

Gender equality charter mark

Department analysis and action template

Analysis and action relating to academic staff only is required for the completion of this template

Contact information

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Name of University/Department

University of Edinburgh – Institute for Sport, Physical Education and Health Sciences

Level of award applied for:

Bronze (Departmental)

All data in the data template should be given for the past three years. Where data is unavailable, please provide explanations in the suitable section of this submission.

Glossary of Abbreviations

CHSS:	College of Humanities and Social Science
DHol:	Deputy Head of Institute
DoPS:	Director of Professional Services
FT:	Full time
FTC:	Full-term contracts
HoS:	Head of School
Hol:	Head of Institute
IETL:	Institute for Education, Teaching and Leadership
IECS:	Institute for Education, Community and Society
ISPEHS:	Institute for Sport, Physical Education and Health Sciences
ISMT:	Institute Senior Management Team
MHSE:	Moray House School of Education
OEC:	Open-ended contract
PGR:	Postgraduate Research
PGT:	Postgraduate Taught
PT:	Part time

SAT: Self-assessment Team
SET: Science, Engineering, Technology
UG: Undergraduate

Provide a summary of your department, including the information requested below and any other contextual information that you feel is relevant to your submission.

The Institute for Sport, Physical Education and Health Sciences (ISPEHS) is one of three Institutes within the Moray House School of Education (MHSE), in the College of Humanities and Social Science (CHSS). ISPEHS teaching and research focuses upon sport and related disciplines, spanning physical education, sport and exercise sciences, recreation and management. ISPEHS is one of the broadest providers of sport related programmes in Scotland.

In 2012/13, ISPEHS constituted approximately one third of the student intake to MHSE (649 of 2,039 FTE students), a School which makes a significant contribution to the College student intake (16,263 FTE students across eleven Schools).

ISPEHS had 39 academic staff (25 full time (FT) and 14 part time (PT), of which 12 were Senior Lecturer or Professor (9FT and 3PT). 2010/11-2012/13, the percentage of females increased from 41.1% to 51.2%, falling short of the HESA benchmark of 64.2% for 'Education'. The hybrid SET/non-SET nature of the department however makes the 2012/13 'HESA' benchmark for 'Sport Science and Leisure Studies' (44.0%) also relevant.

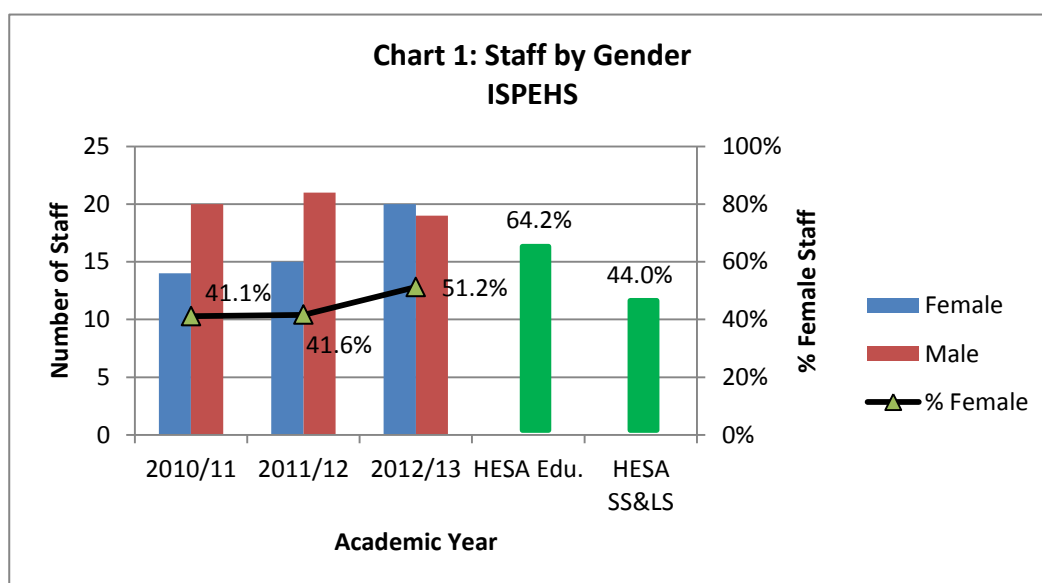


Table 1 ties UCEA and Xpert HR staff data in T2 to equivalent University of Edinburgh (UoE) contractual grading levels.

Table 1: Xpert HR/UCEA Grade, with equivalent UoE* Grade and job description (*University of Edinburgh)

T2 Reference	UoE Grade	Equivalent Job Description
LO Xpert HR L	UE06	Research Assistant, Research Associate
KO Xpert HR K	UE07	Teaching Fellow, Research Associate
JO Xpert HR J	UE08	Lecturer, Research Fellow, Research Investigator
IO Xpert HR I	UE09	Senior Lecturer, Reader, Senior Research Fellow
F1 UCEA 5A	UE10	Professor, Professorial Research Fellow

T2 indicates that females are in the majority at academic grades UE06 and UE07. Female representation has increased from 2010/11 to 2012/13 at UE06 (66.2 to 75%), UE07 (60 to 80%) and UE08 (33.3 to 50%). At the highest grades UE09 and UE10, female representation is lower (33.3% in both cases, 2011/12-2012/13) and will be prioritised for action (**Action D3, D6**). The number of staff at UE10 is very low, but improved in 2011/12 with the recruitment of a female professor. ISPEHS will continue to monitor gender divide by grade, to target and act upon trends in imbalance (**Action A3**).

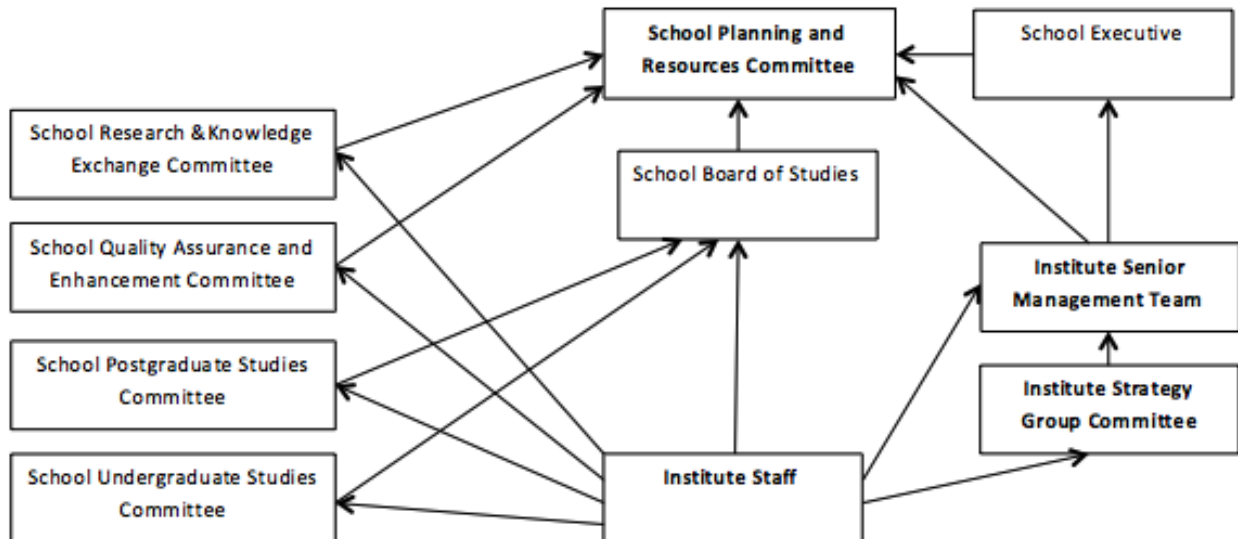
ISPEHS academic and administrative staff are located in a single site building, St Leonard's Land which is part of the overall MHSE campus. Teaching is delivered predominantly within St Leonard's Land, which houses 3 sports halls, dance, laboratory and strength and conditioning facilities, as well as teaching and research space. The physical infrastructure encourages daily interaction between staff and students, and a collegial environment.

Within ISPEHS there are three research groups (Edinburgh Sports Research, Human Performance and Aquatics and PE Research Group) and one research group recognised as a research centre¹ (Physical Activity for Health Research Centre). Staff and research students are generally considered 'core' members of a research group/centre, but several attend meetings from other groups due to the cross-disciplinary nature of our work.

In 2010/11-2012/13, the Institute Senior Management Team (ISMT) was only two in number (Head of Institute (HoI) and Deputy HoI (DHoI)), both males. In 2013/14, there are 2 males and 1 female and this will remain so until 2015/16. The ISMT is responsible for the Institute strategy and budget, and reports to the School Executive (6M, 8F). In 2013, ISPEHS also established an Institute Strategy Group Committee (4M, 2F), to consider the Institute's research and teaching strategy. ISPEHS is represented on all MHSE decision-making committees, including School Executive, and the School teaching and research committees (Chart 2).

¹ a research centre is a formalised group of researchers, bringing in external funds who are supported by the University to conduct excellent research

Chart 2: Organisation and structure of ISPEHS management and decision-making, within MHSE



Nb. Directors of all committees report to School Executive (linkages not shown)

(527 words)

A To address gender inequalities, commitment and action at all levels of the institution is required

Senior management support

Bronze



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GEM

Equality Challenge Unit
7th floor, Queens House
55/56 Lincoln's Inn Fields
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WC2A 3LJ

30th April 2014

Dear Amy Felsing & Ellen Pugh (Senior Policy Advisers),

I am writing as the Head of the Institute for Sport, Physical Education and Health Sciences (ISPEHS) to express my full commitment to the process of applying for the Gender Equality Charter Mark and to effect the action points arising from this review. I have been and will continue to be an active member of the Institute's GEM self-assessment team, having contributed to the information contained herein and endeavoured to attend all team meetings.

I am totally supportive of the maintenance and enhancement of an ethos of equality and diversity within the Institute and GEM is an important part of this cultural framework.

We are one of three Institutes within Moray House School of Education. As the School has traditionally been heavily involved in Initial Teacher Education, its gender balance is more female-oriented than many other Schools in the University. However, ISPEHS is a hybrid SET/non-SET department, with a diverse portfolio of programmes and research, and does not match the School

profile in all regards. With unique characteristics and challenges faced, consideration of gender balance within our Institute, independent of the School at this stage, is a priority.

Since commencing self-assessment, ISPEHS have instituted procedures for fairness and equality in our recruitment and staffing policies and practice. We have arranged flexible working hours for specific members of staff and have encouraged maternity and paternity packages (such as keeping in touch days and graduated return to work). We have also supported an Institute member of staff to take part in the AURORA Future Leaders in Higher Education, one of only 2 staff in the College of Humanities and Social Science to be accepted. The current Head of School (Dr Rowena Arshad, OBE) is also a female role model in this scheme, and member of the ISPEHS GEM team.

The data contained within this report suggests that there are areas in which ISPEHS meets its gender equality objectives (for example, in the ratio of Programme Directors), but many others that need to be addressed. Particular attention will be given to ensure that females have strong representation on the Institute and School senior management teams and decision-making committees, and that staff are aware of, familiar with, and act upon policies relating to gender equality.

I have been highly impressed with the energy and commitment of the Convenor and members of the self-assessment team, and the engagement of all staff concerned with preparing this submission. This bodes extremely well for implementation of the very detailed action plan, and ISPEHS being seen as a leader in this area and champion for GEM in the School of Education and CHSS. There is work to be done to ensure gender equality issues are at the forefront of thoughts of staff and students, but I am confident that there is the will and ability to carry this out.

This will enable us to attract the best staff and students of all genders to ensure the future health of the Institute.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'S. Coleman', followed by a long horizontal line extending to the right.

Dr. Simon Coleman

Head of Institute for Sport, Physical Education and Health Sciences,
Moray House School of Education

On-going commitment

1. Describe the self-assessment process including information on members of the self-assessment team.

Self- Assessment Team

ISPEHS established its gender equality self-assessment team (SAT) in January 2013. ISPEHS is based at Moray House School of Education (MHSE) and team membership reflects this. Volunteers were recruited via emails and face-to-face discussions, and each member has played an integral role in the development of GEM strategies, undertaking research, analysis and on-going GEM activities. The team comprises established and new academic staff from various career levels, including the Head of School (HoS) and three Heads or Deputy Heads of Institute (Hol), a PhD student, and a representative from Edinburgh University Students' Association (EUSA) Women's Campaign. Support staff are integral and the Institute Administrator and Senior Technical Officer have played an active role. College HR is also represented and CHSS has appointed an Athena SWAN/GEM Project Officer, who sits on every self-assessment team, to promote collaboration and sharing of best practice across the College.

Table 2: GEM self-assessment team biographies (ISPEHS) – edited for confidentiality

The GEM SAT met four times in 2013 and four times prior to GEM submission in 2014, with additional planning meetings between the Convener and Athena SWAN/GEM Project Officer. The Convenor was allocated time in her workload model to account for GEM activity (40hours, as is commensurate with other committee convenorships) (**Action A1**). A public 'GEM/ECU – ISPEHS' Wiki (**Action A6**) enables staff to access the GEM statistical analysis and survey results. Gender equality news articles, events and training opportunities are circulated regularly by the GEM Project Officer and members of the team. As the GEM initiative in ISPEHS will act as a pilot for future activity in MSHE's other Institutes, the team includes the Head of School, Head of ISPEHS, Hol for Education, Teaching and Leadership (IETL) and Deputy Hol for Education Community and Society (IECS). This is to ensure that GEM and the Institute's gender equality agenda are represented at Senior Management Group (**Action A7**).

Self-Assessment Process

ISPEHS is one of four hybrid SET/non-SET departments within CHSS, and originally committed to submitting an Athena SWAN Bronze application in November 2013. As SET representation was insufficient, the Institute adopted the 'Good Employment Practice for Women in Arts, Humanities and Social Sciences Award Pilot' template as an alternative framework for activity.

To gauge existing gender culture in ISPEHS, self-assessment commenced with an online survey of academic and support staff and PhD students (**Action A2**), and responses to the survey are discussed in detail in this application. The response rates generated by the survey were 57.5%, 16.7% and 24.0% respectively, for academic staff, support staff, and PhD students. To facilitate a comparative analysis of GEM impact upon gender culture and staff satisfaction, the Hol has

resolved to run the staff survey annually (**Action A2**) and to extend the programme to include separate surveys of staff, and postgraduate and undergraduate students. ISPEHS also adopted the Oxford Research and Policy (ORP) 'Non-STEM Good Practice Checklist', to map existing strengths and weaknesses in gender equality procedures (**Action A5**).

Internal/External Collaboration

The team has participated in a number of events aimed at promoting gender equality and GEM, and attend quarterly University of Edinburgh Athena SWAN/GEM Network meetings. In December 2012, Yvonne Galligan (Queen's University, Belfast) and Averil MacDonald (University of Reading) lead an Athena SWAN/GEM Seminar on campus. The event highlighted challenges faced and obstacles overcome by other institutions and enabled staff from eleven CHSS teams to network. In 2013, team members attended the Engineering Policy Group Scotland briefing 'Women in STEM Careers', and official Athena SWAN and GEM Workshops in Edinburgh and London. Rhona Feist reported on the University of Nottingham's WinSET debate 'Academia does not provide equal opportunities for females and males to obtain professorial posts in STEMM subjects'. In 2014, Amanda Martindale undertook the LFHE Aurora programme, a new women-only leadership development initiative designed to enable a wide range of women, in academic and professional roles, to engage with leadership development earlier in their careers.

Plans for the Future

The GEM SAT will continue to meet quarterly to monitor progress on the action plan, promote the GEM agenda and discuss future activity (**Action A1**). Responsibility for individual action points will be delegated to team members, who will report to the Convener and HoI. The survey programme will be extended to evaluate staff and students separately, and to include undergraduates. Staff surveys will run annually and student surveys will run biennially. A summary of results will be circulated to promote transparency and encourage feedback (**Action A2**) and there will be follow up informal lunchtime discussions with senior management (**Action A4**). An annual statistical analysis of the GEM dataset will be generated and published on the 'GEM/ECU - ISPEHS' Wiki with a progress report (**Action A3**). The ORP 'Good Practice Checklist' will also be reviewed annually to chart progress (**Action A5**). To embed the gender equality initiative in strategic policy making, GEM has been written into the College, School and Institute Plans, and is now a standing item on the ISMT and School Executive agendas (**Action A7**).

