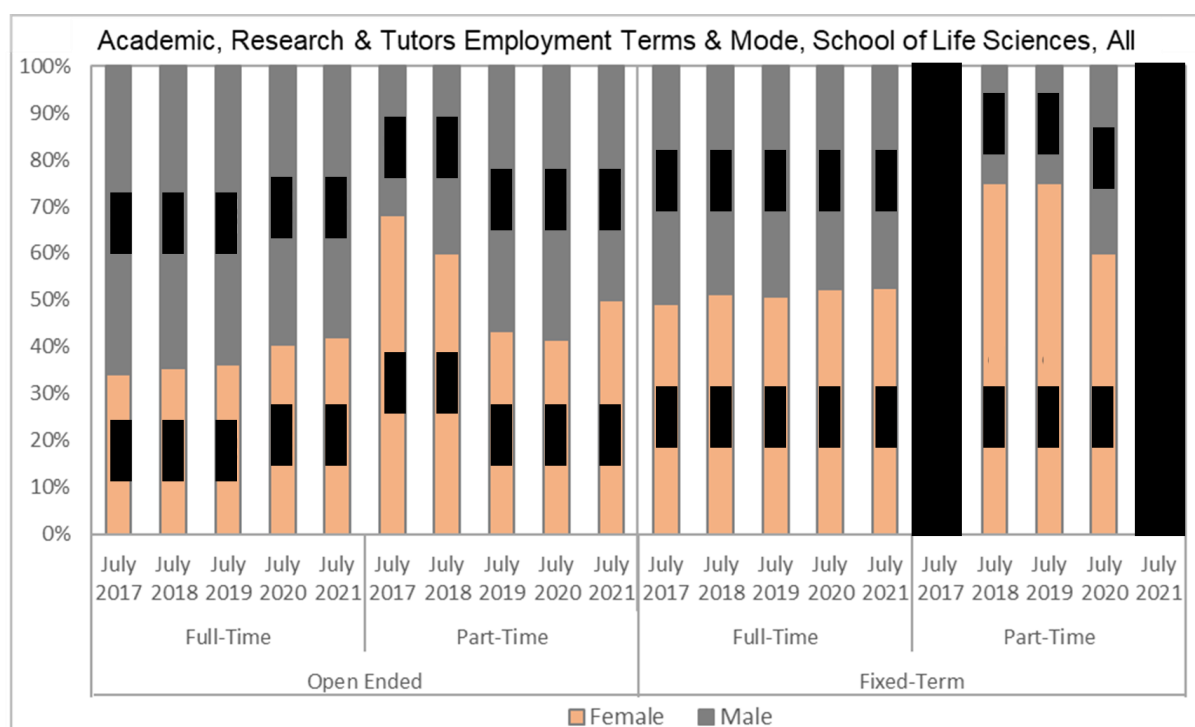


Chart 4.2.2 SLS academic and research staff by employment term (open-ended vs fixed-term) by contract type (full-time vs part-time) by gender over five years reporting period.

## 5. Professional, technical and operational (PTO) staff by job family

### 5.1 Professional, technical, and operational staff by job family

Table 5.1.1 UoD PTO staff by gender by job family over five years reporting period.

|                             |                  | July 2017 |   |      |   | July 2018 |   |      |   | July 2019 |   |      |   | July 2020 |   |      |   | July 2021 |   |      |   |
|-----------------------------|------------------|-----------|---|------|---|-----------|---|------|---|-----------|---|------|---|-----------|---|------|---|-----------|---|------|---|
|                             |                  | Female    | % | Male | % | Female    | % | Male | % | Female    | % | Male | % | Female    | % | Male | % | Female    | % | Male | % |
| Professional Services       | Academic Related | 53        |   | 47   |   | 56        |   | 44   |   | 55        |   | 45   |   | 56        |   | 44   |   | 55        |   | 45   |   |
|                             | Clerical         | 94        |   | 6    |   | 95        |   | 5    |   | 97        |   | 3    |   | 97        |   | 3    |   | 97        |   | 3    |   |
|                             | Manual           | 33        |   | 67   |   | 33        |   | 67   |   | 33        |   | 67   |   | 33        |   | 67   |   | 33        |   | 67   |   |
|                             | Other Related    | -         |   | -    |   | -         |   | -    |   | -         |   | -    |   | -         |   | -    |   | -         |   | -    |   |
|                             | Technical        | 70        |   | 30   |   | 70        |   | 30   |   | 69        |   | 31   |   | 69        |   | 31   |   | 68        |   | 32   |   |
| Professional Services Total |                  | 69        |   | 31   |   | 70        |   | 30   |   | 69        |   | 31   |   | 69        |   | 31   |   | 68        |   | 32   |   |

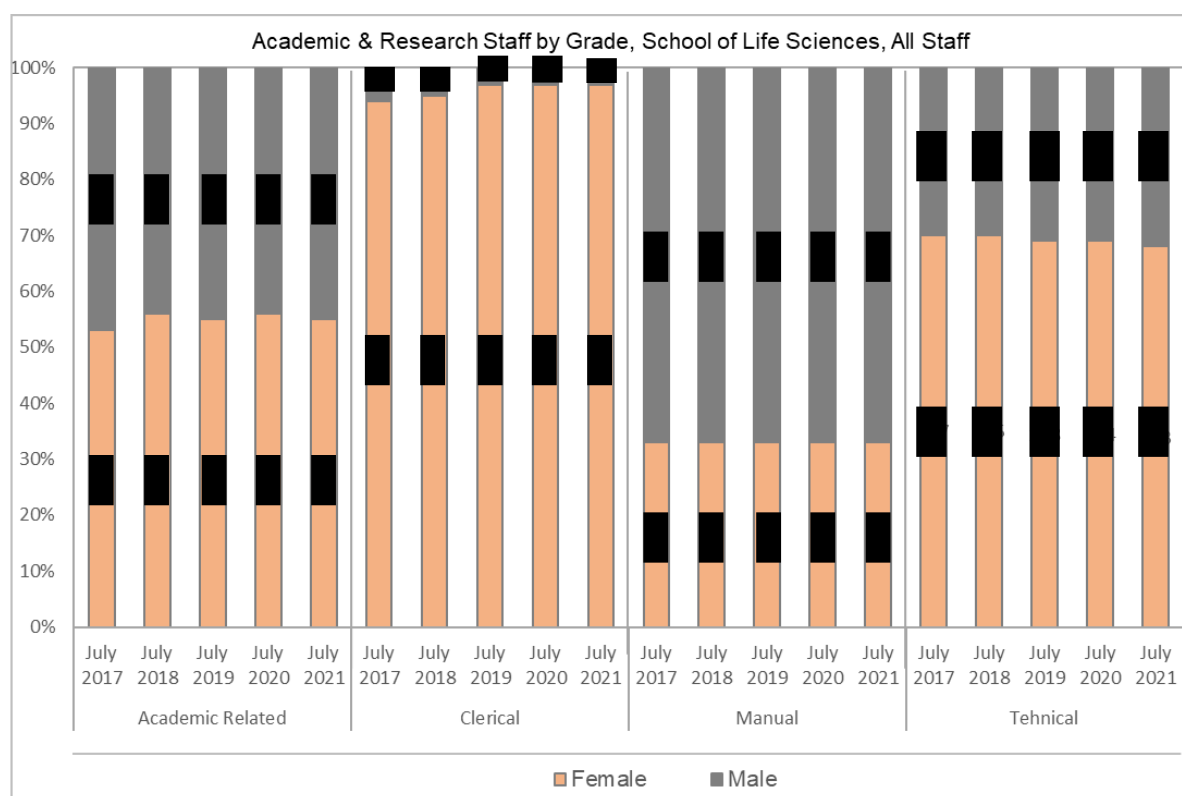


Chart 5.1.1 UoD PTO staff by gender by job family over five years reporting period.

### 5.2 Professional, technical, and operational staff by grade

Table 5.2.1 UoD PTO staff by gender by job grade over five years reporting period.

|                             |      | July 2017 |   |      |   | July 2018 |   |      |   | July 2019 |   |      |   | July 2020 |   |      |   | July 2021 |   |      |   |
|-----------------------------|------|-----------|---|------|---|-----------|---|------|---|-----------|---|------|---|-----------|---|------|---|-----------|---|------|---|
|                             |      | Female    | % | Male | % | Female    | % | Male | % | Female    | % | Male | % | Female    | % | Male | % | Female    | % | Male | % |
| Professional Services       | AS01 | 50        |   | 50   |   | 50        |   | 50   |   | 50        |   | 50   |   | 50        |   | 50   |   | 50        |   | 50   |   |
|                             | AS02 | 61        |   | 39   |   | 61        |   | 39   |   | 67        |   | 33   |   | 70        |   | 30   |   | 63        |   | 37   |   |
|                             | AS03 | 76        |   | 24   |   | 82        |   | 18   |   | 81        |   | 19   |   | 74        |   | 26   |   | 69        |   | 31   |   |
|                             | AS04 | 88        |   | 12   |   | 80        |   | 20   |   | 76        |   | 24   |   | 84        |   | 16   |   | 85        |   | 15   |   |
|                             | AS05 | 72        |   | 28   |   | 76        |   | 24   |   | 72        |   | 28   |   | 67        |   | 33   |   | 68        |   | 32   |   |
|                             | AS06 | 59        |   | 41   |   | 58        |   | 42   |   | 55        |   | 45   |   | 56        |   | 44   |   | 59        |   | 41   |   |
|                             | AS07 | 70        |   | 30   |   | 80        |   | 20   |   | 73        |   | 27   |   | 75        |   | 25   |   | 67        |   | 33   |   |
|                             | AS08 | 29        |   | 71   |   | 29        |   | 71   |   | 33        |   | 67   |   | 40        |   | 60   |   | 50        |   | 50   |   |
|                             | AS09 |           |   |      |   |           |   |      |   |           |   |      |   |           |   |      |   |           |   |      |   |
|                             | AS10 |           |   |      |   |           |   |      |   |           |   |      |   |           |   |      |   |           |   |      |   |
| Professional Services Total |      | 69        |   | 31   |   | 70        |   | 30   |   | 69        |   | 31   |   | 69        |   | 31   |   | 68        |   | 32   |   |

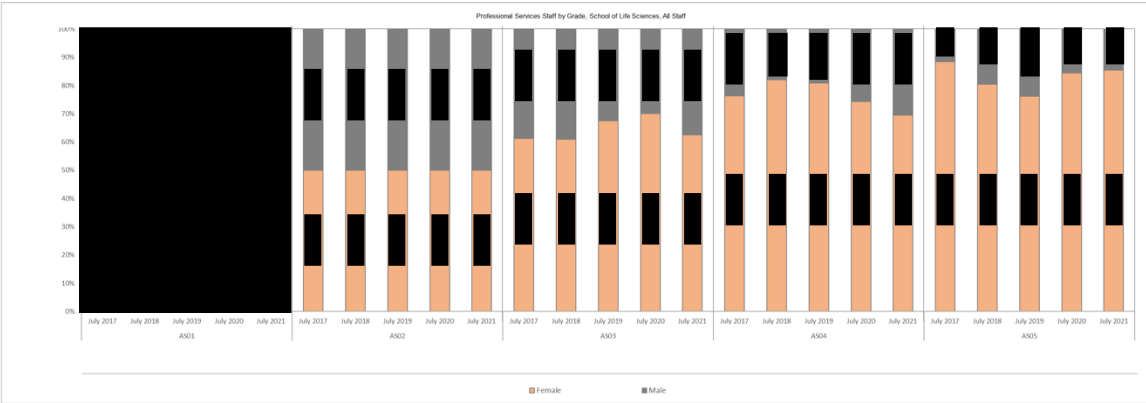


Chart 5.2.1 SLS PTO staff by gender by grade (grades 1-5) over five years reporting period.

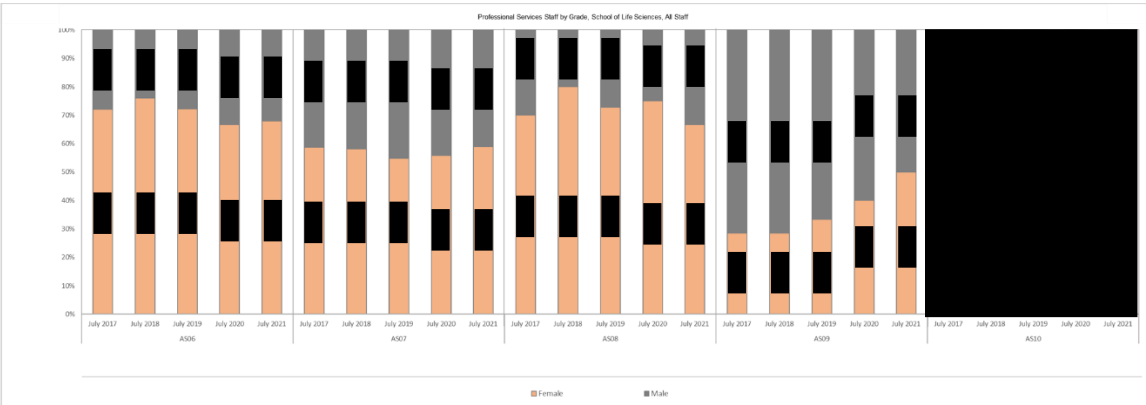


Chart 5.2.2 SLS PTO staff by gender by grade (grades 1-5) over five years reporting period.

## 6. Professional, technical and operational (PTO) staff by contract type

Table 6.1 SLS PTO staff by contract type (full-time vs part-time) by gender over five years reporting period

|                       |           | July 2017 |    |      |   | July 2018 |    |      |    | July 2019 |   |      |   | July 2020 |    |      |   | July 2021 |    |      |   |
|-----------------------|-----------|-----------|----|------|---|-----------|----|------|----|-----------|---|------|---|-----------|----|------|---|-----------|----|------|---|
|                       |           | Female    | %  | Male | % | Female    | %  | Male | %  | Female    | % | Male | % | Female    | %  | Male | % | Female    | %  | Male | % |
| Professional Services | Full-Time | 63        | 37 |      |   | 65        | 35 | 124  | 64 | 36        |   |      |   | 66        | 34 |      |   | 65        | 35 |      |   |
|                       | Part-Time | 83        | 17 |      |   | 84        | 16 | 53   | 87 | 13        |   |      |   | 81        | 19 |      |   | 77        | 23 |      |   |
| Total                 |           | 69        | 31 |      |   | 70        | 30 | 177  | 69 | 31        |   |      |   | 69        | 31 |      |   | 68        | 32 |      |   |

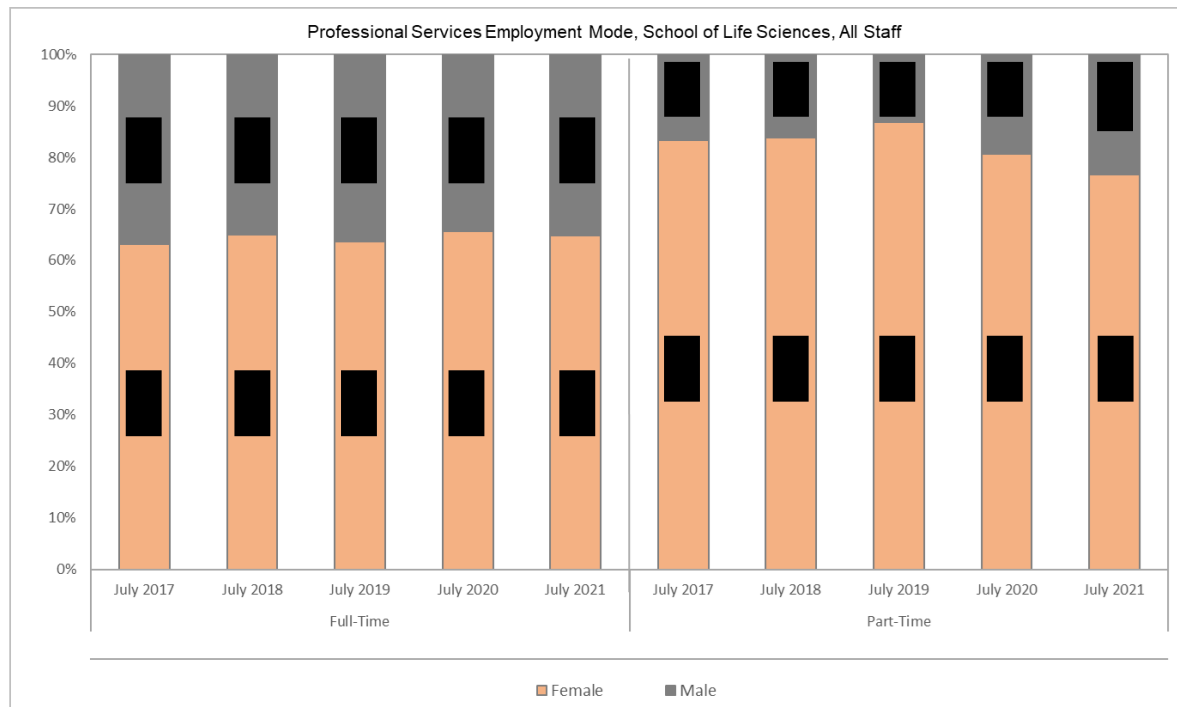


Chart 6.1 SLS PTO staff by contract type (full-time vs part-time) by gender over five years reporting period.

