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Focus of department	STEMM
Date of application	April 2019
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Institution Athena SWAN award	April 2013 (Bronze)
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Word count for the total submission: 10,472

NB: The total word count is split across the document.

The total word count excludes:

- Legends for Tables and Figures
- Reference to Tables and Figures in the main text
- References to other document sections within the main text
- Section titles and headings

Benchmarking

Benchmarking is drawn from HESA data throughout the application. Benchmarking is to the Russell Group figures for the discipline. For SUERC this is HESA Subjects (F6) Geology; (F7) Science of Aquatic and Terrestrial Environments; (F8) Physical Geographical Sciences for Student Data and for Staff (Cost Centre 111) 'Earth, Marine, and Environmental Sciences'.

Data

Data was obtained via:

- A staff survey, completed and collated in June 2018
- University of Glasgow (UoG) central records, accessed through the UoG Gender Equality Officer
- Internal SUERC records (for example, non-RCUK grant applications)

Table of Abbreviations

AML	Additional maternity leave
AMS	Accelerator Mass Spectrometry
AS	Athena SWAN
CMT	Centre Management Team
CoSE	College of Science and Engineering
CEC	Centre Executive Committee
CMC	Centre Management Committee
CPD	Continuing Professional Development
ECDP	Early Career Development Program
ECR	Early career researcher
ECU	Equality Charter Unit (now Advance HE)
E&D	Equality and Diversity
EMP	Enhanced maternity pay
ERC	European Research Council
F	Female
FC	Fixed-term contract
FT	Full time
FTE	Full Time Equivalent
GDPR	General Data Protection Regulation
HEI	Higher education institution
HESA	Higher Education Statistics Authority
HR	Human Resources
IRN	Interdisciplinary Researchers' Network
KIT	Keeping In Touch
M	Male
MPA	Management, Professional, and Administrative
MRes	Master of Research
MSc	Master of Science
NERC	Natural Environment Research Council
OC	Open-ended contract
OC*	Open-ended contract with funding end-dates
OML	Ordinary maternity leave
PDR	Performance Development Review
PGCAP	Postgraduate Certificate in Academic Practice
PGR	Postgraduate
PhD	Doctor of Philosophy
PRF	Postdoctoral Research Forum
PT	Part time
RAE	Research Assessment Exercise
RCUK	Research Councils United Kingdom
REF	Research Excellence Framework
RG	Russell Group
R&I	Office of Research and Innovation Services
RO	Research only
R&T	Research and teaching
SAT	Self Assessment Team
SPLIT	Shared Parental Leave in Touch
SUERC	Scottish Universities Environmental Research Centre
UG	Undergraduate
UKRI	UK Research and Innovation
UoE	University of Edinburgh



Scottish Universities Environmental Research Centre

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30th April 2019

Dear Mr Greenwood-Lush

I am delighted to give my full support to the submission for Athena SWAN Bronze Award for Scottish Universities Environmental Research Centre (SUERC). I can confirm the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of SUERC.

The Athena SWAN process of reviewing our data and consulting with our staff have raised some difficult issues for SUERC and identified challenges to our operational model. The absence of females in our senior staff profile, where SUERC has never had a Grade 9 (Senior Lecturer) or Grade 10 (Professor) female, means there is much to do. Although at times uncomfortable reading, this application is part of acknowledging and addressing these issues and has already resulted in some important changes to the way we conduct business.

I was keen to implement the Post-2015 Athena SWAN submission process as SUERC's staff team is comprised of a high percentage of staff from the Technical and Related job family. This is unusual within the context of an academic institution. Therefore, to truly address the workplace culture, it was imperative that these staff views were taken into consideration.

SUREC has not considered workplace culture or gender equality in this level of detail prior to this application, and I acknowledge that many of the actions we plan to implement are at a basic level. This is an extensive action plan, building towards a revised operational model, covering all aspects of the employee journey – from attraction, recruitment, development, engagement and success. I am determined to ensure the action plan is implemented, as I can see benefits for all who work here.

The application process has highlighted several structural inequalities which require focus, notably, few female academics in the Centre, and a dearth at senior levels. There has been a lack of support and encouragement to ensure the progress of research staff resulting in stagnation at Grade 7. A similar picture is apparent for Technical staff. We propose a series of actions to address them. Key among them are:

- Proactive assessment of staff for promotion/regrading.
- Formal workshops highlighting promotion/regarding criteria.
- Mentoring female Academic staff to engage in development of research proposals.
- Proactive recruitment tactics to encourage female research applicants.
- Refocussing the PDR process on staff development.



University
of Glasgow

Charity number: SC004401



Charity number: SC005336



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I have set aside £5k/annum in support of the Action Plan.

Our Athena SWAN submission has benefitted from external review and insight from the Chair of the John Innes Centre, Gold Award holders. This feedback was invaluable, in shaping our submission.

Since I took over the Director position in Summer 2017 I have endeavoured to make progress in staff engagement. However it is clear that specific and pressing challenges remain. I am whole-heartedly committed to ensuring that we make advances in gender equality at SUERC, and that the initiatives and activities highlighted in the Action Plan will deliver this.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Finlay Stuart'.

Professor Finlay Stuart

(475 words in body of letter)

Section 2. Description of the department

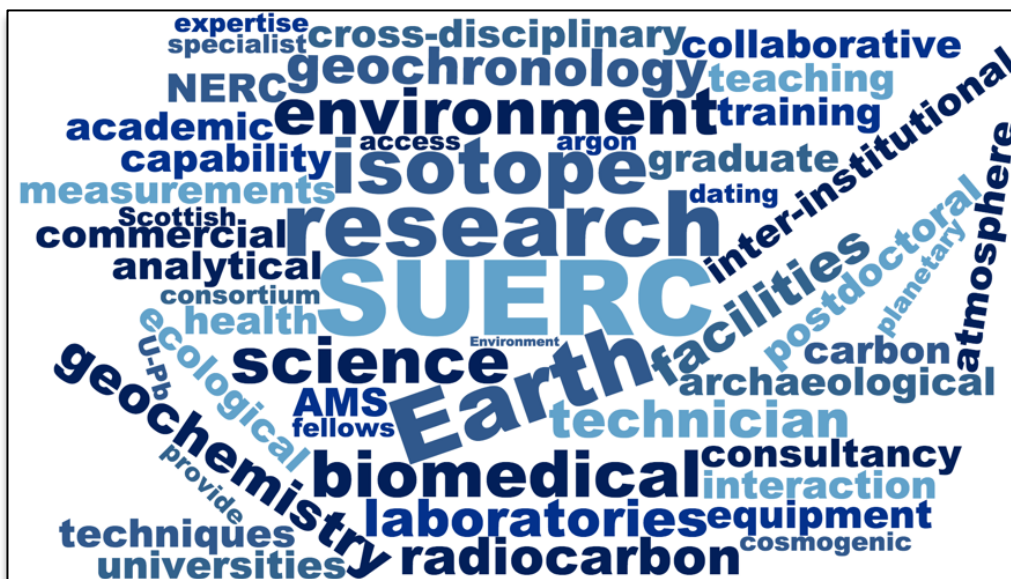
Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

Recommended word count: 500 words – Total word count: 573 words

The SUERC Scientific Mission

The Scottish Universities Environmental Research Centre (SUERC) mission is to perform, stimulate and support the highest quality scientific research in Earth, Environmental, and Biomedical sciences (Figure 2.1). This remit encompasses basic, applied and strategic science in a broad range of activities, from Planetary Geochronology to Environmental Archaeology. SUERC hosts a component of the National Environmental Isotope Facility (NEIF), funded by UK Research and Innovation (UKRI) to provide the UK research community with access to laboratories for Environmental Radiocarbon, Argon Isotope analysis, Life Sciences Mass Spectrometry, Isotope Community Support and Cosmogenic Isotope analysis.

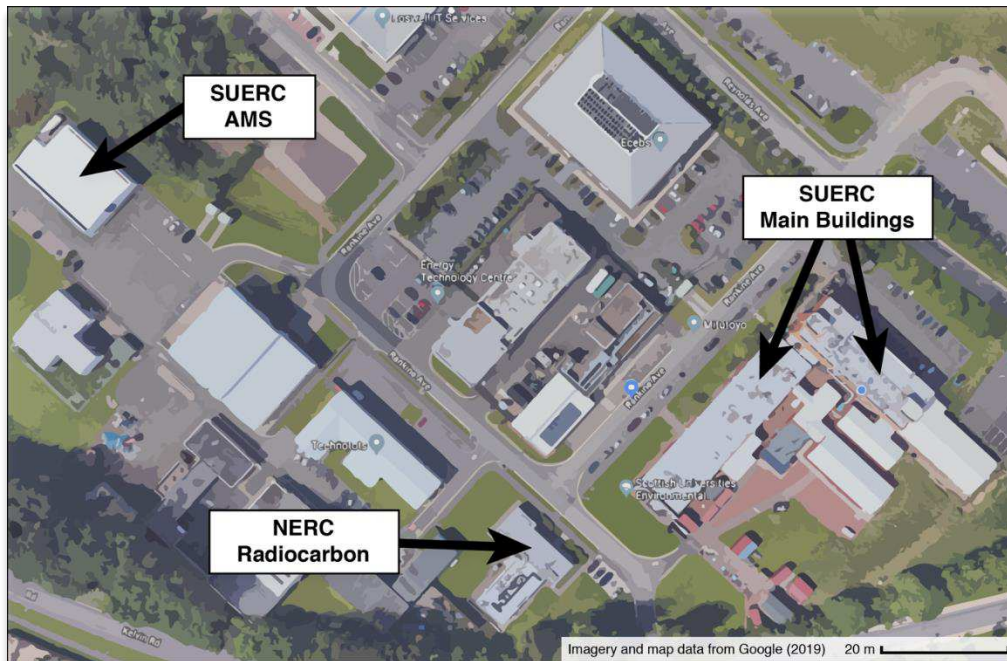
Figure 2.1: Word cloud encapsulating the mission of SUERC.



Staffing and Governance

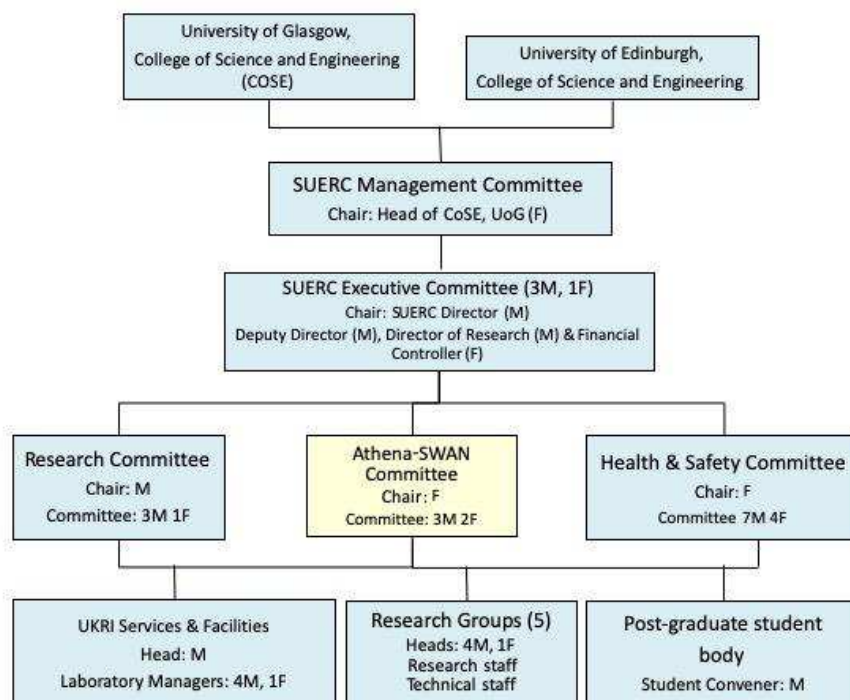
SUERC is a Research Centre within the College of Science and Engineering (CoSE), University of Glasgow (UoG) and governed via a Memorandum of Understanding between the Universities of Glasgow and Edinburgh. The centre is located c.10 miles south of the main UoG campus, in three separate, but adjacent buildings (Figure 2.2).

Figure 2.2: Satellite image of part of the Scottish Enterprise Technology Park, highlighting the three buildings comprising SUERC (within short walk of one another).



All staff members are employees of UoG, and the SUERC Director reports to the Head of CoSE (UoG). Internally, SUERC is governed by a Centre Executive Committee (CEC), chaired by the Director, who has overall responsibility for resource allocation, budgets, academic strategy and policy (**Figure 2.3**).

Figure 2.3: SUERC organogram showing management and staffing structure (NB: Centre (SUERC) Management Committee = CMC and Centre (SUERC) Executive Committee = CEC in the following text).



SUERC has 76 members of staff (33F, 43M; **Table 2.1**) and 23 post-graduate students (13F, 10M) (**Figure 2.4**). We have no undergraduate student body. SUERC therefore differs from UoG Schools significantly in its funding base. Funding comes from a range of sources; REF, grant income from UKRI and other sources (e.g., Leverhulme Trust) and commercial/commissioned scientific services (largely as collaborative research). SUERC contributes to the pipeline of talented scientists in STEMM through teaching and training of SUERC-based post-graduate research (PGR) students and early-career postdoctoral researchers (ECRs), plus visiting UK and international PGRs, postdoctoral researchers and academics.

SUERC academic staff follow 3 UoG job family career tracks: Research Only (RO), Research & Teaching (R&T), or Research Scientist (RS) (**Table 2.2**). Within the RO job family, 6 staff in postdoctoral positions (3F, 3M) are on open-ended contracts subject to funding renewal (OC*), several have worked at SUERC for over a decade. While these postdoctoral positions at SUERC are distinct, five staff members (2F, 3M) do hold positions more traditionally found in university settings, as ECRs who bring in independent fellowships and anticipate moving onto posts elsewhere. Due to small number of RO staff with traditional postdoctoral roles, the small number of female R&T staff (2) and small number of RS staff (1), we combined data on all three job families in the discussion below under the umbrella 'Academic' to protect individuals' anonymity. The strong research focus at SUERC means that the staff profile features a large proportion of technical and RO/RS staff, resulting in a ratio of roughly 3:1 for these job families versus R&T posts.

A note on presentation of Professional and Support Staff (P&SS) data: We elected to present staff data for P&SS (covering Technical, MPA, and Operational UoG job families) equivalent to that for academic staff in sections 4 and 5 where information on academic staff was specified in the AS template. This is because: 1) 47% of SUERC staff (36 of 76) are in P&S roles, and it is as important to apply the principles of Athena SWAN here as it is for academic staff; 2) academic roles at SUERC would simply not be possible without P&S activities. Data are presented separately, as P&S roles differ sufficiently from academics that we risk obscuring issues affecting either group if data were combined.

Figure 2.4: Photographs of current SUERC students and staff. Left: Students and staff during an outreach event at the 2017 Glasgow Explorathon. Upper right: A staff member preparing samples in the radiocarbon laboratory. Bottom right: A staff member and student perform technical instrument maintenance.



Table 2.1: Gender profile of SUERC staff by UoG job family and grade.

Grade	Job Family					
	Operational, Technical, MPA*			Academic**		
	F	M	% F	F	M	% F
1-3	4	2	67	0	0	—
4	4	2	67	0	0	—
5	1	1	50	0	0	—
6	10	7	59	0	2	0
7	1	3	25	8	7	53
8	1	0	100	4	7	36
9	0	0	—	0	4	0
10	0	0	—	0	8	0
Total	21	15	58	12	28	30

* Operational, MPA, and Technical Staff job families are combined to preserve anonymity for individual staff members. From here, these families are referred to collectively as 'Professional and Support Staff'

Table 2.2: Grade and role equivalents by contract function for academic staff, including postdoctoral researchers (see note).

Grade	Career Track		
	Research & Teaching (R&T)	Research Only (RO)	Research Scientist (RS)
6	N/A	Research Assistant*	N/A
7	Lecturer	Research Associate*	Associate Research Scientist
8	Lecturer	Research Fellow*	Research Scientist
9	Senior Lecturer/ Reader	Senior Research Fellow	Senior Research Scientist
10	Professor	N/A**	N/A

*These grades include both postdoctoral researchers 100% funded by a single specific grant source (e.g. personal fellowship), and those whose funding is contingent on a mixture of sources such as commercial income, and an allocation of percentage Full Time Equivalent (FTE) salary on various grants (as PI, Co-I, and/or named researcher).

**The post of Research Professor is not now included on UoG career track descriptions

Section 3: The self-assessment process

Recommended word count: Bronze: 1000 words – Total word count: 947 words





3.1 Description of the Self-Assessment Team (SAT)




The SAT formed in May 2018, with seven members (3F, 4M) reflecting a representative cross-section of SUERC staff, covering grades 4-10, and 1 to 32 years SUERC employment (**Tables 3.1.1 and 3.1.2**). The SAT reflects a diverse range of job families, contract types, and work-life experiences. The SAT is chaired by Dr Philippa Ascough (F), and co-chaired by Professor Gordon Cook, (both sit on the CoSE Gender Equality Committee) and includes the SUERC Director (M).

Table 3.1.1: Key to additional abbreviations used in Table 3.1.2.

Abbreviation or Term	Meaning
Grade	Current job grade on the UoG salary scale
FT/PT	Full-time (FT) or part-time (PT)
OC/FC	Open-ended (OC) or fixed-term (FC) contract
Y	Number of years employment at SUERC
SM	Senior Management
AR	Annual Performance and Development Review (PDR) reviewer
M	Experience of being a Mentor/ Mentee
P	Experience of promotions process

Table 3.1.2: Description of the AS SAT.

SAT Member	Job Title (Contract Type)	Grade	FT/PT	OC/FC	Y	SM	AR	M	P	Narrative
Philippa Ascough (F) 	Lecturer; Head, NERC Radiocarbon Facility; (R&T) SAT Chair	8	FT	OC	10		X	X	X	No children, 2 elderly parents. Partner located c.40 miles distant from place of work/home.
Gordon Cook (M) 	Professor; Deputy Director (R&T)	10	FT	OC	32	X	X	X	X	Married, 2 adult step-children, 1 elderly parent with significant health & mobility problems. Part-time as of 2019 (outwith census date for AS data collection)..
Anne Kelly (F) 	Laboratory Manager	6	FT	OC	29				X	Married, more than 10 years in a part-time/flexible work role to care for children, taking two 6-month OML periods.
Iain Murdoch (M) 	Technician	4	FT	OC	4				X	2-yr FC. Married; partner is lecturer at UoG, formerly a PGR at SUERC. Expectant father. Flexible work experience.

<p>Richard Staff (M)</p> 	<p>Research Fellow (RO)</p>	<p>8</p>	<p>FT</p>	<p>OC</p>	<p>2</p>					<p>Married, 2 pre-school children. 3 months shared parental leave (SPL) with first child; 2 weeks Paternity Leave with second child.</p>
<p>Finlay Stuart (M)</p> 	<p>Professor; Director (R&T)</p>	<p>10</p>	<p>FT</p>	<p>OC</p>	<p>23</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Long-term partner employed at UoG, no children, provides support to 2 elderly parents with chronic health issues one day/week.</p>
<p>Marissa Tremblay (F)</p> 	<p>Royal Society Newton Research Fellow; (RO)</p>	<p>6</p>	<p>FT</p>	<p>FC</p>	<p>1</p>					<p>2-year, FC Newton International Fellowship (postdoctoral) from the Royal Society London. Married; partner is FT, OC Lecturer at SUERC.</p>

3.2 An account of the self-assessment process

Formation of the SAT

The SAT chair and co-chair were invited by the Director based on their Athena SWAN (AS) relevant experience and knowledge. SAT members were selected following a SUERC-wide invitation for volunteers (November 2017) (**Tables 3.1.1 and 3.1.2**). We did not receive formal applications from the PGR body; an action is to recruit at least one student SAT member following submission (**Action 3.1**). Prior to joining the SAT, an overview was provided of the process and approximate time commitment to all volunteers. All UoG staff must complete the online training course: 'Equality and Diversity Essentials'; these were checked for by the SAT.

The self-assessment process

The SAT met once every 6-8 weeks in February–November 2018, and then every ~2 weeks thereafter. Meeting topics are described in **Table 3.2.1**. Documents relating to the application were held on the intranet, to which SAT members also uploaded and shared useful resources. Between meetings, communication was by group email. Following consultation, tasks listed in **Table 3.2.1** were assigned by the SAT chair to individuals, who reported on progress during subsequent SAT meetings. Meeting agendas and minutes were recorded by SUERC administrative staff. Post-submission, a dedicated AS page will be launched on the SUERC intranet, to keep staff updated with progress (**Action 3.2**).

Table 3.2.1: SUERC SAT meeting topics and tasks by month during the bronze AS application process (NB: December 2018 onwards, at least 2 meetings per month).

M	Key Agenda Items	Tasks Assigned (SAT member initials)
Feb 2018	Presentation of AS application procedure, ethos, timeline, etc.	Study ECU charter & successful applications (All). Prepare outline survey topics, identify suitable platform (IM/MT)
Mar 2018	Discuss outline survey topics, decisions on survey structure SUERC staff engagement with application- how to maximise	Create AS publicity materials for distribution (AK) Approach SUERC line managers to encourage staff & students to participate (FS/PA/GC) Finalise survey wording & format (RS/IM)
Apr 2018	Launch date for survey Results of survey 'dummy run' Survey admin	Email staff and students to advertise and inform regarding survey (PA/GC) Liaise with UoG E&D unit on survey implementation (RS/IM) Instigate survey (PA/FS/GC)
May 2018	Progress of live survey Prepare for survey data analysis UoG data acquisition (applications, promotion, etc.)	Contacting UoG via KF on data for specific sub-sections in sections 4 (RS/AK) and 5 (PA/MT/IM) of the application
Jun 2018	Survey results, discussion and interpretation Structure of application	Anonymise survey comments (KF) Analyse survey statistics (RS/IM) Coordinate data presentation (MT) Collect in-house departmental data (PA)
Jul 2018	Timelines, text sections required for the application	Aggregate/ analyse survey comments (MT) Contribute to drafting initial text sections, identifying foci from survey (All)
Aug 2018	Initial factual information to incorporate into draft	Complete SAT membership details (All) Draft section 2 picture of dept (GC)
Sept 2018	Preparation for SUERC seminar presentation; anticipate questions, meeting structure	Prepare presentation (PA) Review presentation (All)
Oct 2018	SUERC seminar presentation and staff feedback/ application input following from this	Identify UoG information on courses, training, HR etc., & include reference in text (MT/RS/AK)
Nov 2018	Incorporation of suitable actions based on UoG data/ survey	Secure SUERC data on grant applications, duration of service, etc. (PA) Invitation to SUERC engagement officer for discussion with SAT on joint efforts (PA)
Dec 2018	In-house SUERC data acquisition	Drafting various sections of application for presentation & discussion (All)
Jan 2019	Progress on text sections (1-3) UoG data acquisition	Drafting various sections of application for presentation & discussion (All)
Feb 2019	Progress on text sections (4-5) Drafts for external and internal critical reviewers	Liaise with KF on reviewer submission (PA) Prepare figures of SUERC operational structure (FS) Checking figures and tables throughout applications (MT/RS/AK)
Mar 2019	Full drafting of application	Drafting various sections of application for presentation & discussion (All) Checking figures and tables throughout applications (MT/RS/AK)
Apr 2019	Final drafting of application	Submission

Central to the self-assessment was a survey, comprising 43 questions, each presented as a five-level Likert item with the response options:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

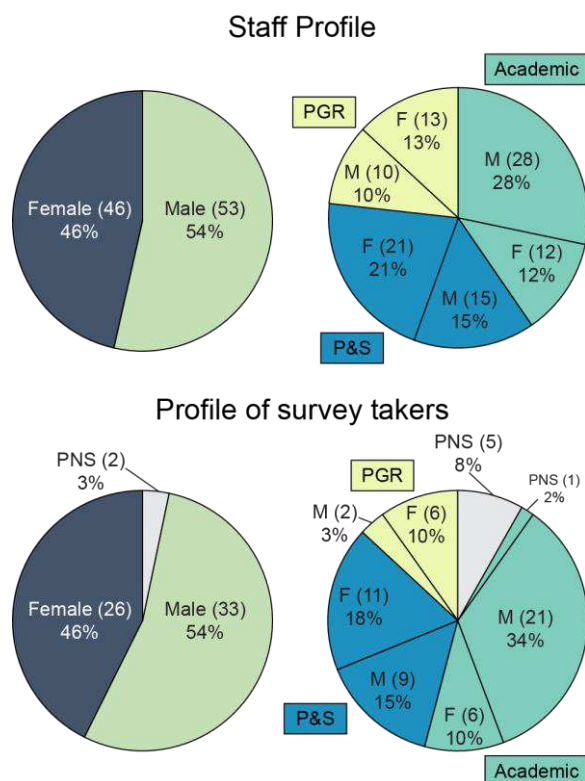
Each question also contained a free-text box, in which respondents were invited to insert relevant additional information.

Survey questions covered:

- SUERC’s physical and social environment
- Job responsibilities and procedures (e.g., induction, workload, promotion)
- Staff experiences during SUERC employment
- Perceptions/experience of the SUERC staff profile and gender equality

The survey link was emailed to all staff and students in May 2018, with 62 responses (63% participation), capturing SUERC’s demographics (**Figure 3.2.1**). There was no significant difference in participation by gender (62% M, 58% F). Participation rate was highest for academic staff (70%) and lowest for PGRs (30%); we seek to increase PGR participation rates in subsequent AS surveys (**Action 3.3**).

Figure 3.2.1: Profile of SUERC members at the time of the SAT survey and SUERC members who took the SAT’s survey. NB: The ‘Academic’ job family includes both postdoctoral researchers and academic staff to avoid inadvertent identification of individuals.



Internal and External consultation

The SUERC director reported progress at CEC meetings. Staff and students were updated on the SUERC application, through Centre-wide emails, and SUERC information displays (**Figure 3.2.2**). Survey results were presented to staff and students, at a well-attended seminar (October 2018), with discussion to 1) solicit staff opinions on proposed AS actions, and 2) invite suggestions for AS actions additional to these. Individuals were also encouraged to discuss independently with individual SAT members, who would preserve anonymity if requested. The seminar slides were emailed to all staff and students; these and future seminars will be made available on the SUERC intranet (**Action 3.2**).

The SAT has worked with critical readers for feedback during the process, including Katie Farrell, (UoG Gender Equality Officer), Simon Wilson (UoG CoSE Head of HR) and Carole Thomas of the John Innes Centre (AS Gold Award).

Figure 3.2.2: Example of an AS Charter information poster, displayed in the entrance hallway to the main SUERC building.



