



# Departmental Restructuring Bronze and Silver Interim Award Application

## ATHENA SWAN INTERIM DEPARTMENT AWARDS

Recognise the work underway in departments to ensure that changes to the structure of the original award-holding department(s) do not adversely impact on gender equality in the department or any gender equality initiatives or Athena SWAN activities in place. Interim awards recognise that the department has taken action to ensure gender equality is embedded in the new structure, and to ensure the continuation of its actions to address the key issues identified by the self-assessment process.

## VALIDITY OF AWARDS AND ELIGIBILITY OF APPLICANTS

Interim awards will be valid for three years from the date of the application.

In order to apply for an interim award, the majority of any previous constituent units must hold Athena SWAN awards. Applicants may only apply for a Silver interim award if the majority of the previous constituent units held Silver awards.

## COMPLETING THE FORM

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE PROVIDED GUIDANCE**

This form should be used for applications for Bronze or Silver Athena SWAN interim awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 4.2, 4.4



If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Silver
<b>Word limit</b>	<b>7,500</b>
<i>Recommended word count</i>	
1. Letter of endorsement	496
2. Description of the changes arising from restructure	999
3. Self-assessment process	991
4. Supporting and advancing careers	4,310
5. Further information/ COVID impact	467

<b>Date of application</b>	1/11/20
<b>Name of institution</b>	Imperial College London
<b>Name of department applying for award</b>	Infectious Disease
<b>Interim Award Level</b>	<b>Silver</b>
<b>Focus of department</b>	<b>STEMM</b>
<b>Previously constituted unit(s) holding awards</b>	<b>Department of Medicine</b>
<b>Details of previous award(s)</b>	<b>Date: April 2018</b> <b>Level: Silver</b>
<b>Previously constituted unit(s) not holding awards</b>	
<b>Contact for application</b> Must be based in the department	John Tregoning
<b>Email</b>	<a href="mailto:John.tregoning@imperial.ac.uk">John.tregoning@imperial.ac.uk</a>
<b>Telephone</b>	02075943176
<b>Departmental website</b>	<a href="https://www.imperial.ac.uk/infectious-disease">https://www.imperial.ac.uk/infectious-disease</a>

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

# Imperial College London

Athena SWAN Manager  
Equality Challenge Unit  
First floor, Westminster Tower  
3 Albert Embankment  
London SE1 7SP

**Faculty of Medicine**  
Room 2.15, Level 2  
Faculty Building  
South Kensington Campus  
Exhibition Road, London SW7 2AZ  
Tel: +44 (0)20 7594 3901 or 3905

<https://www.imperial.ac.uk/people/j.weber>  
<https://www.imperial.ac.uk/medicine>

**Professor Jonathan Weber**  
PhD, FRCP, FRCPath, FMedSci  
Dean, Faculty of Medicine

### Departmental Athena Swan Silver Interim Award Applications

In August 2019 a revised organisational framework was launched for the Faculty of Medicine at Imperial which created smaller, more thematic departments, shaped by underpinning science and clinical alignment. Through this change, we have sought to widen academic engagement in the running of the Faculty to deliver scientific opportunity and drive support and career progression opportunities throughout.

A key intention in creating smaller units was to develop management structures within each grouping which were clear and consistent, but also representative, accessible and responsive to the needs of the members of that department. We sought to build these values into the reorganisation process itself as well as its outcome, starting with appointment to the academic leadership of the new departments through an open expression of interest call. We are delighted that the resulting departmental leadership team now comprises equal numbers of male and female Heads of Department (HoDs).

The reorganisation programme also included an Athena Swan/EDI workstream to ensure each new unit recognised and embedded equality programmes into its establishment. Since the new structure was created our academic HoDs have taken the lead in creating a supportive culture for their staff, working with their own academic group leads and as part of the wider Faculty leadership team to realise these goals for our whole academic community.

**Professor Jonathan Weber**  
*Dean, Faculty of Medicine*



One of the first things I did as Head of Department was to put equality, diversity and inclusion at the centre of our efforts. As a female academic with two children, I appreciate the hurdles that individuals face in their scientific career balancing family and work life and the challenges of being the 'odd one out' in the room. The opportunity to use my position to address inequality in the academic sector was a major motivation for me to take this leadership role. I recognize that failing to address inequality issues would damage the vital work we do in the department: if we do not draw from the widest pool of talent, we will fail to recruit the best and the brightest minds.

Luckily, I am building on the success of the old Department of Medicine, from which Infectious Disease has sprung. The hard work done by Martin Wilkins (HoD) and Vicky Salem (EDI lead) and their vision for the old department is a perfect template for us to build on. We will continue the work they started in improving the appraisal process so that everyone feels listened to.

I now have a fantastic opportunity as the head of a new department to set the right tone from the outset. I want my department to welcome everyone and am committed to creating a thriving environment for all. I am on the SAT and have worked closely with them to ensure our action plan is achievable and will deliver real change in the next three years. My aspiration is that we deliver this ambitious action plan over the next three years making a real impact.

I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and a true representation of the department.

**Professor Wendy Barclay**  
*Head of Department*



Imperial College of Science, Technology and Medicine

**Word count: 496 words**

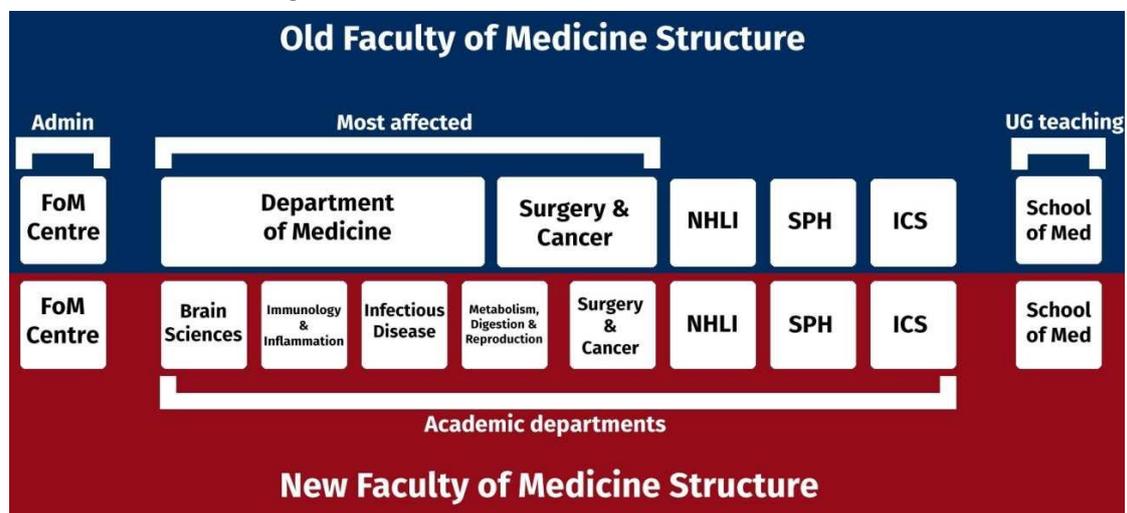
## Abbreviations

<b>Abbreviation</b>	<b>Full</b>
BAME	Black, Asian and Minority Ethnic
CPD	Continuing Professional Development
DoID	Department of Infectious Disease
DoM	Department of Medicine
DM	Department Manager
EDI	Equality, Diversity and Inclusion
EDIC	Equality, Diversity and Inclusion Committee (incorporates SAT)
FoM	Faculty of Medicine
HoD	Head of Department
HoS	Head of Section
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer
PTO	Professional, Technical and Operational
SAT	Self-assessment team
WLM	Workload model

## 2. DESCRIPTION OF THE CHANGES ARISING FROM RESTRUCTURE

The Faculty of Medicine (FoM) launched a new departmental structure on 1 August 2019. The new departmental structure was created by the Dean of the Faculty (Professor Jonathan Weber) to enable individual departments to better develop and promote their unique strengths and to ensure effective, clear and consistent approaches to support activity and collaboration across the Faculty. As a result of the re-organisation, the departments are now more tightly focused thematically: shaped by their underpinning scientific and clinical alignment. There are now eight Departments within the Faculty; some remaining very similar to their pre-existing configuration, with four male and four female Heads of department (HoD). Four new departments were created and the Department of Medicine (the largest department under the old structure) no longer exists.

A high-level overview of the transitioning of academic activity from the old to the new structure is shown in **Fig. 1** below.



There were no redundancies as a result of this reorganisation. A small number of professional support staff (PTO) were affected by significant changes to their roles (20% or more of their role changed) and some further staff saw minor role changes (less than 20% change). Across the faculty, twelve staff members fell into these groups. For these staff there was a period of formal consultation and they were given priority to assimilate into new posts created as a result of this reorganisation.

There were no changes to location of research groups or line-management structure during the reorganisation. Educationally, some courses moved to new departmental homes but there were no changes to course leadership, quality, curricula, delivery format, location or scope. Any effect on students was restricted to:

- a change of title for awarding department;
- some changes to support personnel and administration activity associated with the courses or individual student support (where such services are provided at a departmental level).