To develop and embed the GEM process, ISPEHS will establish and maintain a GEM self-assessment team. **Action A1.**

Annual staff and biennial student surveys will be circulated to gauge gender culture and monitor progress. **Action A2.**

Annual analysis of the GEM data-set to enable ISPEHS to monitor gender balance within the Institute and measure the impact of GEM upon practices and procedures **Action. A3.**

Analyse survey responses and run quarterly informal lunchtime discussion series with senior management to discuss key issues arising from the survey. **Action A4.**

Map current gender equality practices and procedures against the ORP 'Good Practice Checklist', and update annually to measure progress. **Action A5.**

To promote transparency and understanding, ISPEHS will create a public 'GEM/ECU – ISPEHS' Wiki and GEM intranet page, for publication of gender equality related materials. **Action A6.**

GEM will become a standing item on ISMT and School Executive agendas, to ensure that the gender equality initiative is supported and embedded at the highest strategic level. **Action A7.**

(784 words)

B The absence of diversity at management and policy-making levels has broad implications which the institution will examine

Institute Management Committee, and School Teaching and Research Committees

T3 - The ISMT (Hol and 2 DHol) is responsible for Institute strategy and budget, and was exclusively male 2010-2013. Since role rotation was introduced in 2013/14, gender balance has been positively addressed (**B2**) and will be maintained. ISMT now comprises 2 males and 1 female.

T4 - The School Board of Studies is the main academic decision-making committee in MHSE. As all academic staff are members, T4 includes MHSE data. The gender balance is 58% female: 42% male for MHSE (48.5% F: 51.5%M for ISPEHS). MHSE were unable to provide accurate data for 2010/11 and 2011/12, resolved from 2012/13 on wards by the GEM statistical analysis (**Action A3**).

T5 - The School Research and Knowledge Exchange Committee makes strategic and operational decisions about research in MHSE. The committee comprises research-active staff from ISPEHS, IETL and IECS. ISPEHS currently has 3 male and 2 female representatives on this committee, a female increase from 0% to 40.0% since 2010/11. Female representation for MHSE varied from 64.7% to 69.0% over the period 2010/11-2012/13.

Table 3: Summary of T3, T4, T5 committee membership 2010/11-2012/13 (ISPEHS/MHSE)

Committee	Year	Ratio
Academic department senior management team (T3) * ISPEHS Senior Management Team	2010/11 2011/12 2012/13	3M : 0F 2M : 0F 2M : 0F
Academic Teaching and Learning Committee or equivalent (T4) * MHSE School Board of Studies	2010/11 2011/12 2012/13	- - 60M : 86F
Research committee or equivalent (T5) * MHSE Research & Knowledge Exchange Committee * School Research & Knowledge Exchange Committee	2010/11 2011/12 2012/13	6M : 11F 7M : 14F 9M : 20F

School of Education committee membership (including ISPEHS membership)

ISPEHS has representation on all MHSE Committees, either by ex-officio members (e.g. HoI, DHoI, Institute Research Lead, Programme Directors) or by elected or co-opted members.

Table 4 illustrates committee membership for MHSE, including ISPEHS representation. While gender balance reflects staffing ratios for MHSE, where females are in a majority, this is not the case in ISPEH where there are fewer Education programmes. ISPEHS representation is not gender balanced, but has improved since 2010/11. This can be attributed to female appointments at Senior Lecturer and Professorial level within ISPEHS. In 2013/14, a DHoI is also female, and will deputise for the HoI at School Executive and Planning and Resources committee, increasing female representation. To embed long-term gender balance, ISPEHS will map and publish committee membership, encourage females to apply for senior roles (**Action A3, B1**), and introduce an obligatory opportunity for staff to officially discuss committee membership (regarding a wish to join a committee or overburdening) at Annual Review (**Action B2**).

To ensure a gender balance of Institute staff on Institute Senior management Team and representation on School committees, females will be actively encouraged to apply for positions where appropriate. **Action B1.**

Committee membership will be made a standing item during the Annual Review, and reviewed by the HoI. **Actions B2.**

Table 4: ISPEHS committee membership and representation on MHSE committees by gender (2010/11-2012/13)

Committee	Year	Ratio ISPEHS	Total Ratio School
School Senior Management Team	2010/11	1M : 0F	4M : 6F
	2011/12	1M : 0F	4M : 6F
	2012/13	2M : 0F	6M : 8F
School Planning & Resources Committee	2010/11	2M : 0F	5M : 6F
	2011/12	4M : 0F	13M : 10F
	2012/13	4M : 0F	15M : 8F
School Undergraduate Studies Committee	2010/11	2M : 1F	10M : 11F
	2011/12	2M : 1F	9M : 11F
	2012/13	2M : 1F	9M : 11F
School Postgraduate Studies Committee	2010/11	4M : 0F	15M : 24F
	2011/12	5M : 1F	15M : 25F
	2012/13	6M : 3F	15M : 27F
School Quality Assurance & Enhancement Committee	2010/11	2M : 0F	6M : 6F
	2011/12	2M : 2F	6M : 14F
	2012/13	2M : 2F	9M : 13F
School Research & Knowledge Exchange Committee	2010/11	2M : 0F	6M : 11F

	2011/12 2012/13	2M : 1F 3M : 2F	7M : 14F 9M : 20F
School Board of Studies	2010/11 2011/12 2012/13	18M : 9F 18M : 12F 17M : 16F	- - 60M : 86F
School Ethics Committee	2010/11 2011/12 2012/13	1M : 0F 1M : 1F 1M : 1F	2M : 9F 2M : 9F 2M : 9F
School Conference Travel Committee	2010/11 2011/12 2012/13	1M : 0F 1M : 0F 1M : 0F	3M : 4F 3M : 4F 3M : 4F

1. How does line management work in the department? How are line managers chosen, do the roles rotate?

The ISMT comprises HoI and two DHoI, and is responsible for academic staff workloads, Institute finances, Annual Review of academic staff, Programme Directors liaison and representing ISPEHS at School, College and University committees. The HoI is the line manager for all academic staff, though DHoIs also have a line management role where directed by HoI or HoS.

The HoI is a permanent member of the School Executive and School Planning and Resources Committee. Any changes in the action plan or arising from the review will be implemented by this committee under guidance from the HoS, who also sits on the ISPEHS GEM SAT (**Chart 2**).

All management and leadership roles, including the HoI, are advertised to all staff and are rotational. Posts are for three years, with the opportunity to add two one year extensions. Academics on Grade UE08 and above are encouraged to apply for management and leadership roles (e.g., DHoI, Programme Director).

For the role of HoI candidates are interviewed by HoS, Deputy HoS and an external representative (usually another HoS). For the role of DHoI, applicants are interviewed by Deputy HoS, HoI and an external representative (usually another HoI). There is the possibility of extending HoI and DHoI roles by two years with agreement from HoS. There is no temporary or permanent promotion associated with these roles, but a fund is available to support HoI and DHoI staff development. In ISPEHS, females are actively encouraged to apply and are approached directly by the HoI or HoS (**Action B1**). To embed this, opportunities within ISPEHS, and at School, College and University level will be discussed at Annual Review (**Action B2**).

2. What is the department doing to address gender imbalance on committees? What success/progress has been made?

On appointment, the current HoI invited all academic staff to apply for the two DHoI positions. To rectify the previous all-male composition of the ISMT (2010/11-2012/13), he sought to appoint a mixed gender team and requested applications from female staff (**Action B1**). In 2013/14 ISMT contains 1 female and 2 males.

Of eight programmes in ISPEHS (4 PGT, 1 PGDE, 3 UG), three Programme Directors are female and five are male. The Programme Directors for two new PGT programmes starting in 2014/15 and 2015/16 (MSc Physical Activity for Health and MSc Sport Coaching and Performance) are female, thus completing a 50:50 gender split. The new Institute Strategy Group for research and teaching comprises six members, two of who are female.

The HoI is mindful that imbalance must be minimised and talented staff of both genders should be encouraged to serve at Institute and School level. Committee membership will be monitored to ensure that gender balance is maintained, without overload (**Action A3, B1**).

3. Where there is an imbalance, what is the department doing to ensure a broad range of views are heard?

ISPEHS is part of MHSE, where female staff are a majority. Institute representation on School committees does not therefore match gender balance across the School. ISPEHS will monitor committee representation, which should reflect gender ratio of staff in the Institute where possible (taking into account overload) (**Action A3**).

As ISMT have three members, gender balance is impossible, though female members of staff will be encouraged to apply for senior roles in ISPEHS whenever these arise (**Action B1**).

ISPEHS holds a meeting for all academic, administrative and technical staff every Semester. Attendance is excellent, and staff are forthcoming with opinions. Issues discussed have included Institute Strategy, Staffing, Research (including REF 2014) and Student Experience (including NSS).

4. How is consideration for gender equality embedded in the thinking and processes of committees and their related structures and procedures?

Committees generally comprise ex-officio members who occupy particular roles within ISPEHS and MHSE. When Institute roles rotate, representation on committees will change. Committee membership and convenorship are recognised in the workload model, and balance of staff workload is considered in meetings with the HoI and at Annual Review. A matrix of committee membership for all staff will be generated to ensure that specific individuals are not overloaded (**Action B2**).

School committees follow University guidelines on Equality and Diversity. To ensure that gender equality is embedded across ISPEHS and MHSE, GEM will be adopted as a standing agenda item for Institute staff meetings, and meetings of ISMT and School Executive (**Actions A7**).

5. What training and induction is provided to committee members and those with decision-making powers?

The University provides leadership courses for HoI teams. These consist of a five-day programme addressing academic leadership. MHSE also provides management training, facilitated by external consultants. This entails approximately 6 days of training per year, with additional away-days and internal meetings for ISMT and School Executive teams.

For senior staff involved in academic Annual Review (currently five members of staff) there is a one-day training course provided by University HR.

All colleagues in HoI/DHoI positions are offered focused training and development. There is no structured development available to Directors/Deputy Directors, or to Programme Directors, though all staff are encouraged to engage in training via the University of Edinburgh's Institute for Academic Development (IAD). Respectively, 80% and 85.7% of surveyed staff in 2013 had not undertaken training in gender equality or unconscious bias.

ISPEHS are committed to ensuring that all senior staff and committee members have completed 'e-Diversity' training by the end of 2015 (**Action B3**).

(1118 words)

All senior staff to undertake the University's online 'e-Diversity' training module. Action B3

C That employment policies, practices and procedures should actively promote gender equality

1. How is gender equality considered in the development and implementation of departmental policies, practices and procedures?

ISPEHS is based within MHSE, which adopts the University's Equality and Diversity strategy and action plan. Prior to appointment of the GEM team, integration of equality and diversity practices into the Institute Action Plan was an implicit, rather than an explicit focus. The GEM action plan will embed gender equality in ISPEHS' policies and procedures. The work of the ISMT is now informed by GEM activity and members of the team have input to every School committee. The ISPEHS GEM Convenor will provide input as a standing item on the agendas for Institute staff meetings, and quarterly ISMT and School Executive meetings (**Action A7**).

2. How does the department monitor the effect of policies, practices and procedures on gender equality? What steps does it take when positive and/or negative impact is found?

ISPEHS previously had no formal mechanism for monitoring the effect of policies, practices and procedures upon gender equality. The GEM process has resulted in annual statistical mapping, comparative analysis and reporting to promote transparency and measure progress. Through surveys (**Action A2**) and data collection (**Action A4**), SAT will monitor the impact of GEM upon culture and staff satisfaction. Follow up focus groups will enable the team to identify and act upon issues that arise from the survey (**Action A4, E1**). ISPEHS will continue to measure progress via the 'Good Practice Checklist' (**Action A5**), and share best practice via the University Athena Swan/GEM Network.

3. Does the gender balance of staff whose research outputs were submitted to UK funding bodies' Research Excellence Framework 2014 (see table T6) reflect the gender balance of department staff eligible to submit to the REF?

As the University is currently undergoing REF2014 audit, it has not been possible to provide an Institutional SET and non-SET breakdown by gender for T6. A breakdown for ISPEHS is available below.

ISPEHS led a submission to Unit of Assessment 26 (Sport and Exercise Sciences, Leisure and Tourism), which followed the principles of equity established by the guidance for REF2014. A transparent process for inclusion in REF, based on external assessment and internal review of submitted research outputs was put in place for all eligible staff. Eligible staff (n=34) included all academic staff contracted at the census date for REF2014 including research fellows, but not those employed on teaching only contracts (as per REF2014 rules). One external assessor was female, and two were male. ISPEHS followed the University's Equality and Diversity Code of Practice, and both REF2014 return co-ordinators (one male, one female) undertook specific training in understanding and applying the Code and REF2014 guidance. All eligible staff were invited to

submit confidential records of personal circumstances that might have affected research outputs during the census period.

26 people [23.8 FTE] were submitted. T6 illustrates that 15 (57%) were male and 11 were female, 19 were considered SET (10 male and 9 female) and 7 non-SET (5 male and 2 female). Of 8 not submitted, 4 (50%) were male and 4 were female of whom 5 were considered SET (3 male and 2 female) and 3 non-SET (1 male and 2 female). Gender imbalance is not evident in this area, although numbers are small and it is difficult to make clear conclusions. We will continue to monitor gender balance of staff considered research active and viable for REF return (**Action A3**).

In annual reports to Institute and School we will note the number and gender of all staff that are considered research active. **Action A3**

4. Where a gender imbalance is identified, what action will the department take to enable a more representative sample of returns to future research assessment and funding allocation exercises?

We do not believe there is a large gender imbalance. ISPEHS is taking a supportive approach to planning for REF2020, having introduced a research mentoring system for all staff (**Action C1**) and by monitoring at Annual Review workload balance between teaching, administration and research. We will also encourage further mentoring via the University Mentoring Connection scheme (**Action C2**). These mechanisms should ensure that no gender imbalance in aspiration or achievement of return to a future research assessment should occur.

(550 words)

Each person with an aspiration to be research active (and therefore be included in any future research assessment process), will have a nominated research mentor. **Action C1**

The HoS has recently become the School's Mentoring Connections Champion. Staff will be directed to her to take up this additional mentoring opportunity. **Action C2**

D There are personal and structural obstacles to making the transition from undergraduate level to PhD and then into senior academic positions and managerial levels, which require the active consideration of the institution

See Athena SWAN factsheet: best practice: work-life balance
(www.athenaswan.org.uk/content/factsheets)

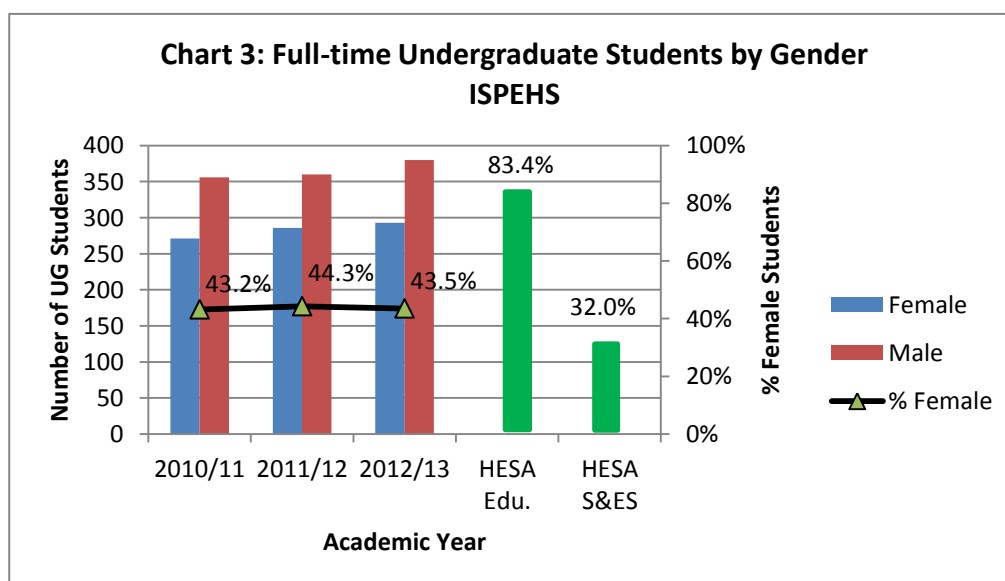
Comment and reflect on the following student data for the past three years:

Access students (see T7)

Foundation programmes are not available at the University of Edinburgh. T7 illustrates that there are very few Access students (n=3, 2010/11-2012/13), all of whom are females entering BEd Physical Education. The GEM team will monitor the gender of Access students to identify and rectify future imbalance (**Action A3**).