Table 6.2 UoD PTO staff by contract type (full-time vs part-time) by grade by gender over five years reporting period.

|                             |      | July 2017 |    |      |   | July 2018 |    |      |   | July 2019 |    |      |   | July 2020 |    |      |   | July 2021 |    |      |   |
|-----------------------------|------|-----------|----|------|---|-----------|----|------|---|-----------|----|------|---|-----------|----|------|---|-----------|----|------|---|
|                             |      | Female    | %  | Male | % | Female    | %  | Male | % | Female    | %  | Male | % | Female    | %  | Male | % | Female    | %  | Male | % |
| Full-Time                   | AS01 |           |    |      |   |           |    |      |   |           |    |      |   |           |    |      |   |           |    |      |   |
|                             | AS02 |           |    |      |   |           |    |      |   |           |    |      |   |           |    |      |   |           |    |      |   |
|                             | AS03 | 50        | 50 |      |   | 54        | 46 |      |   | 63        | 37 |      |   | 71        | 29 |      |   | 70        | 30 |      |   |
|                             | AS04 | 74        | 26 |      |   | 77        | 23 |      |   | 76        | 24 |      |   | 73        | 27 |      |   | 67        | 33 |      |   |
|                             | AS05 | 87        | 13 |      |   | 78        | 22 |      |   | 73        | 27 |      |   | 83        | 17 |      |   | 81        | 19 |      |   |
|                             | AS06 | 67        | 33 |      |   | 73        | 28 |      |   | 67        | 33 |      |   | 62        | 38 |      |   | 64        | 36 |      |   |
|                             | AS07 | 47        | 53 |      |   | 47        | 53 |      |   | 46        | 54 |      |   | 49        | 51 |      |   | 53        | 47 |      |   |
|                             | AS08 | 67        | 33 |      |   | 78        | 22 |      |   | 67        | 33 |      |   | 70        | 30 |      |   | 58        | 42 |      |   |
|                             | AS09 | 29        | 71 |      |   | 29        | 71 |      |   | 33        | 67 |      |   | 40        | 60 |      |   | 50        | 50 |      |   |
|                             | AS10 | 100       | 0  |      |   | 100       | 0  |      |   | 100       | 0  |      |   | 100       | 0  |      |   | 100       | 0  |      |   |
| Full-Time Total             |      | 64        | 36 |      |   | 65        | 35 |      |   | 64        | 36 |      |   | 65        | 35 |      |   | 65        | 35 |      |   |
| Part-Time                   | AS01 |           |    |      |   |           |    |      |   |           |    |      |   |           |    |      |   |           |    |      |   |
|                             | AS02 |           |    |      |   |           |    |      |   |           |    |      |   |           |    |      |   |           |    |      |   |
|                             | AS03 | 74        | 26 |      |   | 70        | 30 |      |   | 75        | 25 |      |   | 68        | 32 |      |   | 55        | 45 |      |   |
|                             | AS04 | 86        | 14 |      |   |           |    |      |   |           |    |      |   | 83        | 17 |      |   | 83        | 17 |      |   |
|                             | AS05 | 92        | 8  |      |   | 90        | 10 |      |   | 85        | 15 |      |   | 90        | 10 |      |   |           |    |      |   |
|                             | AS06 |           |    |      |   | 90        | 10 |      |   |           |    |      |   | 90        | 10 |      |   | 82        | 18 |      |   |
|                             | AS07 | 92        | 8  |      |   |           |    |      |   |           |    |      |   |           |    |      |   |           |    |      |   |
|                             | AS08 |           |    |      |   |           |    |      |   |           |    |      |   |           |    |      |   |           |    |      |   |
|                             | AS09 | -         | -  |      |   | -         | -  |      |   | -         | -  |      |   | -         | -  |      |   | -         | -  |      |   |
|                             | AS10 | -         | -  |      |   | -         | -  |      |   | -         | -  |      |   | -         | -  |      |   | -         | -  |      |   |
| Part-Time Total             |      | 83        | 17 |      |   | 84        | 16 |      |   | 87        | 13 |      |   | 81        | 19 |      |   | 77        | 23 |      |   |
| Professional Services Total |      | 69        | 31 |      |   | 70        | 30 |      |   | 69        | 31 |      |   | 69        | 31 |      |   | 68        | 32 |      |   |



## 7. Applications, shortlist and appointments to academic posts

Table 7.1 SLS A&R staff recruitment journey by gender over five years reporting period.

|                                  |                             | 2016/17 |     |      |     | 2017/18 |     |      |     | 2018/19 |     |      |     | 2019/20 |     |      |     | 2020/21 |     |      |     |
|----------------------------------|-----------------------------|---------|-----|------|-----|---------|-----|------|-----|---------|-----|------|-----|---------|-----|------|-----|---------|-----|------|-----|
|                                  |                             | Female  | %   | Male | %   | Female  | %   | Male | %   | Female  | %   | Male | %   | Female  | %   | Male | %   | Female  | %   | Male | %   |
| Academic & Research (All Grades) | Number of Vacancies         |         |     | 101  |     |         |     | 83   |     |         |     | 83   |     |         |     | 82   |     |         |     | 107  |     |
|                                  | Applications                |         | 33% |      | 66% |         | 35% |      | 63% |         | 35% |      | 64% |         | 38% |      | 60% |         | 34% |      | 65% |
|                                  | Shortlisted                 |         | 34% |      | 64% |         | 43% |      | 51% |         | 42% |      | 56% |         | 40% |      | 52% |         | 41% |      | 58% |
|                                  | Interviewed                 |         | 34% |      | 65% |         | 44% |      | 49% |         | 44% |      | 53% |         | 40% |      | 56% |         | 40% |      | 60% |
|                                  | Appointments                |         | 40% |      | 58% |         | 47% |      | 44% |         | 47% |      | 48% |         | 43% |      | 57% |         | 49% |      | 50% |
|                                  | Applications > Shortlisted  |         | 13% |      | 13% |         | 29% |      | 9%  |         | 11% |      | 8%  |         | 16% |      | 13% |         | 15% |      | 11% |
|                                  | Applications > Interviewed  |         | 12% |      | 12% |         | 21% |      | 8%  |         | 10% |      | 6%  |         | 16% |      | 13% |         | 14% |      | 11% |
|                                  | Applications > Appointments |         | 5%  |      | 4%  |         | 14% |      | 5%  |         | 5%  |      | 3%  |         | 12% |      | 3%  |         | 5%  |      | 4%  |

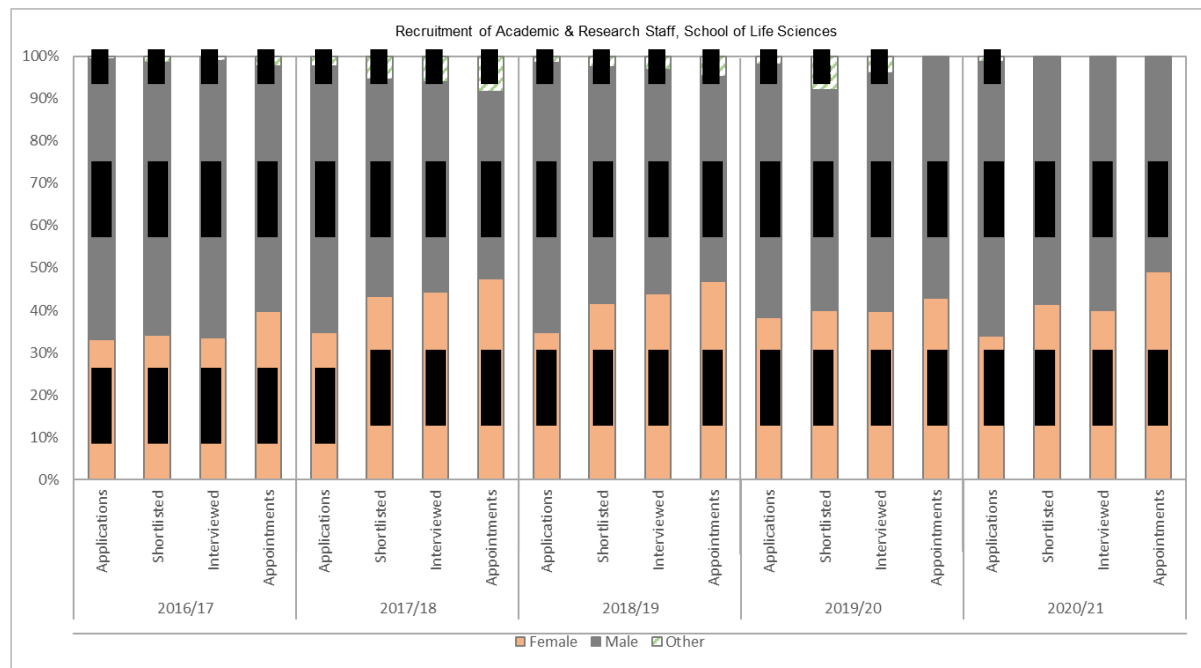


Chart 7.1 UoD A&R staff recruitment journey by gender over five years reporting period.

## 8. Applications, shortlist and appointments to PTO posts

Table 8.1 SLS PTO staff recruitment journey by gender over five years reporting period.

|                                       |                             | 2016/17 |     |           |     | 2017/18 |   |           |     | 2018/19 |     |       |           | 2019/20 |     |      |     | 2020/21   |   |        |     |
|---------------------------------------|-----------------------------|---------|-----|-----------|-----|---------|---|-----------|-----|---------|-----|-------|-----------|---------|-----|------|-----|-----------|---|--------|-----|
|                                       |                             | Female  | %   | Male      | %   | Other   | % | Female    | %   | Male    | %   | Other | %         | Female  | %   | Male | %   | Other     | % | Female | %   |
| Professional Services<br>(All Grades) | <b>Number of Vacancies</b>  |         |     | <b>47</b> |     |         |   | <b>58</b> |     |         |     |       | <b>49</b> |         |     |      |     | <b>21</b> |   |        |     |
|                                       | Applications                |         | 54% |           | 45% |         |   |           | 58% |         | 38% |       |           |         | 48% |      | 49% |           |   |        | 50% |
|                                       | Shortlisted                 |         | 70% |           | 29% |         |   |           | 66% |         | 32% |       |           |         | 53% |      | 40% |           |   |        | 45% |
|                                       | Interviewed                 |         | 70% |           | 28% |         |   |           | 66% |         | 32% |       |           |         | 59% |      | 40% |           |   |        | 55% |
|                                       | Appointments                |         | 69% |           | 31% |         |   |           | 77% |         | 20% |       |           |         | 60% |      | 20% |           |   |        | 67% |
|                                       | Applications > Shortlisted  |         | 23% |           | 12% |         |   |           | 20% |         | 15% |       |           |         | 35% |      | 26% |           |   |        | 28% |
|                                       | Applications > Interviewed  |         | 22% |           | 11% |         |   |           | 20% |         | 15% |       |           |         | 36% |      | 24% |           |   |        | 28% |
|                                       | Applications > Appointments |         | 9%  |           | 5%  |         |   |           | 9%  |         | 3%  |       |           |         | 11% |      | 3%  |           |   |        | 10% |

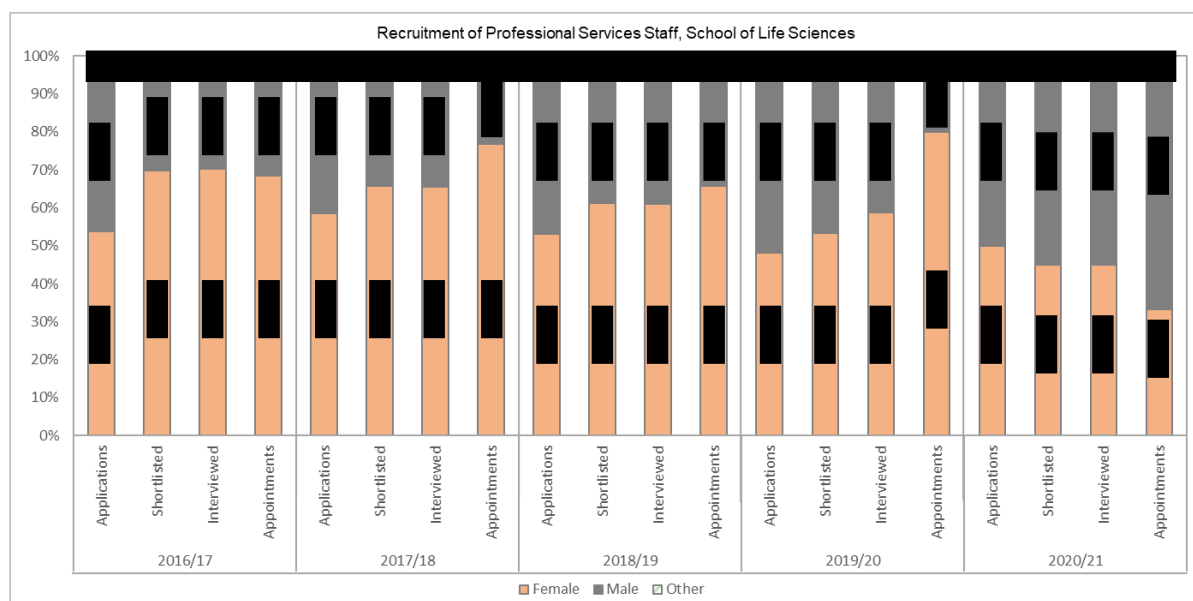


Chart 8.1 SLS PTO staff recruitment journey by gender over five years reporting period.

## 9. Applications and success rates for academic promotion, CRPs & AAs

### 9.1 Academic & research staff promotion

Table 9.1.1 SLS A&R staff promotion journey by gender by grade/position over five years reporting period.

|  |                      | 2016/17 |        | 2017/18 |        | 2018/19 |        | 2019/20 |        | 2020/21 |      |
|--|----------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|------|
|  |                      | Female  | Male   | Female  | Male   | Female  | Male   | Female  | Male   | Female  | Male |
| Promotion to Lecturer or Researcher Grade 8        | % Sought             |         |        |         |        |         |        |         |        |         |      |
|  | % Awarded v Eligible |         |        |         |        |         |        |         |        |         |      |
|  | % Awarded            | 50.0%   | 100.0% |         |        |         |        |         |        |         |      |
| Promotion to Senior Lecturer or Researcher Grade 9 | % Sought             |         | 1.5%   |         | 5.0%   | 3.1%    | 2.0%   | 5.7%    | 3.9%   |         |      |
|  | % Awarded v Eligible |         | 1.5%   |         | 3.3%   | 3.1%    | 2.0%   | 5.7%    | 2.0%   |         |      |
|  | % Awarded            |         | 100.0% |         | 66.7%  | 100.0%  | 100.0% | 100.0%  | 50.0%  |         |      |
| Promotion to Reader                                | % Sought             |         |        |         |        |         | 5.3%   |         | 11.1%  |         |      |
|  | % Awarded v Eligible |         |        |         |        |         | 5.3%   |         | 11.1%  |         |      |
|  | % Awarded            |         |        |         |        |         | 100.0% |         | 100.0% |         |      |
| Promotion to Personal Chair                        | % Sought             |         | 12.5%  | 20.0%   | 13.3%  |         |        | 25.0%   | 9.1%   |         |      |
|  | % Awarded v Eligible |         | 12.5%  | 20.0%   | 13.3%  |         |        | 25.0%   | 9.1%   |         |      |
|  | % Awarded            |         | 100.0% | 100.0%  | 100.0% |         |        | 100.0%  | 100.0% |         |      |
| <b>Total</b>                                       | % Sought             |         | 1.7%   |         | 2.3%   |         |        | 1.6%    | 2.8%   |         |      |
|  | % Awarded v Eligible |         | 1.7%   |         | 1.8%   |         |        | 1.6%    | 2.3%   |         |      |
|  | % Awarded            | 50.0%   | 100.0% | 100.0%  | 80.0%  | 100.0%  | 100.0% | 100.0%  | 83.3%  |         |      |

N.B: the academic appraisal process was paused in 2020/21 and resumed in 2021/22. Data have been redacted if < 1%.

### 9.2 A&R staff application for contribution related points (CRPs) or AA (Accelerated Advancement)

Table 9.2.1 SLS academic and research staff applications for CRPs by gender over five years reporting period.

|              |  | 2016/17    |            | 2017/18    |            | 2018/19    |            | 2019/20 |      | 2020/21    |            |
|--------------|--|------------|------------|------------|------------|------------|------------|---------|------|------------|------------|
|              |  | Female     | Male       | Female     | Male       | Female     | Male       | Female  | Male | Female     | Male       |
| 1 CRP        |  | 50%        | 50%        |            |            |            |            | 67%     | 33%  | 50%        | 50%        |
| 2 CRP        |  | 20%        | 80%        | 25%        | 75%        | 33%        | 67%        |         |      |            |            |
| 3 CRP        |  |            |            | 50%        | 50%        |            |            |         |      |            |            |
| <b>Total</b> |  | <b>40%</b> | <b>60%</b> | <b>29%</b> | <b>71%</b> | <b>44%</b> | <b>55%</b> |         |      | <b>67%</b> | <b>33%</b> |

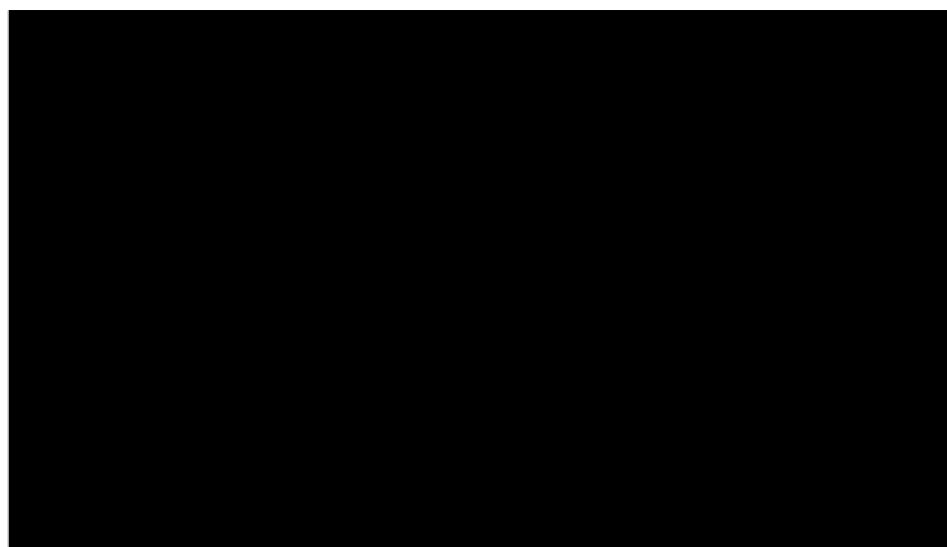


Chart 9.2.1 SLS academic and research staff applications for CRPs by gender over five years reporting period.