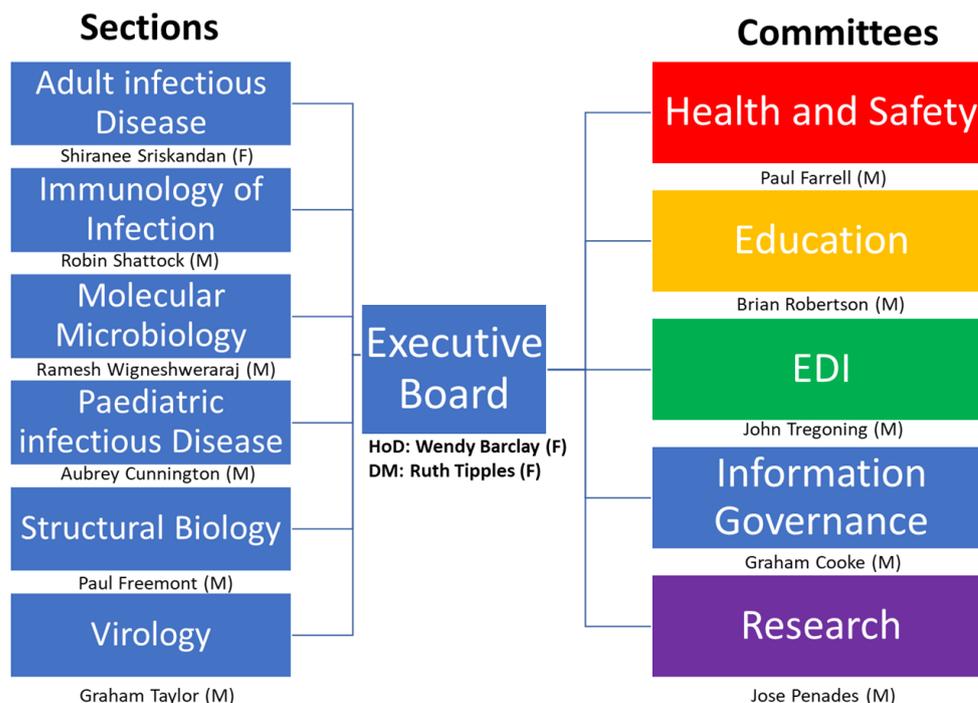
This was communicated to students through a range of approaches including briefing sessions to postgraduate representatives, targeted comms from the department including FAQ for students.

Please note that four departmental-restructuring interim applications from the FoM, Imperial College London are being submitted simultaneously, including this application from the Department of Infectious Disease. We are purposefully submitting all four applications at the same time. There is naturally overlap in the applications as many of the processes and actions covered in the original successful Department of Medicine (DoM) Silver award (2018) application remain highly relevant to the new smaller Departments. In addition, some processes operate at University level, and therefore remain common. The four SAT teams of the new Departments collaborated closely in writing the applications to reduce unnecessary duplication of work and focussed on tailoring text and actions to their new Departments as appropriate. We also hope that this consistent approach will make the review process easier for the panel.

### The new Department of Infectious Disease (DoID)

Athena SWAN principles were applied at every stage of setting up the Department. Recruitment of our new (HoD) was undertaken through a formal, open call for expressions of interest and a clear JD was published, accessible to all Faculty staff. Shortlisting and interviewing were undertaken by a gender-balanced panel; all appointments were contested; there was junior academic and Faculty Athena SWAN representation on the interview panels.

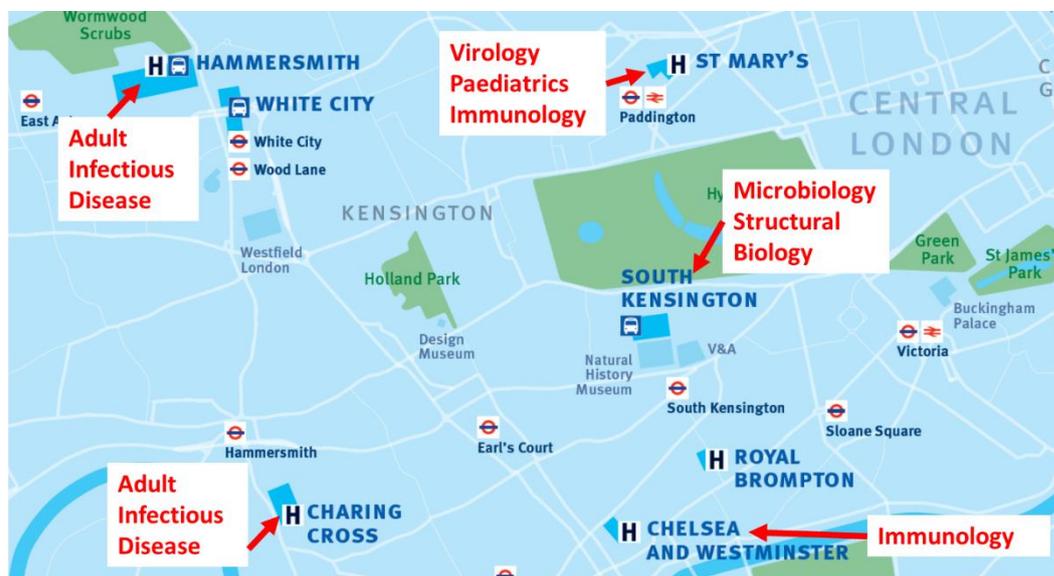
The DoID was created by merging the previous Division of Infectious Disease with the Centre for Structural Biology – both within the old DoM. This was a logical and seamless merger which did not involve any physical re-location. Our new HoD, Prof Wendy Barclay, is a high-profile, senior, female academic. The Department consists of 6 sections and the management and governance structure is outlined in **Figure 2**. Whilst there is not parity in male and female membership in these roles, we are mindful of the



**Figure 2. Overview of the management and governance structure of DoID.** The DoID is governed by the Executive Board which consists of the Head of Department (HoD), Heads of Section (HoS), Departmental Manager (DM) and EDI lead. The heads of other activities e.g. education/ research are co-opted as required.

work burden of administrative committees. We aim to spread committee membership equitably across all academics, so membership reflects the demographics of the department. Three of our thirteen (23%) departmental leadership roles are held by women (**Figure 2**), which matches the professorial split of the new department (28% Female) and the equivalent value for the parent DoM (21%). Nevertheless, the relative dearth of women in senior leadership roles remains priority area for improvement for DoID, to address this, Prof Becca Asquith (Female) has recently been appointed the deputy head of Immunology of Infection section and Prof Xiaodong Zhang (Female) has been appointed deputy head of Structural biology, with a view to succession planning. The chair of the Equality, Diversity and Inclusion Committee (EDIC) sits on the Department Executive Board.

The DoID is geographically spread out and this is an important consideration for communications and cohesiveness (**Figure 3**).



**Figure 3. Campuses belonging to Imperial College London that house elements of the Department.** The Department is spread over five of the college campuses, with a considerable international footprint.

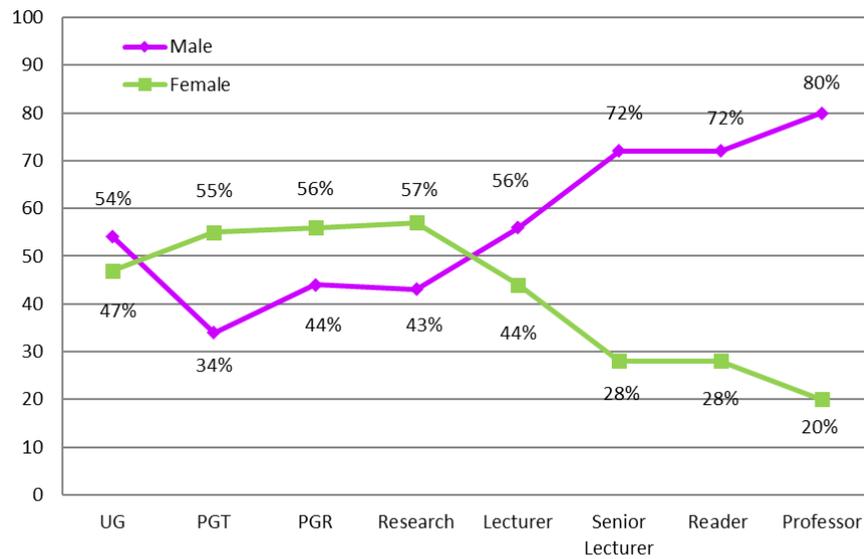
Following the reorganisation, we had 303 employees in total (**Table 2.1**). The gender balance in the Department in total is 56% Female and 44% Male compared to 52% Female and 48% Male in the old DoM. Academic staff gender balance across all grades (clinical + non-clinical) is illustrated in **Figure 4** and **Table 2.1** and benchmarked against DoM. PTO staff is 67% Female and 38% Male, similar to DoM. Undergraduate students are counted at a faculty level and the department does not run its own undergraduate courses.

