Departmental Restructuring
Bronze and Silver Interim Award Application

AS Interim DEPARTMENT AWARDS

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

Validity of awards and eligibility of applicants

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

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

Completing the form

Do not attempt to complete this application form without reading the provided guidance

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

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

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

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

Word count

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

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

We have provided the following recommendations as a guide.

Department application	Silver (recommended)	Silver (actual)
Word limit	**7,500 + 500 for COVID19 explanation**	**7,982**
Recommended word count		
1.Letter of endorsement	500	576
2.Description of the changes arising from restructure	1,000	1089
3. Self-assessment process	1,000	1,164
4. Supporting and advancing careers	4,500	4,742
5. Further information	500	411

Date of application	27 November 2020
Name of institution	Imperial College London
Name of department applying for award	Department of Brain Sciences
Interim Award Level	**Silver**
Focus of department	**STEMM**
Previously constituted unit(s) holding awards	**Department of Medicine**
Details of previous award(s) **Previously constituted unit(s) not holding awards**	**Date: April 2018** **Level: Silver**
Contact for application Must be based in the department	Dr Johanna Jackson
Email	johanna.jackson@imperial.ac.uk
Telephone	02075942241
Departmental website	https://www.imperial.ac.uk/brain-sciences

1. Letter of endorsement from the head of department

Recommended word count: 500 words

An accompanying letter of endorsement from the head of department should be included.

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

Imperial College London

https://www.imperial.ac.uk/medicine

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

Departmental Athena Swan Silver Interim Award Applications

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

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

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

Professor Jonathan Weber

The new Department of Brain Sciences has made the promotion of equality, diversity and inclusiveness central to all of its activities. I have recruited Divisional leads openly and have set transparent expectations for all roles. With these steps, we have created a gender-balanced leadership team. Dr. Jo Jackson, our EDI/Athena Swan Lead, is a full member of DoBS Management Group and AS principles are translated into processes developed for recruitment of staff and students, management, delivering of education and career development. Divisional Heads, who share my accountability to the College for keeping AS principles central to the way we work, provide critical input into staff support, career development and promotion to be more personalised and effective. At the same time, we are making use of Faculty and College support structures, the regular interactions of HoDs with each other and the Dean, and new opportunities provided by administrative staff shared with other departments. We are maintaining a common College framework for resilience. I sit on the DoBS SAT to engage with the EDI and AS initiatives in the Department and discuss our EDI strategy with Jo Jackson on a regular basis.

By making all our processes open and transparent and by encouraging regular meetings and feedback at multiple levels, we aim to generate strong momentum towards better realising our AS objectives. These include increasing women and minorities amongst our staff and in senior academic roles, supporting flexibly configured job plans to support retention of staff with caring or other outside responsibilities, and enabling staff both to feel comfortable taking career breaks when they may be needed and to enable their re-integration without impairment of their career trajectories.

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

Professor Paul Matthews

Head of Department of Brain Sciences

WORD COUNT 576 words

Abbreviations

Abbreviation	Full
AP	Action plan
AS	Athena Swan
AWP	Academic Women's Programme
BAME	Black and Minority Ethnic
CPD	Continuing Professional Development
DoBS	Department of Brain Sciences
DoM	Department of Medicine
DM	Departmental Manager
ECR	Early career researchers
EDI	Equality, diversity and inclusion
FoM	Faculty of Medicine
HoD	Head of Department
ImperialSAID	Imperial Scientists Advocating for Inclusion and Diversity
JLR	Job Level Review
LDC	Learning and Development Centre at Imperial College
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer
PCE	People, culture and engagement committee (incorporates SAT)
PFDC	Postdoc and Fellows Development Centre
PGR	Postgraduate research students
PGT	Postgraduate taught students
PRDP	Personal review and development plan
PTO	Professional, Technical and Operational
SAT	Self-assessment team
STEMM	Science, technology, engineering, mathematics and medicine
UKDRI	UK Dementia Research Institute
WLM	Workload model

Table 1 List of abbreviations used throughout the document

2.   DESCRIPTION OF THE CHANGES ARISING FROM RESTRUCTURE
Recommended word count: 1000 words

The Faculty of Medicine, led by the Dean (Professor Jonathan Weber), reorganised its departments from 1 August 2019 to enable them to better develop and promote their individual strengths and staff.   The new structure consists of a larger number of smaller and more thematic Departments, shaped by underpinning scientific and clinical alignment. Maintaining them in a single Faculty with some shared support services has ensured continued effective, clear and consistent approaches to supporting activity and collaboration across the Faculty and College. **The reorganisation that was undertaken was not driven by cost reduction and there were no redundancies as a result of this reorganisation.**

There are now eight Departments within the Faculty; some remaining very similar to their prior configuration. Four new departments were created, including the Department of Brain Sciences (DoBS), from the former Department of Medicine (DoM).

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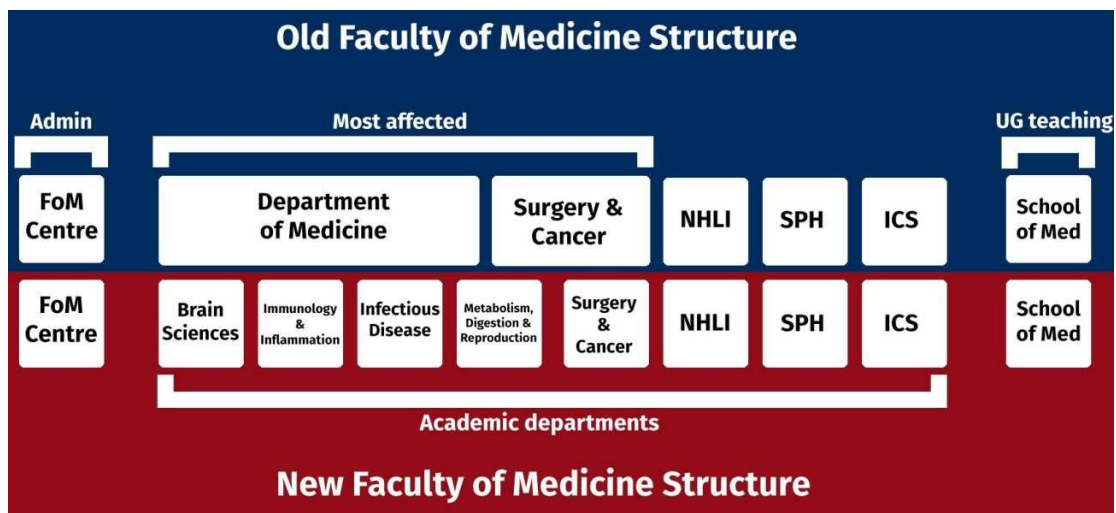

Figure 1 Overview of the old and new FoM structure

In launching the reorganisation, the Dean signalled from the outset his expectations that he would 'look to our HoDs to champion and develop early and mid-career academics, leading by example to create a supportive culture for all staff'. The reorganisation process was heavily influenced by staff feedback that had emerged from previous departmental, Faculty and College level initiatives and aimed to further embed many principles from the prior AS action plans. These included the development of smaller departments better able to foster unity, cohesion, collaboration and identity, transparent job descriptions and open selection of the HoDs and other senior staff with a major emphasis on commitment to leadership responsibility, improved working culture and career development in addition to making opportunities for greater numbers of staff to contribute to leadership.

Recruitment for the new HoDs was openly advertised internally. The interviews were run by a gender-balanced panel that included the Athena Lead from the previous DoM and representatives for Education and Technical services. A significant proportion of the interview was dedicated to a discussion about departmental culture. The four new appointments comprise two women and two men.

There were no redundancies as a result of this reorganisation. A small number of professional support staff were affected by significant changes to their roles (≥20% of their role changed) and some further staff saw minor changes to their roles (≤20% change). 12 Staff fell into these groups across DoM and the Department of Surgery and Cancer. There was a period of formal consultation for these staff and they were given priority considerations during recruitments into new posts created as a result of this reorganisation that were of interest to them.

There were no changes to locations of research groups during the reorganisation or line-management structure. While some teaching courses moved to new departmental homes aligned to the new structure there were no changes to the course leadership, quality, curricula, delivery format, location and scope for any courses of study. Effects on students were restricted to:
- a change of title of awarding department where qualifications are provided.
- some changes to support personnel and administration activity associated with the courses or individual student support (where such services are provided at a departmental level).

These minor changes were communicated to students by briefing sessions to student representatives, central student communications sent via course administrators, FAQs for students and letters to offer holders with department note change.

For all other staff, regular FoM Reorganisation Updates were sent via email on an approximately monthly basis between December 2018 and September 2019. At the end of March 2019, PTO staff received personalised messages (if in the low impact group) or individual letters (medium/high impact group) depending on their level of impact. At the end of June 2019, a personalised message was sent to All (Academic and PTO posts) in the Faculty of Medicine detailing their 'cost centre', 'department' and 'supervisor' as of 1st August 2019.

For this application, please note that four departmental restructuring interim applications from the FoM, Imperial College London are being submitted simultaneously. We are intentionally submitting all four applications at the same time to better enable embedding the sharing of best practices. The four SAT teams of the new Departments collaborated closely in writing the applications, as well as to reduce unnecessary duplication of work, and focussed on tailoring text and actions to their new Departments as appropriate. We also hope that this consistent approach will make the review process easier for the panel. Naturally, there is some overlap across the applications as many of the processes and actions covered in the

original successful DoM Silver award (2018) application remain highly relevant to the new smaller Departments. In addition, some processes operate at University level, and therefore remain common.