Table 9.2.2 Outcome of SLS academic and research staff applications for CRPs.

|                  | 2016/17 |      | 2017/18 |      | 2018/19 |      | 2019/20 |      | 2020/21 |      |
|------------------|---------|------|---------|------|---------|------|---------|------|---------|------|
|                  | Female  | Male | Female  | Male | Female  | Male | Female  | Male | Female  | Male |
| 1 CRP            | 40%     | 60%  | 25%     | 75%  | 38%     | 63%  | 50%     | 50%  |         |      |
|                  |         |      |         |      |         |      |         |      |         |      |
| Not met criteria | 57%     | 43%  | 33%     | 67%  |         |      |         |      |         |      |
| Total            | 40%     | 60%  | 29%     | 71%  | 44%     | 56%  | 67%     | 33%  | 67%     | 33%  |

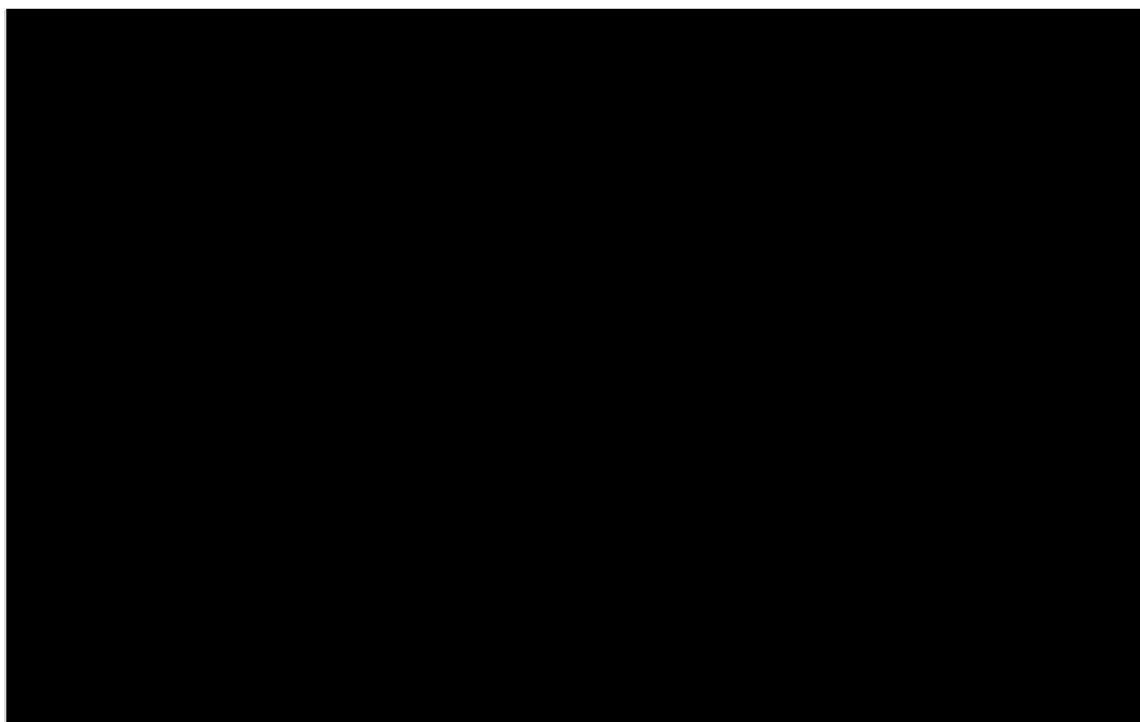


Chart 9.2.2 Outcome of SLS academic and research staff applications for CRPs (NMC: not met criteria)..

Table 9.2.3 SLS academic and research staff applications for AAs by gender over five years reporting period.

|              | 2016/17    |            | 2017/18    |            | 2018/19    |            | 2019/20    |            | 2020/21    |            |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
|              | Female     | Male       | Female     | Male       | Female     | Male       | Female     | Male       | Female     | Male       |
|              |            |            |            |            | 75%        | 25%        |            |            | 67%        | 33%        |
|              |            |            |            |            | 50%        | 50%        |            |            | 75%        | 25%        |
| <b>Total</b> | <b>33%</b> | <b>67%</b> | <b>67%</b> | <b>33%</b> | <b>67%</b> | <b>33%</b> | <b>75%</b> | <b>25%</b> | <b>71%</b> | <b>29%</b> |

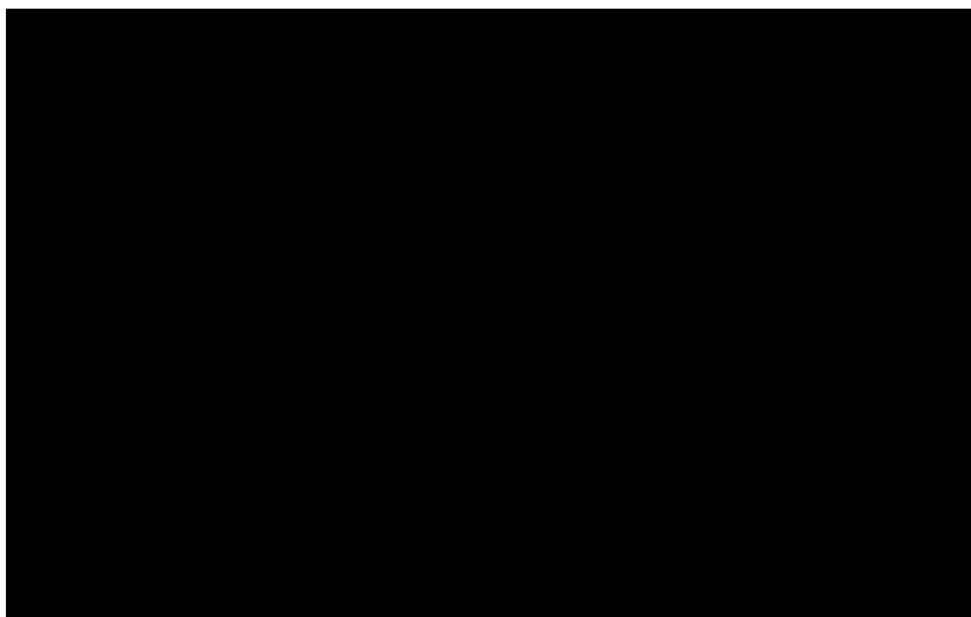


Chart 9.2.3 SLS academic and research staff applications for AAs by gender over five years reporting period.

Table 9.2.4 Outcome of SLS academic and research staff applications for CRPs

|                  | 2016/17    |            | 2017/18    |            | 2018/19    |            | 2019/20 |      | 2020/21 |      |
|------------------|------------|------------|------------|------------|------------|------------|---------|------|---------|------|
|                  | Female     | Male       | Female     | Male       | Female     | Male       | Female  | Male | Female  | Male |
| 1 AA             | 75%        | 25%        |            |            | 57%        | 43%        | 50%     | 50%  | 56%     | 44%  |
| 2 AA             |            |            |            |            |            |            |         |      |         |      |
| Not met criteria | 50%        | 50%        | 75%        | 25%        |            |            |         |      |         |      |
| <b>Total</b>     | <b>67%</b> | <b>33%</b> | <b>50%</b> | <b>50%</b> | <b>63%</b> | <b>38%</b> |         |      |         |      |

Data reported as % only since most entries < 5.

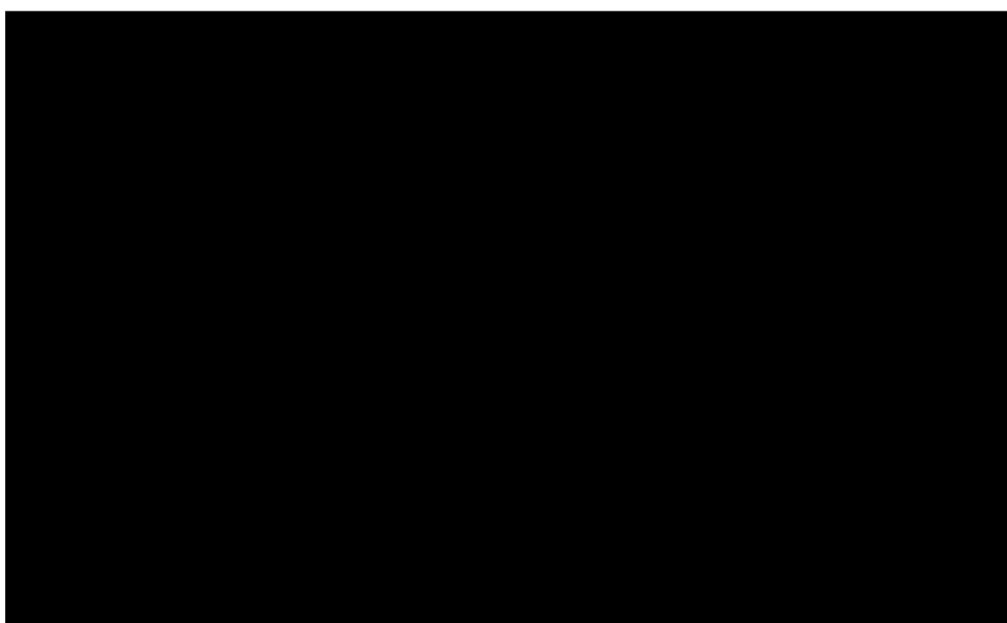


Chart 9.2.4 Outcome of SLS academic and research staff applications for CRPs.

## 10. Success rates of PTO staff applications for CRPs & AAs

### 10.1 PTO staff application for contribution related points (CRPs)

Table 10.1.1 SLS PTO staff applications for CRPs by gender over five years reporting period.

|              | 2016/17 |      | 2017/18 |      | 2018/19 |      | 2019/20 |      | 2020/21 |      |
|--------------|---------|------|---------|------|---------|------|---------|------|---------|------|
|              | Female  | Male | Female  | Male | Female  | Male | Female  | Male | Female  | Male |
|              |         |      |         |      | 50%     | 50%  |         |      |         |      |
|              |         |      | 67%     | 33%  |         |      |         |      |         |      |
| <b>Total</b> |         |      | 50%     | 50%  | 56%     | 44%  |         |      |         |      |

Data reported as % only since most entries < 5.

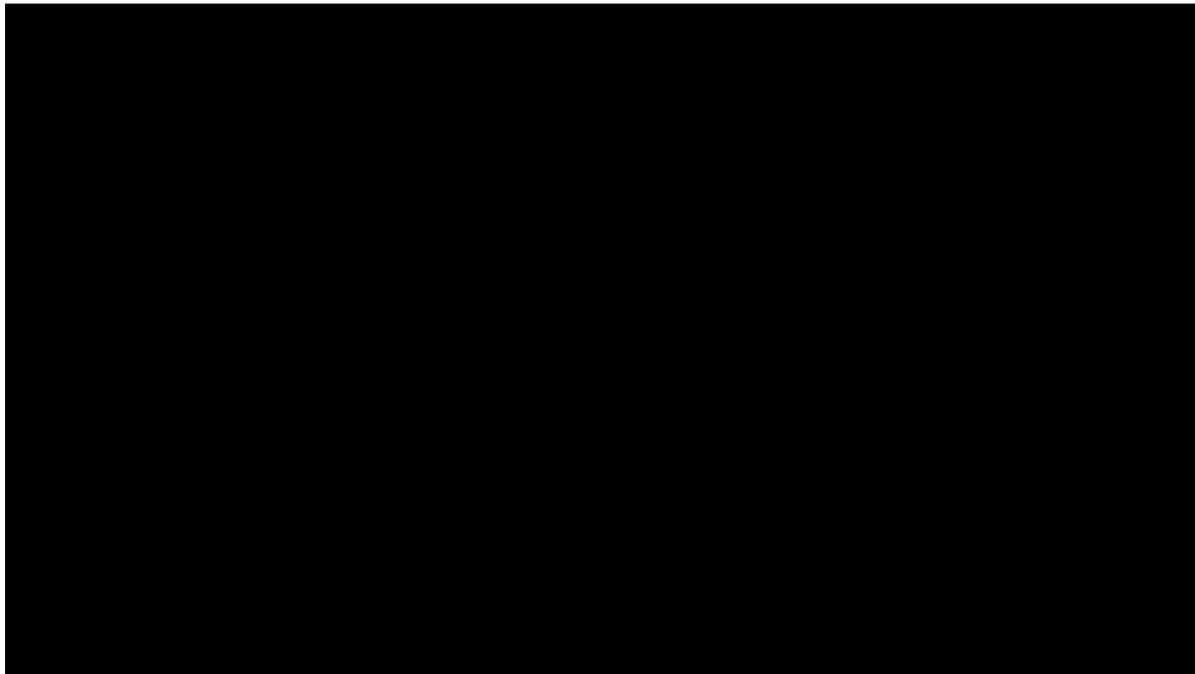


Chart 10.1.1 SLS PTO staff applications for CRPs by gender over five years reporting period.

Table 10.1.2 Outcome of SLS PTO staff applications for CRPs over five years reporting period.

|              | 2016/17 |      | 2017/18 |      | 2018/19 |      | 2019/20 |      | 2020/21 |      |
|--------------|---------|------|---------|------|---------|------|---------|------|---------|------|
|              | Female  | Male | Female  | Male | Female  | Male | Female  | Male | Female  | Male |
|              |         |      | 80%     | 20%  | 43%     | 57%  |         |      |         |      |
| <b>Total</b> |         |      | 50%     | 50%  | 56%     | 44%  |         |      |         |      |

Data reported as % only since most entries < 5.

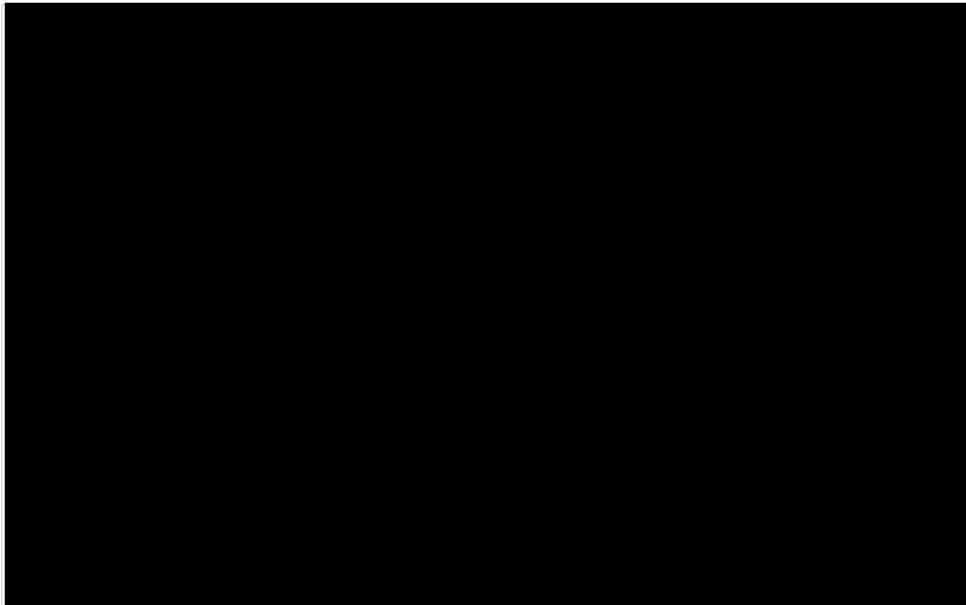


Chart 10.1.2 Outcome of SLS PTO staff applications for CRPs (NMC: not met criteria).

## 10.2 PTO staff application for accelerated advancement (AA)

Table 10.2.1 SLS PTO staff applications for AAs by gender over five years reporting period.

|              | 2016/17 |      | 2017/18 |      | 2018/19 |      | 2019/20 |      | 2020/21 |      |
|--------------|---------|------|---------|------|---------|------|---------|------|---------|------|
|              | Female  | Male | Female  | Male | Female  | Male | Female  | Male | Female  | Male |
|              |         |      |         |      |         |      |         |      |         |      |
| <b>Total</b> |         |      |         |      |         |      | 50%     | 50%  | 50%     | 50%  |

Data reported as % only since most entries < 5.

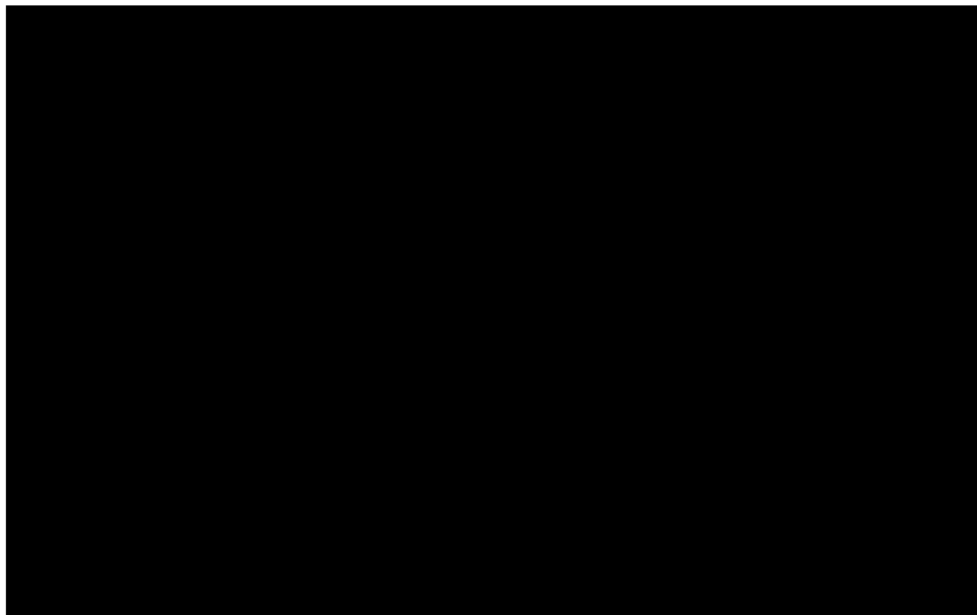


Chart 10.2.1 SLS PTO staff applications for AAs by gender over five years reporting period. Data reported as % only since most entries < 5.

Table 10.2.2 Outcome of PTO staff applications for AAs by gender over five years reporting period.

|              | 2016/17 |      | 2017/18 |      | 2018/19 |      | 2019/20 |      | 2020/21 |      |
|--------------|---------|------|---------|------|---------|------|---------|------|---------|------|
|              | Female  | Male | Female  | Male | Female  | Male | Female  | Male | Female  | Male |
|              |         |      |         |      |         |      |         |      |         |      |
| <b>Total</b> |         |      | 33%     | 67%  | 50%     | 50%  |         |      | 50%     | 50%  |

Data reported as % only since most entries < 5.

