



**Imperial College London
School of Public Health
Department Application
Silver Award**



Name of institution	Imperial College	
Department	School of Public Health	
Focus of department	STEMM	
Date of application	30 th November 2018	
Award Level	Silver	
Institution Athena SWAN award	Date: November 2018	Level: Silver
Contact for application <small>Must be based in the department</small>	Sapna Halder Steven Riley Ioanna Tzoulaki	
Email	s.halder@imperial.ac.uk s.riley@imperial.ac.uk i.tzoulaki@imperial.ac.uk	
Telephone	0207 594 9611	
Departmental website	http://www.imperial.ac.uk/school-public-health	

Note – email from ECU confirming 1000 extra words permitted since we are a Medical School with Clinical and Non-Clinical Staff, received 27th September 2018 and attached to this application.

Department application	Silver	SPH
Word limit	12,000	12,973
Recommended word count		
1. Letter of endorsement	500	473
2. Description of the department	500	205
3. Self-assessment process	1,000	982
4. Picture of the department	2,000	2020
5. Supporting and advancing women's careers	6,500	8352
6. Case studies	1,000	888
7. Further information	500	53



TABLE OF ABBREVIATIONS

Abbreviation	Meaning
AGE	Ageing Epidemiology Research Unit
AS	Athena SWAN
AY	Academic Year
DirSPH	Director of School of Public Health
DM(s)	Departmental Managers
DSM	Deputy School Manager
EBS	Epidemiology and Biostatistics
EW	Elsie Widdowson
FT	Full-Time
FoM	Faculty of Medicine
GDPR	General Data Protection Regulation
HDAML	Health Data Analytics & Machine Learning
HoD(s)	Head of Department(s)
HoE	Head of Education
HR	Human Resource
IC	Imperial College
ICTU	Imperial Clinical Trial Unit
IDE	Infectious Disease Epidemiology
LDC	Learning and Development Centre
LTFT	Less Than Full Time
MRC	Medical Research Council
OC	Opportunities Committee
PCPH	Primary Care and Public Health
PFDC	Postdoc and Fellows Development Centre
PG	Postgraduate
PGC	Postgraduate Champion
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator
PRDP	Personal Review and Development Plan
PT	Part-Time
PTO	Professional, Technical, Operational
REF	Research Excellence Framework
SM	School Manager
SPH	School of Public Health
WHO	World Health Organisation



1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT –

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

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

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

WORD COUNT: 473



James Greenwood-Lush
Head of Athena SWAN, Athena SWAN Charter
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

30th November 2018

Dear James Greenwood-Lush,

I am delighted to endorse the School of Public Health (SPH) application for renewal of our Athena Silver. I have personally benefitted from, and contributed to, the change in culture that Athena champions and celebrates, and I am completely committed to its principles. SPH will thrive fully only if we can find and nurture the best possible academic talent regardless of gender, race, disability or sexuality.

As Director, I have taken a central role in reflecting and acting on the feedback we received from our deferred application for Silver in 2017 (Section 3(ii)). We have increased female representation in the leadership team, not least by my decision to apply for the substantive Director appointment, resulting in us being led by a woman for the next five years. By most output and funding metrics, SPH is one of the most successful departments at Imperial, so my appointment makes an important statement.

I have already appointed a female Head of Ageing.

More widely, we have recognised and acted on the declining ratio of female professors. As part of our appointment processes review, we have now made it clear that internal applicants can apply for openly advertised posts. This improved our applicant pool such that three of the best candidates were female allowing us to appoint two female Chairs and one Reader, which has helped to accelerate our response to the previously declining ratio of senior females (Figure 3a). One of the chair appointments is a case study in this application (Section 6).

There will be challenges in the next four years. Society has started to see gender-driven harassment and bullying with far greater clarity, led by the #MeToo movement on social media. In SPH, we are in the early stages of re-examining the potential for bullying and harassment in our community: we do not believe we yet have a fully accurate picture, nor necessarily the best mechanisms for eliminating these behaviours. Addressing these issues is a key priority for myself and the School in the next 6 months (Action 5.3.1).

SPH has supported my external roles within government, grant funding bodies, and statistical societies. I am honoured to be taking up the Presidency of the Royal Statistical Society, only the fourth woman in 185 years. I regularly give lectures reflecting on my career, family and work-life balance, including the SPH 2018 Athena SWAN Lecture. I have participated in all SPH Athena SWAN applications, and I really value the process because it takes gender equality issues from the realm of individual personal stories such as mine, into mainstream dialogue and improved workplace processes.

We have discussed every proposed Action in this plan in detail and I commend this application to you unreservedly.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Deborah Ashby', written in a cursive style.

Professor Deborah Ashby

2. DESCRIPTION OF THE DEPARTMENT

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

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

SPH was created in January 2010 from the Division of Epidemiology, Public Health and Primary Care. SPH is 1 of 5 departments in Imperial's Faculty of Medicine (FoM). SPH is a research-focused department, combining local, national and international research with teaching and clinical programmes.

SPH has a substantial research portfolio at ~£50 million per year. Our Masters programmes have increased their annual intake by over a third since our last award to 112 students. Also, we have added 15 - 20 new research students each year resulting in our current pool of 100.

Women have good senior representation in SPH leadership, with 5 women out of 11 (45%) members of the SPH Board (**Figure 2**) and across all levels (**Table 1**).

Figure 1. SPH Academic staff in SPH Academic away day at the Queen's Club (2018)



SPH is made up of 3 relatively large departments and 2 smaller departments (**Table 1**). These departmental structures are geographically spread in 3 locations (campuses): St Marys (EBS, IDE), Charing Cross (PCPH, AGE), and White City (ICTU, AGE) (**Figure 2**). We ensure that all initiatives from the Opportunities committee (OC) reach all departments and we are constantly looking for examples of best practice in one department that we can roll out across SPH.

Our Athena Action Plan has been an invaluable driver for us to evaluate how SPH is structured, run and organised.

Table 1. Number of staff in different SPH Departments (2018).

	Infectious Disease Epidemiology (IDE)	Primary Care & Public Health (PCPH)	Epidemiology & Biostatistics (EBS)	Ageing Epidemiology Research Unit (AGE)	Imperial Clinical Trials Unit (ICTU)	SPH office
Academic	32 (41% F)	22 (32% F)	20 (50%F)	5 (60% F)	3 (67% F)	0
Research	92 (59% F)	42 (62%)	63(68% F)	16 (81% F)	5 (100% F)	0
PTO	77(69% F)	28 (61% F)	28 (54% F)	40 (85% F)	55 (86% F)	12 (75%)
Learning and Teaching	3 (67%F)	28 (64%F)	1 (100% F)	0	0	4 (100% F)
NHS Nursing	1 (100% F)		1 (100% F)	23 (74 %F)	1 (100% F)	0
Total	205	120	113	84	64	16

WORD COUNT: 205



Figure 2. SPH Board.

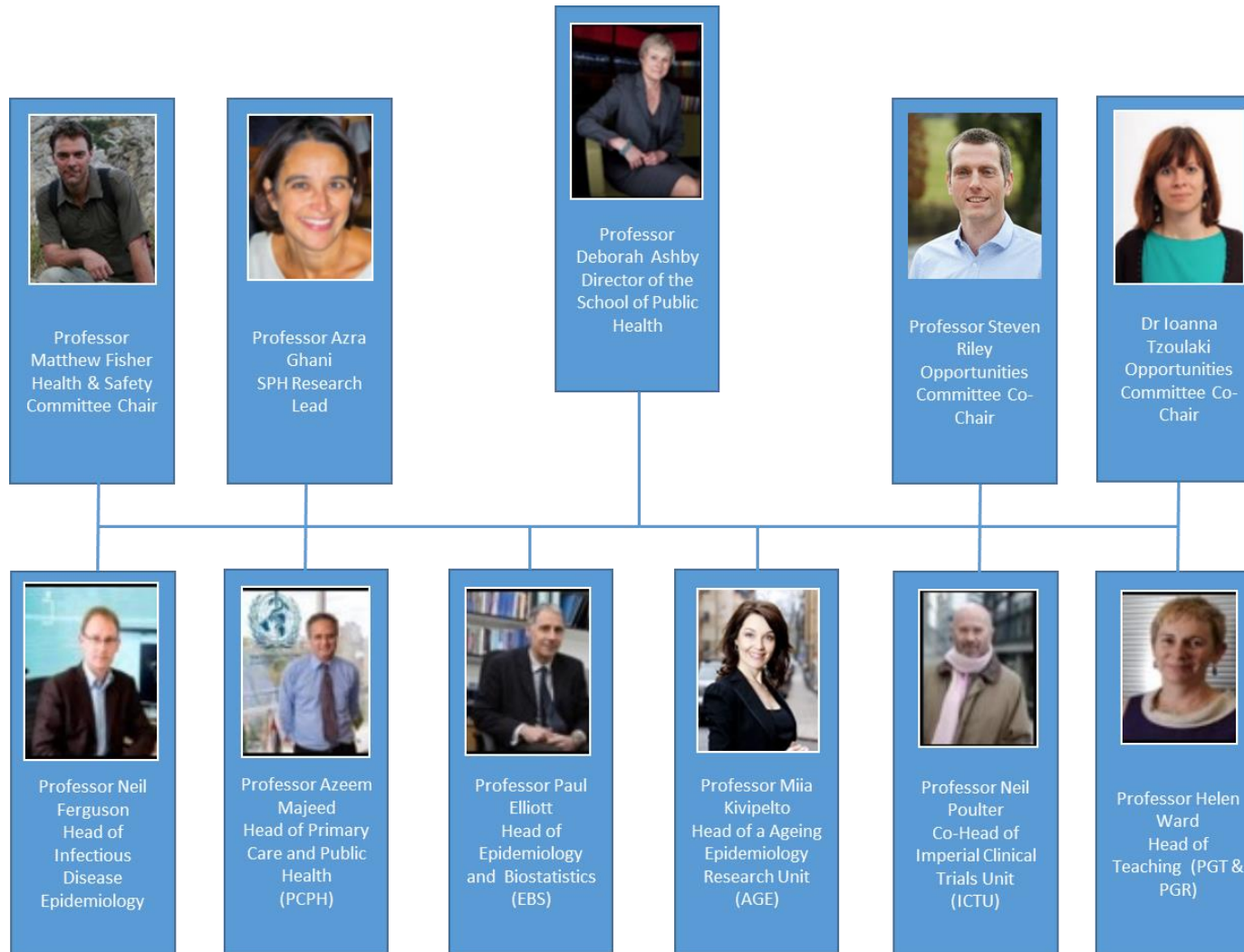


Figure 3. Locations of Imperial campuses. Those in red circles include School of Public Health campuses, the rest (yellow boxes) indicate remaining Imperial College campuses in London.



3. THE SELF-ASSESSMENT PROCESS

(i) a description of the self-assessment team

The SPH OC consists of 9 women and 5 men representing every SPH department, job family, and campus. (**Table 2**).

Table 2. The School of Public Health Opportunities Committee.

Name	Positions	Month joined (OC Role)	Short biography
Ioanna Tzoulaki (F)	Reader	10/2010 (co-Chair)	Works full-time (FT) on cardiovascular epidemiology. Enjoys dual roles as an academic and being mother to 2 young girls.
Steven Riley (M)	Professor	01/2014 (co-Chair)	Wellcome Investigator working FT flexibly on the dynamics of influenza. Looks after 3 young daughters with Michelle (Associate Professor, UCL)
Sapna Halder (F)	Deputy School Manager of SPH	10/2010 (Mentoring champion)	Supports Athena since SPH original award. Provides data, administrates mentoring, organises Committee sponsored events and communications.
Rob Bell (M)	Athena SWAN Coordinator for Imperial College	03/2013 (College liaison)	Member of the Equality, Diversity & Inclusion Centre. He has provided invaluable insights and practical support through data analysis.
Sondus Hassounah (F)	Teaching Fellow	02/2014 (Postgrad teaching champion)	Teaching Fellow in Public Health. Designs and leads course on MPH, BSc GH and GMPH.
Lucy Okell (F)	Lecturer	03/2015 (Flexible working champion)	Works part-time (PT) having taken maternity leave in 2014, thoroughly enjoys being able to balance her academic career with motherhood.
Jacyra Da Silva Baptista (F)	Athena Administrative Assistant	12/2015 (Dedicated admin)	Acts as the secretariat for the committee, compiles data and assists with all Committee sponsored events.
Ruth Tipples (F)	Department Manager	11/2017 (co-PTO champion)	At Imperial for 15+ years. Offers a wide perspective to the group as she oversees the operational requirements of a busy research department.
Tom Churcher (M)	Senior Lecturer	11/2017 (Data and Analytics)	Joined SPH as an MSc student before undertaking a PhD, and in 2014 a lectureship. Balances academic life with 2 young children.



Name	Positions	Month joined (OC Role)	Short biography
Chi Udeh-Momoh (F)	Research Programme Manager	11/2017 (Equality and diversity champion)	Postdoc researcher, passionate about improving equality issues including professional/ career development and progress for women, minorities and disadvantaged individuals.
Isobel Blake (F)	Research Fellow	11/2017 (Culture champion)	Research Fellow in Poliovirus Epidemiology in IDE. Runs discussion groups in the SPH around gender inequality in STEM.
Anthony Laverty (M)	Research Fellow	11/2017 (Parental leave champion)	Joined Imperial in 2009; works FT on a range of public health research. Juggling a wife and young daughter.
Liz Hayes (F)	Department Manager	11/2017 (co-PTO champion)	Started out as a researcher, now works as a DM. Works FT and has 2 children, appreciates the flexible working offered within SPH.
Joseph Challenger (M)	Research Associate	11/2017 (Postdoc champion)	Postdoc rep since 2016 for IDE, works alongside other reps in St Mary's to organize social events and training opportunities.

(ii) an account of the self-assessment process

Responding to summary feedback from deferred application.

We received a Silver Award in 2013 and submitted for Silver renewal in 2017. However, that submission was not successful. We were given a 1-year extension, resulting in this 2018 application. The OC, with the Director of SPH (DirSPH) and School Management Board, have engaged with this feedback as part of our self-assessment and we felt it important to briefly summarise how we have addressed key points.

Decreased gender equality

We have more than reversed the apparent decline in gender equality as evidenced by our overall percentage female non-clinical academics increasing from 31% in 2014 to 45% in 2018 (out of 65 total), and percentage female of clinical academics stable at ~40% since 2013 (out of 41 in 2018, see increase in senior clinical academics below).

Appraisals (PRDP)

We have made our response to poor tracking of appraisals clearer in this revised application (Section 5.3 ii). Our actions included making PRDP the central theme

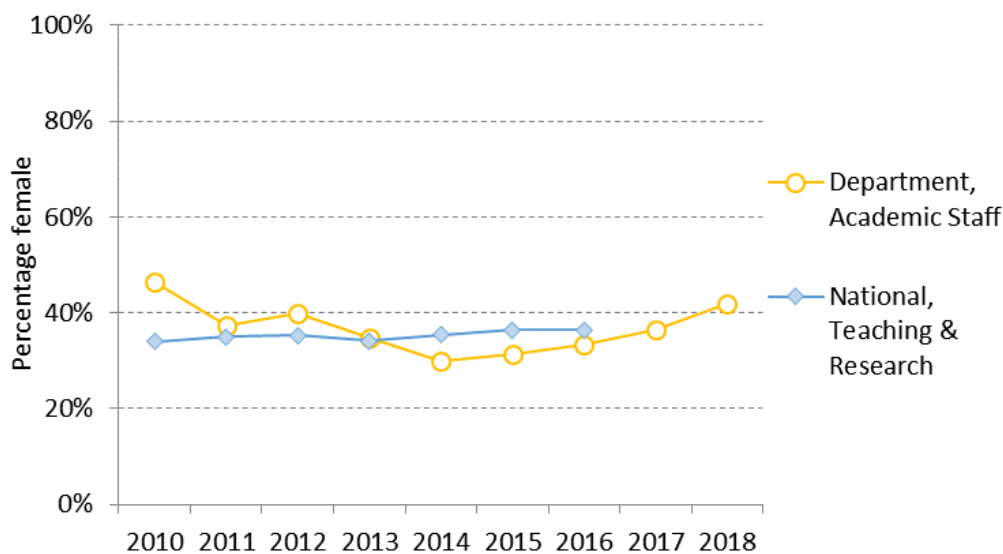


of our 2016 focus groups which helped develop further initiatives. We have seen a substantial increase in PRDP rates from a low of 70% to the current 80%. Also, we have initiated 360 degree appraisals for senior staff to further improve the overall culture of appraisal and feedback, starting with the DirSpH and SPH Board Team (Action 5.12).

Decreasing proportion of female professors

We responded to the decline in proportion of female professors with a number of actions on recruitment, promotion and retention (details in Section 5.1). In particular, we note our use of search committees, exit interviews and our encouragement of internal candidates to apply for externally advertised senior positions. As a direct result of these actions, the female proportion of non-clinical professors has increased from a low of 28% in 2017 to the current 40% (of 20 total) and also for clinical professors from a low of 13% in 2017 to 25% (of 16 total).

Figure 3a. Percentage female professors in SPH compared with national benchmark data (HESA, clinical medicine cost centre). Includes both clinical and non-clinical professors.



Overrepresentation of men in leadership team

We now have a female Director and an additional female Head of Unit. We are now 45% female in our SPH Board team (**Figure 2**).

Since our 2017 application, Elio Riboli stepped down as Director. Following new College practice, Deborah Ashby (then Deputy Director) was appointed after a transparent externally advertised search process. Also, in 2018, Miia Kivipelto was appointed Head of AGE. Moving forwards, there is a College-wide initiative that section heads will be appointed on fixed-term contracts for 5 years with the



option of a single extension of 3 years. We are confident that our current processes and culture together with the guaranteed rotation of Department heads will prevent any return to an unjustified over-representation of men.

Degree outcomes

To address student degree outcomes the OC worked with the Teaching team to verify there were no issues with our assessment process (which is anonymous). Subsequent data (2017 and 2018 outcomes) suggest that the number of male distinctions in 2016 was a random event and that there is no systematic bias in our degree classifications (Figure 8).

Our self-assessment process

Since 2013 we have continued to monitor core data, especially rates of recruitment, leavers and promotions for academic staff. These data are managed centrally at Imperial. However, we will maintain a local copy of key data and publish current data on the SPH web site.

Action 1.1 Identify 3 key charts from this application and maintain local copy of accurate data in SPH office.

Following our 2013 award, we immediately implemented a formal appointment process for the OC to review and refresh membership and give the opportunity to new members to contribute. The committee was advertised to the whole of SPH and academics were invited to apply for the position of Chair with the possibility of co-Chairs. After shortlisting and interviewing by the DirSPH and the Deputy DirSPH this exercise resulted in the appointment of 2 co-Chairs (1F: 1M), Dr Ioanna Tzoulaki and Professor Steven Riley. A similar exercise was then conducted for members of the OC.

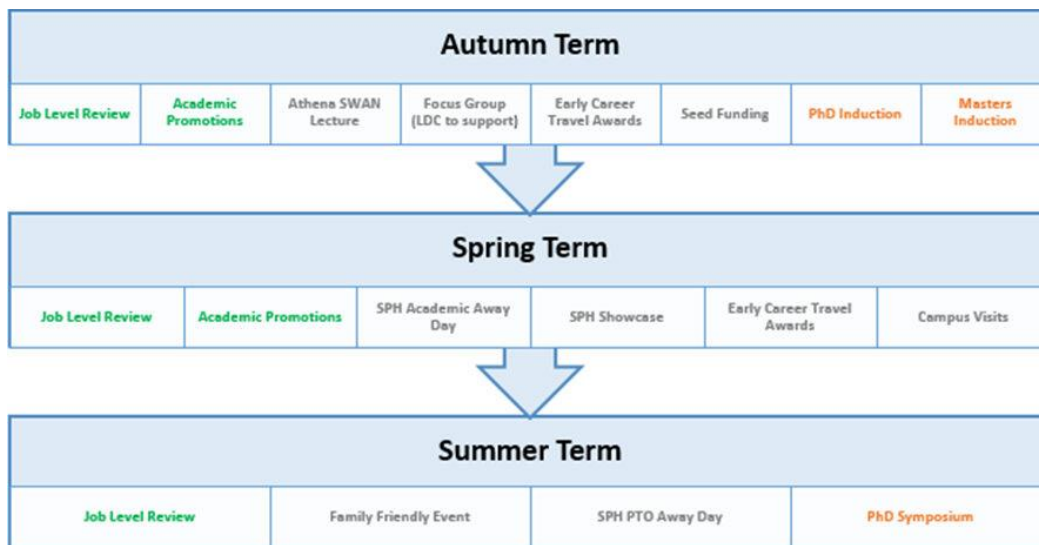
That same process was repeated at the start of the 2017/18 academic year (AY).

The committee has met at least bi-monthly since our last award. The OC formally reports to the School Management Board through the two co-Chairs, who also regularly meet informally with the DirSPH.

The co-Chairs also sit and report to the Faculty and College-level Athena Committees, providing an important link to other departments.



Figure 4. Opportunities Committee annual calendar. Rolling cycle of events and initiatives that support our action plan: green, college process; silver, Athena SWAN events; and orange, student events.



We have conducted a wide range of activity to gather qualitative and quantitative evidence about the culture and practices within SPH and how they affect female staff in all job families (**Action 1.1.2, Table 3**).

Athena SWAN has featured in our SPH away days, with these sessions becoming an effective way to engage with staff across the School. In 2015, we solicited formal input from 56 (45% F) academic staff and senior administrators on the use of search committees. We used the 2016 academic away day to run unconscious bias training for all academic staff. In 2017, we ran a similar session with 63 (44% F) members of staff on the perceptions of Imperial’s culture and how it was experienced within SPH (building on College-level work regarding culture). In 2018 we discussed our feedback from ECU on our deferred application (47%F). We have scheduled active bystander training for the 2019 academic away day in early January. The away day provides an ideal opportunity to provide key training to our busy, frequent-traveller academics.



Table 3. Summary of surveys and consultation sessions since last silver application.

Survey	Date	Target group	Response rate
PTO away day	Summer 2018	PTO staff	46%
College Staff Survey	Spring 2017	All staff	64%
Mentoring demand	Spring 2017	All staff	7%
Professional and Technical Staff Survey	Spring 2016	PTO staff	36%
Parental voices	Winter 2015	New parents	N/A (15 staff, 73%)
Flexible working	Winter 2015	All staff	23%
Postdoc survey	Winter 2014	Postdocs (St Mary's)	28%
College Staff Survey	Spring 2014	All staff	33%
Consultations (Focus groups)	Date	Target group	Number of participants
AS action plan discussion and institutional culture	Summer 2017	All staff	30
Personal Review and Development Plans (PRDP) process	Spring 2016	All staff	34
Career progression	Summer 2015	All staff	28
Academic away days	Date	Target group	Number of participants
Away day - perception on Imperial College report regarding institutional culture	Winter 2017	All academics	63
Away day - search committee consultation	Winter 2015	All academics	56

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

We will continue to use SPH away days and College surveys but will also modernize our consultation process.

Action 1.2.1 Group discussion sessions, supported by anonymous phone app data collection, to be conducted annually. 2019 to focus on bullying and harassment.

The OC will continue to meet bi-monthly. We will continue to refresh OC membership every two years, with the next scheduled call for interest in Summer 2019. We advertise committee membership to the whole of SPH (including current members) asking for expressions of interest before the co-Chairs and DirSPH offer appointments that achieve balance across SPH departments, levels of seniority and representative groups.

New Co-Chairs will be sought in Spring 2019 and then appointed Autumn 2019. We have decided to make chairperson appointments a year after this submission to ensure continuity of momentum from the application process.

WORD COUNT: 982



4. A PICTURE OF THE DEPARTMENT

4.1. Student data

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

n/a

(ii) Numbers of undergraduate students by gender

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

SPH does not offer undergraduate courses separately from the FoM. We are involved in teaching on the cross-Faculty MBBS undergraduate medical degree and lead the intercalated BSc in Global Health, which is an optional 1-year part of the MBBS. This has currently 39 students, of whom 10 are male and 29 females (2018-19). SPH has no control over admissions of students to the BSc in Global Health – students choose their preferred intercalated BSc and the process is administrated by the Faculty.