DoBS was created from the Division of Brain Sciences in the former Department of Medicine. This was a simple process and did not involve significant moves of research groups, teaching or equipment or any staffing changes. DoBS is based primarily at the Hammersmith Campus, but some groups have now moved to the new White City Campus (<10 mins walk away) and clinical research activities on the Charing Cross Campus continue.

DoBS consists of three divisions (Neurology, Neuroscience and Psychiatry) in which there are three embedded centres (the UK DRI Care, Research and Technology Centre, the UK Dementia Research Institute and the Centre for Psychedelic Research, respectively). The HoD, Paul Matthews, is supported by three Heads of Division (2F, 1M) and a woman deputy HoD (Neurology). The management and governance structure (50% women) is outlined in Figure 2.
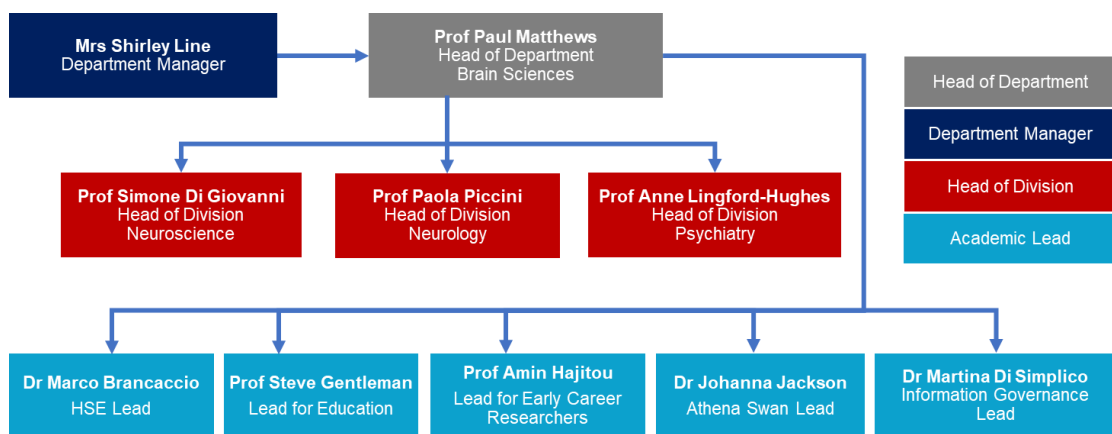

Figure 2 DoBS Management structure

Following the restructure, DoBS has 274 employees (55% F) with the breakdown and gender split (Table 2) comparable to that of the parent department (58% F). The gender balance across all grades (clinical and non-clinical) is shown in Figure 3 and Table 2 . The gender breakdown in each job family largely reflects that in the DoM apart from the learning and teaching family, where DoBS has few members, and in the Clinical Academic and Research family. DoBS hosts intercalated undergraduate BSc students (BSc Neuroscience and Mental Health) from the MBBS/BSc Medicine course but admissions to this are decided centrally. A relative dearth of women in senior academic grades and in clinical roles remains a priority area for improvement.

Generally, the data on contract types (Table 2) revealed that, in general and consistent with DoM, women were more likely to occupy part time roles or fixed term contracts. This may be due to a number of reasons however will be investigated further (**AP: 7.4**).
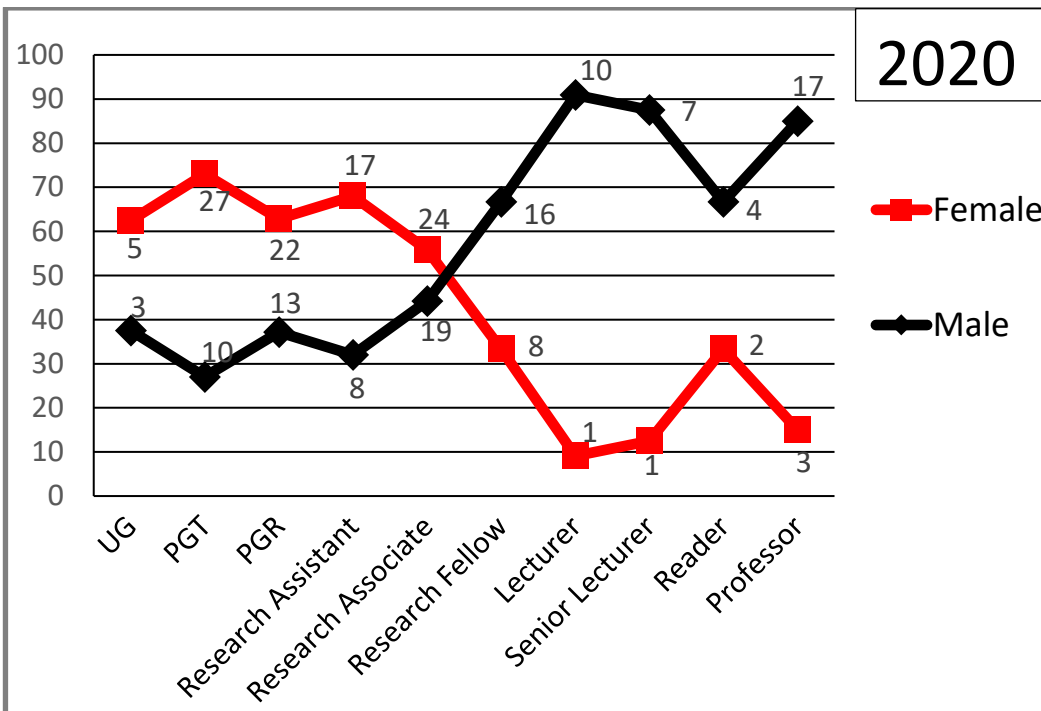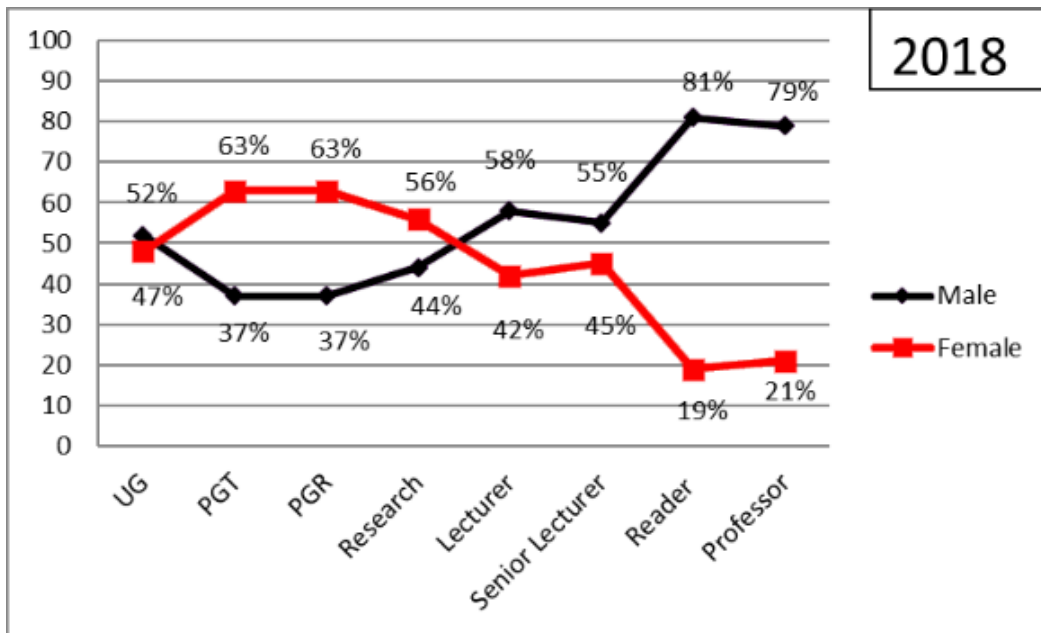
*Figure 3 Gender balance across all academic grades (clinical and non-clinical) in the former **DoM** (top) and the new **DoBS** (bottom; data numbers represent absolute numbers of staff).*

Table 2 Gender breakdown of former DoM and new DoBS across job families. Other includes zero-hour contracts or bursaries.

	New DoBS						Former DoM					
	TOTAL	% Female	Fixed term - TOTAL	Open ended - TOTAL	Fixed term - % female	Open ended - % female	TOTAL	% Female	Fixed term - TOTAL	Open ended - TOTAL	Fixed term - % female	Open ended - % female
Academic	17	12	1 (FT)	13 (FT) 3 (PT)	0 (FT)	15 (FT) 0 (PT)	363	26	7 (FT) 46 (PT)	270 (FT) 40 (PT)	57 (FT) 7 (PT)	28 (FT) 30 (PT)
Research	71	59	50 (FT) 5 (PT) 3 (other)	11 (FT) 2 (PT)	56 (FT) 100 (PT) 33 (other)	45 (FT) 100 (PT)	1215	54	808 (FT) 92 (PT)	287 (FT) 27 (PT) 1 (other)	55 (FT) 70 (PT)	48 (FT) 63 (PT)
Clinical Academic	26	15	4 (FT) 1 (PT)	17 (FT) 4 (PT)	0 (FT) 100 (PT)	11 (FT) 25 (PT)	368	24	58 (FT) 19 (PT)	259 (FT) 31 (PT) 1 (other)	21 (FT) 26 (PT)	24 (FT) 35 (PT)
Clinical Research	18	33	13 (FT) 2 (PT)	2 (FT) 1 (PT)	38 (FT) 0 (PT)	0 (FT) 100 (PT)	360	64	273 (FT) 55 (PT)	14 (FT) 17 (PT) 1 (other)	59 (FT) 84 (PT)	57 (FT) 88 (PT)
Learning and Teaching	2	50		1 (FT) 1 (PT)		0 (FT) 100 (PT)	17	59	4 (FT) 4 (PT)	10 (FT) 8 (PT)	25 (FT) 100 (PT)	30 (FT) 100 (PT)
NHS Nurses	8	88	6 (FT) 2 (PT)		83 (FT) 100 (FT)		107	76	58 (FT) 18 (PT)	23 (FT) 8 (PT)	76 (FT) 94 (PT)	52 (FT) 100 (PT)
PTO staff	60	67	26 (FT) 1 (PT) 3 (other)	16 (FT) 14 (PT)	61 (FT) 100 (PT) 33 (other)	63 (FT) 79 (PT)	1253	71	500 (FT) 66 (PT) 10 (other)	484 (FT) 189 (PT) 4 (other)	66 (FT) 92 (PT)	68 (FT) 85 (PT)
PGR	35	63	32 (FT) 3 (PT)		59 (FT) 100 (PT)		200	68	175 (FT) 25 (PT)		71 (FT) 44 (PT)	
PGT	37	73	37 (FT)		73 (FT)		192	71	162 (FT) 30 (PT)		70 (FT) 77 (PT)	
TOTAL	**274**	**55%**					**4075**	**58%**				