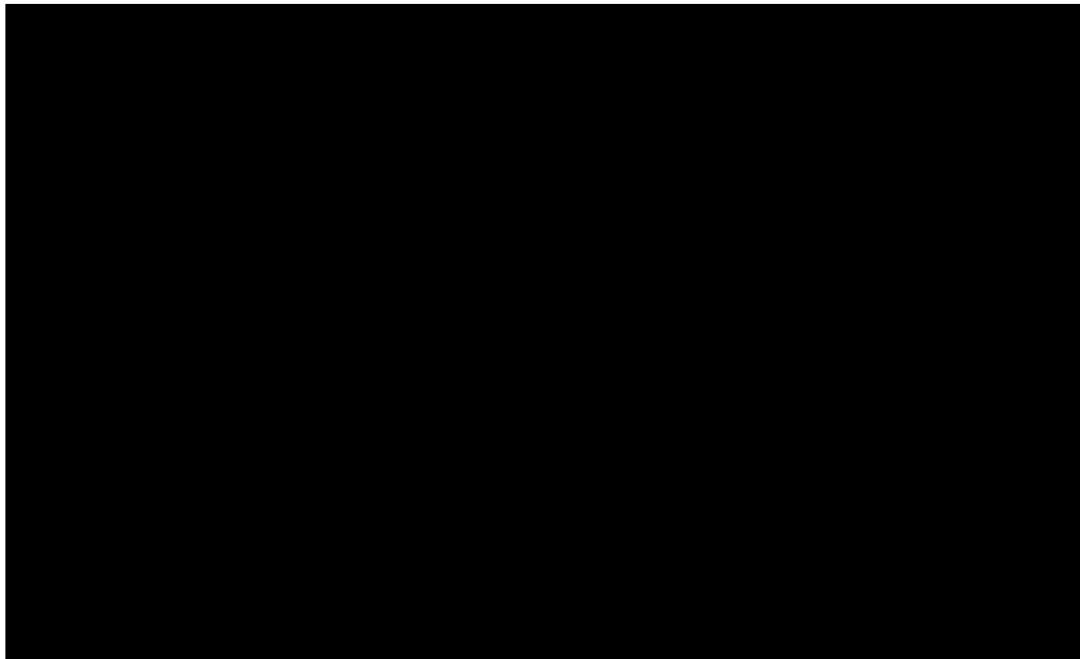


Chart 10.2.2 Outcome of PTO staff applications for AAs by gender over five years reporting period (NMC: not met criteria). Data reported as % only since most entries < 5.



## Appendix 3

### Additional Data

#### 3.1 PhD students' experience - annual survey

Table 3.1.1 Responses to the annual PhD students' survey by gender by year over the five years reporting period.

|              | 2016/17     | 2017/18     | 2018/19     | 2019/20     | 2020/21     |
|--------------|-------------|-------------|-------------|-------------|-------------|
| Female       | 38%         | 57%         | 50%         | 83%         | 61%         |
| Male         | 62%         | 43%         | 50%         | 17%         | 39%         |
| <b>Total</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

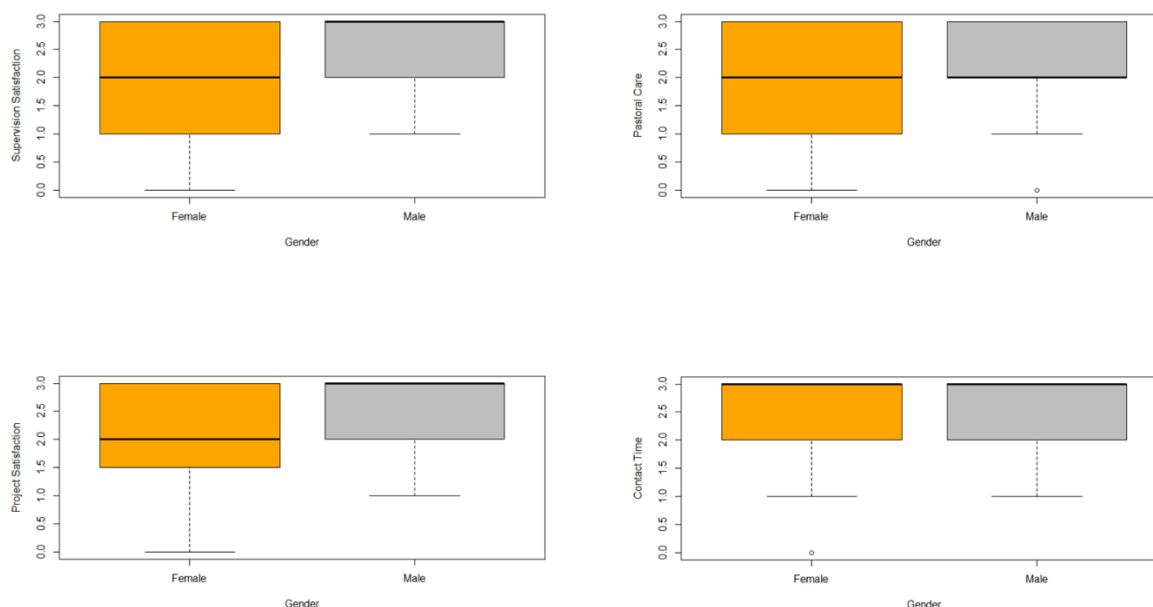


Figure 3.1.1 Boxplots reporting average scores of PhD students' satisfaction with their project, the amount of contact time received, the quality of supervision and pastoral care provided by gender. Average scores have been calculated assigning to each response (very dissatisfied, quite dissatisfied, quite satisfied, very satisfied) a score between 0-4. Students' satisfaction scores were modelled as a function of gender. The effect of gender was found to be significant when assessing the quality of supervision provided ( $F_{1,64} = 7.055$ ;  $p = 0.01$ ) and satisfaction with the allocated project ( $F_{1,64} = 6.556$ ;  $p = 0.0128$ ), while it was borderline significant when assessing the level of pastoral care provided ( $F_{1,53} = 4.028$ ;  $p = 0.0499$ ) and insignificant with respect to contact time with the relevant supervisor ( $F_{1,64} = 0.767$ ;  $p = 0.384$ ).

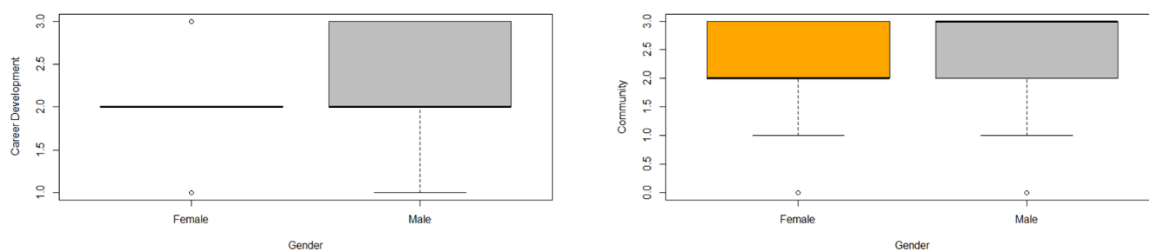


Figure 3.1.2. Boxplots reporting average scores of PhD students' satisfaction with career development opportunities and SLS community. Average scores have been calculated assigning to each response (very dissatisfied, quite dissatisfied, quite satisfied, very satisfied) a score between 0-4. Students' satisfaction scores were modelled as a function of gender. The effect of gender was found to be marginally insignificant when assessing the quality of career opportunities provided ( $F_{1,64} = 6.556$ ;  $p = 0.0128$ ) or satisfaction with the SLS community ( $F_{1,63} = 2.086$ ;  $p = 0.154$ ).

## 3.2 Hybrid Working Scheme Pilot

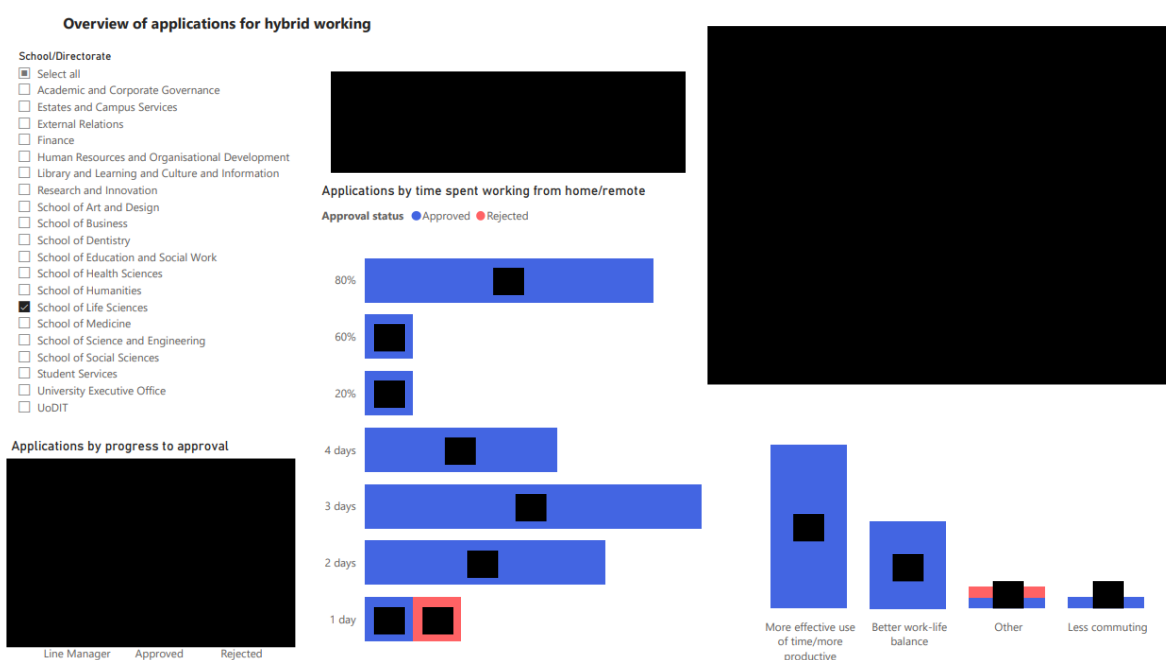


Figure 3.2.1 Applications, success rates and working arrangements of SLS staff applying for the hybrid working scheme.

### 3.3 Grant Applications Success by Gender

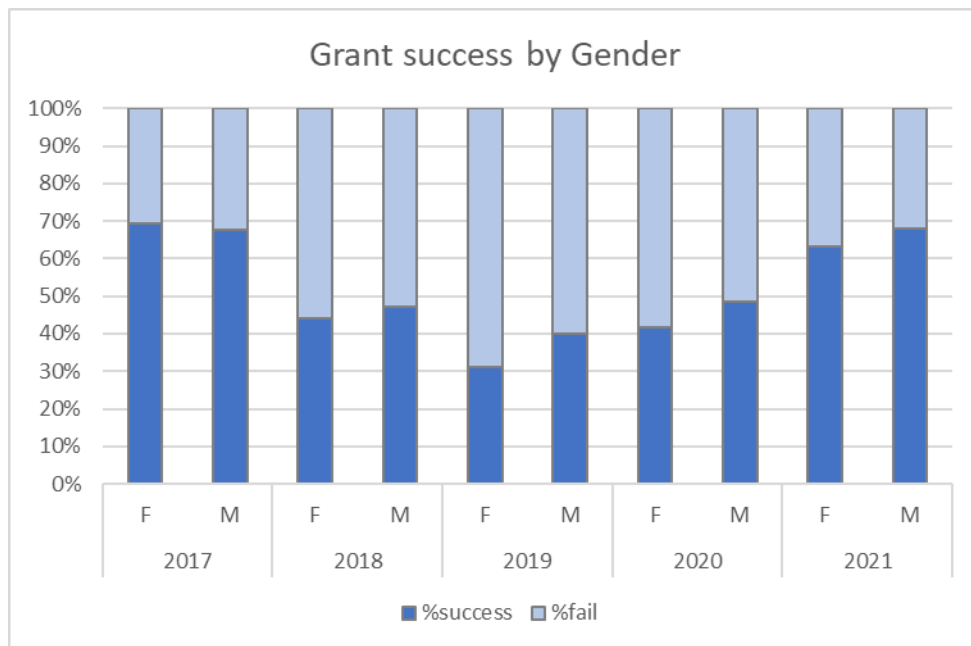


Chart 3.3.1 Academic and Research Staff success rate in funding applications by gender by year over five years reporting period

### 3.4 PDRAs length of employment

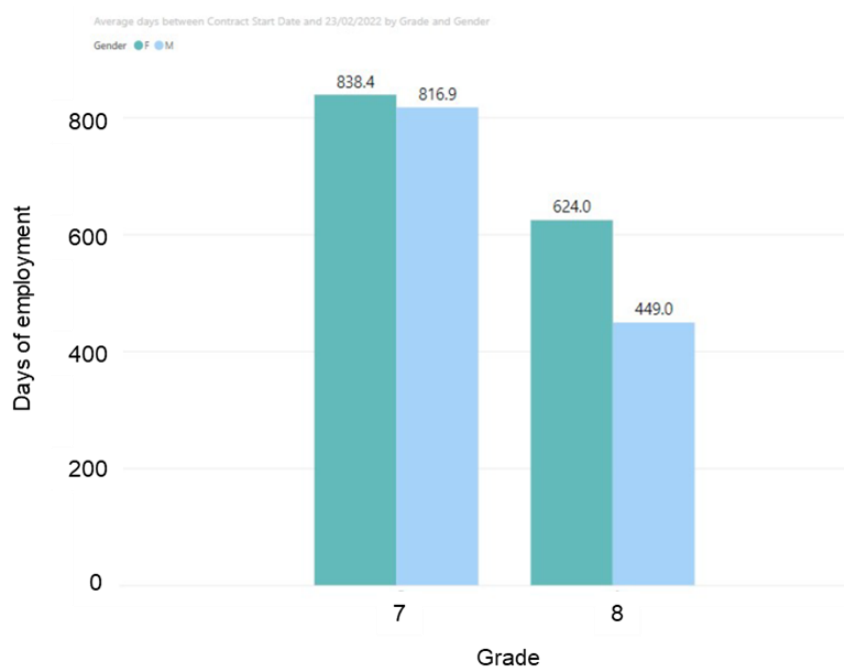


Chart 3.4.1 Average days of PDRAs employment between start of contract and the day data where retrieved (23/02/2022) by gender by grade (AS07-AS08).

### 3.5 Leavers (A&R and PTO Staff)

Table 3.5.1 A&R and PS staff leaving SLS by gender by year over five years reporting period

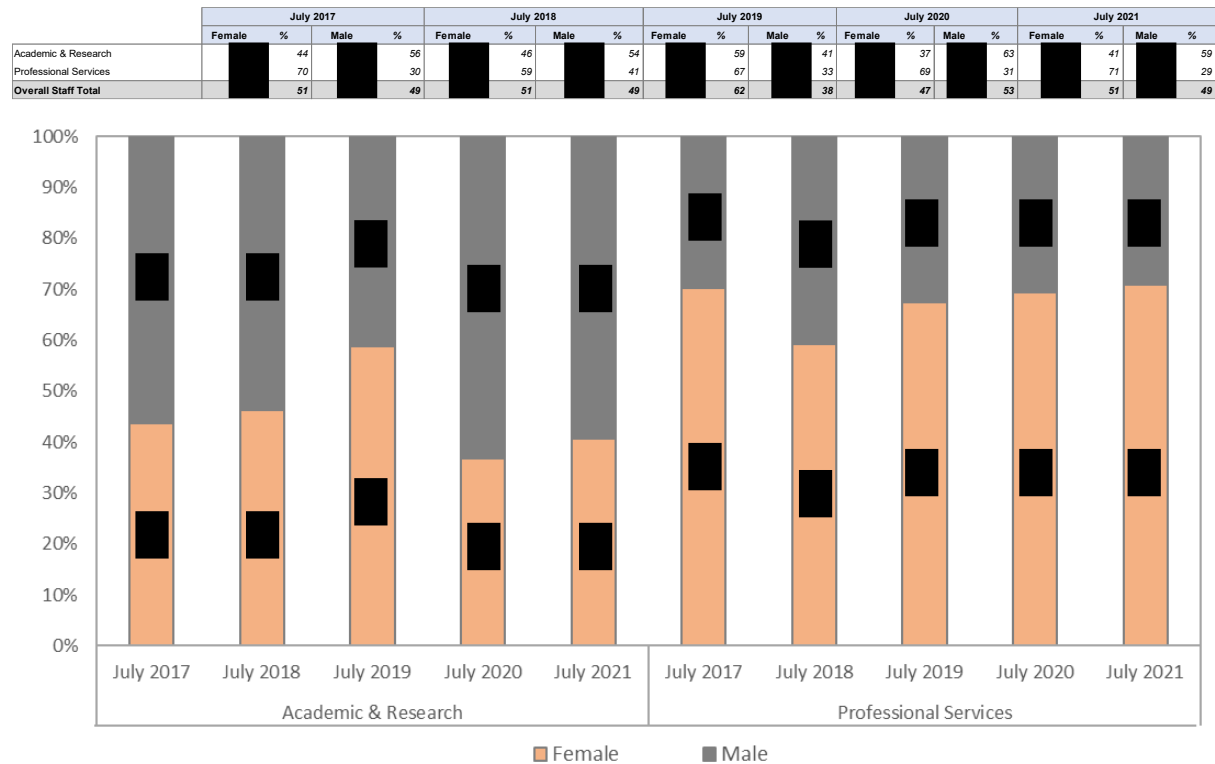


Chart 3.5.1 Table 5.1 A&R and PTO staff leaving SLS by gender by year over five years reporting period