3.3 Plans for the future of the SAT

The future remit of the SUERC SAT will be to:

- Oversee the Bronze Action Plan implementation, including measuring the impact of actions
- Report on progress of AS actions and gender equality issues to i) staff and students, ii) management (as a standing agenda item on CEC meetings presented by the SAT chair (**Action 3.4**)).
- Act as SUERC's Equality and Diversity (E&D) committee, providing advice and support to staff and students according to formal terms of reference (**Action 3.5**)
- Remain informed on UoG E&D initiatives/ developments through representation on the CoSE Gender Equality Committee (**Action 3.6**) and communicate these within SUERC

SAT Meetings and Membership

Two SAT members will be replaced annually, while maintaining a balanced gender and job profile (**Action 3.7**). At least one member of the CEC will remain on the SAT, to maintain the commitment of senior management to the process. SAT membership will be formally recognised and recorded at annual Performance and Development Review (PDR) (**Action 3.8**). The SAT will meet at least every two months, and performance against the action plan will be a standing agenda item, as will i) identifying whether any actions are not achieving desired impact, and if so, ii) devising remedial interventions.

Implementation of the action plan

The SAT will work to raise awareness of progress/impact of the action plan across SUERC, through quarterly ‘coffee mornings’, where the SAT will discuss these items (**Action 3.9**). The SUERC seminar series will hold one presentation annually to provide a review of the year (**Action 3.10**). Updates on the action plan and E&D issues will be included in the SUERC newsletter (**Action 3.11**). To raise understanding of the AS process, external seminar speakers will be invited from Institutes that have achieved Silver and Gold AS Awards (**Action 3.12**).

The SAT and SUERC: Long-term strategy

Improving the working environment and staff experience runs parallel to the work of the SUERC engagement officer (M), and the SUERC Mental Health First Aid Team (1 M, 5 F). The SAT will liaise with these groups to provide an E&D perspective to their work (**Action 3.13**). Improving communication, and the flow of information and resources within and between different cohorts (e.g. technical staff, PGRs, research staff, faculty, CEC) is crucial to the action plan. To this end, we will establish ‘Voice’ groupings for each of these cohorts, modelled upon the highly successful system at the John Innes Centre (**Action 3.14**). More information on these new structures is provided in sections 4 and 5 and associated actions below.

Table 3.3.1: Outline plan for the future of the SUERC AS SAT team as the centre works towards the next AS stage (bronze renewal and putting steps in place for a silver application).

Academic Year	2019/2020				2020/2021				2021/2022				2022/2023			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Meetings of SAT team																
Implementation point for interventions for actions not achieving desired impact																
Formal progress reports to staff																
Quarterly ‘coffee morning’ meetings																
Progress reports to CEC																
Joint meeting w/ Engagement & Mental Health teams																
AS staff survey																
Next AS submission preparation																

Actions
Action 3.1: Recruit a minimum of one PGR student to join the SAT following our April 2019 submission.
Action 3.2: Establish a dedicated AS page on the SUERC intranet, hosting details of progress, relevant information, SAT membership and meeting minutes.
Action 3.3: Encourage PGR participation in future SUERC AS surveys by targeted communications for this group to explain the value of their contribution
Action 3.4: AS issues and progress/impact of action plan to be a standing agenda item on CEC meetings (presented by the SAT chair).
Action 3.5: Transition the AS SAT into a SUERC E&D committee by establishing formal terms of reference for this remit.
Action 3.6: Maintain SUERC SAT representation on the UoG CoSE Gender Equality Committee.
Action 3.7: Two members of the SAT to be replaced annually while maintaining an appropriate gender and job representation.
Action 3.8: SAT membership will be formally recognised and recorded centrally at annual PDR.
Action 3.9: Quarterly 'coffee morning' meetings, where the SAT will discuss these items, plus progress and impact of AS actions with staff and students in an informal setting.
Action 3.10: One AS-centred presentation per year to be delivered by the SAT in the SUERC seminar series to provide a more formal update and review of the year to staff and students.
Action 3.11: Updates on the action plan and E&D issues will be included in the SUERC newsletter.
Action 3.12: Invite external seminar speakers from Institutes that have achieved Silver and Gold AS Awards to share their experience and knowledge.
Action 3.13: Quarterly meetings between the chair of the SAT (and other members as required), the SUERC Mental Health First Aid Team, and SUERC engagement officer to support the work of these two offices from an E&D perspective.
Action 3.14: Establish 'Voice' groups with an appointed chair and deputies for: i) PGR students, ii) Professional and Support staff (Technical, MPA, and Operational job families), iii) Academic Research staff.

Section 4: A Picture of the Department

Recommended word count: Bronze 2000 words – Total word count:1713 words

4.1 Student Data

4.1.1 Numbers of men and women on access or foundation courses

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

N/A

4.1.2 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.

N/A

4.1.3 Numbers of men and women on postgraduate taught degrees

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

N/A

4.1.4 Numbers of men and women on postgraduate research degrees

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

HESA benchmark data for relevant disciplines (47% F) is shown in **Table 4.1.1**. SUERC PGR numbers are presented in **Table 4.1.2**, including PhDs, and a small number of Research Masters (MRes). Part-time PhD numbers at SUERC are low (**Table 4.1.2**), preventing detailed statistical breakdown, but include both F and M students (F = 6, M = 4). Changes in absolute numbers of F vs M PGRs are small, and the cohort varies between 50 and 67% F (**Figure 4.1.1, Table 4.1.2**). This is greater than the HESA benchmark for relevant disciplines (47% F; **Table 4.1.1**).

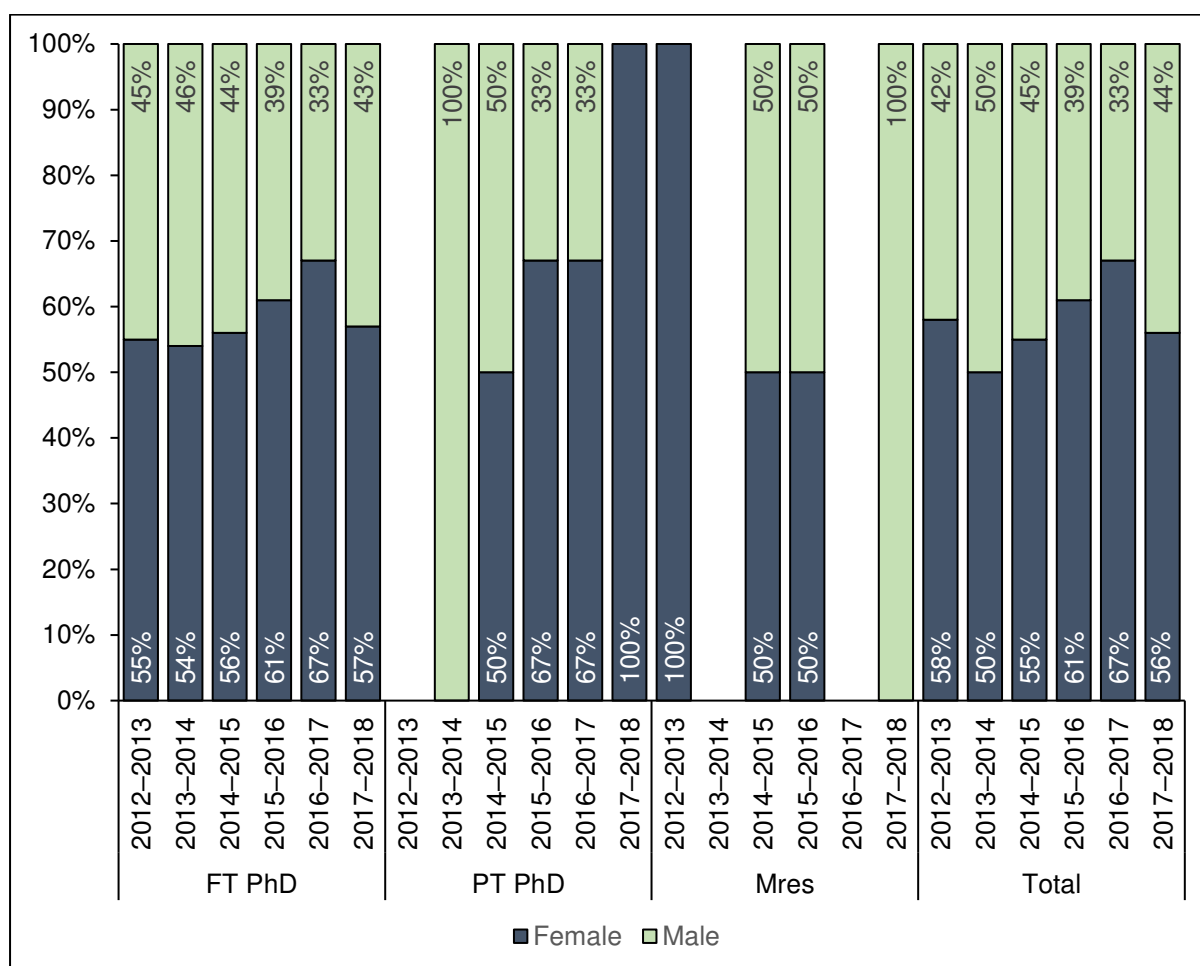
Table 4.1.1: HESA benchmark data for relevant disciplines (Science of Aquatic and Terrestrial Environments, Physical Geographical Sciences and Forensic and Archaeological sciences) from which SUERC PGR students are drawn.

	%F	%M
Undergraduate Students (UG)	52%	48%
Postgraduate Taught Students	59%	41%
Postgraduate Research Students (PGR)	47%	53%

Table 4.1.2: Number of students enrolled in FT PhD, PT PhD, and MSc postgraduate degrees during the last 6 academic years. FT includes students with theses pending.

Year	Degree Type								
	FT PhD		PT PhD		MRes		Total		
	F	M	F	M	F	M	F	M	%F
2012–2013	6	5	0	0	1	0	7	5	58
2013–2014	7	6	0	1	0	0	7	7	50
2014–2015	9	7	1	1	1	1	11	9	55
2015–2016	8	5	2	1	1	1	11	7	61
2016–2017	10	5	2	1	0	0	12	6	67
2017–2018	12	9	1	0	0	1	13	10	56
Average	9	6	1	<1	<1	<1	10	7	58

Figure 4.1.1: Gender profile of PhD students enrolled during the last 6 academic years as a function of degree type, corresponding to data in Table 4.1.1.



Applications for PGR positions (**Table 4.1.3, Figure 4.1.2**) are gender balanced and consistent with the population of UK UG students in these disciplines (**Table 4.1.1**). The success rate of female applicants averages 60%, versus 23% for males (**Table 4.1.3**). There are multiple possible explanations for this, and we propose actions to address the apparent disadvantaging of males in the data.

SUERC PGR opportunities are advertised on the Centre website, and on subject-specific online settings. After receiving applications, a panel convened by the primary supervisor shortlists candidates and conducts the interview process. At present, this process is not formalised, or formally monitored, preventing a critical evaluation of gender differences in success rates mentioned above on a qualitative or quantitative basis. We propose to address this by developing ‘best practice’ internal guidelines that supervisors are required to consult prior to for advertising and recruiting to PhD (**Action 4.1.1**). We will require that the PGR recruitment panel have representatives from both genders, and at least one member with supervisory experience not associated with the project (**Action 4.1.2**). As part of this process, a record will be kept justifying selection of a preferred candidate with reference to the advertisement (**Action 4.1.3**). The PGR convenor and SAT will annually review PGR recruitment and devise any remedial action needed (**Action 4.1.4**). Supervisors and members of PGR recruitment panels will be required to complete the UoG online unconscious bias training (this is not currently mandatory) (**Action 4.1.5**).

Figure 4.1.2: Gender profile of applications, offers, and acceptances for PhD studentships over the last four years, corresponding to data in Table 4.1.2.

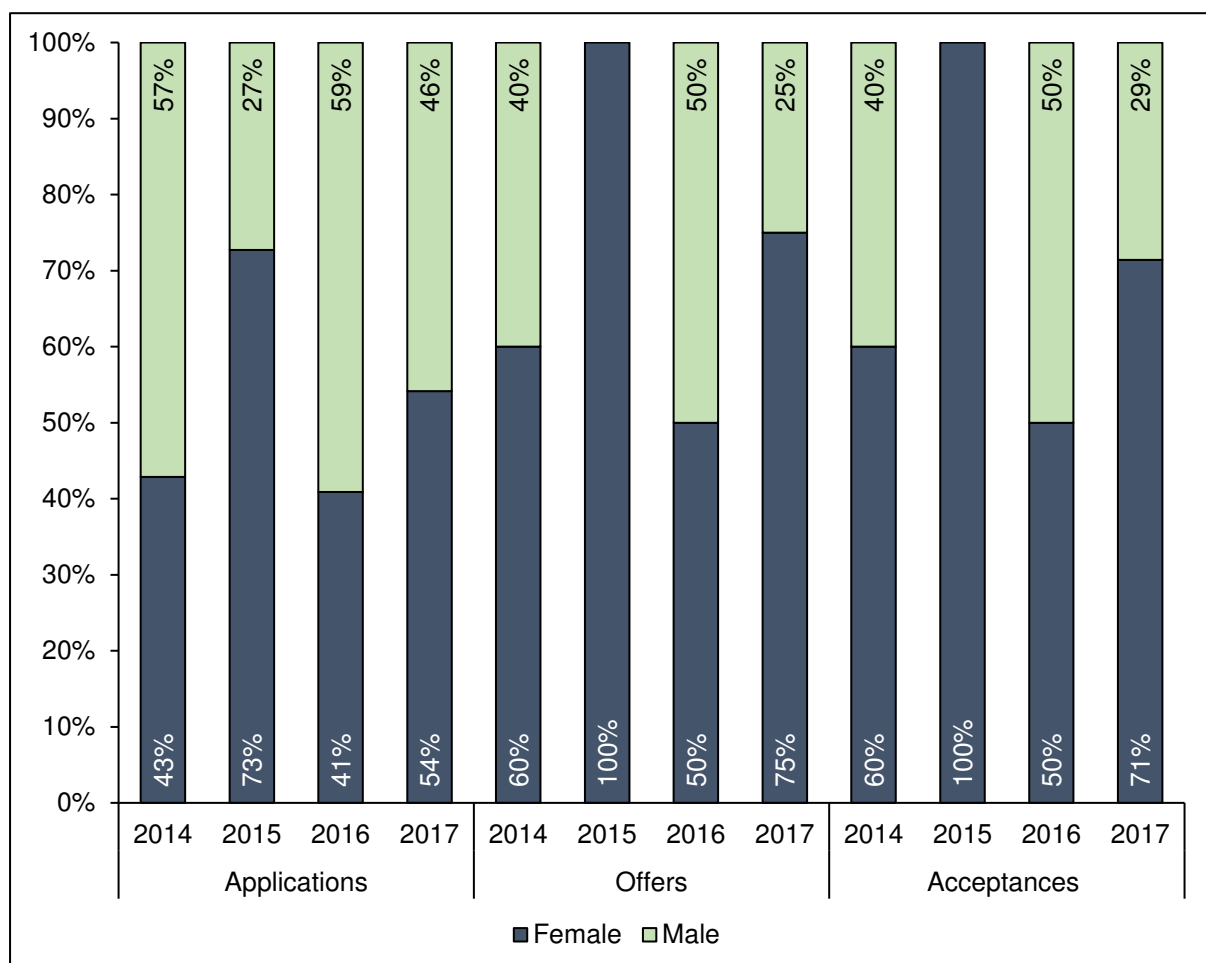


Table 4.1.3: 4-year record of applications, offers and acceptances for PGR degrees at SUERC (PhD data only). Data prior to 2014 were held internally at SUERC and destroyed in order to comply with GDPR regulations and are therefore unavailable

Year	Applications			Offers			Acceptances			Success Rate (Apps/Offers)	
	F	M	% F	F	M	% F	F	M	% F	%F	%M
2014	3	4	43	3	2	60	3	2	60	100	50
2015	8	3	61	5	0	100	5	0	100	63	0
2016	9	13	41	3	3	50	3	3	50	33	23
2017	13	11	54	6	2	75	5	2	71	46	18
Average	8	8	50	4	2	71	4	2	70	60	23

There is no apparent gender difference in PhD completion rates (**Table 4.1.4**). Two students who did not complete for personal reasons transferred to a MRes degree award.

Table 4.1.4: PhD completion rates by gender for eligible students as a function of term admitted, from 2009–10 to 2014–15. %F is only calculated for years in which there are both eligible female and male PhD students.

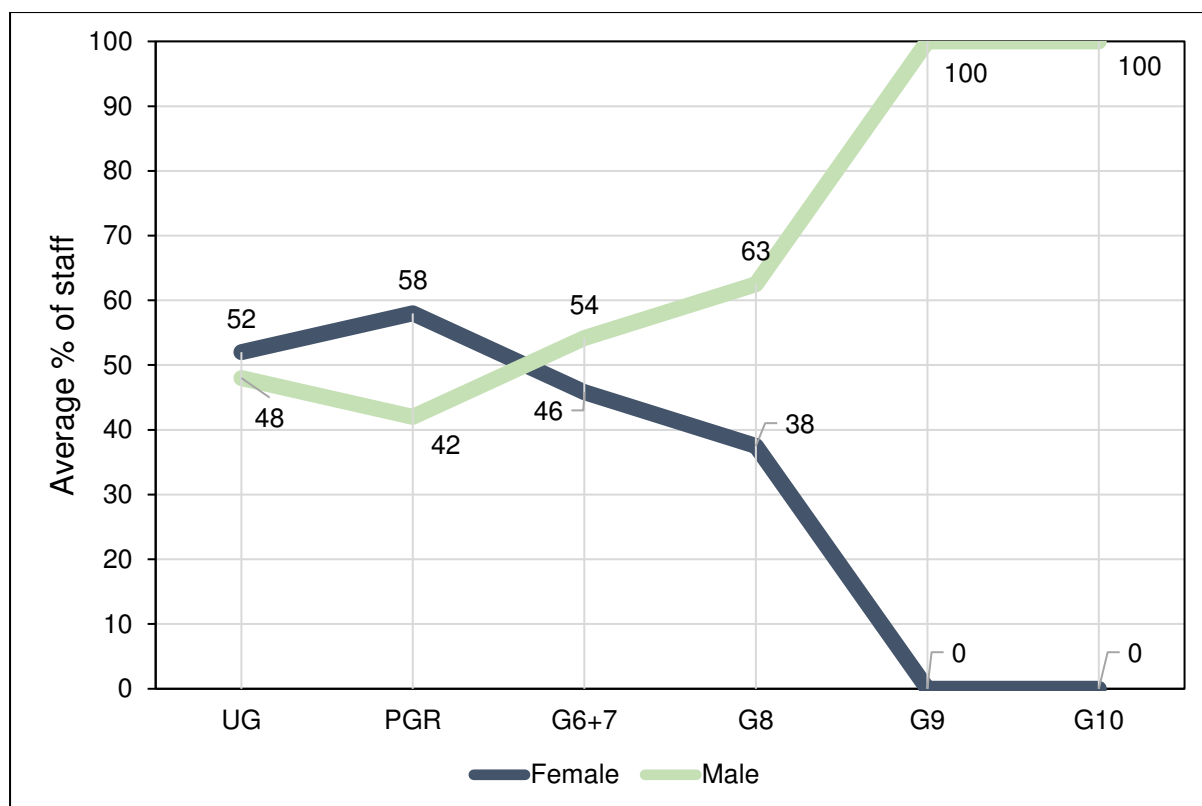
Term	PhD Completions					
	Complete			Incomplete		
	F	M	%F	F	M	%F
2009–10	0	1	–	0	0	–
2010–11	0	0	–	1	0	100
2011–12	1	2	33	0	0	–
2012–13	2	1	67	0	0	–
2013–14	1	1	50	0	0	–
2014–15	1	0	100	0	1	0
Total	5	5	50	1	1	50

4.1.5 Progression pipeline between undergraduate and postgraduate student levels

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

SUERC does not have a direct UG to PGR pipeline. The SUERC academic pipeline is shown in **Figure 4.1.5**. The trend beginning at G6+7 reflects a lack of females transitioning from postdoctoral positions or initial academic grades to faculty members or senior research positions. We will hold annual workshops where successful female researchers (external to SUERC) at G9/G10 will talk about their experiences in developing their career to encourage female PGRs and postdocs to continue pursuing a career in academia (**Action 4.1.6**).

Figure 4.1.5: The SUERC academic career pipeline, shown as average % of staff over time. Note the UG data is from HESA benchmarking averages, as SUERC does not have UG students. Remaining career stages reflect the SUERC population. Postdocs are represented in G6+7. See tables 4.1.1 and 4.2.2 for averages as well as annual numbers.



Actions

Action 4.1.1: Develop and distribute 'best practice' internal guidelines for advertising and recruiting to PhD positions for supervisors

Action 4.1.2: Ensure selection and interviewing of all PGR positions involves a panel with representatives from both genders, and at least one member with supervisory experience who is not associated with the project (preferably the SUERC PGR convenor)

Action 4.1.3: Initiate GDPR-compliant record keeping of the justification for selection of a preferred candidate, with reference to the advertisement

Action 4.1.4: The PGR convenor and SAT will annually review PGR recruitment processes and devise remedial action needed to tackle disadvantages experienced by a particular gender

Action 4.1.5: Supervisors and members of PGR recruitment panels will be required to complete the UoG online Unconscious Bias training course

Action 4.1.6: Hold annual workshops where successful female researchers at G9/G10 will talk to all PGR students about their experiences in developing their career.

4.2 Academic and Research Staff Data

4.2.1 Academic staff by grade, contract function and gender: research and teaching (R&T) or research-only (RO)

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.

Table 2.2: Grade and role equivalents by contract function for academic staff, including postdoctoral researchers (see note).

Grade	Career Track		
	Research & Teaching (R&T)	Research Only (RO)	Research Scientist (RS)
6	N/A	Research Assistant*	N/A
7	Lecturer	Research Associate*	Associate Research Scientist
8	Lecturer	Research Fellow*	Research Scientist
9	Senior Lecturer/ Reader	Senior Research Fellow	Senior Research Scientist
10	Professor	N/A**	N/A

*These grades include both postdoctoral researchers 100% funded by a single specific grant source (e.g. personal fellowship), and those whose funding is contingent on a mixture of sources such as commercial income, and an allocation of percentage Full Time Equivalent (FTE) salary on various grants (as PI, Co-I, and/or named researcher).

**The post of Research Professor is not now included on UoG career track descriptions

The HESA academic staff benchmark for Russell Group (RG) universities (which includes UoG) in Earth, Environmental and Marine Science is 35% F overall. The SUERC average is 30% F (**Table 4.2.2**), but there are important differences in F vs M representation between grades and contract type; **Figure 4.2.1** and **Table 4.2.2**. G7 has remained close to 50% F over the last 6 years. However, there is a marked decrease in F at G8. Fluctuations in the gender distribution at G8 are driven by small numbers. However, over the 6 years reported, twice as many men as women were hired at G8 (4 vs. 2), and there has been a net decline in F at G8 since 2014-15 (currently 36% F). There has never been a G9 or G10 female academic at SUERC. This diverges radically from our discipline's HESA benchmarking; e.g., the RG benchmark for G10 is 12% F.

Figure 4.2.1: Gender profile of SUERC academic staff by grade. R&T and RO staff are combined to ensure individuals' anonymity. Postdoctoral researchers (n = 5) are combined with academic staff due to their small numbers, to prevent identification of individuals.

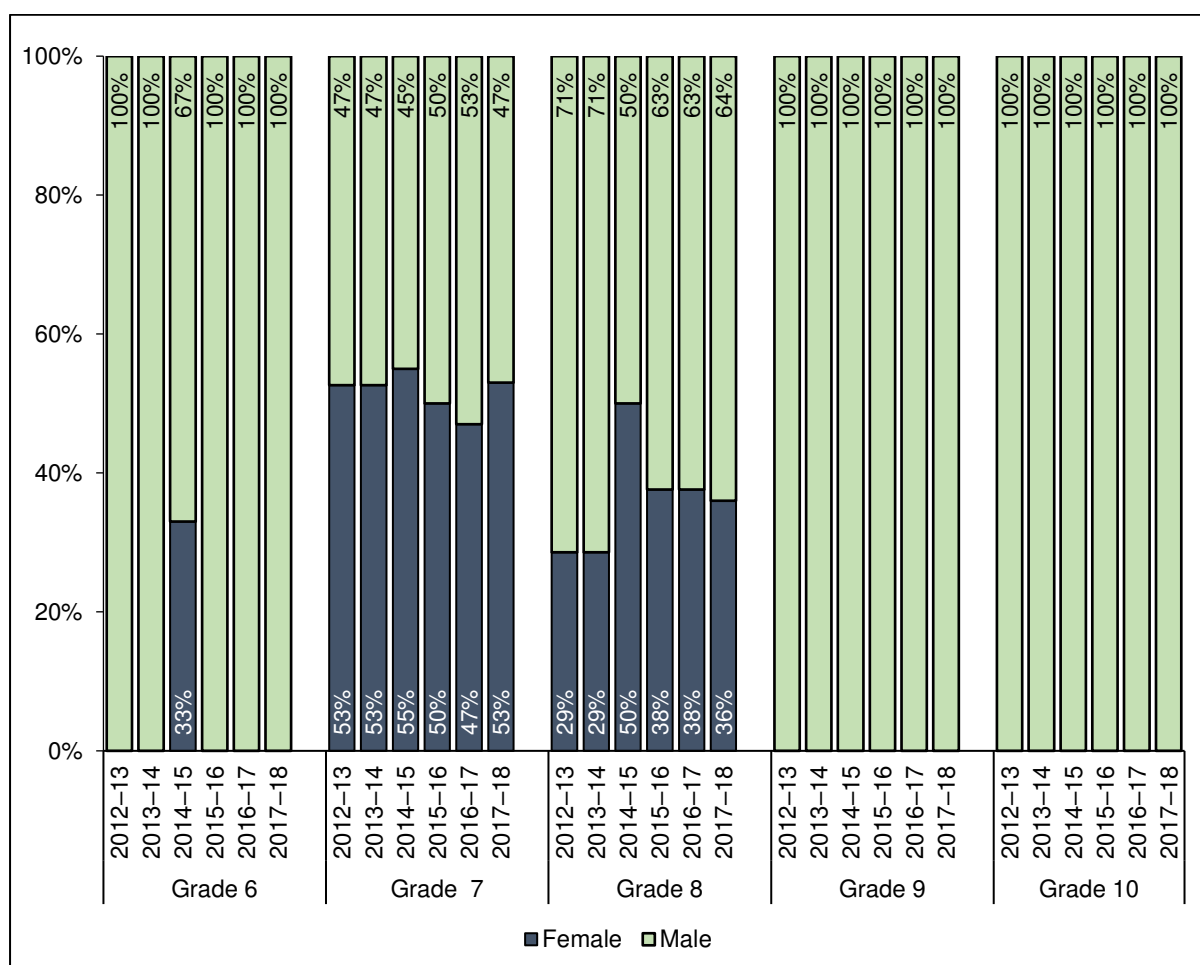


Table 4.2.2: Gender profile of SUERC academic staff by grade. R&T and RO staff are combined to ensure individuals' anonymity.