WORD COUNT   1089

3.   THE SELF-ASSESSMENT PROCESS
Recommended word count: 1000 words

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

Whereas previously a single team worked on AS issues in DoM, we have now created new SATs in the new Departments. Our DoBS SAT, called the People, Culture and Engagement (PCE) committee, has members from the original DoM SAT and several of our members contributed to the DoM AS Silver Award application in 2018. Our SAT committee has representatives from all job families (Table 3 and Figure 4) – and we have strived to include those from a range of backgrounds including ethnicity and LGBTQ. Recruitment was by open invitation generating lots of interest and ensured a motivated, enthusiastic and lively SAT committee willing to take on new challenges. The committee consists of 63% women (comparable to DoM 65% women), 34% are men and one person identifies as non-binary (Table 3). We were delighted to have a strong representation from the PTO job family and from ECRs. Approximately 50% of the committee had no previous experience of EDI committees which ensures that we have a balance of fresh ideas and experience driving the team (Table 4). We will regularly monitor the diversity of the committee and work to recruit underrepresented groups (**AP: 1.1**).

The newly formed DoBS PCE committee held its first meeting in September 2019. It aims to create an environment where the best minds can come together, regardless of their gender or position, into a workplace (or a virtual workplace during COVID19 pandemic) that is comfortable for everyone and gets the best out of all people. We are committed to ensuring that everyone has opportunities to thrive.

The DoBS SAT team is chaired by Johanna Jackson (W, non-clinical independent Research Fellow) and co-chaired by Shirley Line (W, PTO) and Paresh Malhotra (M, Clinical Academic). We meet monthly (compared to bi-monthly in DoM) in order to ensure we are consistently monitoring, raising issues and championing AS and EDI throughout the DoBS 'bedding in' period. Departmental, Divisional and Centre managers are in regular attendance and advance notice is given of the meetings as well as ensuring that dates and timings are fair to all staff/students and clinical commitments.

To ensure alignment, consistency and spread of good practice across the new SAT committees, the chairs of all the new SATs (from the 4 new Departments) meet regularly for updates and exchange of ideas. Certain tasks (e.g. development of culture surveys) will be developed collaboratively across the new SATs, which will allow for generation of comparable data and identification of Department specific issues. SAT chairs attend both the FoM and College SAT meetings, ensuring that all information and good practise flows in both directions.

Table 3 DoBS PCE committee and SAT by job family and gender.

	TOTAL	Women	Men	Non-binary	% Women
PTO	11	9	2		82
Clinical academic	9	3	6		33
Academic	3	0	3		0
Research	3	2	0	1	67
Postgraduate Research students	3	3	0		100
Postgraduate Taught students	3	3	0		100
TOTAL	**32**	**20**	**11**	**1**	**63 %**

Figure 4 DoBS People, Culture and Engagement committee

Name	College Role and Job Family	Committee involvement	Key Contribution	Personal statement	Gender
Johanna Jackson	Independent Research Fellow	Chair and departmental Athena Lead since 2019. *Data champion*	All	Committed to creating a diverse, inclusive and supportive working environment for all. Familiar with challenges of being a working parent and a woman in science. Take advantage of the department's flexible working culture. Married with an adopted son.	W
Paul Matthews	Head of Department	Previous DoM SAT member, DoBS SAT member since 2019	All	Diversity is essential to the health of the Department and for training doctors and scientists. I am most comfortable with science that is openly conducted, freely debated and fully participatory – the best work that I have led came from ideas generated by others and acknowledged as being so. My family has been what has sustained me through my career- I want others to feel that, as well.	M
Dasha Nicholls	Clinical Reader, Child Psychiatry	Member since 2019	Clinical, mental health and wellbeing	Having worked part time all my career, I am keen to ensure that a successful work and rewarding home/family life do not need to be mutually exclusive for anyone and is achievable if there is sufficient flexibility and support.	W
Paola Piccini	Professor of Neurology, Head of Division of Neurology	DoBS SAT member since 2019 *Recruitment champion*	Recruitment	As the only woman Clinical Professor of Neurology at Imperial I feel deeply committed to improve career paths particularly for female clinical academics. I would like to create a culture which allows for fair recruitment and progression to senior roles.	W
Anne Lingford-Hughes	Professor of Addiction Biology, Head Division of Psychiatry	Previous DoM SAT member, DoBS SAT member since 2019, *Reward and recognition champion*	All, clinical, reward and recognition	Committed to creating better opportunities for training and career development for everyone within DoBS and particularly about mental health and psychiatry. Married with an adopted daughter (15) and have caring responsibility for parents. Working flexibly has been essential to meet family's needs.	W

David Owen	Senior Lecturer	Member since 2019	Clinical	I have two young daughters, and if they choose a career in academia, I don't want them to face the same barriers that the generations above them have faced. That is my motivation for joining this committee	M
Paresh Malhotra	Reader, Deputy Director of PG Studies; Clinical Academic	Co-Chair and Member since 2019 *Clinical champion*	Clinical	Aiming to improve working culture for the Department at every level. I am keen to ensure that all in DoBS feel that everybody benefits from an equal and fair environment. Married to an academic with two primary school age children.	M
Steve Gentleman	Professor of Neuropathology; Educational Lead for Department	Previous DoM SAT member, DoBS SAT member since 2019, *PDRP, promotions and career development champion*	All	Keen to develop a supportive, collegiate and inclusive environment, particularly with respect to educational activities and opportunities. Married with two daughters in their early 20s.	M
Simone Di Giovanni	Professor of Neuroscience, Head of Division of Neuroscience; Clinical Academic	Previous DoM SAT member, DoBS SAT member since 2019	All	Strive to promote an academic environment that fosters equal opportunities irrespective of gender, ethnicity, age, sexual orientation, etc... Married with two daughters (9 and 11).	M
Paul Edison	Clinical Senior Lecturer, Clinical Academic	Member since 2019 *Mentoring champion*	All, Mentoring	Aiming to improve mentoring in the department. Passionately believe that significant amount of success in academic career depends on appropriate mentoring and support throughout the career-both at junior and senior level. Married to a clinical academic working at Imperial- 2 children (12 and 8)	M
Genevieve Timmins	Digital Communications Manager PTO	Member since 2019 *Communications champion*	Comms	Passionate EDI advocate, always looking to learn how to become a better, more effective ally to marginalised groups and minorities. As a communications professional, I am committed to challenging narratives	W

				that perpetuate both structural and lived inequality, both within my own organisation and society more broadly.	
Nick Wood	Programme Manager for Data	Member since 2019	Data	Everyone benefits from a just, supportive and diverse working environment for all and I'm committed to leveraging data approaches to identify and overcome barriers to achieving this and to help create solutions which foster it.	M
Rob Bell	College AS Coordinator, PTO	Link to College-level activity and committees Previous DoM SAT member, DoBS SAT member since 2019	All	Part of the College Equality, Diversity and Inclusion Centre. Works flexibly. Volunteers as AS assessor	M
Fiona Richmond	Organisational Development Consultant, LDC, PTO	Previous DoM SAT member, DoBS SAT member since 2019	All, Mentoring	Committed to creating a culture where all can flourish and where structural barriers to fair progression are removed. Worked flexibly and part time for a number of years while my children were young.	W
Maria Weinert	Research Associate	Postdoc rep and member since 2019 *Research ECR champion*	Academic, Early Career Researcher	I believe in the power of diversity and communication to increase creativity and exhilarate our research mission. Passionate about positive change with a just and sustainable environment at its heart. European with two primary school-aged children.	W
Louise Paterson	Research Fellow	Member since 2019	Early Career Researcher, Flexible working, Parental leave, Promotions	I work part-time and have two sons of primary school-age. I greatly value the opportunity to work flexibly. I am committed to improving career progression in academia, through a better understanding of the barriers to progression, particularly for women. I would also like to improve flexible access to training opportunities for all.	W