JOB FAMILY	New Dept: DoID					Former Dept: DoM				
	total	women	men	% women	% men	total	women	men	% women	% men
<b>Academic</b>	68	18	50	26.5	73.5	187	47	140	25.1	74.9
<b>Research</b>	123	69	54	56.1	43.9	294	166	128	56.5	43.5
<b>PTO</b>	104	78	26	75.0	25.0	300	213	87	71.0	29.0
<b>Nursing</b>	8	5	3	62.5	37.5	22	17	5	77.0	23.0
<b>PGR</b>	328	182	146	55.5	44.5	914	576	338	63.0	37.0
<b>PGT</b>	65	46	19	70.8	29.2	281	176	105	63.0	37.0

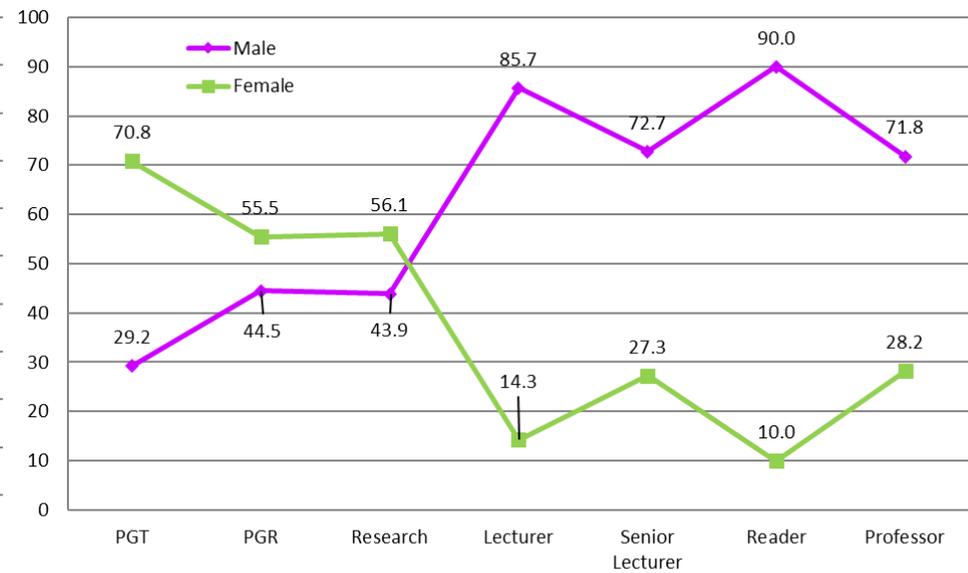
Department of Infectious Disease		Gender				
Row Labels		Female	Male	Grand Total	Percentage Female	
<b>PTO</b>	Fulltime-Fixed Term	21	14	35	60%	
	Fulltime-Open Ended	31	12	43	72%	
	Parttime-Fixed Term	8		8	100%	
	Parttime-Open Ended	17		17	100%	
	Zero Hours - Fixed Term	1		1	100%	
<b>PTO Total</b>		<b>78</b>	<b>26</b>	<b>104</b>	<b>75%</b>	
<b>Research</b>	Fulltime-Fixed Term	49	40	89	55%	
	Fulltime-Open Ended	16	13	29	55%	
	Parttime-Fixed Term	3	1	4	75%	
	Parttime-Open Ended	1		1	100%	
<b>Research Total</b>		<b>69</b>	<b>54</b>	<b>123</b>	<b>56%</b>	
<b>Academic</b>	Fulltime-Fixed Term	1	2	3	33%	
	Fulltime-Open Ended	13	35	48	27%	
	Parttime-Fixed Term	1	11	12	8%	
	Parttime-Open Ended	4	4	8	50%	
<b>Academic Total</b>		<b>18</b>	<b>50</b>	<b>68</b>	<b>27%</b>	
<b>Nursing</b>	Fulltime-Fixed Term	3		3	100%	
	Fulltime-Open Ended	1	2	3	33%	
	Parttime-Fixed Term		1	1	0%	
	Parttime-Open Ended	1		1	100%	
<b>Nursing Total</b>		<b>5</b>	<b>3</b>	<b>8</b>	<b>63%</b>	
<b>Grand Total</b>		<b>170</b>	<b>133</b>	<b>303</b>	<b>56%</b>	

Department of Medicine		Gender				
Row Labels		Female	Male	Grand Total	Percentage Female	
<b>PTO</b>	Fulltime-Fixed Term	72	36	108	67%	
	Fulltime-Open Ended	82	37	119	69%	
	Parttime-Fixed Term	14	2	16	88%	
	Parttime-Open Ended	40	8	48	83%	
	Zero Hours - Fixed Term	3	2	5	60%	
	Zero Hours - Open Ended	1		1	100%	
<b>PTO Total</b>		<b>213</b>	<b>85</b>	<b>298</b>	<b>71%</b>	
<b>Research</b>	Fulltime-Fixed Term	111	82	193	58%	
	Fulltime-Open Ended	36	39	75	48%	
	Parttime-Fixed Term	16	6	22	73%	
	Parttime-Open Ended	3	1	4	75%	
	<b>Research Total</b>		<b>166</b>	<b>128</b>	<b>294</b>	<b>56%</b>
<b>Academic</b>	Fulltime-Fixed Term	5	10	15	33%	
	Fulltime-Open Ended	32	102	134	24%	
	Parttime-Fixed Term	3	13	16	19%	
	Parttime-Open Ended	7	15	22	32%	
<b>Academic Total</b>		<b>47</b>	<b>140</b>	<b>187</b>	<b>25%</b>	
<b>Nursing</b>	Fulltime-Fixed Term	10	1	11	91%	
	Fulltime-Open Ended	2	3	5	40%	
	Parttime-Fixed Term	5	1	6	83%	
	Parttime-Open Ended	4		4	100%	
<b>Nursing Total</b>		<b>21</b>	<b>5</b>	<b>26</b>	<b>81%</b>	
<b>Grand Total</b>		<b>447</b>	<b>353</b>	<b>779</b>	<b>55%</b>	

Table 2.1. Comparison of DoID with old DoM: Different job roles within the department, with full-time and part time split in more detail



Department of Medicine: 2018



Department of Infectious Disease: 2019

**Figure 4. Gender balance across academic staff and students in DoID.** Scissor diagrams of all academic staff in DoID at the foundation of the department compared to DoM 2018 (when the Athena Silver Award was granted). Female staff depicted in pink and male staff in green, percentage on each point.

## SUMMARY

- The new DoID is directly derived from the previous DoM, a Silver award holder.
- The reorganisation was not driven by cost. There were no redundancies, no new recruitments and no geographical moves. As such the day-to-day experience for the vast majority of staff and students was largely unaffected during the transition.
- Gender balance reflects previous levels, with an ongoing commitment to improving the numbers of women in senior/leadership roles.
- The re-organisation was strongly influenced by core Athena SWAN principles promoting better transparency of process, leadership visibility to improve the working culture of the department.

Word count: 999 words

### 3. THE SELF-ASSESSMENT PROCESS

- (i) details of how the self-assessment team has changed over the restructuring

The new FoM structure has led to changes in the departmental self-assessment teams (SAT). We have created a new SAT committee for the new Department of Infectious disease (formed on 1<sup>st</sup> November 2019). Thus, our DoID EDI/SAT committee has different personnel from the original DoM SAT, though Dr Sharron Stubbs was on the DoM SAT and Ruth Tipples was on the SAT in her previous department (Public Health). Our EDI and SAT committee has representatives from all job families is gender balanced and ethnically diverse (**Table 3.1**).

**Table 3.1 DoID EDI/ SAT committee by job family and gender**

Membership Job Family	Number of Females	Number of Males
PTO	2	1
Clinical Academic	1	1
Non-clinical Academic	2	2
Research	2	1
PGR	1	1
<b>TOTAL</b>	<b>8</b>	<b>6</b>

Recruitment to the SAT was done by open invitation for new members. We had lots of interest and this open recruitment has ensured a very motivated, enthusiastic and lively SAT committee willing to take on new ideas and new challenges.

We meet monthly to ensure we are monitoring, raising and championing Equality issues throughout the DoID 'bedding in' period. Advance notice is given of the meetings and we canvass opinion for preferred dates and timings to be fair to all members' commitments. The DoID EDI/SAT committee is chaired by Dr John Tregoning (Male, non-clinical academic). Effectiveness of our team is ensured by full integration of EDI principles into senior management of our Department and both the HoD and Department Manager (DM) are part of the SAT (**Table 3.2**).