Year	Grade									
	6		7		8		9		10	
	F	M	F	M	F	M	F	M	F	M
2012-2013	0	2	10	9	2	5	0	2	0	8
2013-2014	0	2	10	9	2	5	0	2	0	8
2014-2015	1	2	11	9	3	3	0	4	0	8
2015-2016	0	1	9	9	3	5	0	5	0	7
2016-2017	0	2	7	8	3	5	0	5	0	7
2017-2018	0	2	8	7	4	7	0	4	0	8
Average	<1	2	9	9	3	5	0	4	0	8

Female academics are concentrated on the RO career track at SUERC and are extremely under-represented in R&T positions (Table 4.2.3, Figure 4.2.2). As G10 is only attainable on the R&T track, the lack of female R&T contracts is allied to the career pipeline issues identified above. The RG benchmark is 29% F R&T contracts, whereas SUERC has 6-13% over the reported period. In 2017-18 these numbers improved, rising above 8% for the first time since 2012-13. To ensure this continues, we have devised actions targeted at recruitment (Action

4.2.1) and assessment of current female RO staff to ensure they are on the appropriate career track (**Action 4.2.2**), plus actions encouraging promotion of current female R&T staff (**Action 4.2.3, Action 4.2.4, Action 4.2.5**).

Figure 4.2.2: Gender profile of staff on R&T versus RO contracts as a function of year.

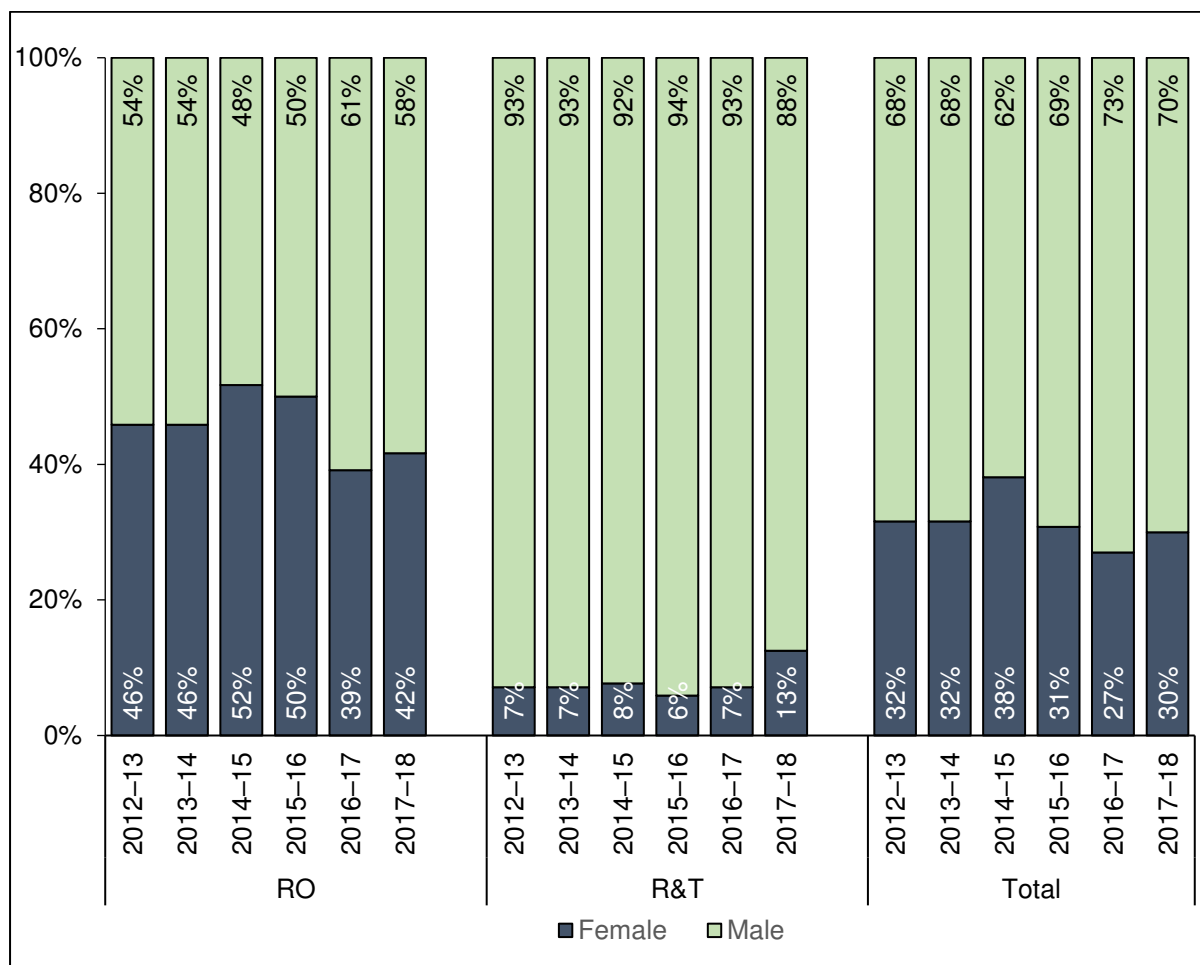


Table 4.2.3: Numbers of SUERC academic staff on RO or R&T contracts for the past 6 years. Note that the RO category includes postdoctoral researchers.

Year	Contract Type					
	RO		R&T		Total	
	F	M	F	M	F	M
2012-2013	11	13	1	13	12	26
2013-2014	11	13	1	13	12	26
2014-2015	15	14	1	12	16	26
2015-2016	11	11	1	16	12	27
2016-2017	9	14	1	13	10	27
2017-2018	10	14	2	14	12	28
Average	11	13	1	14	12	27

Possible explanations for the gender difference in career pipeline are: 1) more males recruited at G8-G10, 2) greater loss of G7-G8 females, and, 3) slower rate of female promotion from G7. We consider these in turn. Recruitment and related actions are discussed in section 5.1.1. G8-G10 recruitment is low, with 5 academic hires (25% of total academic recruitment) since 2012-2013 (2F, 3M). This means that the gender of G8-G10 recruitments do not strongly drive the staff profile, but does mean there are few opportunities for change, and minor differences in hiring have a major impact. Hence unconscious bias would have a disproportionately large

and lasting effect and is crucial to mitigate. Our vacancies generally attract low applicant numbers (section 5.1.1), meaning shortlists are less likely to be a representative sub-sample of the international academic profile. We will increase vacancy 'reach' to a talented pool of (female and male) candidates, encouraging increased number and diversity of applicants (**Action 4.2.1**). We will make unconscious bias training mandatory for all staff involved in recruitment (**Action 4.2.6**).

Leavers data in section 4.2.5 demonstrates net loss of females does not drive the demography. Promotion data in section 5.1.3 shows 8 successful G7-G8 and G8-G9 promotions (2F, 6M) since 2012-13. Although 2F and 2M candidates were successful at G7-G8, female success rate was 67%, vs 100% for males (NB: very small difference in absolute numbers). The current staff profile reflects a long-serving *status quo*. However, we note that new G7 academic hires under the UoG Early Career Development Programme are expected to be suitable for G8 promotion consideration within 3 years, and G9 within 5 years.

Encouraging the progression of (male and female) G6/G7 staff is hence a priority, to ensure a pipeline of female staff for promotion to higher grades. Additional to section 5 actions, we will introduce Centre Management Group assessment of staff readiness for promotion (**Action 4.2.3**), design and delivery of annual promotion workshops (**Action 4.2.4**) and provide support through 'promotion mentoring' (**Action 4.2.5**).

Actions
Action 4.2.1: Establish a search committee (M/F and G7-G10 academics) when new G8-G9 RO and G7-G10 R&T positions are advertised. The search committee will be required to identify a 50/50 list of external F/M potential candidates, and contact them to encourage applications
Action 4.2.2: The CMC and line managers will assess current RO staff to ensure they are on the most appropriate academic career track and provide the offer of support for a change of track process if not.
Action 4.2.3: The CMC and line managers to jointly assess all academic staff to identify any suitable for promotion within the next 12-24 months. These will be contacted to advise them of the appropriate steps, including an offer to review their application
Action 4.2.4: Design and deliver an annual 'Planning for Academic Promotion' workshop
Action 4.2.5: Offer all staff expressing interest in applying for promotion (e.g. in response to action 4.2.3 or at PDR) a 'promotion mentor' with experience of the relevant promotion step
Action 4.2.6: Require all staff involved in the recruitment process to complete UoG unconscious bias and E&D training

4.2.2 Academic and research staff by grade on fixed-term, open-ended, 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.

SUERC has 40 members of academic staff: 7.5% on Fixed-Term contracts (FC), 30% on Open ended with funding end date (OC*), and 62.5% on Open-Ended (i.e. permanent) contracts OC (**Table 4.2.4.i; Figure 4.2.3**). OC* contracts offer more security than rolling fixed-term contracts, lasting the lifetime of the project funding for the project for which a staff member

was recruited. FT contracts (≤ 4 operating per year) include sickness or maternity cover, or occasional rolling contracts (NB: SUERC minimises staff on the latter as we wish to provide contracts offering maximum job security within funding constraints). No SUERC staff are on a zero-hours contract.

Female academics are predominantly on OC* contracts; this contract type is now 50% F (HESA RG benchmark is 38% F), following a decline in previous years (2014-2017). Current OC contracts are 20% F (HESA RG benchmark is 29%), currently the lowest numbers since 2012-13, following a net increase of 6 M on OC contracts, and a net decrease of 1 F on OC contracts to present. Underrepresentation of women on OC contracts partly reflects the underrepresentation at higher grades, as a larger proportion of these positions are OC, compared to G7 (**Table 4.2.4.ii**).

Funding end dates and career progression/continuity are important considerations for our staff, particularly on OC* and FT contracts. Staff career aspirations are variable, so we will organise training workshops on grant and fellowship writing for G6-G8 staff (OC*/OC/FT) (**Action 4.2.7**) and include seminars covering key aspects of successful career development across STEMM in our seminar series (**Action 4.2.8**).

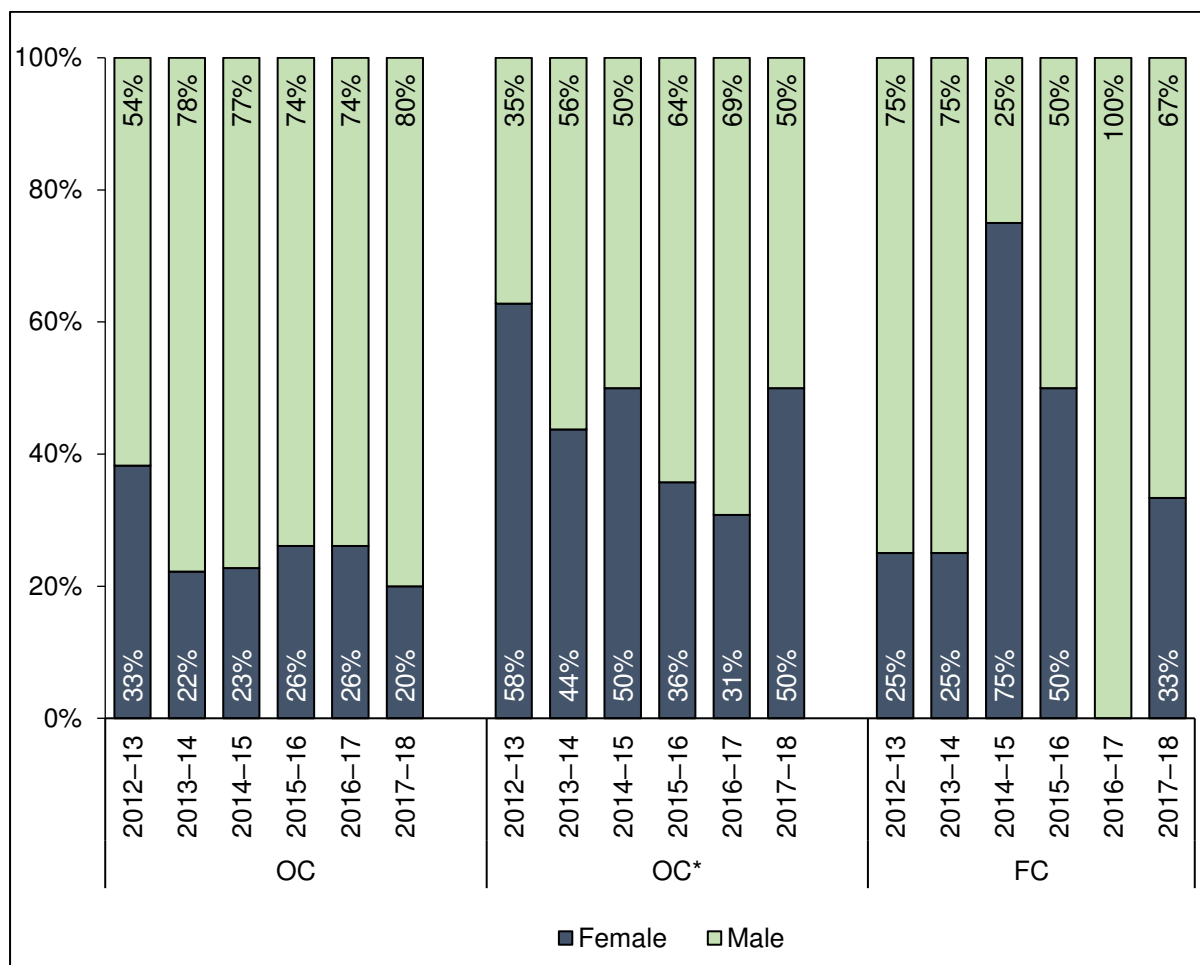
Table 4.2.4.i: Academic staff profile by contract type.

Year	OC		OC*		FC	
	F	M	F	M	F	M
2012–13	4	14	7	9	1	3
2013–14	4	14	7	9	1	3
2014–15	5	17	8	8	3	1
2015–16	6	17	5	9	1	1
2016–17	6	17	4	9	0	1
2017–18	5	20	6	6	1	2
Average	5	17	6	8	1	2

Table 4.2.4.ii: Academic staff profile by contract type, grade and gender

OC	Grade									
	6		7		8		9		10	
	F	M	F	M	F	M	F	M	F	M
2012/13	-	-	3	3	1	4	0	1	0	6
2013/14	-	-	3	3	1	4	0	1	0	6
2014/15	-	-	2	4	3	2	0	3	0	8
2015/16	-	-	3	3	3	3	0	4	0	7
2016/17	-	-	3	3	3	3	0	4	0	7
2017/18	-	-	3	4	2	5	0	3	0	8
OC*	Grade									
	6		7		8		9		10	
	F	M	F	M	F	M	F	M	F	M
2012/13	0	2	6	5	1	1	0	1	-	-
2013/14	0	2	6	5	1	1	0	1	-	-
2014/15	0	2	8	4	0	1	0	1	-	-
2015/16	0	1	5	5	0	2	0	1	-	-
2016/17	0	2	4	4	0	2	0	1	-	-
2017/18	0	1	4	2	2	2	0	1	-	-
FC	Grade									
	6		7		8		9		10	
	F	M	F	M	F	M	F	M	F	M
2012/13	-	-	1	1	-	-	-	-	0	2
2013/14	-	-	1	1	-	-	-	-	0	2
2014/15	0	1	2	1	-	-	-	-	-	-
2015/16	-	-	1	1	-	-	-	-	-	-
2016/17	-	-	0	1	-	-	-	-	-	-
2017/18	0	1	1	1	-	-	-	-	-	-

Figure 4.2.3: Profile of academic staff by contract type.



Actions

Action 4.2.7: Organise training workshops on grant and fellowship writing for G6-G8 staff to support development of research portfolios and continuity of employment for staff on non-tenured contracts.

Action 4.2.8: In our seminar series we will i) introduce seminars covering key aspects of career development across STEMM (including academia) ii) invite all seminar speakers to prepare a short summary of their career to date

4.2.3 Academic leavers by grade and gender and full/part-time status

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

Data on Academic staff leavers is recorded centrally by UoG, via Leaver Management Process. Staff turnover is low, particularly at G8-G10 (**Table 4.2.5**), as >70% of academic leavers since 2012-2013 (8/11) are G7. The data show very similar total numbers of F/M staff leavers, with no trend through time. We cannot assess staff retention issues in detail, as data on main reason for leaving and next destination must be provided by the leaver (**Table 4.2.6**). We will require that all staff are offered an exit interview, to provide feedback on their reason for leaving SUERC (**Action 4.2.9**), and that this information is securely recorded for review and action if necessary (**Action 4.2.10**).

Table 4.2.5: Profile of FT academic leavers as a function of grade from 2012–13 to 2017–18. No PT academic leavers were recorded over this period.

Year	Grade																	
	6			7			8			9			10			Total		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012–13	0	0	–	0	0	–	0	0	–	0	0	–	0	0	–	0	0	–
2013–14	0	0	–	0	0	–	0	0	–	0	0	–	0	1	–	0	1	–
2014–15	0	0	–	2	0	100	0	1	–	0	0	–	0	0	–	2	1	66
2015–16	0	0	–	2	0	100	0	0	–	0	0	–	0	0	–	2	0	100
2016–17	0	0	–	0	1	–	0	0	–	0	0	–	0	0	–	0	1	–
2017–18	1	0	–	1	2	33	0	0	–	0	0	–	0	0	–	2	2	50
Total	1	0	–	5	3	63	0	1	–	0	0	–	0	1	–	6	5	55

Table 4.2.6: Main Leaving Reason for academic staff leavers, 2012–13 to 2017–18.

Main leaving reason	F	M	%F
Resignation	2	2	50%
End of post or retirement	4	3	57%
Total	6	5	55%

Actions

Action 4.2.9: All staff to be offered an exit interview, to provide feedback on their reason for leaving SUERC

Action 4.2.10: Information from exit interviews to be securely recorded for review and action if necessary

4.3 Professional and Support Staff Data

A note on presentation of Professional and Support Staff (P&SS) in section 4: We elected to present data for P&SS in section 4 for the reasons described in section 2, i.e. the high proportion of SUERC staff in P&SS roles, and the vital contribution of this group. Data are presented separately to avoid obscuring issues affecting either group.

4.3.1 Professional and Support staff by grade and gender

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.

SUERC currently has 36P&SS. In total, the %F of this group has increased from 53% to 58% F from 2012-13 to present (**Table 4.3.1**). Operational staff gender has varied from 43% F to 57% F, with no consistent trend (**Figure 4.3.1**). There has been an increasing trend in %F for technical staff (currently 54% F). MPA staff have been 100% F since 2012-13. Our actions regarding the importance of gender parity during recruitment of P&SS therefore parallel those discussed above for our academic staff (**Action 4.2.6**), (**Action 4.3.1**), (**Action 4.3.2**).

Figure 4.3.1: Gender profile of staff members in Technical, MPA, and Operational job families.

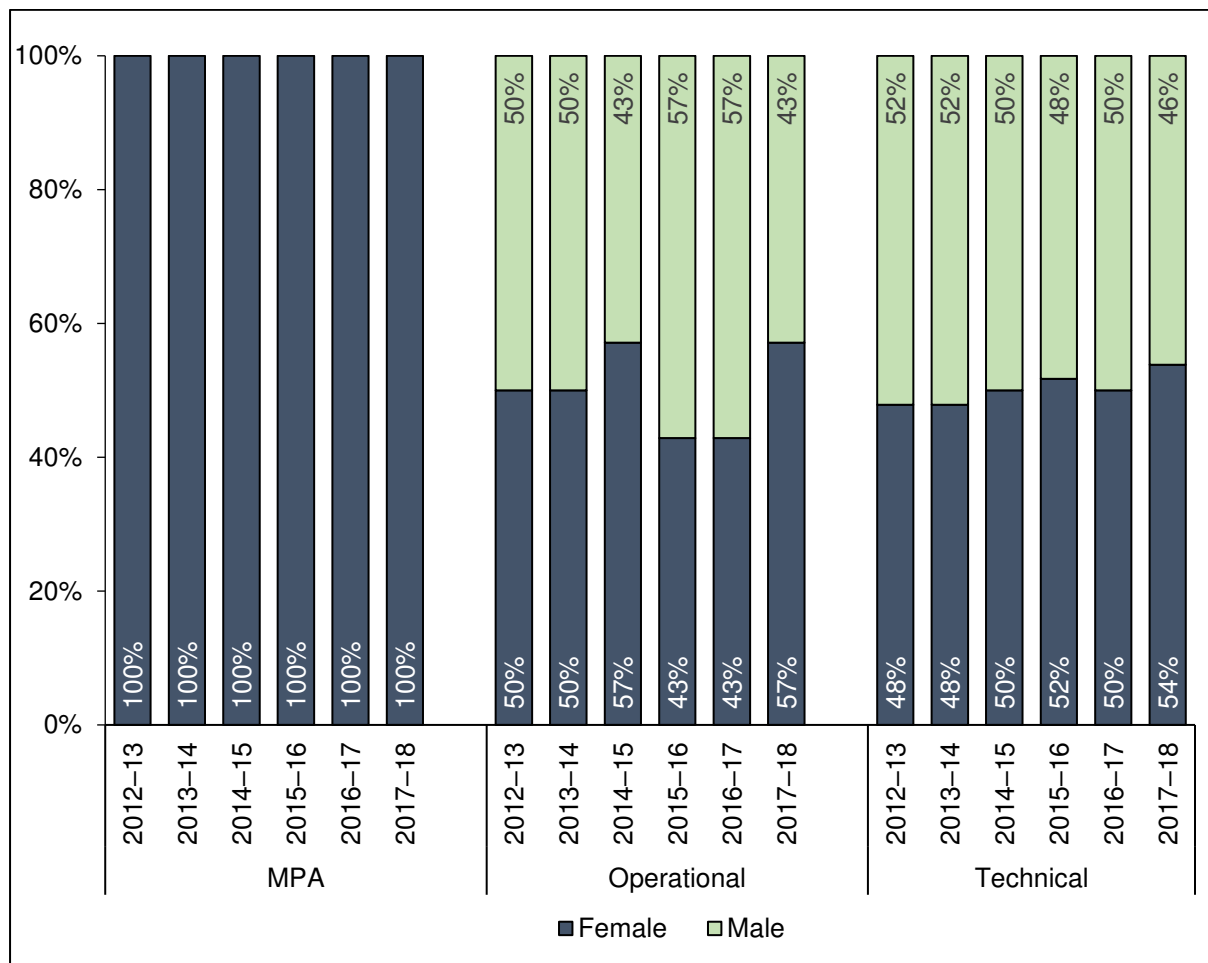


Table 4.3.1: Numbers of staff on Technical, MPA, and Operational job family contracts.

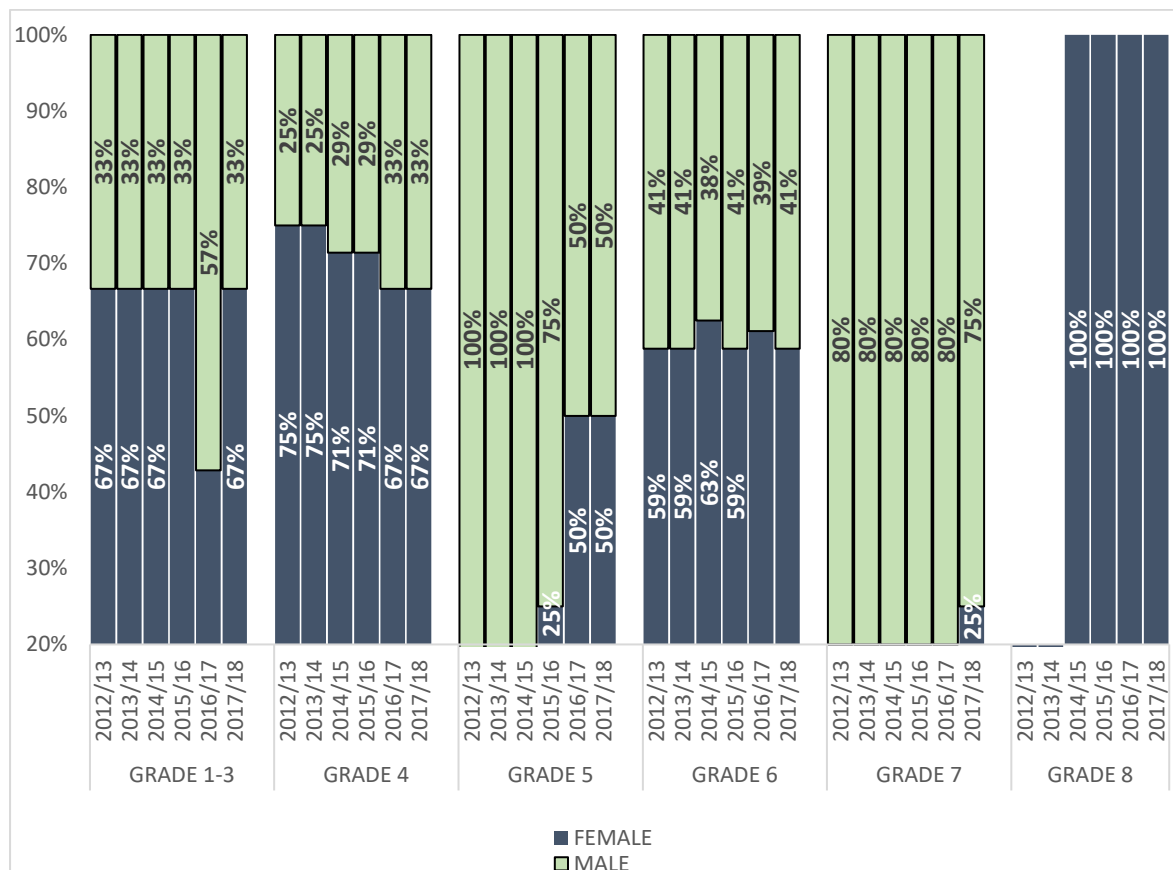
Year	Job Family								
	MPA		Operational		Technical		Total		%F
	F	M	F	M	F	M	F	M	
2012–13	3	0	4	4	11	12	18	16	53
2013–14	3	0	4	4	11	12	18	16	53
2014–15	4	0	4	3	13	13	21	16	57
2015–16	4	0	3	4	15	14	22	18	55
2016–17	4	0	3	4	15	15	22	19	54
2017–18	3	0	4	3	14	12	21	15	58
Average	4	0	4	4	13	13	20	17	54

The P&S grade profile is shown in **Figure 4.3.2**, and **Table 4.3.2**.

Table 4.3.2: Professional and Support staff profile as a function of grade.

Year	Grade											
	1-3		4		5		6		7		8	
	F	M	F	M	F	M	F	M	F	M	F	M
2012–2013	4	2	3	1	0	2	10	7	1	4	0	0
2013–2014	4	2	3	1	0	2	10	7	1	4	0	0
2014–2015	4	2	5	2	0	2	10	6	1	4	1	0
2015–2016	4	2	5	2	1	3	10	7	1	4	1	0
2016–2017	3	4	4	2	2	2	11	7	1	4	1	0
2017–2018	4	2	4	2	1	1	10	7	1	3	1	0
Average	4	2	4	2	1	2	10	7	1	4	1	0

Figure 4.3.2: Professional and Support staff profile as a function of grade.