Name	Role	Membership	Focus	Statement	
Nicola Thompson	Divisional Operations Assistant, PTO	Member since 2019		I have a split working week working part-time at Imperial. I value a workplace that promotes a positive work-life balance for all and provides opportunities for part-time and other flexible working practices.	W
Kirsten Harvey	Clinical Trial Manager, PTO	Member since 2019 *Wellbeing champion*		Committed to increasing diversity in the department and making an inclusive environment for all. I am an advocate for flexible working as I think it provides opportunities for more people to succeed. I am passionate about promotion of wellbeing and encouraging a healthy work-life balance for all employees.	W
Shirley Line	Department Manger	Co-Chair, previous DoM SAT member, DoBS SAT member since 2019 *Staff survey champion*	All, Linking with Department Staff survey	Committed to driving cultural change – to ensure the environment in which we work, and study is supportive and collegiate. To apply practices that are fair and transparent. An advocate for flexible working.	W
Jess Chadwick	PhD Student	PhD student representative Member since 2019. *Student champion*	Student data. Organisation and culture-role models	Passionate about driving cultural change within the department encompassing all minority groups and the topic of intersectionality. Launch ImperialSAID seminars in 2020 to highlight role models from the Imperial community. Representative of the student voice.	W
Stefano Sandrone	Senior Teaching Fellow	Member since 2019	All	Committed to mentoring the next generations of neuroscientist. I have won the Julia Higgins Award from Imperial College for my 'significant contribution to the support of academic women at the College' and the *Science Educator Award* from the Society for Neuroscience.	M
Amin Hajitou	Professor of Targeted Therapeutics	Member since 2019 *Academic champion*	Academic and Early Career Researchers Lead	Committed to support researchers in their early career stages. I have promoted women's careers in science and continue to highlight the importance of supporting women to return to science after a career disruption because of maternity leave or other circumstances. I also have acted as a Postdoc Champion of the Department in the PDFC at Imperial College.	M

Hannah Douglass	PhD Student	Member since 2019	Student data	Committed to ensuring that our department provides equal opportunities and support to all, thus making a career and promotion within academia more accessible.	W
Emily Palmer	PhD Student	Student rep and member since 2019.	Student data	Committed to changing the culture of our department to be aware, supportive and inclusive. I hope to represent students and make sure they are involved in the development of the department.	W
Eszter Ujvari	MSc Student	Member since 2019	Student representative	As a young researcher, I am committed to the proper representation of women in scientific fields and determined to create a department that is supportive and ensures equal opportunities.	W
Jennifer Podesta	Centre Manager, PTO	Member since 2019 *PTO and Outreach champion*	PTO/outreach	Advocate for women and underrepresented groups in science. Following PhD and postdoc I transitioned to a non-academic career where I can still impact the culture of the department. Been a mentor for several years and champion an inclusive and diverse department. Support flexible working arrangements for all. Married with a daughter (6) and support the independence of aging parents.	W
Callum Muirhead	Research Technician	Member since 2019 *Transgender awareness champion*	All	Committed to ensuring that our department includes and supports talent from all walks of life. I am particularly interested in direct action and education.	Non-Binary
Sudhin Thayyil	Professor of Perinatal Neuroscience	Racial Equality Sub Committee lead, member since 2020 *Race equality champion*	Racial Equality	Strong commitment to racial equality, diversity and meritocracy in academics, and have a strong track record of challenging the establishments and sticking head above the parapet. Of my 38-member research team, 35 are females and I firmly believe in the emotional intelligence and creativity that female academics bring in to research. Have a daughter reading medicine at UCL.	M
Hyacinth Henry	PA	Member since 2020	Inequality in Recruitment	I would like to see women given the same opportunities as men if they are suitably qualified.	W
Isabelle Coales	PhD Student	Member since 2020		Committed to helping our department become an inclusive working environment for everyone, no matter their socioeconomic status, class, sex	W

				or ethnicity. Particularly passionate about helping to end period poverty, and, with respect to this committee, the ways this department can improve the daily lives of those who need menstrual products/support.	
Stuti Pant	NIHR Pre-doctoral fellow	Racial Equality Sub Committee member, member since 2020	Racial Equality	Social scientist with background in advocacy and policy research. Feminist and passionate about improving lives of underprivileged communities. Active member of people's health movement.	W
Paula Phillips	Institutional Affairs Manager, Faculty of Medicine Centre	Member since 2020	Link to Faculty level AS/EDI activity and the Faculty AS Committee	HR background and am a Chartered Member of the CIPD. I have been committed to improving the world of work for all staff in the Faculty of Medicine for the past 18 years.	W
Rayyan Zafar	PhD Student, Department of Brain Sciences	Member since 2020	Reward and recognition	I am a 2nd year PhD student who believes strongly in encouraging those from BAME backgrounds to enter the field of academia and science and for them to be given appropriate recognition for their contributions to the field	M

(ii)   details of any equality impact assessment undertaken

The reorganisation was undertaken in line with College change management policy, and staff were consulted and kept informed throughout. The Faculty made a clear commitment to promote equality and diversity in the reorganisation exercise and going forward. In consultation and with agreement from HR, the Faculty decided not to conduct a formal Equality Impact Assessment, as the reorganisation involved no redundancies. Thus there was no need for an immediate analysis of potential inequalities in the wake of the reorganisation. In fact, the major driver for the reorganisation was to make departments smaller (to improve the sense of community), more aligned, and with greater transparency in processes.

Nevertheless, the SAT still recognises that the reorganisation may have had some more subtle impacts that could feasibly be gendered. A culture survey was designed at the beginning of 2020 which would be used on a biennial basis (alternating with the wider College staff survey) to gain more textured information about departmental culture and EDI issues including a section regarding perceptions/impact of the reorganisation (**AP: 1.2**). However, we have decided to put this on hold due to the great disruption caused by COVID-19.

In line with this, the SAT also noted widespread reports that the impact of the COVID-19 Pandemic may fall particularly hard on women. Evidence suggests that women may have been less productive in the academic arena (in terms of paper submissions and grant applications) than men during these unprecedented times (https://www.natureindex.com/news-blog/decline-women-scientist-research-publishing-production-coronavirus-pandemic). As such, we also plan to do a survey of the impact of COVID-19 on our staff and student members with a view to looking at gender disparities (**AP: 1.2**).

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

DoBS has worked to continue the best practice initiatives from the DoM silver award and to ensure they are firmly embedded (Table 5).

Table 5 Best practice initiatives carried forward from DoM. In column 1, we have referred to where each of these particularly applies to the Principles of the Athena SWAN Charter.

Athena Area	Former DoM	New DoBS (continuing best practice)
Data (Principle 3)	Relative area of weakness, but Action Plan items ensure oversight.	SAT Chair oversees data and works with FoM Data Programme Manager (also on SAT) and a data analyst.
Comms (Principles 1, 8, 9)	Regular audit of gender balance of our images.	DoBS Comms Manger on SAT will regularly audit the website for diverse images and stories.
Promotions (Principles 2, 3, 5, 9)	DoM promotion process overhauled so no longer reliant on self-selection.	ALL staff members considered. Those within 1-3years of promotion offered coaching and career development.
Mentoring (Principles 1, 2, 5)	DoM mentoring scheme now expanded to whole College.	SAT champion for mentoring. Refreshed advertising for the scheme including internal survey to gauge mentoring activity in DoBS.
Recruitment (Principles 2, 3, 5, 9)	A major Athena success for both DoM above and beyond College-level guidance on improving gender balance.	Continue best practice including gender balanced panels. Gender imbalance identified at the research fellow level which we seek to address.
Senior/top down (Principle 8)	Athena Leads have a regular place at Senior Management Board.	SAT chair sits on DoBS management committee and ON Faculty and College AS committees. Co-chair sits on the FoM Staff Survey committee.
PRDP (Principles 2, 3, 5, 9)	Completion was at 78% in DoM.	Aim of PRDP completion rates of >80% in 2021 and up to 100% by 2023.
Gender pay gap (Principle 4)	Introduced by DoM.	One pay review conducted, to be continued on an annual basis.
Support for Research grants (Principle 2)	DoM was supported by a Research Manager (Dr Chrystalla Orphanides).	DoBS supported by research manager, Paula Kirby, i.e. for research grants including setting up mock interviews.
Postdoc career development (Principle 5)	In DoM, we were praised for Postdoc away day and postdoc funding to cover childcare.	SAT includes postdoc champion and ECR lead who hold career development events for the postdocs.
Mental health support	Tools were developed in DoM, including an increase in the number of mental health first aiders.	DoBS has 6 mental health first aiders and we intend to increase this number in 2021.

The reorganisation created an opportunity for the combination of a common Faculty reporting oversight of the Departmental administrators, coupled with regular, close engagement of AS Leads and HoDs and some shared administrative staff (Table 6). This has enabled departments to work together for harmonised, transparent implementation

of the AS Charter. At the same time, the devolved responsibilities within the departments enables more effective bottom up ways of addressing needs or specific challenges at the level of individual staff or units.

Table 6 Centralised administrative support available to new departments

AS	EXAMPLE
Explicit responsibility of senior staff to promote a better working culture	FoM has a Vice Dean (Institutional Affairs) role which includes responsibility for Athena Swan. Role Description for HoD includes creating a supportive culture for all staff, ensuring effective lines of communication and safeguarding strong organisational governance. It is accessible to all on our SharePoint
Strong links between leads of all depts	Long established FoM Athena Swan Committee which is attended by the Departmental Athena Leads. Dr Vicky Salem (DoM SAT Lead) has guided the new departments through the process of handover and establishment of the SAT. FoM and the College hold regular meetings to support the new departments and the more established ones.
Centralised administrative support	Rob Bell (College AS Coordinator), Paula Phillips (Faculty Institutional Affairs Manager), Amy Cock (Faculty Campus Liaison, Engagement and Planning Coordinator) and Elizabeth Ince (Strategic HR Partner (Medicine) are providing ongoing support to the DoBS EDI team in general and this application specifically.
"Payment" to the leads	SAT Chair has a PhD student funded by the Department for the AS efforts
Data collection and provision	Nicholas Wood (Faculty Programme Manager – Data) has developed databases and tools to provide data for this application and to enable easy enquiries of changes over time.
Project Management	Project undertaken to set up a central structure for Athena Swan following the FoM reorganisation and incorporate the FoM reorganisation project and Departmental Athena Swan Interim Award applications. Lead by Valentina Kskhafa (Programme Manager – Projects).
EDI governance	The awayday, attended by HoDs and College leadership prior to the operational launch of the new structure, agreed and established important governance principles, ensuring that any governance structures are equitable and inclusive, i.e. there is appropriate composition (gender and equality) on the committees. Appointment of main academic governance Leads considers these principles.