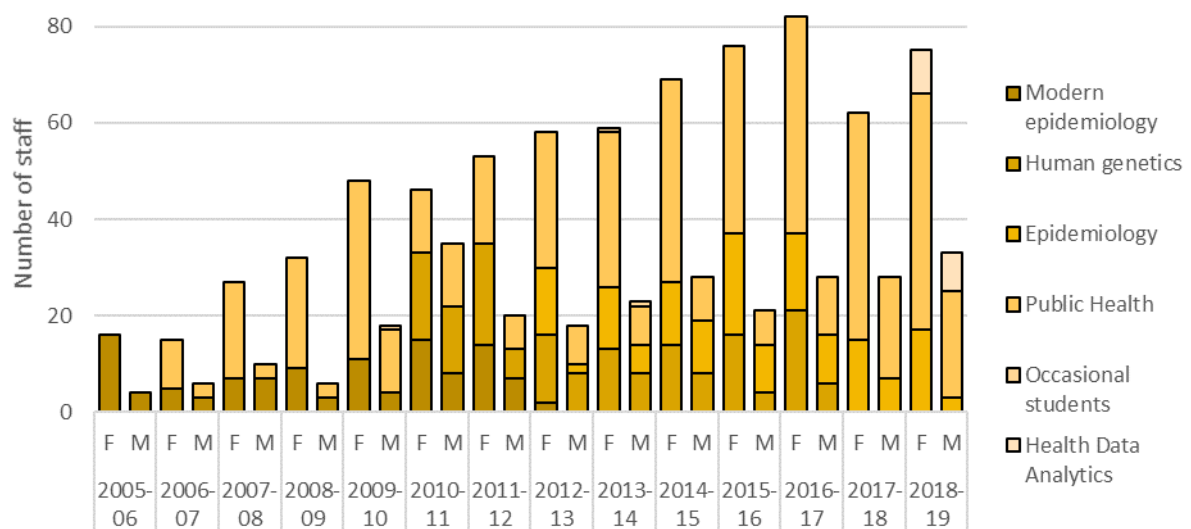
(iii) Numbers of men and women on postgraduate taught degrees

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

Key Points

- Strong female representation on PGT courses
- Number of students on PGT course increasing every year suggesting that SPH is an attractive place to study

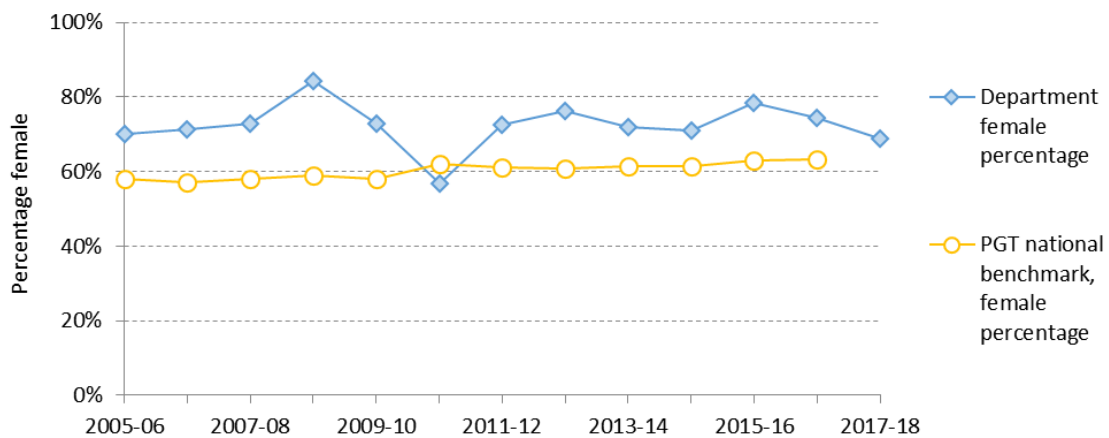
Figure 5. Number of postgraduate taught students in each postgraduate course run by SPH.



The number of postgraduate taught (PGT) students has grown from 81 in 2013-14 to 105 in 2018-19, with a high of 110 in 2016-17, supported by a sustained expansion in our MPH and the recent addition of our MSc in HDAML (**Figure 5**). We reached a high of ~80% female PGT but this has now fallen back closer to the national average (**Figure 6**). However, we are mindful of recent trends and will explore options for ensuring reasonable levels of male PGTs.

Action 2.2 SPH Education committee to discuss and explore reasons for smaller percentage of male students, especially for MPH and launch appropriate action.

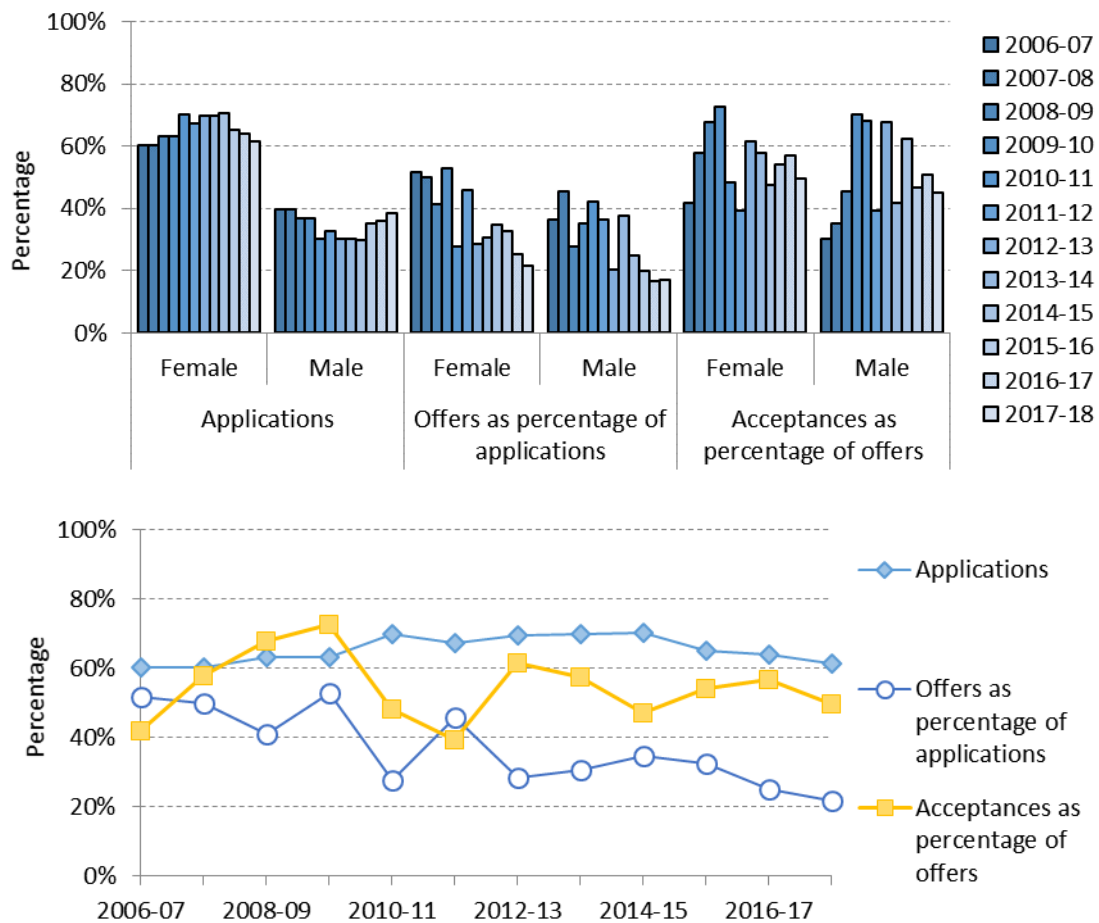
Figure 6. Percentage of female students on School of Public Health taught postgraduate courses. National data from (HEIDI[A3] Clinical medicine JACS Subject).



We have had no PT students on PGT courses since 2013.

Applications for PGT courses have doubled from 459 in 2012-13 to 955 in 2017-18. The percentage of female applications, offers and acceptances has been stable over the past years (**Figure 7**).

Figure 7. Postgraduate taught courses applications, offers and acceptances. Upper panel shows male and female patterns broken out separately. Lower panel shows female patterns in greater detail.



We watch for possible trends in degree classification closely and are somewhat concerned by a higher proportion of men receiving distinctions than women, especially between 2013-14 and 2015-16 (**Figure 8**). Since our deferred application, in 2016-17 the percentages were much more similar between men and women, then the rate for women dipped again (albeit among smaller numbers of distinctions overall).

We already use anonymised marking where possible and in examiner meetings.

After discussion, we believe that the typical profiles of men and women entering the course are different. Maths ability on arrival may be important for achieving a distinction and men, on average, may have more maths prior to arrival. Applications receive a grade for quantitative ability.

Action 2.4 Review admission data on quantitative ability for men and women then proactively encourage students of both genders who may be weaker at maths to attend optional refresher courses in first term.

Figure 8. Degree classification of male and female students in postgraduate taught courses.

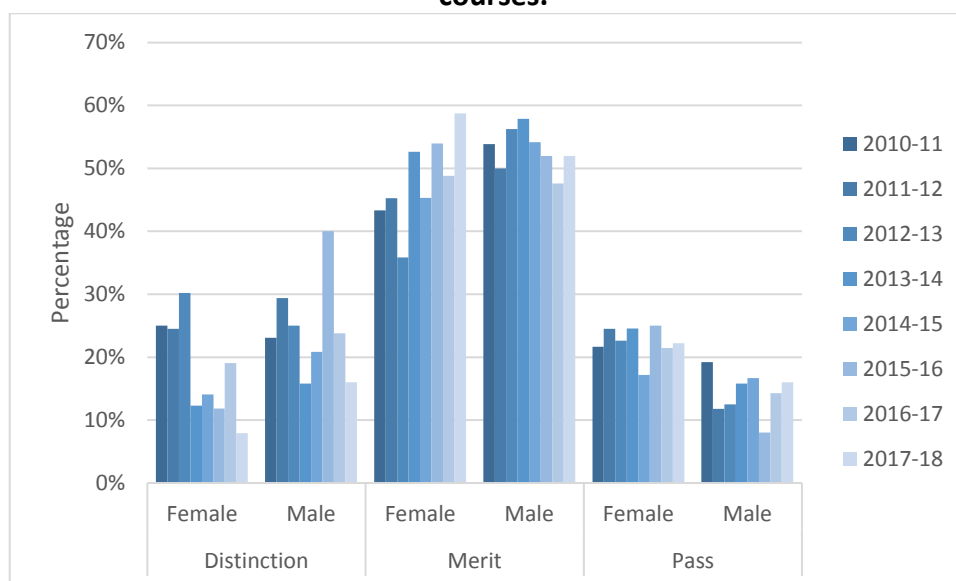


Table 4. Numbers of female and male postgraduate taught students obtaining different degree classifications.

	Distinction		Merit		Pass		Fail		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2010-11	15	6	26	14	13	5	6	1	60	26
2011-12	13	10	24	17	13	4	3	3	53	34
2012-13	16	4	19	9	12	2	6	1	53	16
2013-14	7	3	30	11	14	3	6	2	57	19
2014-15	9	5	29	13	11	4	15	2	64	24
2015-16	9	10	41	13	19	2	7		76	25
2016-17	16	5	41	10	18	3	9	3	84	21
2017-18	5	4	37	13	14	4	7	4	63	25
Total over	90	47	247	100	114	27	59	16	510	190

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

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

Key Points

- High proportion of women
- Balanced overall completion rates
- Majority of women taking longer to complete their PhDs
- Looking into possible gender bias in stress delaying completion

The balance of genders on postgraduate research (PGR) courses also favours women and is in line with the national pattern (Figure 9). The number of PT PGR students is substantial (Table 7).

Figure 9. Percentage of female students on School of Public Health research postgraduate studies compared with national benchmark. National data from (HEIDI[A3] Clinical medicine JACS Subject).

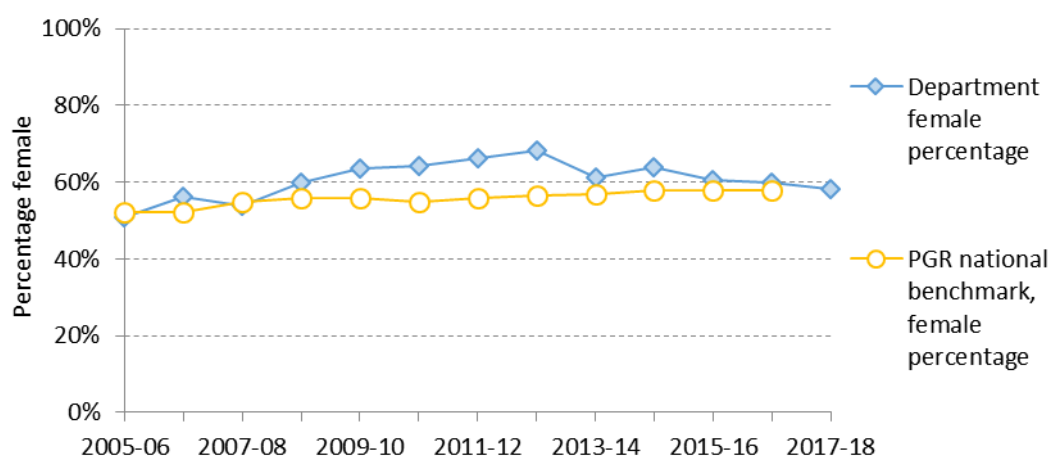
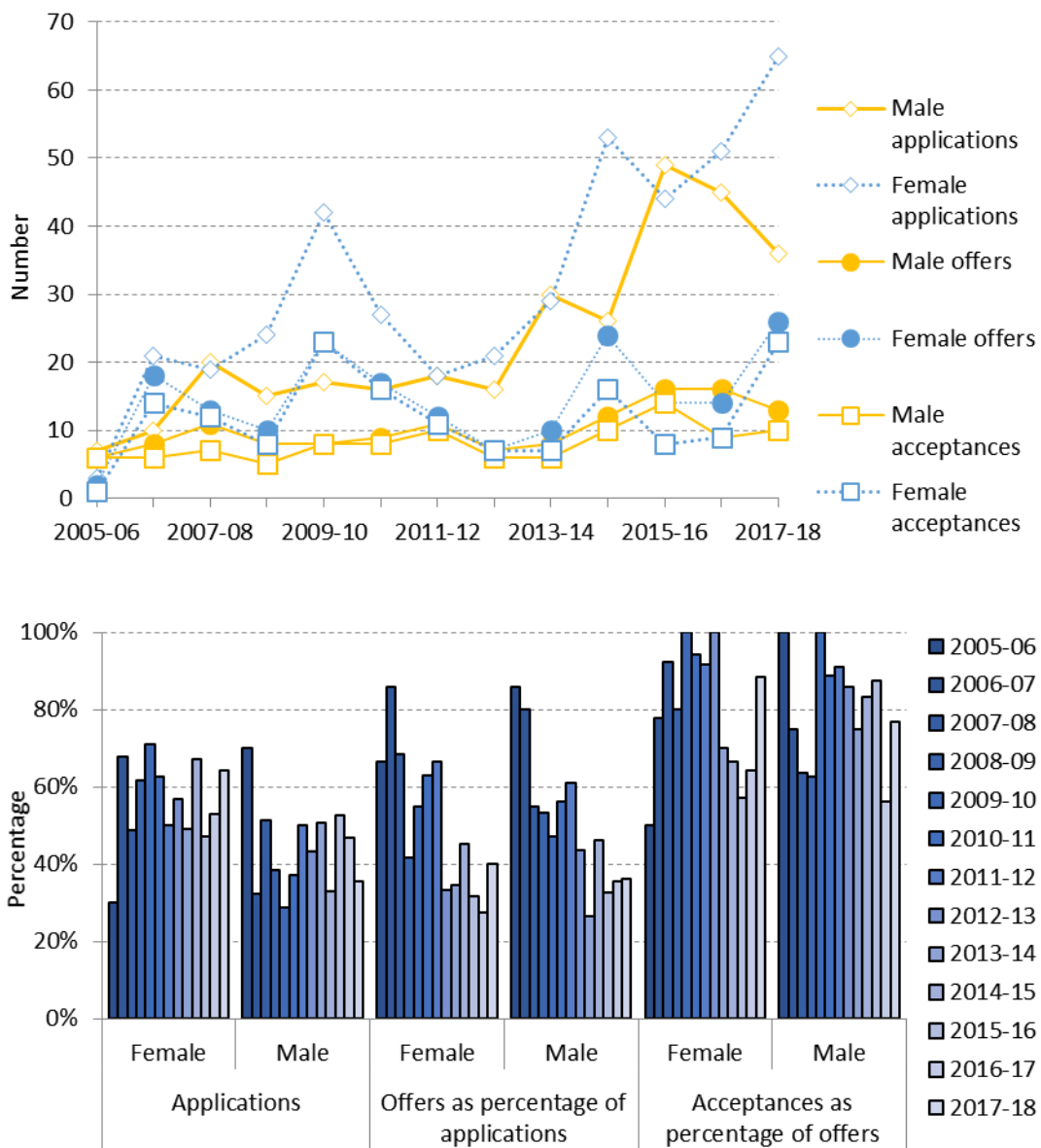


Table 5. Distribution of females and males across School of Public Health postgraduate research studies according to full and part-time status.

Academic year	PGR, full-time				PGR, part-time			
	Female	Male	Total	Female percentage	Female	Male	Total	Female percentage
2005-06	16	17	33	48%	12	10	22	55%
2006-07	25	19	44	57%	11	9	20	55%
2007-08	23	17	40	58%	6	8	14	43%
2008-09	32	24	56	57%	14	7	21	67%
2009-10	38	21	59	64%	14	9	23	61%
2010-11	46	24	70	66%	20	13	33	61%
2011-12	55	27	82	67%	22	12	34	65%
2012-13	47	22	69	68%	22	10	32	69%
2013-14	30	23	53	57%	19	8	27	70%
2014-15	27	21	48	56%	17	4	21	81%
2015-16	38	28	66	58%	16	7	23	70%
2016-17	39	31	70	56%	13	4	17	76%
2017-18	45	40	85	53%	16	4	20	80%

The number of applications for PGR degrees has risen substantially over the past years with the number of offers and acceptances remaining stable (Figure 9). There is substantial variation from year to year in the percentage of acceptances by gender. However, when viewed over a long period of time (Figure 9) there does not appear to be a consistent trend.

Figure 10. Number (upper panel) and percentage (lower panel) postgraduate research studies applications, offers and acceptances (bars). Lines show the percentage of female applications, offers and acceptances.



There are differences between the rates of completion within 4 years for full-time and part-time men and women on PGR degrees (Tables 6-9). We drilled down into these cases and found a high proportion of those that took longer than 4 years had formal interruption of study periods for stress. We will track that the action results in lower incidence rate of stress as a cited cause for interruption of studies.

Action 2.3 Work with College postgraduate support services to publicise and promote access to mindfulness training for SPH PGR students.

Table 6. Degree completion times for full-time postgraduate research students by headcount. Cohorts starting after 2013-14 are not shown as a 4-year completion period has not been completed.

Full Time Cohort starting year	Completed < 4 years		Completed 4+ years		Ongoing		Failed/Discontinued		Total cohort size	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2007-08	11	9	3						14	9
2008-09	2	5					1		3	5
2009-10	21	3	3	1					24	4
2010-11	10	5	3	1			1	1	14	7
2011-12	4	6	4				3	1	11	7
2012-13	3	4	1		1	2			5	6
2013-14	3	4			5	2			8	6
Total over time	54	36	14	2	6	4	5	2	79	44

Table 7. Degree completion times for full-time postgraduate research students by percentage of cohort. Cohorts starting after 2013-14 are not shown as a 4-year completion period has not been completed.

Full Time Cohort starting year	Completed < 4 years		Completed 4+ years		Ongoing		Failed/Discontinued	
	Female	Male	Female	Male	Female	Male	Female	Male
2007-08	79%	100%	21%	0%	0%	0%	0%	0%
2008-09	67%	100%	0%	0%	0%	0%	33%	0%
2009-10	88%	75%	13%	25%	0%	0%	0%	0%
2010-11	71%	71%	21%	14%	0%	0%	7%	14%
2011-12	36%	86%	36%	0%	0%	0%	27%	14%
2012-13	60%	67%	20%	0%	20%	33%	0%	0%
2013-14	38%	67%	0%	0%	63%	33%	0%	0%
Total over time	68%	82%	18%	5%	8%	9%	6%	5%

Table 8 Degree completion times for part-time postgraduate research students by headcount. Cohorts starting after 2013-14 are not shown as a 4-year completion period has not been completed.

Part Time Cohort starting year	Completed < 4 years		Completed 4+ years		Ongoing		Failed/Discontinued		Total cohort size	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2007-08	2		3	1					5	1
2008-09	2		4	1					6	1
2009-10	2	1	2	1	1	1		2	5	5
2010-11	1	3	2		2		2		7	3
2011-12	3				3			1	6	1
2012-13	2	1	1				1	1	4	2
2013-14		2			1				1	2
Total over time	12	7	12	3	7	1	3	4	34	15

Table 9 Degree completion times for part-time postgraduate research students by percentage of cohort. Cohorts starting after 2013-14 are not shown as a 4-year completion period has not been completed.

Part Time Cohort starting year	Completed < 4 years		Completed 4+ years		Ongoing		Failed/Discontinued	
	Female	Male	Female	Male	Female	Male	Female	Male
2007-08	40%	0%	60%	100%	0%	0%	0%	0%
2008-09	33%	0%	67%	100%	0%	0%	0%	0%
2009-10	40%	20%	40%	20%	20%	20%	0%	40%
2010-11	14%	100%	29%	0%	29%	0%	29%	0%
2011-12	50%	0%	0%	0%	50%	0%	0%	100%
2012-13	50%	50%	25%	0%	0%	0%	25%	50%
2013-14	0%	100%	0%	0%	100%	0%	0%	0%
Total over time	35%	47%	35%	20%	21%	7%	9%	27%

(v) Progression pipeline between undergraduate and postgraduate student levels

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

SPH does not run standard three-year BSc courses, although we make a substantial contribution to the FoM MBBS medical degree course. We therefore do not have a direct pipeline from undergraduate to postgraduate (PG) teaching within SPH as most undergraduates go directly into clinical practice. Some non-clinical graduates from the Global Health BSc year may go into PG studies (including our MPH, MSc and PhD programmes), while others go into NGOs and global health organisations.

Our PGT students come from a variety of degree and university backgrounds, with MSc in Epidemiology students tending to have undergraduate degrees in more quantitative subjects than MPH students. We have a high (>40%) rate of overseas and EU students on our courses. The MSc students have a higher conversion rate to PhD than the MPH students, likely due to initial intention when joining. MPH students are typically several years into a health-related career and seek a high-quality professional qualification, whereas many MSc students are new graduates planning to pursue a research career.

Every year there are multiple opportunities for MRC, Wellcome Trust, other research council or School-sponsored PhD projects and typically several PGT students are successful in obtaining these scholarships. MPH students are successful in obtaining employment in areas such as health policy, public health, business analysis.

Action 2.1.1 Survey of all postgraduate students at the start of each AY about their career objectives, and link to post-degree career survey for comparison and review.