Monitor access student data and access routes. Action A3

First degree undergraduate and other undergraduate (see T1 or T8)



In 2010/11-2012/13, all but four UG students are studying a first UG degree. The UG admissions policy is to provide preference to students who have not previously completed a degree. As ISPEHS programmes are filled each year, the number of places for 'other' students is limited. In 2010/11-2012/13, ISPEHS had no part-time (PT) UG students and the following narrative refers to first UG students studying full-time (FT).

T1, T8 and Table 5 indicate that across ISPEHS programmes there is a tendency to recruit more males than females. ISPEHS is a hybrid department with two SET 'Sport and Exercise Science'

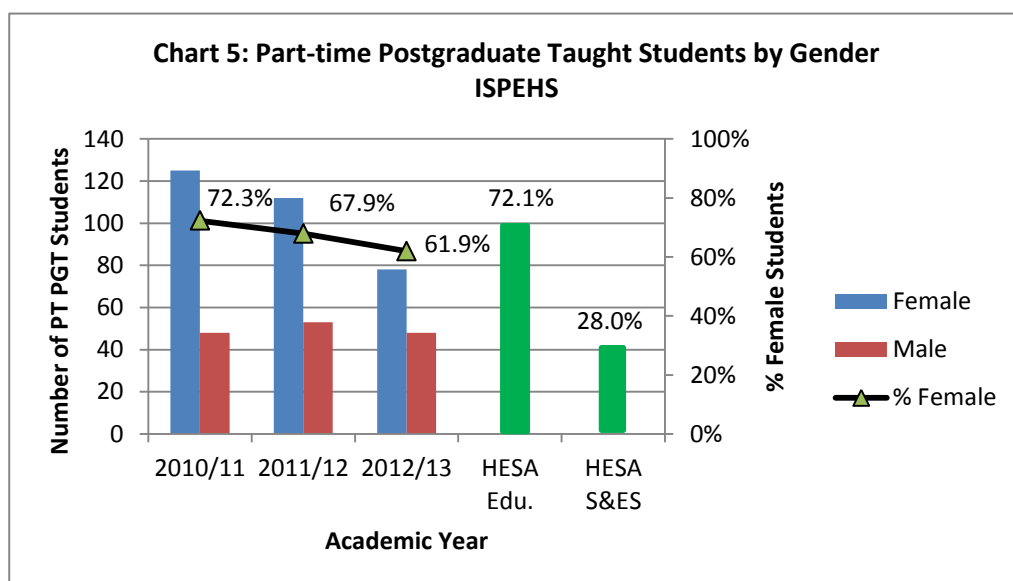
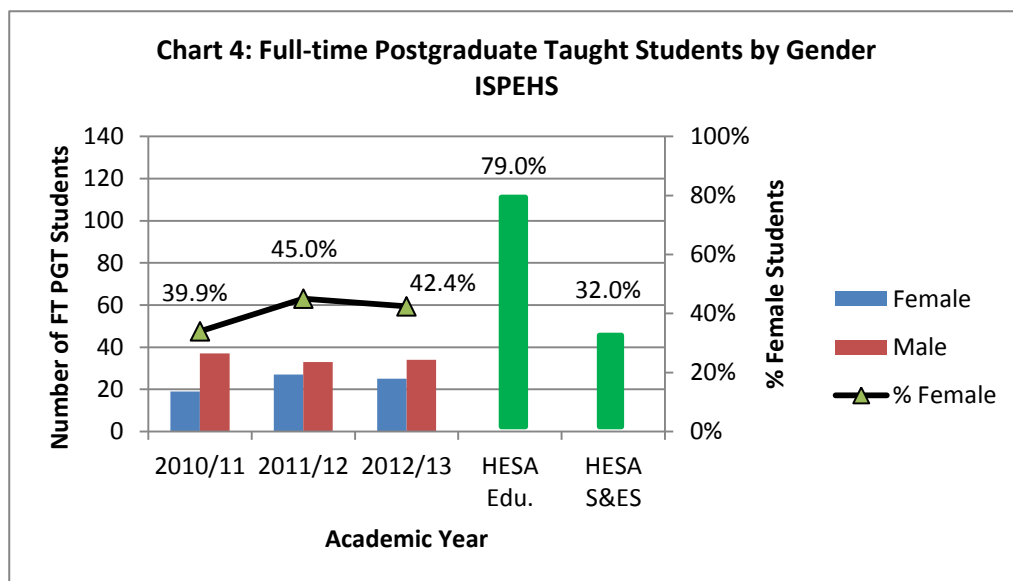
programmes (HESA benchmark for FT UG female students - 32%) and two non-SET 'Education' programmes (equivalent benchmark - 83.4%, Chart 3, Table 5). Since BEd programmes have a sport related focus, the HESA benchmark for 'Sport and Exercise Science' is considered more relevant than the generic education benchmark. As such, whilst gender balance favours male students across the programmes, it is in line with, and in fact better than the national picture.

Table 5: UG Programmes in SPEHS, with % female students and HESA national average (2012/13)

Programme 2012/13	Total Students	% Female	HESA 2012/13
BEd (Hons) Physical Education (X130)	405	47.2%	83.4% (Education)
BSc (Hons) Sport and Recreation Management (X900)	110	33.6%	83.4% (Education)
BMedSci (Hons) Sports Science Medicine (C600)	12	58.3%	32.0% (Sport)
BSc (Hons) Applied Sports Science (C600)	146	39.7%	32.0% (Sport)

This pattern has been consistent since 2010/11. Statistics for BMedSci (Hons) Sports Science Medicine fluctuate from year to year because numbers are small (this is an option for intercalated medical students). There are considerably fewer female students on the BSc (Hons) Sport and Recreation Management degree, which will be targeted for specific action, though gender equality on all programmes will be addressed and mapped (**Action A3, D1**). The GEM team includes academics whose interests include gender inequalities in exercise and sport, specifically with a focus on adolescent years. A large body of literature indicates that a number of females lose interest in sport and physical activity during adolescence (e.g. Fawkner et al., 2014) and that gender inequality exists biased towards males in the pursuit of sport and exercise (e.g. Murray 2006). As a majority of ISPEHS students are driven by an inherent interest and competency in sport, the tendency to recruit more males than females reflects a gender inequality that pervades from early adolescence.

Postgraduate taught



A majority of FT PGT students are enrolled on non-SET 'Education' programmes. Performance Psychology is the only SET PGT programme, although again the HESA 'Sport and Exercise Science' benchmark (32% female FT/ 28% female PT) is more appropriate for these programmes. T1 and T8 indicate male gender bias (FT PGT) and female bias (PT PGT) that requires action (**Action A3, D1**). In 2012/13 three programmes present noticeable gender discrepancies; MSc Dance Science and Education (83.3% female), PGCert 3-14 Physical Education (74.4% female) and MSc Strength and Conditioning (12.5% female). The latter is consistently below the HESA 'Sport and Exercise Science' benchmark (32% female FT/ 28% female PT) and requires specific action (**Action A3, D1**).

Table 6: Full-time PGT programmes in ISPEHS, with % female students

Programme 2012/13	Total Students	% Female
MSc in Dance Science & Education (X190)	6	83.3%
MSc Sport & Recreation Business Management (X390)	21	38.1%
PgDip Strength & Conditioning (X150)	1	0.0%
MSc in Strength & Conditioning (X390)	16	12.5%
PgDip Performance Psychology (C890)	1	0.0%
MSc in Performance Psychology (C890)	14	71.4%

A majority of PT PGT students (Table 7) are female, though the data is strongly biased by PGCert 3-14 Physical Education, which contributes the majority of students (~80,70 and 60%, 2010/11 – 2012/13). This reflects the nature of this degree, which is offered to teachers in FT employment and echoes the national predominance of female primary school teachers. Across the programmes, gender balance in PT students reflects that of FT students.

Table 7: Part-time PGT programmes in ISPEHS, with % female students

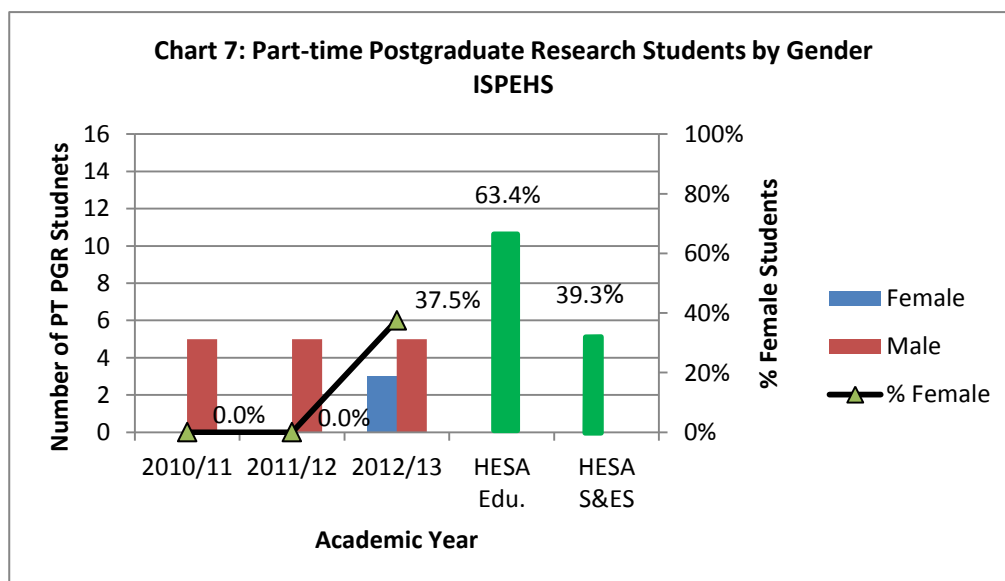
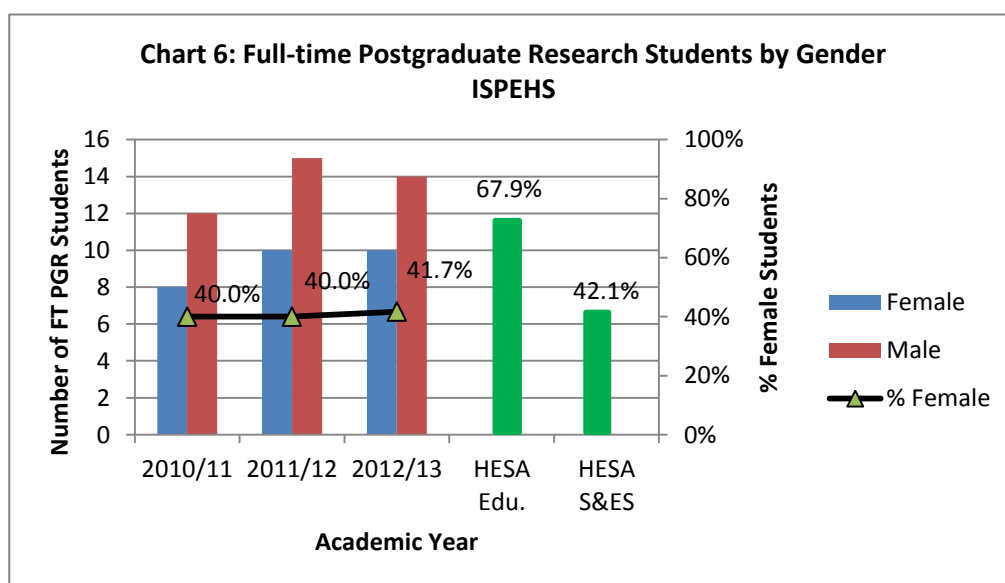
Programme 2012/13	Total Students	% Female
PgDip Dance Science & Education (X190)	5	80.0%
MSc in Dance Science & Education (X190)	3	100.0%
PgCert 3-14 Physical Education (X151)	82	74.4%
PgDip Sport & Recreation Business Management (X390)	2	50.0%
PgDip Strength & Conditioning (X150)	2	0.0%
MSc in Strength & Conditioning (X390)	8	0.0%
NGT Swimming Science (X990)	15	26.7%

PgDip Performance Psychology (C890)	3	66.7%
MSc in Performance Psychology (C890)	6	50.0%

Monitor gender equality on all programmes. **Action A3**

Address gender imbalance on specific undergraduate and postgraduate programmes via specific activities (detailed in action plan). **Action D1**

Postgraduate research



T1 and T8 suggest a clear male gender bias in PGR students, particularly amongst PT PGR students (Chart 6 and 7), which is inconsistent with the HESA benchmark for 'Education' (63.4% female), but in line with 'Sport & Exercise Science' (42.0% female). This indicates a drop off in females choosing

to pursue PG research beyond UG or PGT study. The reason is unknown and has been flagged for immediate and urgent action (**Action A3, D1, D2**).

To ensure that the Institute is attractive to all potential students, ensure there is clear gender equality on outward facing material and open days. **Action D1**

Offer opportunities for potential PGR students to discuss flexible working if they have concerns regards family or caring commitments, and applying for further study or research careers. **Action D2**

Applications, Offers, Acceptances (undergraduate)

T9, T1 and T8 indicate that application, offer and acceptance rates reflect final student numbers. This suggests no gender bias in the admissions process, and that imbalance reflects application numbers, rather than bias in offers/acceptances. As UG admissions is 'gender blind', ISPEHS needs to promote gender balance in applications, rather than conversion. The Programme Director for Sport and Recreation Management already works to present a positive image to potential female applicants at Open Days, through female staff, female student ambassadors and by profiling female role models.

T9 and Table 8 suggest that females are more likely to secure an UG offer than males (Chart 8). This will be monitored to identify and act upon any future imbalance (**Action A3**).

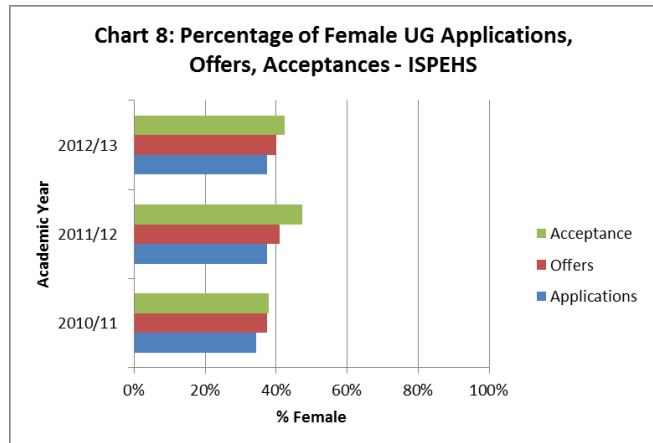


Table 8: UG application success rate by gender (ISPEH)

	Female			Male		
	Apps.	Offers	% Success	Apps.	Offers	% Success
2010/11	469	139	29.6%	894	233	26.1%
2011/12	480	191	39.8%	799	275	34.4%
2012/13	458	185	40.4%	765	277	36.2%

Applications, Offers, Acceptances (postgraduate)

As PGR applications were previously recorded in an MHSE unit, there is no ISPEHS specific data for 2010/11. From 2011/12 PGR applications are mapped separately by the GEM team (**Action A3**).