We have formed an enthusiastic SAT which has already implemented several initiatives. We meet monthly as a whole committee and will continue to do so. Sub-committees meet on an *ad hoc* basis. Membership will be reviewed annually to ensure the SAT is representative and to enable influx of new ideas. Effectiveness of our team is ensured by full integration of SAT members into senior departmental, Faculty and College management boards. SAT reports to HoD and the DoBS management committee where, EDI and AS are standing agenda items at the management meetings.

A standing item on the SAT agenda will be implementation of the AS action plan and new AS initiatives. Our findings, initiatives and actions are regularly communicated with staff and students via our newsletter, website, email communications, social media (**AP: 6.4**) and at Faculty AS meetings. We will conduct a biennial 'culture survey' for all staff in DoBS biennially to monitor our progress (**AP: 1.3**).

We believe our current data analysis and subsequent action plan addresses the needs of DoBS and we are committed to delivering meaningful cultural change.

(v)   plans for future AS award applications

The strategy of our Department closely aligns with the AS agenda. The aim of our SAT is to ensure that EDI becomes fully embedded in our culture at all levels. We will give a voice to all staff and closely monitor the continued adherence and advancement of our principles.

As detailed in our action plan, the key areas we will focus on are as follows:

1. Implementation of EDI principles into all aspects of DoBS
2. A recruitment and promotions process without bias
3. Widespread participation in the appraisal process
4. Visibility of diverse role models, both internally and externally
5. An effective mentoring process across DoBS

We aim to maintain strengths and build on achievements since the DoM AS Silver Award in 2018. We aspire to submit for a Silver Award in Autumn 2023, possibly with the ambition of going for Gold, with good progress being made towards achieving the current DoBS aims.

WORD COUNT   1164

4. SUPPORTING AND ADVANCING CAREERS
Recommended word count: Bronze: 3500 words; Silver: 4500

4.1. Key career transition points: academic staff

(i) Recruitment

We continue to follow College procedures for advertising, shortlisting and appointing which promote gender equality. The Faculty has been keen to ensure that the reorganisation maintains organisational cultural equality in recruitment practice.

DoBS will continue to implement best practice from DoM for all recruitment of new staff, such as gender balances on recruitment interview panels, consistency of processes for all candidates, clarity regarding expectations for roles and accurate recording of criteria for decisions by recruitment panels. To identify any recruitment process bias in DoBS, we analysed current recruitment data and identified a gender imbalance in those applying for non-clinical Research Fellow positions (30% W) however comparable proportions of applicants were shortlisted suggesting an imbalance at the initial recruitment rather than the later stages. We will investigate this and target applications through search panels, and we will also implement further measures including increasing the number of recruitment interview panel members from a BAME background or who have experienced parental leave (**AP: 5.1-5.3**).

(ii) Induction

There have been no substantive changes to induction policy or process since the reorganisation. However, the split into smaller departments enables each department to produce updated induction information that is more specific to their area, creating an environment which will allow for more personalised and greater support and development opportunities of staff and students.

As DoBS was formed, a handbook was launched for all existing employees and new members of staff. The handbook outlines many aspects of DoBS, including its cultural expectations. It also describes the staff training which is required, including the new mandatory EDI training (**AP: 8.1**).

(iii) Promotion

There have been no changes to promotion processes or policy with the reorganisation. The creation of a larger number of departments, however, enabled more opportunities for promotion to senior roles, such as HoDs, Divisional Heads and leads for key departmental functions. The Faculty has adopted the open expression of interest recruitment model, utilised for recruitment of HoDs, for further Faculty level academic leadership positions such as Campus Directorships. DoBS is following this lead with

regular consideration of all people eligible for key roles to encourage applications from some less likely to put themselves forward.

The recent, first DoBS academic promotion data identified a gender disparity: no women applying for promotion. We believe this was due to no women feeling ready to apply or that they were not deemed ready to apply. This will be investigated further to confidently identify reasons for the disparity and implement support for academic women to encourage more to go through the process and do so successfully. To limit this occurrence in future rounds of promotion, women are now being identified in the years leading up to potential promotion. We believe that the new, smaller Departmental structure can more actively support them through the process (**AP: 3.4, 3.3, 3.7**).

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

There have been no changes to the processes or policy associated with submissions to the REF due to the reorganisation. The Research Strategy team that manages REF submission preparation within the Faculty was represented on the reorganisation Steering Group to ensure that stakeholder impact assessment incorporated REF needs from the outset, as required.

4.2.   Key career transition points: professional and support staff

(i)   Induction

PTO job roles range from administrative support, management and specialist computational and technical roles. PTO staff provide key support to academic and research staff for example as managers, administrative teams, HR support, laboratory support and as Personal Assistants to senior staff. As with the academic staff, there have been no substantive changes to induction policy or process since the reorganisation. As explained in 4.1 (ii), the split into smaller departments enabled each department to produce updated induction information that is more specific to their area.

Similarly, the induction process is the same for academic and PTO staff and a handbook was launched for all existing employees and new members of staff (**AP: 8.1**).

(ii)   Promotion

The reorganisation has given an opportunity to promote professional and support staff across different operational areas, e.g. department managers, division managers, research managers, senior lab managers, section managers. It was the commitment of the Faculty to give an opportunity to internal staff but to uphold open and transparent processes for recruitment ensuring that these opportunities were open to all staff within the Faculty. In DoBS, this led to the promotion of seven existing members of PTO staff.

As with College process, there is no direct promotion process for PTO staff as there is for Academic staff. PTO staff have two options to move to more senior positions, either Job Level Review (JLR) or application to internal or external vacancy, both of which are strongly encouraged and supported within the Department.

The JLR exercise is conducted once a term across the College. To be successful for JLR, applications must demonstrate that the duties and responsibilities of a role has grown significantly such that the position itself should be upgraded. Applicants are supported throughout the process by their line manager and local administrative teams, helping them strengthen their applications. Unsuccessful candidates are provided feedback to improve their applications for the next round and to continue to submit in the current round. A JLR round since the formation of DoBS did not reveal any gender imbalance however we will continue to support PTO members of staff through the JLR process in future as detailed above.

PTO staff are actively encouraged to take up training and development that would increase their chances of successfully progressing to a higher-grade role, for example, Leadership and Management training, Professional Development training, or training specific for their job roles. A lateral move between different roles within the PTO family is also beneficial to career development with the increased breadth of new skills giving greater opportunities for advancement. DoBS support PTO staff by providing mentoring, providing opportunities for secondment, shadowing and networking events. In addition, opportunities for career development will be highlighted and activities recognised as part of our new reward and recognition scheme (**AP: 3.6**).

PTO staff can also be rewarded through the annual Pay Relativity Exercise, so that their achievements are recognised. Pay Relativity has quite a wide remit – it is used to recognise both one-off and sustained exceptional contribution from individuals (beyond the expectations of excellent performance in their role), to address significant misalignments of an individual's salary in comparison to others in College who hold a similar role, to address equal pay differentials, and to aid retention of staff based on external benchmark data. Since the restructure seven PTO staff members in DoBS were put forward, six of whom received a pay award (all were women).

4.2. Career development: academic staff

(i)   Training

The Faculty AS Committee, with active participation and support from the departmental Athena leads, is committed to increasing uptake in unconscious bias training and other relevant equality and diversity training across both academic (research and learning and teaching) and professional support staff.

A review of the EDI training undertaken in DoBS revealed that 19% of members had engaged with some EDI training. This has now been brought in as mandatory and so we aim to increase it so that *all* staff members have undergone EDI training. We will

implement this by providing a programme of department-wide EDI training events to ensure that everyone has easy access to EDI training. Undertaking EDI training is also now part of the PRDP process (**AP: 8.1**).

Effective leadership commitment to training was signalled as a key responsibility for HoDs, who are committed through their role description 'to foster an environment where staff are encouraged to develop their careers and seek appropriate training and mentoring', 'to assess the development needs of those staff for whom the HoD is directly responsible' and 'ensure that all staff have access to mentorship and encourage them to seek a mentor.' This accountability now is shared across the new Heads of Division to better ensure its full realisation.

The Academic Woman's Programme at Imperial is designed to support academic women through a targeted range of development interventions and its attendance will be encouraged by DoBS (**AP: 3.2,3.3**).

(ii)   Appraisal/development review

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

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

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

A Staff Survey Working group, established to address staff feedback, is currently working on improving PRDP uptake and provision of PRDP training to line managers (**AP: 4.1**). A success of the DoM Silver application in 2018 meant that there is now a dedicated postdoc PRDP form which we will continue to use in DoBS.

When DoBS was formed, a commitment to ensure everyone went through an appraisal process was launched. It was found that few people were having regular meaningful PRDP discussions, but we have been able to get the number of people going through the PRDP process up to 74%. However, we are committed to the goal of increasing (80% in

2021 and 100% by 2023) the number of staff having a meaningful annual PRDP (**AP: 4.1,4.2**).

(iii)   Support given to academic staff for career progression

One of the positive effects of the reorganisation is to enable the department to develop clearer career pathways and processes for enabling staff to follow them. One of the main objectives of the reorganisation was to set clear leadership roles across the Department in relation to EDI, as well as to enhance participation in, and compliance with, the AS programme. This responsibility was included within the role description for the HoD and has since been cascaded to other departmental leads, including Chairs for recruitment panels, to best ensure that it is embedded in the departmental narrative from the outset.

