

Action point	Action	Rationale	Key outputs	Old timeframe at submission	Updated timeframe Nov 2020	Subcommittee	Success criteria	Jan 2023 update
3.1	Ensure the SAT continues successful actions to date including NERD network, ensure gender balanced selection committees, and all staff complete unconscious bias training.	There have been improvements in the staff survey, particularly linked to perceptions of equality and satisfaction with training, promotion and recruitment to ICAMS. We need to build on progress.	Ensure line managers are aware of the NERD. Encourage post-doctoral staff to attend. Promote through email and staff open forum. Unconscious bias training 100%; gender balanced selection committees	Sept 2019 (new academic year) Yearly (P&DR)	NERD continues to be successful. Unconscious bias training is mandatory, and selection committees need to be balanced to be approved	WD	100% of staff agree they have been treated fairly regardless of gender with respect to recruitment and selection. >90% of staff agree that advice and support for promotion is appropriate. At least 8 females (grade 9 or less) apply for promotion by next Athena SWAN report in 2022.	NERD continues to be popular and well attended. Information disseminated through targeted emails and websites. Won 2019 research culture award. Unconscious Bias training is mandatory. JB ensures all selection committees are balanced and all staff have completed bias training. No women applied for promotion in 2020 round 6 women have applied for promotion since 2019 (4 in 2019, 2 successful; none in 2020; 2 in 2021, 1 successful)
4.3	Clearly advertise part-time PGR study options, when available.	Options for part-time study are heavily influenced by funder stipulations and project timelines. It is essential to ensure they are widely advertised, when available. This action is an ongoing Bronze action. It is presented here to keep in on Silver agenda.	"Part-time study options" highly visible in ICAMS advertising.	Completed Sept 2015 (Bronze) Info updated March 2019 Info update in March-May each year from 2020	Completed Info updated	WD	Maintaining broad gender balance on PGR courses (≥50% female) across academic years 2019/20-2021/22 (baseline average of 53%Female Part-Time PGR).	"Rolling requirement. Options for PGR Clin pharm and SEM advertised www.gla.ac.uk/postgraduate/taught/
5.1	Maintain ICAMS website with up-to-date family-friendly policies and Athena SWAN initiatives; ensure and visible diversity in role model imagery.	Keeping staff informed on key policies and benefits. Positioning ICAMS as family-friendly environment for prospective male and female job applicants.	ICAMS Athena SWAN website with links to policies. Include links to the University nursery, childcare vouchers scheme & childcare information.	Initially undertaken in Sept 2015 (Bronze AP) Info updated in May each year to continue from 2019 onwards	ICAMS website being updated, and AS website updated	WD	Female applicants for all non-clinical grades/posts to >40% by 08/2021. ≥90% of male and female colleagues across all role types aware of family-friendly policies at next survey.	Tracy has updated website to new format. New case studies added, silver application remains accessible and action plan updated annually. Website now contains previous celebrations of female staff (all job families)

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5.2	<p>Create new induction step-by-step guide for line managers and new staff to include job-specific and organisation-wide induction information.</p> <p>Publicise new Guide on ICAMS webpages.</p> <p>Conduct focus group with recently appointed staff to evaluate new Induction Guide</p>	<p>2018 staff survey showed of those that appointed since 2017, 81% of men and 61% of women agreed the "Institute induction process met my needs".</p> <p>Updating Induction materials formed part of BAP but 2018 survey demonstrates a gendered difference in new staff experience.</p>	<p>New Guide produced, circulated to all line managers and available online.</p> <p>Focus group with new starts conducted to assess experience of new Guide and processes.</p>	<p>New Guide produced by start of next academic session – Sept 2019</p> <p>Info update in May 2020 and annually thereafter</p> <p>Focus group conducted in April 2020 to assess changes and inform additional action required as part of annual (May) update.</p>	<p>Initially delayed and then overtaken by COVID-19 events. Lower priority due to limited recruitment at present. However, also an opportunity to update materials.</p>	WD	<p>≥85% of eligible male and female staff to agree induction process met their needs in next survey April 2021.</p>	<p>Culture survey (2022) highlighted induction remains an issue.</p> <p>Induction process now part of the Athena Swan website as well as covered in H&S. Regular emails being sent to line managers to remind them of expected induction processes</p>
5.7	<p>Promote and evaluate the impact of participation in career development initiatives.</p>	<p>New initiatives introduced as part of Bronze AP show clear signs of impact. Need to ensure that this trend continues to review their continued effectiveness for addressing ICAMS pipeline.</p>	<p>Promotion through dedicated section in ICAMS monthly newsletter</p> <p>Quarterly email reminders of initiatives</p>	In progress	<p>NERD is ongoing, and may develop an online aspect for upcoming semester. PDR paused for the year, but career development slides disseminated to PIs FOCUS initiative ongoing.</p>	CD/WD	<p>≥90% of male and female staff agreeing that they have access to relevant training, career development and networking opportunities to new question in next survey (April 2021).</p>	<p>Mentoring raised as something that was unclear in survey (2022), new links established on updated website</p> <p>Academic promotion & regrading workshops delivered Oct 2022, Jan 2023.</p>
5.21	<p>We will lead the update of staff webpages to include teaching roles and institute service; these are not part of the current ICAMS webprofile template.</p> <p>Following that we will conduct focus work with academic staff to consider further action to improve teaching profile.</p>	<p>Further improve visibility of role models as well as provide more effective career direction for staff.</p>	<p>Bespoke RET induction session held</p> <p>Webpages to be updated</p> <p>Focus work with academics with teaching experience</p>	<p>Held: 2018</p> <p>01/12/2019</p> <p>01/02/2020</p>	<p>OK</p> <p>OK</p> <p>Delayed due to COVID</p>	WD	<p>>85% of staff of both genders to agree that the allocation of roles and responsibilities are clear and transparent at next survey</p> <p>>85% of staff of both genders to agree that the allocation of roles and responsibilities takes into account all of my activities at next survey</p>	<p>Requires someone to link in with Tracy and consider whether teaching roles need to be highlighted further - ongoing (Jan 2023)</p>
5.24	<p>Achieve 50:50 gender split in guest speaker nominations through continued Bronze AP approach.</p>	<p>14% female speakers in 2012/13 and 13% female in 2013/14.</p> <p>Gender equality achieved in 2017/18, and 2018/19 after SAT intervention</p>	<p>50:50 split now achieved since BAP. Maintain.</p>	<p>Ongoing yearly monitoring.</p> <p>2019/2020 session</p> <p>2020/2021 session</p> <p>2021/2022 session</p>	<p>Tom to report historical data</p>	<p>WD</p> <p>Tom</p>	<p>Gender balance (50:50) for the guest seminar series in all calendar years</p>	<p>Need updated information from those involved with program. And further encouragement to consider EDI more widely when recommending speakers.</p>