**Table. 3.2 DoID Equality, Diversity and Inclusion committee and Athena SWAN Self-Assessment Team**

Name	Job Title	Job Family	Gender	Personal Statement
<p>John Tregoning</p> 	<p>Reader</p> <p>Chair of SAT</p>	Academic	Male	Married with two school-aged children, wife also works full time. Familiar with challenges of being a working parent, and the need to share responsibilities with partner.
<p>Sharron Stubbs</p> 	<p>Senior Lab Manager</p> <p>(Technician Champion)</p>	PTO	Female	Manages a diverse team. Progressed through the PTO job family over 20 years. Chairs a Technical Managers forum on the Medical campuses as part of the delivery of the Technical Commitment in the College and Department.
<p>Kat Pollock</p> 	<p>Clinical Senior Lecturer</p> <p>(Clinical Champion)</p>	Academic/clinical	Female	Mother of twins, clinician scientist with experience of working and training part time.
<p>Carol Sheppard</p> 	<p>Postdoc</p> <p>(Postdoc champion)</p>	Research	Female	Married with two young children, husband also works full time as an academic scientist. Familiar with the practical challenges of taking maternity leave as a bench-based scientist as well as the benefits of shared parental leave.
<p>Vanessa Sancho-Shimizu</p> 	<p>Lecturer</p> <p>(Fellows Champion)</p>	Academic	Female	Mother to a 3yr old, early career researcher of mixed ethnicity. Experience with shared parenting and juggling caring and work responsibilities

<p>Julia Makinde</p> 	<p>Postdoc  (Postdoc champion)</p>	<p>Research</p>	<p>Female</p>	<p>British and African, married with shared childcare responsibilities (under 5s), involved in research, teaching and mentoring of students. Conversant with topical issues around these areas and intersecting responsibilities.</p>
<p>Fadil Bidmos</p> 	<p>Fellow  (Fellows champion)</p>	<p>Academic</p>	<p>Male</p>	<p>Of Black African descent, married with two children and fully conversant with issues affecting academics from a BAME background and parents.</p>
<p>Jacob Lee</p> 	<p>Lab Manager</p>	<p>PTO</p>	<p>Male</p>	<p>British-born Chinese ethnicity and part of the LGBTQ community, working in the PTO job family.</p>
<p>Avinash Shenoy</p> 	<p>Senior Lecturer</p>	<p>Academic</p>	<p>Male</p>	<p>Indian national of south-Asian ethnicity, single, belonging to the LGBTQ community and familiar with issues faced by international researchers on visas, and people of BAME and LGBTQ identities.</p>
<p>Claire Broderick</p> 	<p>PhD student  (Student champion)</p>	<p>PGR/ Clinical</p>	<p>Female</p>	<p>Married with two young children, familiar with the challenges of juggling childcare, clinical medicine and research, of working less-than-full-time and disability.</p>
<p>Graham Taylor</p> 	<p>Professor/  Head of Section</p>	<p>Academic/ Clinical</p>	<p>Male</p>	<p>Married with two married sons. Experience of working overseas and entering academic path late in career. Clinical work is predominantly with Neglected Diseases in BAME community.</p>

<p>David Butler</p> 	<p>PhD student  (Student Champion)</p>	<p>PGR</p>	<p>Male</p>	<p>A PhD student committed to LGBTQ activism, gender equality, and anti-racism. Using my perspective as a student, I aim to help highlight the structural and cultural barriers that hinder progression and lead to inequality within academia.</p>
<p>Ruth Tipples</p> 	<p>Department Manager</p>	<p>PTO</p>	<p>Female</p>	<p>At Imperial for 15+ years. Offers a wide perspective to the group as she oversees the operational management requirements of a busy research department.</p>
<p>Wendy Barclay</p> 	<p>HoD</p>	<p>Academic</p>	<p>Female</p>	<p>Working mother of two, I fully appreciate the difficulties faced by my department members in balancing the family and a career and the awkwardness of being a minority. I pledge to help others navigate challenges by giving advice and support and making sure our department environment is fair and celebrates diversity.</p>

To ensure alignment, consistency and spread of good practice, the chairs of the SATs from the 4 new Departments meet regularly. Dr Vicky Salem (former DoM SAT chair) is advising the new departments, providing continuity with the DoM Athena award. The departmental SAT chair attends both the FoM and the College EDI meetings, ensuring that information and good practice flows in both directions.

(ii) details of any equality impact assessment undertaken

No negative impact was found for any staff or students with protected equality characteristics during the reorganisation. The reorganisation was undertaken in line with College change management policy, and staff were consulted and kept informed throughout. There were no redundancies, job re-definitions or major changes in working structures with the formation of the new department. Thus, in consultation and with agreement from HR, the Faculty decided not to conduct a formal Equality Impact Assessment.

Nevertheless, the department and the EDIC still recognises that the reorganisation may have had some more subtle impacts that could feasibly be gendered. One of the first actions of the new EDIC was to send out a biannual DoID (departmental) Athena survey in early 2020. This departmental survey will occur every other year to the wider College staff survey in order to gain more textured information about departmental culture and equality issues. We intended the first permutation of this survey to also include a section regarding perceptions/impact of the reorganisation. However, we decided to put this on hold due to the significant disruption caused by COVID-19.

(iii) details of how the principles of the Athena SWAN Charter have been considered and embedded during the restructuring process

The ten Athena SWAN principles are core features of the DoID EDIC, and we have worked from the outset to ensure that they and previous Athena best practice initiatives have been carried over and firmly embedded in our new department. The success areas in DoM’s Silver award have been embedded (**Table 5.1**).

The re-organisation of the FoM brought with it an opportunity for greater cohesion on the EDI front across the new departments, to ensure spread of ideas and best practice as well as to centralise some administrative help (**Table 3.3**). The Faculty Athena SWAN Committee was retained to continue its work to embed the Athena principles and share best practice across the Faculty. A new group, the Faculty Culture Initiatives Management Group, was set up to embed wider cultural improvement and address EDI issues across the Faculty.

**Table. 3.3 Additional SAT support from Faculty, co-opted on as needed**

Name	Job Title	Job Family	Gender	Role
Rob Bell	Athena SWAN Coordinator	Professional Services	Male	Acts as link to central College activity. Works flexibly. Volunteers as Athena SWAN assessor.
Nick Wood	Programme Manager – Data	Professional Services	Male	Coordinates data across faculty
Paula Philips	Institutional Affairs Manager	Professional Services	Female	Acts as link to Faculty EDI Activity
Elizabeth Ince	Strategic HR Partner	Professional Services	Female	HR point of contact for faculty:
Genevieve Timmins	Digital Communications Manager	Professional Services	Female	Coordinates webpage, departmental newsletters and other communications.

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

We now have an engaged and active EDI/SAT team within DoID, which will continue to meet monthly during term time. Membership will be reviewed annually to ensure it is appropriate and representative; allowing current members to step down if necessary and enabling an influx of ideas and opinions.

One of the major activities of the SAT was to build on the successful Silver Award of the DoM (**Table 5.1**). This was initially hampered by working remotely during COVID lockdown, but through innovative use of videoconferencing software we were able to work as small groups and feedback to a central meeting. This has led to the action plan in this application.

A standing item on the EDI/SAT meeting agenda will be progress towards implementation of the Athena SWAN action plan and new Athena SWAN initiatives. Our findings, initiatives and actions will regularly be communicated with staff and students in DoID (through the departmental newsletters and at departmental away days). SAT progress and EDI matters are reported to Departmental executive board as a standing agenda item.

(v) **plans for future Athena SWAN award applications**

The overall aim of our EDI/SAT committee is to ensure that equality, diversity and inclusion remain completely embedded in our Department culture and structure. We will give a voice to all staff and closely monitor the continued adherence and advancement of our principles.

The major areas we are focusing on are increasing the numbers of female academics, supporting the career paths of PTO staff, building a culture that enables all staff to achieve their full potential and to ensure caring and parenting do not have a negative impact on career progression (**Action plan: table 5.2**).

Based on our DoID mission statement and aims, our achievements thus far and our plans going forward, we aspire to submit for minimum a Silver Award in the autumn 2024 application round – with the ambition of going for Gold.

**Word count (excluding tables): 991 words**

## **4. SUPPORTING AND ADVANCING CAREERS**

### **4.1. Key career transition points: academic staff**

(i) **Recruitment**

Faculty and College have established procedures for advertising, shortlisting and appointing which promote gender equality. The Faculty has been keen to ensure that the reorganisation has been used as an opportunity to drive organisational cultural equality in recruitment practice. We will integrate these approaches into departmental level recruitment. The new DoID will continue to implement best practice (in addition to Faculty and College guidance), particularly the use of gender balanced search panels for senior roles, gender-neutral wording in job descriptions and the explicit development of roles that suit job sharing or flexible working. We will run unconscious bias training as a cross departmental event to support those in recruitment roles (**Action 5c**).

Prior to the establishment of DoID, there was a FoM led call for new lecturers: the incoming HoD and EDI lead were on the panel for potential DoID candidates. The panel was gender balanced with representation from a senior female professor in DoID

(Shiranee Sriskandan). As a result of the process 3 new lecturers were appointed – Dr Sancho-Shimizu (F), Dr Low (M) and Dr Clarke (M).