A success from the DoM 2014 Silver award was the launch of a mentoring scheme. To enable this to continue seamlessly in DoBS and other new Departments, the FoM, along with the LDC have expanded support for Medicine's mentoring scheme to encompass all sections of the College. The project enhanced the system to greater facilitate recruitment of mentors, to lower barriers to cross faculty mentoring, to encourage collaboration between faculties in supporting mentoring and to improve mentor matches with mentees. This scheme is available to staff in all job families. The new approach will also allow the Departments to better target mentor and mentee opportunities to ensure that no groups are underrepresented.

We currently have 17 active mentors (29% W) in DoBS however this is only 9% of DoBS. A mentoring survey (Figure 5) held in DoBS in early 2020 revealed that 49% of respondees would like a mentor. Most of those interested were postdocs and 66% were women. Building on College resources, we have therefore re-launched the mentoring scheme within DoBS. Initially, there was a push to increase the number of mentors followed by an event for our Future Scientific Leaders groups with external speakers to highlight the benefits of mentorship in July 2020. We will continue to highlight the scheme to increase the numbers involved in the mentoring scheme (**AP: 3.1,3.3**).

In addition, Imperial offers a range of coaching options such as coaching training for managers, team coaching and coaching as a bespoke development opportunity. The Coaching Academy has a pool of 50 coaches across the College from a range of professional backgrounds.   We will continue to highlight the coaching opportunities to increase the numbers involved at key career development stages (**AP: 3.4,3.6**).
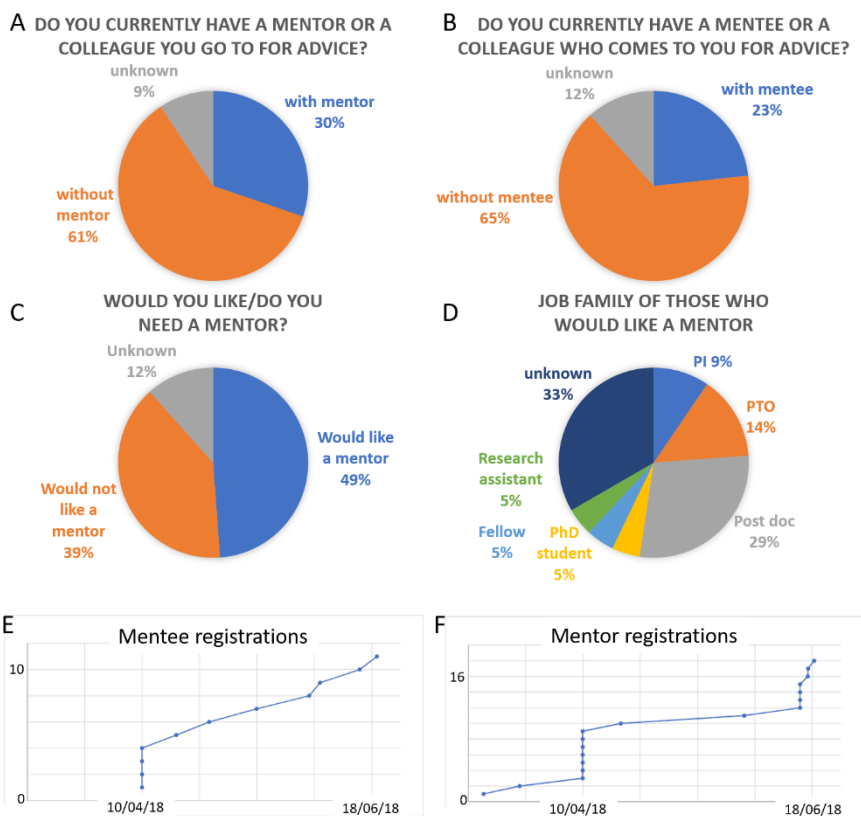
Figure 5 A survey was held in January 2020 to gauge the mentoring activity in DoBS.

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

Research strategy support resourcing, including support for research grant applications, was reviewed as part of the engagement and fact-finding work prior to implementation of the new structures. The research strategy team structure was reviewed and consolidated to provide support across the new departments, bringing further consistency.   Dedicated research managers face the departments to ensure that they understand specific requirements of the researchers.

To help faculty and staff improve success rates, informal early internal review of major grants is both strongly encouraged and facilitated. In addition, shadow panels for MRC grants have been established and plans are underway to expand the shadow panels to other research grants. These provide the applicant a chance to have their applications formally internally peer-reviewed prior to submission. Introduction of these measures has been associated with an increase in success rate.

Moreover, mock interviews are arranged by Paula Kirby (dedicated research manager) and the HoD for those attending grant application interviews to ensure that applicants are prepared. The mock interviews are held with senior Faculty members (including from

other Departments) and the PDFC. Peer review and chats with previous successful applicants are also available through the department.

For industry and large consortia proposals, dedicated Imperial teams offer proposal development guidance, project management and contract negotiation (amongst other services) to ensure the collaborations are as successful as possible.

4.3. Career development: professional and support staff

i. Training

The Faculty AS Committee, with active participation and support from the departmental Athena leads, is committed to increasing uptake in unconscious bias training and other relevant equality and diversity training across both academic (research and learning and teaching) and PTO staff.

A review of the EDI training undertaken in DoBS revealed that 19% of members had engaged with some EDI training. This has now been brought in as mandatory for staff (4.2 (i)), and we aim to increase it so that *all* staff members have undergone EDI training (**AP: 8.1**).

In addition, opportunities for career development will be highlighted and activities recognised as part of our new reward and recognition scheme (**AP: 3.6**).

ii. Appraisal / development review

The reorganisation process has not affected appraisal or development review processes. Like academic staff, PTO staff also have an annual PRDP which follows the same process, as described in 4.3 (ii). Consistent with our aspirations for the academic and research families, we aim to achieve 100% annual uptake of PRDPs by 2023 (and >80% in 2021 and going forward) in the PTO job families (**AP: 4.1,4.2**).

iii. Support given to professional and support staff for career progression

Reorganisation has not affected support given to professional and support staff with respect to career progression support processes.

The mentoring scheme has been enhanced and is now available to all departments to facilitate recruitment of mentors and matching with mentees. This scheme is available to both academic and professional support staff. The FoM worked closely with the college to aid the widening participation in the scheme from PTO staff which has led to a significant increase in PTO mentors.

DoBS is working to increase the number of staff, including PTO staff in the mentoring and coaching scheme as outlined in section 4.3 (iii) (**AP: 3.1,3.6**).

4.4. Flexible working and managing career breaks

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

A detailed analysis of data was undertaken by central Faculty to identify all staff members who were on parental leave and those who provided cover. Staff members on parental leave were in 'low' or no impact category, therefore, a formal consultation was not required. However, an analysis was completed in relation to the College funded PTO posts as non-College funded PTO posts remained within the core structure of their research groups. Non-PTO posts again remained largely together (but organised under the updated departmental structure). There was a total of 11 staff members on parental leave at the time of the analysis and these were across the FoM. One staff member was in the DoM but changed their role during the parental leave and were coming back (post 1 Aug 2019) to a different, predominantly not impacted department. Hence, the post itself was in scope but the post holder was not impacted.

It was vital to ensure the clear communication of the reorganisation on their post. This was particularly challenging for staff members who provided interim cover (whilst being permanently employed in another post in a different department). Interim cover staff members received information regarding both posts to ensure that it was clear which departmental structure they would reside post-reorganisation and upon the return of the colleague on parental leave. A formal consultation was not required for those who provided interim cover. At the end of March 2019, individual letters were sent to staff on 'low' impact where they were on a form of parental leave or were seconded in other positions e.g. covering for those on parental leave. These included an explanation of the impact of reorganisation while they were being seconded and upon their return to their permanent post. At the end of June 2019, a personalised message was sent to all (Academic and PTO posts) in the FoM detailing their 'cost centre', 'department' and 'supervisor' as of 1st August 2019.

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

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

College policies related to parental leave (before, during and after leave) were not impacted by the reorganisation.

A key aim of the SAT is to support those returning to work after parental leave (**AP: 3.5**). We held a panel discussion around the challenges of returning to work in conjunction with The Daphne Jackson Trust in March 2020 (Figure 6). Furthermore, we will signpost pre and post parental leave support sessions through the College's dedicated Parent's network. Encouraging paternal and shared parental leave is key to ensuring that parental responsibilities do not fall solely on women and will be highlighted by DoBS.

CASE STUDY: 'Return to work after parental leave' panel discussion with The Daphne Jackson Trust

Figure 6 'Return to work after parental leave' panel discussion with The Daphne Jackson Trust

(iii)   Flexible working

There were no changes to existing College flexible working policies as a result of the reorganisation.

Flexible working is supported by DoBS to ensure that staff members can fulfil their caring responsibilities and other commitments. This is reiterated in the staff handbook and in regular communications (**AP: 7.1**) and will be highlighted during the recruitment process (**AP: 5.1, 5.2**)

4.5. Organisation and culture

(i)   Culture

The reorganisation was accompanied by a refresh of the FoM Committee Structure. The established Faculty Athena Swan Committee, chaired by the Vice Dean (Institutional Affairs) and attended by the Departmental Athena Swan Leads, was retained to continue its work to embed the Athena principles and share best practice across the Faculty. In addition, a Faculty representative now attends the Departmental Athena Swan/EDI Committees to further extend this collaborative working. A new group, the Faculty Culture Initiatives Management Group, was also set up to embed wider cultural improvement and address wider equality, diversity and inclusion issues across the Faculty and other work, e.g. that is to improve research culture. This group is also Chaired by the Vice Dean (institutional Affairs) and reports directly to the Dean of the Faculty of Medicine, which ensures links with the Faculty Athena Swan Committee and that cultural improvement remains recognised and driven by management activity at Faculty level. The group brings together experience and expertise from the full range of Faculty level activity.