Action 2.1.2 Proactively signpost mentoring and other development opportunities with feedback from career survey

4.2. Academic and research staff data

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

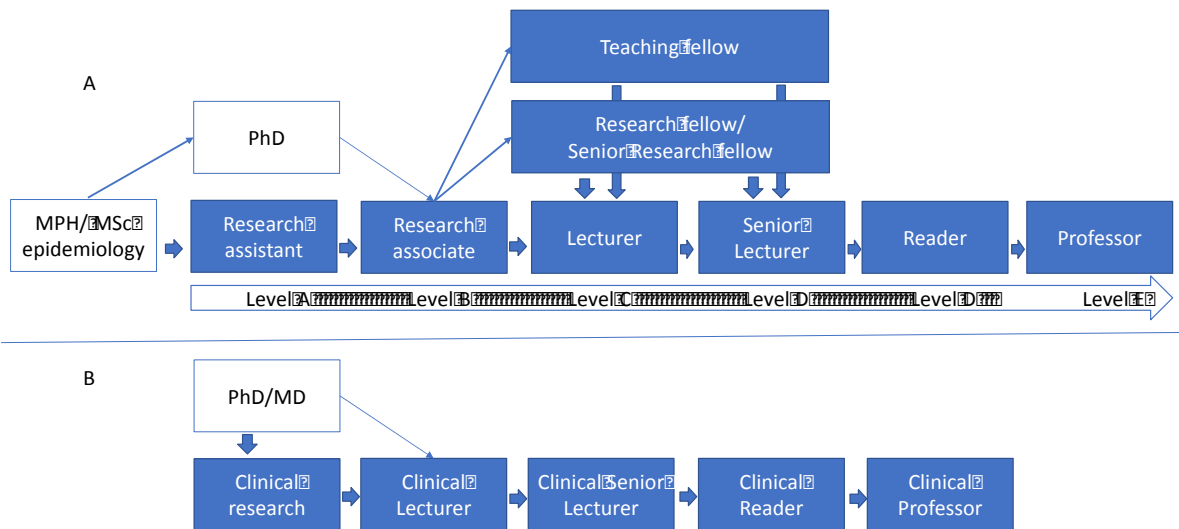
Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Key Points

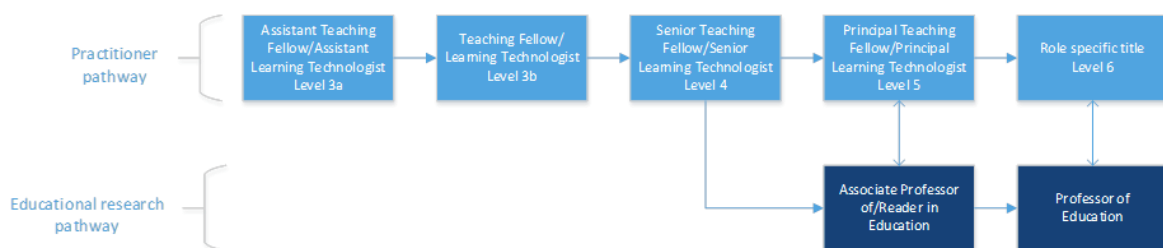
- Increased number of female staff throughout the different job families and grades
- Increased number of female professors (reversing previous trend highlighted in 2017 feedback)

There are a number of alternative successful career paths for research staff in SPH (**Figure 11**). In this section, we present data for academic, research and learning and teaching staff separately for those with non-clinical and clinical appointments. Although SPH sits within the FoM, 50 of 76 academic staff are non-clinical.

Figure 11. Academic pipelines. For non-clinical (A) and clinical (B) research and academic pipelines in SPH.



For Learning and teaching staff in SPH.



As of October 2018 the new Learning and Teaching career pathway - Educational Research has been established which aims to encourage, promote and retain staff whose primary focus is on teaching.

Non-Clinical Academic staff (Teaching and Research)

The overall proportion of non-clinical female academic staff dropped slightly between 2013 and 2014 but has increased consistently year-on-year since **(Figure 13)**, driven by our recruitment successes. At the time of this submission, we have the highest overall proportion of female academics since 2010 at 43% **(Figure 13)**.

We think about our academic pipeline as having a beginning (initial appointment), a middle (retention and promotion from lecturer through to reader) and an end (promotion to professor and retention of professors). Since our last award and since the feedback for our deferred renewal especially, we have: reflected on potentially concerning patterns, responded to them, and observed good evidence of a positive impact of our actions.

Historically, we had an unusually high proportion of senior female academic staff (8 of 17 non-clinical Professors in 2010), which has led to us losing high profile women to external leadership appointments (Section 5.2), and a consequent temporary drop in the number and percentage of female professors from 2012 to 2017 **(Figure 12)**. In direct recognition of this and in response to specific feedback from our consultations, we have implemented actions that are having direct positive impact.

For example, we have encouraged internal applications to externally advertised senior positions (Action 3.1.3, Section 5.1 iii) which has led directly to the appointment of 2 female professors in 2018 and one additional female Reader (included in data here as senior lecturer because upgraded contract not starting until 1/12/18). More will be done to continue increasing the number of female Professors, but we have reversed the trend that the 2017 feedback identified as a critical issue.

Promotion is the key process between junior appointments and professorships and we monitor our promotion system carefully. Since 2015, a co-chair of the OC sits on the School promotions panel and every eligible member of academic staff must be discussed at the meeting. In addition, to increase diversity overall, we will draw additional members from a newly created pool.

Action 3.4.2 Elect a pool of academic and PTO staff to be available for one academic year for appointments and promotions.

We also have actions for recruitment.

Action 3.1.1 Recruitment for all academic posts to gather data and to report statistics on suggested candidates to SPH

Action 3.1.2 Recruitment all for large multi-position calls to use a formal search committee going forwards

Action 3.1.3 Advertise internally all externally advertised academic positions for senior lecturer or above and remind staff in open-ended contracts of their eligibility

Figure 12. Non-clinical academic staff by gender and grade.

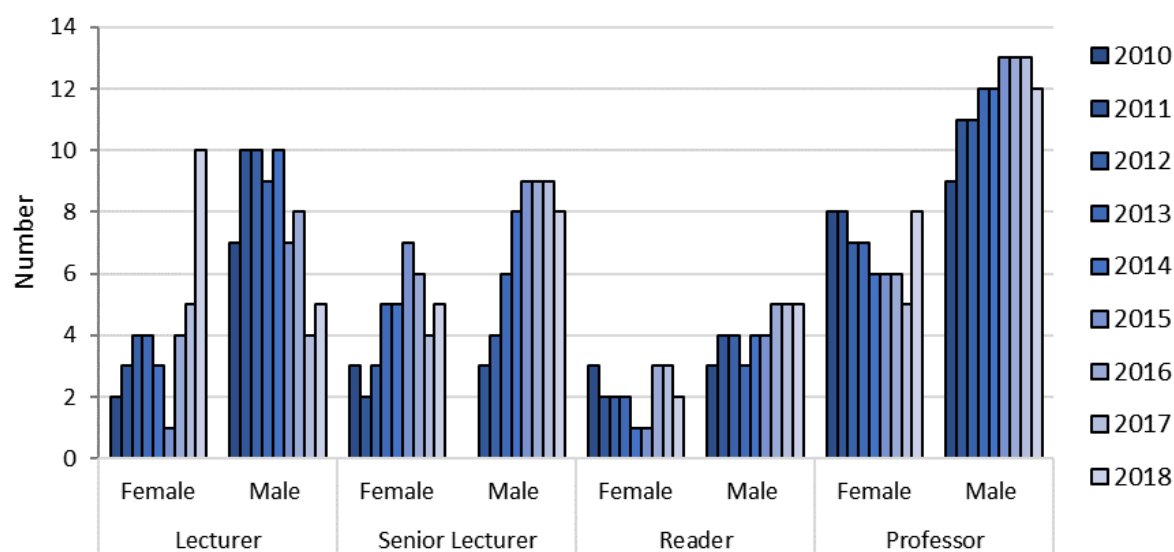


Table 10. Number of non-clinical academic staff by gender and grade.

	Lecturer		Senior Lecturer		Reader		Professor		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2010	2	7	3		3	3	8	9	16	19
2011	3	10	2	3	2	4	8	11	15	28
2012	4	10	3	4	2	4	7	11	16	29
2013	4	9	5	6	2	3	7	12	18	30
2014	3	10	5	8	1	4	6	12	15	34
2015	1	7	7	9	1	4	6	13	15	33
2016	4	8	6	9	3	5	6	13	19	35
2017	5	4	4	9	3	5	5	13	17	31
2018	10	5	5	8	2	5	8	12	25	30

Figure 13. Percentage of female non-clinical academic staff by grade.

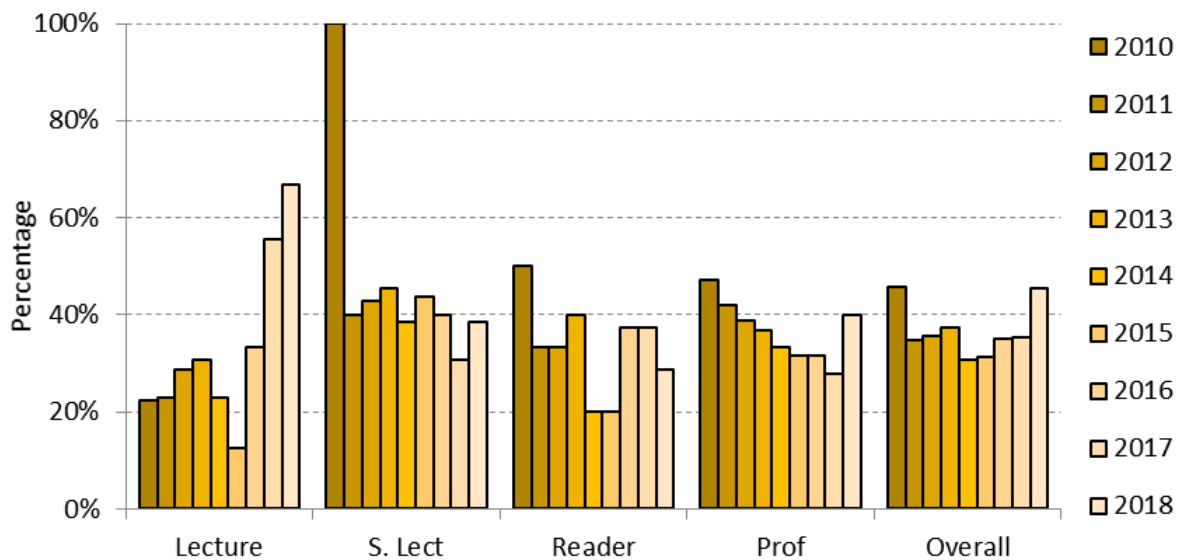
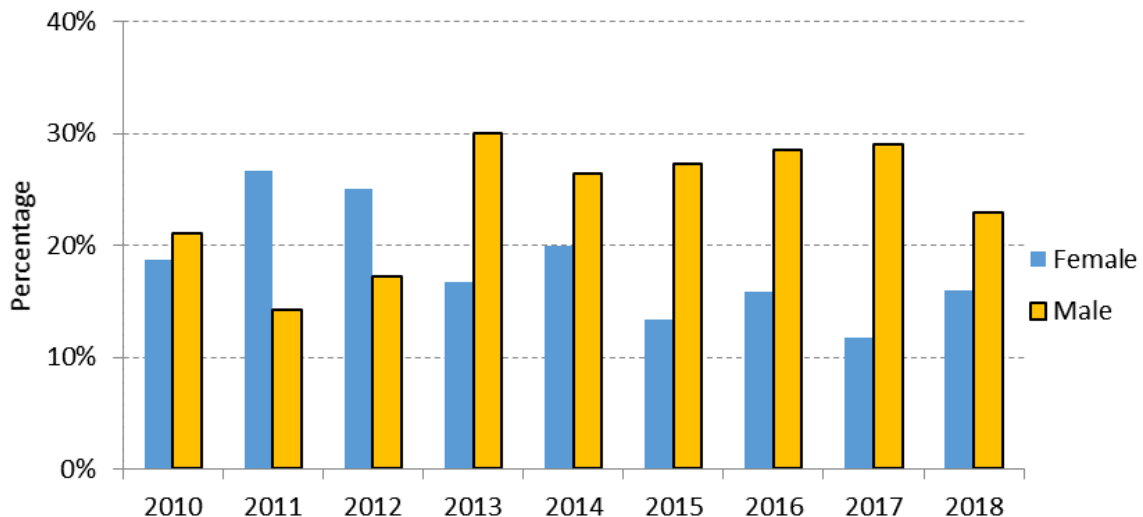


Figure 14. Part-time percentage of female and male non-clinical academic staff.



Non-Clinical Research Staff

Research staff at Imperial are appointed to grades from A to E, with A being the lowest seniority. The percentage of female research staff is high (61%, Nov 2018) (**Figure 13**) with no apparent trend indicating lower percentages of females in higher grades of research staff (**Figure 15**).

While the staff progress from postdoc positions (Level A- B) to research fellowships (Levels C-E) and academic posts within SPH, it is also typical to move to academic posts in other universities.

The number of research staff working part-time was low and showed no significant differences by gender. The percentage of males working part-time has increased over the years and is now close to the female percentage (Figure 16).

Figure 14a. Numbers of non-clinical research staff by gender and grade.

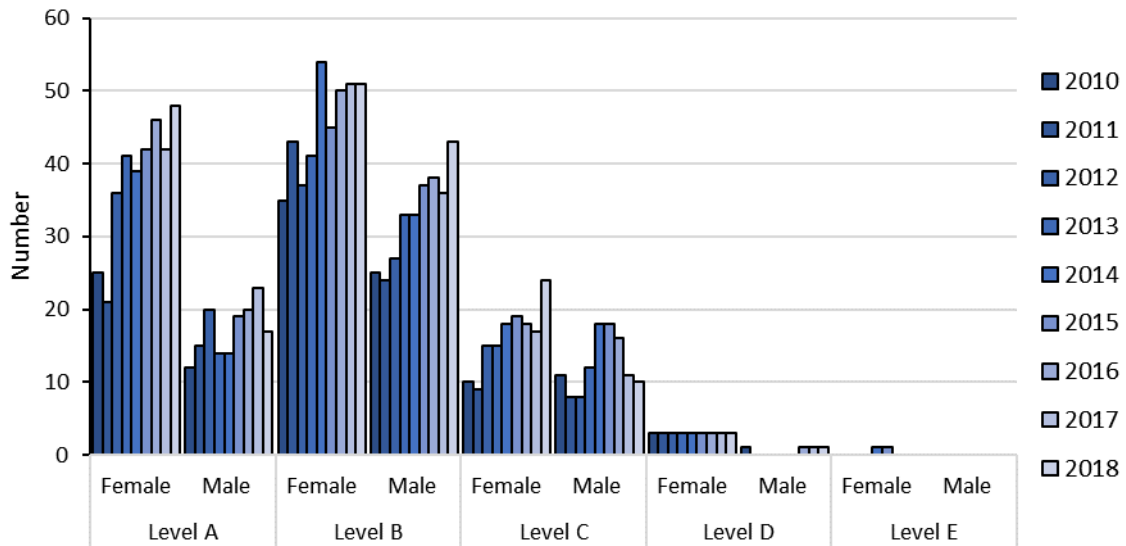


Table 11. Numbers of non-clinical research staff by gender and grade.

	Level A		Level B		Level C		Level D		Level E		Total Research Staff	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2010	25	12	35	25	10	11	3	1			73	49
2011	21	15	43	24	9	8	3				76	47
2012	36	20	37	27	15	8	3				91	55
2013	41	14	41	33	15	12	3				100	59
2014	39	14	54	33	18	18	3		1		115	65
2015	42	19	45	37	19	18	3		1		110	74
2016	46	20	50	38	18	16	3	1			117	75
2017	42	23	51	36	17	11	3	1			113	71
2018	48	17	51	43	24	10	3	1			126	71

Figure 15 Percentage of female non-clinical research staff by grade

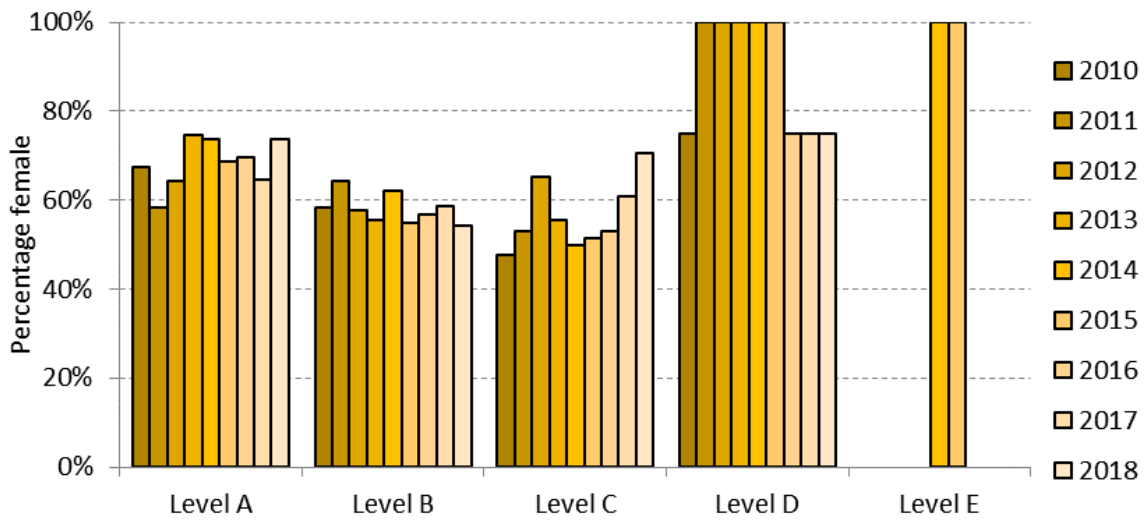
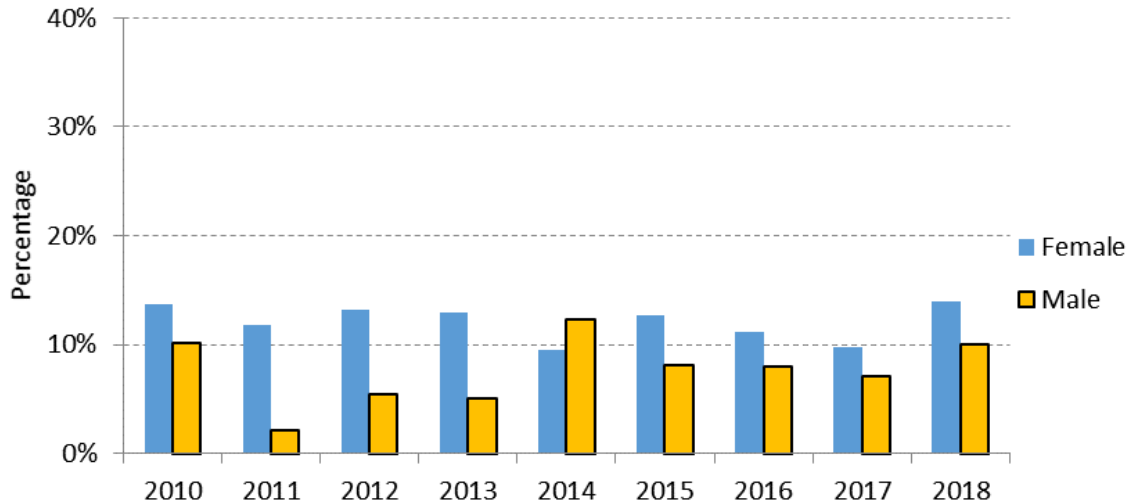


Figure 16 Part-time percentage of female and male non-clinical research staff



Non-Clinical Learning and Teaching staff

The percentage of females in this job family has been stable since 2012 (65%) when it was first introduced (**Figure 17**) and does not vary by seniority (**Table 12**). Almost half of the learning and teaching staff work part-time with no apparent difference between genders (**Table 12**). Part-time Teaching Fellows typically combine their position with a project-funded research role, or with employment outside the College; often working as GPs within a local practice as their primary employment.

Figure 17. Percentage female learning and teaching staff by grade over time.

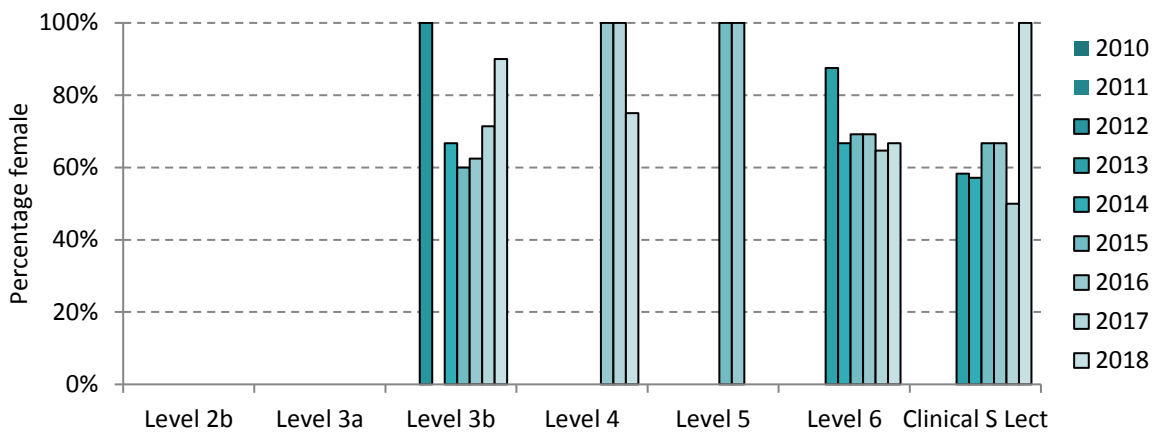
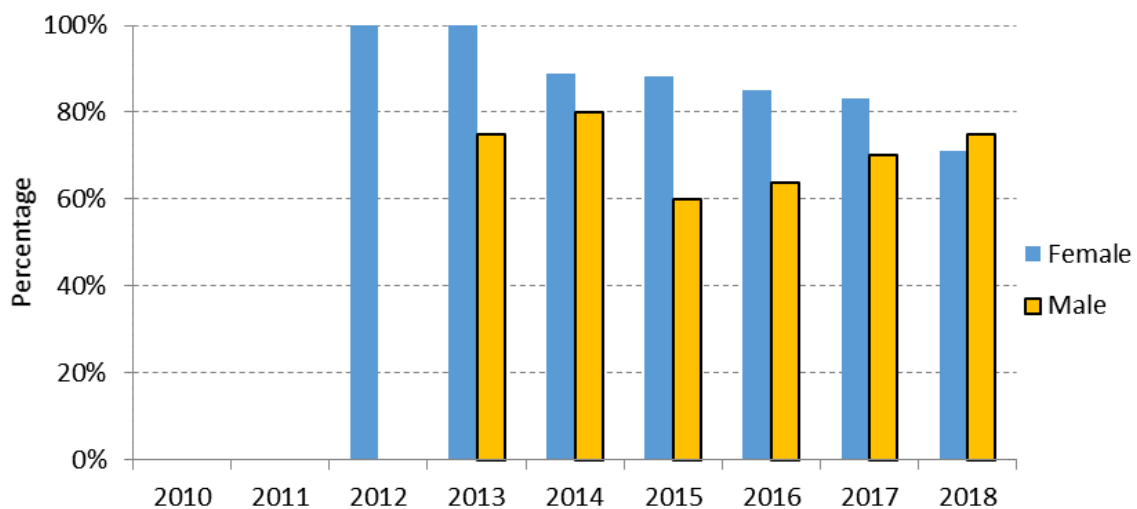


Table 12. Learning and teaching staff by gender and grade.

	Level 3		Level 4		Level 5		Level 6		Clinical Senior Lecturer		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2012	3	0	0	0	0	0	0	0	0	0	3	0
2013	0	2	0	0	0	0	7	1	7	5	14	8
2014	4	2	0	0	0	0	10	5	4	3	18	10
2015	3	4	0	0	1	0	9	4	4	2	17	10
2016	5	5	1	0	1	0	9	4	4	2	20	11
2017	5	3	1	0	0	0	11	6	1	1	18	10
2018	0	0	0	0	0	0	0	0	0	0	0	0

Figure 18. Percentage of part time female and male learning and teaching staff. Percentage shown is number part time / (part time + full time).



Clinical Academic and Research Staff

Clinical staff make a full contribution to teaching and research and provide the bulk of SPH's general practice teaching for the Imperial College medical degree.

The pool of clinical academics is small and this has traditionally been a particularly challenging career trajectory for women. Nonetheless, overall, 39% of our clinical research staff are women (**Figure 19**). Among our Senior Clinical Academics (Senior Lecturer to Professor), a smaller proportion (29%) are women, in line with the well described underrepresentation of women in senior clinical academic roles.

Although decreasing, the last 2 years has seen an increase in the proportion of female clinical professors.

Action 3.5 Work with other departments and join Faculty of Medicine wide Clinical Academic/Research Staff Working Group to drive initiatives that support these staff groups. SPH specific and faculty wide meetings will be scheduled. Collaborate with the College Clinical Academic Training Office (CATO) to develop and implement actions.

The steep reduction in the number of male and female clinical senior lecturers in 2013 was due to the reclassification of almost all these posts into the Learning and Teaching family as they only had teaching duties. This transition affected males and females equally (**Figure 20**). Few staff in clinical roles work part-time with similar numbers of females and males opting to work part-time (**Figure 20**).

Figure 19. Clinical academic and research staff by gender and grade.