There is a trend to improved G4 gender balance, but G4 remains predominantly female (67% F). Since 2012-13 there have been 6 G4 appointments (4F, 2M), and 3 leavers (1F, 2M) (NB: data in section 5, below). G3-G4 regrading has not occurred, so the profile results from higher female appointments, and lower female leavers. At G5, %F increased since 2015-16 (from 0%) due to recruitment and regrading: 3 G5 recruitments included 1 female, and 3 G4-G5 regrades included 2 females (NB: data in section 5, below). At G6 there has been no substantive change from 59% F through time. One female and one male left, versus 3 appointments (2F, 1M). The G5-G6 regrades were both male, hence the profile is due to small differences in numbers during recruitment (more females) and no female regrades to G7 (NB: data in section 5, below). At G7, there were no recruitments and 1 (M) leaver. Two of five regrade applications (4F, 1M) were successful, with 2 females moving to G7. Note that regrading data is by calendar year, so these two regrades will not appear in **Figure 4.3.2** and **Table 4.3.2** until 2018-19 data release. Recruitment and regrading drive the SUERC P&SS profile, with low levels of regrading across the cohort. This particularly impacts staff movement from G6 upwards. To address these issues we will:

Actions

Action 4.3.1: Ensure P&S recruitment panels include at least one member of each gender

Action 4.3.2: Ensure that P&S recruitment panels include at least one member of the relevant 'Voice' committee and/or SAT team

Action 4.3.3: The CMC and line managers to ask P&SS who feel they should be considered for regrading to jointly assess all their case. These staff will then be contacted to advise them of the appropriate steps, which may include an offer to review their regrading application or to discuss more career development support.

Action 4.3.4 Undertake focus group work with G6/G7 staff in P&S to understand the barriers to applying for regrading at SUERC.

Action 4.3.5: Design and deliver an annual workshop aimed at P&SS focussing on any gender related issues that arise from 4.3.4.

4.3.2 Professional and Support 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.

The number of FC contracts for P&SS is small, usually 1-3 in a given year (**Figure 4.3.3, Table 4.3.4**); typically, these are technical posts attached to a specific research grant or commercial contract where funding is available only for the duration of this activity. The distinction between OC and OC* contracts is as in section 4.2.3 above.

Figure 4.3.3: Gender profile of Professional and Support staff as a function of contract type through time.

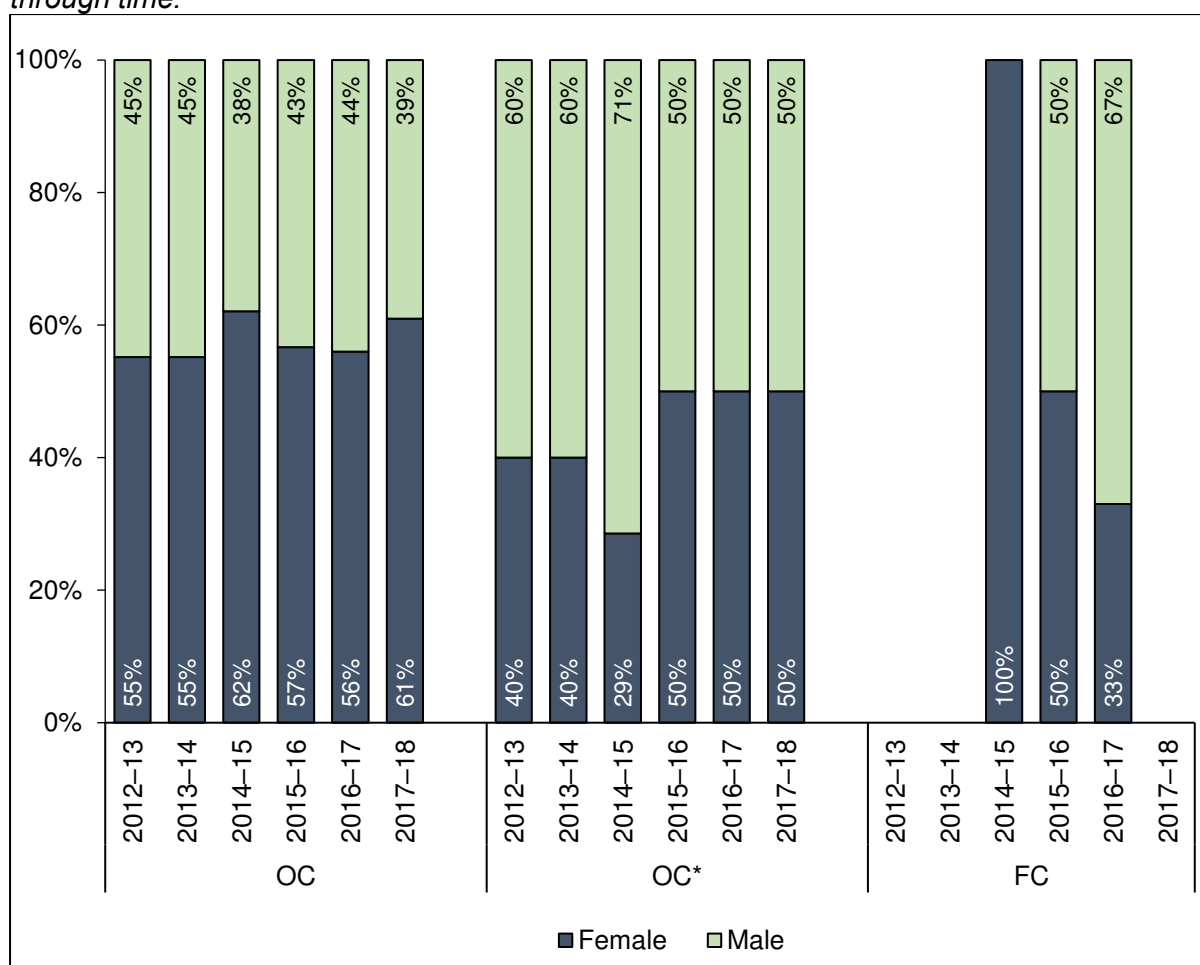


Table 4.3.4: Gender profile of Professional and Support staff as a function of contract type through time.

Year	OC		OC*		FC	
	F	M	F	M	F	M
2012–13	16	13	2	3	0	0
2013–14	16	13	2	3	0	0
2014–15	18	11	2	5	1	0
2015–16	17	13	4	4	1	1
2016–17	18	14	3	3	1	2
2017–18	17	11	4	4	0	0
Average	17	13	3	4	< 1	< 1

In order to ensure we appoint the best candidate, regardless of gender, we will:

Actions
Action 4.3.1: ensure P&S recruitment panels include at least one member of each gender
Action 4.3.2: Ensure that P&S recruitment panels include at least one member of the relevant 'Voice' committee and/or SAT team

4.3.3 Professional and Support leavers by grade and gender and full/part-time status

P&SS leaver data is recorded centrally by UoG. Staff turnover is low above G1-G3 (100% F leavers at this grade; **Table 4.3.5**). At G4-G7, twice as many males left as females (2F, 4 M). Low absolute numbers of leavers make it difficult to discern trends in the data (**Table 4.3.6**).

Table 4.3.5: Profile of P&SS leavers by grade from 2012–13 to 2017–18. Leavers were FT unless otherwise indicated.

Year	Grade																	
	1–3			4			5			6			7			Total		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012–13	0	0	–	0	0	–	0	0	–	1	0	–	0	0	–	1	0	–
2013–14	0	0	–	0	0	–	0	0	–	0	0	–	0	0	–	0	0	–
2014–15	1*	0	–	1	0	–	0	0	–	0	0	–	0	0	–	2	0	–
2015–16	3**	0	–	0	0	–	0	0	–	0	0	–	0	0	–	3	0	–
2016–17	0	0	–	0	0	–	0	0	–	0	0	–	0	0	–	0	0	–
2017–18	1*	0	–	0	2	–	0	0	–	0	1	–	0	1	–	1	4	20
Total	5	0	–	1	2	33	0	0	–	1	1	50	0	1	–	7	4	64

*PT leaver

**2 PT leavers, 1 FT leaver

Table 4.3.6: Main Leaving Reason for MPA and Technical staff leavers 2012–13 to 2017–2018. We do not provide a time series of data to preserve staff anonymity, due to the low numbers of leavers.

Main leaving reason	F	M	%F
Resignation	4	2	67%
End of post or retirement	3	2	60%
Total	7	4	64%

It is important to improve understanding of P&SS leaving reasons to identify any issues to be rectified. To establish whether any issues are gender-based. We will:

Actions

Action 4.2.9: All staff to be offered an exit interview, to provide feedback on their reason for leaving SUERC

Action 4.2.10: Information from exit interviews to be securely recorded for review and action if necessary

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Total Word Count: 6764 words

5.1 Key career transition points: academic staff

(i) Recruitment

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

SUERC advertises academic posts on the UoG external website, on jobs.ac.uk, and Earthworks.com. Interview candidates are selected, according to UoG regulations, by all appointment panel members using pre-determined essential and desirable criteria. The appointment panel includes at least one member of each gender, and members must complete UoG Recruitment and Selection training; NB: the UoG online Equality and Diversity (E&D) training is a prerequisite for this (97% Academic completion rate: 97%F; 100%M). UoG HR monitors compliance. Actions to ensure selection of the best candidate, include all staff completion of E&D and Unconscious Bias training, and that P&S and Research 'Voices' cohort are involved in recruitment of pertinent posts. (**Action 4.2.6**), (**Action 5.11.**).

Table 5.1.1 shows data by grade and gender for applications, shortlisting, and appointments. Acceptance rates were 100%. Few G6 staff were appointed, making it hard to identify trends, but in 2012-13, the proportion of males shortlisted did not translate to interview success. **Action 4.2.6** works to counteract gender bias at shortlisting and interview. In 2016-17 all applications (n=7) were female. Annually, 2-3 G7 appointments are made, with a fall in applicants in 2016/17. Apart from 2016/17 (4-5 female applicants for 2 posts), fewer females apply for G7 positions. To ensure that vacancy advertisements do not discourage either gender from applying, the SAT will check them before posting and offer advice on rewording (**Action 5.1.3**, **Action 5.1.4**).

Posts at G8-G9 attracted few applicants, contributing to 100% male applicants at G9. Increasing the pool of applicants for senior positions is crucial to our future research leadership. Reasons for low applicant numbers are unclear, but concerns in the staff survey were that the current 'search' process targets a small number of potential applicants by a small number of senior [male] staff members.

"...to my understanding each of the [successful] male candidates had a senior member of staff...who promoted [them]...for their 'suitability'.

We will revise and improve SUERC marketing and publicising of posts to encourage applications from women (**Action 5.1.4**). We will use our external seminar series to identify and build relationships with strong external female researchers to widen potential pool when posts become vacant (**Action 5.1.5**).

Table 5.1.1. Data by gender and grade for academic job family positions advertised at SUERC, including applications, shortlisting, and appointments. (-) denotes no posts available/advertised

GRADE 6	Applications			Shortlisted			Success Rate (Applied/S'list)		Appointed			Success Rate (Appointed/ S'list)	
	F	M	%F	F	M	%F	%F	%M	F	M	%F	%F	%M
2012/13	8	9	47	2	4	43	25	44	1	1	50	50	25
2013/14	-	-	-	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-	-	-	-
2016/17	7	0	100	1	n/a	100	14	n/a	1	n/a	100	100	n/a
2017/18	-	-	-	-	-	-	-	-	-	-	-	-	-
GRADE 7	Applications			Shortlisted			Success Rate (Applied/S'list)		Appointed			Success Rate (Appointed/ S'list)	
	F	M	%F	F	M	%F	%F	%M	F	M	%F	%F	%M
2012/13	3	12	20	1	4	20	33	33	1	2	33	100	50
2013/14	9	13	41	5	4	56	56	31	2	1	67	40	25
2014/15	7	39	15	1	8	11	14	21	0	2	0	0	25
2015/16	0	3	0	n/a	1	n/a	n/a	33	n/a	1	n/a	n/a	100
2016/17	4	1	80	2	0	100	50	0	2	n/a	100	100	n/a
2017/18	0	1	0	n/a	1	n/a	n/a	100	n/a	1	n/a	n/a	100
GRADE 8	Applications			Shortlisted			Success Rate (Applied/S'list)		Appointed			Success Rate (Appointed/ S'list)	
	F	M	%F	F	M	%F	%F	%M	F	M	%F	%F	%M
2012/13	-	-	-	-	-	-	-	-	-	-	-	-	-
2013/14	-	-	-	-	-	-	-	-	-	-	-	-	-
2014/15	0	2	n/a	n/a	2	n/a	n/a	100	n/a	1	n/a	n/a	50
2015/16	1	1	50	0	1	0	0	100	n/a	1	n/a	n/a	100
2016/17	-	-	-	-	-	-	-	-	-	-	-	-	-
2017/18	3	1	75	1	0	100	33	0	1	n/a	100	100	n/a
GRADE 8/9*	Applications			Shortlisted			Success Rate (Applied/S'list)		Appointed			Success Rate (Appointed/ S'list)	
	F	M	%F	F	M	%F	%F	%M	F	M	%F	%F	%M
2012/13	-	-	-	-	-	-	-	-	-	-	-	-	-
2013/14	-	-	-	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-	-	-	-
2016/17	4	3	57	2	1	66	50	33	1	0	100	50	0
2017/18	-	-	-	-	-	-	-	-	-	-	-	-	-
GRADE 9	Applications			Shortlisted			Success Rate (Applied/S'list)		Appointed			Success Rate (Appointed/ S'list)	
	F	M	%F	F	M	%F	%F	%M	F	M	%F	%F	%M
2012/13	-	-	-	-	-	-	-	-	-	-	-	-	-
2013/14	-	-	-	-	-	-	-	-	-	-	-	-	-
2014/15	0	2	n/a	n/a	2	n/a	n/a	100	n/a	1	n/a	n/a	100
2015/16	-	-	-	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-	-	-	-

N.B. GRADE 8/9* (*advertised at G8/9, appointed at G8)

Actions
Action 4.2.1: Establish a search committee (M/F and G7-G10 academics) when new academic positions are advertised. The search committee will be required to identify a 50/50 list of external F/M potential candidates, and contact them to encourage applications
Action 4.2.6: Require all staff involved in the recruitment process to complete UoG unconscious bias and E&D training
Action 5.1.1: Ensure that the 'Voices' (Professional and Support, Research, and PGR) are involved in recruitment of posts that will affect them (e.g. Research Group Leaders, CMG)
Action 5.1.2: Work with the College Local Resource Coordinator to embed consideration for gender-related language in job adverts, using Women in Science and Engineering (WISE) Guidance
Action 5.1.3: In addition to advertisements for job vacancies in SUERC, highlighting our commitment to gender equality, support for principals of flexible working, providing a link to family-friendly policies and we will add a positive action encouraging applications from underrepresented groups in academic and P&SS roles.
Action 5.1.4: Revise and improve SUERC marketing and publicising of posts to encourage more applications, including on forums aimed at supporting women and other minority groups (e.g., es-jobs-net, run by the Earth Science Women's network).
Action 5.1.5: Use our external seminar series to identify and build relationships with strong external female researchers to ensure we have a wide pool when posts become vacant

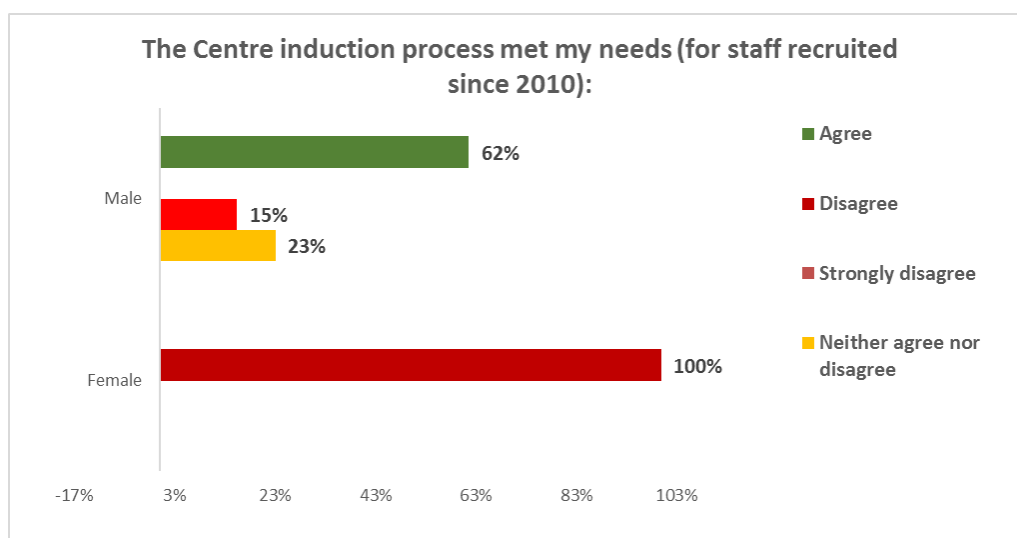
(ii) Induction

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.

In 2016 SUERC introduced a pre-arrival Induction Welcome pack for all staff. It includes information on SUERC, day-to-day operations, and key contacts. It also includes an induction checklist for Line Managers, including introductions to other staff, HR, and orientation. We will update the pack annually, to ensure it remains current (**Action 5.1.6**). For ECRs, SUERC supports participation in the UoG Early Career Development Programme (ECDP), in which 3 staff members (1 F, 2 M) are currently enrolled. ECDP provides newly appointed or promoted staff at Grade 7/8 with training and support to progress their academic career towards Grade 9 within defined timescales, including an ECDP mentor. Most ECDP courses are available to all ECRs.

The staff survey results reflect induction post-2010 (58% of current staff arrived after 2010), when a formal procedure was introduced (welcome pack introduced 2016). Survey responses are presented in **Figure 5.1.1**. 15 RT respondents answered the induction question (2F: 13M). Both female respondents felt induction had not met their needs while 8/13 male respondents (62%) agreed the process met their needs.

Figure 5.1.1. Academic staff (R&T, RO, and RS) responses to the survey question “The Centre induction process met my needs (for staff recruited since 2010)” (15 responses total) N.B. Depicted graphically here to highlight stark difference by gender



Of further concern were survey comments implying only partial completion of the induction checklist:

“...Only last year was a staff induction pack developed for staff and students...whether people (Line Managers) actually use the pack and follow guidance is another issue.”

To improve the induction experience we will:

Actions
Action 5.1.6 The SUERC induction pack will be i) updated to include statements on equality, diversity and inclusion and key sources of information (including contacts); ii) checked annually to ensure it remains current; iii) published on the SUERC intranet
Action 5.1.7 A member of staff becomes formally accountable for the welfare of all new hires (i.e., meets new staff member and line manager to ensure that induction is complete).
Action 5.1.8 Introduce an 'induction buddy' system to informally support new starters, including introductions to other staff
Action 5.1.9 A member of the CMG will i) introduce the new staff member formally by email and ii) introduce the new staff member at the first seminar they attend, followed by social time in the tea room to meet them.

(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.

Table 5.1.2 Promotion Criteria Strands for Career Tracks used in SUERC Summary from UofG:

RESEARCH AND TEACHING	RESEARCH-ONLY	RESEARCH SCIENTIST
<ul style="list-style-type: none"> ➤ Research & Scholarship ➤ Knowledge Exchange & Impact ➤ Learning & Teaching ➤ Leadership, Management & Citizenship (<i>incl. Outreach</i>) ➤ Esteem 		

The SUERC Director advertises annual promotion round by email from December, providing UoG HR links to policy, process materials and criteria. The process requires self-nomination, but line managers and/or CMG review and comment on application drafts. Applications require a supporting statement from the SUERC Director. The criteria for promotion per grade vary between R&T, RO, and RS streams, reflecting differences in roles but overall criteria sections are same (**Table 5.1.2**).

UoG promotion forms allow space to detail circumstances such as career breaks or extended illness to be taken into consideration during evaluation. As of 2019, professorial promotion criteria will include a new category for collegiality, with a focus not only the achievement of the individual but how that individual has supported the careers of others.

Table 5.1.3 shows academic promotions data from 2012-13. Individual years are aggregated to protect anonymity. Eleven applications (3F, 8 M) were made; 4 G7-G8 promotions (50% F) occurred in an average G7 cohort of 18. Promotion application rates across both genders are hence very low. Applications for G8-G9 promotion (n=3) were all male. As the SUERC career drop-off for females is G7, and no female has ever progressed past G8, it is vital we support G7/G8 females in career progression to the point where they are eligible for promotion to the next grade (see actions below).

Table 5.1.3. Data by gender and grade for academic promotions (number of applications, promotions and success rates). NB: All promotions were FT staff members, and individuals may be represented more than once (i.e. unsuccessful one year but successful another).

Grade applied for	Promotion Applications 2012/13-2017/18					
	Applications		Successful promotions		Success rate	
	Female	Male	Female	Male	Female	Male
7	0	2	-	2	n/a	100%
8	3	2	2	2	67%	100%
9 (incl. Reader)	0	3	-	3	n/a	100%
10	0	1	-	1	n/a	100%

Table 5.1.4. Data for academic staff (R&T, RO, RS) survey responses to three questions regarding promotion experiences within the centre. NB: All career paths are combined to preserve individual anonymity.

Survey question	"I understand the University promotion/regrading process and criteria"						
	Number of responses				Gender profile for this response		
Response	Female (n)	Male (n)	Prefer not to say (n)	Total responses	Female (%)	Male (%)	Prefer not to say (%)
Disagree	4	5		9	67%	24%	0%
Agree	2	16	1	19	33%	76%	100%
Survey question	"I have been developed and encouraged to apply for promotion within the Centre"						
	Number of responses				Gender profile for this response		
Response	Female (n)	Male (n)	Prefer not to say (n)	Total responses	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree		1		1	0%	5%	0%
Agree	1	4		5	25%	21%	0%
Neither agree nor disagree		11		11	0%	58%	0%
Disagree	2	3		5	50%	16%	0%
Strongly disagree	1		1	2	25%	0%	100%
Survey question	"I have had appropriate support at every stage of the promotion process within the Centre"						
	Number of responses				Gender profile for this response		
Response	Female (n)	Male (n)	Prefer not to say (n)	Total responses	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree		2		2	0%	13%	0%
Agree		3		3	0%	19%	0%
Neither agree nor disagree		8	1	9	0%	50%	11%
Disagree	1	2		3	100%	13%	0%
Strongly disagree		1		1	0%	6%	0%

Of 28 responses from staff identifying the question as applicable to them, 67% of female respondents do not understand the process. This is of concern for individuals and line managers. We will ensure all managers have the appropriate resources to effectively support and encourage staff career development including informing staff on any new UoG procedures concerning promotion (**Action 5.1.10**).

Overall, the majority of eligible respondents were ambivalent about being supported or encouraged (n=11), with respondents slightly more likely to strongly/disagree (n=7) than strongly/agree (n=6) (**Table 5.1.4**). Low female versus male response numbers (6F, 21 M) make comparisons difficult, but of 7 staff not feeling encouraged/supported, two were female.

Of 18 responses, 5 males and no females stated they strongly/agreed they had appropriate support at every stage of promotion (**Table 5.1.4**). This is particularly worrying, as it indicates

staff being 'left to their own devices' regarding promotion. We will take immediate action to enhance the Centre-led aspects of promotion through:

Actions
Action 4.2.3: The CMG and line managers to jointly assess all academic staff to identify any suitable for promotion within the next 12-24 months. These will be contacted to advise them of the appropriate steps, including an offer to review their application
Action 4.2.4: Design and deliver an annual 'Planning for Academic Promotion' workshop, for staff, specifically focussing on the promotion criteria for each transition
Action 4.2.5: Offer all staff expressing interest in applying for promotion (e.g. in response to action 4.2.3 or at PDR) a 'promotion mentor' with experience of the relevant promotion step
Action 5.1.10: Hold annual discussion sessions with SUERC line-managers and College of Science and Engineering HR team to ensure they have the required resources to support and encourage staff working towards promotion.
Action 5.1.11: Annual CV review of academic staff (following PDR) to assist in identifying those appropriate for promotion, and identify specific areas of career development for those staff wishing to work towards the next grade (Action 4.2.3)
Action 5.1.12: Identify 'promotion mentors' for staff wishing to work towards the next grade, including advice from those with recent promotion experience willing to share successful applications

(iii) 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.

Eighteen staff (2F, 16M) were eligible for return to RAE 2008, and 100% were returned (**Table 5.1.5**). In REF 2014, nineteen staff were eligible (4F, 15M), with one female not returned.

Table 5.1.5. Data by gender for submissions to the RAE2008 and REF2014 for SUERC academic staff (%^compare horizontally; %* compare vertically)

RAE 2008	Female			Male			Total		
	No.	%*	%^	No.	%*	%^	No.	%*	%^
Submitted	2	100%	11%	16	100%	89%	18	100%	100%
Not submitted	0	0%	0%	0	0%	0%	0	0%	0%
Total eligible for submission	2	100%	11%	16	100%	89%	18	100%	100%
REF 2014									
Submitted	3	75%	17%	15	100%	83%	18	95%	100%
Not submitted	1	25%	100%	0	0%	0%	1	5%	100%
Total eligible for submission	4	100%	21%	15	100%	79%	19	100%	100%

Although numbers of females submitted vs not submitted for these exercises is small, the data relates to deeper issues in the female RT pipeline. Few women hold senior positions or R&T contracts at SUERC. REF eligibility criteria for those not on R&T contracts is 'Independent Researcher' status, achieved by RO staff winning significant personal research grant funding.

The low number of females meeting this criterion directly reflects the stark difference in numbers of grant applications and success rates by gender presented in section 5.3.5. To support women's progression towards independent research, we will:

Actions
Action 5.1.13: Inform all academic staff of the REF 2021 criteria for eligibility and provide examples of these at meetings and research days (e.g. planned for June 2019)
Action 5.1.14: Introduce a 'Research Mentor' scheme for all academic staff at G6-G8
Action 4.2.7 Organise training workshops on grant and fellowship writing for G6-G8 staff to support development of research portfolios and continuity of employment for staff on non-tenured contracts

As outlined in ss.2 & 4.2, over half SUERC workforce comprises P&SS. We therefore also consider their key career transition experiences, as it is a vital consideration to our research environment and gender equality action planning.

5.1.

(i) Recruitment

Break down data by gender and grade for applications to 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.

The HR procedure for recruitment of P&SS is the same as for academic staff and therefore, our actions to ensure gender parity in recruitment for P&S staff remain the same (see section 5.1.1). (**Action 4.2.6**), (**Action 5.1.1**).

Table 5.2.1 shows data by gender for applications, shortlisting, and appointments for G4-G8. Thirteen appointments have been made (8 F, 5 M), with the majority at G4 or G5. There are no clear gender-related trends, although female success rates at interview appear higher overall. Consistent with academic recruitment, small numbers of P&S applicants reduce access to a representative cross-section of the qualified population. Increasing the 'reach' of P&S vacancies and increasing the appeal of SUERC as an inclusive employer is essential. We will revise and improve our marketing and communication of P&S vacancies to encourage higher numbers of applications)and revise the wording of vacancy advertisements to reflect SUERC's commitment to Athena SWAN principles (**Action 5.1.2**, **Action 5.1.3**, **Action 5.1.5**).