***Achieving diversity in entry level academic appointments is the most effective tool to ensure long-term diversity.***

We are focussing on the early career stages for academics, as this is the way to ensure a strong foundation for the future of the department and more broadly the field. This is a key career transition point, where historically there is a split in the number of male and female staff (**Action 1**). As part of our strategy to develop future talent, we will sponsor at least 6 fellowship applicants (working out as one per section) per year who are Female or BAME (**Action 1a**). In a financial climate in which fewer lectureship positions may be available, the fellowship route is still a way to develop independence. All three of the recently appointed lecturers into the department had previously held fellowships, which supports this as an approach to improve gender diversity in academic staff.

(ii) Induction

There have been no substantive changes to induction policy or process since the reorganisation. All new starters at Imperial are inducted through the Imperial Essentials programme, which provides key information that new staff need to know in the first six months. All new staff are also invited to Imperial Insights, a College run half-day induction event.

The split into smaller departments creates an opportunity for the DoID to produce updated induction information that is more specific, creating an environment which allows for greater support and development of staff and students. We will audit the current induction process and revise accordingly with Athena principles in mind (**Action 3d**).

(iii) Promotion

There have been no changes to promotion processes or policy with the reorganisation. Every academic in the department will be considered for each promotion round, regardless of whether they have put themselves forwards or not. Heads of section will identify relevant candidates and support individuals to develop their portfolios, where required, to ensure they are promoted in a timely fashion (**Action 1b**).

The first round of academic promotions for the new department ran 2019/20. The promotion board (HoD, HoS, DM, EDI lead, HR representative) met in October 2019 and considered every academic below professor level for promotion. Three academics were supported by the process and have been successfully promoted, Dr Chiu (M), Dr Annand (M) and Dr Herberg (M) – 2 of whom are BAME. That no women were promoted in the 2020 round was disappointing, in part it reflects the relative lack of female academics below professor (8 out of 32). But we have re-evaluated our practices for the 2020/21 academic round which is currently underway. All eligible academics were assessed based on a short CV. The CVs will be evaluated by the promotion board. Individuals will be encouraged to apply based on this exercise and targeted support will be provided to address shortfalls where extra areas are required for strengthening.

Assessing all eligible academics has been highlighted as an excellent opportunity to enhance departmental culture, in particular to nurture and support the careers of early and mid-career academics.

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

There have been no changes to the processes or policy associated with submissions to the REF due to the reorganisation. As the current REF is returned for all staff, there is no gender impact of REF. One thing worth noting is that of the 6 impact case studies submitted by the department, 2 were led by female academics, reflecting the current composition of the department.

#### 4.2. KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

We acknowledge that the PTO umbrella term covers a wide range of staff roles. There are different pressures and chokepoints compared to academic careers. There are also different considerations depending on whether PTO staff are lab (wet or dry – including computing) facing or office based and whether they are grant or core funded. The PTO staff in senior leadership roles in the department (Department Manager and Senior Lab Manager) are female, providing clear leadership role models.

(i) Induction

There have been no substantive changes to induction policy or process since the reorganisation. Induction for PTO staff is the same as for academic and research staff.

(ii) Promotion

The reorganisation gave an opportunity to promote professional and support staff across different operational areas, e.g. department managers, division managers, senior lab managers, section managers. It was the commitment of the Faculty to give an opportunity to internal staff but to uphold open and transparent processes for recruitment, ensuring that these opportunities were open to all staff within the Faculty. PTO staff from the DoM benefitted from the creation of new roles – for example Cathy Tupman who was Global Health Manager working closely with DoID academics is now DM for one of the new departments and Ruth Tipples (now DoID DM) was a divisional manager in the School of Public Health.

As a department we will work to support individual PTO staff in the job level review process (which as a College process was not affected by the reorganisation) and provide mentorship to support career progression (**Action 2a**). Through mentoring and PRDP we will identify areas for further development if job level review is unsuccessful, as well as identifying other roles for onwards progression. We are also re-evaluating the pay-relativity process, with a newly established pay relativity panel that is gender balance, with BAME representation (including the HoD, DM and EDI lead). We will audit the gender balance of pay-awards made (**Action 2a**).

### 4.3. Career development: academic staff

#### (i) Training

The reorganisation has not affected the training offered centrally by Imperial. The new JDs for HoDs made clear that they are committed to ‘foster an environment where staff are encouraged to develop their careers and seek appropriate training and mentoring’; ‘assess the development needs of those staff for whom they are directly responsible’ and ‘ensure that all staff have access to mentorship and encourage them to seek a mentor.’

A supportive, open environment is critical to building an inclusive research community. A key part of this is training and support (**Action 3**). The first action of the SAT was to help organise the departmental away day. A key activity during this event was active bystander training. Everyone present at the away day attended the training. The impact of this was immediately felt, because senior members of the department were seen to engage in the process. This gave a highly visible demonstration of the importance of EDI issues. Building on our successful experience of delivering bystander training to all of the department, we are committed to increasing uptake in unconscious bias and other relevant equality and diversity training. We will use departmental away days to achieve this.

Leadership skills are key for academic progression, Imperial offers a leadership foundation course (ILMDP: <https://www.imperial.ac.uk/staff-development/learning-and-development-centre/courses/leadership/ilmdp/courses/introduction-to-leadership-and-management-at-imperial-ilmdp-prerequisite/>): we will ensure all fellows, lecturers and senior lecturers have attended the introduction to line-management course and encourage them to take the full programme (**Action 3c**).

#### (ii) Appraisal/development review

The reorganisation process has not altered the overall framework for appraisal or development review processes. All staff have an annual Personal Review and Development plan (PRDP) with their line manager. In this meeting, the staff Portfolio of Activity is reviewed, an ongoing overview of all activities, outputs, and plans.

Effective leadership commitment to this was signalled as a key responsibility for HoDs, who are committed through their role description ‘to ensure that all staff receive regular and effective appraisal.’

Since the reorganisation, to underpin this commitment with provision of transparent, shared information on activity, an online Academic profiles solution has been released to all academics in the Faculty reflecting the new structure and enabling them to see central sources of data related to their research and education activities. The tool gives an opportunity to correct data at source and contextualise data. This solution also identifies other areas of activities to ensure that all activities are recognised as part of holistic PRDP review. This includes contributions to EDI activities, clinical activities, other measures of esteem. Department managers have relevant admin access to these profiles to ensure that support is on hand at departmental level to help academics use this solution.

A Staff Survey Working group, established to address staff feedback, is currently working on improving PRDP uptake and provision of PRDP training to line managers.

Building on the action plan of the old DoM we aim to achieve 100% annual uptake of PRDP (**Action 3b**). The HoD and DM will audit a subset of PRDP to ensure they are being performed in a constructive and supportive way. We will also initiate a 6 monthly update process to give staff the opportunity to review their progress against development goals and seek support where required.

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

One of the positive effects of the reorganisation is to enable the department to develop clearer career pathways and processes to support progression. One of the main objectives of the reorganisation was to set clear leadership roles in relation to equality, diversity and inclusion as well as participation in and embedding of the Athena principles. This responsibility was included within the role description for HoDs to ensure that it is embedded from the outset of the new departmental narrative.

The Faculty of Medicine along with the College Learning and Development Centre have expanded Medicine's mentoring scheme to encompass all sections of the College. The project enhanced the system to greater facilitate recruitment of mentors, to lower barriers to cross faculty mentoring, to encourage collaboration between faculties in supporting mentoring and to improve mentor matches with mentees. This scheme is available to both academic and professional support staff. The new approach will also allow the Departments to better target mentor and mentee opportunities to ensure that no groups are underrepresented. When the department formed, we had 14 mentors and 8 mentees. We aim to increase this so that 50% of staff from all job families are engaged in mentoring (**Action 3a**).

In some situations, coaching rather than mentoring may be more appropriate and we will encourage the use of centrally provided coaching where it would support individual career development.

In particular we will provide support to postdocs, as this is a key academic career transition point. It is at the transition from postdoc to PI that we see a big jump in gender imbalance (**Figure 4**). We will work closely with the College Postdoc and Fellows Centre (PFDC) to help postdocs. We have identified two postdoc champions on the SAT (Julia Makinde and Carol Sheppard), who are both senior postdocs and parents so have experience of the challenges this can bring. One of our major focuses is to champion fellowship applications from female postdocs, providing additional writing support and idea development (**Action 1a**).

#### (iv) Support offered to those applying for research grant applications

Support for research grant applications, was reviewed as part of the fact-finding work carried out prior to implementation of the new structures. The research strategy team structure was reviewed and consolidated to provide support across the four new departments, bringing consistency in processes with dedicated research managers directly linked to departments to ensure they understand specific requirements of departments that they are looking after. Dr Paula Kirby (Female) has been appointed as

the DoD research manager and is working with the research committee to support academics.