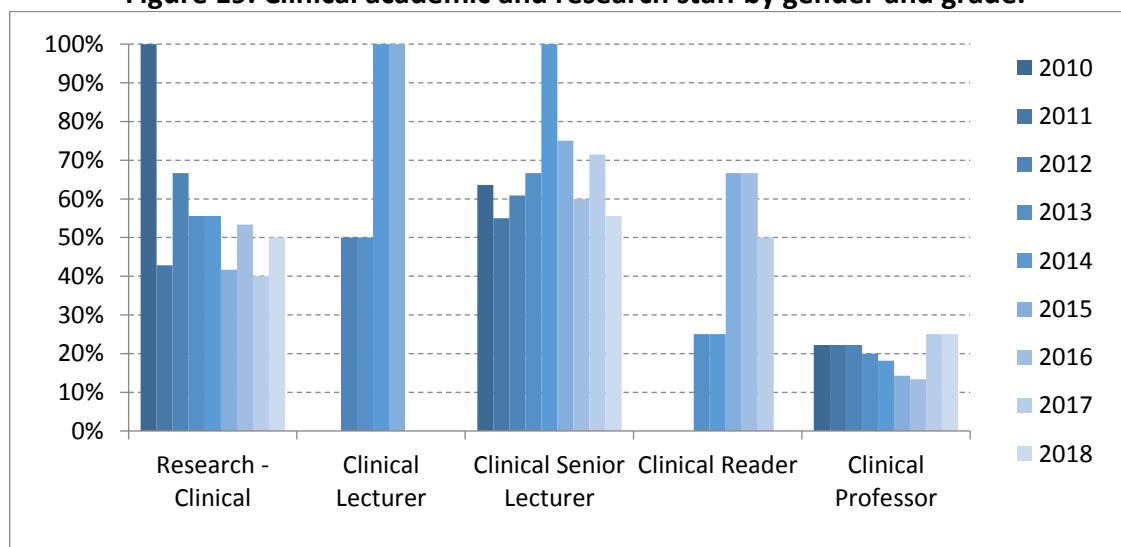
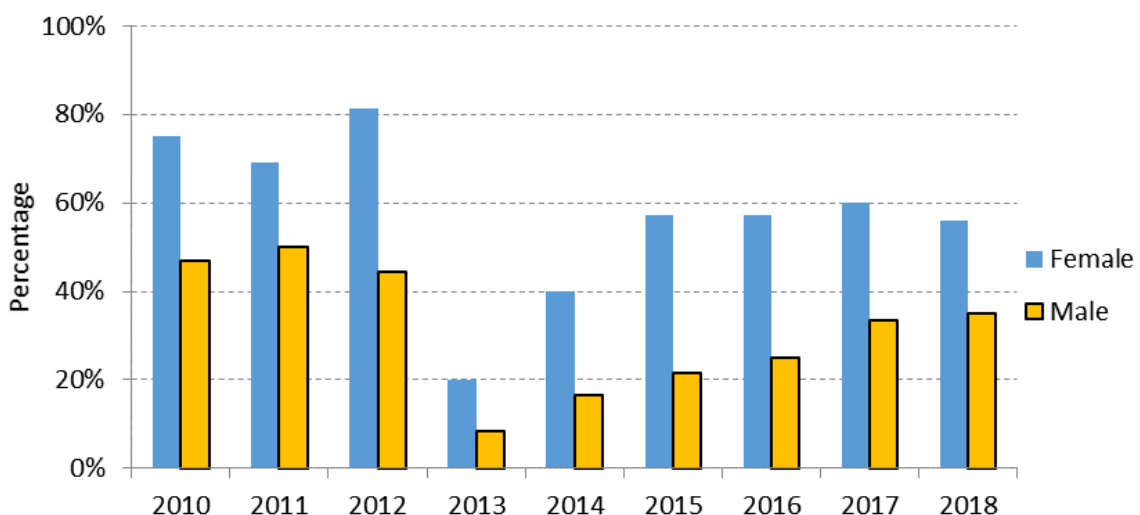


Table 13 Clinical academic and research staff by gender and grade

	Research - Clinical		Clinical Lecturer		Clinical Senior Lecturer		Clinical Reader		Clinical Professor		Total Clinical Staff	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2010	3				14	8		2	2	7	19	17
2011	3	4		1	11	9		2	2	7	16	23
2012	4	2	1	1	14	9		2	2	7	21	21
2013	5	4	1	1	2	1	1	3	2	8	11	17
2014	5	4	1		2		1	3	2	9	11	16
2015	5	7	1		3	1	2	1	2	12	13	21
2016	8	7		1	3	2	2	1	2	13	15	24
2017	6	9		1	5	2	1	1	4	12	16	25
2018	7	7	0	1	5	4		1	4	12	16	25

Figure 20. Percentage of female and male clinical part-time academic staff. Percentage shown is number part-time / (full time + part-time).



Comparison to national picture

We regularly compare ourselves with the national average using data from HEIDI, cost centre 'Clinical medicine'. Where national patterns show lower than 50% women (% all academic staff and % professors), we have a higher percentage of women than the national average and a trend towards 50% (**Figure 21**). Where the national pattern is a percentage of women greater than 50% (research staff and teaching and learning staff), we have a very similar percentage and no signs of an increasing percentage (**Figure 22**, **Figure 23**).

Figure 21. Female percentage of SPH academic staff versus national picture. Data from Higher Education Information Database for Institutions (HEIDI), clinical medicine cost centre.

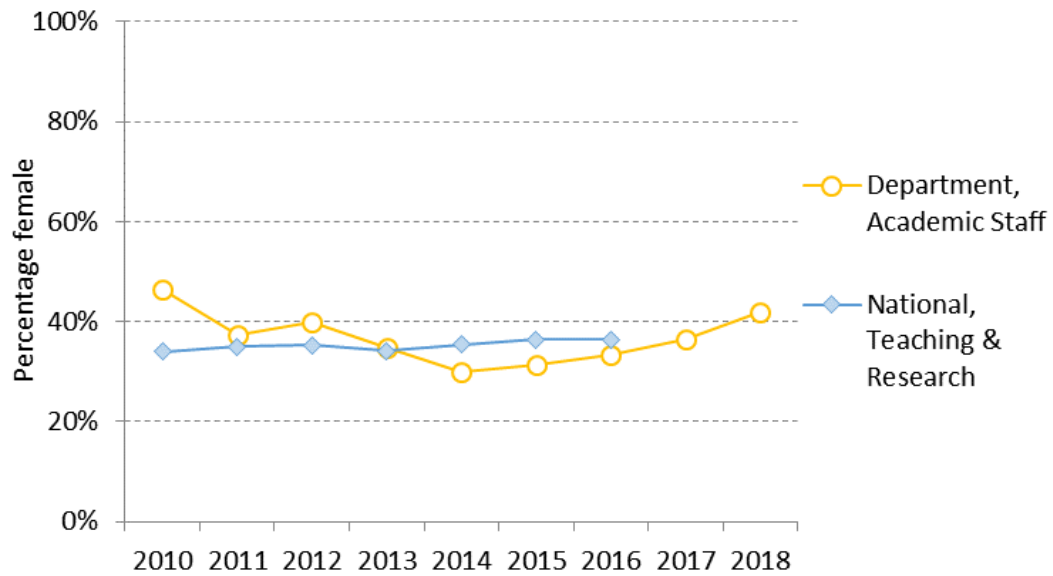


Figure 22. Female percentage of SPH research staff versus national picture. Data from Higher Education Information Database for Institutions (HEIDI), clinical medicine cost centre.

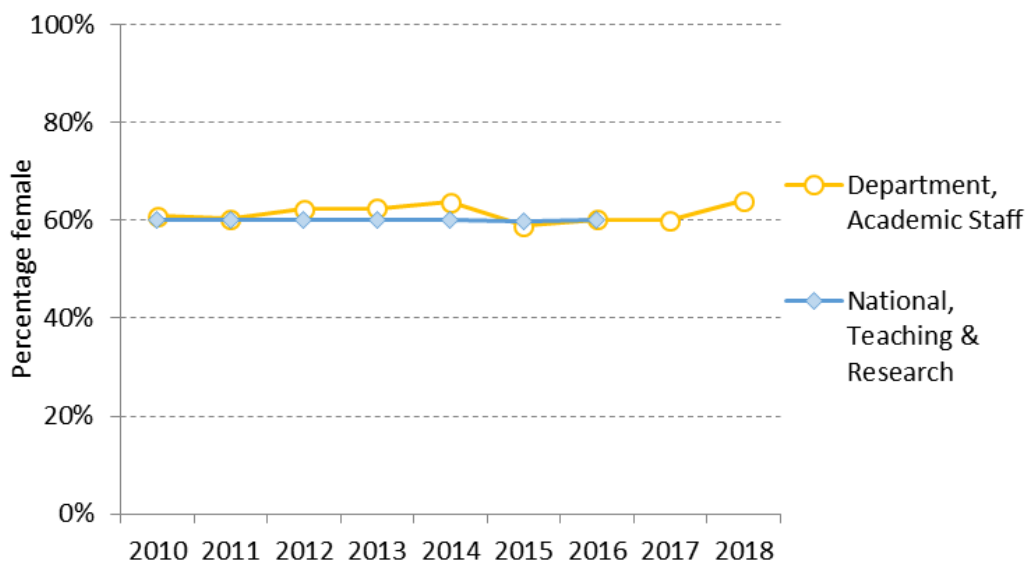
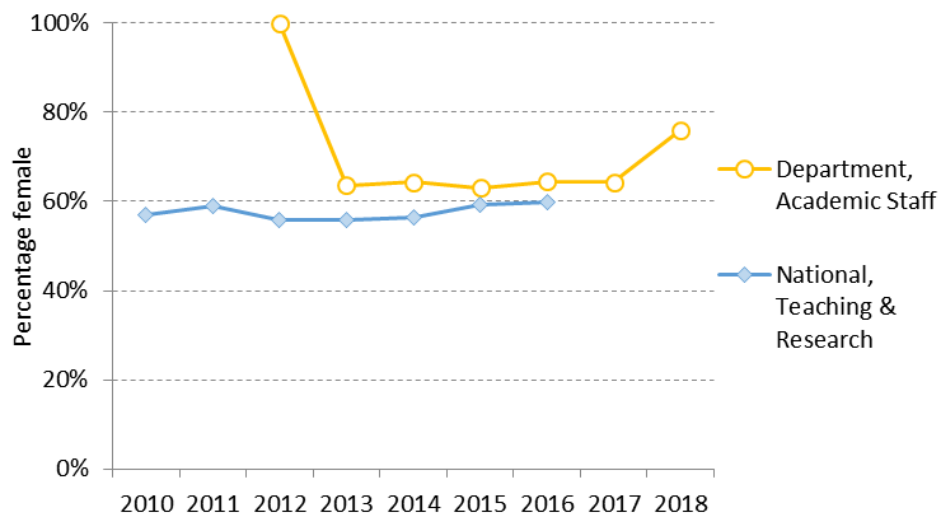


Figure 23 Female percentage of SPH learning and teaching staff versus national picture. Data from Higher Education Information Database for Institutions (HEIDI), clinical medicine cost centre.



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

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

Most non-clinical research posts are open-ended (**Figure 24**). Although there has been a slight bias towards men having these posts, that bias is reducing over time. Similarly, with clinical posts, the stark differences observed in 2010 have reversed.

SPH no longer uses zero hours contracts. Three years ago, a small number of staff on zero hours contracts within ICTU were moved to College employment contracts.

Figure 24. Percentage of female and male non-clinical academic staff in open-ended contracts.

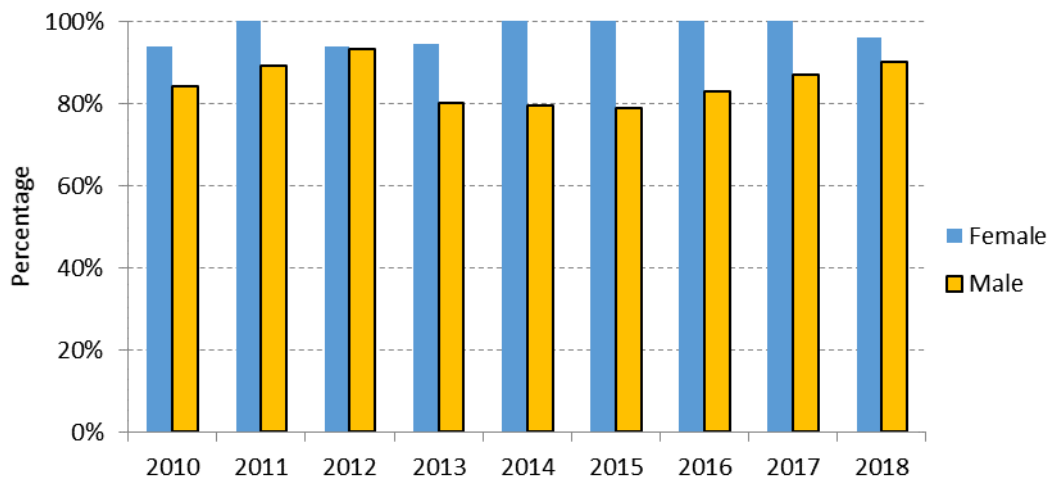
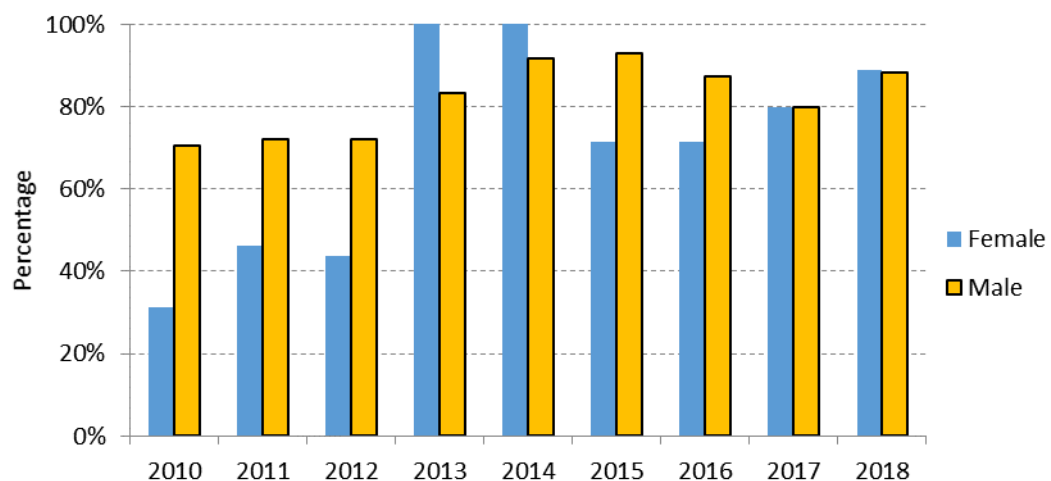


Figure 25. Percentage of female and male clinical academic staff in open-ended contracts.



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

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

Key Points

- No bias in pattern of leaving
- Implementation of exit interviews has had a direct impact in encouraging junior academics to apply for externally advertised senior posts

Turnover falls broadly into 3 categories: end of fixed-term contract, resignation and retirement.

Among non-clinical academics, 6 females and 12 males have left SPH over the past 5 years (**Table 14**). For clinical academics, 3 females and 3 male academics have left SPH since 2010 (**Table 14**). Some female and male academics have left for promotions opportunities at other institutions. Whilst several senior males have retired.

Table 14. Non-clinical academic leavers by date and gender.

	Lecturer		Senior Lecturer		Reader		Professor		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2009 - 10				1	1	2		1	1	4
2010 - 11			1			1			1	1
2011 - 12				1			1	1	1	2
2012 - 13		2						3	0	5
2013 - 14			1			1	2		3	1
2014 - 15	1	2							1	2
2015 - 16				1		1		1	0	3
2016 - 17		1		2	1		1	1	2	4
2017 - 18	1			2		3		1	1	6
Total	2	5	2	7	2	8	4	8	10	28

For research staff resignation, end of contract, and redundancy are the most common reasons for leaving. We did not observe any differences in rates of leaving by gender for research staff: we currently have 126 female non-clinical research staff and 71 male, therefore total leavers over 8 years of 225 women and 128 men is appropriate (**Table 15**).

Table 15. Non-clinical research staff who left since 2009 along with all non-clinical research staff by gender.

	End of contract		Mutual agreement		Redundancy		Resignation		Retirement		Transfer		Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
2009 - 10	4				4	2	10	6				1	18	9
2010 - 11	2	2			5	6	10	5			1		18	13
2011 - 12	2			1	4	4	10	10					16	15
2012 - 13	4	2			12	5	16	7					32	14
2013 - 14	3	2			6	4	22	11			1		32	17
2014 - 15	7	6			9	3	30	11					46	20
2015 - 16	4	2			7	3	12	12				2	23	19
2016 - 17	5	9			6	4	26	8	1		2		40	21
2017 - 18	4	3			2	4	20	13					26	20
Total	35	26	0	1	55	35	156	83	1	0	4	3	251	148

As mentioned already, we noticed that a drop in the number of female professors was partly driven by leavers. We investigated the reasons and found that female professors leaving had gone on to highly prestigious opportunities (**Table 15a**). Therefore, although we are taking active measures to ensure appropriate retention of female academic staff, we also suggest that our prior success in developing talented senior academics is helping to populate leadership positions elsewhere within the UK at a time when initiatives such as

Athena SWAN are encouraging other institutions with far fewer women to examine their own recruitment processes.

We have trialled exit interviews (a selection of those in **Table 15a**) during the period of this award and we will roll it out to all leavers.

Action 3.3.1 Informal exit interviews for all academic staff to better understand reasons of leaving, including unattributed answers to small set of free form questions recorded by “interviewer”. Interviewers from OC and senior staff.

We have already seen impact from this trial. The comments below directly informed the OC support of encouraging junior academics to apply for externally advertised senior posts (Sections 3.2 (ii), 5.1 (iii)).

“There seems to be a different set of standards for hiring highly quantitative academics at SPH than there is for appointing them.”

- Exit interview with OC co-Chair

Table 15a. SPH Academic leavers since last Athena SWAN Submission.

Year leaving	Gender	Grade	Next destination
2011 - 12	F	Professor	Director Unit Cambridge
2013 - 14	F	Professor	Prof Royal Vet College
2013 - 14	F	Professor	Head of Group GSK
2012 - 13	M	Professor	Dep director Gates
2015 - 26	M	Professor	Prof and Group Lead Oxford
2017 - 18	M	Reader	Prof UK University
2017 - 18	F	Reader	Prof UK University
2017 - 18	M	Senior lecturer	Prof UK University
2017 - 18	M	Reader	Prof UK University
2018 - 19	F	Lecturer	Senior researcher commercial
2018 - 19	M	Senior lecturer	Prof UK University

WORD COUNT: 2020

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

(i) Recruitment

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

Key Points

- Increased recruitment of academic women
- Successful use of formal search committee for a multi-position SPH-wide recruitment exercise

As described above (Section 4.2) we reacted to an apparent gender bias in our recruitment of non-clinical and clinical academic staff by implementing a US-style search committee for larger multi-post efforts, starting for a large recruitment drive at the beginning of 2016.

The committee was composed of senior professorial staff (3F:6M). The search committee contacted all academic staff and asked for suggestions for people to approach and met weekly for 8 weeks to discuss all suggested individuals. If the committee considered people to be a high priority for recruitment, they asked a member of SPH staff to reach out to the potential candidate.

The search committee was fully committed to identifying the best applicants regardless of gender. However, everyone on the search committee was also aware that we had failed to attract talented female applicants to recent academic appointments. The direct result of this initial action was a gender-balanced intake of junior academic staff.

Table 16. Applications and appointments generated by the 2016 SPH search committee.

	Number		Total	Percentage Female
	Female	Male		
Search committee generated informal enquires	48	62	110	44%
Search committee generated applications	24	30	54	44%
Other applications	66	66	132	50%
Total applications	90	96	186	48%
Interviewed	8	2	10	40%
Appointed	4	4	8	50%

Because of the success of this exercise in attracting the best talent relative to prior years (**Table 17**), we tried to commit to implementing search committees for all academic posts, with high apparent buy-in from academics at a dedicated session in the 2016 away day. However, we were less successful in recording data than we hoped. We understand that

poor adherence to recording was driven by perceived increased administrative burden and concerns of General Data Protection Regulation (GDPR, our knowledge of having contacted potential candidates about an opening is not public knowledge about them, and could genuinely be sensitive).

Action 3.1.1 Recruitment for all academic posts to gather data and to report statistics on suggested candidates to SPH

Action 3.2.2 Recruitment for all large multi-position calls to use a formal search committee going forwards

Overall, our efforts on recruitment to date have resulted in sustained and substantial increase in our rate of appointing the most talented women to academic posts.

Table 17. Balance between men and women applying for, being shortlisted and being appointed for Academic jobs during the period 2011 to 2018. This does not include the large school-wide search for academic staff in 2015.

Year	Applications			Shortlisted			Appointed		
	Male	Female	%	Male	Female	%	Male	Female	%
2011	44	13	23%	14	5	26%	4	3	43%
2012	32	7	18%	5	3	38%	2	1	33%
2013	27	15	36%	6	4	40%	2	1	33%
2014	41	27	40%	15	9	38%	5	1	17%
2015	90	109	55%	24	41	63%	6	6	50%
2016	31	29	48%	9	11	55%	3	5	63%
2017	5	6	55%	0	5	100%	0	2	100%
2018	50	26	34%	11	11	50%	4	6	60%
TOTAL	320	232	42%	84	89	51%	26	25	49%

Our use of search committees has also been influenced by College policy (Know Your Pool, Imperial Action Plan 2016), which is leading to other positive actions to ensure our progress in recruitment is continued.

Action 3.2.1 Mixed gender panels for all academic appointments: at least one male and one female in all recruitment panels with 3 or more members. All members should have had recent equality and diversity training.

Externally advertised posts also provide an opportunity for more rapid advancement of current staff.

(ii) Induction

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

Key Points

- Comprehensive induction package for staff ensuring newcomers are personally introduced to all key staff.

A comprehensive induction package for staff from all job families is in place whereby new starters receive an induction on their first day led by a Departmental Administrator (Section 5.2 (i)).

From repeated comments during our annual consultation exercise (2015), we understood that there is a sense of disconnect between the departments in SPH and many academics and researchers find induction challenging. For example,

“I sometimes meet academic staff members in the corridor who have been here for 6 months but I don’t even know their name.”

– Focus group 2015

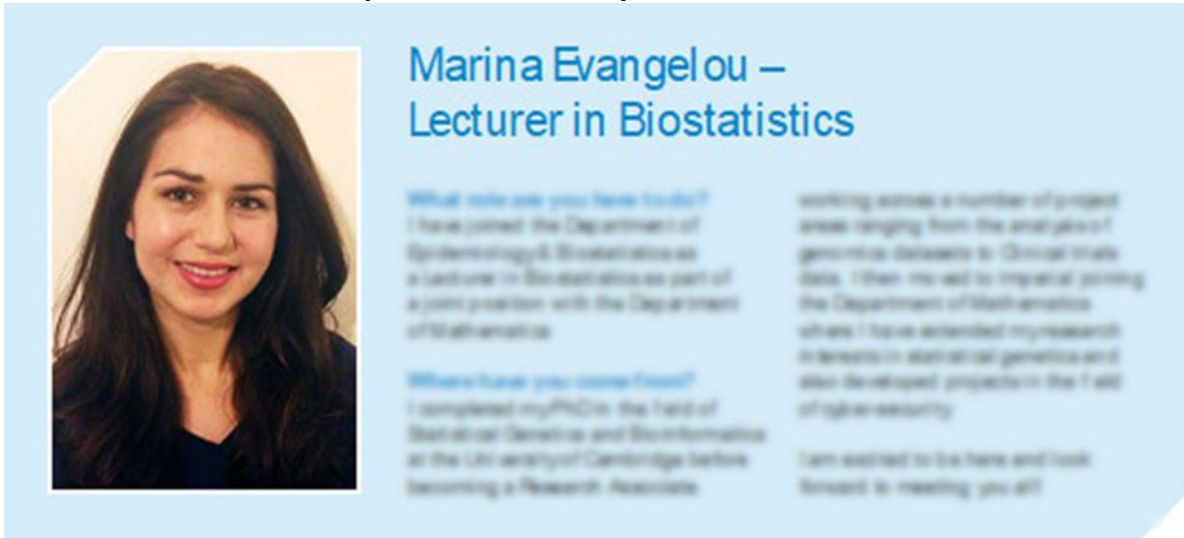
In response, we initiated a new action in 2016. We copied a good practice from one of the School’s departments to all the others, whereby an email introduction to new staff along with a photo and a summary of research interests is now shared with all staff. Also, new staff are now featured in SPH and School newsletters inviting existing staff to make contact with newcomers (**Figure 26**). We will now expand this to all staff.