Table 5.2.1. Data by gender and grade for P&S positions (Technical and MPA posts) advertised at SUERC, including applications, shortlisting, and appointments. (-) denotes no posts available/advertised

GRADE 4 (Tech)	Applications			Shortlisted			Success Rate (Applied/S'list)		Appointed			Success Rate (Appointed/ S'list)	
	F	M	%F	F	M	%F	%F	%M	F	M	%F	%F	%M
2012/13	-	-	-	-	-	-	-	-	-	-	-	-	-
2013/14	15	20	43	3	3	50	20	15	2	1	67	67	33
2014/15	4	5	44	2	3	40	50	60	1	0	100	50	0
2015/16	2	5	29	0	3	0	0	60	n/a	1	n/a	n/a	33
2016/17*	1	n/a	100	1	n/a	100	100	n/a	1	n/a	n/a	100	n/a
2017/18	-	-	-	-	-	-	-	-	-	-	-	-	-
GRADE 5 (Tech)	Applications			Shortlisted			Success Rate (Applied/S'list)		Appointed			Success Rate (Appointed/ S'list)	
	F	M	%F	F	M	%F	%F	%M	F	M	%F	%F	%M
2012/13	1	1	50	0	1	0	0	100	n/a	1	n/a	n/a	100
2013/14	-	-	-	-	-	-	-	-	-	-	-	-	-
2014/15	2	2	50	1	1	50	50	50	1	1	50	100	100
2015/16	-	-	-	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-	-	-	-
GRADE 6 (Tech)	Applications			Shortlisted			Success Rate (Applied/S'list)		Appointed			Success Rate (Appointed/ S'list)	
	F	M	%F	F	M	%F	%F	%M	F	M	%F	%F	%M
2012/13	0	10	n/a	n/a	4	n/a	n/a	40	n/a	1	n/a	n/a	25
2013/14	1	0	100	1	n/a	100	100	n/a	1	n/a		100	n/a
2014/15	-	-	-	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-	-	-	-
2017/18	1	1	50	1	0	100	100	0	1	n/a	100	100	n/a
GRADE 8 (MPA)	Applications			Shortlisted			Success Rate (Applied/S'list)		Appointed			Success Rate (Appointed/ S'list)	
	F	M	%F	F	M	%F	%F	%M	F	M	%F	%F	%M
2012/13	-	-	-	-	-	-	-	-	-	-	-	-	-
2013/14	1	0	100	1	n/a	100	100	n/a	1	n/a	100	100	n/a
2014/15	-	-	-	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-	-	-	-

2016/17*: This post was filled using the Job Seeker Register- so candidate invited to interview pre-advert stage in line with redeployment efforts (see s.4.2(iii))

Actions

Action 4.2.6: Require all staff involved in the recruitment process to complete UoG unconscious bias and E&D training

Action 5.1.1: Ensure that the 'Voices' (Professional and Support, Research, and PGR) are involved in the recruitment of posts that will affect them (e.g. Research Group Leaders, CMG)

Action 5.1.2: Work with the College Local Resource Coordinator to embed consideration for gender-related language in job adverts, using Women in Science and Engineering (WISE) Guidance

Action 5.1.3: Add a positive action statement to all advertisements for job vacancies in SUERC, highlighting our commitment to gender equality, support for principals of flexible working, providing a link to family-friendly policies and welcoming applications from females as an underrepresented group.

5.2.2: Induction

P&SS follow the same induction processes as academic staff. Note 50% of P&S survey respondents were hired pre-2010, before formal induction procedures were introduced. Survey responses are presented in **Table 5.2.2** and **Figure 5.2.1**.

Table 5.2.2: Responses from applicable P&SS members for the survey question “The Centre induction process met my needs (for staff recruited since 2010)”

Response	Number of responses				Gender profile for this response		
	Female (n)	Male (n)	Prefer not to say (n)	Total responses	Female (%)	Male (%)	Prefer not to say (%)
Agree	4	1	-	5	50%	25%	-
Disagree	2		-	2	25%	0%	-
Neither agree nor disagree	2	3	-	5	25%	75%	-

Women were more likely to disagree and a high proportion of respondents (n= 5/12) were ambivalent about their experience. We will improve the induction experience by:

Actions
Action 5.1.6 The SUERC induction pack will be i) updated to include statements on equality, diversity and inclusion and key sources of information (including contacts); ii) checked annually to ensure it remains current; iii) published on the SUERC intranet
Action 5.1.7 A member of staff becomes formally accountable for the welfare of all new hires (i.e., meets new staff member and line manager to ensure that induction is complete).
Action 5.1.8 Introduce an ‘induction buddy’ system to support new starters, including introductions to other staff
Action 5.1.9 A member of the CMG will i) introduce the new staff member formally by email and ii) introduce the new staff member at the first seminar they attend, followed by social time in the tea room to meet them

5.2.3: Promotion/ Regrading

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.

P&S progression is through 'regrading', whereby the role performed by an individual is assessed to determine if responsibilities and demands have grown to the next grade. Regrading requires significant and permanent changes to the role. Applications can be submitted ad hoc (after 12 months employment), and are considered by a University assessment panel that meets at least 4 times/year. Unsuccessful applicants may reapply after 12 months.

Table 5.2.3 Data by gender and grade for Professional and Support staff (all Technical) regrading (available from 2014 onwards) (number of applications, regradings and success rates)

GRADE 5		APPLICATIONS	SUCCESSFUL APPLICATIONS	SUCCESS RATE
2014	Female	0	-	n/a
	Male	0	-	n/a
2015	Female	0	-	n/a
	Male	0	-	n/a
2016	Female	1	1	100%
	Male	0	-	n/a
2017	Female	0	-	n/a
	Male	0	-	n/a
2018	Female	1	1	100%
	Male	1	1	100%
GRADE 6		APPLICATIONS	SUCCESSFUL APPLICATIONS	SUCCESS RATE
2014	Female	0	-	n/a
	Male	1	1	100%
2015	Female	0	-	n/a
	Male	0	-	n/a
2016	Female	0	-	n/a
	Male	1	1	100%
2017	Female	0	-	n/a
	Male	0	-	n/a
2018	Female	0	-	n/a
	Male	0	-	n/a
GRADE 7		APPLICATIONS	SUCCESSFUL APPLICATIONS	SUCCESS RATE
2014	Female	0	-	n/a
	Male	0	-	n/a
2015	Female	0	-	n/a
	Male	0	-	n/a
2016	Female	0	-	n/a
	Male	0	-	n/a
2017	Female	0	-	n/a
	Male	0	-	n/a
2018	Female	4	2	50%
	Male	1	0	0%

Application rates are low over the reporting period, with low success rates at higher grades. Survey responses surrounding P&S promotion/ regrading are presented in **Table 5.2.4** .

Table 5.2.4 Data for Professional and Support staff survey responses to three questions regarding promotion experiences within the centre. NB: All job families are combined to preserve individual anonymity.

Survey question	"I understand the University promotion/regrading process and criteria"				
	Number of responses			Gender profile for response	
Response	Female (n)	Male (n)	Total	Female (%)	Male (%)
Disagree	4	3	7	31%	37.5%
Agree	9	5	14	69%	62.5%
Survey question	"I have been developed and encouraged to apply for promotion within the Centre"				
	Number of responses			Gender profile for response	
Response	Female (n)	Male (n)	Total	Female (%)	Male (%)
Strongly agree	1	2	3	8%	29%
Agree	4	0	4	33%	0%
Neither agree nor disagree	2	1	3	17%	14%
Disagree	1	1	2	8%	14%
Strongly disagree	4	3	7	33%	43%
Survey question	"I have had appropriate support at every stage of the promotion process within the Centre"				
	Number of responses			Gender profile for response	
Response	Female (n)	Male (n)	Total	Female (%)	Male (%)
Strongly agree	0	0	0	-	-
Agree	3	2	5	30%	25%
Neither agree nor disagree	2	3	5	20%	38%
Disagree	1	2	3	10%	25%
Strongly disagree	4	1	5	40%	13%

7 staff (4 F, 3 M) do not understand the process. We will ensure all P&SS are aware of procedures, and requirements for regrading relevant to their job families by ensuring line managers are equipped to discuss these (**Action 5.1.10**).

Five of 18 respondents felt they had received appropriate support during regrading (**Table 5.2.4**). The free text comments from P&SS for these questions suggested that staff had sometimes been misinformed regarding the process, e.g. being told there was a requirement to reach a certain salary scale point before being considered, or being told regrading was not possible as SUERC staff 'work very differently to the staff at the main University within the same job families'. This is incorrect, as by definition a role must fit the UoG criteria for the job family and grade to be valid in the first place. Regrading is specific to the role, and not the individual's performance within a particular role.

It is important that all managers are fully aware of the opportunities and processes for P&S progression opportunities and that, P&SS feel valued and supported in their careers at SUERC. To address this, we will:

Actions
Action 4.3.3 The CMC and line managers to ask P&SS who feel they should be considered for regrading to prepare an outline application, so they can jointly assess their case.
Action 5.1.10: Hold annual discussion sessions with SUERC line-managers and College of Science and Engineering HR team to ensure they have the required resources to support and encourage academic staff working towards promotion and P&S staff working toward regrading
Action 5.4.10: Support staff engagement with a range of other professional development opportunities (e.g. Science Council Professional Registration), principally, via the UoG Technician Commitment

5.3: Career development: academic staff

5.3.1 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?

Training is available through the UoG Employee and Organisational Development' (EOD). Courses are available under the topics listed in **Table 5.3.1**.

Table 5.3.1: Sample training/resources available to SUERC staff through the UoG EOD

Change Management	Leadership & Management Development	Working with HR Policies
Communicating and Working with Others	Managing People	Researcher Development
Data Protection & Freedom of Information	Internationalisation	Supporting Change & Continuous Improvement
Developing Yourself and Others	Management Skills	Team Building Toolkit
Getting the First Lecturing Job	Meetings Toolkit	Team Leading Programme
First Line Management Programme	Business Skills	Workforce Planning

Uptake of training by gender is shown in **Table 5.3.2**. Courses are held at the UoG campus but a proportion are available online, a number of which are mandatory, e.g. Equality and Diversity. SUERC-organised courses are related to specific tasks, e.g. safe handling of chemical waste. Staff are informed of training opportunities through EOD emails. Uptake, generally, is low amongst academic staff.

Table 5.3.2 Academic staff attending EOD courses by gender.

Year	Gender	No. of Academic Staff Attending courses	%F/M per year
2012/13	Female	2	40%
	Male	3	60%
2013/14	Female	3	60%
	Male	2	40%
2014/15	Female	0	0%
	Male	3	100%
2015/16	Female	2	15%
	Male	11	85%
2016/17*	Female	6	27%
	Male	16	73%
2017/18	Female	4	57%
	Male	3	43%

2016/17*: Marked the introduction of mandatory Research Integrity training

Learning and Development is a key component of PDR, which includes a discussion of completed training, and future needs. UoG requires that staff are allocated time away from core duties to attend training courses and programmes. SUERC does not currently internally monitor training uptake and effectiveness. This is essential to ensure staff access to required training, and develop approaches to address SUERC specific issues surrounding training. We will establish a Career Development Working Group within the post-application SAT (**Action 5.3.1**), who will liaise with the 'Voice' groups, faculty, and CMG to identify and overcome obstacles to obtaining training including expanding training provision (including from external sources). Staff survey comments highlighted the need for this:

"...[Training opportunities]...are limited because of my grade and the length of time I have been in post - I am no longer early career so am not eligible for a number of courses offered to staff at my level."

We will raise awareness of the availability of training courses, as often there is considerable flexibility that staff may not be aware of (e.g. one current Early Career Development Programme participant entered the programme after 8 years of SUERC employment- see section 5.2.2 for ECDP description) (**Action 5.3.2**). We will identify staff members who can benefit from specific UoG programmes to prepare for managerial and research leader roles (e.g. New Principle Investigator Programme, Senior Management Programme), and encourage and support them in applying for these (**Action 5.3.3**).

Our location at distance from the UoG main campus was cited multiple times in the staff survey as an obstacle to participation in EDO courses:

"...Very limited access due to the isolation of SUERC..."

We will therefore provide the 'Voice' committees with a small annual budget (~£500) that can be used for training relevant to their job families (**Action 5.3.4**). We will also facilitate establishment of a small training 'library' in the SUERC coffee room (**Action 5.3.5**). SUERC will reimburse the costs of travel to main UoG campus for training (**Action 5.4.5**)

Actions
Action 14: Establish a Career Development Working Group within the post-application SAT to encourage training uptake, identify areas where staff training is lacking, and initiate remedial action for these
Action 5.3.2: Publicise the availability, eligibility and relevance of UoG training courses to staff through SUERC internal communication channels and through the annual PDR cycle.
Action 5.3.3: Identify, encourage, and support staff who can benefit from obtaining a place on one of UoG's managerial/research leader training programmes
Action 5.3.4: Provide the 'Voice' committees with a small annual budget that can be used for training relevant to their job families and spent accordingly
Action 5.3.5: Facilitate establishment of a small training 'library' in the SUERC coffee room, with resources covering items such as management, leadership, research supervision, etc.
Action 5.4.5: SUERC will reimburse the costs of travel to the west end campus or Tay House specifically for training

(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

The annual Performance and Development Review (PDR) is mandatory for employees, including Postdoctoral Research Assistants who have completed one year's service. Compliance is monitored by HR. **Table 5.2.3** lists the recommended topics for discussion. The reviewer is usually (but not necessarily) the reviewee's direct line manager. UoG provides an online resource for training providing advice and guidance on how to carry out a PDR meeting, and how to set SMART objectives; a similar resource is available for reviewees. We will ensure that all staff are aware of the relevant course to prepare them for PDR (**Action 5.3.6**) The PDR process is separate from Promotion process, but UoG HR emphasizes that setting PDR objectives aligned with career progression is an important way to support staff in achieving success in these schemes. PDR criteria mirror promotion criteria.

Table 5.2.3: Recommended foci for the PDR discussion meeting as defined by UoG HR

A review of the past year, with reference to any relevant documentation
Performance during the review period, in relation to duties, responsibilities, accountabilities, achievement of objectives/performance standards and display of appropriate behaviours/values
Update on progress and delivery of agreed objectives in year
Areas of excellence including contribution to team performance
Areas of performance that could be improved
Factors that influenced performance
Feedback from others, where appropriate
Personal development activities undertaken in the past year
Opportunities for promotion/regarding and reward
Identify development plans, and objective setting/performance standards for the forthcoming year

Responses to the staff survey for academic staff experience of PDR are presented in **Table 5.3.3**. Fifteen of 28 respondents (3F, 11M) agreed that the PDR process recognised their range of skills/abilities, while 8 strongly/disagreed (3F, 5M). We will investigate through focus groups whether this is linked to the UoG administration of PDR, such as form structure (to be fed back to HR), or the way in which PDR is presented and performed at SUERC (**Action 5.3.7**).

Only male respondents strongly/agreed (n = 9) that the PDR process was useful in helping progress their careers, suggesting women find the PDR experience less positive for career development.

Table 5.3.3 Data for academic staff responses to the survey questions surrounding PDR experiences

Survey question	"The PDR process recognizes the full range of my skills and abilities" (28 responses)						
	Number of responses				Gender profile for this response		
Response	Female (n)	Male (n)	Prefer not to say (n)	Total responses	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree	0	1	0	1	0%	5%	0%
Agree	3	11	0	14	50%	52%	0%
Neither agree nor disagree	0	3	0	3	0%	14%	0%
Disagree	2	1	0	3	33%	5%	0%
Strongly disagree	0	4	1	5	0%	19%	100%
Not yet experienced PDR	1	1	0	2	17%	5%	0%
Survey question	"The PDR process is useful in helping progress my career" (28 responses)						
	Number of responses				Gender profile for this response		
Response	Female (n)	Male (n)	Prefer not to say (n)	Total responses	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree	0	2	0	2	0%	10%	0%
Agree	0	7	0	7	0%	33%	0%
Neither agree nor disagree	2	7	0	9	33%	33%	0%
Disagree	2	2	0	4	33%	10%	0%
Strongly disagree	1	2	1	4	17%	10%	100%
Not yet experienced PDR	1	1	0	2	17%	5%	0%

PDR is designed to support academic career progression, not only in terms of objective setting, but in ensuring that obstacles to achieving objectives (e.g. workload, work-life balance) are acknowledged and overcome. PDR is not designed to be a stand-alone annual event, but part of a continual process that supports career development. To change the focus on the former in SUERC, we will introduce interim meetings, where line managers document having met with staff informally 3 times per year to check on progress towards annual objectives, work-life balance, and raise any issues (**Action 5.3.8**).

Over the next 4 years we aspire to improve the perceived value of PDR to career development and so we will take action through:

Actions

Action 5.3.6: Ensure that all academic and P&S staff complete the relevant UoG training course (as reviewer/reviewee) to prepare them for the PDR process

Action 5.3.7: Conduct P&S and academic staff focus groups to investigate their respective issues raised during the staff survey regarding the PDR process and implement appropriate remedial actions

Action 5.3.8: Introduce short interim PDR meetings, to check on progress towards annual objectives, work-life balance, and raise any issues

Action 5.3.9: Design and introduce 'PDR checklist' to ensure specific issues are discussed and covered by managers at the review meeting

Action 5.3.10: Introducing a 'pre-PDR' form on which items such as job satisfaction, work-life balance, experience of managerial support etc. can be graded on a 1-5 scale to initiate and guide PDR conversations on these (sometimes difficult) topics

5.3.3 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.

UoG support for academic progression, including postdoctoral researchers, is through the Office of Research & Innovation Services (R&I), who provide events and training workshops on a broad range of relevant topics, including research integrity, project management, public engagement, enterprise, and research impact. As SUERC does not currently monitor uptake and effectiveness of these among staff (particularly ECRs), in order to address any issues (e.g. accessing resources) we will include this in the remit of the Career Development Working Group (**Action 5.3.1, Action 5.3.10**). Within UoG, the Interdisciplinary Researchers' Network (IRN) is available for ECRs to meet monthly to forge new collaborations and support new ideas for grants/ funding. The Postdoctoral Research Forum (PRF) links UoG with individual schools/departments regarding issues relevant to this cohort at a University level; representatives are also invited to participate in School/College/University-level committees. As SUERC is not currently represented in the IRN or PRF, we will raise awareness of these and the benefits among our postdoctoral researchers and ECRs, to encourage participation (**Action 5.3.12**).

Uptake of UoG programmes such as the ECDP, First Line Management, etc. is low among SUERC staff (e.g. 3 of 26 current G7/G8 staff have been on ECDP). These courses are available to both early and mid-career academics and provide an extended programme of support for academic career development. We will emphasise the value of these forms of support for career progression at the annual promotion discussion for line managers (**Action 5.1.10**).

Table 5.3.4 Data for academic staff responses to the staff survey question “I have access to opportunities for professional development” (27 responses)

	Female (n)	Male (n)	Prefer not to say (n)	Total responses
No	1 (17%)	2 (10%)		3 (11%)
Yes	5 (83%)	19 (90%)	1 (100%)	25 (89%)

The evidence in section 5.3.1 that SUERC staff do not always find that UoG courses caters to their needs. We will use the next PDR to perform a collective census of staff career development needs to map out and implement what is needed to support these (**Action 5.4.6**)

Mentoring

SUERC academic staff can be a mentor or be mentored, under one of two formal schemes

1. The Academic Probation scheme, for staff employed at Grade 7 or 8
2. The University's ECDP programme, available to staff employed at or promoted to Grade 7 or 8

In addition, informal mentoring takes place internally, usually of a staff member by their research group leader/ line manager.

For academic probation (relevant to all staff), the Centre director assigns a mentor, who cannot be the individual's line manager. The mentor supports and guides the mentee's

career progression during probation, and completes an independent report each year, which draws attention to any issues which need to be addressed in order to further the probationer's development. Staff survey results (**Table 5.3.4, Figure 5.3.2, Figure 5.3.3**) show no gender difference in benefitting from the advice of formal or informal mentors in the centre. Of the 28 responses, 17 agreed they had benefitted from formal mentors and a much larger proportion of respondents (21 of 27) agreed they had benefitted from informal mentors.

Table 5.3.4 Survey responses for staff experiences of formal/informal mentoring at SUERC

Survey question	"I have benefitted from the advice of formal mentors/supervisors within the Centre." (28 responses)				Gender profile for this response		
	Number of responses				Gender profile for this response		
Response	Female (n)	Male (n)	Prefer not to say (n)	Total responses	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree	1	5		6	17%	24%	0%
Agree	2	9		11	33%	43%	0%
Neither agree nor disagree	1	4		5	17%	19%	0%
Disagree	2	2		4	33%	9.5%	0%
Strongly disagree		1	1	2	0%	4.8%	100%
Survey question	"I have benefitted from the advice of informal mentors within the Centre." (27 responses)				Gender profile for this response		
	Number of responses				Gender profile for this response		
Response	Female (n)	Male (n)	Prefer not to say (n)	Total responses	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree	1	4		5	16.7%	20%	0%
Agree	3	13		16	50%	65%	0%
Neither agree nor disagree	1	3	1	5	16.7%	15%	100%
Disagree	1			1	16.7%	0%	0%

All staff should have access to a formal mentor; therefore, these schemes are not benefitting all SUERC staff equally. Survey responses to questions surrounding performance of mentoring duties are presented in **Table 5.3.5**. There are no gender-related differences in the data, however almost half of staff undertaking mentoring did not have this considered in their overall workload allocation. Time spent assisting the career development of other colleagues (whether formal or informal) particularly at an early (postdoctoral) and mid-career stage, is vital to the progression of these individuals. We will revise and relaunch our research mentoring scheme, including advice and support to mentors in performing this role (**Action 5.1.12**). To oversee this, we will establish a mentoring sub-group on the post-submission SAT (**Action 5.3.13**).

Table 5.3.6 and **Figure 5.3.6** highlight that impressions of whether SUERC encourages mentoring are varied. 11 of 28 respondents (no gender difference) felt mentoring was not encouraged at SUERC, and it is important we work to change this. We will introduce formal recording of mentoring activities at PDR to emphasise the importance of these for career progression of both mentor and mentee (**Action 5.3.14**).

Table 5.3.5 Survey responses for academic staff experiences of performing formal/informal mentoring activities at SUERC

Survey question	"I carry out mentoring activities as part of my workload" (27 responses)				
	Number of responses			Gender profile for this response	
	Female (n)	Male (n)	Total responses	Female (%)	Male (%)
No	2	7	9	33%	33%
Yes	4	14	18	67%	67%
Survey question	"If yes, such activities are given consideration in my overall workload" (19 responses)				
	Number of responses			Gender profile for this response	
	Female (n)	Male (n)	Total responses	Female (%)	Male (%)
No	2	7	9	50%	47%
Yes	2	8	10	50%	53%

Table 5.3.6 Survey responses for academic staff question "I feel that staff/student mentoring is encouraged (for example, of early career colleagues by senior colleagues or students by post-docs)." (28 responses)

Survey question	I feel that staff/student mentoring is encouraged (28 responses)						
	Number of responses				Gender profile for this response		
	Female (n)	Male (n)	Prefer not to say (n)	Total responses	Female (%)	Male (%)	Prefer not to say (%)
No	3	8		11	50%	38%	0%
Yes	3	13	1	17	50%	62%	100%

Actions
Action 5.3.1: Establish a Career Development Working Group within the post-application SAT to encourage training uptake, identify areas where staff training is lacking, and initiate remedial action for these
Action 5.3.11: Monitor uptake and effectiveness of UoG career development resources among our staff (particularly ECRs), in order to address any issues (e.g. accessing resources)
Action 5.3.12: Raise awareness of the IRN and PRF among our postdoctoral researchers and ECRs and encourage participation
Action 5.1.10 Hold annual discussion sessions with SUERC line-managers and College of Science and Engineering HR team to ensure they have the required resources to support and encourage staff working towards promotion.
Action 5.4.6: Perform a collective census of P&S and academic staff career development and training needs in the next PDR round, and work with EOD colleagues to map out a programme of support to address these
Action 5.1.12: Revise and relaunch our research mentoring scheme
Action 5.3.13: Establish a mentoring working group on the SAT
Action 5.3.14: Introduce formal recording of mentoring activities at PDR to emphasise the importance of these for career progression of both mentor and mentee

5.3.4 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).

All SUERC PGR students automatically join CoSE Graduate School and have access to a range of courses on career development, including interview techniques and CV preparation. Students discuss career aspirations and planning with their supervisors throughout their studies. PGR annual progression process includes a review of training completed and identification of needs for the coming year by student and supervisor(s). In 2018 some students had experienced a single-sex panel. We will ensure that progression is conducted by at least one member of each gender in future (**Action 5.3.15**). A PGR conference is held annually in-house, where all current students present their research, providing experience in preparing results for presentation.

Comments during PGR progression 2018 from students indicated that the courses on offer at UoG did not always cover the needs of SUERC PGRs. Our students go on to a diverse range of employment, but this is not formally captured. To assess what career pathways our PGRs are interested in, and therefore respond to these training needs, we will conduct an annual PGR career intentions survey (**Action 5.3.16**). The SUERC seminar series provides an opportunity for students to meet a diverse range of external speakers. To provide more information on how others have approached their careers, we will invite all seminar speakers to prepare a short summary of their career to date (**Action 4.2.8**).

Actions
Action 5.3.15: Ensure PGR progression is conducted by at least one member of each gender
Action 5.3.16: Implement an annual PGR career intentions survey, and collate this data to inform provision of career advice to PGRs
Action 4.2.8: In our seminar series we will i) introduce seminars covering key aspects of career development across STEMM (including academia) ii) invite all seminar speakers to prepare a short summary of their career to date

5.3.5 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.

UoG provides support via:

- A range of courses through EOD (see section 5.3.1). Under the Researcher Development section these include topics such as 'Winning Research Income', and 'Impact Statements in Grant Applications'.
- Dedicated multi-day grant writing programmes under the Early Career Development Scheme
- College Impact officers, Knowledge Exchange and Community Engagement Officers, both of whom provide advice on impact and KE aspects of funding applications
- The UoG Research Support Office, who provide advice and support on all aspects of grant preparation, including an overseas team to support EU funded projects

Support is available within SUERC via:

- Individual line managers and senior staff routinely review application drafts and provide advice at each stage of grant writing, including revision of unsuccessful applications
- For demand-managed NERC Standard Grant rounds, the SUERC research committee review a 2-page summary of the proposal and interview prospective PIs before 'green-lighting' full applications.

Table 5.3.7 shows data since 2013-14 for RCUK grant applications (including Fellowships) with a SUERC staff member as Principle Investigator (PI) or Co-Investigator (Co-I). Few applications (3/20) for these awards are made by female staff.