Table 3.3.5.2 Academic and Research staff leaving SLS by gender, by contract function by reason

|                                       |                              | July 2017 |   |           |   | July 2018 |   |           |   | July 2019 |   |           |   | July 2020 |   |           |   | July 2021 |   |           |   |
|---------------------------------------|------------------------------|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|-----------|---|
|                                       |                              | Female    | % | Male      | % | Female    | % | Male      | % | Female    | % | Male      | % | Female    | % | Male      | % | Female    | % | Male      | % |
| Research Only                         | Expiry of Contract           | 45        |   | 55        |   | 47        |   | 53        |   | 54        |   | 46        |   | 50        |   | 50        |   | 42        |   | 58        |   |
|                                       | Dismissed / Gross Misconduct |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Redundancy                   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Resignation                  | 41        |   | 59        |   | 30        |   | 70        |   | 47        |   | 53        |   | 45        |   | 55        |   | 72        |   | 28        |   |
|                                       | Retirement                   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Severance                    |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
| <b>Research Only Total</b>            |                              | <b>44</b> |   | <b>56</b> |   | <b>46</b> |   | <b>54</b> |   | <b>60</b> |   | <b>40</b> |   | <b>38</b> |   | <b>62</b> |   | <b>42</b> |   | <b>58</b> |   |
| Teaching and Research                 | Expiry of Contract           |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Dismissed / Gross Misconduct |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Redundancy                   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Resignation                  |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Retirement                   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Severance                    |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
| <b>Teaching and Research Total</b>    |                              | <b>33</b> |   | <b>67</b> |   | <b>40</b> |   | <b>60</b> |   | <b>40</b> |   | <b>60</b> |   | <b>40</b> |   | <b>60</b> |   | <b>40</b> |   | <b>60</b> |   |
| Teaching and Scholarship              | Expiry of Contract           |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Dismissed / Gross Misconduct |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Redundancy                   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Resignation                  |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Retirement                   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Severance                    |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
| <b>Teaching and Scholarship Total</b> |                              | <b>33</b> |   | <b>67</b> |   | <b>40</b> |   | <b>60</b> |   | <b>40</b> |   | <b>60</b> |   | <b>40</b> |   | <b>60</b> |   | <b>40</b> |   | <b>60</b> |   |
| Other                                 | Expiry of Contract           |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Dismissed / Gross Misconduct |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Redundancy                   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Resignation                  |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Retirement                   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
|                                       | Severance                    |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |           |   |
| <b>Other Total</b>                    |                              | <b>44</b> |   | <b>56</b> |   | <b>46</b> |   | <b>54</b> |   | <b>60</b> |   | <b>40</b> |   | <b>38</b> |   | <b>62</b> |   | <b>42</b> |   | <b>58</b> |   |
| <b>Academic &amp; Research Total</b>  |                              | <b>44</b> |   | <b>56</b> |   | <b>46</b> |   | <b>54</b> |   | <b>60</b> |   | <b>40</b> |   | <b>38</b> |   | <b>62</b> |   | <b>42</b> |   | <b>58</b> |   |

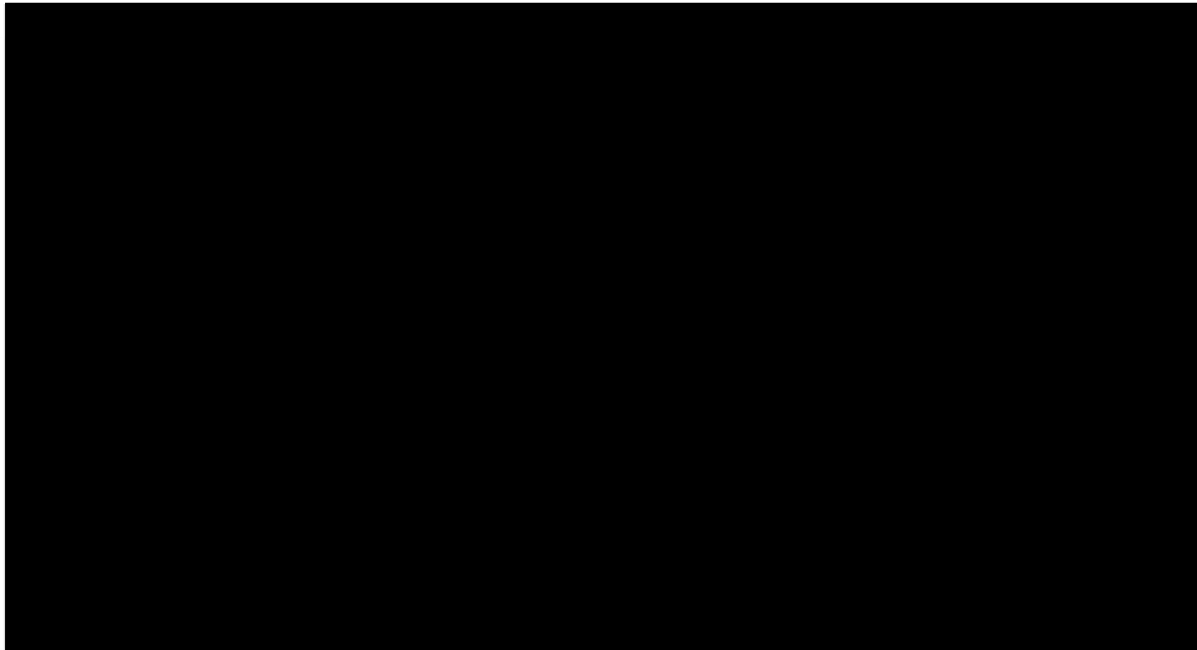


Chart 3.5.2 Academic and Research staff leaving SLS by gender, by contract function by reason.

### 3.6 Recruitment panels composition (A&R and PTO Staff)

Table 3.6.1 Composition of shortlisting and interview panels for A&R posts in SLS by gender by year.

|                                     |                    | 2016/17   |                   | 2017/18   |                   | 2018/19   |                   | 2019/20   |                   | 2020/21   |                   |
|-------------------------------------|--------------------|-----------|-------------------|-----------|-------------------|-----------|-------------------|-----------|-------------------|-----------|-------------------|
|                                     |                    | Vacancies | Panel Composition | Vacancies | Panel Composition | Vacancies | Panel Composition | Vacancies | Panel Composition | Vacancies | Panel Composition |
|                                     |                    |           | Female Male       |           | Female Male       |           | Female Male       |           | Female Male       |           | Female Male       |
| Academic & Research<br>(All Grades) | Shortlisting Panel |           |                   |           |                   |           |                   |           |                   |           |                   |
|                                     | Internal Only      |           |                   |           | 38% 63%           |           | 57% 43%           |           | 33% 67%           |           | 50% 50%           |
|                                     | External           |           | 34% 66%           |           | 24% 76%           |           | 51% 49%           |           | 23% 77%           |           | 33% 67%           |
|                                     | Redeployment       |           |                   |           | 50% 50%           |           |                   |           |                   |           |                   |
|                                     | No Data            |           |                   |           |                   |           |                   |           |                   |           |                   |
|                                     | Total              |           |                   |           | 27% 73%           |           | 52% 48%           |           | 24% 76%           |           | 35% 65%           |
|                                     | Interview Panel    |           | Female Male       |           | Female Male       |           | Female Male       |           | Female Male       |           | Female Male       |
|                                     | Internal Only      |           |                   |           | 20% 80%           |           | 67% 33%           |           |                   |           | 60% 40%           |
|                                     | External           |           | 34% 66%           |           | 29% 71%           |           | 34% 66%           |           | 35% 65%           |           | 33% 67%           |
|                                     | Redeployment       |           |                   |           |                   |           |                   |           |                   |           | 67% 33%           |
|                                     | No Data            |           |                   |           |                   |           |                   |           |                   |           |                   |
|                                     | Total              |           |                   |           | 27% 73%           |           | 38% 63%           |           |                   |           | 35% 65%           |

Table 3.6.2 Composition of shortlisting and interview panels for PTO posts in SLS by gender by year.

|                                       |                    | 2016/17   |                   | 2017/18   |                   | 2018/19   |                   | 2019/20   |                   | 2020/21   |                   |
|---------------------------------------|--------------------|-----------|-------------------|-----------|-------------------|-----------|-------------------|-----------|-------------------|-----------|-------------------|
|                                       |                    | Vacancies | Panel Composition | Vacancies | Panel Composition | Vacancies | Panel Composition | Vacancies | Panel Composition | Vacancies | Panel Composition |
|                                       |                    |           | Female Male       |           | Female Male       |           | Female Male       |           | Female Male       |           | Female Male       |
| Professional Services<br>(All Grades) | Shortlisting Panel |           |                   |           |                   |           |                   |           |                   |           |                   |
|                                       | Internal Only      |           | 67% 33%           |           | 50% 50%           |           | 77% 23%           |           | 67% 33%           |           | 67% 33%           |
|                                       | External           |           | 77% 23%           |           | 52% 48%           |           | 59% 41%           |           | 45% 55%           |           | 56% 44%           |
|                                       | Redeployment       |           |                   |           | 50% 50%           |           | 67% 33%           |           | 33% 67%           |           |                   |
|                                       | No Data            |           |                   |           |                   |           |                   |           |                   |           |                   |
|                                       | Total              |           | 76% 24%           |           | 52% 48%           |           | 65% 35%           |           | 47% 53%           |           | 55% 45%           |
|                                       | Interview Panel    |           | Female Male       |           | Female Male       |           | Female Male       |           | Female Male       |           | Female Male       |
|                                       | Internal Only      |           | 67% 33%           |           | 74% 26%           |           | 67% 33%           |           | 73% 27%           |           | 67% 33%           |
|                                       | External           |           | 67% 33%           |           | 50% 50%           |           | 59% 41%           |           | 58% 42%           |           | 56% 44%           |
|                                       | Redeployment       |           |                   |           |                   |           | 80% 20%           |           | 33% 67%           |           |                   |
|                                       | No Data            |           |                   |           |                   |           |                   |           |                   |           |                   |
|                                       | Total              |           | 68% 32%           |           | 62% 38%           |           | 62% 38%           |           | 58% 42%           |           | 60% 40%           |

### 3.7 Completion rates of ED&I training by all SLS staff (A&R and PTO)

Table 3.7.1 Completion rates of ED&I training by all SLS staff by gender by year

|        | Female    |    |               |    | Male      |    |               |    |
|--------|-----------|----|---------------|----|-----------|----|---------------|----|
|        | Completed | %  | Not Completed | %  | Completed | %  | Not Completed | %  |
| Jul-16 |           | 52 |               | 48 |           | 43 |               | 57 |
| Oct-16 |           | 62 |               | 38 |           | 53 |               | 47 |
| Jan-17 |           | 74 |               | 26 |           | 59 |               | 41 |
| Apr-17 |           | 80 |               | 20 |           | 66 |               | 34 |
| Aug-17 |           | 78 |               | 22 |           | 64 |               | 36 |
| Dec-17 |           | 84 |               | 16 |           | 70 |               | 30 |
| Feb-18 |           | 83 |               | 17 |           | 69 |               | 31 |
| Apr-18 |           | 82 |               | 18 |           | 69 |               | 31 |
| Jul 18 |           | 77 |               | 23 |           | 66 |               | 34 |
| Sep 18 |           | 75 |               | 25 |           | 65 |               | 35 |
| Dec 18 |           | 79 |               | 21 |           | 70 |               | 30 |
| Mar 19 |           | 83 |               | 17 |           | 75 |               | 25 |
| Jun 19 |           | 86 |               | 14 |           | 75 |               | 25 |
| Sep 19 |           | 84 |               | 16 |           | 77 |               | 23 |
| Nov 19 |           | 82 |               | 18 |           | 77 |               | 23 |
| Feb 20 |           | 82 |               | 18 |           | 76 |               | 24 |
| May 20 |           | 82 |               | 18 |           | 76 |               | 24 |
| Sep 20 |           | 83 |               | 17 |           | 74 |               | 26 |
| Nov 20 |           | 80 |               | 20 |           | 72 |               | 28 |
| Mar 21 |           | 84 |               | 16 |           | 76 |               | 24 |
| Jun 21 |           | 83 |               | 17 |           | 74 |               | 26 |

Table 3.7.2 Completion rates of ED&I training by SLS A&R staff between Jul 2018 and Jun 2021

|        | Academic & Research |    |               |    |           |    |               |    |
|--------|---------------------|----|---------------|----|-----------|----|---------------|----|
|        | Female              |    |               |    | Male      |    |               |    |
|        | Completed           | %  | Not Completed | %  | Completed | %  | Not Completed | %  |
| Jul 18 |                     | 76 |               | 24 |           | 63 |               | 37 |
| Sep 18 |                     | 73 |               | 27 |           | 62 |               | 38 |
| Dec 18 |                     | 79 |               | 21 |           | 68 |               | 32 |
| Mar 19 |                     | 79 |               | 21 |           | 73 |               | 27 |
| Jun 19 |                     | 81 |               | 19 |           | 73 |               | 27 |
| Sep 19 |                     | 81 |               | 19 |           | 77 |               | 23 |
| Nov 19 |                     | 77 |               | 23 |           | 76 |               | 24 |
| Feb 20 |                     | 76 |               | 24 |           | 74 |               | 26 |
| May 20 |                     | 75 |               | 25 |           | 74 |               | 26 |
| Sep 20 |                     | 75 |               | 25 |           | 72 |               | 28 |
| Nov 20 |                     | 74 |               | 26 |           | 70 |               | 30 |
| Mar 21 |                     | 82 |               | 18 |           | 75 |               | 25 |
| Jun 21 |                     | 80 |               | 20 |           | 72 |               | 28 |

Table 3.7.3 Completion rates of ED&I training by SLS PTO staff between Jul 2018 and Jun 2021

|        | Professional Services |    |               |    |           |    |               |    |
|--------|-----------------------|----|---------------|----|-----------|----|---------------|----|
|        | Female                |    |               |    | Male      |    |               |    |
|        | Completed             | %  | Not Completed | %  | Completed | %  | Not Completed | %  |
| Jul 18 |                       | 77 |               | 23 |           | 77 |               | 23 |
| Sep 18 |                       | 77 |               | 23 |           | 75 |               | 25 |
| Dec 18 |                       | 79 |               | 21 |           | 77 |               | 23 |
| Mar 19 |                       | 87 |               | 13 |           | 82 |               | 18 |
| Jun 19 |                       | 91 |               | 9  |           | 84 |               | 16 |
| Sep 19 |                       | 88 |               | 12 |           | 79 |               | 21 |
| Nov 19 |                       | 89 |               | 11 |           | 80 |               | 20 |
| Feb 20 |                       | 88 |               | 12 |           | 81 |               | 19 |
| May 20 |                       | 89 |               | 11 |           | 81 |               | 19 |
| Sep 20 |                       | 91 |               | 9  |           | 80 |               | 20 |
| Nov 20 |                       | 87 |               | 13 |           | 78 |               | 22 |
| Mar 21 |                       | 88 |               | 12 |           | 80 |               | 20 |
| Jun 21 |                       | 87 |               | 13 |           | 79 |               | 21 |

### 3.8 Completion rates of Objective Setting and Review by SLS staff

Table 3.8.1 SLS staff OSaR completion rates by gender by year over five years reporting period.

|                 |     | 2016/17 |            |      |            | 2017/18 |            |      |            | 2018/19 |            |      |            | 2019/20 |            |      |            | 2020/21 |            |      |            |
|-----------------|-----|---------|------------|------|------------|---------|------------|------|------------|---------|------------|------|------------|---------|------------|------|------------|---------|------------|------|------------|
|                 |     | 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 |
| All Staff       | Yes |         | 86         |      | 82         |         | 94         |      | 88         |         | 78         |      | 75         |         | 66         |      | 76         |         | 57         |      | 64         |
|                 | No  |         | 14         |      | 18         |         | 6          |      | 12         |         | 22         |      | 25         |         | 34         |      | 24         |         | 43         |      | 36         |
| All Staff Total |     |         | 100        |      | 100        |         | 100        |      | 100        |         | 100        |      | 100        |         | 100        |      | 100        |         | 100        |      | 100        |

Table 3.8.2 A&R Staff OSaR completion rates by gender by year over five years reporting period.

|                           |     | 2016/17 |            |      |            | 2017/18 |            |      |            | 2018/19 |            |      |            | 2019/20 |            |      |            | 2020/21 |            |      |            |
|---------------------------|-----|---------|------------|------|------------|---------|------------|------|------------|---------|------------|------|------------|---------|------------|------|------------|---------|------------|------|------------|
|                           |     | 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 |
| Academic & Research       | Yes |         | 88         |      | 85         |         | 92         |      | 90         |         | 74         |      | 76         |         | 88         |      | 86         |         | 68         |      | 74         |
|                           | No  |         | 12         |      | 15         |         | 8          |      | 10         |         | 26         |      | 24         |         | 12         |      | 14         |         | 32         |      | 26         |
| Academic & Research Total |     |         | 100        |      | 100        |         | 100        |      | 100        |         | 100        |      | 100        |         | 100        |      | 100        |         | 100        |      | 100        |

Table 3.8.3 PTO staff OSaR completion rates by gender by year over five years reporting period

|                             |     | 2016/17 |            |      |            | 2017/18 |            |      |            | 2018/19 |            |      |            | 2019/20 |            |      |            | 2020/21 |            |      |            |
|-----------------------------|-----|---------|------------|------|------------|---------|------------|------|------------|---------|------------|------|------------|---------|------------|------|------------|---------|------------|------|------------|
|                             |     | 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 |
| Professional Services       | Yes |         | 84         |      | 71         |         | 97         |      | 81         |         | 81         |      | 69         |         | 42         |      | 43         |         | 44         |      | 33         |
|                             | No  |         | 16         |      | 29         |         | 3          |      | 19         |         | 19         |      | 31         |         | 58         |      | 57         |         | 56         |      | 67         |
| Professional Services Total |     |         | 100        |      | 100        |         | 100        |      | 100        |         | 100        |      | 100        |         | 100        |      | 100        |         | 100        |      | 100        |

### 3.9 SLS Graduate Outcomes

Table 3.9.1 SLS Graduate Outcomes (UG) by gender by year

|             |  | 2017/18              |       | 2018/19              |       | 2019/20              |       |
|-------------|--|----------------------|-------|----------------------|-------|----------------------|-------|
|             |  | Employed or Studying | Other | Employed or Studying | Other | Employed or Studying | Other |
| UG Students |  |                      |       |                      |       |                      |       |
| Female      |  | 88%                  | 12%   | 83%                  | 16%   | 94%                  | 6%    |
| Male        |  | 86%                  | 14%   | 79%                  | 21%   | 93%                  | 7%    |
| Total       |  | 87%                  | 13%   | 81%                  | 19%   | 93%                  | 7%    |