T9, T1, T8, Chart 9 and Chart 10, indicate that application, offer and acceptance rates reflect final student numbers on PG degrees across ISPEHS, with fewer females making applications for PGR in particular. Females are more likely to make a successful application for PGT and PGR study. Applications for PGT are dealt with by Programme Directors after initial central screening, and are based on applicant quality. Applications for PGR are based on application quality. An action will be

to ensure that programme directors have undertaken appropriate unconscious bias training
(**Action D3**).

Ensure that all programme directors undertake unconscious bias training via Workplace Equality & Diversity (E&D) online training module. **Action D3**

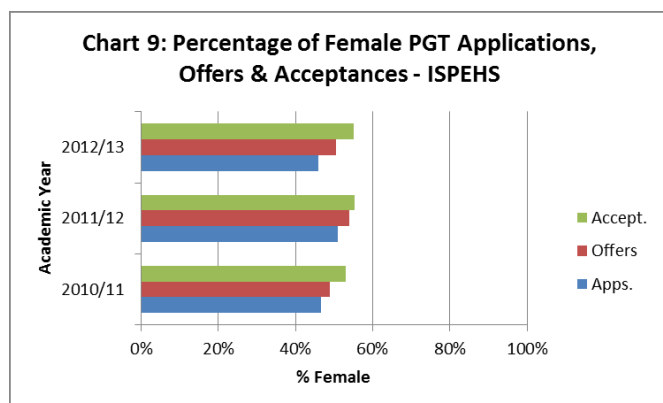


Table 9: PGT application success rate by gender (ISPEH)

	Female			Male		
	Apps.	Offers	% Success	Apps.	Offers	% Success
2010/11	149	118	79.2%	170	124	72.9%
2011/12	164	134	81.7%	158	114	72.2%
2012/13	152	119	78.3%	179	117	65.4%

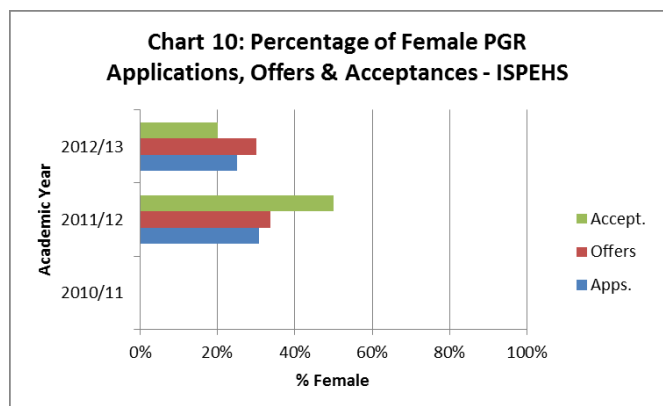


Table 10: PGR application success rate by gender (ISPEH)

	Female			Male		
	Apps.	Offers	% Success	Apps.	Offers	% Success
2010/11	0	0	0.0%	0	0	0.0%
2011/12	4	3	75.0%	9	6	60.0%
2012/13	3	3	100.0%	9	7	77.8%

Degree classification

In 2010/11-2012/13 all graduates of UG degrees were studying a first UG degree (T10). All UG 'other' students will graduate after 2012/13. Females secured 5 of 6 first class degrees in 2010/11 (83.3%); 6 of 9 in 2011/12 (66.7%); and 5 of 11 in 2012/13 (45.5%). They also accounted for 50%, 60% and 0% of third class marks in respective years. This, along with an inconsistent but more equal gender split of 2:2 and 2:1 degrees over the last three years, reflects an inconsistent pattern of gender equality in degree classification over time. There does not therefore appear to be any consistent pattern that demonstrates bias during the assessment process. Marking processes in ISPEHS are strictly undertaken to guarantee no student or gender bias. Exam scripts and assignments are classified according to an examination or manuscript number, and are not identifiable until all marks have been allocated and moderated. Degree classification data will be monitored to identify and act upon future imbalance (**Action A3**).

1. Comment, reflect on and explain gender differences in staff data on recruitment job application and success rates (see table T11).

Table 11: Positions recruited within ISPEHS, with appointments by gender 2010/11-2012/13

Academic Year	Available Positions	Successful Females	Successful Males
2010/11	2 Senior Lecturships (UE09)	2	0
	4 Lectureships (UE08)	1	3
2011/12	1 Professor (UE10)	1	1
	2 Lectureships (UE08)	2	0
	2 Lectureships (UE07)	1	1
2012/13	2 Lectureships (UE08)	1	1
	2 Teaching Fellowships (UE06)	2	0

T11 and Table 12 suggest gender equality in favour of female applications across the grading scale, with consistently higher success rates for females.

Table 12: Job applications and success rates by gender 2010/11-2012/13

Academic Year	Female		Male	
	Applications	Successful Applicants	Applications	Successful Applicants
2010/11	46.6%	50%	53.4%	50%
2011/12	33.3%	66.7%	66.7%	33.3%
2012/13	46.7%	75%	53.3%	25%

This is similar across grades UE06 to UE10, apart from Lecturer (UE08), where application rates favour males (59.3%, 63.2% and 81.3% 2010/11-2013/14 respectively). A predominance of females successfully applying for Teaching Fellow (UE06) roles in 2012/13 is also apparent, potentially reflecting recruitment from teachers with qualified teaching status at secondary school level, where there is a prevalence of females.

ISPEHS implements University policies for recruitment where gender is not raised at any stage of the recruitment process. Staff are recruited to criteria only. Since 2012, ISPEHS has taken a proactive approach to gender balance on interview panels, and panels are mixed in all cases.

Regarding transparency, 83.3% of surveyed staff in 2013 didn't know, and 10.0% disagreed, that ISPEHS takes positive action to encourage women to apply for posts in areas where they are under-represented (**E1**). ISPEHS perceives a need to actively promote a gender equal recruitment policy, to ensure that females and males are also equally attracted to apply to positions across all levels, and actions will be taken to address this (**Actions D5**).

Use the GEM logo to encourage female applicants to apply, examine language used in advertisements regarding gender discrimination, and highlight family friendly policies for potential applicants. **Actions D5**.

Monitor gender profile of applicants and appointments to address any imbalance. **Action A3**.

2. Describe the induction and training support provided to new staff at all levels, and how consideration of gender equality is embedded across the department and/or in the institution. Please provide data and analysis as appropriate.

All new staff receive a Welcome Pack from CHSS. MHSE also hosts an annual Induction event, when staff are introduced to the HoS and School Executive members. The morning session provides advice on accessing University policies relating to discrimination, parental leave and flexible work schedules. ISPEHS provides an informal meeting with the HoI and Institute Administrator, where IT access and staff cards are activated. A tour of the facilities is provided.

Survey respondents indicated that ISPEHS does not provide clear information regarding discrimination, parental leave, and flexible work schedules (**see section E1.3**). Improved signposting to University policies on these issues at central and local level are therefore flagged for action (**Actions D4**).

Heightened prominence of HR policies pertinent to GEM on the ISPEHS Intranet. **Action D4.1**.

Arrange an induction buddy to introduce new members of staff to Institute upon their appointment. **Action D4.2**.

Ensure that all staff are acquainted with the Mentoring Connection Scheme at upcoming Annual Reviews. **Action D4.3**.

The development of family friendly pages on the ISPEHS Intranet and inclusion of these resources in the staff welcome pack. **Action D4.4, D4.5**

3. Comment on career development and progression, looking at staff in all levels.

As in D2, a majority of surveyed staff did not feel well informed regarding access to information relating to promotion and work-life balance (**E1.3**). Effective communication of practices and policies and signposting to central and local level information sources must be addressed (**Action D4.1**).

Regarding career development opportunities, a majority of staff (73.0%) believed that ISPEHS was supportive in their respective endeavours to pursue career development opportunities. 63.0%

agreed that ISPEHS provides useful networking opportunities and 50% agreed that useful mentoring opportunities were available. Only 36% agreed that ISPEHS provides useful menteeing opportunities (**E1.2**). The mechanisms in ISPEHS, through which staff are advised and enabled to pursue promotion, achieve work/life balance and develop their careers require consideration (**Actions D6**).

Regarding career progression, survey responses suggest that ISPEHS encourages staff to pursue promotion, though important policies are not given due prominence, and this is reflected in the promotions data (**T12, D5**). The number of staff putting themselves forward for promotion in ISPEHS is low by comparison to other areas of CHSS. T12 illustrates that there were 5 male applications in ISPEHS 2010/11-2012/13 and 1 female. 1 male (UE09) and 1 female (UE07) were successful. Given the low number of applications (particularly female), and the low success rate (particularly male) at grades UE09 and UE10, a considered investigation, irrespective of gender, should be conducted to determine the underlying causes (**Action A4**).

Promotion planning will now be an integral part of the Annual Review. **Action D6.3**

Staff who have elected to work toward promotion, develop their careers, and seek to achieve work/life balance will be encouraged to enrol in the centrally administered University mentoring scheme. **Action D6.5**

Annual monitoring of uptake to promotion initiatives. **Action A3, D6.7**

4. Describe current appraisal schemes for staff at all levels.

The University's Annual Review scheme was designed by University HR Learning and Resources, but is implemented by ISPEHS. There are three principles that inform Annual Review: building for the future; developing business success; and communicating and working with people. Annual review covers projects initiated, future plans, and progress towards goals. The University promotions process and ISPEHS Annual Review process are separate and promotions are not routinely discussed at Annual Review. This will change (**Action D6.3**). In response to the staff survey, ISPEHS has introduced male and female appraisers (n=5); 1 female [UE10] and 4 males [all UE09]. Specific staff have been trained to conduct Annual Reviews, and staff are able to select an appraiser. To prevent overload and reflect staff gender balance we will ensure that (minimum) one other female staff member is trained as an appraiser (**Action E3**) and cap appraiser staff numbers, so that no one member of staff will undertake more than 25% of the total appraisals within any one calendar year (**Action D6.8**). Copies of Annual Reviews are kept by the individual, HoS and HoI, and are considered consecutively, not in isolation from the preceding document.

The 2013 survey indicated that a majority of staff (66.0%) were positively disposed to the role of Annual Review in professional development (**E1.2**). Given that promotion levels in the Institute are low and that Annual Review is a key factor in encouraging employees and reviewing performance, action will be taken (**Actions D6, D14**).

Encourage staff to complete the University e-module 'Understanding Annual Reviews'. **D14**

Cap the percentage of Annual Reviews that trained staff can undertake so that no one individual can be overburdened **D6.8**

5. Comment, reflect on and explain gender differences in staff data on promotion and success rates (see table T12).

Table 13: Summary of T12, applications for promotion and success rates by gender (ISPEHS)

	Male			Female		
	Applications	Promotions	% Success Rate	Applications	Promotions	% Success Rate
2010/11	3	1	33.3%	0	0	0.0%
2011/12	0	0	0.0%	1	1	100.0%
2012/13	2	0	0.0%	0	0	0.0%

University resources are available from HR, regarding promotions policies and Grade Profiles. An annual e-mail from the HoS is circulated to highlight procedures and schedule. CHSS provide a Promotions Workshop, which is delivered within MHSE, and an additional School workshop lead by the Promotions Advisory Group offers advice on an individual basis.

Staff currently put themselves forward for promotion or are encouraged to apply by their HoI or HoS. Applications include a request for information about career breaks, including maternity leave: this information is considered throughout the promotion process and is University standard.

Applications are considered by the School Promotions Advisory Group (6M, 4F), which includes ISPEHS representation. From 2014/15, configuration will change (4M, 5F), including a female HoS. Members will all undertake unconscious bias training (**Action D6.9**). The Group meets twice and applicants receive feedback following both meetings. Feedback addresses why an application is or is not being supported, plus feedback on areas to develop prior to consideration at CHSS level. Unsupported applicants are advised that they can apply directly to College.

The CHSS Promotions Panel considers the committee's recommendations and unsupported applications. Unsuccessful applicants receive clear criteria explaining why and action points for future applications. Applications for UE10 and Personal Chairs are considered by a Central Academic Promotions Committee and Senate.

There are no centralised or local initiatives designed to encourage women to apply for promotion; any member of staff can apply to be matched to a higher grade level.

Promotions activities will be enhanced at Institute level following the appointment of a Promotions Advisor and introduction of a promotions strategy (**Action D6.1**). Every member of Institute staff has an Annual Review, and ISPEHS has a 100% completion rate for this process. Although this meeting provides an opportunity to discuss promotion plans, this is not currently officially. ISPEHS will therefore include obligatory promotions planning in the Annual Review (**Action D6.3**). ISPEHS has recently appointed a Research Lead who is undertaking individual

mentoring with all staff. These meetings provide an opportunity to explore promotion in relation to research (**Action C1**).

T12 suggests there were limited applications for promotion in ISPEHS. 2010/11-2012/13 five applications were made (1F, 4M), with 2 successes (1F, 1M). The female application rate was lower, but success rate was 100%. The limited number of applications makes analysis difficult, but indicates an overall lack of promotions activity. This lack of activity may be explained by limited understanding of the promotion processes and criteria. In the staff survey, only 23.3% of respondents agreed that they understood the promotions process and criteria (**E1.2, Action D6**).

Professional and personal development opportunities are available to all staff (e.g., University IAD/HR training sessions, RKE talks, Seminar Series), and individuals are encouraged to apply for roles within MHSE (e.g. Programme Director, DHoI). These roles provide increased responsibility and professional and personal development. ISPEHS has no specific initiatives to encourage females to take up leadership and management roles, though staff are made aware of leadership activities, including the Leadership Foundation for HE's Aurora programme and the University of Edinburgh's Enterprising Women initiative. One female member of staff was recently put forward by the HoI for the AURORA Future Leaders in Higher Education programme and was accepted, one of two successful candidates from over 3500 CHSS staff. An action point is to more pro-actively promote and support involvement in female leadership initiatives (**Action D6.5**).

A more proactive Institute process, whereby staff are actively encouraged to apply for promotion through the appointment of a senior member of staff as a Promotions Advisor, and their activities **Action D6.1**.

An annual Institute specific promotions workshop lead by Human Resources. **Action D6.2**.

Specific discussion regarding promotion plans and strategies to fulfil the promotions criteria within the Annual Review process and research mentoring. **Action D6.3**.

Presentation of transparent criteria from local senior management staff regarding the promotion process through publication on the GEM ISPEHS Intranet page of a clear flow chart of the process and opportunities for feedback regarding the promotion procedures. **Action A6, D6.4**.

Actively promote and support Aurora and Enterprising Women initiatives with a target of one applicant every 2 years. **Action D6.6**

Uptake of the promotion planning initiative will be monitored on an annual basis as part of the School Plan. **Action D6.7**

Where they do not already have appropriate training, members of the School's Promotions Advisory Group will undertake unconscious bias training via Workplace Equality & Diversity (E&D) online training module. **Action D6.9**.

6. Comment, reflect on and explain gender differences in staff data on staff turnover (see table T13).

T13 illustrates that turnover in ISPEHS is small; in 2010/11 one female UE08 member of staff left and in 2011/12 one female UE10 member of staff left. In both instances, staff resigned to move to a position that would advance their career (the UE10 member had the opportunity to move with her research group to another institution). This information is anecdotal, and we will begin to officially monitor reasons for turnover (**Action D7**).

The Institute will offer a voluntary exit interview and distribute questionnaire to staff leaving. Action D7.

7. Describe what the department does to support staff on maternity leave and the arrangements in place to provide cover during a period of maternity leave.

Prior to maternity leave, female staff meet with an HR Advisor to discuss maternity leave policy and options (e.g., regarding financial implications). A maternity risk/stress assessment is carried out by the line-manager with whom employees are also encouraged to discuss any concerns. HR advisors offer support to managers as necessary.

The arrangements for covering work during maternity absence lie initially with the line-manager who assesses the impact (upon teaching and administration, for example). A discussion with the HoS and DoPS will consider whether work can be distributed or if a replacement is required, in which case a business case will be presented for a short-term replacement.