Table 5.3.7: *RCUK Grant applications with a SUERC staff member as Principle Investigator (PI) or Co-Investigator (Co-I).*

Year	Female	Male	%F	Total applications
2013/14	0	2	0	2
2014/15	2	8	30	10
2015/16	0	2	0	2
2016/17	1	2	33	3
2017/18	0	3	0	3
Total	3	17		20

All grant applications >£10,000, are presented in **Table 5.3.8**. The number of female applications per year (3-6) is significantly lower than from male staff (13-35). Note data for 2018-19 was incomplete at the time of collection. The number of applications from M and F staff increase over time, preserving the gender difference. The value of grant applications by females is consistently lower, proportionally, than the number of applications, suggesting that female staff are applying for smaller grants than male staff. Success rates are hard to evaluate, given the small number of female staff applications, but we note that male success rates have been declining since 2014/15, despite increasing numbers of applications.

Table 5.3.8: All grant applications by SUERC staff (includes major and minor RCUK and non-RCUK grants)

Year	Total Applications			Total Value - £000s			Approved Applications			Success rate (Approved/Applied)	
	F	M	%F	F	M	%F	F	M	%F	%F	%M
2014/15	2	13	13	60	1884	3	0	6	0	0	46
2015/16	2	20	9	84	3586	2	1	8	11	50	40
2016/17	6	19	24	773	3040	20	0	6	0	0	32
2017/18	5	35	13	226	7612	3	1	8	11	20	23
2018/19	0	13	0	0	7674	0	n/a*	n/a^	n/a*	n/a*	n/a^

Table 5.3.9 shows that the proportion of SUERC female academic staff (R&T and RO) applying for research funding, and being successful, is consistently lower than the male staff (e.g. 17% of the female academic staff apply for any type of grant on average per year, versus 40.75% males). There is no systematic temporal trend.

Table 5.3.9: Number of academic staff applying for, and obtaining, research funding by gender, and proportion by gender, per academic year.

Year	Total Applications						Approved Applications				
	No of Individuals			% of eligible academic staff*			No of Individuals			% of eligible academic staff*	
	F	M	%F	F	M	%F	F	M	%F	F	M
2014/15	2	9	18	13	35	0	5	0	0	19	
2015/16	2	11	15	17	41	1	4	20	8	15	
2016/17	3	8	27	30	30	0	5	0	0	19	
2017/18	1	16	6	8	57	1	6	14	8	21	
2018/19	0	9	0	0	32	n/a*	n/a^	n/a*	n/a*	n/a^	
2014 – 2018 Average	2	11	16.5	17	40.75	0.5	5	8.5	4	18.5	

Securing independent research funding is vital to career progression, as it provides the means to develop a research profile and expertise. This is essential for the transition from G7 to G8. This data is likely to be a factor in the lack of females moving to senior positions in SUERC, and low proportions of females in the SUERC REF return. The falling success rates of male applicants is also of concern. We will address these issues by:

Actions

Action 5.3.17: Require managers and staff to reflect on, and review, unsuccessful applications during PDR, and the line manager to offer further support and identify training for the next review period.

Action 5.3.18: The SUERC research committee to review all applications >£100,000 (and <£100,000 on request) quarterly and make recommendations for revisions ahead of submission.

Action 5.3.19: Run mock panels for large grants to better prepare applicants for interviews where applicable.

Action 5.3.20: Create a database of past successful applications and feedback that can be used by staff preparing applications to gain insight into the structure of previous submissions.

Action 5.3.21: Introduce a SUERC 'Initial Grant' programme for those who have not previously held substantial personal funding, including the potential to 'win' a SUERC supplement to research costs for the best prospective application.

5.4 Career development: professional and support staff

5.4.1 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?

P&S staff have access to the training courses described earlier. Uptake on central courses is low for both male and female PSS (**Table 5.4.1.i**) In addition, SUERC hosts a range of job-specific training courses, such as handling of specific chemicals, according to demand.

Table 5.4.1.ii presents P&SS responses to the survey question on access to professional development opportunities. More females than males felt they had had access, but equal numbers of F and M staff (10 total) stated they had not had access. This suggests 45% of P&SS have not had access to the opportunities that they should be afforded through their employment. Owing to the specialised technical nature of science activity, SUERC P&SS also receive specialised on-the-job training which may not always be recognised as such by staff or line managers. We will seek to better capture this type of training activity in the annual PDR cycle.

Table 5.4.1.i: Professional and Support Attending EOD Courses by Gender

Year	Gender	No. of PSS Attending courses	%F/M per year
2012/13	Female	1	100%
	Male	0	0%
2013/14	Female	0	0%
	Male	2	50%
2014/15	Female	1	50%
	Male	1	50%
2015/16	Female	0	0%
	Male	2	100%
2016/17	Female	5	83%
	Male	1	17%
2017/18	Female	2	50%
	Male	2	50%

Table 5.4.1.ii: Professional and Support staff responses to survey question on access to professional development opportunities

Survey question	"I have had access to opportunities for professional development" (22 responses)				
	Number of responses			Gender profile for this response	
	Female (n)	Male (n)	Total responses	Female (%)	Male (%)
No	5	5	10	38%	56%
Yes	8	4	12	62%	44%

Survey comments highlighted reasons in not accessing professional development opportunities included difficulty in attending development opportunities at distance from SUERC, and the relevance of UoG courses.

“...Very limited access due to the isolation of SUERC, training courses related mostly to the soft skills development, lack of advanced technical and scientific training for technical staff working on the edge of research/ technical position...”

To enhance P&SS access to professional development, and encourage uptake of this, we will:

Actions
Action 5.4.1: Establish a Career Development Working Group within the post-application SAT to encourage training uptake, identify areas where staff training is lacking, and initiate remedial action for these
Action 5.4.2: Publicise the availability, eligibility and relevance of UoG training courses to staff through SUERC internal communication channels
Action 5.4.3: Provide the ‘Voice’ committees (incl. P&SS) with a small annual budget that can be used for training relevant to their job families and spent accordingly
Action 5.4.4: Facilitate establishment of a small training ‘library’ in the SUERC coffee room, with resources covering items such as management, leadership, research supervision, etc.
Action 5.4.5: SUERC will reimburse the costs of travel to the west end campus or Tay House specifically for training
Action 5.4.6: Perform a collective census of P&S staff career development and training needs in the next PDR round, and work with EOD colleagues to map out a programme of support to address these
Action 5.4.7: Ensure managers capture ‘on-the-job’ training activities in annual PDR records to supplement the formal P&SS training record (i.e. courses attended).

5.4.2 Appraisal/development review

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

The annual Performance and Development Review (PDR) is mandatory for P&SS, as for academic staff. **Table 5.2.3** (above) lists the recommended topics for discussion. P&SS-complete PDR forms specific to their role type and subsequent career development.

Table 5.4.2 shows data for responses from P&SS regarding PDR experiences. 50% of respondents did not feel their full range of skills and abilities were recognised during PDR. More females than males disagreed that the PDR process was useful in helping progress their career.

Table 5.4.2: Data for P&SS responses to the survey questions surrounding PDR experiences

Survey question	“The PDR process recognizes the full range of my skills and abilities” (22 responses)			
	Number of responses		Gender profile for this response	
Response	Female (n)	Male (n)	Female (%)	Male (%)
Strongly agree	1		8%	0%
Agree	4	3	31%	33%
Neither agree nor disagree	1	2	8%	22%
Disagree	5	4	38%	44%
Strongly disagree	2		15%	0%
Survey question	“The PDR process is useful in helping progress my career” (20 responses)			
	Number of responses		Gender profile for this response	
Response	Female (n)	Male (n)	Female (%)	Male (%)
Strongly agree	1		8%	0%
Agree	2	4	17%	50%
Neither agree nor disagree		1	0%	13%
Disagree	6	1	50%	13%
Strongly disagree	3	2	25%	25%

This shows we need to ensure SUERC's PDR of P&SS is fit-for-purpose and is being properly implemented. To achieve this we will:

Actions
Action 5.3.6: Ensure that all academic and P&S staff complete the relevant UoG training course (as reviewer/reviewee) to prepare them for the PDR process
Action 5.3.7: Conduct P&S and academic staff focus groups to investigate their respective issues raised during the staff survey regarding the PDR process and implement appropriate remedial actions
Action 5.3.8: Introduce short interim PDR meetings, to check on progress towards annual objectives, work-life balance, and raise any issues
Action 5.3.9: Design and introduce 'PDR checklist' to ensure specific issues are discussed and covered by managers at the review meeting
Action 5.3.10: Introducing a 'pre-PDR' form on which items such as job satisfaction, work-life balance, experience of managerial support etc. can be graded on a 1-5 scale to initiate and guide PDR conversations on these (sometimes difficult) topics

5.4.3 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.

Professional development and career progression are formally discussed during PDR, including plans for training and mentoring in the coming year. Staff can request flexible working to undertake extra-curricular training or further education (e.g. MSc course participation). UoG is a signatory to the UK Technician's Commitment.

We recognise that SUERC needs to expand opportunities for P&SS staff career progression, in job families where promotion/regrading is not always possible (as the role must demonstrably have significantly altered for this to occur). We will improve our recognition and acknowledgement of professionalism and good practice by:

Actions
Action 5.4.6: Perform a collective census of P&S staff career development and training needs in the next PDR round, and work with EOD colleagues to map out a programme of support to address these
Action 5.4.8: Support and encourage Science Council Professional Registration through an information workshop for staff and line managers on working towards these qualifications
Action 5.4.9: Introduce seminars on P&SS-relevant topics for career development (e.g. scientific technical skills)

5.5 Flexible working and managing career breaks

5.5.1 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.

Line managers, when informed of staff pregnancy, conduct a work risk assessment and discuss plans for maternity cover and communication during the leave period with the staff member. A checklist and comprehensive guide to planning maternity leave for consultation by manager and staff member is provided on the UoG HR website. All academic returners (maternity/adoption/shared parental leave) are eligible to apply for the CoSE Academic Returners Research Support Scheme within a year of returning to work. This can be used flexibly to provide administrative or research assistance, fund pilot work for grant applications or travel to conferences/workshops. We will publicise this fund, support eligible staff in applying, and audit uptake (**Action 5.5.1**). We develop a SUERC Parental Leave Pack which will outline Centre-specific guidance and procedures, along with flagging UoG support such as the Returners Scheme (**Action 5.5.2**).

Actions

Action 5.5.1 Publicise the College Academic Returners & Research Support Scheme among staff, support eligible individuals in applying, and audit uptake of the scheme

Action 5.5.2 Develop an Institute "Parental Leave Pack" to be made available when notification of planned maternity/adoption leave is received.

5.5.2 Cover and support for maternity and adoption leave: during leave

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

The majority of staff taking maternity leave were P&SS (**Table 5.5.1**). Keeping In Touch (KIT) days (and Shared Parental Leave in touch (SPLIT) days for Shared Parental Leavers) are available to allow staff to keep up with developments, and attend training days whilst on leave. We do not have information about how many KIT/SPLIT days were taken and for what purpose they were used. We will record this internally in future (**Action 5.5.3**). The Maternity Leave Pack will include advice and examples of how KIT and SPLIT might be used, and how it affects pay (**Action 5.5.2**). We will support staff planning leave to identify in advance where a KIT or SPLIT day may be beneficial (**Action 5.5.3**). The University expanded the provisions for Maternity and Paternity Leave in 2018. It removed length-of-service requirements associated with enhanced maternity and paternity pay, which particularly benefits ECRs with less service. We will ensure all staff are made aware of this via email communication and at all-Centre fora (**Action 5.5.4**).

Table 5.5.1 Data for maternity leave at SUERC from 2012/13 to present

Start Year	Grade	Job family	Returned?
2012/13	6	P&S	Yes
	7	P&S	Yes
2013/14	7	Academic	Yes
2014/15	<i>No Maternity Leave Commenced</i>		
2015/16	<i>No Maternity Leave Commenced</i>		
2016/17	6	P&S	Contract ended 4 days after maternity leave commenced
2017/18	5	P&S	Leave ongoing

Actions
Action 5.5.3: For KIT/SPLIT days we will i) support staff who are planning leave by identifying in advance where a KIT/SPLIT day may be beneficial and ii) introduce recording of KIT/SPLIT day numbers and purpose
Action 5.5.4 Ensure that all staff are made aware of UoG provisions for maternity/paternity/adoption/shared parental leave via email communication and at all-Centre fora

5.5.3 Cover and support for maternity and adoption leave: returning to work

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

Line managers and staff agree a return-to-work programme. If applicable, breastfeeding arrangements and risk assessments should be in place when the employee returns to work. At present, SUERC does not have a designated space for mothers to express milk. Space limitations restrict allocation of a permanent space. SUERC reception will hold a list of private spaces that can be made available on request for breastmilk expressing or breastfeeding. **(Action 5.5.5)**. All returning mothers will be made aware of this in the Maternity Leave Pack and will be flagged before leave and during return to work meetings.

Staff members who have taken maternity leave benefit from peer support from other parents on return to work. We will identify Parental Buddies at the Centre for new parents to discuss aspects of managing leave and return to work beyond their line management arrangements **(Action 5.5.6)**.

Actions

Action 5.5.5: Create central list of available spaces for breastfeeding or expressing milk

Action 5.5.6: Identify Parental Buddies at the Centre for new parents so that they can discuss aspects of managing leave and the return to work outside their line management arrangements

5.5.4 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.

Our data show that all staff who were eligible to return from maternity leave did except one member of Technical staff on a fixed-term appointment who commenced maternity leave at the end of her appointment period.

5.5.5 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

Seven survey respondents identified as having taken paternity leave (**Table 5.5.2**). New parents can take two weeks' paid paternity leave irrespective of length in service. We will highlight these changes via email and at all-staff fora (**Action 5.5.4**).

Table 5.5.2: Paternity leave taken by SUERC staff members over 6 years

Paternity Leave (all male staff)		
Start Year	Grade	Category
2012/13	GRADE 7	RT
	GRADE 5	MPA
2013/14	GRADE 8	RT
	GRADE 8	RT
2014/15	No Paternity Leave Taken	
2015/16	No Paternity Leave Taken	
2016/17	No Paternity Leave Taken	
2017/18	GRADE 1	OPS
	GRADE 7	RT
	GRADE 8	RT

5.5.6 Flexible working

Provide information on the flexible working arrangements available.

SUERC supports staff in applying for formal flexible working arrangements, as per the University's Flexible Working Policy. The policy, and guidance on its implementation and application (including helpful personal case studies), is located on the UoG HR webpages. Our survey showed that a significant proportion of respondents did not know where to access these policies (**Table 5.5.3**). We will proactively highlight the UoG flexible working opportunities and position on informal flexible working (see below) in regular communications to staff (**Action 5.5.9**).

Table 5.5.3: Survey responses to the question regarding accessing policies in relation to flexible working

Survey question	I know where to access the policies in relation to Flexible Working (60 responses)					
	Number of responses			Gender profile for this response		
	Female (n)	Male (n)	Prefer not to say (n)	Female (%)	Male (%)	Prefer not to say (%)
No	8	15	1	31%	47%	50%
Yes	18	17	1	69%	53%	50%

Table 5.5.4 gives requests and outcome of requests for formal flexible working made by SUERC staff since 2012/13. The majority of these are from P&SS; we do not have information as to why the request from an academic staff member was turned down.

Table 5.5.4: Requests and outcome of requests for flexible working made by SUERC staff

	Gender	Category	Successful?
2012/13	No requests		
2013/14	No requests		
2014/15	F	P&S	√
	M	P&S	√
	M	P&S	√
	M	Academic	X
2015/16	No requests		
2016/17	F	P&S	√
	F	P&S	√
	M	P&S	√
2017/18	F	Academic	√

We receive relatively few requests for formal flexible working; one possible reason is that the culture within the Centre is to support informal flexible working, such requests are made directly to the appropriate line manager who are encouraged to be sensitive to individual needs. Informal flexible working allows staff with caring responsibilities to stagger working hours. SUERC therefore actively practices the University's policy on formal flexible working. Working from home, mainly by academic staff, is also supported where required, again through direct requests to line managers. Despite this, we recognise that steps could usefully be taken to ensure the consistent and principled management of informal flexible working across SUERC. To do this we will:

Actions
Action 5.5.7: Highlight the UoG flexible working opportunities and policies on informal flexible working regularly in communications to staff
Action 5.5.8: Consult the staff body regularly regarding formal/informal flexible working and family friendly working practices, how these are implemented, and take action to address issues raised
Action 5.5.9: Draft and implement a Flexible Working Guidance document for line managers at SUERC to ensure consistent implementation of informal flexible working

5.5.7 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.

Over the past 5 years no staff requested to transition from part-time to full-time after undertaking a career break or other circumstances SUERC supported similar requests prior to the reporting period, utilisng a phased approach, and remains committed to maintaining flexibility in working practices in the future.

5.6 Organisation and Culture

5.6.1 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.

The importance of workplace culture to staff and students, and the role of gender equality and inclusivity was highlighted in our survey:

“...I have learnt to look for logos such Athena Swan on job advertisements because there is assurance that the affiliated organisations foster diversity and equality. This is important... to integrate easily into the new work/study environment”...

In our staff survey, only 3 of 61 responses disagreed that the centre should take further action to promote gender equality, with 35 responses agreeing or strongly agreeing (**Table 5.6.1**).

Table 5.6.1. SUERC survey results for the general question about whether the Centre should take further action to promote gender equality.

Survey question	“The Centre should take further action to promote gender equality” (61 responses)					
	Number of responses			Gender profile for this response		
	Female (n)	Male (n)	Prefer not to say (n)	Female (%)	Male (%)	Prefer not to say (%)
Strongly Agree	7	9		27%	27%	0%
Agree	9	10		35%	30%	0%
Neither agree nor disagree	9	12	2	35%	36%	100%
Disagree	1	2		4%	6%	0%

SUERC takes its commitment to advance gender equality seriously and will take action to address the areas of unequal gender representation highlighted in this application through our AS action plan. For this to be a sustainable and continued commitment requires an engaged staff/student body, hence our actions to inform staff of the work of the post-submission SAT (**Action 3.2, Action 3.9, Action 3.10**), rotation of SAT members (**Action 3.7**), and continual consultation and engagement with staff in how we work to improve the culture and workings of the department through AS principles (e.g. **Action 4.3.4** to understand the barriers to regrading, and **Action 5.1.19** to understand the barriers to preparation of grant applications).

Our actions overall are designed to create a culture that recognises and celebrates the talents and contributions of all SUERC staff and students. The survey highlighted that 33% of respondents disagreed or strongly disagreed with the statement that the physical and social environment of the centre is inclusive for all (**Table 5.6.2**). It is of significant concern if any member of staff feels undervalued or excluded. Survey comments included a high number (9) discussing a lack of social and professional integration between groups at SUERC:

“Groups are too separate to form good social connections... it can be difficult to connect to colleagues outside your immediate circle.”

To encourage a supportive and inclusive workplace culture, we will use our planned quarterly coffee mornings (**Action 3.9**) to increase cohesion, communicate events and developments which affect all staff as well as to champion the AS agenda and related actions. We will encourage the ‘Voices’ committees to develop social activities in combination that are open to all staff and supported by an annual budget (**Action 5.6.1**), open a suggestions box (**Action 5.6.3**), and initiate a Centre-wide ‘Team Devolvement Day’ (**Action 5.6.2**). We will review the physical environment of SUERC to identify areas that could be usefully upgraded to encourage social cohesion (e.g. tea room, breakout areas) across groups and buildings (**Action 5.6.4**), as deficiencies in suitable social spaces to meet was repeatedly noted in the survey.

As part of the review in Action 5.6.4 we will address SAT comments regarding Centre access to prospective staff and visitors (e.g. seminar speakers) with a physical disability. And will continue to ensure any reasonable adjustments are made to enhance inclusion (**Action 5.6.5**)

Table 5.6.2: *SUERC Survey responses to the question “The Physical and Social environment in the centre is inclusive for all”.*

Survey question	“The Physical and Social environment in the centre is inclusive for all” (61 responses)					
	Number of responses			Gender profile for this response		
	Female (n)	Male (n)	Prefer not to say (n)	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree	3	3		12%	9%	0%
Agree	7	15	1	27%	45%	50%
Neither agree nor disagree	7	4	1	27%	12%	50%
Disagree	8	8		31%	24%	0%
Strongly disagree	1	3		4%	9%	0%

Actions

Action 3.2: Establish a dedicated AS page on the SUERC intranet, hosting details of progress, relevant information, SAT membership and meeting minutes.

Action 3.7: Two members of the SAT to be replaced annually while maintaining an appropriate gender and job representation.

Action 3.9: Quarterly 'coffee morning' meetings, where the SAT will discuss these items, plus progress and impact of AS actions with staff and students in an informal setting.

Action 3.10: One AS-centred presentation per year to be delivered by the SAT in the SUERC seminar series to provide a more formal update and review of the year to staff and students.

Action 5.6.1: Encourage the 'Voices' committees to develop social activities in combination that are open to all staff and supported by an annual budget

Action 5.6.2: Initiate a Centre-wide 'Team Development Day' that combines social activities with discussion of work-related issues, and information sessions (e.g. personal effectiveness, mindfulness)

Action 5.6.3: Start a monthly suggestions box which is aimed at using collective staff input to post suggestions of activities that would improve the working or running of the Centre

Action 5.6.4: Review the physical environment of SUERC to: i) ensure that reasonable adjustments are made to access of facilities in line with current legislation and ii) identify areas that could be usefully upgraded to encourage social cohesion (e.g. tea room, breakout areas)

Action 5.6.5 Create an information leaflet on facilities, and adjustments that can be put in place by staff for any visitors with physical disabilities (e.g. seminar speakers)

5.6.2 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 have a close relationship with the Head of HR for CoSE who works closely with the Director and CEC to advise them on relevant HR policies and procedures, and to provide or arrange training. The CoSE HR and deputy HR heads make themselves available to meet at SUERC to discuss local issues with staff and management and provide professional advice and support during these meetings. Changes to existing HR policy, and new policies, are conveyed to staff by email from UoG HR and/or SUERC administration.

The last University staff survey demonstrated that 13% of SUERC respondents (of 55 total) responded that they had experienced bullying in the University. If it is assumed that this was direct bullying activity in SUERC, this is extremely concerning. To emphasise that bullying and harassment are unacceptable, we will:

Actions
Action 5.6.6: Raise awareness of University support structures for victims of bullying and harassment including ensuring the SUERC induction pack emphasises support available for anybody witnessing or experiencing bullying or harassment.
Action 5.6.7: Raise awareness of what behaviours constitute bullying and harassment in the workplace through inviting UoG and external experts to staff workshops in SUERC

5.6.3 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.

Along with the CEC, SUERC has three committees; the Research Committee, the Health and Safety Committee, and the SAT. Membership is by invitation, with additional committee members selected or invited to join by the Director, CEC, or chair of the relevant committee. The most influential committee is the CEC, who take decisions on budgeting, administration, and implementation of policy which affect the centre as a whole. The Research Committee determines research strategy, prepares the SUERC REF return, and reviews grant applications for SUERC demand management rounds. The Health and Safety Committee ensures the Centre is compliant with UK legislation governing its activities and that of individual staff members. Gender and staff type of committee members are presented in **Table 5.6.3**.

Table 5.6.3: Membership of SUERC committees by gender and role

Committee	No. F	No. M	No. Academic	No. P&SS
CEC	1	3	3	1
Research	1	3	4	0
Health and Safety	5	7	4	7
Athena SWAN SAT	3	4	5	2

Staff survey results regarding perception of gender balance on SUERC committees are presented in **Table 5.6.4**. There is no gender difference in response. 26% of respondents felt there was a fair gender balance on committees, and 23% felt there was not a fair balance. In comments, the lack of senior women in the centre was cited as a likely reason for this. 51% of respondents stated they did not know, and a large number (11/23 comments) specified that they were unaware of which committees existed at SUERC, and hence the membership of these.

Table 5.6.4: Data for staff survey responses to the question regarding gender representation on SUERC committees

Survey question	“Do you think there is fair representation of women and men on SUERC committees?” (61 responses)					
	Number of responses			Gender profile for this response		
	Female (n)	Male (n)	Prefer not to say (n)	Female (%)	Male (%)	Prefer not to say (%)
Don't know	13	16	2	50%	48%	100%
No	6	8		23%	24%	0%
Yes	7	9		27%	27%	0%

It is clear there is a need for greater transparency regarding committee function and membership. Also that there is a need to create more opportunities for staff to interact with SUERC committees to assist in defining their agenda. Our actions through this document recommend the formation of committees and sub-groups new to SUERC, and for both these and existing committees we will:

Actions
Action 5.6.8: The SUERC committee will publish i) the membership of their committee ii) a statement of their remit on the SUERC website iii) the minutes of their meeting on the SUERC intranet.
Action 5.6.9: Improve gender balance of SUERC committees without overburdening female staff with administrative duties.
Action 5.6.10: Revise committee membership policy to allow for members to be co-opted/ working groups formed for time-limited/ specific tasks to benefit from wider staff input and share administrative burdens.

5.6.4 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?

15 senior SUERC staff members sit on 11 influential external committees, including national/international funding and advisory boards (NB: we interpreted “external” to mean external to UoG). This profile is predominantly male, corresponding to the SUERC academic grade profile. Participation is formally encouraged as an ‘esteem indicator’ in PDR and for academic promotion criteria. P&SS are encouraged to take up positions on external committees relevant to their role, should such opportunities arise. Formal recording of positions on external committees is not conducted, therefore we will collect this information on an annual basis (**Action 5.6.11**) to fully understand which staff are participating, whether there is an undue burden of responsibility on certain staff groups and to take action if so. Senior staff have been proactive in encouraging ECR participation as ex-officio members of committees, in order to gain experience. As participation on external committees is important in academic career progression, we will encourage senior staff to promote committee vacancies to ECRs (**Action 5.6.12**).

Actions
Action 5.6.11: Create a record of external committee membership by grade, role, and gender. To be updated annually and examined to identify any difference in staff participation by gender and devise/apply actions to address where this is the case.
Action 5.6.12: Promote vacancies and opportunities for influential committee membership to ECRs (G6-G8) within the Centre

5.6.5 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.

The UoG workload model (currently under revision) has a focus on teaching allocation and associated administrative tasks, aspects which are not suitable for SUERC as we do not undertake UG or PG teaching in-house. Workloads for research activities, commercial work, scientific support, and group administration are scheduled by line managers, who allocate tasks to staff according to expertise, taking into account the level of commitment each task requires. Administrative duties within SUERC (e.g. committee membership) are allocated by CMC. Workload allocation is not currently formally monitored across groups by SUERC management, although internal informal monitoring can be adopted by managers for their own group. Gender bias in workload is currently not monitored, nor is rotation of responsibilities, therefore we cannot present data.

Survey data (**Table 5.6.5**) showed 17 staff disagreed or strongly disagreed that their workload allowed a suitable work/life balance. Survey comments included statements regarding workload allocation, such as uneven redistribution of tasks following departure of a group member. We also note survey results showing staff felt that activities such as mentoring were not given consideration in their overall workload (Section 5.3.3).