Action 5.5.1 Line managers to introduce all new staff across SPH by email with brief profile

In another department, new academic staff are assigned two ‘buddies’ (two other academic staff) with whom they meet during their first week and keep close contact over the first few months of employment to provide them with the contact and links. The ultimate aim is to help newcomers settle into the department and be made to feel welcome and included.

Action 5.5.2 Roll out buddies system to all SPH where new academic staff are assigned 2 “buddies” to help over first few months. Request confirmation emails and feedback from buddy meetings.

Figure 27 Extract from SPH newsletter where new academic staff are presented along with a photo and summary to facilitate induction



**Marina Evangelou –
Lecturer in Biostatistics**

What role are you here to do?
I have joined the Department of Epidemiology & Biostatistics as a lecturer in Biostatistics as part of a joint position with the Department of Mathematics

Where have you come from?
I completed my PhD in the field of Statistical Genetics and Bioinformatics at the University of Cambridge before becoming a Research Associate

working across a number of project areas ranging from the analysis of genomic datasets to Clinical trials data. I then moved to Imperial joining the Department of Mathematics where I have extended my research interests in statistical genetics and also developed projects in the field of cyber-security

I am excited to be here and look forward to meeting you all!

(iii) Promotion

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

Key Points

- Improvement in staff experience measured by surveys
- Promotions Champions helped staff to prepare successfully for promotions

We have achieved more balanced promotions using both the traditional route and also by encouraging already-appointed academic staff to apply for externally advertised senior posts.

Although the precise survey question has changed, we have observed an improved sentiment towards promotion within SPH over the period of our current award (Tables 18 and 19).

Table 18. Responses from academic and research staff in 2011 and 2014 staff surveys.

To what extent do you agree in relation to the following statements on Development and Progression?	Staff survey 2011 (all staff)	Staff survey 2014 (all staff)	Staff survey 2014 (academic staff)
I am confident that the system of Promotion Reviews is applied fairly and consistently within my Department/Division	43%	35%	42%
I am confident that the system of Promotion Reviews is applied fairly and consistently at College level	37%	40%	47%

Table 19. Responses from 2017 staff survey.

To what extent do you agree in relation to the following statements on Development and Progression?	Staff survey 2017 (all staff)	Staff survey 2017 (academic & research staff)
I am satisfied with the learning and development I receive for my present job	57%	64%
I have the opportunity for development and growth at the college	60%	71%
I believe career progression is fair within Imperial (regardless of ethnic background, gender, religion, sexual orientation, disability or age)	52%	53%

In October every year the FoM announces its timetable for the traditional academic promotions and the School reminds all staff of the process. There are three stages to the promotions process. Applicants are considered for support by their Department (SPH), by their Faculty (Medicine) and finally by the central College promotions committee. Applicants who are not supported by either their department or their faculty can still choose to go forward for full College consideration.

The progress of applicants through this process is shown in **Table 20**. Although the numbers are small, we have been concerned by a trend that women have a lower rate of promotion success than men. In response, we are promoting College-wide actions, implementing and promoting SPH-specific actions, conducting closer data monitoring and achieving promotions by encouraging internal applications to externally advertised senior posts.

Also, following College policy, every eligible individual is now considered actively by the School's promotions committee (including those working part-time). An OC co-Chair sits on the promotions committee. At the end of the meeting, any individual not previously considered by another route is actively discussed.

Since the 2016-17 SPH promotions meeting, we have also introduced a short promotion form and circulated this to the whole of SPH 2 weeks prior to the meeting of the committee. This gives the opportunity to academic staff who have decided late to ask for promotion, may be unsure of their prospects and have not yet completed the full form- an opportunity to submit a short summary of their achievements to date and to ask for feedback or direct endorsement from the panel (before completing the long form and proceeding with the formal promotion process).

This short form was used once in 2016 and in 2017 and the candidates were both successful. It has been used 4 times in 2018 and all 4 are currently being supported by SPH.

Action 3.4.1 Promote and use short promotion form for rapid consideration and feedback.

Promotion can be a stressful subject for staff in all job families, with surveys at the SPH- and College-level consistently identifying it as a process for which people would like additional support. In addition to sound advice from their line manager, potential candidates often value opinions from a third party. The OC asked three senior academics to act as Promotions Champions during the period leading up to the 2015-16 academic promotions round and for each round since.

These three senior members of staff have been approached by a number of potential candidates each year and have provided feedback on their draft forms. They also conduct mock promotion interviews to help candidates to prepare and be confident during their interview at the College level. All three champions agreed that the process was worthwhile and one of the candidates stated:

"I had excellent feedback and suggestions on more than one draft of my form from 2 champions and another of you was v helpful with sharing their form -Thanks again!"

- Recipient of Promotions Champion advice, since successful, 2016

We also noticed that the majority of staff were concerned about the fairness and transparency of promotions at SPH and College level (**Table 19**). In response, we will add to the membership of the promotions committee to ensure diversity over the years. In addition to the OC co-Chair and the current members (HoDs and HoE), each year two additional senior academic staff (at least one female) will be drawn from the elected pool.

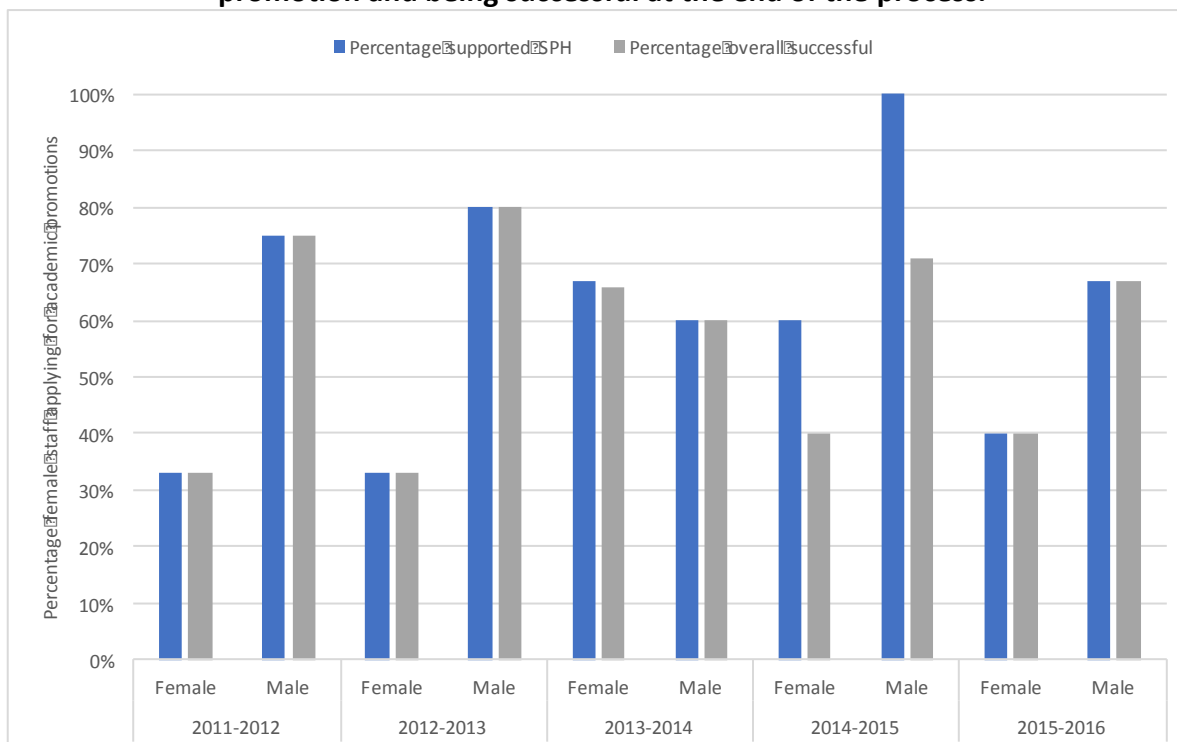
Action 3.4.2 Elect a pool of academic and PTO staff to be available for one academic year for appointments and promotions.

Table 20. Promotions in SPH stratified by gender and promotion steps across the department (SPH), Faculty of Medicine (FoM) and College.

Academic year		2011 - 12	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2016-17	2017-18
Applied SPH	F	3	3	3	5	5	3	3
	M	4	5	5	7	3	3	5
Supported SPH	F	1	1	2	3	2	3	3
	M	3	4	3	7	2	3	4
Considered Faculty	F	1	1	1	2	2	3	2
	M	3	4	1	7	2	3	4
Considered College	F	1	1	2	2	2	3	1
	M	3	4	3	6	2	3	4
Successful	F	1	1	2	2	2	2	1
	M	3	4	3	5	2	3	3

As part of a wider College initiative, promotion for the Learning and Teaching family has recently been through a substantial revision in 2018. Rather than being similar to PTO and research staff; roles are assumed to remain similar over time forcing individuals to move roles to progress, Learning and Teaching jobs will be assumed to grow in a similar way to an academic position. Therefore, Learning and Teaching staff are now considered for promotion at three points during the year where eligible and will be promoted in a very similar way to academic staff. SPH took part in this new process for the first time in autumn 2018, ahead of other FoM departments, and supported one male and one female member of staff for promotion in this way.

Figure 27. Success through traditional promotions process by gender. Percentage of staff applying for promotion and supported by SPH and percentage of staff applying for promotion and being successful at the end of the process.



The OC and DirSPH observed that there is a structural difference between the standard for appointment to a senior academic grade versus the criteria for promotion to that grade. For promotion, the panel is only allowed to consider outputs since last promotion. Whereas, appointment panels consider all outputs at the time of application.

When the new DirSPH was acting in her interim capacity, she acted on this and started to encourage talented junior staff to apply to externally advertised senior positions. This has led directly to 2 new female professors and 1 new female reader (Section 1).

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

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

We find no evidence of different contributions by women to REF 2014, almost all staff were submitted (**Table 21**). We also examined the data for the 2008 RAE and found similar results. Prof Azra Ghani is chairing the School REF committee for 2021 and as such she is on the School’s Management Board.

Table 21 Number of staff submitted to REF in 2014 and 2008 by gender and grade

	Female				Male			
	Eligible	Submitted	% sub- mitted	% of sub- mission	Eligible	Sub- mitted	% sub- mitted	% of sub- mission
2008								
Clinical academic	4	3	75%	27%	8	8	100%	73%
Non-clinical academic	10	9	90%	38%	24	15	63%	63%
Research	0	0			0	0		
Total	14	12	86%	34%	32	23	72%	66%
2014								
Clinical academic	7	6	86%	33%	14	12	86%	67%
Non-clinical academic	17	17	100%	39%	28	27	96%	61%
Research	4	4	100%	50%	4	4	100%	50%
Total	28	27	96%	39%	46	43	93%	61%

5.2. Key Transition Points: Professional and Support Staff

(i) Induction

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

A staff induction package for all grades and job families of staff is in place from College HR in SPH. Day 1 inductions are compulsory for all staff and are carried out by the Department and the completion of the relevant Day 1 induction form for security allows an ID badge to be issued. In addition, all new starters receive an induction pack on their first day, which contains information on staffing policies, health and safety, and other ad-hoc information.

Inductions are individually tailored within the SPH departments but the commonalities include: meet and greet line manager and DM; activate PC and email account; access to shared drives and mailing lists; computer health, absence management information and tour of the department.

The SPH website has also specifically been written to contain useful information which further facilitates induction and integration of newcomers. Each department has regular meetings and tea-time get-togethers where new staff are introduced and made to feel welcome.

(ii) Promotion

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

Key Points

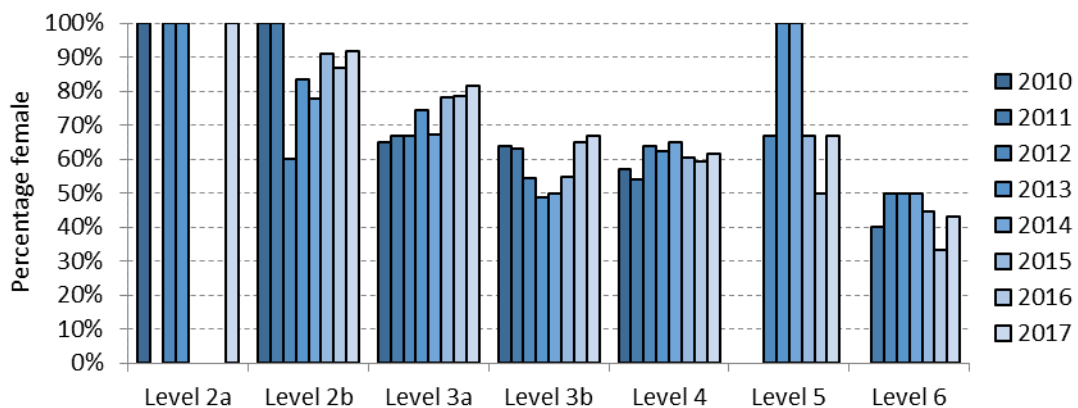
- Women apply and are successful in upgrading their roles via the Job Level review process

The progression process for PTO staff differs from academic staff, with several different roles within the broad PTO family: general administrative support, project management, co-ordination, support, specialist and technical roles, such as Clinical Trial Monitors and Managers.

General management and administrative roles, funded by the School, have traditionally provided key support to academic and research staff, for example, DMs, their administrative teams, and personal assistants to senior staff. Progression between these roles typically occurs when a vacancy arises. For junior and middle-grade positions, there are frequent openings, so opportunities for progression are in good supply, especially when opportunities across the College are considered. However, recruitment openings at senior positions within the School arise less frequently.

Since 2015, we have monitored PTO opportunities using similar data to those we use for research and academic job families. We have found that gender balance in the PTO staff (**Figure 28**) is relatively stable with a high proportion of women. However, there is a consistent decrease in the proportion of women as seniority increases, although we note that it drops only just below 50%.

Figure 28. PTO staff by gender and percentage female staff over time.



This seems likely to be a historical artefact. We find no evidence of gender bias when individuals apply to be promoted *in situ* via the Imperial Job Level Review process, which is possible if it is demonstrated that the scope of the role has grown sufficiently that the position itself should be upgraded. During the time since our last Athena SWAN award, the School has enjoyed strong growth. Therefore, we have been successful in upgrading 15 out of 42 PTO staff members since 2013 using the Job Level Review process.

Table 22. PTO staff application and success rates for job level review

Year	Male			Female		
	Apply	Success	% Success	Apply	Success	% Success
2013 - 14	2	1	50%	9	6	66%
2014 - 15	3	0	0%	6	3	50%
2015 - 16	1	0	0%	3	1	33%
2016 - 17	2	1	50%	5	1	20%
2017 - 18	3	1	33%	8	1	13%
Overall	11	3	27%	31	12	39%

Other specific support roles are undertaken by project staff on fixed-term contracts. The School hosts several major programme grants such as MRC Centres, NIHR CLAHRC and NIHR Health Protection Research Units, all of which include dedicated administrative staff whose role is to support the specific objectives of their project and to work closely with the scientific staff involved in their project. The number of large projects in the School and elsewhere provides a de facto career structure for PTO staff outside the traditional general administration stream, with staff sometimes crossing over from one to the other and back. A move between different roles within the PTO job family is beneficial to career development and upskilling individual staff.

Feedback from the 2017 College Staff Survey showed that there was a perception that there is a “lack of progression opportunities” (available for the PTO job family) and only a minority of PTO staff were satisfied with their career and promotion prospects (35.2%).

Therefore, we are implementing several actions to ensure that the best candidates are appointed to senior PTO positions.

Action 3.6 Create skills profiles for a range of indicative PTO posts and provide pen portraits of successful moves

Action 3.7 Ensure job adverts reach as wide an audience as possible to elicit a diverse set of applicants

Our mentoring program has been implemented across all job families including PTO staff. At the time of submission, 8 mentor-mentee pairs were in the PTO job family and a further 3 were awaiting suitable matches. The new wider mentoring program will likely help more senior PTO staff to find appropriate matches.

Action 4.1 Provide a wider pool of mentors to School mentees via the Faculty-wide mentoring program, with emphasis on senior women in all job families

5.3. Career development: academic staff

(i) Training

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

Key Points

- Women on female specific development courses – leading to progression and promotion.
- Unconscious bias training for almost all academic staff

All staff are encouraged by line managers to make use of the wide range of courses available (Table 23), many of which are specifically targeted at women. To this end, we have worked closely with the College’s excellent Educational Development Unit and the Postdoc & Fellows Development Centre (PFDC). Our focus group in 2016 identified that postdoctoral researchers value and access leadership courses.

Table 22. Responses from SPH academic and research staff in 2011 and 2014 staff surveys.

To what extent do you agree in relation to the following statements on Development and Progression?	Staff survey 2011 (all staff)	Staff survey 2014 (all staff)	Staff survey 2014 (academic staff)	Staff survey 2014 (research staff)
The College's learning and development provision is relevant and of good quality	70%	72%	71%	82%
The learning and development opportunities I need to do my job well are available to me	73%	74%	77%	77%
I am able to attend training that supports my aspirations for development and promotion	N/A	70%	68%	79%

Table 23a. Responses about development to the 2017 staff survey.

To what extent do you agree in relation to the following statements on Development and Progression?	Staff survey 2017 (all staff)	Staff survey 2017 (academic & research staff)
I am satisfied with the learning and development I receive for my present job	57%	64%
I have the opportunity for development and growth at the college	60%	71%

Research staff have access to the training and development opportunities offered by Imperial’s award-winning PFDC. The Centre runs training courses and workshops, as well as offering one-to-one support and mock interviews. All postdocs are contractually entitled to use 10 days each year for personal development activities which we encourage them to use.

These activities are having impact:

- 7 female postdoc researchers and 1 academic staff attended the Springboard Women’s Development 4-day Programme (1 was subsequently promoted to

lecturer, 1 was promoted to research fellow and one was promoted to senior lecturer),

- all eligible women (lecturer to reader) have been recruited to the Female Academic Development course (1-day course and follow up 2-day residential development programme).

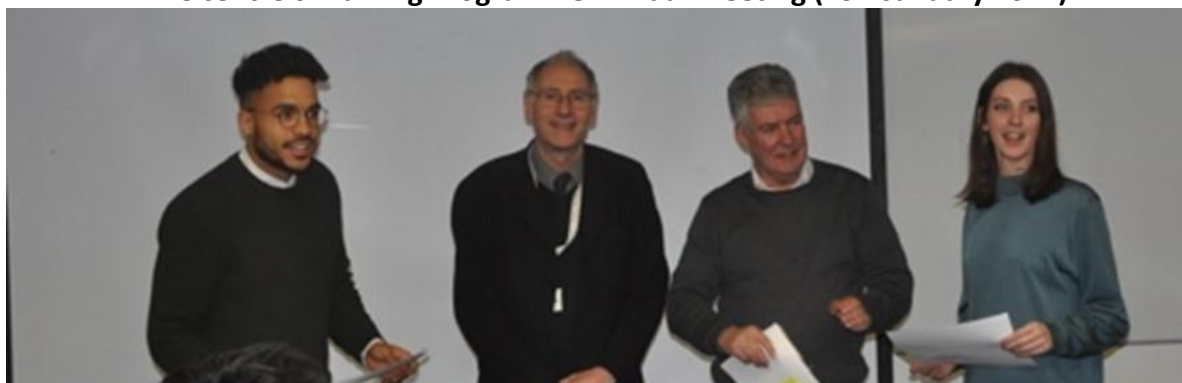
Action 4.6 Monitor how many days are used yearly by postdocs for training and development and draw actions to support their uptake.

Table 23 Example of Postdoc & Fellows Development Centre training and development opportunities

PDC training and development opportunities	Details
1-2-1 appointments	Informal, tailored support Specific support to help women write assured and confident job applications and CVs
Mock interviews	Available to postdocs applying for all jobs. Postdoc volunteers involved in interview panels, enables understanding of other side of interview process and successful applications examples
Pop up workshops	Informal, interactive sessions Delivers bite-size, targeted information e.g. Fellowships; Assertiveness; CVs and Cover letters

There is also a wide range of courses available through our two MRC Centres. For example, the MRC-PHE Centre for Environment and Health provides bespoke training for postgraduate students and early career researchers through relevant short courses and training opportunities. These courses are advertised throughout SPH and are open to anyone within the research community.

Figure 29. Postdoctoral researchers (right and left) receiving the prize for best poster in MRC centre’s Training Programme Annual Meeting (25th January 2017)



Furthermore, we have made a significant effort to get SPH senior managers and academics trained in equality, diversity, harassment and bullying. Almost all academic staff have had unconscious bias training since our last application either through the course given in the

away day in 2015 (51 academic staff) or other available courses from the College. In our focus group consultation (2015), academic and research staff, in reply to “One thing I would change about the school” proposed “Training for all those who have people management responsibilities especially PIs”. In response, we have included training on management research teams as compulsorily for new academics and those applying for promotions.

We also offer *ad hoc* training opportunities. For example, in 2016 Visiting Professor Deborah Saltman gave a half day workshop to other female academics on “Seven Principles for Effective Leadership for Women in Healthcare Environments”. The event was very popular (all 22 available places were filled by female academics and researchers) and there are plans to repeat it on other SPH campuses.

Action 5.6.1 Require evidence of PRDP, unconscious bias, active bystander, mentoring and management training as part of the academic promotions process.

Figure 30 Participants on the course on effective leadership for women in 2016 by Visiting Professor Deborah Saltman.



(ii) Appraisal/development review

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

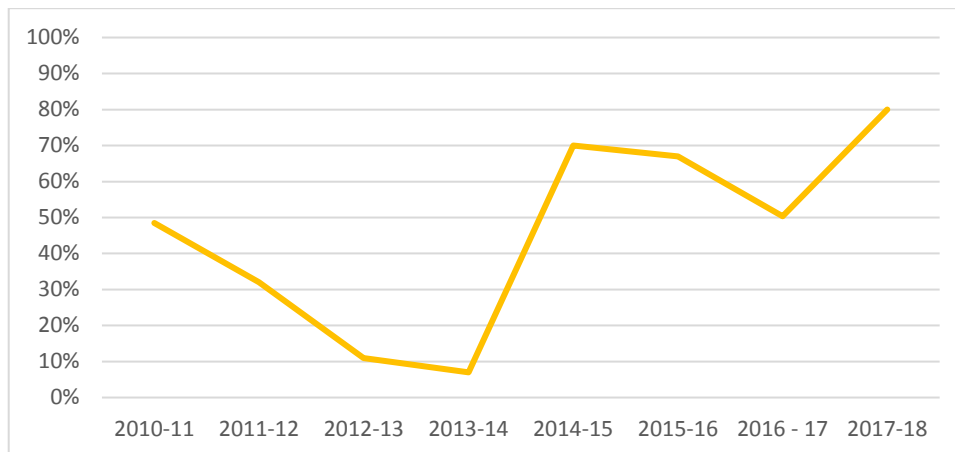
Key Impact

- Increase in PRDP completion rate from 70% in 2014-15 to 80% 2017-18.

Imperial operates a College-wide system of appraisal based on an annual meeting called the Personal Review and Development Plan (PRDP), for all staff. This includes a reflective questionnaire by the appraisee, a review of performance for the prior year, the identification of opportunities for future development including promotion and career progression, and the recording of short, medium and long-term goals.

The SPH office continually monitors the percentage of staff that complete PRDPs (**Figure 31**) and the percentage of staff having a PRDP fell consistently below the College target (100%).

Figure 31. Overall stats of recorded completion of PRDPs. These percentages reflect recorded and confirmed PRDPs and are thus a minimum estimate.



In response, we made the PRDP process the focus of our annual consultation exercise in 2016. Meetings with academic staff of different grades revealed several themes that contributed to the lower-than-expected uptake of PRDPs: apparent lack of buy-in from senior staff, failure to follow-up on targets at future meetings, and frustration that the process was not timed to help with promotion. For example:

“My line manager chose not to perform a face-to-face PRDP when given the chance”

“I don’t understand where we get guidance for promotion, it’s not at the PRDPs”

- SPH Focus Groups 2016

These findings were communicated clearly to line managers at the start of the PRDP period and followed-up regularly, resulting in a clear increase in completion rates (**Figure 31**).

We are also initiating several new actions to help maintain our momentum and reach a stage where regular reminders are not needed for this this key issue.

Action 5.6.1 Require evidence of PRDP, unconscious bias, active bystander, mentoring and management training as part of the academic promotions process.

Action 1.3.1 Strong advocate and support from DirSPH for expectation of PRDP completion by email to all staff and newsletter. All senior managers to check that those they manage complete PRDPs with their managing staff.