The School uses University maternity (and paternity) policies to support staff while away. Women are kept in touch with developments while on maternity leave through voluntary 'Keeping in Touch Days' (up to 10 days with time back in lieu) and staff are included in School and Institute email distribution lists to read if they wish.

To maintain work-life balance upon return, the University has a flexible working policy. The School endeavours to accommodate flexible working requests, while also meeting business needs. Feasibility reviews of these arrangements are carried out after 6 months to 1 year. The flexible working policy includes guidance on the formal application process to change working pattern (e.g., from FT to PT) and recognises that where staff have a degree of independence in determining their own working patterns, variations may be possible without a formal application. The flexible working policy is relevant to staff formally changing their work pattern (e.g., FT to PT) and those working flexibly within an existing contract (e.g. condensed hours). These overarching practices are effective at a global level and an ISPEHS application to reduce from 1.0FT to 0.6FT on return from maternity leave was accepted in 2011/12.

The staff survey concluded that there was potential to introduce a mentoring programme for staff at all levels and potential to improve transparency regarding career development opportunities for staff working on a part-time or flexible basis. A means of communicating flexible working/family leave policies to staff is required to promote transparency and understanding (**Action D9**), and there is scope to further support staff through management of career breaks due to maternity and paternity leave before, during, and after return (**Actions D10-D13**).

Provide a clear link on ISPEHS intranet to house information related to family leave and flexible working policies. **Action D9.**

Support career break before, during and after the break (detailed in action plan). **Actions D10, D11, D12 and D13**

8. Comment on data on maternity leave return rate (see table T14).

Table 14: Summary of T14, maternity leave uptake (ISPEHS)

	UE06	UE07	UE08	UE09	UE10	Total
2010/2011	0	0	1	0	0	1
2011/2012	0	0	1	0	0	1
2012/2013	0	0	1	0	0	1

From 2010/11 – 2012/13 one member of staff each year has gone on maternity leave and all have returned (100% return rate). Thus there has been a 100% return rate for women on maternity leave during this period.

Continue to monitor and map maternity return rate in the GEM analysis and data set. **Action A3**

9. Comment on data on uptake of paternity (see table T17), additional paternity (see table T18) and adoption (see table T19) leave by grade and gender.

The University has a clear paternity leave policy that is implemented by ISPEHS. One male took paternity leave from 2010/11-2011/12, and was the only member of staff in a position to do so. There was no uptake of additional paternity or adoption leave from 2010/11-2012/13. As paternity leave also extends to same sex couples this could be further promoted within ISPEHS. The Gender Culture Survey 2013 also concluded that a means of communicating flexible working/family leave policies to staff is required to optimise transparency and understanding, and thus this is a planned action (**Actions A6 and D9**).

10. Comment on data on formal requests for flexible working by gender and application success rate (see table T18).

The academic culture in the University, and in ISPEHS, is supportive of unofficial flexible working, including working from home. To ensure that staff manage time efficiently, and avoid overload, individuals are encouraged to communicate with their Hol. They are also encouraged to discuss changes to working patterns to ensure that professional commitments are met.

The University policy and criteria for flexible working includes formal applications for PT working and a number of staff have worked, or are currently working PT. T18 and Table 15 indicate that a higher proportion of female staff work on a PT contract compared to male staff, ranging from 33.3% at grades UE07/08 to 100% at grades UE06/07. Female staff who work (or have worked) PT represent all academic grades except UE10 (only one female at this level). Although the number is small, there are male staff working PT and one of these individuals is grade UE10. This member of staff was formally offered the opportunity to work PT so that he could contribute to the REF 2014 submission.

ISPEHS fully support applications for flexible or PT working and, to date, no formal application has been refused. T18 illustrates that in 2011/2012, one female member of staff (UE08) was successful in applying to move from working FT to 0.6FT. In 2012/2013, following wider promotion of flexible working policies, another female member of staff (UE09) successfully applied for flexible working, to move from 0.6FT to 0.8FT. She was also granted permission to condense these working hours to accommodate family commitments. This request is not represented in the results (T18) as the request was made in the 2013/14 academic year. In this same academic year, there was also an informal request by a female member of staff (UE08) for condensed working to accommodate childcare responsibilities. Again this was successful, reinforcing ISPEHS' on-going commitment to supporting the professional and personal responsibilities of staff by promoting flexible working.

The data indicates that no male members of staff requested to formally work flexible hours, and no informal requests have been made.

An action is that staff who are making decisions regards flexible working will have completed unconscious bias training (**Action B3**) and further actions to promote flexible working will be taken (**Actions D8.1-D8.4**).

Active promotion of 'family friendly policies'. College HR policies should be easily accessible on the Institute Intranet. **Action A6, D8.1.**

Information about how family life is supported will be integrated into the welcome pack and induction process for new staff. **Action D4.5, D8.2, D8.3**

These issues should also be addressed during each staff member's Annual Review meeting. **Action D8.4**

Table 15: Academic staff by contractual agreement (ISPEHS)

Academic & Research		Female			Male		
		Full-time	Part-time	% Part-time	Full-time	Part-time	% Part-time
2010/11	UE06	0	2	100.0%	0	1	100.0%
	UE07	1	2	66.7%	2	0	0.0%
	UE08	4	2	33.3%	12	0	0.0%
	UE09	2	1	33.3%	4	0	0.0%
	UE10	1	0	0.0%	1	0	0.0%
2011/12	UE06	0	2	100.0%	0	1	100.0%
	UE07	1	2	66.7%	2	0	0.0%
	UE08	4	2	33.3%	10	0	0.0%
	UE09	1	2	66.7%	6	0	0.0%
	UE10	1	0	0.0%	2	0	0.0%
2012/13	UE06	0	3	100.0%	0	1	100.0%
	UE07	0	4	100.0%	1	0	0.0%
	UE08	6	3	33.3%	9	0	0.0%
	UE09	1	2	66.7%	6	0	0.0%
	UE10	1	0	0.0%	1	1	50.0%

11. Provide information on support for staff who are carers or have caring responsibilities.

The University policy for flexible working applies to members of staff with children under the age of 18 who have additional support needs, and those who are carers of adults. There is currently one female member of academic staff within ISPEHS who is a carer. Where flexible working is required, staff are encouraged to engage in open dialogue with the HoI. Staff are reminded about opportunities for flexible/PT working at Institute and Annual Review meetings (**Action D8.4**).

Information about how caring roles are supported will be integrated into the induction process for new staff. These issues will also be addressed during each staff member's Annual Review meeting. **Action D4.5, D8.2, D8.3 and D8.4**

Regularly publicise flexible working policy (Annual Reviews, Institute meetings and ISPEHS Intranet) and make explicit links between flexible working and support for staff who have caring responsibilities. **Action D8.1**

12. Describe the work the department has undertaken to evaluate the impact of its initiatives designed to tackle personal and structural obstacles to progression for staff.

In 2013, the GEM team ran an online survey for all ISPEHS staff and PGR students; to explore views on gender culture, and personal and structural obstacles to progression (**Action A2**). The survey helped ISPEHS to target weaknesses and will run on an annual basis, with a subsidiary biennial survey for UG and PG students. The GEM team will continue to analyse and map staff and student data, to monitor gender balance in ISPEHS and measure the impact of GEM (**Action A3**). The ORP 'non-STEM Good Practice Checklist' was also implemented in 2014, to map and quantify the impact of GEM upon ISPEHS practices and procedures (**Action A5**). (3117 words)

E to tackle unequal representation of women or men requires changing cultures and attitudes (within the department) and across the institution

‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the institution or department, and includes all staff and students.

See *Athena SWAN factsheet: best practice: organisational culture* and *Athena SWAN factsheet: best practice: work-life balance* (www.athenaswan.org.uk/content/factsheets)

1. Using the UKRC cultural analysis tool for staff (see page 7 of the trial handbook) – what do the findings indicate?

ISPEHS ran the UKRC cultural analysis tool in March 2013. The survey of academic and support staff generated 30 responses (42.3% response rate). Participants included Professors, Senior Lecturers, Lecturers, Postdoctoral Researchers, PhD students and support staff. 57.5% of academic staff took part, including 14 females and 12 males, with 4 ‘prefer not to say’.

Several responses indicated that a wider consultation is required to enhance understanding of staff perceptions and target areas for future action (**Actions E1, A4**).

Lunchtime discussion sessions will be held to discuss key GEM issues arising from the survey.
Actions E1 and A4.

E1.1 Cultural Climate

This section assessed staff perceptions of workplace culture in ISPEHS and indicated that it is favourable in many areas. 83.3% of respondents disagree that sexist remarks can be heard (85.8% F/75.0%M); 83.3% agree that colleagues pay as much attention when women speak as when men do (71.5%F/91.6%M); and 83.3% agree that individual differences are respected (71.4%F/91.7%M).

Regarding gender imbalance, 26.7% of respondents agreed that some colleagues have condescending attitudes towards women (28.6%F/33.3%M); 20.0% agree that men are treated better than women (28.5%F/16.7%M) and 20.3% agree that men are more likely to be chosen for special activities (35.7%F/16.7%M). Of 60.0% of staff whom disagree that men are treated better than women, 42.9% were females and 75.0% males. A gender divide in staff perceptions is evident and it is clear that a number of female staff feel that the cultural climate in ISPEHS is balanced in favour of males.

Transparency and understanding of policies and practices is an issue in ISPEHS. 46.7% of staff responded ‘Don’t know’ when asked whether inappropriate images are allowed (50%F/50%M); and 33.3% responded ‘Don’t know’ when asked whether it is clear that unsupportive language is not acceptable’ (35.7%F/33.3%M). A further 33.3% disagreed that it is clear. 26.7% of staff ‘Don’t know’ whether top leaders demonstrate visible commitment to diversity (28.6%F/25.0%M).

Clearer guidelines and signposting are required to address ambiguity relating to gender equality policies and practices **(Action A6, A7, D7)**

As 80.0% and 85.7% of staff, have not attended training in gender equality or unconscious bias, respectively, ISPEHS has flagged staff training for immediate action. Training will be promoted to all staff, but particularly individuals involved in the Annual Review, mentoring, promotions and recruitment processes **(Actions B3, D3 and D6.9)**.

E1.2 Participation & Promotion Practice

This section assessed staff perceptions of ISPEHS's policies for encouraging the participation and promotion of both sexes at all levels. A majority of staff agree that procedures are inclusive and effective, though a gender divide is apparent throughout. 83.4% of staff agree that meetings are completed between 10am and 4pm (71.4%F/91.7%M); and 80.0% agree that staff are treated on their merits, irrespective of gender (57.2%F/100%M), though the gender divide is stark. 70.0% of staff agree that they are given opportunities to represent ISPEHS (57.1% F/75%M); and 73.3% agree that they are encouraged to take up career development opportunities (64.3%F/75.0%M).

Regarding transparency and understanding of gender equality related issues, 40.0% of staff disagreed that they understand the promotions process, and 36.7% responded 'Don't know'. 46.7% of staff 'Don't know' whether the department rewards the full range of skills and experience at Annual Review, rising to 70.0% for the promotions process. As such, clearer policy guidelines and better communication are a priority for the action plan. **(Action A6, D6)**

Regarding career development opportunities, 40.0% of respondents disagree that ISPEHS provides useful mentoring opportunities, rising to 46.7% for menteeing opportunities. 30.0% of staff disagree that they have access to useful networking opportunities. Cross-tabulation of the dataset by 'Current Role' highlighted a need for support at all career levels. The participating Professor disagreed that ISPEHS provides useful mentoring opportunities, useful networking opportunities or a useful Annual Review. Statistics for the Senior Lecturer/Lecturer group were, 66.7%, 33.0% and 20.0%, respectively. The results suggest a need for distinct policies to meet the individual requirements of specific career groups, and a demand for mentoring at all career levels **(Action C1, C2, D6)**

E1.3 Leadership & Management Commitment

This section assessed whether ISPEHS has strong management commitment to equality of opportunity in career advancement for both sexes, and sustaining a healthy work-life balance. 80.0% (71.4%F/83.3%M) and 83.3% (78.6%F/83.3%M) of staff respectively, agreed that their line-manager would deal effectively with requests for flexible working and harassment complaints. 80.0% of staff also agree that ISPEHS uses senior men and women as visible role models (71.5%F/91.7%M), though SAT will explore the gender divide in this view, which is more prevalent amongst men **(Action A4, E1)**.

Transparency and understanding were again flagged for action, and better communication of gender equality related information is required **(Action A6)**. 43.4% of staff disagreed that ISPEHS adequately signposts information relating to career advancement and work-life balance, and 20% didn't know.

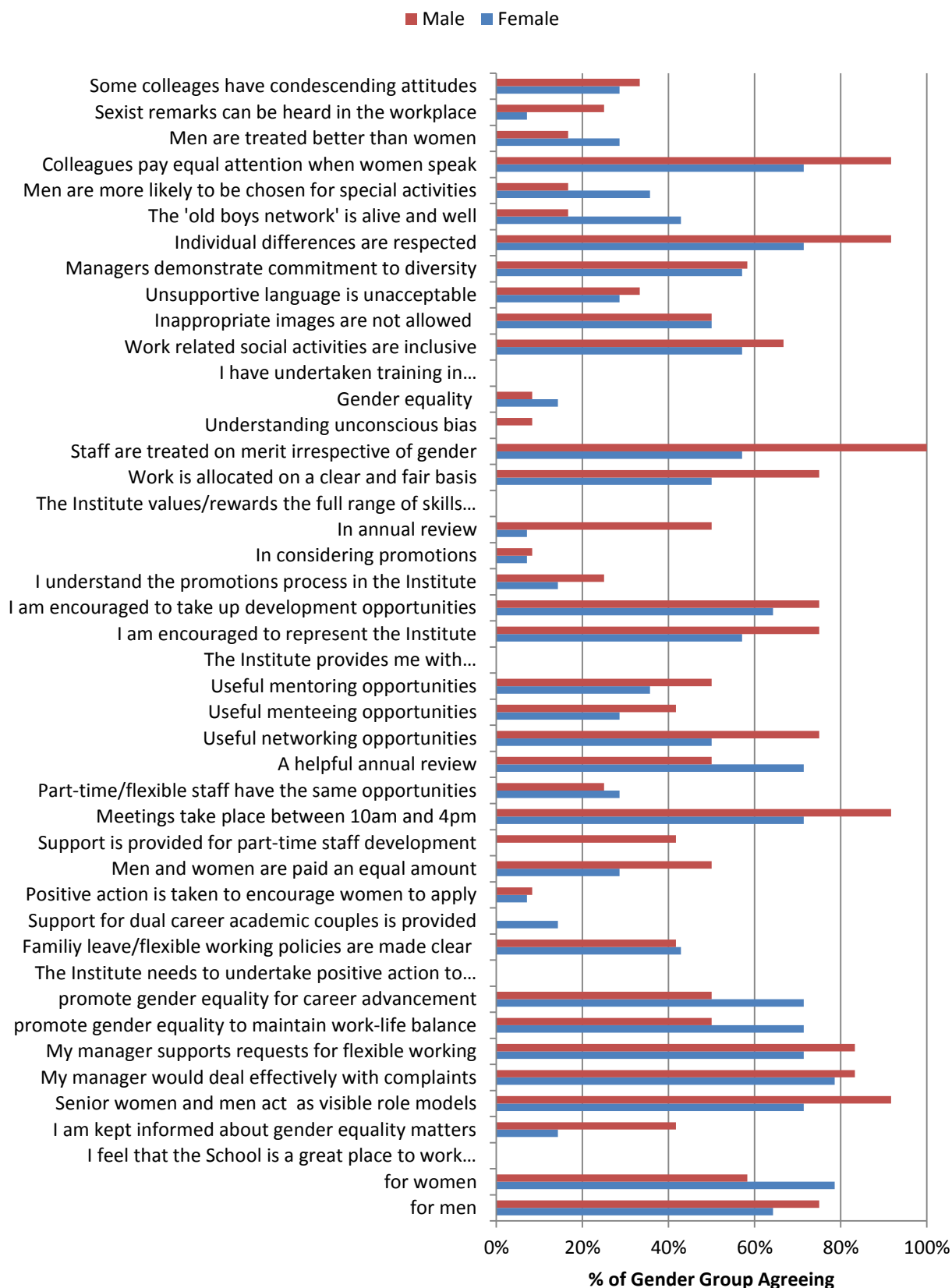
Support for the gender equality initiative is divided. 60.0% of staff agreed that ISPEHS needs to undertake positive action to promote gender equality in opportunity to maintain work-life balance (71.4%F/50.0%M); 56.7% favoured positive action to promote gender equality in opportunity for career development (71.4%F/50.0%M). SAT will investigate the gender divide in support for positive action (**Action A4, E1**).