Table 5.6.5 Data for survey responses to the question of whether staff workloads allow a suitable work/life balance

Survey question	All staff: “Does your workload allow a suitable work/life balance?” (61 responses)					
	Number of responses			Gender profile for this response		
	Female (n)	Male (n)	Prefer not to say (n)	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree	2	3		8%	9%	0%
Agree	15	12	2	58%	36%	100%
Neither agree nor disagree	3	7		12%	21%	0%
Disagree	5	10		19%	30%	0%
Strongly disagree	1	1		4%	3%	0%
Survey question	Academic staff: “Does your workload allow a suitable work/life balance?” (28 responses)					
	Number of responses			Gender profile for this response		
	Female (n)	Male (n)	Prefer not to say (n)	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree	1	2		17%	10%	0%
Agree	2	6	1	33%	29%	100%
Neither agree nor disagree	1	4		17%	19%	0%
Disagree	2	8		33%	38%	0%
Strongly disagree		1		0%	5%	0%
Survey question	P&SS: “Does your workload allow a suitable work/life balance?” (22 responses)					
	Number of responses			Gender profile for this response		
	Female (n)	Male (n)	Prefer not to say (n)	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree	1		n/a	8%	0%	n/a
Agree	9	4	n/a	69%	44%	n/a
Neither agree nor disagree		3	n/a	0%	33%	n/a
Disagree	3	2	n/a	23%	22%	n/a

To ensure that workload allocations do not disproportionately burden one gender, and are as fair as practical we will:

Actions

Action 5.6.13: Review current workload allocation system and create a set of best practice principles or considerations for PIs when allocating work, modelled on guidance from the Athena Forum

5.6.6 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.

While we recognise that it may be impossible to arrange meetings such that all colleagues can attend all of the time, staff are expected to take all reasonable steps to ensure colleagues are included for as many of these meetings as is reasonably achievable. Survey responses showed a small number of staff disagreed that meetings were scheduled flexibly (**Table 5.6.6**), but survey comments did highlight instances where events could have been timetabled with more consideration to items such as the school holidays, so as to enable attendance. We will introduce and publicise formal policies regarding the timing of meetings and social gatherings (**Action 5.6.14**).

Table 5.6.6: Survey responses to the question “Meetings within the Centre are generally scheduled flexibly to enable those with caring responsibilities to attend”

Survey question	“Meetings within the Centre are generally scheduled flexibly to enable those with caring responsibilities to attend” (61 responses, 7 N/A excluded)					
	Number of responses			Gender profile for this response		
	Female (n)	Male (n)	Prefer not to say (n)	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree	3	7		13%	24%	0%
Agree	8	9		35%	31%	0%
Neither agree nor disagree	10	11	1	43%	38%	50%
Disagree	1	1		4%	3%	0%
Strongly disagree	1	1	1	4%	3%	50%

Social events are either 1) formally organised activities for the whole centre or a research group (Christmas lunch, team days out), 2) informally organised events, such as after-work drinks. Formally organised activities are scheduled within work hours so that individuals with caring responsibilities are able to attend. The Centre also operates a charity committee (the Piggy Bank Committee), who organise events through the year within working hours including a SUERC bake-off and Christmas raffle.

The organisation of social events to enable staff with caring responsibilities to attend is reflected positively in the staff survey results (**Table 5.6.7**), as is the suitability of social events for all genders. However, a large number of survey respondents (12) commented on the low opportunities throughout the year to mix socially with members of SUERC from a range of other research groups. SUERC acknowledges the clear benefits of social cohesion for staff and will use Voices committees to address this (**Action 5.6.15**).

Table 5.6.7: Staff survey responses about the scheduling of social events.

Survey question	“SUERC related social activities are appropriate for all genders”					
	Number of responses			Gender profile for this response		
	Female (n)	Male (n)	Prefer not to say (n)	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree	5	7		19%	21%	0%
Agree	11	20	2	42%	61%	100%
Neither agree nor disagree	7	6		27%	18%	0%
Disagree	3			12%	0%	0%
Survey question	“SUERC related social activities are scheduled where possible to allow those with caring responsibilities to attend”					
	Number of responses			Gender profile for this response		
	Female (n)	Male (n)	Prefer not to say (n)	Female (%)	Male (%)	Prefer not to say (%)
Strongly agree	2	3		8%	9%	0%
Agree	11	7		42%	21%	0%
Neither agree nor disagree	11	21	2	42%	64%	100%
Disagree	2	2		8%	6%	0%

Actions

Action 5.6.14: For department meetings introduce a formal core-hours (10:00-16:00) policy and for all other meetings, research events and social gathering introduce guidance that these must be scheduled with consideration of the needs and constraints of colleagues

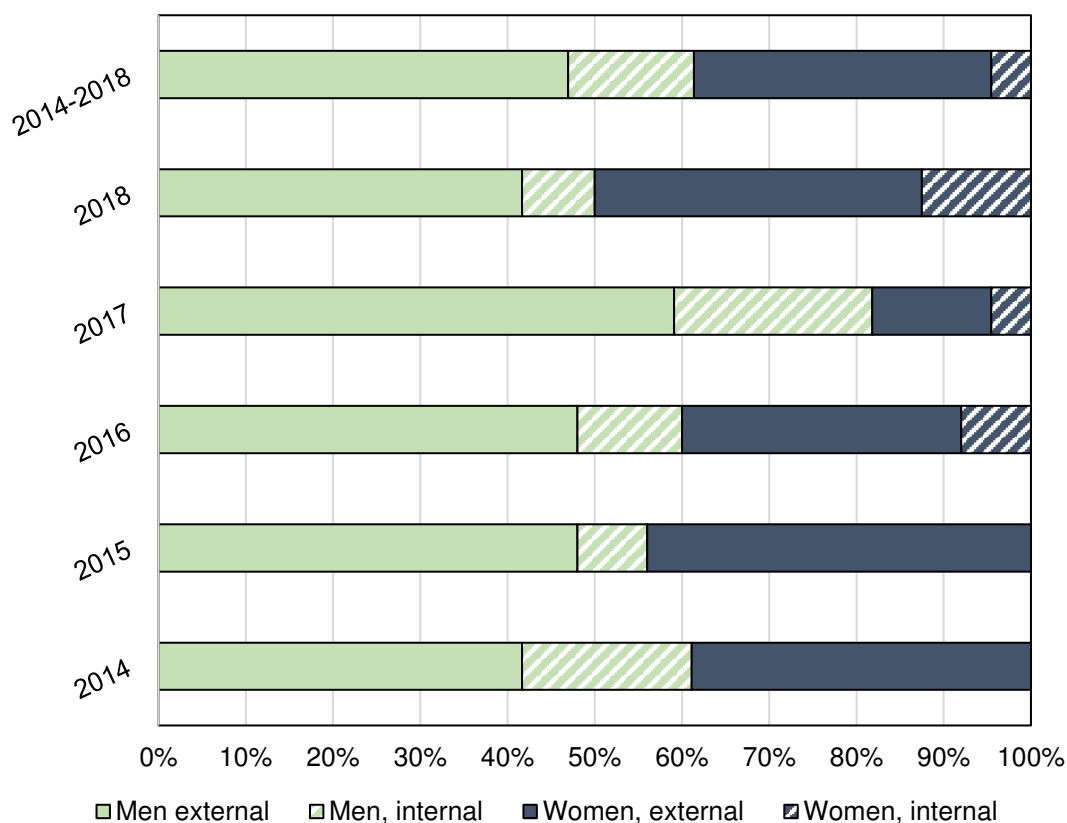
Action 5.6.15: SUERC Voices committees to use part of annual budget in design and implementation of social activities to improve social cohesion in the centre

5.6.7 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.

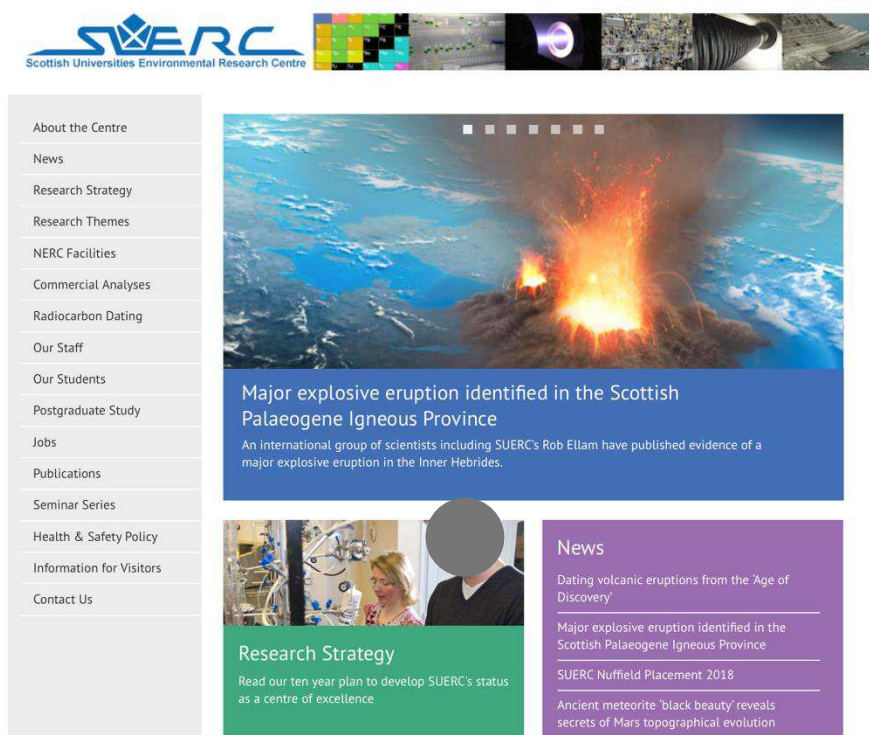
SUERC’s weekly seminar series hosts researchers from UK and International institutions. It also features industry speakers presenting on a diverse range of non-scientific topics. From 2014-18, seminar organisers were 2F and 3 M. Over this period (132 seminars), 39% of speakers were women, although with year-to-year fluctuations (**Figure 5.6.1**). Over this time, 88% of women speakers were from external institutions to SUERC (vs. 77% of male speakers). We will encourage participation of SUERC female staff in the seminar series, offering the possibility of support for presentation skills where these are an obstacle (**Action 5.6.17**).

Figure 5.6.1: Gender balance and origin of speakers in SUERC seminar series (internal versus external to SUERC) 2014-2018



SUERC’s website highlights the centre’s research and features images of staff at work, although these are heavily outweighed by text, or other images (**Figure 5.6.2**). We will revise our website and review our publicity materials to ensure these adequately represent our staff and portray a good gender balance. We will also use the website to showcase female achievement in the centre, through profiles of Academic and P&S staff (**Action 5.6.16**).

Figure 5.6.2: SUERC homepage, showing images of staff; note on the rotating banner none of the seven images show staff members/ role models at present



We will use social media to showcase female achievement, more generally through an International Women’s Day 2020 campaign celebrating the achievements and contributions of female members of staff (**Action 5.6.18**). This approach has proved successful with other Athena SWAN Award holders in CoSE (e.g. School of Physics & Astronomy (Silver); School of Engineering (Bronze))

Actions

Action 5.6.16: Review images used on SUERC webpage to ensure gender diversity and build profiles on Academic and PSS staff via SUERC website, utilising as an opportunity to increase visibility of female role models.

Action 5.6.17: Encourage participation of SUERC female staff in the seminar series, offering the possibility of support for presentation skills where these are an obstacle

Action 5.6.18: Social medial campaign for IWD 2020 celebrating success and achievements of SUERC Academic and PSS women

5.6.8 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.

Outreach activities are recognised and recorded as part of the UoG PDR and promotion criteria, and SUERC staff and students are encouraged to take part in these through PDR and annual progression. For students, outreach activities can count towards their professional development requirements (set by the CoSE Graduate School) that are required to pass progression. SUERC staff and students take part in a wide range of these activities (**Figure 5.6.3**).

Figure 5.6.3: *Examples of outreach activities undertaken by SUERC staff and students, including public lectures at the Hunterian Museum, Nuffield student placements (Calderglen High School), the SUERC GAIMS team at the Glasgow Explorathon, and interviews with BBC media.*



Survey responses to questions on outreach activity are given in **Table 5.6.8**.

Table 5.6.8: SUERC survey responses to questions on outreach activity

Survey question	“Do you take part in outreach activities?” (61 responses)					
	Number of responses			Gender profile for this response		
Response	Female (n)	Male (n)	Prefer not to say (n)	Female (%)	Male (%)	Prefer not to say (%)
No	20	19	2	77%	58%	100%
Yes	6	14		23%	42%	0%
Survey question	“If yes, is this considered part of your workload?” (20 responses)					
	Number of responses			Gender profile for this response		
Response	Female (n)	Male (n)	Prefer not to say (n)	Female (%)	Male (%)	Prefer not to say (%)
No	4	7	n/a	80%	47%	n/a
Yes	1	8	n/a	20%	53%	n/a

Of 61 responses, 20 staff take part in outreach, with no gender difference. P&SS involvement is low (2). Over half of staff taking part in outreach say that outreach is not given consideration in their workload, with survey comments indicating staff often completed these activities in their own spare time (e.g. evenings/weekends). At UoG, outreach is explicitly considered in academic and PGR promotion/progression criteria, and can play an important role in, for example, developing REF impact case studies. It is therefore important we support and encourage staff in engaging in outreach activities. There is currently no process to record and recognise contributions to outreach or monitor the gender of participants. We will address these issues via:

Actions
Action 5.6.19: Establish a SUERC Knowledge Exchange and Impact Committee with responsibility for tracking outreach and engagement activities, including gender of participants and division of labour
Action 5.6.20: Encourage staff to highlight outreach and engagement activities in their PDR
Action 5.6.21: Highlight and celebrate SUERC outreach activities on the SUERC homepage, Twitter account, and SUERC newsletter

Section 8: Action Plan

Action number	Planned Action/ Objective	Timeframe	Responsibility	Success Criteria and Outcome
Section 3: Plans for the Future of the SAT				
3.1	Recruit a minimum of one PGR student to join the SAT following our April 2019 submission.	May 2019-Sept 2019	Current SAT (SAT Chair)	Minimum of one PGR member on SAT by end date
3.2	Establish a dedicated AS page on the SUERC intranet, hosting details of progress, relevant information, SAT membership and meeting minutes.	May 2019-Sept 2019	SAT Chair and SAT; Support from SUERC IT administrator to implement	≥75% of male & female staff Academic and P&S staff report an understanding of Athena SWAN-related activities measured in staff survey (suggestion)
3.3	Encourage PGR participation in future SUERC AS surveys by targeted communications for this group to explain the value of their contribution.	May/June2020	PGR Convenor; PGR Student(s) SAT Member(s) to be recruited via action 3.1	Raise PGR survey participation rate from PGRs from 30-70%
3.4	Make AS issues and progress/impact of action plan a standing agenda item on CEC meetings (presented by the SAT chair).	July 2019 (first meeting) and 3-monthly CEC meetings thereafter	SAT chair, CEC	Minutes of CEC meeting demonstrate that AS issues and progress/impact of action plan have been
3.5	Transition the AS SAT into a SUERC E&D committee by establishing formal terms of reference for this remit.	Terms of reference established by: Sept 2019 SUERC E&D committee established by: May 2020	CEC, SAT	Formal terms of remit for SUERC E&D committee created and discussed by AS SAT by Sept 2019 AS SAT is transformed into SUERC E&D committee by May 2020
3.6	Maintain SUERC SAT representation on the UoG CoSE Gender Equality Committee.	April 2019 – April 20203	SAT chair	Minimum of one SUERC SAT members on the UofG CoSE Gender Equality Committee at every meeting
3.7	Two members of the SAT to be replaced annually while maintaining an appropriate gender and job representation.	September 2019, annually	SAT	Minimum of two SAT members replaced on SAT annually so that SAT is representative of academic and professional support staff in SUERC

thereafter 3.8	SAT membership will be formally recognised and recorded centrally at annual PDR.	June 2019, annually in in with PDR	SUERC line managers (LMs)	Positive feedback from SAT members about sense of value by University for their contribution to SAT. New staff survey question on next SUERC AS survey with 70% female and 70% male staff agreeing that their SAT membership is recognised in PDR
3.9	SAT hosts quarterly informal 'coffee morning' meetings to discuss issues and progress of AS actions with staff and students	April 2020, quarterly	SAT Chair	Quarterly meetings held. ≥75% of male & female staff report an understanding of Athena SWAN-related activities measured in staff survey
3.10	One AS-centred presentation per year to be delivered by the SAT in the SUERC seminar series to provide a more formal update and review of the year to staff and students.	1 per year, between September and December semester	SAT, coordinated with seminar organiser	≥75% of male & female staff report an understanding of Athena SWAN-related activities measured in staff survey
3.11	Include updates on the action plan and E&D in the quarterly SUERC newsletter.	Quarterly, from August 2019	SAT Head and SAT to provide content, SUERC administrator to distribute	Updates provided to staff in each newsletter from August 2019
3.12	Invite leaders from institutions that have achieved Silver or Gold AS Awards to speak in the SUERC seminar series at least once per year to share their experience and knowledge.	March 2020 and annually	SAT Chair	At least one external speaker per year. Incorporating knowledge from our invitees into our working practices.
3.13	Hold quarterly meetings between the chair of the SAT (and other members as required), the SUERC Mental Health First Aid Team, and SUERC engagement officer to support the work of these two offices from an E&D perspective.	Quarterly, from August 2019	SAT Chair Mental Health Team Engagement Officer	Four meetings held annually, minutes recorded to verify discussion points
3.14	Establish 'Voice' groups with an appointed chair and deputies for: i) PGR students, ii) P&S staff, and iii) Academic staff.	May 2019-Sept 2019	SUERC Director and CEC with input from SAT head and John Innes Centre AS lead for template.	Establishment of groups and regular meetings of different staff groupings. Vocalization of issues to the SAT and Senior SUERC Executive Group from these groups. Documentation of discussion.

Section 4: A Picture of the Department				
Student Data				
4.1.1	Develop and distribute 'best practice' internal guidelines for advertising and recruiting to PhD positions for supervisors	April 2019 – July 2020	PGR Convenor; SAT (report annually to SAT)	Guidelines produced and approved by CEC to better formalise the current process. New question on awareness and use of guidelines in next SUERC AS survey shows > 70% positive response from male and female staff.
4.1.2	Ensure selection and interviewing of all PGR positions involves a panel with representatives from both genders, and at least one member with supervisory experience who is not associated with the project (preferably the SUERC PGR convenor)	April 2019 – September 2021, and annually thereafter	PGR Convenor	All recruitment panels shown to include at least one member of each sex and one member not associated with project by interview round for entry in 2020/21.
4.1.3	Initiate GDPR-compliant record keeping of the justification for selection of a preferred candidate, with reference to the advertisement	April 2019 – July 2020	PGR Convenor; Selection Panels and SAT	Robust record of reason for candidate selection/rejection to inform future analysis of admissions data to ensure no unconscious bias in offers of places (currently, averages success rates for offers = 60% for female applicants and 23% for male applicants).
4.1.4	Review PGR candidate selection annually to monitor PGR recruitment and devise any remedial action needed to tackle disadvantages experienced, by gender	September 2019 and annually, following main bulk of recruitment	PGR Convenor and SAT	As per Action 4.1.3, Any recommendations for remedial action to be reported by SAT to CEC in collaboration with PGR Convenor.
4.1.5	Require supervisors and members of PGR recruitment panels to complete the UoG online unconscious bias training course	April 2019 – July 2020	PGR convenor supported by SAT; Line Managers and SUERC Director	100% completion rate by next round of PGR recruitment panels (to be predominantly held throughout 2019/20 for 2020/21 entry).

4.1.6	Hold annual workshops where successful female researchers at G9/G10 will talk about their experiences in developing their career	September 2019 – April 2023	PGR convenor; Research Committee	High attendance and engagement with the workshops (at least 15 people at workshop out of cohort of 23 students (2017/18); at least 56% female in line with cohort proportions for 2017/18). Workshop evaluation to show that ≥75% male and female students agree that these sessions help their career planning and that they view academia as a viable career route.
Academic and Research Staff Data				
Academic Staff Pipeline				
4.2.1	Establish a search committee (M/F and G7-G10 academics) when new G8-G9 RO and G7-G10 R&T positions are advertised. The search committee will be required to identify a 50/50 list of external F/M potential candidates, and contact them to encourage applications	April 2019 – April 2023, in line with recruitment timeframes for future posts	SUERC Director; Research Committee; SAT Chair	50/50 list external F/M potential candidates identified for all G8-G9 RO and G7-G10 R&T posts, reported to SAT Chair and via Research Committee. Increase in proportion of female applicants for all posts at G9 to at ≥ 50%. No posts advertised at G10 over reporting period but where future posts are advertised- at least 20% female applicants (baseline for RG Profs in HESA data is 12%Female).
4.2.2	The CMC and line managers will assess current RO staff to ensure they are on the most appropriate academic career track and provide the offer of support for a change of track process if not.	June 2019- June 2023 (in line with PDR cycles)	CMC and SAT, with individuals' line managers	RO staff reviews to be launched following next PDR round with meeting between CMC and line managers to meet to assess profiles and career track. In next AS Survey, new question on support for progression on appropriate career tracks to show ≥70% male and female RO staff positive response.
4.2.3	The CMC and line managers to jointly assess all academic staff to identify any suitable for promotion within the next 12-24 months. These will be contacted to advise them of the appropriate steps, including an offer to review their application	September 2019, following PDR round and biannually thereafter.	CMC; Line Managers.	Increase in the numbers of applications for promotion from staff employed at G8/9/10 to ≥3/year by 2020 with a proportionate number of applications coming from females.
4.2.4	Design and deliver an annual 'Planning for Academic Promotion' workshop in collaboration with CoSE HR	Inaugural workshop in May 2020, (ahead of PDR cycle and	SUERC Director; CoSE Head of HR	≥80% of male and ≥75 female RO and RT staff agreeing that they understand the University promotions process and criteria in next AS staff survey (up from 76% male and 33% (2/3) female agreeing in last survey).

		well in advance of promotion deadline of Dec-2020-Jan 2021).		
4.2.5	Offer all staff expressing interest in applying for promotion (e.g. in response to action 4.2.3 or at PDR) a 'promotion mentor' with experience of the relevant promotion step	June 2019 – January 2020	SUERC Director; SUERC PIs; SAT Chair	<p>Volunteer members to be sought by open call from SUERC Director and SAT Chair by June 2019.</p> <p>Staff identified as being eligible for, or declaring an interest in, promotion to be offered mentor by end August 2019.</p> <p>All interested female and male staff to have a 'promotion' mentor by September 2019 to support promotion application (deadline January 2020).</p>
4.2.6	Require all staff involved in the recruitment process to complete UoG Unconscious Bias (UB) and E&D training	April 2019 – April 2020	CoSE HR LRC; SUERC Director Appointment Panel Chair	100% completion of UB and E&D training by panel members to be confirmed by HR LRC and Appointment Panel Chair, in each appointment.
4.2.7	Organise training workshops on grant and fellowship writing for G6-G8 staff to support development of research portfolios and continuity of employment for staff on non-tenured contracts.	February 2020 – repeated annually	Research Committee	<p>Attendance at workshop gender balanced (at least 50% female; staff on OC*50% female in 2017/18).</p> <p>Workshop evaluation to show ≥75% of male and female G6-8 (RO) staff find workshop has clarified application process and report confidence in preparing a grant application.</p>
4.2.8	In our seminar series we will i) introduce seminars covering key aspects of career development across STEMM (including academia); ii) invite all seminar speakers to prepare a short summary of their career to date.	September 2019 (2019/2020 seminar series and annually thereafter)	Research Committee	<p>Attendance at workshop gender balanced (at least 50% female; staff on OC*50% female in 2017/18).</p> <p>Seminar Series evaluation to show ≥75% of male and female G6-8 (RO) staff report usefulness of seminar series to clarifying understanding of diverse research/academic career trajectories and career development.</p>
4.2.9	All staff to be offered an exit interview, to provide feedback on their reason for leaving SUERC.	April 2019 – April 2023	SUERC Director	≥70% of male & female staff leaving SUERC have an exit interview.