Table 3.9.2 Table 9.1 SLS Graduate Outcomes (PGR) by gender by year

|              |  | 2017/18              |       | 2018/19              |       | 2019/20              |       |
|--------------|--|----------------------|-------|----------------------|-------|----------------------|-------|
|              |  | Employed or Studying | Other | Employed or Studying | Other | Employed or Studying | Other |
| PGR Students |  |                      |       |                      |       |                      |       |
| Female       |  |                      |       |                      |       |                      |       |
| Male         |  |                      |       |                      |       |                      |       |
| Total        |  |                      |       |                      |       |                      |       |



### 3.10 SLS Staff retention upon return from maternity leave

Table 3.10.1 Maternity leave retention rates of all SLS staff by year

|         | Staff commencing Maternity Leave in each year |          |                    | Proportion still employed at |          |           |           |     |
|---------|---|----------|--------------------|------------------------------|----------|-----------|-----------|-----|
|         | Instances                                     | On Leave | No longer on leave | 3 months                     | 6 months | 12 months | 18 months |     |
| 2016/17 |   |          |                    | 85%                          |          | 80%       | 20%       | 35% |
| 2017/18 |   |          |                    | 82%                          |          | 82%       | 47%       | 88% |
| 2018/19 |   |          |                    | 63%                          |          | 44%       | 81%       |     |

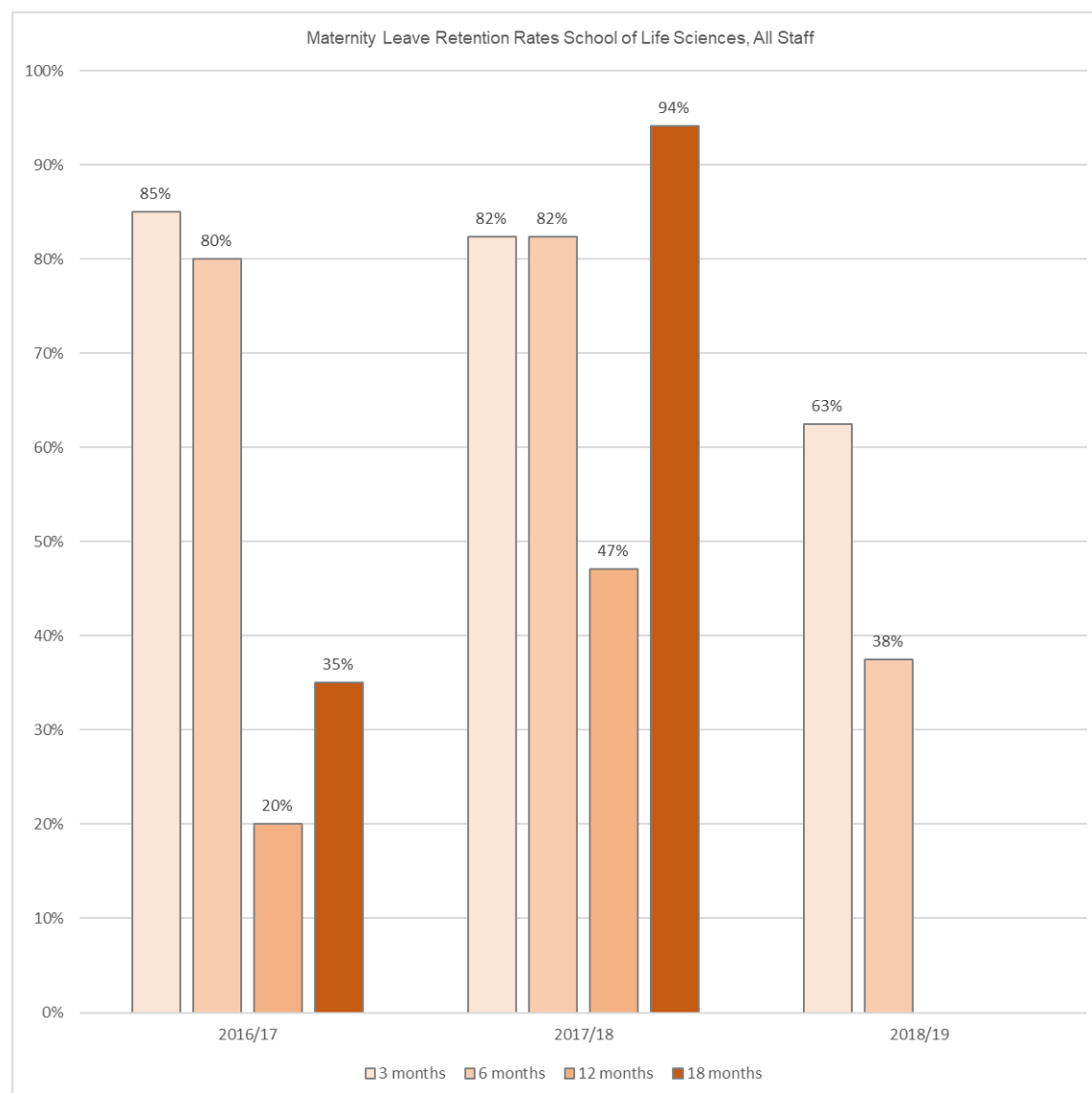


Chart 3.10.1 Maternity leave retention rates of all SLS staff by year

### 3.11 SLS Staff paternity leave

Table 3.11.1 SLS staff paternity leave by job category by year.

|                            | 2016/17         |            |            | 2017/18         |            |            | 2018/19         |            |            | 2019/20         |            |            |
|----------------------------|-----------------|------------|------------|-----------------|------------|------------|-----------------|------------|------------|-----------------|------------|------------|
|                            | 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        |                 |            | 3%         |                 |            | 4%         |                 |            | 2%         |                 |            | 1%         |
| Professional Services      |                 |            | 4%         |                 |            | 3%         |                 |            | 1%         |                 |            | 3%         |
| <b>Overall Staff Total</b> |                 |            | 3%         |                 |            | 3%         |                 |            | 2%         |                 |            | 2%         |

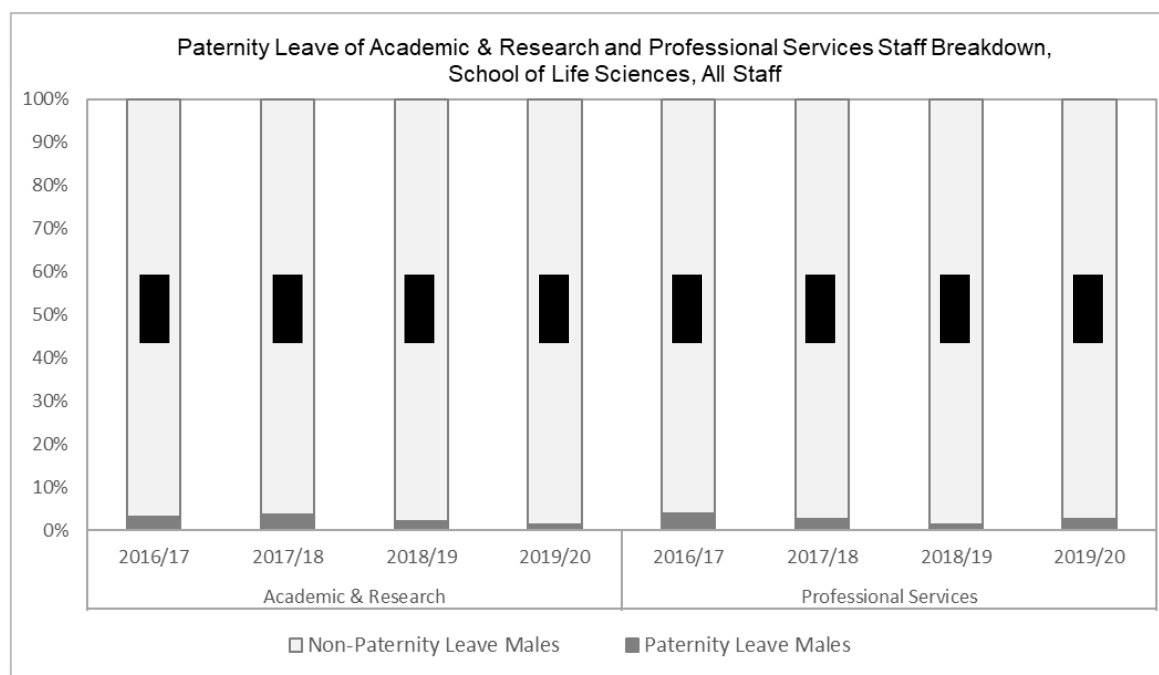


Chart 3.11.1 A&R and PTO staff paternity leave by year.

### 3.12 SLS Staff participating in public engagement

Table 3.12.1 SLS staff participating in public engagement activities by gender by year

|               | 2017   |      | 2018   |      | 2019   |      | 2020   |      | 2021   |      |
|---------------|--------|------|--------|------|--------|------|--------|------|--------|------|
|               | Number | %    | Number | %    | Number | %    | Number | %    | Number | %    |
| <b>Male</b>   |        | 45%  |        | 36%  |        | 39%  |        | 33%  |        | 43%  |
| <b>Female</b> |        | 55%  |        | 64%  |        | 61%  |        | 67%  |        | 57%  |
| <b>Total</b>  |        | 100% |        | 100% |        | 100% |        | 100% |        | 100% |

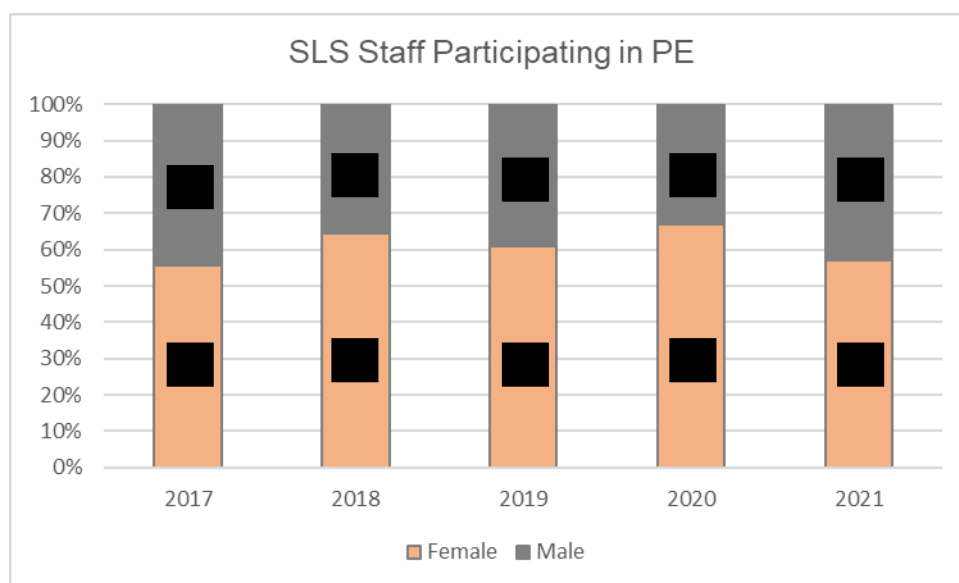


Chart 3.12.1 SLS staff participating in public engagement activities by gender by year

### 3.13 SLS Seminar Speakers by Gender

Table 3.13.1 SLS Seminars speakers by gender over three years reporting period.

|              | 2018/19 |      | 2019/20 |      | 2020/21 |      |
|--------------|---------|------|---------|------|---------|------|
| Female       |         | 23%  |         | 31%  |         | 30%  |
| Male         |         | 77%  |         | 69%  |         | 70%  |
| <b>Total</b> |         | 100% |         | 100% |         | 100% |

Table 3.13.2 SLS Seminar speakers by gender by division over three years reporting period (2018-2021).

|              | 2018-2021 |     |      |     |
|--------------|-----------|-----|------|-----|
|              | Female    | %   | Male | %   |
| BCDD         |           | 16% |      | 84% |
| CB           |           | 22% |      | 78% |
| CDB          |           | 27% |      | 73% |
| GRE          |           | 26% |      | 74% |
| MMB          |           | 17% |      | 83% |
| PS           |           | 50% |      | 50% |
| <b>Total</b> |           | 27% |      | 73% |

## Appendix 4

### Data disaggregated by division

When reviewing these data, please note that:

- CSI, GRE and Nucleic Acid Structure have been recently combined in a new division (MCDB);
- DDU is considered part of the BCDD division, but handled separately for budget purposes;
- Geomicrobiology is constituted by a single lab and affiliated to Molecular Microbiology;

#### 4.1 SLS Academic & research staff by grade and contract

Table 4.1.1 SLS A&R staff breakdown by gender by division over 5 years reporting period

| Division                                | 2016/17 |     |      |     | 2017/18 |     |      |     | 2018/19 |     |      |     | 2019/20 |     |      |     | 2020/21 |     |      |     |
|---|---------|-----|------|-----|---------|-----|------|-----|---------|-----|------|-----|---------|-----|------|-----|---------|-----|------|-----|
|   | Female  | %   | Male | %   | Female  | %   | Male | %   | Female  | %   | Male | %   | Female  | %   | Male | %   | Female  | %   | Male | %   |
| Biological Chemistry and Drug Discovery |         | 48% |      | 52% |         | 47% |      | 53% |         | 43% |      | 57% |         | 45% |      | 55% |         | 47% |      | 53% |
| Drug Discovery Unit                     |         | 43% |      | 58% |         | 40% |      | 60% |         | 44% |      | 56% |         | 52% |      | 48% |         | 51% |      | 49% |
| Cell and Developmental Biology          |         | 57% |      | 43% |         | 52% |      | 48% |         | 48% |      | 52% |         | 52% |      | 48% |         | 52% |      | 48% |
| Cell Signalling and Immunology          |         | 50% |      | 50% |         | 52% |      | 48% |         | 50% |      | 50% |         | 48% |      | 52% |         | 53% |      | 47% |
| Gene Regulation and Expression          |         | 35% |      | 65% |         | 34% |      | 66% |         | 38% |      | 62% |         | 45% |      | 55% |         | 48% |      | 52% |
| Nucleic Acid Structure                  |         | 25% |      | 75% |         | 25% |      | 75% |         | 25% |      | 75% |         | 29% |      | 71% |         | 20% |      | 80% |
| Computational Biology                   |         | 25% |      | 75% |         | 27% |      | 73% |         | 22% |      | 78% |         | 20% |      | 80% |         | 25% |      | 75% |
| D'Arcy Thompson Unit                    |         | 23% |      | 77% |         | 23% |      | 77% |         | 20% |      | 80% |         | 20% |      | 80% |         | 20% |      | 80% |
| Molecular Microbiology                  |         | 60% |      | 40% |         | 62% |      | 38% |         | 57% |      | 43% |         | 50% |      | 50% |         | 56% |      | 44% |
| Geomicrobiology Group                   |         | 50% |      | 50% |         | 50% |      | 50% |         |     |      |     |         |     |      |     |         |     |      |     |
| MRC PPU                                 |         | 35% |      | 65% |         | 39% |      | 61% |         | 39% |      | 61% |         | 37% |      | 63% |         | 39% |      | 61% |
| Plant Sciences                          |         | 52% |      | 48% |         | 56% |      | 44% |         | 56% |      | 44% |         | 58% |      | 42% |         | 54% |      | 46% |

Table 4.1.2 SLS A&R staff breakdown by gender by grade by division over 5 years reporting period

| Division                                       | 2016/17 |     |      |     | 2017/18 |     |      |     | 2018/19 |     |      |     | 2019/20 |     |      |     | 2020/21 |     |      |     |
|--|---------|-----|------|-----|---------|-----|------|-----|---------|-----|------|-----|---------|-----|------|-----|---------|-----|------|-----|
|  | Female  | %   | Male | %   | Female  | %   | Male | %   | Female  | %   | Male | %   | Female  | %   | Male | %   | Female  | %   | Male | %   |
| <b>Biological Chemistry and Drug Discovery</b> |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS07   |         | 54% |      | 46% |         | 50% |      | 50% |         | 43% |      | 57% |         | 47% |      | 53% |         | 49% |      | 51% |
| AS08   |         | 58% |      | 42% |         | 73% |      | 27% |         | 82% |      | 18% |         | 80% |      | 20% |         | 63% |      | 38% |
| AS09   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS10   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| <b>Drug Discovery Unit</b>                     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS07   |         | 62% |      | 38% |         | 55% |      | 45% |         | 57% |      | 43% |         | 66% |      | 34% |         | 63% |      | 37% |
| AS08   |         | 9%  |      | 91% |         | 15% |      | 85% |         | 18% |      | 82% |         | 23% |      | 77% |         | 33% |      | 67% |
| AS09   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS10   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| <b>Cell and Developmental Biology</b>          |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS07   |         | 45% |      | 55% |         | 38% |      | 63% |         | 30% |      | 70% |         | 29% |      | 71% |         | 29% |      | 71% |
| AS08   |         | 50% |      | 50% |         | 43% |      | 57% |         | 50% |      | 50% |         | 63% |      | 38% |         | 63% |      | 38% |
| AS09   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS10   |         | 80% |      | 20% |         | 80% |      | 20% |         | 83% |      | 17% |         | 80% |      | 20% |         | 80% |      | 20% |
| <b>Cell Signalling and Immunology</b>          |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS07   |         | 61% |      | 39% |         | 64% |      | 36% |         | 62% |      | 38% |         | 63% |      | 37% |         | 68% |      | 32% |
| AS08   |         | 40% |      | 60% |         | 40% |      | 60% |         | 40% |      | 60% |         | 33% |      | 67% |         | 33% |      | 67% |
| AS09   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS10   |         | 25% |      | 75% |         | 20% |      | 80% |         | 20% |      | 80% |         | 20% |      | 80% |         | 25% |      | 75% |
| <b>Gene Regulation and Expression</b>          |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS07   |         | 45% |      | 55% |         | 45% |      | 55% |         | 51% |      | 49% |         | 59% |      | 41% |         | 67% |      | 33% |
| AS08   |         | 23% |      | 77% |         | 19% |      | 81% |         | 20% |      | 80% |         | 30% |      | 70% |         | 26% |      | 74% |
| AS09   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS10   |         | 14% |      | 86% |         | 13% |      | 88% |         | 13% |      | 88% |         | 14% |      | 86% |         | 14% |      | 86% |
| <b>Nucleic Acid Structure</b>                  |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS07   |         | 33% |      | 67% |         | 33% |      | 67% |         | 33% |      | 67% |         | 40% |      | 60% |         | 33% |      | 67% |
| AS09   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS10   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| <b>Computational Biology</b>                   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS07   |         | 40% |      | 60% |         | 67% |      | 33% |         |     |      |     |         |     |      |     |         | 50% |      | 50% |
| AS08   |         | 17% |      | 83% |         | 17% |      | 83% |         | 17% |      | 83% |         | 17% |      | 83% |         | 20% |      | 80% |
| AS09   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS10   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| <b>D'Arcy Thompson Unit</b>                    |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS08   |         | 29% |      | 71% |         | 33% |      | 67% |         | 40% |      | 60% |         | 40% |      | 60% |         | 50% |      | 50% |
| AS09   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS10   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| <b>Molecular Microbiology</b>                  |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS07   |         | 71% |      | 29% |         | 67% |      | 33% |         | 55% |      | 45% |         | 42% |      | 58% |         | 50% |      | 50% |
| AS08   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS09   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS10   |         | 40% |      | 60% |         | 50% |      | 50% |         |     |      |     |         |     |      |     |         |     |      |     |
| <b>Geomicrobiology Group</b>                   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS07   |         | 50% |      | 50% |         | 50% |      | 50% |         |     |      |     |         |     |      |     |         |     |      |     |
| AS10   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| <b>MRC PPU</b>                                 |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS06   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS07   |         | 38% |      | 62% |         | 43% |      | 57% |         | 43% |      | 57% |         | 42% |      | 58% |         | 44% |      | 56% |
| AS08   |         | 27% |      | 73% |         | 50% |      | 50% |         | 54% |      | 46% |         | 46% |      | 54% |         | 46% |      | 54% |
| AS09   |         | 14% |      | 86% |         | 17% |      | 83% |         | 14% |      | 86% |         |     |      |     |         |     |      |     |
| AS10   |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| <b>Plant Sciences</b>                          |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |         |     |      |     |
| AS07   |         | 71% |      | 29% |         | 75% |      | 25% |         | 70% |      | 30% |         | 75% |      | 25% |         | 69% |      | 31% |
| AS08   |         | 20% |      | 80% |         | 20% |      | 80% |         | 25% |      | 75% |         |     |      |     |         |     |      |     |
| AS09   |         |     |      |     |         |     |      |     |         | 50% |      | 50% |         | 50% |      | 50% |         | 40% |      | 60% |
| AS10   |         | 17% |      | 83% |         | 20% |      | 80% |         | 20% |      | 80% |         | 20% |      | 80% |         | 25% |      | 75% |