Final responses were reassuring, as 75.0% of males and 78.6% of females agreed that ISPEHS is a great place to work. The staff survey will run annually, and the programme will be extended to survey students separately.

All staff have now [since January 2014] been given opportunities for research mentoring. **Action C1.**

Annual Reviews now [since 2013/14] have 3 men and 1 woman available as reviewers, but additional women are needed. **Action E2.**

Chart 11: Gender Equality Survey Results 2013 - Staff (ISPEHS)



2. How do you ensure line managers are familiar, or at a minimum aware of the range of policies available to staff? How do you ensure they actively support staff to utilise relevant policies and benefits?

The HoS and DoPS receive HR training and policies are available on the MHSE intranet. The University and School CPD training for senior Institute staff **(B5)** also addresses these issues. In future, staff will be made aware by e-mail and at Institute meetings that policies and staff handbook information are available from the ISPEHS and School intranet **(Action A6, A7)**.

The survey indicated that a majority of staff felt their line manager was helpful and supportive in dealing with work life balance conflict (80.0% agree), and complaints about harassment or bullying (83.3% agree) **(E1.3)**. Vigilance is required to ensure that these percentages remain high and to reduce the 'Don't Know' response rate (13.3% and 6.7%, respectively) **(Action A2)**. In addition, ISPEHS will run an informal lunchtime discussion series to encourage dialogue and support from senior management on key policies **(Action A4)**.

3. Demonstrate how the department is gender aware and how it promotes the involvement of women.

ISPEHS demonstrates gender awareness and the involvement of women through a variety of activities (below), though the 2013 staff survey indicated that there was room to improve gender culture in the Institute **(E1.1)**. The survey also suggests that a majority of staff agree that ISPEHS needs to take positive action to promote gender equality in terms of work life balance (60%) and in terms of career advancement (57%). This perspective was most prevalent amongst female staff **(E1.3)**.

As such, GEM will become a standing item on the ISPEHS staff meeting agenda, increasing the profile of gender equality **(Action A7)**. There are no formal initiatives designed to support women in ISPEHS, although a number of staff share personal circumstances (e.g., with young families; working part-time) and informal support networks have developed. As part of the lunchtime discussion series **(Action A4)** and focus groups **(Action E1)**, a specific network for female staff will be convened (SWAT (Sports Women in Academia and Teaching) network) and will meet biannually, to provide a forum for discussion and feedback of issues to ISMT **(Action E3)**.

Gender balance on a majority of committees and in management currently reflects male/female ratio within ISPEHS **(B2)** and men and women are equally encouraged to become involved in research, teaching, and committee work. While the ISMT was exclusively male from 2010-2013, this was positively addressed by GEM in August 2013 with role rotation and it now comprises 2 men and 1 woman. The Hol actively encouraged female staff to apply for the Deputy Hol roles and ISPEHS will appoint a further female to be available for Annual Reviews **(Action E2)**.

There are women in a number of key posts within the Institute (e.g., Professor Nanette Mutrie as Research Lead, Dr Christine Nash as Deputy Director of Institute) and across the School (e.g., Head of School; Research Lead; Director of Postgraduate Studies).

There are no specific local initiatives in place to encourage females to take up leadership and management roles, though staff are made aware of leadership activities including the Leadership Foundation for Higher Education's Aurora programme and the University of Edinburgh's Enterprising Women initiative. Future encouragement will be more proactive (**Action D5, D4.6**).

To ensure gender awareness becomes an aspect of everyday activity in the Institute, GEM will become a standing item for 1) staff meetings and Institute senior management meetings **Action A7**.

Appoint a further female to be available for Annual Reviews **Action E2**.

A female network (SWAT network) will be convened to meet biannually, with an opportunity to feed back to senior management **Action E3**.

4. Provide evidence of how staff with family responsibilities and part-time staff are considered when scheduling meetings and social gatherings.

ISPEHS staff meetings are planned several months in advance, scheduled at 11am and have traditionally been held when teaching has finished. However, this was raised as a problem for staff with school-aged children at the last staff meeting. To enable all staff with family responsibilities to attend, and where possible for PT staff to schedule their time to match the meeting, staff meetings will take place during teaching weeks (**Action E5.2**). Sub-group meetings within ISPEHS (e.g. programme exam boards) are scheduled to ensure relevant PT staff are able to attend. MHSE meetings are also scheduled to fall between 10am and 4pm (**Action E1.1**). The staff survey suggested that this was the case (**E1.2**).

There are limited formal social gatherings within ISPEHS. The 2013 survey indicated that a majority of respondents (56.7%) felt that social activities were likely to be welcoming to women and men. As 16.6% disagreed and 26.7% responded 'don't know', there is potential for action in relation to social activities and galvanising team ethos (**Action E6**).

Those arranging meetings are encouraged to hold them between 10am and 4pm unless it is not possible to do this for special circumstances. **Action E5.1**

Institute staff meetings are held during teaching time and not during school holidays. **Action E5.2**

Schedule an annual social activity taking into account the considerations of staff with family responsibilities and those part-time. **Action E6**

5. Where long-hours culture is an issue, what actions are being taken to address it?

In 2010, five staff (3F, 2M, including two Senior Lecturers) took ERVS and have not been replaced, causing increased work for remaining staff, particularly on the BEd (Hons) Physical Education Programme. Although the remaining staff on this programme were gender balanced (5M, 4F),

shortages in a specific discipline increased the load on two females. Across ISPEHS staff work beyond their workload allocation. MHSE is aware of this situation and a programme of financial viability and sustainability audit is currently underway to examine the budget deficit. The results will influence staffing appointments. As many of the Institute programmes are financially healthy, this should help staffing resources in ISPEHS and alleviate issues of long-hours culture. We perceive that there are other actions we can take to minimise the impact of long-hours culture **(Actions E4, E8.1, E8.2)**.

A work-life balance workshop will be held at the next ISPEHS away day. **Action E4.**

Institute will provide specific communication of core hours policy to staff through Induction materials and the Institute Intranet, and staff will continue to be encouraged to raise issues of workload at their Annual Review or otherwise to the Hol. **Action E8.1.**

Include workload questions into the annual GEM survey. **Action E8.2.**

6. Comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres (see table T19).

ISPEHS outreach activities are varied and T19 indicates no pattern of gender bias. The current workload model recognises staff's contribution to external academic activities, through an allocation of 100 hours. Contribution to the 'wider work' of the University, including work involving the public, private and/or voluntary sectors and the general public is also recognised in promotion applications. Data collection was previously unsystematic, though activities are now formally recorded and gender representation is mapped **(Action A3, E7)**.

Results from the staff survey are encouraging; with a majority of staff agreeing that they are encouraged to represent ISPEHS externally or internally (70%) and that the Institute uses senior women and men as visible role models (80%) **(E1.2)**.

Outreach activities present a positive outward facing image of staff roles, enhancing the reputation of ISPEHS and potentially attracting staff and students. These roles are evenly distributed between men and women. Examples for schools and college outreach include; delivering presentations at open days (1 man, 1 woman), leading a 'Careers in Sport' road show (3 women and 1 man), overseas marketing trips for PG courses (1 woman), and CPD opportunities for Physical Education teachers (1 man) and sport and exercise psychologists (1 woman).

Outreach also includes knowledge exchange activities with racing drivers (2 men), crime scene examiners (1 woman), and practitioners and policy makers involved with the promotion of walking (3 women and 1 man). Staff have also delivered keynote lectures at international conferences (2 men and 1 woman), worked on high level policy groups such as sportscotland (1 man) and National Institute for Health and Care Excellence (NICE) (1 woman), and secured high profile accolades (1 woman, ICSEMIS Conference, 2012).

Monitor outreach activities systematically through all staff completing a standardised template at 6 month intervals, to ensure that no gender bias occurs over time. Such activities can also be reported at Institute meetings **Action E7**

(1575 words)

F the system of short-term contracts has particularly negative consequences for the retention and progression of female academics

1. Comment on the proportions of men and women on fixed-term, open-ended and zero-hours² contracts (see table T20).

ISPEHS's policies regarding transferring staff to permanent contracts are informed by University policy. Staff on fixed-term contracts (FTC), with four years continuous employment and a renewed contract may be deemed open-ended; unless there is objective justification for an FTC. Staff have legal rights, and can request a written statement confirming the nature of their contract.

FTCs are only considered if there is a valid reason; where funding is available for a limited period; where the contract covers temporary absence of a member of staff; where the post has been created to accomplish a particular task of short-term duration.

T20 and Chart 12 illustrate the proportion of staff with an open-ended contract (OEC); Charts 13 – 15 show annually the proportion of staff in each UE Grade with an OEC. Currently, 77% of staff have an OEC. Men were slightly more likely to have an OEC in 2010/11 and 2012/13. A majority of staff in UE06 and UE07 have fixed-term and hours-to-be-notified contracts, though numbers are small. These are postdoctoral research positions with fixed term research grants, or short-term teaching fellowships. The former is consistent with gaining postdoctoral experience before securing a permanent position, and promotes career progression. One position (female) is an early career appointment funded under the University Chancellor's Fellows scheme. This 5-year post supports transition from research to a combined academic role, and subject to satisfactory review, will convert to an OEC Lectureship. UE08-UE10 there is no clear gender difference in contract type.

All staff on FTC's are integrated into the Annual Review process, with a focus on career development support and training. Six months prior to a staff member coming to the end of their contract, their line manager is notified to meet with them. In order to provide continuity for the staff member, where the line manager has not been the responsible for the Annual Review, a meeting with the assessor should be scheduled to help them find new employment, or to become engaged in applications to extend research funding.

A staff member on a short term contract will be offered an additional (to the Annual Review process) meeting with their assessor, to discuss next steps. **Action F1**

² As of September 2014 the University will not longer have zero-hours contracts

**Chart 12: Open-Ended Contracts - Academic & Research Staff
ISPEHS**

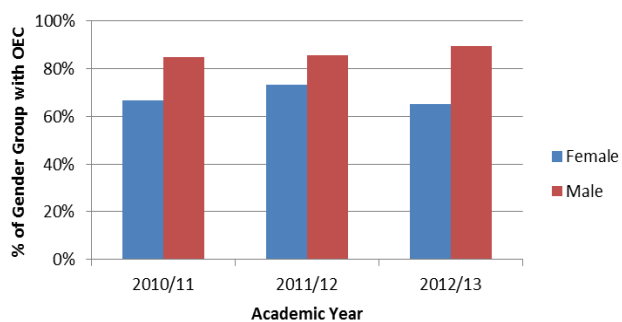


Table 16: Contractual agreements by gender (ISPEHS)

	Female			Male		
	Fixed/ HTBN	Open	% Open	Fixed/ HTBN	Open	% Open
2010/11	5	10	66.7%	3	17	85.0%
2011/12	4	11	73.3%	3	18	85.7%
2012/13	7	13	65.0%	2	17	89.5%

**Chart 13: Open-Ended Contracts by Grade 2010/11
ISPEHS**

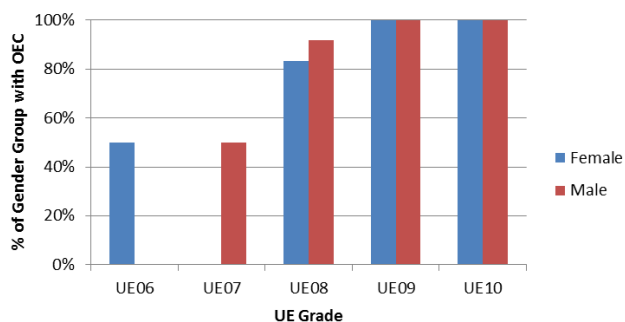


Table 17: Contractual agreements by gender (2010/11)

2010/11	Female			Male		
	Fixed/ HTBN	Open	% Open	Fixed/ HTBN	Open	% Open
UE06	1	1	50.0%	1	0	0.0%
UE07	3	0	0.0%	1	1	50.0%
UE08	1	5	83.3%	1	11	91.7%
UE09	0	3	100.0%	0	4	100.0%
UE10	0	1	100.0%	0	1	100.0%

**Chart 14: Open-Ended Contracts by Grade 2011/12
ISPEHS**

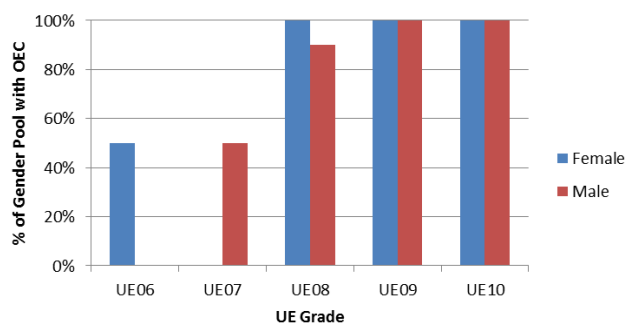


Table 18: Contractual agreements by gender (2011/12)

2011/12	Female			Male		
	Fixed/ HTBN	Open	% Open	Fixed/ HTBN	Open	% Open
UE06	1	1	50.0%	1	0	0.0%
UE07	3	0	0.0%	1	1	50.0%
UE08	0	6	100.0%	1	9	90.0%
UE09	0	3	100.0%	0	6	100.0%
UE10	0	1	100.0%	0	2	100.0%

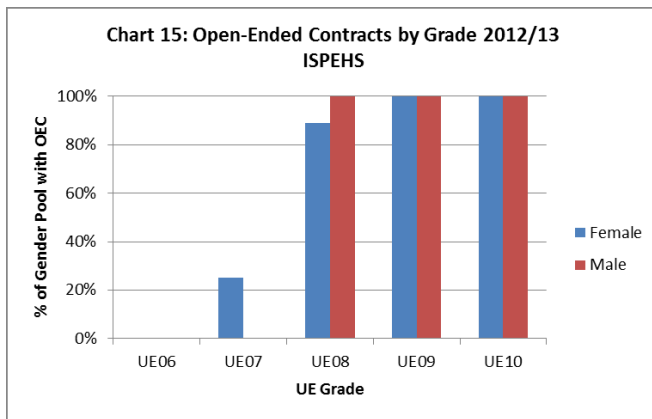


Table 19: Contractual agreements by gender (2012/13)

2012/13	Female			Male		
	Fixed/ HTBN	Open	% Open	Fixed/ HTBN	Open	% Open
UE06	3	0	0.0%	1	0	0.0%
UE07	3	1	25.0%	1	0	0.0%
UE08	1	8	88.9%	0	9	100.0%
UE09	0	3	100.0%	0	6	100.0%
UE10	0	1	100.0%	0	2	100.0%

(333 words)

G a broad range of work activity undertaken by staff is recognised in their career progression and promotion

-
- 1. Describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities are transparent, fairly applied and are taken into account at appraisal and in promotion criteria.**

The School Workload Model (introduced in 2008) attributes units (hours) to the various components of research, teaching and administration. Staff discuss their workload for the forthcoming academic year with their line managers (usually during Annual Review) and where totals are excessive, methods of reducing the number of hours are investigated. Staff who request flexible working are accommodated during this process wherever possible.

The current workload model sets a maximum of 1550 hours (35 hours/week x 52 weeks, less leave allocation) for FT staff and this is reduced pro-rata for PT staff. Research-active staff are allocated 465 hours to research. All ISPEHS staff currently work above their maximum allocation (**E5**), so this is often difficult to realise.