4.2.10	Information from exit interviews to be securely recorded for review and action, if necessary.	April 2019 – April 2023	SUERC Director; SAT	Summarised issues arising from exit interviews to be reported to SAT annually by SUERC Director New SAT Actions formulated, as required, in response to feedback.
Professional and Support Staff Data				
Professional and Support Staff Pipeline				
4.3.1	Ensure P&S recruitment panels include at least one member of each gender.	April 2019, with quarterly reports from LRC	CoSE HR Local Resourcing Coordinator (LRC); Appointment Panel Chairs; SAT	All recruitment panels shown to include at least one member of each gender, as reported quarterly (where recruitment occurs) to SAT by HR Recruitment Local Resourcing Coordinator
4.3.2	Ensure that P&S recruitment panels include at least one member of the relevant 'Voice' committee and/or SAT team	April 2019, with quarterly reports from LRC	CoSE HR Local Resourcing Coordinator; Appointment Panel Chairs; SAT	All recruitment panels shown to include at least one member of relevant Voice committee, as reported quarterly (where recruitment occurs) to SAT by HR Recruitment Local Resourcing Coordinator. New question in next AS staff survey shows ≥75% male and female P&S staff affirm feeling adequately represented in recruitment processes that impact their work.
4.3.3	The CMC and line managers to ask P&SS who feel they should be considered for regrading to prepare an outline application, so they can jointly assess their case. These staff will then be contacted to advise them of the appropriate steps, which may include an offer to review their full regrading application or to discuss more career development support.	September 2019-annually	CMC; Line Managers.	Next AS staff survey to show improvement to question to at least 65% male and female P&SS in agreement that they had received appropriate support at every stage of the regrading process (30% female and 25% male P&SS in agreement in 2018 AS staff survey).
4.3.4	Undertake focus group work with G6/G7 staff in P&S to understand the barriers to applying for regrading at SUERC.	Focus Group run – Sept – Dec 2019;	P&S SAT Members.	Focus Group designed and run by December 2019;

		Reported to SAT Jan-Feb 2020		Reported findings to full SAT by February 2020, with any recommendations for subsequent workshop (Action 4.3.5) outlined and discussed.
4.3.5	Design and deliver an annual workshop aimed at P&SS focussing on any gender related issues that arise from 4.3.4.	Workshop designed Feb - May 2020; Workshop delivered June 2020	P&S SAT Members; CoSE Head of HR; UoG EOD.	Workshop includes at least 55% of P&SS and evaluation demonstrates 75% of male and female P&SS provide positive response to question on usefulness for addressing issues relating to regarding identified in Action 4.3.4.
Section 5: Supporting and Advancing Women's Careers				
Key Career Transition Points: Academic Staff				
Recruitment				
5.1.1	Ensure that the 'Voices' (Professional and Support, Research, and PGR) are involved in the recruitment of posts that will affect them (e.g. Research Group Leaders, CMG)	April 2019, with quarterly reports from LRC	CoSE HR Local Resourcing Coordinator; Appointment Panel Chairs; SAT	All recruitment panels shown to include at least one member of relevant Voice committee, as reported quarterly (where recruitment occurs) to SAT by HR Recruitment Local Resourcing Coordinator. New question in next AS staff survey shows ≥75% male and female staff affirm feeling adequately represented in recruitment processes that impact their work.
5.1.2	Work with the College Local Resource Coordinator to embed consideration for gender-related language in job adverts, using Women in Science and Engineering (WISE) Guidance	April 2019 onwards for each post	HR LRC; SAT Chair.	All job adverts will be checked for the use of gender-sensitive language prior to publication by SAT Chair. Increase in proportion of female applicants for all posts at G9 to at ≥ 50%. No posts advertised at G10 over reporting period but where future posts are advertised- at least 20% female applicants (baseline for RG Profs in HESA data is 12%Female).
5.1.3	In addition to advertisements for job vacancies in SUERC, highlighting our commitment to gender equality, support for principals of flexible working, providing a link to family-friendly policies and we will add a	April 2019 onwards for each post	HR LRC; SAT Chair.	All job adverts will be checked for the use of enhanced positive action statement prior to publication by SAT Chair. Increase in proportion of female applicants for all posts at G9 to at ≥ 50%.

	positive action encouraging applications from underrepresented groups in academic and P&SS roles.			No posts advertised at G10 over reporting period but where future posts are advertised- at least 20% female applicants (baseline for RG Profs in HESA data is 12%Female). Aim for at least 40% female and 40% male P&SS applications for all posts.
5.1.4	Revise and improve SUERC marketing and publicising of posts when they become available to encourage more applications, including on forums aimed at supporting women and other minority groups (e.g., es-jobs-net, run by the Earth Science Women's network).	As per 5.1.4	HR LRC; SAT Chair.	Increase in proportion of female applicants for all posts at G9 to at \geq 50%. No posts advertised at G10 over reporting period but where future posts are advertised- at least 20% female applicants (baseline for RG Profs in HESA data is 12%Female).
5.1.5	Use our external seminar series to identify and build relationships with strong external female candidates to ensure we have a wide pool when the posts become vacant.	As per 5.1.4	Research Committee	As per 5.1.4 – these actions are primarily designed to improve proportions of female applicants at posts advertised at senior grades.
Induction				
5.1.6	The SUERC induction pack will be i) updated to include statements on equality, diversity and inclusion and key sources of information (including contacts) in the SUERC induction pack; ii) checked annually to ensure it remains current; iii) published on the SUERC intranet.	April 2019 – May 2020 (next staff survey)	SUERC Operations Manager; SAT	At least 70% of eligible male and female academic/P&SS agree that induction process met their needs in next AS staff survey (100% female academic staff disagreed in last survey).
5.1.7	A member of staff becomes formally accountable for the welfare of all new hires (i.e., meets new staff member and line manager to ensure that induction is complete).	April 2019 – May 2020 (next staff survey)	SUERC Operations Manager; SUERC Director	At least 70% of eligible male and female academic/P&SS agree that induction process met their needs in next AS staff survey (100% female academic staff disagreed in last survey). (As per Action 5.1.6 above)
5.1.8	Introduce an 'induction buddy' system to informally support new starters, including introductions to other staff.	April 2019 – May 2020 (next staff survey)	SUERC Operations Manager; SUERC Director; Line Managers	(As per Action 5.1.6 above)

5.1.9	A member of the CMG will i) introduce the new staff member formally by email and ii) introduce the new staff member at the first seminar they attend, followed by social time in the tea room to meet them.	April 2019 – May 2020 (next staff survey)	CMG	(As per Action 5.1.6 above)
Promotion				
5.1.10	Hold annual discussion sessions with SUERC line-managers and College of Science and Engineering HR team to ensure they have the required resources to support and encourage academic staff working towards promotion and P&S staff working toward regrading.	May 2020, annually thereafter	Line Managers; CoSE Head of HR	<p>New question in next AS staff survey for academic and P&SS Line Managers on preparedness to discuss and advise staff on career progression to show at least 75% in agreement.</p> <p>Next AS staff survey to show improvement to question to at least 65% male and female P&SS in agreement that they had received appropriate support at every stage of the regarding process (30% female and 25% male P&SS in agreement in 2018 AS staff survey).</p> <p>Next AS staff survey to show improvement to question to at least 65% male and female P&SS in agreement that they had received appropriate support at every stage of the regarding process (30% female and 25% male P&SS in agreement in 2018 AS staff survey).</p>
5.1.11	Annual CV review of academic staff (following PDR) to assist in identifying those appropriate for promotion, and identify specific areas of career development for those staff wishing to work towards the next grade (Action 4.2.3).	Sept 2019, annually thereafter	CEC	Next AS staff survey to show improvement to question to at least 65% male and female P&SS in agreement that they had received appropriate support at every stage of the regarding process (30% female and 25% male P&SS in agreement in 2018 AS staff survey).
5.1.12	Identify 'promotion mentors' for staff wishing to work towards the next grade, including advice from those with recent promotion experience willing to share successful applications. (These will be offered in line with Action 4.2.5)	June 2019 – January 2020 (and annually)	SUERC Director; SUERC PIs; SAT Chair	Volunteer members to be sought by open call from SUERC Director and SAT Chair by June 2019.

Department Submissions to Research Excellence Framework (REF)				
5.1.13	Inform all academic staff of the REF 2021 criteria for eligibility and provide examples of these at meetings and research days (e.g. planned for June 2019).	June 2019	Research Committee	New REF rules dictate full return. All staff will report positively to understanding new criteria for eligibility in event evaluation following Research Day in June 2019.
5.1.14	Introduce a 'Research Mentor' scheme for all academic staff at G6-G8.	Open calls for mentors/mentees sought between April – September 2020 and mentor relationships confirmed by November 2020. Training for mentors/mentees run between November – December 2020	Research Committee; SAT Chair.	All academic staff assigned a mentor by November 2020. New question on the scheme in next staff survey shows ≥80% of male and female mentees affirming usefulness of research mentor scheme participation.
Career Development: Academic Staff				
Training				
5.3.1	Establish a Career Development Working Group (CDWG) within the post-application SAT to encourage training uptake, identify areas where staff training is lacking, and initiate remedial action for these.	September 2019	SAT Chair; SAT members	CDWG convened within post-application SAT.
5.3.2	Publicise the availability, eligibility and relevance of UoG training courses to staff through SUERC internal communication channels and through the annual PDR cycle.	October 2019, ongoing.	Line Managers; SUERC Director; SAT CDWG	Question on access to relevant training opportunities to show 80% positive response from male and female academic and P&SS in next AS staff survey.
5.3.3	Identify, encourage, and support staff who can benefit from obtaining a place on one of UoG's managerial/research leader training programmes.	October 2019, ongoing.	Line Managers; SUERC Director; SAT CDWG	Question on access to relevant leadership training to show 80% positive response from male and female academic and P&SS in next AS staff survey.

5.3.4	Provide the 'Voice' committees with a small annual budget that can be used for training relevant to their job families and spent accordingly.	August 2019 (new FY), annually	SUERC Director	At least £2k allocated to Voice committees to support relevant training and social activities, outwith UoG provision- including on travel and accommodation costs.
5.3.5	Facilitate establishment of a small training 'library' in the SUERC coffee room, with resources covering items such as management, leadership, research supervision, etc.	October 2019, ongoing.	SAT CDWG	Question on access to relevant training opportunities to show 80% positive response from male and female academic and P&SS in next AS staff survey.
Appraisal/Development Review				
5.3.6	Ensure that all academic and P&S staff complete the relevant UoG training course (as reviewer/reviewee) to prepare them for the PDR process	By June 2020	Line Managers; SUERC Director.	100% completion of training courses
5.3.7	Conduct P&S and academic staff focus groups to investigate their respective issues raised during the staff survey regarding the PDR process and implement appropriate remedial actions	September 2020	SAT CDWG	Improve on 25% female and 50% male P&SS agreement in 2018 AS staff survey that PDR was useful in helping progress their career to at least 65% female and 70% males agreeing in next staff survey.
5.3.8	Introduce short interim PDR meetings, to check on progress towards annual objectives, work-life balance, and raise any issues	January 2020 (6 months following completion of PDR cycle) and annually thereafter.	Line Managers	At least 70% male and female respondents to new question in next AS staff survey report feeling supported to discuss objectives and work-life balance.
5.3.9	Design and introduce 'PDR checklist' to ensure specific issues are discussed and covered by managers at the review meeting	To be designed and introduced for June 2020 PDR launch	SAT Chair; Line Managers	At least 70% male and female respondents to new question in next AS staff survey report feeling supported to discuss objectives and work-life balance Improve on 25% female and 50% male P&SS agreement in 2018 AS staff survey that PDR was useful in helping progress

				their career to at least 65% female and 70% males agreeing in next staff survey.
5.3.10	Introducing a 'pre-PDR' form on which items such as job satisfaction, work-life balance, experience of managerial support etc. can be graded on a 1-5 scale to initiate and guide PDR conversations on these (sometimes difficult) topics	To be designed and introduced for June 2020 PDR launch	Line Managers	At least 70% male and female respondents to new question in next AS staff survey report feeling supported to discuss objectives and work-life balance
Support Given to Academic Staff for Career Progression				
5.3.11	Monitor uptake and effectiveness of UoG career development resources among our staff (particularly ECRs), in order to address any issues (e.g. accessing resources).	August-September 2019 (PDR round) and annually thereafter	SAT with support from line managers	New question in next staff survey on staff usage of UoG career development resources to evaluate effectiveness.
5.3.12	Raise awareness of the IRN and PRF among our postdoctoral researchers and ECRs and encourage participation.	April 2019 – April 2023	CDWG SAT; Line Managers.	New question in next AS staff survey shows PDRAs and ECRs aware of IRN and PRF (at least 70% male and female respondents affirming awareness). At least 1 SUERC member representing at these forums by April 2023.
5.3.13	Establish a mentoring working group on the SAT.	September 2019	SAT Chair; SAT members	Mentoring WG convened within post-application SAT.
5.3.14	Introduce formal recording of mentoring activities at PDR to emphasise the importance of these for career progression of both mentor and mentee.	June 2019, annually thereafter	SUERC Director; Line Managers;	Increase in next AS staff survey to at least 70% female and 70% male agreeing that mentoring is given consideration in overall workload, up from 50% female and 53% male agreeing in 2018 As staff survey.
Support Given to Student Academic Career Progression				
5.3.15	Ensure PGR progression is conducted by at least one member of each gender.	April – June annually, in line with Annual Progression Reviews.	PGR Convenor; Research Committee	Annual progression reviews conducted by gender diverse panel.
5.3.16	Implement an annual PGR career intentions survey, and collate this data to inform provision of career advice to PGRs.	Launch September 2020	PGR Convenor; SAT PGR member (to be identified via Action 3.3)	Survey launched in September 2020; at least 65% response rate from male and female students.

				Robust data set for SAT to use to examine career intentions of PGRs.
Support Offered to Those Applying for Research Grant Applications				
5.3.17	Require managers and staff to reflect on, and review, unsuccessful applications during PDR, and the line manager to offer further support and identify training for the next review period.	June 2019, annually in line with PDR	Director and Research Committee	New question in next AS staff survey for academic and staff on encouragement and support for research grant applications to show at least 75% male and female respondents in agreement.
5.3.18	The SUERC research committee to review all applications >£100,000 (and <£100,000 on request) quarterly and make recommendations for revisions ahead of submission.	In line with funding application deadlines and no later than 1 month prior to deadline	Research Committee	At least a 45% male and female success rate in major RCUK/non-RCUK grant applications. New question in next AS staff survey for academic and staff on encouragement and support for research grant applications to show at least 75% male and female respondents in agreement.
5.3.19	Run mock panels for large grants to better prepare applicants for interviews where applicable.	In line with funding process timelines and no later than 1week prior to interview	Research Committee	New question in next AS staff survey for academic and staff on encouragement and support for research grant applications to show at least 75% male and female respondents in agreement.
5.3.20	Create a database of past successful applications and feedback that can be used by staff preparing applications to gain insight into the structure of previous submissions.	Create by September 2020, update quarterly	Research Committee	New question in next AS staff survey for academic and staff on encouragement and support for research grant applications to show at least 75% male and female respondents in agreement.
5.3.21	Introduce a SUERC 'Initial Grant' programme for those who have not previously held substantial personal funding, including the potential to 'win' a SUERC supplement to research costs for the best prospective application.	Programme to be planned April 2019 – April 2020 and launched in May 2020	Research Committee	Equitable participation in programme by gender from RO staff. New question in next AS staff survey for academic and staff on encouragement and support for research grant applications to show at least 75% male and female respondents in agreement.
Career Development: Professional and Support Staff				
Training				
5.4.1	Establish a Career Development Working Group within the post-application SAT to	May 2019-August 2019	SAT Team SUERC EO	Working Group in place by August 2019

	encourage training uptake, identify areas where staff training is lacking, and initiate remedial action for these			Effective uptake of training opportunities by staff – at least 50% uptake by male and female SUERC P&SS
5.4.2	Publicise the availability, eligibility and relevance of UoG training courses to staff through SUERC internal communication channels	Quarterly	SUERC administrator with support from SAT and UoG EOD colleagues in collating a list of relevant courses and dates	Improvement in next AS staff survey on question about opportunities for professional development to at least 80% female and male P&SS in agreement (increase from 62% female and 44% male P&SS in agreement in 2018 AS Staff survey).
5.4.3	Provide the ‘Voice’ committees with a small annual budget that can be used for training relevant to their job families and spent accordingly. (This action extends the reach of Action 5.3.4 – ensuring resourcing of Voice committees relevant to P&SS staff training)	August 2019 (new FY), annually	SUERC Director	At least £2k allocated to Voice committees to support, amongst other things, relevant training, additional to UoG provision- including on travel and accommodation costs.
5.4.4	Facilitate establishment of a small training ‘library’ in the SUERC coffee room, with resources covering items such as management, leadership, research supervision, etc. (This action extends Action 5.3.5 – ensuring relevant materials and resources for P&SS)	From August 2019	SUERC Engagement Officer	Improvement in next AS staff survey on question about opportunities for professional development to at least 80% female and male P&SS in agreement (increase from 62% female and 44% male P&SS in agreement in 2018 AS Staff survey).
5.4.5	SUERC will reimburse the costs of travel to the west end campus or Tay House specifically for training	April 2019 – April 2023	SUERC Financial Controller (approved by Director)	Reimbursement of expenses through SUERC finance office. The expectation is there will be an increase in uptake numbers for P&SS staff to at least 6 women and 6 men participating each year (up from 2 women and 2 men in 2017/18).
5.4.6	Perform a collective census of P&S and academic staff career development and training needs in the next PDR round, and work with EOD colleagues to map out a programme of support to address these	September 2019, following closure of PDR window	SUERC Director to email staff highlighting requirement. Director & SAT to review collated information provided from line managers at PDR	Liaise with all LM to identify the training requirements of P&S staff – subsequent identification of training courses and uptake by staff. Improvement in next AS staff survey on question about opportunities for professional development to at least 80% female and male academic and P&S staff in agreement.

5.4.7	Ensure managers capture 'on-the-job' training activities in annual PDR records to supplement the formal P&SS training record (i.e. courses attended).	June-September 2019, PDR window	SUERC Director to email staff and ensure compliance	Robust data on P&SS training to supplement central information showing more extensive engagement with 'training' by P&SS to at least 3 training activities per staff member each year.
Support given to professional and support staff for career progression				
5.4.8	Support and encourage Science Council Professional Registration through an information workshop for staff and line managers on working towards these qualifications.	To be initiated in Oct. 2019, workshop to be held annually	Technician Voice (technician lead); UoG Technician Champion	20% uptake of SCPR from SUERC PSS.
5.4.9	Introduce seminars on P&SS-relevant topics for career development (e.g. scientific technical skills).	To be initiated in Oct. 2019	Technician Voice (technician lead)	3 seminars annually – focus on PSS scientific skills and technical specific discussions
5.4.10	Support staff engagement with a range of other professional development opportunities (e.g. Science Council Professional Registration), principally, via the UoG Technician Commitment.	Ongoing, initiated Jan. 2019	Technician Voice (technician lead)	Ongoing engagement with the UoG Technical Commitment – appointment of two Technical Champions as requested by the UoG Technical Commitment
Maternity/ Paternity/ Parental leave				
5.5.1	Publicise the College Academic Returners & Research Support Scheme among staff, support eligible individuals in applying, and audit uptake of the scheme.	Annually, October capturing new starts in line with new semester	SUERC Deputy Director (DD)	Publicised by email to all SUERC staff 4 times across the next four years. Monitor uptake of staff on scheme.
5.5.2	Develop an Institute "Parental Leave Pack" to be made available when notification of planned maternity/adoption leave is received.	January 2020, to be updated annually in line with policy development	SAT team with input from staff with relevant experience. Distributed by SUERC administrator	Development of parental leave pack and made available through SUERC office to all staff members. Highlighting of the pack in the induction pack for new starts. Email update concerning pack availability.
5.5.3	For KIT/SPLIT days we will i) support staff who are planning leave by identifying in advance where a KIT/SPLIT day may be beneficial and ii) introduce recording of KIT/SPLIT day numbers and purpose.	May 2019- May 2020 (collated records discussed annually by SAT thereafter)	LMs to record information and pass to SAT for collation. SAT to contact staff member on return to work re' KIT/SPLIT days & experience of usefulness	Population of a new record of KIT/SPLIT days including confirmation from staff that support was provided in advance where required. Increased awareness (and uptake) of KIT/SPLIT days, whilst mindful not to pressurise staff to feel obliged to use them, as measured by the next staff survey (May/June 2020).

5.5.4	Ensure that all staff are made aware of UoG provisions for maternity/paternity/adoption/shared parental leave via email communication and at all-Centre fora.	January 2020, on an annual basis provide update	Director, CEC, SAT (all-centre for a) SUERC administrator (email communication)	Awareness evidenced in next AS Staff survey to show ≥75% agreement of all male and female staff to question on awareness of parental leave provisions.
5.5.5	Create central list of available spaces for breastfeeding or expressing milk.	January 2020, annual update	SAT to compose list. SUERC administrator to email arrangements	To make a list of private spaces that staff can breastfeed in – to update the list annually. Ensure spaces are available on the ground floor with disabled access. Qualitative comments to free-text question in next staff survey shows any eligible female maternity returners confirm their access to suitable space if expressing on return to work.
5.5.6	Identify Parental Buddies at the Centre for new parents so that they can discuss aspects of managing leave and the return to work outside their line management arrangements.	January 2020-April 2020 (ongoing)	SAT to recruit buddies, SUERC administrator to implement administrative arrangements for pairing	List of buddies developed by spring 2020. 100% of staff taking forms of parental leave have access to a buddy as evidenced in new question in next AS staff survey for eligible staff.
Flexible Working				
5.5.7	Highlight the UoG flexible working opportunities and policies on informal flexible working regularly in communications to staff.	January 2020, ongoing quarterly	Director to compose text, SUERC administrator to distribute	Increase in next AS staff survey to question about awareness of where to access policies in relation to flexible working from 69% to 80% female and 53% to 75% male positive responses.
5.5.8	Consult the staff body regularly regarding formal/informal flexible working and family friendly working practices, how these are implemented, and take action to address issues raised.	January 2020, ongoing quarterly	SAT to consult, SUERC administrator to assist communication	To utilise quarterly SUERC newsletter to provide updates and communicate details to all SUERC staff.
5.5.9	Draft and implement a Flexible Working Guidance document for line managers at SUERC to ensure consistent implementation of in/formal flexible working.	January 2020, to be updated annually	Director with support from UoG HR; Line Managers	≥75% agreement to new question in next AS staff survey from all male and female staff about consistency of approach to in/formal flexible working from line managers.
Culture				
5.6.1	Encourage the ‘Voices’ committees to develop social activities in combination that are open	August 2019, every 6 months following	Voices lead members	To meet every 6 months to plan series of SUERC social events, to hold 2 events annually (spring and autumn) with >50% SUERC uptake

	to all staff and supported by an annual budget.			
5.6.2	Initiate a Centre-wide 'Team Development Day' that combines social activities with discussion of work-related issues, and information sessions (e.g. personal effectiveness, mindfulness)	July 2020, annual event	Voices committee leads SUERC Director; SUERC Engagement Lead(s)	Development of first team event in summer 2020 with uptake of >75% SEURC staff. To hold similar events annually to promote team development and staff cohesion.
5.6.3	Start a monthly suggestions box which is aimed at using collective staff input to post suggestions of activities that would improve the working or running of the Centre	July 2019	SAT to advertise and devise, SUERC administrator to implement and collate deposits for review by SAT and CEC	Positioning of SUERC suggestion box at reception for deposits by staff. Implementation of suggestions directly arising from this action.
5.6.4	Review the physical environment of SUERC to: i) ensure that reasonable adjustments are made to access of facilities in line with current legislation and ii) identify areas that could be usefully upgraded to encourage social cohesion (e.g. tea room, breakout areas)	December 2019	Director, CEC, and SAT with support from SUERC buildings supervisor	Annual review of SUERC infrastructure. Discussion with different staff members concerning effectiveness of current SUERC layout. Discussion by DD with SUERC CEG concerning upgrading and actioning/recording of action points.
5.6.5	Create an information leaflet on facilities, and adjustments that can be put in place by staff for any visitors with physical disabilities (e.g. seminar speakers).	June 2020	SAT with support from SUERC administrator to implement	To use the information collected in 5.6.4 to develop SUERC leaflet. Make leaflet available from reception to all visitors and SUERC staff. Leaflet is updated annually.
HR Policies				
5.6.6	Raise awareness of University support structures for victims of bullying and harassment including ensuring the SUERC induction pack emphasises support available for anybody witnessing or experiencing bullying or harassment..	March 2020	SUERC Bullying and Harassment Officer, with support from SAT	To review the SUERC induction pack to ensure policies are adhered too – make sure these are updated annually. Provide SUERC seminar annually on harassment and bullying. Active engagement of > 50% staff, numbers increasing annually.
5.6.7	Raise awareness of what behaviours constitute bullying and harassment in the workplace through inviting UoG and external experts to staff workshops in SUERC	March 2020	SUERC Bullying and Harassment Officer, with support from SAT	To arrange annually for UoG and external experts to deliver a workshop following the annual SUERC bullying and harassment seminar. Active engagement of > 50% staff, numbers increasing annually.

Committee Representation				
5.6.8	The SUERC committee will publish i) the membership of their committee ii) a statement of their remit on the SUERC website iii) the minutes of their meeting on the SUERC intranet	January 2020	Committee chairs, Committee member tasked with minute-taking (incl. <i>ex-officio</i>), support from SUERC IT officers	Membership published and updated annually. No mention of lack of knowledge in free text answers in staff survey 2020.
5.6.9	Improve gender balance of SUERC committees without overburdening female staff with administrative duties	May 2019-April 2021	Committee heads, Director, CEC. SAT to provide advice and support on request	Improvement in next AS Staff survey to question on fair representation of women and men on SUERC committees to 70% male and female staff agreeing – up from 27% male and female staff agreeing in last AS staff survey and 50% female and 48% male not knowing.
5.6.10	Revise committee membership policy to allow for members to be co-opted/ working groups formed for time-limited/ specific tasks to benefit from wider staff input and share administrative burdens	May 2019-December 2019	Director and CEC (devise and write policy), committee leads (advertise and implement policy)	As per Action 5.6.9.
5.6.11	Create a record of external committee membership by grade, role, and gender. To be updated annually and examined to identify any difference in staff participation by gender and devise/apply actions to address where this is the case.	Annually, at PDR (Aug/Sept) SAT to examine data yearly following P&DR	SAT, CEC	First population of new resource detailing external committee participation by January 2020. Completion of SAT data review and presentation of results to CEC for discussion and identification of actions by March 2020 Implementation of any actions arising by May 2020
5.6.12	Promote vacancies and opportunities for influential committee membership to ECRs (G6-G8) within the Centre.	May 2019-ongoing	Line Managers; Senior staff (G9-G10)	Annually assess impact on the committee membership uptake of ECRs to ensure equality of opportunity by gender.
Workload Model				
5.6.13	Review current workload allocation system and create a set of best practice principles or considerations for PIs when allocating work, modelled on guidance from the Athena Forum	May 2019-May 2020	CEC, SAT, with input from Line Managers on current systems found effective	New question in next AS staff survey shows ≥70% male and female staff believe there is fair and transparent allocation of work.

Timing of Departmental Meetings and Social Gatherings				
5.6.14	For department meetings introduce a formal core-hours (10:00-16:00) policy and for all other meetings, research events and social gathering introduce guidance that these must be scheduled with consideration of the needs and constraints of colleagues	May 2019-July 2019	Director, CEC	Increase in agreement that meetings are scheduled flexibly in next staff survey to at least 85% male and female staff in agreement, up from 48% female and 55% male staff agreeing in last AS staff survey.
5.6.15	SUERC Voices committees to use part of annual budget in design and implementation of social activities for 1) the Voice, 2) jointly with other committees to improve SUERC-wide social cohesion	May 2019-December 2019	Voice committees	Improvements in inclusion, cohesiveness and positive working culture to be assessed through >75% positive response to new question on this in staff survey, with no significant gender differences.
Visibility of Role Models				
5.6.16	Review images used on SUERC webpage to ensure gender diversity and build profiles on Academic and PSS staff via SUERC website, utilising as an opportunity to increase visibility of female role models.	December 2020	SUERC Director SUERC IT support SAT Team	Development of new SUERC website highlighting the diversity of its staff and their contributions/achievements. To formulate the site so that it can inspire the next generation of geoscientists. The site will go live in December 2020.
5.6.17	Encourage participation of SUERC female staff in the seminar series, offering the possibility of support for presentation skills where these are an obstacle	October 2019	SUERC Seminar Convener, supported by SUERC director	1-2-1 discussion with SUERC female scientists and encouragement to present seminar. Increase (>10%) year-on-year of SUERC females presenting their research.
5.6.18	Social media campaign for IWD 2020 celebrating success and achievements of SUERC Academic and PSS women	March 2020	SAT Team SUERC IT support	Development of Twitter trail and Facebook campaign showing the SUERC female contingent and their contributions both to science and development of the Centre.
Outreach Activities				
5.6.19	Establish a SUERC Knowledge Exchange and Impact Committee with responsibility for tracking outreach and engagement activities, including gender of participants and division of labour	May 2019-December 2019	SUERC REF Impact Champion to design remit and recruit. Supported by CEC & SAT chair	Increase in proportion of staff identifying they engage with outreach activities at the next staff survey(2020), with data from committee to show participation is equitable by gender
5.6.20	Encourage staff to highlight outreach and engagement activities in their PDR- via email from the Director at the start of PDR process each year	August 2019 (next PDR round) and annually thereafter	Director of SUERC	At least 65% of male and female staff agree to new question in next AS staff survey that outreach and engagement activities are valued, recognised and celebrated.

5.6.21	Highlight and celebrate SUERC outreach activities on the SUERC homepage, Twitter account, and SUERC newsletter	May 2019-May 2020	SUERC Twitter account administrators, SUERC webpage administrator, CEC, with content generated by all staff	As per Action 5.6.20
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