In addition, shadow panels for MRC grants have been established across the faculty. These provide applicants a chance to have their applications internally peer-reviewed prior to submission; they have led to an increase in success. We will work with the departmental research committee to ensure grant writing support is provided to all staff as required.

#### **4.4. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF**

##### **(i) Training**

Both role specific training and identifying future development needs are critical for PTO development. Leadership training is particularly important to advance through the PTO career structure and we will work with the College training team to provide this to PTO staff with line management responsibilities (**Action 2e**).

As with academic staff, we aim to increase mentoring uptake so that 50% of PTO staff are engaged in mentoring (**Action 3a**). Where appropriate we will support requests for coaching rather than mentoring support. Through the use of mentoring and PRDP by line managers, we will identify training and development opportunities for PTO staff as a means to enable career progression. As with the active bystander training delivered on the departmental away day to all members of the department (both academic and PTO), other department wide training will be provided for both PTO and academics.

##### **(ii) Appraisal/development review**

The reorganisation process has not affected appraisal or development review processes. All staff have an annual Personal Review and Development plan (PRDP) with their line manager. In this meeting, an ongoing overview of all activities, outputs, and plans is performed, with development needs identified.

A Staff Survey Working group, established to address staff feedback, is currently working on improving PRDPs uptake and provision of PRDP training to line managers. This work is aimed to improve PRDP process for both academic and professional support staff. In parallel with the academic and research families, we aim to achieve 100% annual uptake of PRDP in the PTO job families (**Action 3b**).

##### **(iii) Support given to professional and support staff for career progression**

The reorganisation process has not affected support given to professional and support staff with respect to career progression.

Recognising that PTO progression can often take a cross faculty pathway within the university, we will help to identify opportunities for career development across the College to help PTO staff progress. To support PTO career development, we will sponsor cross faculty PTO meet-ups to identify job overlaps and opportunities (**Action 2b**).

To support technical staff, we will engage with the Technician Commitment to retain and develop technical staff. Technician jobs often serve as a point of entry into STEM careers for individuals from more diverse backgrounds. We will increase the visibility of technicians across the department by having profiles of different PTO staff including

their career paths (**Action 2c**). We will link to College wide activities to provide guidance and support for continuing professional development (CPD) for technician staff provided by the Learning and Development Centre (**Action 2d**).

#### 4.5. Flexible working and managing career breaks

One of the focuses of the new department will be to reduce the impact of childcare and other caring responsibilities on career progression, as this is a major choke point that has traditionally hit female careers harder than males (**Action 4**). We have developed a network for parents and carers during the COVID-19 pandemic. We are working with both faculty and college level structures to try and mitigate the negative impact of COVID-19 on parents with young children in particular the disproportionate impact on mothers. This work led to the inclusion of a new section on the college academic promotion scheme about COVID-19.

- (i) How has the reorganisation been communicated to those on a career break and what support will be available to them on return.

A detailed analysis of data was undertaken by central Faculty to identify all staff members who were on parental leave during the reorganisation and those staff members who provided cover. There were 11 PTO staff within the faculty on parental leave at the time of the reorganisation, none of whom were in the new DoID. For these staff in the faculty clear communications as regards to the impact of the reorganisation on their post were provided. Staff members who were on parental leave were in 'low' or no impact category, therefore, a formal consultation was not required. Staff members who provided interim cover, received information regarding both posts to ensure that it was clear which departmental structure they would reside post launch of the new structure, and upon a return of a colleague who they were covering for. A formal consultation was not required for those who provided interim cover.

To maintain a level of connectedness throughout the process, consultation was targeted at those directly affected by the reorganisation. Support provided to staff returning from a career break remained the same following the reorganisation. Personnel have a return to work interview when they re-join following a break. Staff also utilised keeping in touch opportunities to familiarise themselves with the new structures. Faculty emails and newsletters were sent to staff on career, breaks, maternity, paternity, long term absence throughout the process.

- (ii) Cover and support for maternity and adoption leave: before, during and after leave

College policies related to parental leave (before, during and after leave) were not impacted by the reorganisation. We will ensure information about support for parenting (**Action 4a**) and caring (**Action 4b**) are consolidated on the departmental website.

We will encourage wider uptake of paternity leave, to set an example and spread the burden of a career break at a key time (**Action 4c**).

One aspect that can be difficult for staff with new children is attending conferences which may have a knock-on effect on career progression. To overcome this, we will support the carers fund for conference attendance (**Action 4d**). Applications to this fund will be assessed twice a year.

#### (iii) Flexible working

There were no changes to existing College flexible working policies as a result of the reorganisation. However, we will look to build upon the flexible working practices that developed during COVID-19, particularly around the possibility of remote meetings (**Action 4e**).

### 4.6. Organisation and culture

Events in the summer of 2020 brought into sharp focus the negative impacts of racial inequalities. Whilst the focus of the Athena SWAN process is on gender equality, we acknowledge there are many cases of intersectionality where we can improve all areas of equality. The new department will work to build an inclusive departmental research culture (**Action 5**).

#### (i) Culture

The reorganisation was designed to deliver a positive effect on culture. As mentioned previously, the new department is smaller and more cohesive, this has made communication amongst colleagues easier and we now have a clearer departmental identity. Culture, equality and diversity and Athena SWAN principles were prioritised and included at all Heads of Departments' awaydays to ensure that these principles are firmly embedded in the new structures.

In August 2019, at the time of the establishment of the department, we immediately set-up our website and a monthly DoID newsletter to disseminate information, celebrate achievements and highlight individuals within the department. Within 3 months of starting the new department, we had a launch day for the whole department (PTO and research) where we discussed the vision for our new Department, the need for complete transparency and the excitement of creating an inclusive, friendly and supportive departmental culture.

Better discussion of issues facing different groups of staff at all levels can lead to better understanding and hopefully better solutions. To enable discussion, we will start a department culture club with a book group, with support from the Imperial College Library team (**Action 5a**).

One potential barrier to departmental cohesion is the geographic spread over multiple campuses (**Figure 3**). This will in part be redressed by the consolidation of the groups based at the St Mary's campus onto the South Kensington campus. An unexpected benefit of the COVID-19 lockdown has been to move seminars online, enabling all members of the department to attend them (including those overseas).

But the department does not exist in a vacuum, fundamental changes in research culture are needed across the sector, we will work with both internal groups – at faculty

and College level and external agencies, for example the Wellcome Trust, to advocate for better research culture (**Action 5b**).

(ii) HR policies

There has been no effect of the reorganisation on HR policies, which continue to be implemented by the HoD and staff with managerial responsibilities. Staff with managerial responsibilities have not changed as a result of the reorganisation, and thus are already aware of their role regarding disseminating and implementing HR policies. University training, including unconscious bias training, is provided to managers to support them in this. Staff can access HR policies through the university intranet. The university policy on bullying and harassment, and related processes, remain the same.

To improve culture within the department training is required, we have already run a departmental wide active bystander training session, we will repeat this approach for unconscious bias training (**Action 5c**).

(iii) If applicable, how was gender equality considered in any redundancies

There were no redundancies made as a result of the reorganisation.

(iv) Representation of men and women on committees

The departmental organogram is presented in **Figure 2** (above). Whilst there is not parity in male and female membership of these committees, we are mindful of the work burden of administrative committees. We aim to spread committee membership equitably across all academics, so membership reflects the demographics of the department.

(v) Workload model

FoM departments are working towards a formal workload model. To facilitate implementation an online tool – academic profiles – was rolled out across the Faculty in 2020. The profiles are inclusive of all roles, responsibilities and achievements in teaching, research, governance, culture and EDI, and other measures of esteem. Contributions to all these areas are proactively encouraged to discuss in the annual PRDP process where academic staff members can bring PDF of their profiles alongside with exported detailed information in spreadsheets. Although there was no change in the workload model as a result of the reorganisation, the University is in the process of developing a University-wide workload model. SAT members were involved in the consultation process for the development.

(vi) Timing of departmental meetings and social gatherings

The new department will continue the best practice of scheduling departmental meetings to within core working hours (9-5), we will confirm this by audit (**Action 4e**). Social gatherings will be arranged both within and after working hours, for example breakfasts or afternoon tea as well as evening events – flexibility will enable a more diverse attendance. When outside working hours, social gatherings will be advertised with a long lead time to enable carers and parents time to organise alternative care cover. Imperial subscribes to MyFamilyCare which can provide short term cover. Building on the experience of remote working during COVID-19, we will survey staff as

to which working practices were an improvement, especially in the timing of meetings and the access to seminars on other campuses (**Action 4e**).