Staff workloads are viewed by the HoI teams on the staff intranet, and the School is committed to making everyone's workload fully available. In the past, hard copies have been held in Institute administrative offices, but new methods for promoting transparency are currently being discussed by the School Workload Model Short-Life Working Group.

Staff applications are considered against the University's promotions criteria. The School Promotions Advisory Group (of which all Hols are members) forwards promotion applications to College (**D5**). Staff discuss career advancement during Annual Review, and with HoI, if considering applying for promotion. At these meetings staff are advised of the promotion criteria, although this is currently done informally.

Actions need to be taken to improve transparency of the promotions process, create a clear pathway for career and promotion planning and mentoring, and formally embed career and promotions planning into the Annual Review process. Actions D6.
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-
- 2. Is the department using workload management/modelling?**

See the section above concerning Workload Modelling.

3. UKRC Cultural Analysis Tool: Looking at Table T21 of the data template, discuss analyse and develop any necessary action points in relation to the results. See page 7 of trial handbook for further information.

As 26 people took part in the survey, we suggest that the three point scale is used since numbers in the 7 and 5 point scale are too small to make inferences.

T21 suggests that a small percentage of men and women agree that a broad range of work is recognised for promotion (7%). The majority fall into the neither agree nor disagree category. The picture for performance appraisals is different, with 50% of male respondents agreeing that a range of work is taken into account, as opposed to 7% of female respondents.

Action is required to ensure that female staff perceive that all activities undertaken are considered at Annual Review. Reassuring females and males that a full range of activity is taken into account for promotion should also be a priority **(D5, Actions D6)**.

University guidelines for excellence in teaching when considering promotions advise staff on the standards required for promotion. Staff are expected to excel in two of three areas (Teaching, Research and Leadership and Management) to gain promotion. Staff are also directed to grade profile descriptors on the University web-site. Actions to support the promotions process for staff in ISPEHS will re-emphasise promotion criteria **(Actions D6)**

(425 words)

H to tackle the unfair treatment often experienced by trans people requires changing cultures and attitudes across the institution

ECU does not require data on trans staff to be presented within this section. Any decision to monitor gender identity should be taken in consultation with trans staff and student groups as well as trade unions and the students' union. If, following consultation, an institution does decide to monitor gender identity, consideration must be given to anonymity, confidentiality and storing of data.

This section should be completed after consulting relevant staff members working at an institutional (rather than departmental) level.

1. What steps is the institution taking to ensure that trans people do not experience unfair treatment when working as a member of staff at your institution?

As part of its Equality and Diversity strategy, the University is committed to creating an inclusive working environment that treats people as individuals. This includes support and understanding for those who wish to take, or have taken, steps to present themselves in a gender different to their birth gender.

In 2011 the University's *Trans Equality Policy* set out guidelines to ensure that trans people are free from discrimination or victimisation (as required by the Equality Act 2010). This policy makes clear that the University will respect confidentiality and provide a supportive environment for those who wish their trans status to be known. It offers guidance for individuals and their managers. It provides trans respect guidelines for colleagues of an individual who is transitioning. It states that gender identity will have no detrimental impact on employment or promotion, and that transphobic abuse will be tackled under bullying and harassment procedures.

Employees commencing reassignment can seek support from their manager, local HR adviser or Occupational Health. The University's Counselling Service also supports self-referrals. An action plan for managing transition is guided by the individual's preferences and is strictly confidential.

The University's Lesbian, Gay, Bisexual and Transgender Staff Network also plays a pivotal role in supporting trans staff to feel part of a welcoming community at work, in sharing information, and in providing a safe space to discuss LGBT issues. . It is essential to sharing of best practice, knowledge and ideas on operational, research and academic work in relation to LGBT issues.

2. What further initiatives are necessary to ensure trans people do not experience unfair treatment at your institution?

For the period 2013-17, the University has set a challenging '*Equality and Diversity Strategy, Outcomes and Action Plan*', addressing inclusivity of the working environment; mainstreaming equality through governance and management; improving awareness and understanding of equality; improving equity of pay and progression. It takes account of the Stonewall Workplace Equality Index and Gay by Degree Guide and is tailored for the University.

The *Trans Equality Policy*, like all policies, has a review timetable. In 2013, HR and Equality and Student Affairs met to revisit the policy regarding staff and student systems in place to ensure confidentiality of sensitive data. It was felt that no amendment to the existing policy was required at this time, but a further review is scheduled to take place at the end of 2014 and it will be closely monitored. The number of trans staff and students is small, but none the less important, and the University will remain alert and ready to act upon legislative matters that arise in relation to trans.

E&D activity, with attention to LGBT (including trans), will also be actively publicised, to improve awareness of the value of E & D and encourage staff to feel comfortable in the University.

3. How does the institution monitor (and act on any findings of) positive and/or negative impact of its policies and procedures on trans people?

The University recognises its statutory duty to assess the impact of policies and procedures and has an obligation to Equality Impact Assessment. The Equality Diversity Monitoring and Research Committee (EDMARC) publishes statistical annual reports, and a staff survey conducted in 2013 will be repeated in 2014, and biennially thereafter. To identify potential improvements in support mechanisms, additional information will be included to encourage confidential and voluntary disclosure; improving response rates for all protected characteristics.

The LGBT Network acts as a forum with which the University can consult on projects and policies in relation to impact on trans staff. At an individual level, any concerns can be raised in confidence with HR or the University's trained Dignity and Respect Advisers.

(568 words)

Total Word Count - 8997

Principle ref number	Objective	Rationale i.e. what evidence is there that prompted this objective?	Action already taken to date and outcome	Further action planned	Activity starts		Person responsible Include job title	Target outcome Where possible include a tangible measure of success	Comments
A. To address gender inequalities, commitment and action at all levels of the institution is required									
A1	Develop and embed a process of rigorous gender equality self-assessment within the academic planning cycle, and promote GEM.		Appoint a convenor for the GEM activities Establish GEM self-assessment team (SAT).	1) Conduct regular meetings of the SAT, to monitor progress on the action plan and plan future activity. 2) Produce and publish an annual review of the GEM process.	01 03 04	2013 2013 2014	HoS Convener Convener and GEM Project Officer	SAT meetings begin. Quarterly meetings of SAT embedded. Summary of review, action plan and subsequent monitoring to be presented to ISMT annually. Summary of review published on GEM ISPEHS intranet page.	

University of Edinburgh – Institute for Sport, Physical Education & Health Sciences (ISPEHS)

A2	Survey gender culture with ISPEHS, for comparative analysis and action.	Capture quantitative and qualitative data that is not available via the HR and Governance & Strategic Planning departments, to inform and measure gender equality in ISPEHS.	Survey working group appointed and staff survey circulated, responses analysed. Survey report generated and published.	1) Staff survey to run annually.	03	2013	SAT Survey Working Group	Staff survey results and report available on GEM Wiki.	
				2) UG/PG student survey to be launched and run biennially	05	2014	SAT Survey Working Group	Report available on GEM Wiki Staff survey results available on ISPEHS intranet page by 01/2014 Student survey results available on ISPEHS intranet page by 01/2015	
A3	Monitor gender balance across ISPEHS and measure progress through analysis of staff and student data.	As this data was not previously held in a single location, the analysis will promote transparency and understanding and provide an annual base-line for measurement of subsequent progress.	Collect and review the full GEM dataset 2010/11-2012/13 for submission.	1) Collect and review the full GEM dataset on an annual basis. <u>Staff data to include:</u> Male/female ratio, turnover, recruitment, promotions, committee membership, contracts, family leave uptake/return,	03 10	2013 2014	DoPS, Convener and GEM Project Officer DoPS, Convener and GEM Project Officer	GEM application submitted 04/2014 Full GEM data set available on GEM Wiki for comparative analysis.	

				<p>research and outreach activities.</p> <p><u>Student data to include:</u> UG, PGT, PGR headcount, Access entrants, Degree classification, applications, offers, acceptances.</p> <p>2) Produce a statistical report and publish on Wiki.</p>	04	2015	Convener and GEM Project Officer	Summary report available to review on GEM Wiki	
A4	Explore in more depth some of the responses to the GEM survey	Several of the questions highlighted issues that could only be understood following further enquiry		<p>1) Following the next surveys, the Survey Working Group will analyse staff and student responses, identify key issues for further investigation and report to ISMT.</p> <p>2) Institute to run a quarterly informal lunchtime discussion series, giving staff an opportunity to put forward views on cultural and administrative topics of concern with members of senior management (e.g. 'Annual Review', 'Promotions Process',</p>	01	2015	Convenor and SAT Survey Working Group	Report presented to ISMT within 3 months of the data being analysed and disseminated.	
				<p>2) Institute to run a quarterly informal lunchtime discussion series, giving staff an opportunity to put forward views on cultural and administrative topics of concern with members of senior management (e.g. 'Annual Review', 'Promotions Process',</p>	01	2015	Convener and HoI	First lunchtime discussion takes place, then quarterly thereafter.	

University of Edinburgh – Institute for Sport, Physical Education & Health Sciences (ISPEHS)

				'Work-life Balance'). See also E1 and E3					
A5	Identify strengths and weaknesses in gender culture within ISPEHS and map progress over time.	Rigorous monitoring of GEM impact is required. ISPEHS requires a tool to measure the effect of policies, practices and procedures upon gender equality.	Oxford Research and Policy 'Non-STEM Good Practice Checklist' introduced.	1) Preliminary review of existing strengths and weaknesses recorded. 2) Progress on checklist to be reviewed on an annual basis and updated draft to be published.	04 04	2014 2015	Hol and Convener Convener and GEM SAT	Outcome feeds into GEM application Checklist draft is available to view on ISPEHS intranet page.	
A6	Provide a virtual space for the location of University, School and Institute documents and web materials relevant to GEM and to improve signposting	There is a general lack of understanding and awareness of processes, policies and practices undertaken in the Institute and School, that support staff and student equality and development.	Public 'GEM/-ECU – ISPEHS' Wiki created for publication of GEM data-set, survey results, survey report and related materials.	1) 'GEM/-ECU – ISPEHS' Wiki created 2) Create a GEM ISPEHS Intranet page which can be utilised to provide materials, web links, Wikis and updates relevant to staff and student equality and development. Staff to be emailed when new materials become available.	03 09	2013 2014	Convenor and GEM Project Officer; with SAT input. Convenor and Learning Technology Unit	A GEM ISPEHS Intranet page will be available and maintained.	
A7	Ensure staff and senior management staff are up to	See above To ensure that the GEM process is	GEM was an agenda item on the last ISPEHS staff meeting. This raised staff awareness and resulted in	Include GEM actions as a standing item on Institute staff meetings and on quarterly Institute Senior	04	2014	Convenor, Hol and HoS	GEM actions are a standing item on Institute staff meetings and on	

University of Edinburgh – Institute for Sport, Physical Education & Health Sciences (ISPEHS)

	date and have an opportunity to comment upon and endorse GEM related practices and procedures.	supported and embedded at the highest strategic level.	changes to timings of further meetings (see action E4.2)	management meetings and School Executive meetings.				quarterly Institute Senior management meetings and School Executive meetings	
B. The absence of diversity at management and policy-making levels has broad implications which the institution will examine									
B1	Analyse and map committee membership, to ensure a gender balance of Institute staff on Institute Senior management Team and representation on School committees.	Currently gender representation of Institute staff on School committees does not reflect gender ratio in the Institute; though balance on the ISMT is improved. The Institute need maintain this level of momentum.	HoI actively sought to recruit a female on the Institute's Senior management Team for increased gender balance at policy making levels.	Female members of staff will be encouraged to apply for senior roles in the Institute whenever these arise, via direct contact and the Annual Review.	09	2013	HoI	Gender balance on Institute and School committees reflects (min) gender ratio of academic staff in the Institute.	
B2	Create a dialogue between staff and ISMT to promote diversity in representation at policy-making levels, and acknowledge overload.			1) Guidelines will be published to specifically include at Annual Review a) an opportunity to express an interest in committee membership, including College and University roles b) an opportunity to raise concerns re overload	04	2015	Convenor, HoS and HoI	Guidelines published on GEM Wiki and ISPEHS Intranet.	

				2) Committee membership and overload are items that require comment on Annual Review forms	04	2015		Committee membership and overload are requirements for comment on Annual Review forms, and are reviewed by the Hol	
				3) Hol will review committee membership following Annual Reviews to identify any issues of overload	08	2015			
B3	All senior management staff in the institute to complete e-Diversity in the Workplace Equality & Diversity (E&D) online training module and staff are made aware that this training has been undertaken	There is some evidence to suggest that staff are not confident that gender bias does not exist in the Institute		Require all senior management staff in the Institute to complete e-Diversity in the Workplace Equality & Diversity (E&D) online training module Inform staff that this is happening/has happened via information on the ISPEHS Intranet and at staff meetings	09	2015	Hol, DoPS and Convenor	100% of senior management staff have completed 'e-diversity' online training module. Completion of the training is a requirement for all new senior management staff	
C. That employment policies, practices and procedures should actively promote gender equality									
C1	Provide research mentorship to all staff.	Staff require support to ensure they achieve their maximum potential for being included in	The Research Lead initiated a new scheme whereby all staff with aspirations to be research active were invited to meet with her to	a) Continue to provide opportunities for research staff to meet with the research mentor, with a required meeting on an	01	2014	Research Lead	100% of staff who are, or have aspirations to be research active, to meet annually	

University of Edinburgh – Institute for Sport, Physical Education & Health Sciences (ISPEHS)

		future REF returns, as well as contributing towards promotion and career planning.	implement individualised short and long term research plans. The process is included in the Institute's research strategy	annual basis and ad hoc meeting where requested b) Monitor and report on uptake.	04	2014		with a research mentor. Report made to ISMT and minuted.	
C2	Ensure there is a local 'Champion' for the University 'Mentoring Connections' scheme.	See above	HoS has become the School Mentoring Connections Champion.	The Research Lead will, informally and more formally via annual research meeting, encourage staff to apply for the scheme and contact the HoS.	09	2014	Research Lead and HoS	Staff in ISPEHS enrol on 'Mentoring Connections'. 10% of staff by 2016	
D. There are personal and structural obstacles to making the transition from UG level to PhD and then to senior academic positions and managerial levels									
D1	Address gender imbalance on specific undergraduate and postgraduate programmes.	Examination of the gender balance across programmes highlighted gender imbalance and specific programmes where the gender balance was strongly skewed.	Staff have sought to present a positive gender balance to potential applicants at Open Days through representation of female staff, females student ambassadors and by profiling female role models. The impact of this has not been monitored.	1) Target the Institutes external facing image, to include a focus on key female/male role models, provide opportunities to meet with female/male staff (online or otherwise).	10	2014	Programme Directors via Convenor	Increased gender balance on programmes where an imbalance has been highlighted. Success based on 10% improvement on gender balance by 2017	
				2) Convene a working group to develop an outreach programme to attract female/male school leavers.	10	2014	Convenor and HoS	A working group is set up and has a clear agenda by September 2015.	