Table 4.1.3 SLS A&R staff breakdown by gender by contract type by division over 5 years reporting period

| Division                                       | 2017   |     |      |     | 2018   |     |      |     | 2019   |     |      |     | 2020   |     |      |     | 2021   |     |      |     |
|--|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|
|  | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   |
| <b>Biological Chemistry and Drug Discovery</b> |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Research Only                                  |        | 53% |      | 47% |        | 53% |      | 47% |        | 47% |      | 53% |        | 49% |      | 51% |        | 51% |      | 49% |
| Teaching and Research                          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| <b>Drug Discovery Unit</b>                     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Research Only                                  |        | 45% |      | 55% |        | 42% |      | 58% |        | 46% |      | 54% |        | 54% |      | 46% |        | 53% |      | 47% |
| Teaching and Research                          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| <b>Cell and Developmental Biology</b>          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Research Only                                  |        | 47% |      | 53% |        | 40% |      | 60% |        | 35% |      | 65% |        | 44% |      | 56% |        | 47% |      | 53% |
| Teaching and Research                          |        | 83% |      | 17% |        | 83% |      | 17% |        | 83% |      | 17% |        | 80% |      | 20% |        | 67% |      | 33% |
| <b>Cell Signalling and Immunology</b>          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Research Only                                  |        | 59% |      | 41% |        | 61% |      | 39% |        | 59% |      | 41% |        | 60% |      | 40% |        | 64% |      | 36% |
| Teaching and Research                          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| <b>Gene Regulation and Expression</b>          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Not teaching and/or research                   |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Research Only                                  |        | 37% |      | 63% |        | 37% |      | 63% |        | 40% |      | 60% |        | 48% |      | 52% |        | 52% |      | 48% |
| Teaching and Research                          |        | 13% |      | 88% |        | 11% |      | 89% |        | 13% |      | 88% |        | 14% |      | 86% |        | 14% |      | 86% |
| <b>Nucleic Acid Structure</b>                  |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Research Only                                  |        | 33% |      | 67% |        | 33% |      | 67% |        | 33% |      | 67% |        | 40% |      | 60% |        | 33% |      | 67% |
| <b>Computational Biology</b>                   |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Research Only                                  |        | 27% |      | 73% |        | 30% |      | 70% |        | 25% |      | 75% |        | 25% |      | 75% |        | 30% |      | 70% |
| Teaching and Research                          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| <b>D'Arcy Thompson Unit</b>                    |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Teaching and Research                          |        | 33% |      | 67% |        | 33% |      | 67% |        | 50% |      | 50% |        | 50% |      | 50% |        | 50% |      | 50% |
| Teaching Only                                  |        | 20% |      | 80% |        | 20% |      | 80% |        | 15% |      | 85% |        | 15% |      | 85% |        | 15% |      | 85% |
| <b>Molecular Microbiology</b>                  |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Research Only                                  |        | 63% |      | 37% |        | 63% |      | 38% |        | 50% |      | 50% |        | 47% |      | 53% |        | 50% |      | 50% |
| Teaching and Research                          |        | 50% |      | 50% |        | 60% |      | 40% |        |     |      |     |        |     |      |     |        |     |      |     |
| <b>Geomicrobiology Group</b>                   |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Research Only                                  |        | 50% |      | 50% |        | 50% |      | 50% |        |     |      |     |        |     |      |     |        |     |      |     |
| Teaching and Research                          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| <b>MRC PPU</b>                                 |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Not teaching and/or research                   |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Research Only                                  |        | 36% |      | 64% |        | 42% |      | 58% |        | 41% |      | 59% |        | 38% |      | 62% |        | 41% |      | 59% |
| Teaching and Research                          |        | 17% |      | 83% |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| <b>Plant Sciences</b>                          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Research Only                                  |        | 64% |      | 36% |        | 67% |      | 33% |        | 64% |      | 36% |        | 71% |      | 29% |        | 67% |      | 33% |
| Teaching and Research                          |        | 14% |      | 86% |        | 17% |      | 83% |        | 17% |      | 83% |        | 14% |      | 86% |        | 25% |      | 75% |

Table 4.1.4 A&R staff breakdown by gender by employment terms by division over 5 years reporting period

| Division                                       | 2017   |     |      |     | 2018   |     |      |     | 2019   |     |      |     | 2020   |     |      |     | 2021   |     |      |     |
|--|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|
|  | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   |
| <b>Biological Chemistry and Drug Discovery</b> |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Fixed-term                                     |        | 58% |      | 42% |        | 59% |      | 41% |        | 55% |      | 45% |        | 43% |      | 57% |        | 45% |      | 55% |
| Permanent                                      |        | 41% |      | 59% |        | 40% |      | 60% |        | 36% |      | 64% |        | 46% |      | 54% |        | 48% |      | 52% |
| <b>Drug Discovery Unit</b>                     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Fixed-term                                     |        |     |      |     |        | 50% |      | 50% |        | 33% |      | 67% |        | 25% |      | 75% |        | 33% |      | 67% |
| Permanent                                      |        | 44% |      | 56% |        | 40% |      | 60% |        | 45% |      | 55% |        | 54% |      | 46% |        | 53% |      | 47% |
| <b>Cell and Developmental Biology</b>          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Fixed-term                                     |        | 44% |      | 56% |        | 38% |      | 63% |        | 38% |      | 63% |        | 50% |      | 50% |        | 43% |      | 57% |
| Permanent                                      |        | 64% |      | 36% |        | 62% |      | 38% |        | 53% |      | 47% |        | 53% |      | 47% |        | 57% |      | 43% |
| <b>Cell Signalling and Immunology</b>          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Fixed-term                                     |        | 50% |      | 50% |        | 56% |      | 44% |        | 60% |      | 40% |        | 55% |      | 45% |        | 40% |      | 60% |
| Permanent                                      |        | 50% |      | 50% |        | 50% |      | 50% |        | 45% |      | 55% |        | 45% |      | 55% |        | 60% |      | 40% |
| <b>Gene Regulation and Expression</b>          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Fixed-term                                     |        | 43% |      | 57% |        | 48% |      | 52% |        | 54% |      | 46% |        | 74% |      | 26% |        | 70% |      | 30% |
| Permanent                                      |        | 29% |      | 71% |        | 27% |      | 73% |        | 29% |      | 71% |        | 34% |      | 66% |        | 38% |      | 62% |
| <b>Nucleic Acid Structure</b>                  |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Permanent                                      |        | 25% |      | 75% |        | 25% |      | 75% |        | 25% |      | 75% |        | 29% |      | 71% |        | 20% |      | 80% |
| <b>Computational Biology</b>                   |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Fixed-term                                     |        | 50% |      | 50% |        | 67% |      | 33% |        | 50% |      | 50% |        |     |      |     |        | 50% |      | 50% |
| Permanent                                      |        | 13% |      | 88% |        | 13% |      | 88% |        | 14% |      | 86% |        | 11% |      | 89% |        | 13% |      | 88% |
| <b>D'Arcy Thompson Unit</b>                    |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Permanent                                      |        | 23% |      | 77% |        | 23% |      | 77% |        | 20% |      | 80% |        | 20% |      | 80% |        | 20% |      | 80% |
| <b>Molecular Microbiology</b>                  |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Fixed-term                                     |        | 58% |      | 42% |        | 50% |      | 50% |        | 38% |      | 63% |        | 42% |      | 58% |        | 63% |      | 38% |
| Permanent                                      |        | 62% |      | 38% |        | 78% |      | 22% |        | 83% |      | 17% |        | 75% |      | 25% |        | 50% |      | 50% |
| <b>Geomicrobiology Group</b>                   |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Fixed-term                                     |        | 50% |      | 50% |        | 50% |      | 50% |        |     |      |     |        |     |      |     |        |     |      |     |
| Permanent                                      |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| <b>MRC PPU</b>                                 |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Fixed-term                                     |        | 43% |      | 57% |        | 44% |      | 56% |        | 43% |      | 57% |        | 44% |      | 56% |        | 44% |      | 56% |
| Permanent                                      |        | 24% |      | 76% |        | 32% |      | 68% |        | 35% |      | 65% |        | 29% |      | 71% |        | 33% |      | 67% |
| <b>Plant Sciences</b>                          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Fixed-term                                     |        | 71% |      | 29% |        | 73% |      | 27% |        | 68% |      | 32% |        | 80% |      | 20% |        | 90% |      | 10% |
| Permanent                                      |        | 25% |      | 75% |        | 33% |      | 67% |        | 33% |      | 67% |        | 38% |      | 63% |        | 31% |      | 69% |

Table 4.1.5 A&R staff breakdown by gender by employment mode by division over 5 years reporting period

| Division                                       | 2017   |     |      |     | 2018   |     |      |     | 2019   |     |      |     | 2020   |     |      |     | 2021   |     |      |     |
|--|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|--------|-----|------|-----|
|  | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   | Female | %   | Male | %   |
| <b>Biological Chemistry and Drug Discovery</b> |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Full-time                                      |        | 47% |      | 53% |        | 47% |      | 53% |        | 43% |      | 58% |        | 45% |      | 55% |        | 46% |      | 54% |
| Part-time                                      |        | 67% |      | 33% |        | 50% |      | 50% |        | 50% |      | 50% |        | 50% |      | 50% |        | 67% |      | 33% |
| <b>Drug Discovery Unit</b>                     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Full-time                                      |        | 42% |      | 58% |        | 40% |      | 60% |        | 43% |      | 57% |        | 51% |      | 49% |        | 51% |      | 49% |
| Part-time                                      |        | 50% |      | 50% |        | 50% |      | 50% |        |     |      |     |        |     |      |     |        | 50% |      | 50% |
| <b>Cell and Developmental Biology</b>          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Full-time                                      |        | 57% |      | 43% |        | 52% |      | 48% |        | 48% |      | 52% |        | 52% |      | 48% |        | 52% |      | 48% |
| <b>Cell Signalling and Immunology</b>          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Full-time                                      |        | 48% |      | 52% |        | 50% |      | 50% |        | 54% |      | 46% |        | 50% |      | 50% |        | 55% |      | 45% |
| Part-time                                      |        |     |      |     |        | 67% |      | 33% |        | 25% |      | 75% |        | 33% |      | 67% |        |     |      |     |
| <b>Gene Regulation and Expression</b>          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Full-time                                      |        | 30% |      | 70% |        | 31% |      | 69% |        | 37% |      | 63% |        | 45% |      | 55% |        | 49% |      | 51% |
| Part-time                                      |        | 86% |      | 14% |        |     |      |     |        | 67% |      | 33% |        | 50% |      | 50% |        | 40% |      | 60% |
| <b>Nucleic Acid Structure</b>                  |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Full-time                                      |        | 25% |      | 75% |        | 29% |      | 71% |        | 29% |      | 71% |        | 33% |      | 67% |        | 20% |      | 80% |
| Part-time                                      |        | -   |      | -   |        |     |      |     |        |     |      |     |        |     |      |     |        | -   |      | -   |
| <b>Computational Biology</b>                   |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Full-time                                      |        | 18% |      | 82% |        | 11% |      | 89% |        |     |      |     |        |     |      |     |        | 18% |      | 82% |
| Part-time                                      |        |     |      |     |        |     |      |     |        |     |      |     |        | 67% |      | 33% |        |     |      |     |
| <b>DArcy Thompson Unit</b>                     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Full-time                                      |        | 23% |      | 77% |        | 23% |      | 77% |        | 23% |      | 77% |        | 23% |      | 77% |        | 23% |      | 77% |
| Part-time                                      |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| <b>Molecular Microbiology</b>                  |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Full-time                                      |        | 55% |      | 45% |        | 60% |      | 40% |        | 54% |      | 46% |        | 50% |      | 50% |        | 56% |      | 44% |
| Part-time                                      |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| <b>Geomicrobiology Group</b>                   |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Full-time                                      |        | 50% |      | 50% |        | 50% |      | 50% |        |     |      |     |        |     |      |     |        |     |      |     |
| <b>MRC PPU</b>                                 |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Full-time                                      |        | 33% |      | 67% |        | 39% |      | 61% |        | 39% |      | 61% |        | 37% |      | 63% |        | 38% |      | 62% |
| Part-time                                      |        | 67% |      | 33% |        | 50% |      | 50% |        | 50% |      | 50% |        | 50% |      | 50% |        | 50% |      | 50% |
| <b>Plant Sciences</b>                          |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |        |     |      |     |
| Full-time                                      |        | 54% |      | 46% |        | 58% |      | 42% |        | 60% |      | 40% |        | 63% |      | 37% |        | 59% |      | 41% |
| Part-time                                      |        | 33% |      | 67% |        | 33% |      | 67% |        | 25% |      | 75% |        | 25% |      | 75% |        | 25% |      | 75% |

## 4.2 SLS Academic & research staff leavers

Table 4.2.1 A&R staff leavers by gender by division over 5 years reporting period

| Division                                | 2016/17 |     |      |     | 2017/18 |     |      |     | 2018/19 |     |      |     | 2019/20 |     |      |     | 2020/21 |     |      |     |
|---|---------|-----|------|-----|---------|-----|------|-----|---------|-----|------|-----|---------|-----|------|-----|---------|-----|------|-----|
|   | Female  | %   | Male | %   | Female  | %   | Male | %   | Female  | %   | Male | %   | Female  | %   | Male | %   | Female  | %   | Male | %   |
| Biological Chemistry and Drug Discovery |         | 43% |      | 57% |         | 56% |      | 44% |         | 50% |      | 50% |         | 25% |      | 75% |         | 40% |      | 60% |
| Drug Discovery Unit                     |         | 38% |      | 63% |         | 20% |      | 80% |         |     |      |     |         | 27% |      | 73% |         | 33% |      | 67% |
| Cell and Developmental Biology          |         | 56% |      | 44% |         | 50% |      | 50% |         | 33% |      | 67% |         | 33% |      | 67% |         |     |      |     |
| Cell Signalling and Immunology          |         | 43% |      | 57% |         | -   |      | -   |         | 40% |      | 60% |         | 67% |      | 33% |         | 50% |      | 50% |
| Gene Regulation and Expression          |         | 48% |      | 52% |         | 32% |      | 68% |         | 69% |      | 31% |         | 7%  |      | 93% |         | 40% |      | 60% |
| Nucleic Acid Structure                  |         | -   |      | -   |         | -   |      | -   |         | -   |      | -   |         |     |      |     |         |     |      |     |
| Computational Biology                   |         | 25% |      | 75% |         | 50% |      | 50% |         | 50% |      | 50% |         | -   |      | -   |         |     |      |     |
| DArcy Thompson Unit                     |         | -   |      | -   |         | -   |      | -   |         | -   |      | -   |         | -   |      | -   |         | -   |      | -   |
| Molecular Microbiology                  |         | 73% |      | 27% |         | 70% |      | 30% |         | 50% |      | 50% |         | 67% |      | 33% |         | 33% |      | 67% |
| Geomicrobiology Group                   |         |     |      |     |         | -   |      | -   |         | 50% |      | 50% |         | -   |      | -   |         | 50% |      | 50% |
| MRC PPU                                 |         | 36% |      | 64% |         | 39% |      | 61% |         | 60% |      | 40% |         | 53% |      | 47% |         | 41% |      | 59% |
| Plant Sciences                          |         | 25% |      | 75% |         | 50% |      | 50% |         | 80% |      | 20% |         | 57% |      | 43% |         |     |      |     |