Action 1.3.2 Move annual appraisal to June to improve timing with promotion cycle.

Our objective is to improve our culture with respect to appraisal overall by first modernising the system used by senior academics. At the moment, academic clinical staff must complete a 360 degree appraisal for revalidation every 5 years. Responding to concerns from the 2016 focus group, the new DirSPH is leading on senior commitment to the PRDP process by having a similar 360 degree evaluation (in progress at time of application). All her direct reports (as per **Figure 2**) will follow in the second round. It is our intention that 90% of professors and readers will undertake the 360s and feedback session in the next four years. We are confident that regular confidential feedback from direct reports and other colleagues will enhance our appraisal culture significantly.

Action 5.7 Implement a custom 360 degree appraisal and feedback program for readers and professors

(iii) [Support given to academic staff for career progression](#)

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

Key Points

- Mentoring scheme – 30 pairs matched to date.

Following on from our promotion champions and in response to focus groups feedback on mentoring demand (2015 and 2016), SPH has expanded this to a full mentoring scheme (2013 Action 4.1). We recognise the important role mentoring can play in supporting career advancement and professional development, which are part of the reasons staff seek out mentoring. Our mentoring scheme is open to all job families (academic, research, learning & teaching, PTO).

Our mentoring demand survey in 2016 found that 91% of respondents required a mentor to help them with career progression. Feedback is being elicited from each mentoring - mentee pair at the mid-point of the relationship and at the end with the OC reviewing summaries of this feedback.

At the time of submission of this application, we have matched 30 requests for mentors received from 38 potential mentees within the research job families. We will continue to promote and refine this mentoring program.

We are now participating in a Faculty-wide approach to mentoring to increase the number of pairs we can match and bring a broader range of experiences for our senior staff.

Action 4.1 Provide a wider pool of mentors to School mentees via the Faculty-wide mentoring program, with emphasis on senior women in all job families

In addition to our mentoring scheme, junior academic staff are assigned an academic advisor in addition to their line manager to help with issues around their career, personal development and research and educational needs. This has worked well with academic advisor relationships lasting well beyond the initial first years of academic appointment. In particular, academic advisers support non-clinical lecturers and clinical senior lecturers during their 3-year probation period.

We have encouraged the creation of a strong and active postdoctoral society, which holds frequent events for the School's postdoc community ranging from poster sessions, training on public speaking and social gatherings. The postdoc reps work closely with the PFDC to ensure SPH's staff benefit from its many programmes. In addition, postdocs run journal clubs and similar research-focussed initiatives. We also ensure we highlight postdoc activity in our annual SPH showcase event for all staff by specifically focussing on junior speakers.

Obtaining a Fellowship is a key transition point, particularly for women. PFDC runs women-only briefings to encourage Imperial postdocs to apply for Imperial College Research Fellowships (ICRFs) funded by the College. We had an unusually high number of applicants to ICRFs this year.

Action 3.9 OC chairs to meet with postdoc reps twice per year to discuss developments, share opportunities and draw actions when needed. Postdoc reps will also be invited annually to SPH management Board meeting to discuss relevant actions.

(iv) [Support given to students \(at any level\) for academic career progression](#)

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

Students within SPH receive career support for career progression from a variety of sources. Although we provide some teaching for undergraduates medical and biological science students, their support is provided almost entirely by the central College Careers Service. This service is also available to both masters and doctoral.

Within SPH, masters and PhD students also receive additional support including:

- Lectures for PhD student on possible career paths
- Writing grants/fellowships
- 1 on 1 sessions and mock interviews for students interviewing for PhD studentship or postgraduate fellowship
- Career sessions for Masters students and annual career fairs

Masters students and alumni's are also encouraged to co-ordinate activities and to network via the Masters' programmes Facebook pages.

PhD students are very much integrated into the academic life at SPH and are based alongside researchers and academics wherever location makes this possible. PhD students present their research progress and produce posters for an annual two-day event attended by other students, researchers, and academic staff. This provides opportunities to interact with other staff and puts research students' work in the spotlight

All the different forms of support are coordinated and communicated by SPH's Education Manager and her team of educational administrators.

Action 2.1.1 Survey of all graduate students at the start of each Academic Year about their career objectives, and specific actions taken such as applications for fellowships

and enquiries about positions. Organise a student social and careers event with SPH alumni

Action 2.1.2 Proactively signpost mentoring and other development opportunities with feedback from career survey

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

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

Key Points

- 10 women supported through Early Career Travel Awards.
- 13 women received Seed Funding, 2 of which have now gone on to be promoted to Reader from Senior Lecturer.

SPH has a good track record of attracting research funding. Grant applications are supported by a range of informal and formal initiatives at the faculty, SPH, departmental and group levels. Group leaders provide feedback to team members at all stages of the grant submission process from idea generation, through early drafts to final submitted versions.

Administrative help is also available throughout to ensure that the total budgets and specific requested resources are well matched with the grant's scientific objectives. HoDs, SPH Board members and other senior staff provide similar informal input for project grant applications from senior staff.

To further strengthen these processes, following feedback from the last academic staff away-day, the School has appointed a Research Manager to co-ordinate and support cross-Departmental grant proposals, lead on REF preparations and to work with researchers on meeting funders' objectives.

Action 4.7 Initiate a peer review system for applications to provide further support to new academic staff applying for grant funding and work with Research Manager to co-ordinate and support cross Departmental grant proposals

We have an Early Career travel awards scheme which was established in 2015. We have particularly encouraged women to apply. The scheme has helped 12 postdoctoral researchers (10F:2M) to attend international conferences and training opportunities. We also have SPH seed awards, which have enabled 10 groups of early, mid-career investigators based in different SPH departments to collaborate on multidisciplinary research and teaching projects (see first case study).

During the period of this award, we have started to track the breakdown of research grant applications by gender of PI, award size and success rate (**Table**). The success is largely shared between men and women, with high rates of application in the key range of £100,000 to £500,000 from females and males and similar success rates (within the scope fluctuations from year to year). However, the number of applications for awards greater than £1,000,000 from women appears to be lower than from men, especially in the most recent year when only two large awards were applied for by a woman.

Table 25 Awards applied for by gender, amount and year.

Amount applied for	Applications F	Applications M	Successful F	Successful M	Success rate F	Success rate M
2017/2018						
0 - £14,999	22	30	8	13	36%	43%
£15,000 - £99,999	38	42	16	26	42%	62%
£100,000 - £499,999	33	69	14	21	42%	30%
£500,000 - £999,999	18	16	5	6	28%	38%
£1000,000+	2	16	1	7	50%	44%
2017/18	113	173	44	73	39%	42%
2016/2017						
0 - £14,999	15	37	9	7	60%	19%
£15,000 - £99,999	55	76	18	28	33%	37%
£100,000 - £499,999	62	80	12	26	19%	33%
£500,000 - £999,999	15	20	2	2	13%	10%
£1000,000+	9	19	2	4	22%	21%
2016/17	156	232	43	67	28%	29%
2015/2016						
0 - £14,999	20	38	3	6	15%	16%
£15,000 - £99,999	46	77	11	22	24%	29%
£100,000 - £499,999	41	75	14	19	34%	25%
£500,000 - £999,999	15	17	1	1	7%	6%
£1000,000+	1	11	0	1	0%	9%
2015/16	123	218	29	49	24%	22%
2014/2015						
0 - £14,999	7	38	7	7	100%	18%
£15,000 - £99,999	31	78	13	22	42%	28%
£100,000 - £499,999	48	84	23	21	48%	25%
£500,000 - £999,999	12	29	0	9	0%	31%
£1000,000+	5	16	1	5	20%	31%
2014/15	103	245	44	64	43%	26%
2013/2014						
0 - £14,999	11	23	5	9	45%	39%
£15,000 - £99,999	32	47	12	20	38%	43%
£100,000 - £499,999	37	52	9	27	24%	52%
£500,000 - £999,999	3	9	2	6	67%	67%
£1000,000+	4	16	0	9	0%	56%
2013/14	87	147	28	71	32%	48%
2012/2013						
0 - £14,999	17	24	6	11	35%	46%
£15,000 - £99,999	46	68	13	26	28%	38%
£100,000 - £499,999	31	75	9	32	29%	43%
£500,000 - £999,999	7	21	2	6	29%	29%
£1000,000+	3	12	1	5	33%	42%
2012/13	104	200	31	80	30%	40%

Despite the overall balance between females and males, we would like to ensure that we understand reasons why women may be less likely to apply for large grants. We do not assume that larger and larger grants should be expected.

Action 4.4 Focus groups for academic staff presenting these data and generating specific strategies to encourage women to consider applying for larger grants, then work with HoDs as required through PRDPs

5.4. Career development: professional and support staff

(i) Training

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

Key Point

- SPH encouraging development training uptake by women, resulting in female progression to higher grades

After induction, there is mandatory training for all staff e.g. month one safety training as well as mandatory training related to specific roles e.g. recruitment and selection training for those involved in interviewing. College has a wide selection of training and development opportunities run by the LDC. Staff are sent regular email reminders about training and are informed in the quarterly SPH newsletter.

Recent surveys have asked 2 questions about staff perception of training opportunities and responses to both were positive (**Table 26**). We attribute the high rates of satisfaction among PTO staff relative to all staff to our consistent messaging on this topic to this group.

Table 26. Survey results related to learning opportunities for professional and technical staff.

To what extent are you satisfied or dissatisfied with access to learning and development opportunities (2014 survey)/ access to staff development training and courses (2016 survey)	
	'Very Satisfied' or 'Satisfied'
2017 Staff survey	57%
2014 Staff survey	76%
2016 PTO survey	81%
The learning and development opportunities I need to perform my job well are available to me	
	'Strongly agree' or 'Agree'
2017 Staff survey	60%
2014 Staff survey	74%
2016 PTO survey	74%

Table 24a shows training and development programme attendance for PTO staff in SPH. We have observed a bias towards women PTO staff taking up training opportunities. These programmes are competitive and a selection process is undertaken before

admission. Anecdotally, feedback from those involved with the selection process of these programmes have commented that female applications are of higher quality.

Action 4.5 Actively encourage and support men to submit high quality applications for PTO training opportunities via PRDP and line management

Table 24a. Training and development programs attendance for professional and technical staff

Programme	Target Staff	Female	Male
Senior Women's	Level 6	0*	N/A
Meridian	Level 5 & 6	0	0
Horizon	Level 4	3	0
Pegasus	Level 3a & 3b	3	0
IMPACT	BAME	1	0
Calibre	Disabled	2	0
Springboard	All female staff	9	N/A

*1 SPH member requested team development advice but did not undergo training

(ii) **Appraisal / development review**

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

In 2015 a new College PRDP form was introduced for support staff which encouraged more discussion on career and personal development. This led to PRDPs being the topic of our focus group in 2016. PTO staff in the survey noted that PRDPs were a “useful baseline – to measure self against” and “provides an opportunity to have a different type of conversation with the line manager/supervisor”(Table 25).

Table 25. Staff Survey responses by professional and technical staff related to PRDP

To what extent do you agree/disagree with the following statements about the PRDP process? I have had a PRDP in the last 12 months	
	'Strongly agree' or 'Agree'
2017 Staff Survey	74%
2014 Staff Survey	74%
2016 PTO Survey	73%
To what extent do you agree or disagree with the following statements about the PRDP process? - My manager takes the PRDP process seriously	
	'Strongly agree' or 'Agree'
2017 Staff Survey	65%
2014 Staff Survey	65%
2016 PTO Survey	61%
To what extent do you agree or disagree with the following statements about the PRDP process? - I benefit from the PRDP process	
	'Strongly agree' or 'Agree'
2017 Staff Survey	60%
2014 Staff Survey	49%
2016 PTO Survey	63%

(iii) Support given to professional and support staff for career progression**Comment and reflect on support given to professional and support staff to assist in their career progression.**

SPH has developed a mentoring scheme as discussed in Section 5.3 (v) in the last year which is available to all staff and which has been taken up by 11 PTO staff in the School. SPH also encourages and supports PTO staff to attend College-level development programmes, which have resulted in people subsequently progressing to higher grades (section 5.4 (i)). The School mentoring scheme has now been merged with others to form a faculty wide mentoring scheme which will allow for a wider pool of mentors to middle and senior School PTO staff.

Action 4.1 Provide a wider pool of mentors to School mentees via the Faculty-wide mentoring program, with emphasis on senior women in all job families

SPH currently does not have any organised system for secondments either inbound or outbound. However, during 2016 year we had a secondee from the College's graduate trainee scheme which was successful.

Action 4.8 Actively seek inwards and outwards secondments of PTO staff, including use of College's "Outside Insights"

5.5. Flexible working and managing career breaks

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

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

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

When a staff member informs their line manager that they or their partner are expecting a baby or that they intend to adopt, this initiates a formal process of planning for parental or adoption leave and for a return to work afterwards. The staff member meets with their line manager and completes a Return to Work plan and the accompanying form. This SPH process is consistent with the wider College Return to Work Plan.

To support this process, we developed SPH specific parental leave information packs and updated the information on the SPH website to provide details on parental leave policies, a detailed timeline of forms, and advice about handovers, flexible working policies and emergency family leave. However, a College-wide revision of a website for new parents superseded this effort and is very actively maintained in line with the most up-to- College policy.

The Parental Voices survey (11 women and 4 men across all job levels undertaken in SPH by the OC) revealed a positive reaction to the parental section of the SPH website which was felt to be vastly improved and to give good information. Overall, there was also a lot of satisfaction with the HR procedure. Over 50% responded in a positive way (rather than neutral or negative) agreeing that information was accessible from both the HR website and face-to-face and HR policies were satisfactory.

"Generally have felt quite supported and appreciate the measures in place."

- Parental Voices survey

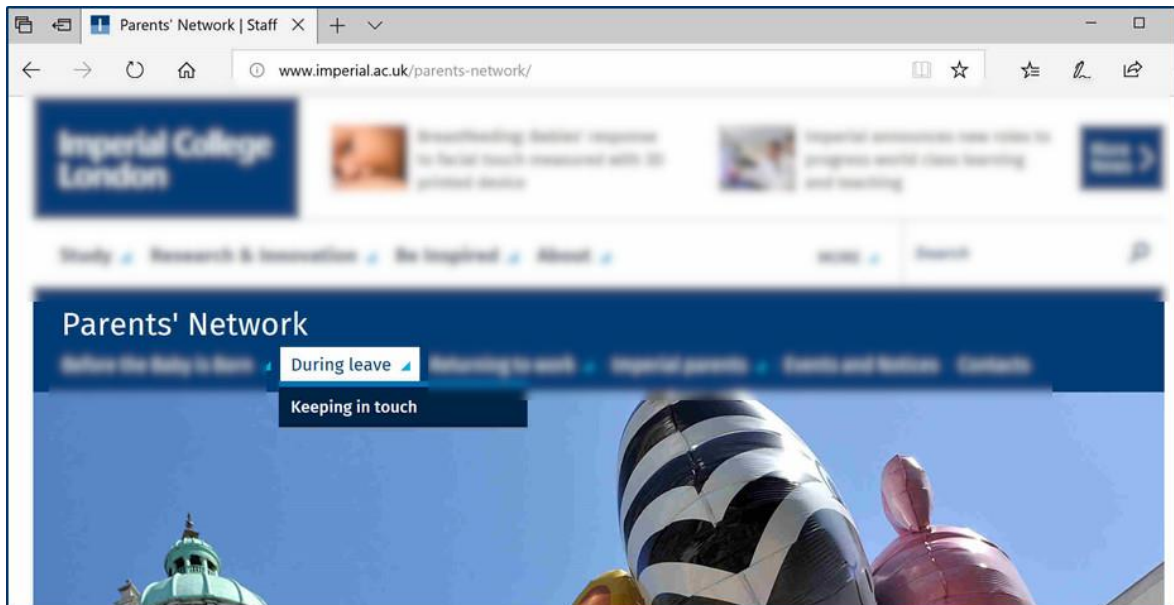
Staff also have access to a range of workshops (Parents Workshops) and online webinars (through My Family Care - a which gives access to a wide range of back up services, advice and information). These provide information on how to prepare for maternity and adoption leave and returning to work. Feedback from attendees has rated the workshops highly, particularly their value in bringing together parents in similar situations and signposting other support at Imperial.

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

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

Imperial employees are entitled to an enhanced maternity pay to 18 weeks full pay. Parental Voices questionnaire highlighted that most (50%) of responders were not aware of the 10 keeping in touch days. However, in response to this feedback (and similar from other departments), the main Imperial Parent's Network page now highlights this.

Figure 32. Screen shot of the College's main Parents' Network page. Showing simple easy to remember URL and clear access to information on keeping in touch.



As outlined above, support for parents has improved and changed substantially over the past few years. Therefore, we plan to seek further data going forwards.

Action 6.1.1 Repeat Parental leave survey to measure impact and to identify further actions

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

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

Key Impact

- Career Continuity Scheme – 3 female postdocs supported to stay in academia

Academics are given the option to apply for a full year Elsie Widdowson Fellowship when they return from maternity or adoption leave. The Fellowship provides release from all teaching and administrative duties to enable returners to maintain their research momentum. All eligible academic staff have been strongly encouraged to apply for an Elsie Widdowson Fellowship. We have had 100% success and uptake rate at SPH (2013 Action).

We have been reviewing postdocs' experiences of parental leave. Our Parental Voice survey noted their fear of becoming pregnant while on a fixed-term contract especially with regard to their rights and employment security. We have assigned a dedicated member of our administrator team to provide information on grant extension by liaising with the College-wide network of experts for this purpose.

During our Consultation and Visit at the Charing Cross Campus in 2015, one research assistant specifically mentioned her frustration around fixed-term contracts that ended during maternity leave or very shortly afterwards.

As a direct result of this feedback, we implemented the SPH Career Continuity Scheme. Through this scheme we offer additional funding for up to 4 months following return to work after maternity or adoption leave. This will apply to cases where there is no other funding. The scheme is designed to provide a level of immediate security when parental leave is being arranged.

Individuals on fixed and short-term contracts who wish to apply for this funding submit a short plan of what they intend to do and how the time will be used to seek new funds (e.g. fellowship application) or to develop their career.

Three postdoctoral researchers have already used this SPH initiative and they are now back to work having successfully identified further research activities which enabled them to stay in academia and progress their research career. Many more have been monitored for need, but have been placed on grants upon return from parental leave.

Action 3.3.2 Actively monitor funding provisions for those about to go on maternity leave via the SPH Career Continuity Scheme.

The research assistant who originally brought the problem to our attention gave us the following feedback:

"I am happy to know that my case had led to a shift in departmental policy.

Allowing myself to return to work was incredibly helpful in bringing further funding into our department and securing my own PhD future.

Not only was I able to bring funding to finance my PhD over 19 months, but also, this funding will allow two of my supervisors' salaries to be covered at 10% each for the duration of the project.

I would like to use my example to highlight the importance of having structural mechanisms allowing women successful return to work. Working together with Athena SWAN, we can do more to enable women to combine family life with succeeding in the workplace."

Action 6.1.2 Promote new College fund to help cover caring costs when staff attend conferences or training and monitor uptake.

Also, since our previous application, a private dedicated nursing room with facilities to express and store milk has been established at St Mary's site (where around two thirds of SPH staff are based). This initiative was driven by SPH. The availability of the room has been advertised to all staff through our newsletter and emails and has been popular among those who return from maternity leave. There are nursing rooms available at Charing Cross through access to the hospital premises.

Action 6.2 Identify, commission and promote nursing room at the currently under construction White City site.

Figure 33 New nursing room at St Marys campus



“The nursing room at St Mary's is a great resource for nursing mothers and helps make the transition back to work smoother. It is easily accessible and allows me to make efficient use of the nursing room and maximize my time at work.”

- feedback from nursing room user

(iv) Maternity return rate

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

Most women (68%, 19/28) who took maternity leave were non-clinical research staff, reflecting their age and the larger numbers of women at this grade. Return immediately after maternity leave has continued to be high, especially among female non-clinical academics who all returned (**Table 26**).

We followed up the reasons of immediate leavers among the other job families. 1PTO staff and 1 clinical-academic left during their leave for personal reasons. We also identified 3 researchers who did not return to work after leave because their contract ended during their leave. Our SPH Career Continuity Scheme (Action 3.4.3), would now enable those researchers to return to work.

Looking beyond immediate return, numbers of staff in their post 6, 12 and 18 months after return from leave is very high for academic roles and PTO staff but modest for research staff, reflecting the fixed nature of these research contracts (**Figure**), i.e. expected turnover among research staff is high regardless of maternity leave.

Action 6.1.3 Take a cohort approach to track individuals after return from parental leave, and collect data for reasons for leaving, and compare with similar staff who have not taken parental leave.

Figure 34. Proportion of returners after maternity leave in post after 6, 12 and 18 months after return from leave by job family

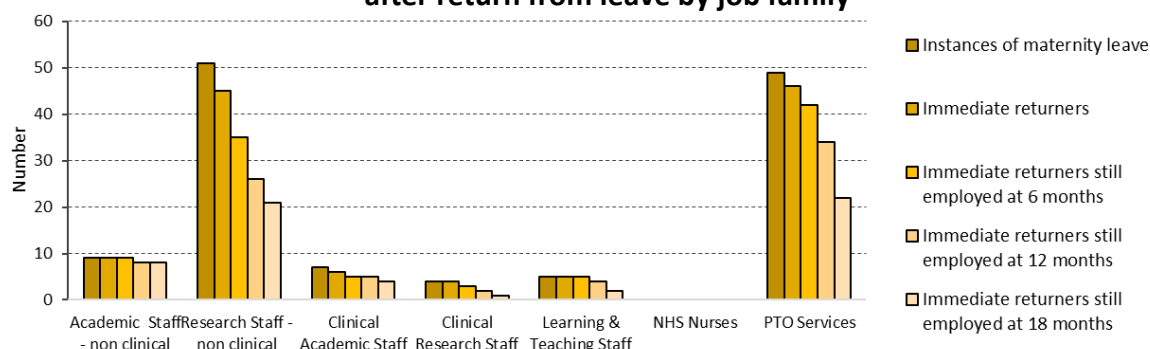


Table 26. Number of maternity leave instances and number of immediate returns in post after the end of leave

	Instances of maternity leave	Immediate returners	Immediate returners still employed at 6 months	Immediate returners still employed at 12 months	Immediate returners still employed at 18 months
Academic Staff - non clinical	9	9	9	8	8
Research Staff - non clinical	51	45	35	26	21
Clinical Academic Staff	7	6	5	5	4
Clinical Research Staff	4	4	3	2	1
Learning & Teaching Staff	5	5	5	4	2
NHS Nurses					
PTO Services	49	46	42	34	22

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

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

Overall, 38 fathers have taken paternity leave between 2007 and 2017 including 9 academic staff, 11 research staff, 1 from learning and teaching job family and 10 from PTO. We are aware of many newer babies during this long period and that, anecdotally, male academics often take leave without it being formally recorded.

Action 6.5.1 Via the Newsletter and ad hoc reminders to DMs, encourage all men to record parental leave

Action 6.5.2 Monitor in an ongoing basis, via very short ad hoc electronic survey, numbers of men with new babies or adopted children and their rates of formally taking paternity leave

We have also supported 4 periods of adoption leave (1 in 2012, 2 instances in 2014 and 1 in 2018). 2 research staff (one female and one male) have also taken shared parental leave in 2015 and 2016 respectively. We will encourage uptake of Shared Parental Leave going forward, and provide examples on the website.

Action 6.4 Increase awareness of Shared Parental leave through proactive advertisement of the scheme in SPH newsletters, website and other means of communication.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Key Impact

- high percentage of staff working flexibly

Staff can request arrangements to work flexibly and this varies according to the individual's job description.

The College has available a formal ICT-based absence management system that is now used across SPH. The advantage of this system is that it automatically enables staff to see who is 'in the office', though not necessarily onsite. Many staff report that this transparency clarifies when they are not available to work, for example, when taking children to medical appointments

Our Flexible Working questionnaire found that 85 out of 117 respondents (73%) were benefiting from working from home arrangements. In the 2017 Staff Survey, 86% of staff responded that they were able to work flexibly to fulfil the duties of their role.

SPH now includes a statement of supporting flexible working on all job adverts.

Our updated data now shows that approximately similar percentages of males and females work PT across SPH, with higher rates of PT arrangement in non-clinical academic roles for men (Section 2).

Despite this high level of overall satisfaction, we noted differences between departments in these responses, which we will investigate.