DoBS is based primarily at the Hammersmith Campus, but some groups have now moved to the new White City Campus (<10 mins walk away) and clinical research activities on the Charing Cross Campus continue. There are three divisions, three centres and several support staff who enable the smooth running of DoBS. From its inception, it was imperative to build a cohesive, supportive department where everyone is valued.   The reorganisation gave us an opportunity, as a new department, to drive cultural change. As DoBS was formed, a website and newsletter were established to highlight activities and news from DoBS (**AP: 6.1-6.4**) (Figure 7). These aimed to ensure DoBS is transparent and that the management committee are accessible.

DoBS has an active post doc and ECR community, recently renamed 'Future Scientific Leaders' group. The group run regular career development (such as 'Mentoring' and 'Industry vs Academia' discussions with external speakers) and social events. The PCE committee has a student champion and a research ECR champion, both of whom are very active in the Future Scientific Leaders group. DoBS post docs are represented both at the campus level and at the College level by a DoBS post doc who regularly feeds back to the Future Scientific Leaders group. There are shared events for post docs on the same campus and across the College.
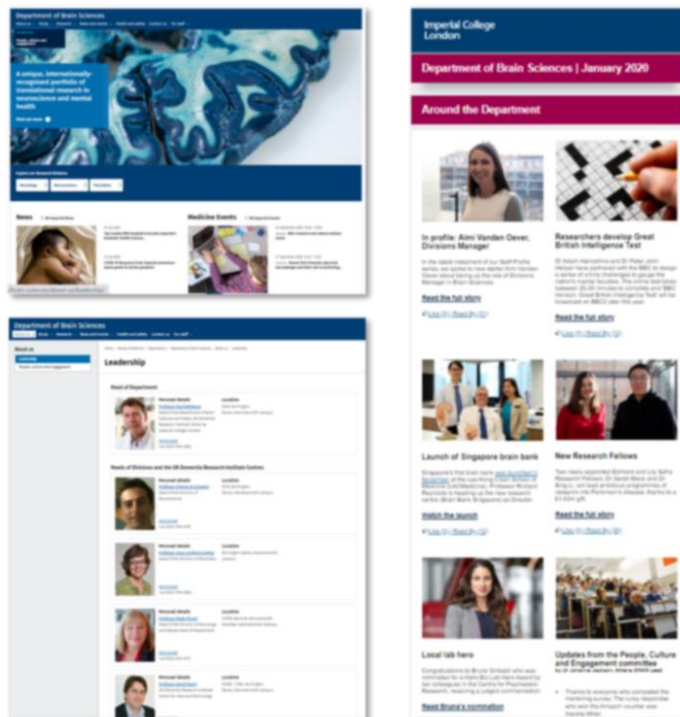
Figure 7 Examples of DoBS webpage (top left), the Leadership webpage (bottom left) and the regular department bulletins (right).

DoBS recognises that many activities which drive the success of DoBS are not necessarily recognised through existing channels, which are for solely academic achievements, or recognised at a higher level. We have launched a Reward and Recognition scheme where we aim to recognise these achievements and contributions particularly from ECRs. Nominations are accepted in the following categories: For improving sustainability, for innovation, for technical/administrative support, for taking initiative, for public engagement and for teaching. This scheme will run on an annual basis (**AP: 7.2**).

The COVID19 pandemic, which hit whilst DoBS was in its infancy, and the vast majority of staff working from home meant that building a cohesive department with an accessible management committee was key. A departmental survey is planned to assess the impact of COVID19 (**AP: 1.2**). During the lockdown period we held Q&A sessions, chaired by the PCE Chair and involving senior management including the HoD. These were well attended from members of all job families including students (~1/3 attendance rate). The topics of questions included the impact of the COVID19 lockdown on women, parents and ECRs. A photography competition during COVID19 lockdown, sponsored by the HoD, showed different aspects of 'life in lockdown' with three £50 Amazon vouchers to be won each month. Regular communications included home schooling resources, activities for children and articles about the impact of COVID19 on underrepresented groups.

DoBS is keen to lead the way in supporting underrepresented groups in STEMM and an initiative led by DoBS has looked at the effects of ethnicity and gender in FoM (Figure 8). DoBS will continue to address racial equalities in DoBS and in STEMM (**AP: 8.6**) including the effects of intersectionality.

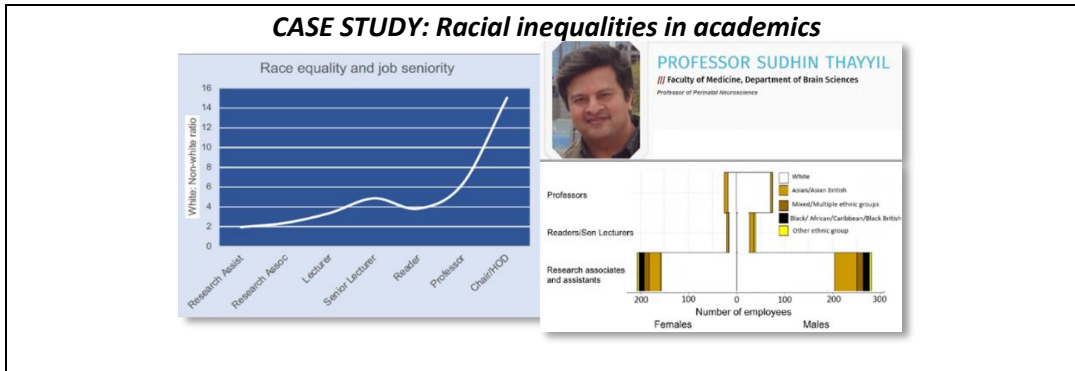**CASE STUDY: Racial inequalities in academics**

*Figure 8 An initiative led out of DoBS analysed FoM ethnicity data including the intersectionality of ethnicity and gender. Like most UK academic institutions, there is a 'snowy peak' where diversity at the bottom is not recapitulated at the top. Sudhin has also campaigned for someone from a BAME background to be present during external clinical recruitment (**AP: 5.3**).*

Furthermore, we will raise awareness and tackle the discriminatory treatment of those who are gender non-conforming. We have recently raised awareness during Transgender Awareness Week (Figure 9).
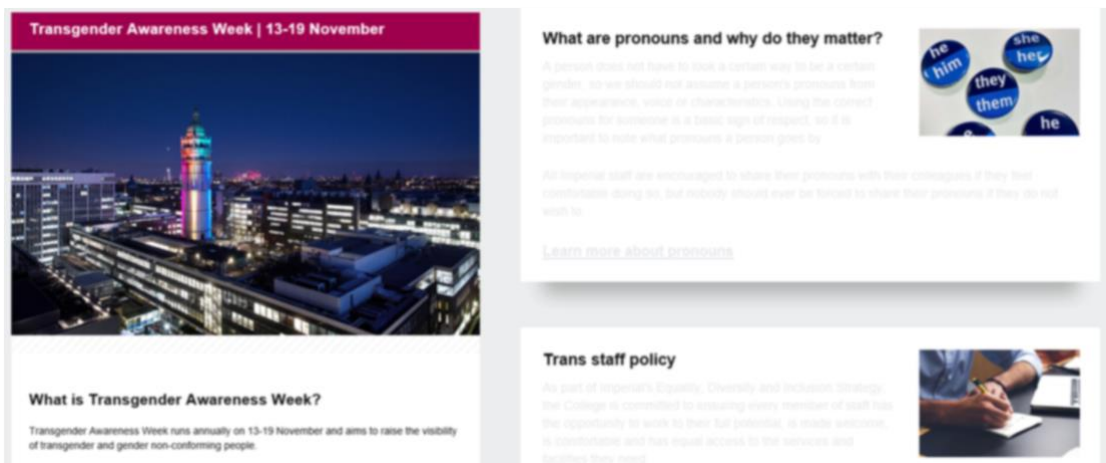
Figure 9 Raising awareness and encouraging the use of pronouns during Transgender Awareness week

(ii)   HR policies

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

A local pay review was conducted in DoBS and there was one example of pay disparity between men and women. This was rectified immediately. This will be carried out on an annual basis (**AP: 7.3**).

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

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

(iv)   Representation of men and women on committees

The reorganisation also provided an opportunity to review our departmental governance structure. The academic leads (50% women) for key departmental governance are shown in Figure 2).

Recognition of these roles and promotion of their importance gives an opportunity to develop academic staff in areas of responsibility and support the HoD in delivery of these areas. These committees have provided leadership opportunities for additional staff and inclusion of a more diverse group amongst senior decision-makers.

The details of committees' membership and key governance roles are recorded centrally, improving the data analysis by relevant EDI committees. To achieve the aims of DoBS, several committees support DoBS's work (Figure 10).
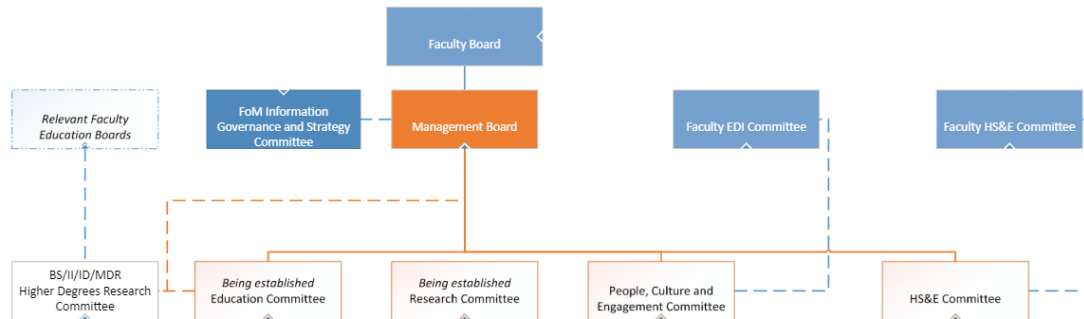
Figure 10 The structure of DoBS's supporting committees. Note that the Research Committee has now been established in November 2020.