#### (vii) Visibility of role models

Role models are valuable to all under-represented groups, especially when linked to mentoring. A lack of diverse role models can act as a barrier to entrance. The department is a centre of excellence for research and teaching in infectious disease, this gives an excellent foundation to inspire the next generations of researchers. Wikipedia has a well-known bias in terms of numbers of articles about female scientists. The SAT, with support from other members of the College, has undertaken a project to add all the female professors to Wikipedia in order to increase visibility of role models. Before November 2019, only 1 out of 11 female professors had a Wikipedia page, as of submission 6 out of 11 professors have a page (for example [https://en.wikipedia.org/wiki/Alison\\_Holmes](https://en.wikipedia.org/wiki/Alison_Holmes), [https://en.wikipedia.org/wiki/Kathryn\\_Maitland](https://en.wikipedia.org/wiki/Kathryn_Maitland)) these profiles will be highlighted in departmental newsletters.

We will continue to raise the profile of role models for all under-represented groups. We are supported in raising the profile of diverse role models by Genevieve Timmins, who was Digital Comms Manager for the DoM, ensuring continuity of best practice in both the internal and external comms. Since the launch of the department we have published 15 newsletters and a section is dedicated to EDI news. We will continue to audit the newsletters for EDI related content and images used (**Action 5d**).

We will increase the visibility of female, BAME and LGBTQ staff in the context of their areas of excellence. We will work with the College Comms team to ensure there is a fully representative range of images; highlight individual researchers in the context of research they are doing (e.g. International Day of Immunology, World AIDS day etc). (**Action 5e**).

Another area of importance is seminars. Imperial has recently adopted a conference policy to ensure balanced panels and speaker selection (<https://www.imperial.ac.uk/equality/governance/policies/conference-policy/>). We will audit our internal seminar series to ensure they are balanced: looking at the speakers, panels and the chairs, to ensure gender balance, where possible we will encourage ECR to chair seminars (**Action 5f**).

#### (viii) Outreach activities

There has been no change in the outreach activities as a result of the reorganisation.

We have identified exposure and funding as barriers to scientific careers, particularly for black British students. We will increase the number of work experience students from under-represented groups, e.g. through the Imperial Crest academy (**Action 5g**) and explore options for scholarships in conjunction with the college faculty teams.

**Word count 4,310**

## 5. FURTHER INFORMATION

### Impact of COVID-19

The department started on the 1<sup>st</sup> August 2019. Four months later, the COVID-19 epidemic began. With 37% clinical academics at the forefront of infectious disease research, COVID-19 had a significant impact on the normal daily life of the department. Several key members of the department leadership team were involved in the national and international response, for example Prof Barclay (HoD) is on SAGE, Prof Shattock (HoS) has been fast-tracking a novel vaccine, Prof Taylor (HoS) and Prof Freemont (HoS) have been establishing a Lighthouse diagnostics lab; Prof Cooke (Deputy HoD), Dr Cunnington (HoS) and Prof Sriskandan (HoS) are all clinicians active on the wards during lockdown.

The pandemic altered research priorities throughout the department, both in the clinical researchers – many of whom had to return to clinical service (for example Dr Broderick, member of SAT) and the non-clinical researchers, for example Dr Skinner (Reader), Dr Steph Ascough (Postdoc) and Mr Sabnis (PhD student) who volunteered to work in diagnostic labs. We will work to support them in their return to their normal roles.

In line with this disruption, the EDIC also noted widespread reports that the impact of the COVID-19 Pandemic may fall particularly hard on women and staff with young families or caring responsibilities. This includes reports that women cannot work as effectively from home if they continue to take on more than an equal share of childcare. Women may have been less productive in the academic arena (in terms of paper submissions and grant applications) than men during these unprecedented times. To reflect this negative, the College academic promotion process now takes COVID impact into account. College wide wellbeing surveys were performed, and we will consider the results of these as we go forwards.

To mitigate some of the mental well-being impact of the pandemic, members of the department have been blogging about their experience for example Dr Teresa Thurston (<http://wwwf.imperial.ac.uk/blog/imperial-medicine/author/tthursto/>), Dr Carol Sheppard (<https://wwwf.imperial.ac.uk/blog/doid-staff/2020/06/16/>), and Dr John Tregoning (<https://www.nature.com/articles/d41586-020-02559-z>). We also set up a families' discussion forum, sharing advice on childcare resources (and where to get bread flour). To provide support during the COVID-19 lockdown, we invited Nadia Soliman, who is a PhD student and ex-army officer to talk about her experience of leadership. Nadia was a bomb-disposal officer in Afghanistan so has had plenty of experience of stressful situations which we felt was extremely relevant in 2020. This talk was very well received.

One positive development of the COVID-19 pandemic is the greatly increased acceptance of flexible working practices and the acceleration of tools to enable this – for example widely available videoconferencing apps. The ongoing use of videoconferences for seminars and meetings will enable people to join in even when circumstances require them to be offsite. The SAT will explore how to ensure the positive aspects are embedded in departmental practices (**Action 4e**).

**Word count: 467 words**

## ACTION PLAN

Table 5.1 Continuity of best practice from DoM into new department

Athena Area	Old department (DoM) success or best practice	New department (DoID)
<b>Data</b>	Relative area of weakness, with an Action Plan to ensure local oversight over Athena sensitive data e.g. on recruitment data	Support from FoM (Nicholas Wood) – new protected database that can be accessed by DM, EDI lead and HoD.
<b>Communications</b>	Regularly audit the gender balance of our images	Genevieve Timmins will continue to support DoID for comms. We will audit departmental website and newsletters ( <b>New Action 5e</b> ).
<b>Promotions</b>	Overhauled the process so that it was no longer reliant on self-selection	ALL academic staff are considered annually and those not ready are identified for specific career development support ( <b>New Action 1b</b> ).
<b>Mentoring</b>	In 2014 the DoM developed a mentoring scheme as part of its Athena initiatives. This has grown and is now College wide	Relaunch the mentoring scheme in Autumn 2020, targeting specific job families (Post-Docs and PTO). Targeting 50% uptake of mentoring. We will perform an audit of the impact of mentoring ( <b>New Action 3a</b> ).
<b>Recruitment</b>	Above and beyond College-level guidance on improving gender balance	Continue best practice from DoM. Targeting Fellowship level applications to increase diversity of candidates ( <b>New Action 1a</b> )
<b>Senior/top down</b>	Athena lead was on executive board for DoM	EDI lead is a member of departmental executive board and EDI standing agenda item.
<b>PRDP</b>	Increased uptake of PRDP was key goal	Targeting 100% PRDP uptake ( <b>New Action 3b</b> ).
<b>Support for Research grants</b>	DoM was supported by a Research Manager (Dr Chrystalla Orphanides)	New departmental research manager Dr Paula Kirby works closely with Dr Orphanides (Faculty research manager) to ensure best practice.
<b>Postdoc champions</b>	<ul style="list-style-type: none"> <li>• Postdoc away days</li> <li>• Postdoc funding to cover childcare</li> </ul>	SAT member Carol Sheppard and Julia Makinde are postdoc champions. We also have Fellows Champions (Drs Bidmos and Sancho Shimizu). Working with the Postdoc and Fellows Centre, we will build on the existing best practice from DoM.
<b>Mental first aid</b>	Tools developed, including a drive to increase the number of mental health first aiders.	10 DoID mental health first aiders distributed across the different campuses

**Table 5.2 Departmental action plan**

Timeframe/ tasking subject to ongoing discussions at SAT as to delivery.

Reference	Planned action / objective	Rationale (i.e. what evidence is there that promoted this action / objective?)	Key outputs and milestones	Timeframe (start/ end date)		Person responsible (include job title)	Success criteria and outcome
<b>1. INCREASE THE NUMBERS OF FEMALE, BLACK AND MINORITY ETHNIC ACADEMICS: FOCUSING ON THE LECTURER AND FELLOWSHIP LEVEL.</b>							
1a	<p>Champion at least 6 fellowship applicants per year who are female or BAME, which works out as 1 per section per year.</p> <p>We will provide dedicated support to these applicants with grant writing and idea development</p>	<p>Fellowships are an effective tool to support and develop early career academics. Our 2 most recent appointments had previously held fellowships.</p>	<p>Audit numbers 2020-21</p> <p>Fellowship applications</p> <p>Develop programs to identify and support individuals</p> <p>Audit exit trajectory for fellows</p>	Nov 2020	Nov 2023	<p>Heads of Section</p> <p>P Kirby (Research Manager)</p>	<p>18 fellowship applications submitted from the department over the three-year period prior to the next application.</p> <p>Audit numbers who were successful.</p>
1b	<p>Ensure all academics are considered for promotion and supported to develop their portfolios where required to ensure they are promoted in a timely fashion. This will be done annually by a departmental promotion board.</p>	<p>Studies have suggested women are less likely to apply for promotion (Bosquet et al). Initiating the process by the section head can remove this bias.</p>	<p>Academic promotion is on annual cycle, starting in November and running till May.</p> <p>All eligible applicants will be considered.</p>	Nov 2020	Dec 2023	<p>J Tregoning (EDI lead)</p> <p>Heads of Section</p> <p>W Barclay (HoD)</p> <p>R Tipples (DM)</p>	<p>Currently there are 8 female academics who are below the level of professor. Within a three-year period, we are aiming for more than 50% of the female academics to be promoted.</p>