Action 6.3 Via parental voices survey understand if and how current arrangements for flexible working influence choices of duration of parental leave, and FTE commitment on return.

Action 6.6 Co-ordinate with College HR to write fully transparent guidance so that decision by line managers to allow or not allow particular modes of flexible working are transparent.

Table 27. Responses from 117 respondents to our flexible working questionnaire. Question was, “Do you benefit from flexible or part time working hours? Tick all that apply.”

Answer Options	Number of responses	Response Percent
Working from home - It might be possible to do some or all of the work from home or anywhere else other than the normal place of work.	85	73%
Term time working - Staff only attend the workplace during a school term, but are on leave at school holidays.	4	3%
Flexitime - This involves giving staff flexibility on the starting & finishing times of a working day	71	61%
Time off in lieu - Time off that is taken instead of overtime by employees working beyond their contractual hours.	28	24%
Compressed hours - The usual hours worked are completed over fewer working days	8	7%
Part time working/reduced hours - A part-time contract is a form of employment that carries fewer hours per week than a full-time job.	15	13%
Annualised hours - The employee has to work a certain number of hours over the year but they have some flexibility about when they work. There are sometimes ‘core hours’ which the employee regularly works each week, and they work the rest of their hours flexibly.	3	3%
Job share - Two people do one job and split the hours	0	0%
Staggered hours - The employee has different start, finish and break times from other workers.	5	4%
I do not benefit from flexible or part time working hours.	13	11%

Despite large number of staff using flexible working options, some expressed concerns. In our parental survey (2014), only 50% of responders felt there was enough clarification and clear policies around flexible working. Some responders felt it was done on an ad hoc basis and depend very much on their line managers. Similar concerns were raised from the flexible working questionnaire survey.

“It should be made clearer that working from home, when appropriate, is an acceptable option rather than something a person needs to be discreet about.”

“Lots of people work informally from home or have flexible working hours but when some ask for formal permission then this is granted with some difficulty.”

-Open ended responses to our flexible working questionnaire survey

In response in 2018, we sought specific feedback from all DMs. We concluded that there is genuine and necessary variation in the allowable level of flexibility between groups, departments and job families in the school. Although it is unlikely that a single consistent policy can ever apply to all staff, we have formulated our next step on this difficult issue.

Action 6.6 Coordinate with College HR to write fully transparent guidance document, including flowcharts and questionnaires so that decisions by line managers to allow or not allow particular modes of flexible working are transparent.

We are also aware that members of staff have increasingly caring responsibilities not directly related to dependent children which are currently addressed only via flexible working arrangements. This will become increasingly more common in our aging

population where often remote family members need care, support and health-care advocacy.

Action 1.4 Collect baseline data on broader caring responsibilities

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

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

All members of staff returning to work PT can revert to FT at any time, if the post was FT in the first place. Members of staff would meet with their line manager for a review meeting after an agreed period to see how things are going with regards to working part-time. There are no formal rules on timing this in the HR guidance to allow flexibility to staff on when to revert to FT status.

5.6. Organisation and culture

(i) Culture

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

Key Impact

- Now more inclusive of PTO staff in School culture
- Use of Away Day to engage academic staff with Athena SWAN and Equality and Diversity
- School newsletter facilitating better communication between Departments in the School by informing staff of research/events taking place and recognizing staff for their work

We have a flexible and inclusive academic culture with a strong international presence within which we encourage collaboration and sharing of ideas openly. For example, 71% of staff (2017 staff survey) responded that the College is an inclusive employer of all staff. Thanks to our AS events and improvements in communication, 87% of SPH staff responded that they knew about the Athena SWAN initiative (compared to 63% College wide).

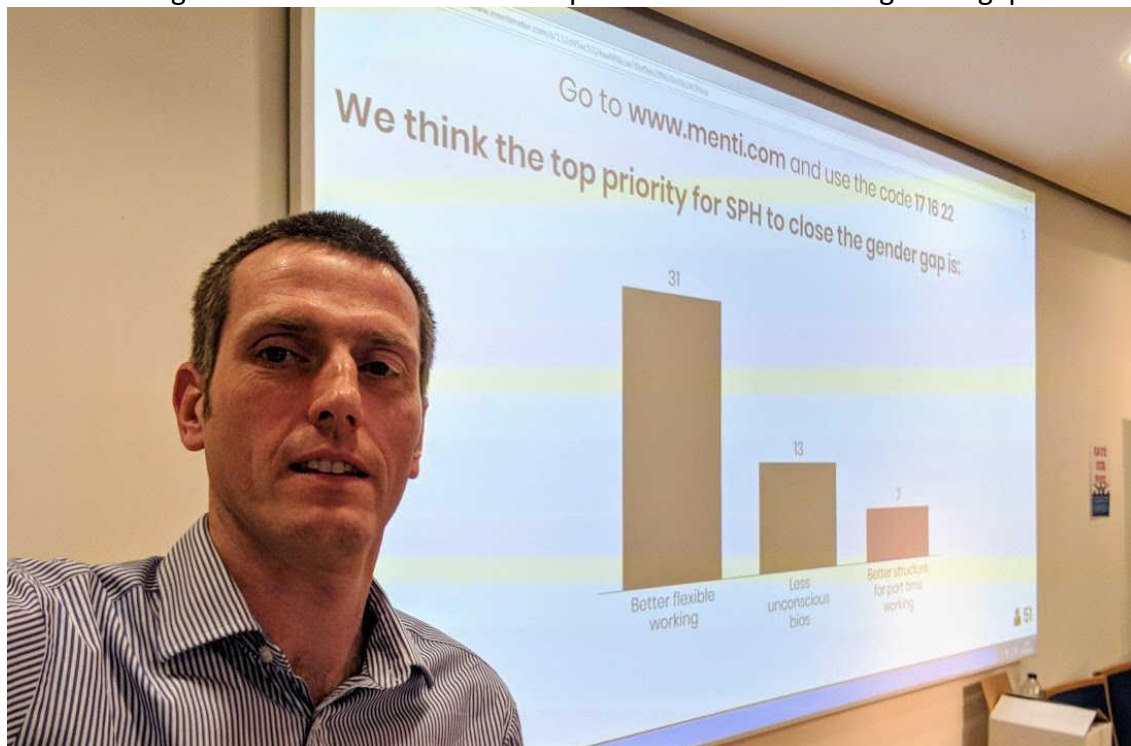
We run an annual SPH Showcase to celebrate research successes, the excellent teaching outputs and public engagement achievements. Junior and senior colleagues present their work and experiences and debate public health issues and a networking reception follows, and much of our feedback is very positive. However, some of the feedback to our 2017 showcase was not:

“how about giving the administrative staff a chance to have a showcase slot- we are all working together as equals”

- 2017 SPH showcase attendee

Therefore, we trialled a new format for our 2018 Showcase to make the event more inclusive of all staff and to directly address issues around gender. The Showcase included a large set of 5-minute turbo talks from researchers and PTO staff to highlight the diverse range of work performed by SPH, and a debate by staff from different SPH departments addressing reasons for the gap between men and women (**Figure 35**).

Figure 35. Selfie by OC co-chair while coordinating the real-time vote at the end of our debate during the 2018 showcase. Our attendees were in the process of voting for better flexible working as their choice out of three options to best close the gender gap at SPH.



We closed by presenting our first ever awards for public engagement and citizenship. This new format was well received by staff.

“Really interesting set of talks and nice how it incorporated aspects relevant to support staff too”

- 2018 SPH showcase attendant

Action 5.2.1 Showcase to include talks from all job families

Action 5.2.2 Annual SPH awards to be presented at the showcase

Our Annual Athena SWAN lectures are now embedded in our academic calendar and have been well attended and well received by our staff. We have used the lecture to highlight or address different topics each year (**Table 30**). Our 2018 Lecture received excellent feedback, particularly noting it was inspiring to hear from senior internal academic staff.

Table 30. Annual Athena SWAN Lecturer and topic.

Year	Speaker	Position	Topic
2012	Professor Dame Sally C Davies	Chief Medical Officer	Women's Health, Equity and Public Health Interventions
2013	Professor Dame Valerie Beral	Professor of Epidemiology, University of Oxford	What Women Can Do to Stay Healthy
2014	Baroness Eliza Manningham-Buller	Chair of Wellcome Trust Governors	Going to University Will Ruin Your Life
2016	Dr Fiona Godlee	Editor in Chief of the BMJ	An Editor's View
2017	Professor Janet Hemingway	Director of Liverpool School of Tropical Medicine	Bugs, Bites and Parasites
2018	Professor Deborah Ashby	Director of the School of Public Health	A Statistician's Adventures in Wonderland

Figure 28. Dinner following our Athena SWAN lecture (2015) with Baroness Manningham-Buller, OC members and SPH management board



Figure 29. Fiona Godlee, BMJ Editor in Chief, who gave our 2016 Athena SWAN lecture with SPH DirSPH, Elio Riboli and then Deputy DirSPH Deborah Ashby



Our academic Annual Away Day, which includes a 2-day residential every other year, has been very effective in informing colleagues about AS initiatives and discussing equality and diversity issues. In our 2016 academic away day all academic staff present (N=51) participated in unconscious bias training. In 2017, we used one session to start discussion of the College Institutional Culture Report. Colleagues openly and actively participated in a discussion of how this applies to SPH. In 2018 as a group of 50+ academics and senior PTO, we discussed our response to the feedback from our deferred Silver renewal application. Essentially, we formulated our key actions as a large group for this document as summarised at the start of Section 3 (ii).

For the 2019 away day we will provide active bystander training to all academics.

Action 5.6.1 Require evidence of PRDP, unconscious bias, active bystander, mentoring and management training as part of the academic promotions process. Provide active bystander training to all attendees at the 2019 academic away day.

We have considered launching a joint academic and PTO away day. However, we decided that the needs of the two groups were sufficiently different to justify separate events. In 2018 we piloted the first PTO away day with 40 staff members during which there were sessions on career development, personal resilience training as well as team building activities.

Action 4.2 Hold annual summer PTO away day with personal development opportunities and team building

In 2014, Prof Christl Donnelly, our mentoring and promotions OC champion, started a lunchtime opportunities-related discussion series for members of one department (IDE), originally inviting only women staff but more recently inviting all staff and students from across the School on the St Mary's Campus. Topics to date have included: "Privilege and how this affects us", "Advice to my younger self", and "Participation by men and women in seminars at IDE: results of a study on ourselves" (Section 5 (vii) below).

Action 5.8 Expand lunchtime diversity-related discussion groups to other SPH campuses to improve communication and team building across all SPH

Since our last application, we launched a SPH wide newsletter (Action Plan 2013) in which successes and achievements such as impactful research, major grant success, prizes and increasingly media coverage of our work and outreach activities are communicated. All AS activities are promoted through the newsletter. SPH also uses social media such as twitter to promote our successes and increase visibility of researchers (@imperialsph, 1198 followers).

(ii) HR policies

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

We work closely with HR to implement policy and inform staff of new developments. School Administration organise a monthly School team meeting where HR is a standing agenda item and HR are invited on a bi-monthly basis to update on any relevant policies. DMs attend the meeting and then circulate information to their departments. The School Manger routinely meets with the HR Manager. SPH also operates an open-door policy for any staff member to come to School Administration with any HR related matters.

In 2012, Imperial Expectations, a set of seven statements that articulate how the College expects staff to behave was launched. SPH paid attention to them, assessing them in promotions, PRDPs and other appraisal opportunities and communicating them to all staff.

Routine data suggests a downward trend in an already low rate of staff experiencing bullying. In 2014, 9% of SPH staff replied that have experienced bullying by colleagues within their department. In the 2017 survey, 7% of SPH staff had experienced bullying and harassment, of these 7% the majority of the bullying had stemmed from colleagues.

However, more nuanced College-wide research suggests otherwise. Imperial received the results of an external report on College culture, with a focus on gender in 2017 and is seeking formal responses from all faculties. The primary findings are only reported on a College-wide basis and that bullying and harassment are not uncommon in Imperial. When it occurs, it is largely enabled by an un healthy focus on research excellence and academic staff dominated by privileged white men.

We openly discussed this report on two occasions with our staff, during the 2017 away day with academic staff and in our SPH wide consultation with the DirSPH. As evidenced by the #MeToo movement on social media, many parts of our society are having to reassess their ability to detect and respond to gender-related bullying and harassment (section 1).

Addressing this will be a primary objective of the next 4 years.

Action 5.3.1 Help shape formal response to the Phipps report from Faculty of Medicine

Action 5.3.2 Launch SPH-specific questionnaire on topics such as bullying and harassment

Action 5.3.3 Pilot anonymous reporting of potential bullying and harassment with clear signposting to existing processes for formal complaints

(iii) Representation of men and women on committees

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

Committee representation is highly regarded and valued by SPH as being a collegiate activity that all managers should engage in. It can help individuals develop invaluable management experience and engages leaders to implement change out of strategy. Because of the last Athena SWAN action plan we now have highly visible female

representation on all committees, partly by ensuring transparent appointment processes for many internal roles that carry ex officio placements on these committees (**Table 31**).

Because there is a bias towards women in some job families, such as Teaching and Learning, there is a higher representation of women on those committees.

Action 5.1.2 Ensure gender balance is considered for committee memberships to increase female representation in high level committees and increase male representation in teaching committee.

SPH Board, Management Group and the Promotions Committee are chaired by the School Directory who is female. We also ensure that senior female academics are invited to be present at all key SPH events. The REF committee is chaired by a woman, while the Athena SWAN Committee has male and female co-chairs.

Table 28. SPH committees and gender balance

	Males	Females	% F (2018)	% F (2017)	Membership
School of Public Health (SPH) Board	7	4	36%	33%	DirSPH, HoDs ,HoE and others
Management Group	4	2	33%	29%	DirSPH, HoDs, SM
Promotions Committee	7	3	33%	30%	DirSPH, HoDs, HoE, OC Chair, DSM
Job level review committee	1	5	83%	70%	DirSPH, HR, DSM and departmental nominations
Health and Safety Committee	4	11	73%	57%	Chair, Campus Safety Advisor, Biological Safety officer, Occupational Health, Departmental Safety Officer DSM Building Manager
Opportunities Committee	5	9	64%	75%	Open call for membership
Undergraduate Teaching Committee	3	12	80%	70%	Director of Undergraduate Primary Care Education, HoE, Teaching administrator, Course Tutors
Education Committee	3	4	57%	50%	HoE representatives from the Schools Teaching Committees
MSc and MPH Course Committee	5	6	55%	55%	Course tutors/ Student reps
Postgraduate Research Studies Committee	2	4	67%	67%	Director of postgraduate studies, PGR study tutors, Head of Post Graduate Taught courses, Course Tutors, Teaching administrator, Student reps

	Males	Females	% F (2018)	% F (2017)	Membership
MSc Human Molecular Genetics Committee	3	2		40%	Course organizers

(iv) Participation on influential external committees

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

Because of the level of achievement of females in the School and the nature of the work, our impression is that most senior female academics staff, including women, have the opportunity to serve on more committees. We surveyed all academic line managers to understand their impressions of how this works informally. All felt they were active in promoting female staff and felt the external appointments held by women in the department were evidence of this.

Table 31a. Many female colleagues have high profile representation on external committees.

Name	Position
Professor Deborah Ashby (DirSPH)	- Chair of the NIHR HTA Commissioning Board - Chair of the CRUK Population Research Committee -President-Elect of the Royal Statistical Society
Professor Christl Donnelly	- MRC Skills Development Fellowships panel - Fellow of the Academy of Medical Sciences in 2015 - Fellow of The Royal Society in 2016
Professor Azra Ghani	- MRC Skills Development Fellowship panel - WHO Malaria Intervention Review Expert Committee
Professor Mireille Toledano	- Member of the committee on the medical effects of radiation in the environment (COMARE)
Professor Helen Ward	- Member of the executive board for EIT Health
Professor Sonia Saxena	- Member of the BMJ Editorial Board

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at

appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Imperial does not have an institution-wide workload model. However, SPH provide a strong framework for ensuring that the full range of academic contributions is valued, including external esteem, education and teaching excellence, mentoring, Athena SWAN work, administrative and management responsibilities. These are all considered at promotion, with the OC co-Chair present to ensure this is the case.

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

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

Key Impact

- increased number of social events in the School, in particular those aimed at staff with families

The majority of SPH meetings and events are held between 10 am and 4 pm. Seminars are often held at lunchtimes.

Feedback from the Staff Consultation suggested more social gatherings are valued and much needed. With staff occasionally working remotely or from home, and because of the split locations of SPH (Figure 2), the occasions for informal interaction are held as essential to build trust and improve opportunities for networking and collaboration.

Most units already have at least a summer and a Christmas event both during the day and additional events in the evenings. Some women with young children reported that they did feel left out when unable to attend evening events, yet others were pleased at the opportunity of a 'night out with their colleagues'.

In response to feedback from the consultations, successful Athena SWAN actions have resulted in family friendly events being run at least once a year. These have been so popular that we have decided to continue this programme (**Table**).

Our annual Athena SWAN lecture has been scheduled during the afternoon and we trialled having onsite childcare available in 2014. Although the option was clearly highlighted on many emails and reminders we had zero uptake. Feedback suggested that because many people make substantial commutes to Imperial and the lecture was inside regular working hours, possible attendees either already had childcare arranged or would not come in on an otherwise non-work day just for the lecture.

Table 29. Family friendly events in SPH. Most years since 2010, no events 2011, 2018.

Date of family friendly event	Venue	Numbers attending
Summer 2010	London Zoo	80
Summer 2012	Natural History Museum	31
Spring 2013	Sea Life London Aquarium	88
Summer 2014	Kew Gardens	48
Summer 2015	HMS Belfast	55
Summer 2016	Kensington Palace	52
Summer 2017	Battersea Children’s Zoo	31

“organising an informal event with families is great”

- Feedback from Kensington Palace Visit

“I truly enjoyed going there with my 2 kids. It was a great opportunity to network and to find out what other colleagues are doing. Please organize events like this in the future.”

- Feedback from HMS Belfast Visit

Figure 30. SPH family friendly event to Kensington Palace 2016.



(vii) Visibility of role models

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

Key Impact

- Increased female participation in MRC (internal) seminars

We have high representation of female speakers in all SPH wide events including our lectures, SPH showcase and academic away days (**Table 33**). Our SPH Newsletter, our website and SPH social media accounts continuously celebrate female success stories.

Table 33. Gender balance of speakers in SPH events since 2014.

	SPH showcase	Academic away day
2018	8F:5M	3F:7M
2017	6F:3M	6F:6M
2016	7F:5M	1F:1M
2015	9F:5M	5F:4M
2014	7F:3M	

Asking questions in seminars is also a crucial part of professional life in academic departments. During 2015, following the lunchtime discussion group (Section 5.6 (i)), three female members of IDE, including two members of the OC, set out to investigate whether there was a gender bias in participation in seminars in IDE. They gathered data informally for approximately one year from 26 seminars. They also sent out a questionnaire to assess perceptions of seminar participation before they communicated their results (57 responses; 30 women and 25 men – 2 undeclared) (Table).

Table 30. A survey of seminar participation in IDE

Type of seminar	N seminars	% audience female (N total audience)	% total questions from women (N all questions)	Questions per female	Questions per male
IDE (external speakers)	12	53% (333)	41% (101)	0.23	0.38
IDE excluding the 10% of people asking most questions	8*	53% (232)	39% (54)	0.17	0.3
MRC (internal speakers)	14	45% (339)	18% (136)	0.16	0.6
MRC excluding the 10% of people asking most questions	8*	45% (186)	20% (51)	0.12	0.4

* Questioner identity not recorded for all seminars, hence smaller numbers

They found that women asked substantially fewer questions that would be expected from their attendance, and that the reasons given by women (in the survey) were largely related to confidence. The study team reported the results back to the whole department in a lunchtime discussion group and presented to the OC. The results were also discussed at a College-level Athena Committee meeting.

“Should we be concerned about the gender bias? Yes, I think so. I think the voices being heard in meetings like seminars should represent those who are present, and that’s not happening”

“I was also concerned by the fact that many of us hadn’t noticed a gender bias or underestimated how severe it was, meaning it’s something we’re not consciously noticing”

- Participants in IDE Discussion Group

In response the study group, the OC invited the PFDC to run a lunchtime session for female SPH members to develop techniques in asking more questions and to develop a seminar facilitator tip-sheet. The tip-sheet was then shared with seminar organisers to encourage them to play an active role in reducing question-asking gender bias.

Data was gathered for the next year (below). In summary, the % of questions asked by females doubled at MRC (internal speakers) seminars but did not change at IDE seminars (external speakers). The study group will continue to monitor seminar participation and organise further lunchtime sessions to obtain. From the feedback received so far, the study group expect that session chairs and audience members may modify their behaviour based on the data and on the knowledge that their behaviour is being observed.

Table 35. Gender biases in questions asked during seminars.

Type of seminar	N seminars	% audience female (N total audience)	% total questions from women (N all questions)	Questions per female	Questions per male
IDE (external speakers)	14	51% (356)	42% (91)	0.21	0.30
IDE excluding the 10% of people asking most questions	14	51% (356)	32% (63)	0.11	0.24
MRC (internal speakers)	14	47% (369)	39% (166)	0.37	0.52
MRC excluding the 10% of people asking most questions	14	47% (369)	31% (88)	0.15	0.31

Action 5.4 Roll out seminar participation monitoring across SPH and targeted actions to encourage female participation where necessary.

Figure 31 Example of celebration of female successes in SPH newsletter (issue 6)



Figure 40. SPH showcase events in 2015



(viii) Outreach activities

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

As SPH has a large postgraduate education profile, some of our outreach activities are focussed not on schools but on our surrounding community and the public. Our outreach presence is therefore strongly felt within the local community through our GP teachers. Many GP trainees and public health doctors in training as well as medical undergraduates are drawn into our academic programmes to teach or develop research projects. The

gender balance of these activities reflects directly the gender balance of trainee medics with a slight over-representation of women.

We also conduct a large amount of outreach via the two MRC centres housed in the School and the NIHR research unit. We have sampled rates of participation in outreach for those activities (Table 36) and found very balanced rates of participation. Given that these tasks are deliberately targeted at junior research staff, and that those positions are more than 60% female, rates of participation in outreach do not appear to have any gender bias.

Also, we host the WHO Collaborating Centre for Public Health Education and Training that allows international exchange programmes in many countries where women do not have access to the scientific and academic opportunities that we do. Attention is given to flexibility in terms of accommodating working hours for international students and fellows of the centre (men and women) who come with their families. This is encouraging, particularly for new parents, who recently returned to the academic workforce after parental leave.

Table 36. Sample of male and female participation in outreach activity within one centre at SPH.

Event	When	Men	Women
2014 World Health Day	Jul-14	3	1
Imperial Festival	May-14	0	4
Imperial Y10 Summer School	Jul-14	1	1
Schools Science Fair	Jul-05	0	1
HPRU event	Mar-15	6	1
Imperial Festival	May-15	10	11
Schools	2015	0	1
Schools	2015	0	1
Schools - 6th form pupils	Apr-15	1	0
Imperial Festival	May-16	10	16
Green Man	Aug-16	1	5
Pub-Lab: experiments in funny	Aug-16	1	0
Sutton Trust Summer School	Aug-16	0	1
Cosy Science - Café Scientifique	Sep-16	1	0
Comedy Night	Dec-16	1	0
Schools Talks	2016	0	1
Supervising sixth form science	2016	0	1
Schools Talk	2016	1	0
Radio Interview	Jun-17	1	0
Wychwood Festival - British	May-17	0	1
Schools talk	2017	0	1
Mentoring Activity	Apr-17	3	6
Imperial Festival	May-16	2	6
Total (58% F)		42	59

WORD COUNT: 8352

6. CASE STUDIES

Two individuals working in the department should describe how the department's activities have benefitted them. The subject of one of these case studies should be a member of the self-assessment team. The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

Anthony Laverty

Research Fellow

Member of OC

I joined in 2009 as a Research Assistant, then stayed for a part-time PhD before progressing to become Research Fellow in 2015.

Way back in 2014 when I was still a Research Assistant, I presented at the SPH showcase which was a great opportunity to learn about research others were doing at SPH and to receive valuable feedback on making my work accessible to a wide audience (Section 5.6).

More recently, I have benefited from the mentoring scheme (Section 5.3), which has been a real eye-opener in terms of getting a fresh perspective on where my career is going, and allowing time to discuss what it is that contributes to academic success. These regular meetings have been extremely helpful to me in terms of encouraging me to apply for funding. The insights from mentoring has been bolstered by myself being a mentor to a PhD student in SPH, where these sessions really gave me an appreciation of the challenges faced by many as well.