				3) Ensure the Institute promotes a clear equal opportunities admissions process.	10	2014	Undergraduate and Postgraduate Recruitment Office via Convenor	Equal opportunities admissions process is highlighted on the programme admissions pages on the Institute web pages.	
D2	Address female minority amongst postgraduate research students.	Examination of the gender balance across postgraduate research highlighted that females were underrepresented.		<p>1) Extend gender culture survey to include UG and PG (taught) students to extend our understanding of perceived barriers to PG research and academic careers for women and publish results.</p> <p>2) Initiate career transition speaker and tutorial series for students, ensuring both males and females are equally represented.</p>	05	2014	Convenor and Survey Working Group	Summary report available on Wiki.	
					03	2015	Convenor and Careers Liaison Officer	One male and one female transition speaker delivers a tutorial session each in 2015/16. There is engagement from UG and PG students evidenced by attendance at speaker sessions.	
D3	Ensure	Examination of the		Require all PGT programme	09	2015	Convenor,	All PGT	

	postgraduate applications are considered fairly	gender balance across postgraduate research highlighted that females were underrepresented. It is important to ensure that this is not due to unconscious bias.		directors and staff in a position to assess applications for postgraduate research complete Workplace Equality & Diversity (E&D) online training module.			Director of Postgraduate Studies and Programme Directors.	Programme Directors have completed Workplace Equality & Diversity (E&D) online training module. Completion of the training is a requirement for all new PGT Programme Directors.	
D4	Depict induction and training support as it relates to gender equality via greater clarity and increased ease of access to HR policies on these matters.	Responses to the GEM survey indicated that the Institute did not provide clear information regards discrimination, parental leave and flexible work schedules.		<p>1) Heightened prominence to HR policies pertinent to GEM on the ISPEHS Intranet (including promotion, career development and Annual Review).</p> <p>2) Hol to arrange an Induction buddy to introduce new members of staff to Institute upon their appointment.</p> <p>3) Hol to ensure that all staff are acquainted with</p>	01	2015	Hol & DoPS	'Don't know' survey response rate for 'I understand the promotion process and criteria in the Institute' decreases by 10%.	
					06	2014	Hol, Careers Liaison officer and GEM Project Officer	100% of new staff have an allocated induction buddy (from Sept 14).	
					03	2015	Convenor & Hol	ISPEHS applications to	

				the Mentoring Connection Scheme at upcoming Annual Reviews.				Mentoring Connections increase, with minimum 2 applications per year.	
				4) The development of family friendly pages on the ISPEHS Intranet (including family-leave and flexible working policies and Nursery facilities).	02	2015	Hol	‘Don’t know survey response rate to ‘The Institute provides clear information about its policies in relation to parental leave etc.’ decreases by 10%.	
				5) ‘Welcome Pack’, to include family friendly pages, addressing family-leave and flexible working policies and nursery provision (also action D8.2).	07	2015	Convenor and Institute Administrator	Welcome Pack published in digital and hard copy format.	
D5	Ensure the Institute is attractive to both male and female applicants, and success rates for applicants are	Applications are not gender equal across all grades. In the GEM survey 83.3% of staff responded ‘don’t know’ and 10.0% disagreed that ISPEHS takes	The institute ensures that there is always a gender mix on interview panels	1) Include the GEM logo on outward facing material and job adverts (pending successful application). 2) Examine advert language and descriptions with regard to any gender	10 07	2014 2015	Convenor and HR Hol and HR	Less than 50% of staff are unsure of what the Institute is doing to encourage women to apply for positions by 2017	

	gender equal.	positive action to encourage women to apply for posts in areas where they are under-represented.		discrimination. 3) Family friendly policies are highlighted in advertisement text and details are easily accessible for potential applicants.	07	2015	Convenor and HR		
D6	Improve awareness of and encouragement for promotion across grades of both males and females	Members of the Institute appear to be reticent in pursuing promotion in comparison to other areas of the University.		Develop a coherent action plan to improve awareness of promotion policies, improve guidance and identify methods by which to use Annual Review process to signpost senior management to staff needing encouragement/support for promotion. Will include:-	09	2014	Convenor, HoI, HoS and Institute Promotions Advisor (to be appointed).	Action plan presented to ISMT and Minuted.	
		Low total number of applications, and successful applications for promotion across both males and females.		1) A more proactive Institute process, whereby staff are actively encouraged to apply for promotion through the appointment of a Promotions Advisor and development of an Institute promotions strategy	09	2014	HoI and Promotions Advisor	A Promotions Advisor is appointed and Institute promotions strategy is developed and made available to staff by Sept 2015.	
		Only 7% of men and		2) An annual Institute	01	2015	Promotions	A workshop is	

		women agree that a broad range of work is recognised for promotion.		specific promotions workshop lead by Human Resources.			Advisor and HR	delivered and at least 30% of Institute staff attend.	
				3) Integrate criteria for promotion planning within the Annual Review and staff mentoring processes. This will be standard, and staff will need to opt out if they do not wish to engage in this process during Annual Review.	01	2016	HoS and Hol	Clear mechanism via Annual Review to signpost senior management to staff in a position to apply for promotion.	
				4) Guidelines will be published on the ISPEHS Intranet page, presenting transparent criteria from local senior management staff regarding the promotion process.	03	2015	Convenor and Promotions Advisor	Clear guidance available on promotion policies and how to gain advice and support during the promotion process.	
				5) Staff who have elected to work toward promotion will be encouraged to enrol in the centrally administered University mentoring scheme.	02	2015	Promotions Advisor and Mentoring Connections Champion (see action C2)	Staff in ISPEHS enrol on 'Mentoring Connections'. 10% of staff by 2016.	
				6) Actively promote and support Aurora and	02	2015	Promotions Advisor	Clear guidance available on	

				<p>Enterprising Women initiatives.</p> <p>7) Uptake of the promotion planning initiative will be monitored on an annual basis as part of the School Plan.</p> <p>8) Cap the percentage of annual reviews that trained staff (n = 5) can undertake so that no one individual can be overburdened.</p> <p>9) Staff on the School's Promotions Advisory Group will have undertaken e-Diversity in the Workplace Equality & Diversity (E&D) online training module, or equivalent training</p>	06	2015	DoPS	<p>Intranet. ISPEHS has one female applicant for each programme every two years.</p> <p>Annual report on promotions planning reflected in School Plan.</p>	
					05	2014	Hol	<p>There is an upper limit for each staff member that they should not review more than 25% of the institute staff each.</p>	
					05	2015	HoS and DoPS	<p>100% of staff on the School's Promotions Advisory Group to have completed 'e-diversity' training. Completion of this will be monitored.</p>	
D7	Improve awareness of	Currently limited information is	Currently monitor staff turnover by gender and	Offer a voluntary exit interview to staff leaving	04	2015	Convenor, Working Group	Database of turnover	

University of Edinburgh – Institute for Sport, Physical Education & Health Sciences (ISPEHS)

	reasons for staff turnover	formally collected as to why staff leave.	reasons through HR	the institute and ask them to complete an exit questionnaire.			and Institute Administrator	information available to review.	
D8	Improve signposting to departmental and University policies on discrimination, parental/family leave, and flexible working patterns.	The Institute does not provide especially clear information with regard to the following: discrimination; parental leave; and flexible work schedules.		<p>1) Publish policies or links to policies on the ISPEHS Intranet.</p> <p>2) Review the staff 'Welcome Pack' to include information regarding discrimination, parental leave and flexible work schedules.</p> <p>3) Review the induction process, to include formal meeting with HoI and allocation of an induction buddy.</p> <p>4) Review the Annual Review process to include discussions about working patterns and opportunities for flexible working.</p>	01	2015	Convenor	Policies or links to policies available on the ISPEHS Intranet.	
					07	2015	HoI	Documentation available for the welcome pack and pack in circulation.	
					06	2014	HoS, HoI	Expansion of the Induction process with ISPEHS specific focus.	
					09	2015	HoS and HoI	Guidelines for Annual Review discussion include flexible working opportunities.	

D9	Provide a means to communicate family leave and flexible working policies to staff to generate awareness of what the Institute can and does provide.	The Gender Culture Survey 2013 concluded that a means of communicating flexible working/family leave policies to staff is required to optimise transparency and understanding.	Staff views on flexible working/family leave policies gathered by the Gender Culture Survey 2013 (see narrative for the outcome of this process).	A GEM page on ISPEHS Intranet to house information related to family leave and flexible working policies.	01	2015	Convener and SAT	Positive response rate to 'I am kept informed by the Institute about career advancement and work-life balance matters' in staff survey increases by 20%.	
D10	Identify role models or maternity mentors with personal experience of career breaks to provide practical and career progression advice.	This process is not in place, but is recommended in the Oxford Good Practice Checklist.		Working group appointed to identify possible role models / maternity mentors and provide training. Mentors appointed, to ensure that meeting opportunities are provided at critical stages of the career break, e.g. 3 months before break, immediately before, after and 3 months after break. Offer voluntary meetings during the break as part of keeping in touch days. Mentors to complete online 'e-Diversity' training module.	09	2015	Convenor & assembled Working Group	At least 1 maternity mentor available and offered to staff (monitor uptake). 100% of maternity mentors have completed 'e-Diversity' module.	

D11	Hol to arrange a meeting with individuals before and after a career break to check they are getting the support, advice and information they want and need.	Although individuals are offered a meeting with HR, there is no local level 'check' of support / advice. This is recommended in the Oxford Good Practice Checklist.	This is carried out on an informal / ad hoc basis.	Hol to arrange a meeting with individuals before and after a career break to check they are getting the support, advice and information they want and need.	04	2015	Hol	100% of staff having a career break offered a meeting with Hol before and after career break to check they are getting the support, advice and information they want and need.	
D12	Hol to meet with staff member to agree what the support arrangements will be (e.g., for cover) before, and after the career break and offer to meet during the break if the staff member wishes.	This is recommended in the Oxford Good Practice Checklist. Currently staff may discover this information indirectly from other sources than Hol.	This is carried out on an informal / ad hoc basis.	Hol to keep staff member informed of developments regarding support arrangements (e.g., cover) before, during, and after the career break.	04	2015	Hol	100% of staff members having a career break to be informed of developments regarding support arrangements (e.g., cover).	

D13	Monitor understanding and usefulness of keeping in touch days.			SAT team to create a working group to consider the potential uses and practicalities of keeping in touch days, in conjunction with HR (e.g., time can be claimed back in lieu or training opportunities).	04	2015	Convenor, assembled Working Group and HR	Staff have a good understanding of the usefulness of keeping in touch days and how to arrange and record these.	
				Monitor staff understanding of keeping in touch days prior to leave and after returning via feedback survey.	09	2015		Review presented to SAT and ISMT, with feedback to HR.	
D14	Improve awareness of what the Institute can and does provide regards family leave and flexible working policies.	The Gender Culture Survey 2013 concluded that a means of communicating flexible working/family leave policies to staff is required to optimise transparency and understanding.	Staff views on flexible working/family leave policies gathered by the Gender Culture Survey 2013 (see rationale for the outcome of this process).	1) Family friendly pages will become available on the ISPEHS Intranet (Action A6.2) and included in the staff welcome pack (Action D8.2).	01	2015	SAT Team	Family friendly policies available on the GEM page on ISPEHS Intranet page.	
				The Institute will invite HR to provide an annual lunchtime Family Leave and flexible working session.	09	2015	Convenor and HR	Annual lunchtime session provided on family leave and flexible working.	
D15	Improve perception of the Annual Review process.	23% of surveyed staff disagreed that ISPEHS provides a useful annual review in 2013.		Provide link to University e-module 'Understanding Annual Reviews' on ISPEHS Intranet page, and signpost staff to this when they are preparing Annual Review documents.	02	2015	Convenor and Hol	Link to e-module is available, staff signposts are in place, and staff indicate that they have seen it (monitored at	

								Annual Review). 5% more staff have a positive view of the Annual Review process by 2016.	
E. To tackle unequal representation of women or men requires changing cultures and attitudes (within the department) and across the institution									
E1	Explore in more depth some of the responses to the GEM survey, to support a comparative analysis of results and map the progress of GEM practices and policies over time.	Several of the questions highlighted issues that could only be understood following further enquiry.		Following the completion of the next GEM survey, SAT Survey Working Group to identify key issues that are raised within the survey, and offer staff an opportunity to expand via focus groups led by the Convenor or other member of the GEM SAT. These will be separate, but in tandem, with the discussion groups with senior management (Action A4.2) in order to encourage open discussion.	01	2015	Convenor and SAT	At least one focus group within 3 months of the data being analysed and disseminated to ISMT. Report presented to ISMT.	
E2	Provide gender equality in provision of senior role models and person's available for conducting	80.0% of staff also agree that ISPEHS uses senior men and women as visible role models (71.5% of females and 91.7% of males).	From 09/13, both female (n=1) and male reviewers (n=3) have been available, for staff to choose from at Annual Review.	Maintain availability of both men and women and reviewers, and identify one additional female available for the role of reviewer.	09	2014	Hol	At Annual Review, staff may choose a reviewer from 3 men and 2 women.	

	Annual reviews.								
E3	A female network will be convened.	A majority of staff (60%) believe the Institute needs to take positive action to promote gender equality in terms of work life balance.		A female network (SWAT, Sports Women in Academia and Teaching) will be convened to meet biannually to discuss development opportunities regards female and work/life balance issues, with an opportunity to feed back to senior management (Action A4).	08	2015	GEM Convenor and SAT	Annual female and work/life meetings scheduled. Improvement in gender culture survey demonstrates that 20% less institute staff (40% total) still believe the Institute needs to take further positive action regards gender equality and work/life balance.	
E4	The importance of work-life balance is acknowledged.	The GEM survey suggested that the majority of staff believe the Institute needs to take more positive action to promote gender equality in terms of work life balance (60% agreed we need to undertake positive action here).		A work-life balance workshop will be held at the next institute away day, and biennially thereafter. A post away day survey will be used to gauge interaction and usefulness of the session.	08	2014	Hol and convenor	Work-life balance workshop is scheduled into the next Institute away day. Feedback collected from staff (via feedback form following away day) indicates it would be useful to include going forward.	

E5	Reduce barriers to staff needing to work flexibly around caring and child care roles.	The GEM survey indicated that 20% did not agree that all meetings occurred between 10am and 4pm.		1) Those arranging meetings are encouraged to hold them between 10am and 4pm unless it is not possible to do this for special circumstances.	09	2014	Hol	The positive response rate to 'Institute meetings are completed between 10am and 4pm' in the staff survey increases by 5%.	
		At the last staff meeting (April 2014), under the GEM agenda item, staff requested meetings to occur during teaching rather than during holiday time.		2) Institute staff meetings are held during teaching time and not during school holidays.	04	2014	Hol		
E6	Provide opportunity for family friendly social interaction amongst staff.	Currently no formal family friendly social gatherings organised.		Schedule an optional annual social activity taking into consideration family responsibilities and part-time staff. Scheduling will be based on staff feedback regarding appropriate timing and appropriate notice (i.e., 2 months) will be given to staff to make arrangements.	06	2015	SAT	Annual social activity is scheduled.	
E7	Monitor outreach activities systematically to ensure that no gender bias	Currently there is no mechanism whereby this information is collated, or celebrated,		Monitor outreach activities systematically through all staff completing a standardised template at 6 month intervals, to ensure that no gender bias occurs	09	2014	Individual staff and Institute Administrator (DoPS)	Annual report of outreach and external activities are reported at ISMT annual meeting and	

	occurs over time.	centrally.		over time. Such activities can also be reported at Institute meetings.				minuted.	
E8	Minimise number of staff working beyond the maximum of the School Workload Model.	Currently, most staff are operating beyond the maximum of the School Workload Model.	A workload model was introduced in 2008 to monitor staff working hours.	1) Provide specific communication of core hours policy via Institute Intranet and advise as to how to respond to this via the Annual Review or directly with the HoI. 2) Include workload questions into the annual GEM survey.	09 06	2014 2014	Convenor and HoI	Decrease in staff operating beyond the maximum of the School Workload Model as reported to SMG. Survey response rates do not indicate increased dissatisfaction (beyond the three year action plan the aim will be to reduce the number of staff who indicate dissatisfaction).	
F. The system of short-term contracts has particularly negative consequences for the retention and progression of female academics									
F1	Provide support for staff on a short-term contract in career planning.	Staff are invited to meet with their line manager 6 months prior to the end of their short term contract. This may not be in line with their Annual Review	A meeting is offered with the line manager 6 months prior to the end of their contract.	Where the line manager has not been responsible for the Annual Review, a meeting with the assessor will be offered to help find new employment, or to become engaged in applications to extend	03	2016	HoI	100% of staff on a short-term contract receive explicit guidance regards career planning towards the end of their contract.	

		depending on the personnel involved		research funding. This will focus specifically on the individual's career progression.						
G. A broad range of work activity undertaken by staff is recognised in their career progression and promotion										
See Actions D6										