### 4.3 SLS Academic & research staff recruitment

Table 4.3.1 SLS A&R staff recruitment by gender by division over 5 years reporting period

| Division   | Aggregate 2017-2021 |     |      |     |
|--|---------------------|-----|------|-----|
|  | Female              | %   | Male | %   |
| <b>Biological Chemistry and Drug Discovery - Number of Vacancies</b> | 106                 |     |      |     |
| Applications   |                     | 30% |      | 69% |
| Shortlisted  |                     | 37% |      | 60% |
| Interviewed  |                     | 35% |      | 62% |
| Appointments   |                     | 39% |      | 57% |
| Applications > Shortlisted   |                     | 15% |      | 11% |
| Applications > Interviewed   |                     | 13% |      | 10% |
| Applications > Appointments  |                     | 3%  |      | 2%  |
| <b>Drug Discovery Unit - Number of Vacancies</b>                     | 54                  |     |      |     |
| Applications   |                     | 31% |      | 67% |
| Shortlisted  |                     | 33% |      | 66% |
| Interviewed  |                     | 34% |      | 65% |
| Appointments   |                     | 58% |      | 39% |
| Applications > Shortlisted   |                     | 11% |      | 11% |
| Applications > Interviewed   |                     | 10% |      | 9%  |
| Applications > Appointments  |                     | 7%  |      | 2%  |
| <b>Cell and Developmental Biology - Number of Vacancies</b>          | 16                  |     |      |     |
| Applications   |                     | 36% |      | 61% |
| Shortlisted  |                     | 52% |      | 39% |
| Interviewed  |                     | 55% |      | 36% |
| Appointments   |                     | 60% |      | 30% |
| Applications > Shortlisted   |                     | 19% |      | 8%  |
| Applications > Interviewed   |                     | 19% |      | 7%  |
| Applications > Appointments  |                     | 9%  |      | 3%  |
| <b>Cell Signalling and Immunology - Number of Vacancies</b>          | 18                  |     |      |     |
| Applications   |                     | 41% |      | 59% |
| Shortlisted  |                     | 43% |      | 57% |
| Interviewed  |                     | 43% |      | 57% |
| Appointments   |                     | 32% |      | 68% |
| Applications > Shortlisted   |                     | 13% |      | 12% |
| Applications > Interviewed   |                     | 13% |      | 12% |
| Applications > Appointments  |                     | 6%  |      | 9%  |
| <b>Gene Regulation and Expression - Number of Vacancies</b>          | 50                  |     |      |     |
| Applications   |                     | 38% |      | 60% |
| Shortlisted  |                     | 53% |      | 46% |
| Interviewed  |                     | 55% |      | 45% |
| Appointments   |                     | 65% |      | 35% |
| Applications > Shortlisted   |                     | 18% |      | 10% |
| Applications > Interviewed   |                     | 18% |      | 9%  |
| Applications > Appointments  |                     | 12% |      | 4%  |
| <b>Nucleic Acid Structure - Number of Vacancies</b>                  | 0                   |     |      |     |
| Applications   | 0                   | 0%  | 0    | 0%  |
| Shortlisted  | 0                   | 0%  | 0    | 0%  |
| Interviewed  | 0                   | 0%  | 0    | 0%  |
| Appointments   | 0                   | 0%  | 0    | 0%  |
| Applications > Shortlisted   |                     | -   |      | -   |
| Applications > Interviewed   |                     | -   |      | -   |
| Applications > Appointments  |                     | -   |      | -   |



|   |     |     |  |     |
|---|-----|-----|--|-----|
| <b>Computational Biology - Number of Vacancies</b>  | 12  |     |  |     |
| Applications  |     | 34% |  | 63% |
| Shortlisted   |     | 50% |  | 50% |
| Interviewed   |     | 50% |  | 50% |
| Appointments  |     | 29% |  | 71% |
| Applications > Shortlisted                          |     | 16% |  | 8%  |
| Applications > Interviewed                          |     | 16% |  | 8%  |
| Applications > Appointments                         |     | 4%  |  | 6%  |
| <b>D'Arcy Thompson Unit - Number of Vacancies</b>   | 2   |     |  |     |
| Applications  |     | 46% |  | 50% |
| Shortlisted   |     | 67% |  | 33% |
| Interviewed   |     | 33% |  | 67% |
| Appointments  |     |     |  |     |
| Applications > Shortlisted                          |     | 19% |  | 9%  |
| Applications > Interviewed                          |     | 5%  |  | 9%  |
| Applications > Appointments                         |     |     |  |     |
| <b>Molecular Microbiology - Number of Vacancies</b> | 27  |     |  |     |
| Applications  |     | 36% |  | 63% |
| Shortlisted   |     | 39% |  | 59% |
| Interviewed   |     | 42% |  | 58% |
| Appointments  |     | 53% |  | 47% |
| Applications > Shortlisted                          |     | 9%  |  | 8%  |
| Applications > Interviewed                          |     | 7%  |  | 5%  |
| Applications > Appointments                         |     | 5%  |  | 3%  |
| <b>Geomicrobiology Group - Number of Vacancies</b>  | 1   |     |  |     |
| Applications  |     | 20% |  | 80% |
| Shortlisted   |     |     |  |     |
| Interviewed   |     |     |  |     |
| Appointments  |     |     |  |     |
| Applications > Shortlisted                          |     |     |  |     |
| Applications > Interviewed                          |     |     |  |     |
| Applications > Appointments                         |     |     |  |     |
| <b>MRC PPU - Number of Vacancies</b>                | 141 |     |  |     |
| Applications  |     | 40% |  | 58% |
| Shortlisted   |     | 40% |  | 54% |
| Interviewed   |     | 40% |  | 56% |
| Appointments  |     | 37% |  | 57% |
| Applications > Shortlisted                          |     | 11% |  | 10% |
| Applications > Interviewed                          |     | 10% |  | 10% |
| Applications > Appointments                         |     | 3%  |  | 3%  |
| <b>Plant Sciences - Number of Vacancies</b>         | 28  |     |  |     |
| Applications  |     | 42% |  | 56% |
| Shortlisted   |     | 42% |  | 49% |
| Interviewed   |     | 43% |  | 51% |
| Appointments  |     | 64% |  | 36% |
| Applications > Shortlisted                          |     | 12% |  | 11% |
| Applications > Interviewed                          |     | 12% |  | 10% |
| Applications > Appointments                         |     | 8%  |  | 3%  |

## 4.4 SLS Academic & research staff promotions

Table 4.4.1 SLS A&R staff promotions by gender by division over 5 years reporting period

|   |          | 2016/17 |      | 2017/18 |      | 2018/19 |      | 2019/20 |      | 2020/21 |      | Aggregate |      |
|---|----------|---------|------|---------|------|---------|------|---------|------|---------|------|-----------|------|
| Division                                |          | Female  | Male | Female  | Male | Female  | Male | Female  | Male | Female  | Male | Female    | Male |
| Biological Chemistry and Drug Discovery | Sought   |         |      |         |      |         |      |         |      |         |      | 60%       | 40%  |
|   | Awarded  |         |      |         |      |         |      |         |      |         |      | 60%       | 40%  |
|   | %Awarded |         |      |         |      |         |      |         |      |         |      | 100%      | 100% |
| Drug Discovery Unit                     | Sought   |         |      |         |      |         |      |         |      |         |      |           |      |
|   | Awarded  |         |      |         |      |         |      |         |      |         |      |           |      |
|   | %Awarded |         |      |         |      |         |      |         |      |         |      |           |      |
| Cell and Developmental Biology          | Sought   |         |      |         |      |         |      |         |      |         |      | 50%       | 50%  |
|   | Awarded  |         |      |         |      |         |      |         |      |         |      | 50%       | 50%  |
|   | %Awarded |         |      |         |      |         |      |         |      |         |      | 100%      | 100% |
| Cell Signalling and Immunology          | Sought   |         |      |         |      |         |      |         |      |         |      |           |      |
|   | Awarded  |         |      |         |      |         |      |         |      |         |      |           |      |
|   | %Awarded |         |      |         |      |         |      |         |      |         |      |           |      |
| Gene Regulation and Expression          | Sought   |         |      |         |      |         |      |         |      |         |      |           |      |
|   | Awarded  |         |      |         |      |         |      |         |      |         |      |           |      |
|   | %Awarded |         |      |         |      |         |      |         |      |         |      |           |      |
| Nucleic Acid Structure                  | Sought   |         |      |         |      |         |      |         |      |         |      |           |      |
|   | Awarded  |         |      |         |      |         |      |         |      |         |      |           |      |
|   | %Awarded |         |      |         |      |         |      |         |      |         |      |           |      |
| Computational Biology                   | Sought   |         |      |         |      |         |      |         |      |         |      |           |      |
|   | Awarded  |         |      |         |      |         |      |         |      |         |      |           |      |
|   | %Awarded |         |      |         |      |         |      |         |      |         |      |           |      |
| DArcy Thompson Unit                     | Sought   |         |      |         |      |         |      |         |      |         |      |           |      |
|   | Awarded  |         |      |         |      |         |      |         |      |         |      |           |      |
|   | %Awarded |         |      |         |      |         |      |         |      |         |      |           |      |
| Molecular Microbiology                  | Sought   |         |      |         |      |         |      |         |      |         |      |           |      |
|   | Awarded  |         |      |         |      |         |      |         |      |         |      |           |      |
|   | %Awarded |         |      |         |      |         |      |         |      |         |      |           |      |
| Geomicrobiology Group                   | Sought   |         |      |         |      |         |      |         |      |         |      |           |      |
|   | Awarded  |         |      |         |      |         |      |         |      |         |      |           |      |
|   | %Awarded |         |      |         |      |         |      |         |      |         |      |           |      |
| MRC PPU                                 | Sought   |         |      |         |      |         |      |         |      |         |      |           |      |
|   | Awarded  |         |      |         |      |         |      |         |      |         |      |           |      |
|   | %Awarded |         |      |         |      |         |      |         |      |         |      |           |      |
| Plant Sciences                          | Sought   |         |      |         |      |         |      |         |      |         |      |           |      |
|   | Awarded  |         |      |         |      |         |      |         |      |         |      |           |      |
|   | %Awarded |         |      |         |      |         |      |         |      |         |      |           |      |

## 4.5 SLS Academic & research staff applications for CRPs

Table 4.5.1 SLS A&R staff applications for CRPs by gender by division over 5 years reporting period

| Division                                |                         | 2016/17 |      | 2017/18 |     | 2108/19 |     | 2019/20 |     | 2020/21 |   |
|---|-------------------------|---------|------|---------|-----|---------|-----|---------|-----|---------|---|
|   |                         | Female  | Male | %       | %   | %       | %   | %       | %   | %       | % |
| Biological Chemistry and Drug Discovery | Applied                 | 50%     | 50%  |         |     | 50%     | 50% | 50%     | 50% |         |   |
|   | Successful              | 50%     | 50%  |         |     | 50%     | 50% | 50%     | 50% |         |   |
|   | % applied vs successful |         |      |         |     |         |     |         |     |         |   |
| Drug Discovery Unit                     | Applied                 | 40%     | 60%  |         |     | 50%     | 50% |         |     |         |   |
|   | Successful              |         |      |         |     | 50%     | 50% |         |     |         |   |
|   | % applied vs successful |         |      |         |     |         |     |         |     |         |   |
| Cell and Developmental Biology          | Applied                 |         |      |         |     |         |     |         |     |         |   |
|   | Successful              |         |      |         |     |         |     |         |     |         |   |
|   | % applied vs successful |         |      |         |     |         |     |         |     |         |   |
| Cell Signalling and Immunology          | Applied                 |         |      | 50%     | 50% |         |     |         |     |         |   |
|   | Successful              |         |      | 50%     | 50% |         |     |         |     |         |   |
|   | % applied vs successful |         |      |         |     |         |     |         |     |         |   |
| Gene Regulation and Expression          | Applied                 |         |      |         |     |         |     |         |     |         |   |
|   | Successful              |         |      |         |     |         |     |         |     |         |   |
|   | % applied vs successful |         |      |         |     |         |     |         |     |         |   |
| Nucleic Acid Structure                  | Applied                 |         |      |         |     |         |     |         |     |         |   |
|   | Successful              |         |      |         |     |         |     |         |     |         |   |
|   | % applied vs successful |         |      |         |     |         |     |         |     |         |   |
| Computational Biology                   | Applied                 |         |      |         |     |         |     |         |     |         |   |
|   | Successful              |         |      |         |     |         |     |         |     |         |   |
|   | % applied vs successful |         |      |         |     |         |     |         |     |         |   |
| DArcy Thompson Unit                     | Applied                 |         |      |         |     |         |     |         |     |         |   |
|   | Successful              |         |      |         |     |         |     |         |     |         |   |
|   | % applied vs successful |         |      |         |     |         |     |         |     |         |   |
| Molecular Microbiology                  | Applied                 |         |      |         |     |         |     |         |     |         |   |
|   | Successful              |         |      |         |     |         |     |         |     |         |   |
|   | % applied vs successful |         |      |         |     |         |     |         |     |         |   |
| Geomicrobiology Group                   | Applied                 |         |      |         |     |         |     |         |     |         |   |
|   | Successful              |         |      |         |     |         |     |         |     |         |   |
|   | % applied vs successful |         |      |         |     |         |     |         |     |         |   |
| MRC PPU                                 | Applied                 |         |      |         |     |         |     |         |     |         |   |
|   | Successful              |         |      |         |     |         |     |         |     |         |   |
|   | % applied vs successful |         |      |         |     |         |     |         |     |         |   |
| Plant Sciences                          | Applied                 |         |      |         |     |         |     |         |     |         |   |
|   | Successful              |         |      |         |     |         |     |         |     |         |   |
|   | % applied vs successful |         |      |         |     |         |     |         |     |         |   |

## 4.6 Childcare voucher uptake by SLS Academic & research staff

Table 4.6.1 Childcare voucher/Tax-free childcare scheme uptake by gender by division over 5 years reporting period

| Division                                | 2016/17 |            |      |            | 2017/18 |            |      |            | 2018/19 |            |      |            | 2019/20 |            |      |            | 2020/21 |            |      |            |
|---|---------|------------|------|------------|---------|------------|------|------------|---------|------------|------|------------|---------|------------|------|------------|---------|------------|------|------------|
|   | Female  | %          | Male | %          | Female  | %          | Male | %          | Female  | %          | Male | %          | Female  | %          | Male | %          | Female  | %          | Male | %          |
| Biological Chemistry and Drug Discovery |         | 63%        |      | 38%        |         | 65%        |      | 35%        |         | 67%        |      | 33%        |         | 64%        |      | 36%        |         | 55%        |      | 45%        |
| Cell and Developmental Biology          |         |            |      |            |         |            |      |            |         |            |      |            |         |            |      |            |         |            |      |            |
| Cell Signalling and Immunology          |         | 80%        |      | 20%        |         | 80%        |      | 20%        |         | 80%        |      | 20%        |         | 80%        |      | 20%        |         | 80%        |      | 20%        |
| Gene Regulation and Expression          |         | 28%        |      | 72%        |         | 21%        |      | 79%        |         | 31%        |      | 69%        |         | 36%        |      | 64%        |         | 33%        |      | 67%        |
| Nucleic Acid Structure                  |         | 33%        |      | 67%        |         | 33%        |      | 67%        |         | 33%        |      | 67%        |         | 33%        |      | 67%        |         |            |      |            |
| Computational Biology                   |         | 33%        |      | 67%        |         | 33%        |      | 67%        |         |            |      |            |         |            |      |            |         |            |      |            |
| DArcy Thompson Unit                     |         |            |      |            |         |            |      |            |         |            |      |            |         |            |      |            |         |            |      |            |
| MRC PPU                                 |         | 24%        |      | 76%        |         | 25%        |      | 75%        |         | 22%        |      | 78%        |         | 22%        |      | 78%        |         | 24%        |      | 76%        |
| Plant Sciences                          |         | 56%        |      | 44%        |         | 56%        |      | 44%        |         | 50%        |      | 50%        |         | 57%        |      | 43%        |         | 57%        |      | 43%        |
| <b>Grand Total</b>                      |         | <b>40%</b> |      | <b>60%</b> |         | <b>40%</b> |      | <b>60%</b> |         | <b>38%</b> |      | <b>62%</b> |         | <b>41%</b> |      | <b>59%</b> |         | <b>39%</b> |      | <b>61%</b> |

## Appendix 5

### Glossary

AA – Accelerated Advancement

AD - Associate Dean

AD L&T – Associate Dean of Learning and Teaching

ADPC – Associate Dean for Professional Culture

AD of R – Associate Dean of Research

AD QAS – Associate Dean for Quality and Academic Standards

AP – Action Point/Action Plan

AS - Athena Swan

AS-SAT – Athena SWAN Self-Assessment Team

AR – Academic Related

A&R – Academic and Research

AY – Academic Year

BAME – Black, Asian or Minority Ethnic

B&H – Bullying and Harassment

DWaS – Dignity at Work and Study

DUSA - Dundee University Students Association

CRP – Contribution Related Points

CSci – Chartered Scientist

ECR – Early Career Researcher

ED&I – Equality, Diversity and Inclusion

EMBO – European Molecular Biology Organisation

F – Female

FT – Full Time

FTE - Full Time Equivalent

GBV – Gender-based Violence

HE – Higher Education

HEI – Higher Education Institute

HoD – Head of Division

HR – Human Resources

ISSF – Wellcome Institutional Strategic Support Fund grant

JHI – James Hutton Institute

LGBT+ – Lesbian, Gay, Bisexual & Transgender and others

L&T - Learning and Teaching

M – Male

NA/NK – Not Applicable/Not known

NAP – New Action Plan

NPS – Net Promoter Score

NSS – National Student Survey

OAP – Old Action Plan

OPD – Organisational and Professional Development

OSaR – Objective Setting and Review

PDRA – Postdoctoral Research Assistant

PE – Public Engagement

PG – Postgraduate

PGT - Postgraduate Taught

PGR - Postgraduate Research

PiCLS - Life Sciences PhD Students' Association

PRES - Postgraduate Research Experience Survey

PS – Professional Services

PT – Part-Time

PTO - Professional, Technical and Operational staff

RAG – Red, Amber, Green

REC – Race Equality Charter

REF – Research Excellence Framework

RO – Research Only

RSci – Registered Scientist

RSciTech - Registered Science Technician

SAT – Self Assessment Team

SLS – School of Life Sciences

SLSRSA – SLS Research Staff Association

SM – School Manager

SPL – Shared Parental Leave

SVP – Senior Vice Principal

T&R – Teaching & Research

T&S – Teaching & Scholarship

UEG – University Executive Group

UG – Undergraduate

UoD – University of Dundee

VP – Vice Principal

WAMS - Workload Allocation Model