The most obvious example of Athena SWAN activities support for work life balance however was when my daughter was born in July 2016. I hadn't considered very closely how the leave arrangement would work between my wife and I, but I very easily found that I was entitled to (and encouraged to take) 18 shared parental leave weeks at full pay - - and took all of them (Section 5.5).

It was towards the start of a large project, but the whole team was very supportive and understanding of what I was doing (Section 5.6 vi). Also, the HR system was very streamlined – SPH administrators responded quickly and were knowledgeable about the process which made the whole thing stress free. It was a great time too – a real privilege to have all that time to spend with my daughter, which is always really clear when speaking to other dads who feel like they have missed out on the important early milestones. My wife went back to work two days a week from January, and the School's supported enabled me to work from home as necessary (Section 5.5 vi). After Easter my wife went back to work full time and it was full time stay-at-home Dad time.

My wife is an assistant head-teacher and does not have as much flexibility in her job as we do here in SPH. My shared parental leave and support and understanding in SPH meant that we could organise a system which kept everyone happy, most importantly my daughter. After coming back from parental leave I joined the OC (Section 3) which has been a truly great experience, exposing me to the breadth of the efforts underway, and is a great insight into how decisions are made across SPH.



Marta Blangiardo

Chair in Biostatistics

I am currently on adoption leave (Section 5.5 ii), having been recently promoted to Professor of Biostatistics (Section 5.1 iii). I first joined Imperial in January 2005 as a Research Associate in EBS. In 2010 I was appointed to a Lectureship (Section 5.1 i) in the department and was promoted to Senior Lecturer in the 2014/2015 round.



Therefore, when this most recent round of externally advertised posts came out, I was very pleased to be approached directly by my HoD who had discussed with the now DirSPH and encouraged me to apply for a chair (Sections 1, 5.1), even though I was going through the College's academic promotion process for Professor in the 2017- 18 round. My previous sense was that standards were higher for being promoted rather than being appointed, which was discouraging. This recent round of appointments addresses that perceived inconsistency very effectively.

I have benefited from both initiatives and from people directly related to this application during my time here. Not least being supported in my leave as this is my second adoption leave. It's almost impossible not to do some work as an academic when away from the office (for me) but I appreciate the "keeping in touch" days I found on the Imperial Web site (Section 5.3). They help me organise my "keeping in touch" to brief periods and give me an opportunity to help with this application! I received an Elsie Widdowson Fellowship for a year following my first adoption leave which enabled me to focus on my research having taken 9 months out of my career (Section 5.3).

I found it rewarding to be matched as a mentor (Section 5.4) for a colleague in the Department of Surgery and Cancer (in FoM), which I understand was unusual at the time because mentoring systems were not linked across the Faculty. I received good feedback from that relationship and was happy to be able to pass on advice and encouragement in the same way I have been able to receive it. I support the joining up of mentoring systems across the faculty (Action 4.1). I also have mentored a member of SPH.

I look forward to returning to SPH after this adoption leave. With my recent promotion, it will feel like starting a new chapter of my professional journey. I am excited to discover new knowledge to support public health in a progressive environment that has benefited directly from Athena SWAN actions in the past and will continue to do so in the future.

WORD COUNT: 888

7. FURTHER INFORMATION

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

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

SPH is committed to equality, diversity and inclusion and the OC and the School is increasingly trying to address other areas. For example the School has installed a T loop in a meeting room and organised deaf awareness and dyslexia training. We always promote Mental health awareness days by coffee and cake sessions.

WORD COUNT: 53

8. IMPERIAL COLLEGE SCHOOL OF PUBLIC HEALTH ACTION PLAN

School of Public Health Athena SWAN Action Plan 2018						
Section 1: Baseline data and supporting evidence						
Ref	Objective	Prior actions	Actions 2018	Timeframe	Responsible	Success measure
1.1	Increase awareness of key measures of diversity on SPH website	Periodic receipt of data from Imperial College and subsequent review	Identify 3 key charts from this application and maintain local copy of accurate data in SPH office	September 2018 and then monthly	Athena Administrative Assistant, SPH office	Increased traffic to Opportunities Committee web pages.
1.2.1	Solicit high quality feedback from staff and students	Focus group approach has been used since 2010.	Group discussion sessions, supported by anonymous phone app data collection, to be conducted annually. 2019 focus and bullying and harassment.	Annually	SPH office, OC	At least 40 attending in 2019 and at least 15 academic staff.
1.2.2		Summer 2015 – career progression Spring 2016 – PRDP				
1.2.3		Summer 2017 - AS action plan	Conduct on-line survey focusing on bullying and harassment.	Winter 2018	DirSPH and OC	50% response rate across all staff
1.2.4		SPH results from College-wide surveys in 2014 (33% response rate), and 2017 (64% response rate) have been analysed	Publish data from annual consultation on SPH website to increase transparency and to encourage participation in future consultations	Winter 2018	SPH Office	This page gets high traffic for at least 1 week
			Encourage participation in College 2019 Survey and analyse SPH results	Survey runs Feb to March 2019	SPH Office	Response rate of 85% in College survey

School of Public Health Athena SWAN Action Plan 2018

Section 1: Baseline data and supporting evidence

Ref	Objective	Prior actions	Actions 2018	Timeframe	Responsible	Success measure
1.3.1	Increase PRDP completion rates even further	Data collected and examined yearly 2017/18 PRDP completion rate 80%	Strong advocate and support from DirSPH for expectation of PRDP completion by email to all staff and newsletter. All senior managers to check that those they manage complete PRDPs with their managing staff.	May 2019 and every May before June PRDP cycle starts	DirSPH and HoDs	90% completion rates across Departments in SPH by 2019
1.3.2	Increase relevance of PRDP to all staff		Move annual appraisal to June to improve timing with promotion cycles	June 2019 and then annually	School Office, HoDs	>80% staff find PRDP useful tool by 2021, as reported in staff survey
1.4	Describe flexible working needs related to non-child related caring	Parental Voices survey provided rich data on parents and their experiences, but need to go beyond this	Collect baseline data on broader caring responsibilities	Survey staff Autumn 2020. Actions in place by 2021.	Athena Administrative Assistant / SPH office, OC, DMs	Accurate estimates and forecasts of broader caring responsibilities 2020 - 2024

School of Public Health Athena SWAN Action Plan 2018						
Section 2: Undergraduate and Postgraduate Students						
Ref	Objective	Prior actions	Actions 2018	Timeframe	Responsible	Success measure
2.1.1	Improve career opportunities for progression for PGT and PhD students	Career days held for PGT and PhD students, and increase engagement with a broader variety of external partners and companies since sept 2017	Survey of all postgraduate students at the start of each academic year about their career objectives and link to post-degree career survey for comparison and review	Annually from October 2019	SPH Director of Education, Director of Postgraduate Taught/Research studies , OC champion for students	Response rate of 50%, with analysis of survey results lead to further actions
2.1.2			Proactively signpost mentoring and other development opportunities with feedback from career survey	Annually from November 2017	Education Committee, OC	Increased utilization of student mentoring (50% students by 2019).
2.1.3			Organise student social and careers event with SPH alumni.	Started with BSc Global health alumni in 2017, now held across PGT programmes	Individual course directors	Increased response rate to alumni communications Event successfully organised since 2017 annually and positive feedback from attendees received. >90% of our graduates positive about their career progression.
2.2	Explore reasons for why PGT courses attract more women than men		SPH Education committee to discuss and explore reasons for smaller percentage of male students especially for MPH and launch	Education committee meeting Summer 2019 actions in place by	SPH Director of Education. SPH Director of Postgraduate Taught Studies, OC champion for students.	Improved gender balance (~55%F) on PGT courses by next Athena application in 2021.

			appropriate actions if needed	2020/21 if required.		
2.3			Work with College postgraduate support services to publicise and promote access to mindfulness training for SPH PGR students		SPH Director of Education. SPH Director of Postgraduate Taught/ Research Studies, OC champion for students.	Reduced incidence rate of stress related in SPH PGR students.
2.4	Strive for gender balanced degree outcomes	Anonymised marking where possible and anonymised examiner meetings	Review admission data on quantitative ability for men and women then proactively encourage students of both genders who may be weaker at maths to attend optional refresher courses in first term.	Spring 2019	Teaching team	Balanced rates of distinctions between men and women.

School of Public Health Athena SWAN Action Plan 2018

Section 3: Key Career Transition Points, Appointments and Promotions

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
3.1.1	Increase proportion of women applying for academic positions	Formal search committee used for one large multi-person appointment in 2016 Pilot encouragement by DirSPH and HoDs for internal candidates	Recruitment for all academic posts to gather data and to report statistics on suggested candidates to SPH	Starting Spring 2019	Chair of each appointment committee	45% female applications for lecturer / senior lecturer, 40% for professors
3.1.2			Recruitment for all large multi-position calls to use a formal search committee going forwards	Started 2015 and ongoing	HoDs and DirSPH	As above
3.1.3			Advertise internally all externally advertised academic positions for senior lecturer or above and remind staff in open-ended contracts of their eligibility	Rolling out from Autumn 2018	School office at time of advert	100% of open-ended posts senior lecturer or above are advertised internally
3.2.1	Recruitment panels balanced and trained	Encourage unconscious bias training for those participating in recruitment panels.	Mixed gender panels for all academic appointments: at least one male and one female in all recruitment panels with 3 or more members. All members should have had recent equality and diversity training.	Inform new policy by June 2019. Implement new policy by summer 2020.	DMs	All recruitment panels with three or more members are mixed-gender in >90% of cases by end of 2019. 100% members trained on equality and diversity by 2019.

School of Public Health Athena SWAN Action Plan 2018

Section 3: Key Career Transition Points, Appointments and Promotions

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
3.3.1	Improve retention of SPH women	Ad hoc data collection on reason for leaving	Informal exit interviews for all academic staff to better understand reasons of leaving, including unattributed answers to small set of free form questions recorded by "interviewer". Interviewers from OC and senior staff.	Autumn 2018 and ongoing	DMs, OC chairs	Comparison of reasons and destinations between female and male leavers. New actions for 2021 application
3.3.2		Trial of exit interviews, with good willingness to participate	Actively monitor funding provisions for those about to go on maternity leave via the SPH Career Continuity Scheme	May 2018. Review and revise Summer 2019.	DMs, DirSPH, HoDs	Percentage of immediate returns still employed at 6 month return after maternity >80% by 2020

3.4.1	Ensure SPH academic promotions process is free from gender bias	Promotions champions for support and guidance throughout the process.	Promote and use short promotion form for rapid consideration and feedback.	Autumn 2016 and then annually	DMs, HoDs, OC chairs	Equal rates (50:50) of supporting female and males for academic promotion in SPH from eligible SPH pool
3.4.2		Automatic consideration of all eligible staff without application	Elect a pool of academic and PTO staff to be available for one academic year for appointments and promotions.	Starting June 2019	DMs, DirSPH, HoDs	Next staff survey (2021) shows >60% staff agree that the system of Promotion and Reviews is applied fairly and consistently within my Department.
3.4.3		Ad hoc election of panel members	Improve monitoring of promotions and gender bias by longitudinal tracking of individuals using a cohort analysis. Ensure that unsuccessful applicants work with a promotion champion or mentor for subsequent applications. Review reasons for unsuccessful promotions.	Next academic promotions 2018/19 and then annually. Review data after 2019/2020 academic promotions round. Inform new policy – Summer 2019	OC chairs, promotion champions	Time to promotion equal between genders.
3.4.4			Additional unconscious bias training for all academic promotions committee members. Provide courses at different campuses to maximize uptake	Courses available at different sites in Spring 2019	School office, DMs	100% of panels to be trained by 2019-2020 promotions cycle
3.5	Increase proportion of		Work with other departments and join Faculty of Medicine wide Clinical	Inform and invite staff by Summer 2019. Launch working group early	OC in collaboration with other	New actions towards increasing female clinical academic

School of Public Health Athena SWAN Action Plan 2018

Section 3: Key Career Transition Points, Appointments and Promotions

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
	female clinical academics		Academic/Research Staff Working Group to drive initiatives that support these staff groups. SPH specific and faculty wide meetings will be scheduled. Collaborate with the College Clinical Academic Training Office (CATO) to develop and implement actions.	2020. Propose new actions by end of 2020	departments in FoM and Clinical Academic Training Office (CATO)	career prospects by end of 2019; increase the percentage of female Clinical Readers and Professors by 2021
3.6	Enhance awareness of progression opportunities for PTO staff		Create skills profiles for a range of indicative PTO posts and provide pen portraits of successful moves	Spring 2019 and onwards	SPH office, OC	PTO perceptions on progression (measured through focus groups / consultation). Successful job level reviews and successful job moves to other higher profile roles
3.7	Increased proportion of females in senior PTO positions	Gathering of routine data shows a trend of decreased proportion of women with increasing seniority	Ensure job adverts reach as wide an audience as possible to elicit a diverse set of applicants.	Summer 2019	SPH office	Increased number of women applicants for senior PTO roles (level 4 and above).

School of Public Health Athena SWAN Action Plan 2018

Section 3: Key Career Transition Points, Appointments and Promotions

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
3.8	Job level review committee membership transparent	Ad hoc membership by nominations	Create elected pool from PTO staff as well for appointments and job level reviews	Spring 2019	School office, HoDs	Next staff survey (2019) shows >50% PTO staff agree that the system of Promotion Reviews is applied fairly and consistently within my department
3.9	Increase preparedness of postdocs for their next steps	SPH Mentoring scheme established 2016 and continuing	Regular signposting of training courses, advisory sessions and events at PFDC via school and departmental emails and postdoc reps on OC	Beginning Autumn 2018 and ongoing	Athena Administrative Assistant, postdoc reps	Increased utilization of PFDC by SPH postdocs and fellows

School of Public Health Athena SWAN Action Plan 2018

Section 4: Career advice and support

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
4.1	Foster career development with a special emphasis on women	High profile roles within the SPH are advertised to all staff (e.g. Board of examiners, Teaching director etc.) A School-wide mentoring program (2013 Action)	Provide a wider pool of mentors to School mentees via the Faculty-wide mentoring program, with emphasis on senior women in all job families	Ongoing, annual reviews starting Winter 2018	OC Mentoring Champion, OC Administrative Assistant	90% of women seeking mentors successfully matched by June 2019. Staff survey (2019) shows >60% female staff satisfied with career and promotion prospects in SPH
4.2	Facilitate career development and networking among PTO staff	Pilot PTO away day held June 2018. Included personal resilience training.	Hold annual summer PTO away day with personal development opportunities and team building	Summer 2019 and then annually	SPH office, OC PTO champion.	> 90% of PTO core staff attend at least one away day over 3 years
4.3	Improve PRDP quality	Staff consultation on appraisal processes	Sample 40 PRDP forms per year from different job grades and assess quality of PRDP. Report results and recommendations to all staff	June 2020 and then annually	DSM and DirSPH	Staff consultation on appraisals shows satisfaction, >70% reply in that annual appraisal with my line manager is very useful by 2021

School of Public Health Athena SWAN Action Plan 2018

Section 4: Career advice and support

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
4.4	Increase number of large awards held by women	Monitoring of grant application and success rates for awards of different sizes.	Focus groups for academic staff presenting these data and generating specific strategies to encourage women to consider applying for larger grants, then work with HoDs as required through PRDPs	Winter 2020	Research Manager, HoDs	Greater than 10 grant applications of >£1M by women each academic year 2021-22 and 2022-23
4.5	Achieve balanced rates of participation in College-sponsored talent programmes for male and female PTO staff	Monitored rates of attending training for female and male PTO staff	Actively encourage and support men to submit high quality applications for PTO training opportunities via PRDP and line management	June 2019 PRDP round then ongoing	DMs in collaboration with PTO line managers	Balanced annual rates of participating in College-sponsored talent programmes between men and women
4.6	Increase postdoc uptake of training opportunities	All postdocs are encouraged to use their contractually entitled 10 days for personal development activities	Monitor how many days are used yearly by postdocs for training and development and draw actions to support their uptake	June 2019	DirSPH, line managers	80% uptake of 10 days per year for training by 2019, 100% by 2021

School of Public Health Athena SWAN Action Plan 2018

Section 4: Career advice and support

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
4.7	Provide support to junior academic and research staff applying for grant funding	Ad hoc peer review and feedback for line manager Pilot pre-award currently taking place in the Department of Engineering, will be rolled out College wide.	Watch engineering pilot closely. Initiate a peer review system for applications to provide further support to new academic staff applying for grant funding and work with Research Manager to co-ordinate and support cross – Departmental grant proposals.	Autumn 2019,	DMs, SPH Research Manager	80% of grant applications submitted by postdoc, fellows, Lecturers and Senior Lecturers receiving formal peer review from this process at least 7 days before the stated deadline
4.8	Increase exposure of PTO staff to other working environments	SPH has had secondees in the past, but the practice has become less common	Actively seek inwards and outwards secondments of PTO staff, including use of College’s “Outside Insights”	Starting spring 2019 then ongoing	DMs, School Office	At least 1 new inbound secondee and 1 new outbound secondee by Winter 2020

School of Public Health Athena SWAN Action Plan 2018

Section 5: Organisation, Culture and Communications

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
5.1.1	To improve the visibility of female academics	Positive representation of female staff profiles on web pages and newsletters (Action plan 2013)	Continuous monitoring of invitations for women for panels, showcase, SPH leadership meetings, and away days. Feedback given to organizers where gender balance not planned	Ongoing for each individual event starting Winter 2017.	Athena Administrative Assistant	Female representation in panel discussions at SPH events at 50:50 or good evidence of declined invitations
5.1.2		Athena SWAN lecture Male: Female balance in major SPH events Senior role of women (e.g. Chair) in high profile SPH events SPH travel awards increase visibility of women at overseas conferences				
5.2.1	Celebrating female success in all job families	We celebrate academic success well through faculty newsletters, SPH newsletter and webpages and pilot awards at showcase	Showcase each year to include talks from all job families	Annually starting Spring 2019	DMs, SPH office	Continued good feedback from all job families
5.2.2		Trial of SPH awards in 2018 Trial of turbo talks from all job families in 2018	Annual SPH awards to be presented at the showcase	Annually starting Spring 2019	DMs, SPH office	2 – 4 awardees per year, some of whom would be female

School of Public Health Athena SWAN Action Plan 2018

Section 5: Organisation, Culture and Communications

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
5.3.1	Measure instances of bullying and harassment more accurately and then reduce them	Review the Gender Equality and Institutional Culture Project Report led by researchers from the University of Sussex	Help shape formal response to the Phipps report from Faculty of Medicine Launch SPH-specific questionnaire on topics such as bullying and harassment	Winter 2019	HoDs, SPH office, OC, DirSPH OC, School Office, DirSPH	Bring online a more sensitive bullying and harassment reporting system
5.3.2		Institutional culture report has been discussed twice in open sessions during away day and staff consultation in 2017.	Pilot anonymous reporting of potential bullying and harassment with clear signposting to existing processes for formal complaints	Winter 2019	OC, School Office	Utilization of anonymous reporting system
5.4	Reduce bias for seminar participation	Study in IDE shows greater participation by males than females in seminars	Roll out seminar participation monitoring across SPH and targeted actions to encourage female participation where necessary.	Ongoing in IDE. Rolling out to other departments in 2019	OC and seminar series leads	Sustained absence of bias in measured seminar participation

School of Public Health Athena SWAN Action Plan 2018

Section 5: Organisation, Culture and Communications

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
5.5.1	Speed up integration of new staff	Consultation revealed induction may not raise profile of new staff sufficiently	Line managers to introduce all new staff across SPH by email with brief profile	Ongoing since summer 2016	SPH office, line manager	All new academic staff introduced
5.5.2		Introduction of Academic staff by email since 2016	Roll out buddies system to all SPH where new academic staff are assigned 2 "buddies" to help over first few months. Request confirmation emails and feedback from buddy meetings.	Ongoing from Autumn 2019	SPH office, HR,DMs	90% of new academic staff have 2 or more meetings with buddies by Summer 2020
5.6.1	Increase already high levels of training related to improved	Unconscious bias and mentoring training has been offered and encouraged up to present time	Require evidence of PRDP, unconscious bias, active bystander, mentoring and management training as part of the academic promotions process.	Publicised Autumn 2018, required from summer 2019	SPH office, HoDs	100% promoted / passed probation academic staff have completed training package
5.6.2			Provide active bystander training to all attendees at the 2019 academic away day.			
5.7	Improve overall attitude to appraisal	Staff survey and 2016 consultation suggest sub-optimal buy-in from senior staff for appraisal process	Implement a custom 360 degree appraisal and feedback program for readers and professors	Management team complete by spring 2019, then expanded to all professors and readers	OC, SPH office	90% of readers and professors have completed a 360 degree appraisal before next AS application

School of Public Health Athena SWAN Action Plan 2018

Section 5: Organisation, Culture and Communications

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
		360 degree feedback completed for DirSPH awaiting debrief meeting				
5.8	Improve communications and culture	Lunchtime discussion within DIDE and with some participation from other groups at St Mary's Campus	Expand lunchtime diversity-related discussion groups to other SPH campuses to improve communication and team building across SPH	Starting in other campuses in Winter 2019	OC	Good participation (>10 participants) and willingness from members to launch topics to discuss

School of Public Health Athena SWAN Action Plan 2018

Section 6: Career breaks/flexible working

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
6.1.1	Practical support and information for new parents and those with caring responsibilities	Workshops for parents to be (college wide)	Repeat Parental leave survey to measure impact and to identify further actions	Spring 2019	SPH office, OC Flexible Working Champion	Responses from 80% of staff who have taken parental leave that year
6.1.2		100% Update of Elsie Widdowson by eligible staff (2013 Action). Post docs seminar on paternity leave	Promote new College fund to help cover caring costs when staff attend conferences or training and monitor uptake.	Plan active promotion Winter starting 2018	SPH office, OC Flexible Working Champion	>5 people use fund first year
6.1.3		SPH specific parental leave packs Flexible handover of workload and return to work	Take a cohort approach to track individuals after return from parental leave and collect data for reasons of leaving and compare with similar staff who have not taken parental leave	Winter 2019	SPH office, OC	Complete data on staff who have taken parental leave from Winter 2017
6.2	Practical facilities for breastfeeding	Parental voices survey showed dissatisfaction with poor facilities Provided breastfeeding information in website, parental leave packs and departmental newsletters.	Identify, commission and promote breastfeeding room at the currently under construction White City site	At building completion in 2022	SPH office, OC	Breastfeeding room available to staff at White City
6.3	Understand parental leave durations and	SPH has provided additional support for women taking maternity	Via parental voices survey understand if and how current	Winter 2018, following parental voices survey	SPH office, OC Flexible	Successful examples of female and male academic staff transition to part time

School of Public Health Athena SWAN Action Plan 2018

Section 6: Career breaks/flexible working

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
	choices of FTE commitment on return.	leave that will allow a flexible handover of workload and return to work.	arrangements for flexible working influence choices of duration of parental leave, and FTE commitment on return.		Working Champion	from full time working and vice versa.
6.4	Encourage uptake of Shared Parental Leave, and normalise men taking time off for parental leave.		Increase awareness of Shared Parental leave through proactive advertisement of the scheme in SPH newsletters, website, and other means of communication.	Ongoing, articles in newsletter Summer 2019	OC Flexible Working Champion, SPH office	Uptake of shared parental leave increased from current 2 instances to >4 instances by 2019.
6.5.1	Ensure high uptake of paternity leave	Anecdotally, many men take paternity leave but it is not recorded or monitored	Via the Newsletter and ad hoc reminders to DMs, encourage all men to record parental leave.	Winter 2018	SPH office, DMs, OC Flexible working champion.	90% of men known to have had new babies to have formally applied for paternity leave.
6.5.2			Monitor on an ongoing basis, via very short ad hoc electronic survey, numbers of men with new babies or adopted children and their rates of formally taking paternity leave			

School of Public Health Athena SWAN Action Plan 2018

Section 6: **Career breaks/flexible working**

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
6.6	Increase satisfaction with flexible working options	Parental voices survey Flexible working survey Public debate at 2018 Showcase with live vote Survey of DMs	Coordinate with College HR to write fully transparent guidance document, including flowcharts and questionnaires so that decisions by line managers to allow or not allow particular modes of flexible working are transparent.	Winter 2019	OC, DMs, School Office	Greater satisfaction with flexible working options in the free response to a repeat of the flexible working questionnaire.