## 2. SUPPORT THE CAREER PATHS OF ALL PTO STAFF.

2a	<p>Support PTO staff through job level review (or equivalent) process.</p> <p>Support will be provided in preparing applications and identifying development areas if unsuccessful.</p>	<p>The PTO career pathway is less linear than the academic pathway, requiring different approaches to support career development.</p>	<p>PTO progression? inside and outside department</p> <p>Audit success rate</p> <p>Audit gender balance of pay-awards and adjust process to improve inclusion.</p>	Jan 2021	Dec 2023	<p>R Tipples (DM)</p> <p>S Stubbs (Senior Lab manager)</p>	<p>Increased JLR success rate</p> <p>Gender balance of pay-awards</p>
2b	<p>Sponsor cross faculty PTO meet-ups to identify overlaps in career paths and development needs. Interface with other College networks.</p>	<p>PTO careers can be advanced by moving cross College rather than within department</p>	<p>Social gatherings</p> <p>Career seminar series</p> <p>Evaluate impact of first meeting</p>	Jan 2021	Dec 2021	<p>R Tipples (DM)</p> <p>S Stubbs (Senior Lab manager)</p>	<p>Promotion of PTO staff from department both internally in the department, externally across the College and outside the College</p>
2c	<p>Increase visibility of PTO staff, put profiles of different PTO staff including career path on website.</p>	<p>An inclusive department values all members equally. Raising profiles of a diverse range of staff will lead to a closer-knit community.</p>	<p>Website development</p>	Jan 2021	Dec 2021	<p>S Stubbs (Senior Lab manager)</p> <p>G Timmins (Comms lead)</p>	<p>Greater representation of career paths across the department</p>
2d	<p>Focus on technician career development.</p> <p>Provide access to a mentoring scheme, career coaching, work shadowing and a suite of workshops targeted at technical staff.</p>	<p>Technician jobs can be a career entry point for under-represented groups into both research and technical careers. Guidance and support can open up opportunities across the STEM career space.</p>	<p>Annual technician's events</p> <p>Technician CPD webpage</p> <p>Link to College activities under technician charter</p> <p>Audit and record career trajectories</p>	Jan 2022	Dec 2022	<p>S Stubbs (Senior Lab manager)</p> <p>G Timmins (Comms lead)</p>	<p>Career progression for technicians, as assessed by progression.</p>

2e	Leadership training for PTO staff through internal College programs, for example pre-ILMDP	PTO staff have line-management responsibilities, often before researchers at same career level. Leadership training is critical to support them e.g. the introduction to line-management.	Audit leadership training in PTO staff  Promote leadership training courses	Jan 2021	Dec 2023	J Tregoning (EDI lead)  R Tipples (DM)  S Stubbs (Senior Lab manager)	Increased uptake of leadership training to 50% of PTO in line management role having completed training.
<b>3. BUILD A CULTURE THAT ENABLES ALL STAFF TO ACHIEVE THEIR FULL POTENTIAL.</b>							
3a	Increase mentoring uptake through the College coordinated mentoring scheme and support coaching where required.	Many of the challenges facing early career staff have been overcome by more experienced staff, mentorship is a key tool for personal development  When the department formed in 2019, we had 14 mentors and 8 mentees.	Audit of numbers using database (and who is currently seeking it)  Recruiting drives with targeted campaigns to different groups  Capture informal mentorship numbers in departmental survey  Audit impact of mentoring	Jan 2021	Dec 2023	N Wood (Faculty Data Manager)  J Tregoning (EDI Lead)	50% of staff involved in mentoring program by end of three-year program.
3b	All staff to have annual PRDP.	Effective appraisal is an important part of career development, the PRDP process provides a structured appraisal	Audit PRDP completion  HoD and DM to sample completed PRDP (trial an opt out system)  Instigate 6 month follow up	Jan 2021	Dec 2023	R Tipples (DM)  C Tarquini (HoD PA)	100% PRDP completion rate annually.
3c	Provide leadership training to junior faculty	Being a lecturer/fellow is a fundamentally different job	Recruiting drives	Jan 2021	Dec 2023	N Wood (Faculty Data Manager)	All fellows, lecturers and senior lecturers to have

	through access to College training programs.	to being a postdoc, the leadership skills required need to be learnt.	Audit of training  Develop academic support networks			J Tregoning (EDI Lead)  W Barclay (HoD)	undertaken pre-ILMDP training (introduction to line management).
3d	Audit current induction process	Setting the tone from arrival will improve departmental culture and enhance support for staff from diverse backgrounds	Audit induction policy  Produce departmental induction handbook	Jan 2021	Dec 2021	SAT team (tbc)	Induction document that can be used by whole department
<b>4. ENSURE CARING AND PARENTING DOES NOT HAVE A NEGATIVE IMPACT ON CAREER PROGRESSION.</b>							
4a	Create a single webpage about parenting and accessing support within the department.	Whilst the support is often available, confusion about provision can lead to lack of uptake	One stop shop parenting webpage  Direction to HR homepage	Jan 2021	Dec 2022	L Grey (Departmental HR support)  G Timmins (Comms lead)	Establish Parents Webpage, record visit frequency
4b	Establish carers advice on departmental website, signpost to College groupings.	Whilst the support is often available, confusion about provision can lead to lack of uptake	One stop shop parenting webpage  Direction to HR homepage	Jan 2021	Dec 2022	L Grey (Departmental HR support)  G Timmins (Comms lead)	Establish Carers Webpage, record visit frequency
4c	Ensure support for taking paternity and shared parental leave is available and used	Shared parental leave adds enormous value. Evidence suggests that each additional month of parental leave taken by a father increases the mother's earnings by 6.7%.	Increase awareness of benefits through website and in partnership with HR parenting network.  Raise visibility of working father role models	Jan 2021	Dec 2023	L Grey (Departmental HR support)  G Timmins (Comms lead)	Increased uptake of paternity leave
4d	Establish a caring support fund for conference/ CPD training attendance	Conferences are critical for career development; access to these can be blocked by childcare requirements	Departmental support fund (£1,000 per year)	Jan 2021	Dec 2023	W Barclay (HoD) R Tipples (DM) J Tregoning (EDI lead)	Improved attendance at conferences for carers

4e	Audit departmental and section level seminars to ensure they are within working hours.	Ensuring meetings are timed to allow carers time to drop off dependents. It also creates a culture where childcare comes first.	Annual Audit  Survey on best working practices during COVID-19 and how they can be incorporated	Jan 2021	Dec 2023	SAT team	>80% of seminars in core working hours
<b>5. ADDRESS ISSUES OF RACIAL INEQUALITY WITHIN THE DEPARTMENT</b>							
5a	Start a department culture club with a book group.	Improved understanding about issues facing different groups can improve sense of inclusion	Quarterly book group  Film nights (once COVID no longer an issue)  Audit impact by survey	Jan 2021	Dec 2021	Library services  Lead from within EDI Team (TBC)	Improved sense of belonging within department as assessed by survey.
5b	Engage with external funders on research culture	Changing research culture cannot happen in a vacuum, working with funders can improve the sector	Town hall meetings  Invite opinion leaders to departmental seminars  Opinion pieces	Jan 2021	Dec 2023	J Tregoning (EDI Lead)	Acknowledged contribution to policy and overall change in research culture by major UK funders.
5c	Provide unconscious bias training as an activity for whole department	Everyone holds unconscious beliefs; this can affect interactions with other members of the department	Training	Jan 2022	Dec 2022	J Tregoning (EDI Lead)  R Tipples (DM)	Ensure >75% of department staff have participated in unconscious bias training
5d	Ensure departmental newsletters feature EDI issues.	Communication is a potent tool to break down barriers	Annual Audit	Jan 2021	Dec 2023	SAT team  G Timmins (Comms lead)	Material relating to EDI issues in >50% of departmental newsletters
5e	Ensure there is a fully representative range of images; highlight individual researchers in	Role models, when used appropriately are critical for increasing recruitment at all levels	Annual Audit  Increase photobank	Jan 2021	Dec 2023	SAT Team  G Timmins (Comms lead)	More photos available for departmental uses, resource library tagged in College photo resource.

	the context of their research						
5f	Ensure seminar speakers and panels are drawn from a diverse background	Seminars are a key way of raising academic profiles and to increase visibility of role models	Audit to identify regular departmental seminars and coordinators (using 19/20 speakers as baseline)  Ensure seminar organisers have read College Seminar policy  Annual Audit	Jan 2021	Dec 2023	SAT Team working with the coordinators of the departmental seminars	Representative balance of speakers – with 50% speakers female.
5g	Increase the number of work experience students from under-represented groups	Lack of awareness of scientific/ academic careers a barrier to entrance	Annual Audit  Provision of placements	Jan 2021	Dec 2023	All staff	Increased school student placements

Bosquet et al, Gender and Promotions: Evidence from Academic Economists in France <https://onlinelibrary.wiley.com/doi/full/10.1111/sjoe.12300>