We aim for gender balance across all committees to ensure that women are involved in the running of DoBS at all levels and that the burden of membership is evenly shared (**AP: 1.1**). Whilst there is some gender disparity, we are pleased to say that we have 50% women on DoBS's management committee (**AP: 8.4**) (Table 7).

Table 7 Gender balance of Department's committees

Committee	M	W	%W	Previous DoM %W
People, Culture and Engagement	12	21	64%	65%
Management	6	6	50%	28%
HSE	3	2	40%	48%
Research committee	6	14	70%	38%
Education committee	Being established			-

(v)   Workload model

Faculty departments are working towards a formal workload model. To facilitate implementation, an online tool (academic profiles) was rolled out across the Faculty in 2020. The profiles are inclusive of all roles, responsibilities and achievements in teaching, research, governance, culture and EDI, and other measures of esteem. Contributions to all these areas are proactively encouraged to discuss in the annual PRDP process using their academic profile. Although there was no change in the WLM as a result of the reorganisation, the University is in the process of developing a University-wide WLM, due to be rolled out in the late 2020 (however possibly delayed due to COVID19). SAT members were involved in the consultation process for the development.

(vi)   Timing of departmental meetings and social gatherings

There has been no change in the timing of departmental meetings and social gatherings as a result of the reorganisation. DoBS suggests that core working hours are kept to 10am-4pm and encourages events to be held within those hours.

Following the feedback from a Wellbeing Survey in May 2020, the College has implemented some changes including: new online meeting protocols, no expectation that staff respond outside of normal working hours to email, home working guidance, a Wellbeing Day on 3 July, and new guidance implemented supporting maximum flexibility for those with caring responsibilities.

(vii)   Visibility of role models

Since the creation of DoBS, this has been and will continue to be a focus of the PCE committee.

Firstly, a PhD student in DoBS launched a seminar series, ImperialSAID, to improve the visibility of role models from underrepresented groups (Figure 11). This was supported by the HoD and by the PCE committee. This is likely to be an annual event due to its success (AP: 6.2) and has already been expanded to another Imperial campus (St Mary's Campus in the School of Public Health).

CASE STUDY: ImperialSAID seminars

Figure 11 A) Funding from Sian Harding (Director of Hammersmith Campus), Imperial's EDI Seed Fund and DoBS enabled the ImperialSAID to proceed with merchandise and catering. B) Seminar topics included 'Disability in STEM' (B) 'BAME in STEM: do I belong?' (C), Women in STEM (F) and LGBTQ in STEM (H) and a panel discussion (E). Seminars were well attended with open discussion (D, G). All seminars were organised by a PhD student, Jess Chadwick (bottom right) with the PCE committee.

Secondly, an audit of all seminars held since the formation of the DoBS revealed that only a third were given by women speakers. We aim to increase this to 50% and will conduct an annual audit to monitor the gender balance of the seminar speakers and chairs (**AP:**

6.2, 3.3). To increase the external visibility of our women professors, we will establish their Wikipedia pages (**AP: 6.2**).

Similarly, an annual audit will be carried out of images and language on the DoBS website to ensure women, BAME, LGBTQ and staff with disabilities are represented (**AP: 6.1**). A citizen science interview series is already underway to highlight early and mid-career researchers.

(viii)   Outreach activities

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

We recognise that outreach activities are essential for getting more women and underrepresented groups into science from the grass roots up. We see this as an important part of our action plan however we are conscious of the fact that women often take on most outreach activities. As such, we will monitor outreach activities in DoBS and plan to expand them where necessary (**AP: 8.3**).

We have many members of DoBS (and the SAT) who are already involved in outreach programmes (Case studies, Figure 12, Figure 13). We will work to record these activities and establish a subcommittee to develop our research engagement strategy (**AP: 8.2, 8.3**). Furthermore, we aim to develop a new programme of events to highlight the work of DoBS to underrepresented groups (**AP: 8.2**).

CASE STUDY: SAT Chair as a founding member of SOFAR network
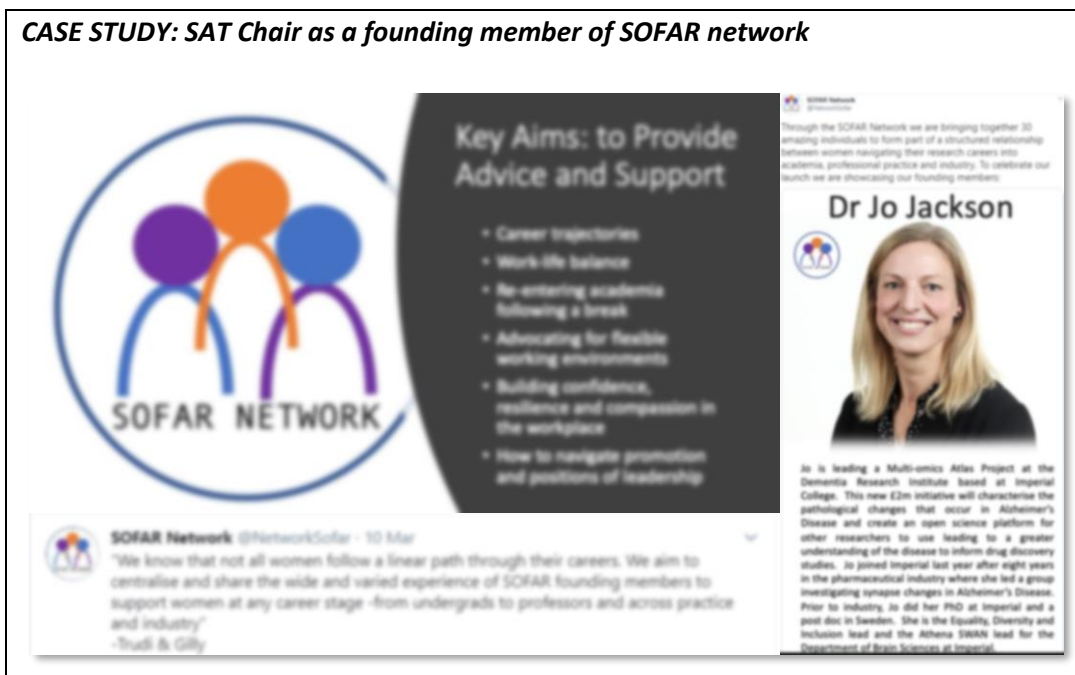
Figure 12 The SAT team Chair is a founding member of the SOFAR network, a network across UK universities to provide support to women in STEM.

CASE STUDY: Prof Anne Lingford-Hughes – volunteer Speakers 4 Schools.

"As I climbed the clinical academic ladder, I reflected on how important some people had been to help me realise what might be the next 'rung' and how to seek out opportunities. To be that person to develop careers of others and give as many opportunities as possible has always been an essential part of my work. For me, it started at school to counter the ethos in the 70s that appeared to me to be 'why do you want a career, you only need a job until you get married'. Hearing about 'Speakers for schools' initiative to "end educational inequality by giving all young people access to the same prestigious networks available to the top fee-paying schools", I volunteered to join. Over the last few years, I have gone into a range of schools, in urban and more rural locations, talking to year 11-13 groups or to those interested in science. Feedback has been very positive and confirms that I am meeting my aims of making what I do relevant and accessible to them and not to be seen as a remote 'ivory tower' professor*."*

CASE STUDY: Paresh Malhotra and the London Deanery

DR PARESH MALHOTRA
/// Faculty of Medicine, Department of Brain Sciences
Reader in Cognitive & Behavioural Neurology
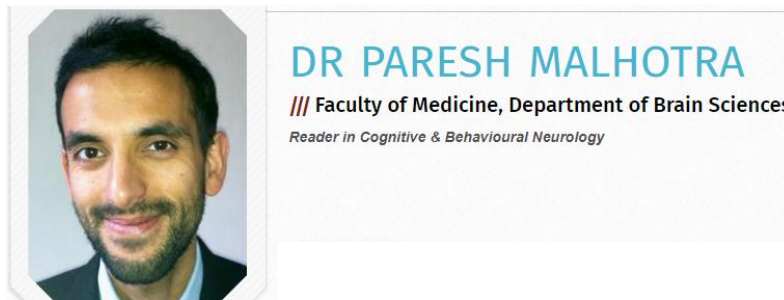
*Figure 13 The SAT co-chair was invited to be on an all-men panel for clinical recruitment at the London Deanery however insisted that a woman should be present. This was implemented and Paresh will campaign for this going forward (**AP: 5.3**). Paresh was also a panellist at a 'Pathways to Research' event on research careers for BAME undergraduates at Imperial College.*

WORD COUNT   4742

5. FURTHER INFORMATION

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

CENTRALISED RECORDING OF DATA

The Faculty reorganisation involved the analysis and amendment of data on all staff and students in the faculty. With EDI initiatives in mind, an effort was made along with the departments to clean and improve the data as well as to identify the best sources of data for future activities. This has aided the Faculty in developing a more cohesive and collaborative approach to EDI work spanning all departments and a greater ability to work with the departmental EDI committees in gathering and analysing data required to undertake their improvement actions.

For centrally held data, 'sex' (i.e. male or female) is being used to report on staff (as in Table 2 and Figure 3) however there is a move towards recording preferred gender identity with a greater number of options. For departmental data, we use preferred gender identity, as shown in Table 4. Likewise, we have tried to use the terms 'men' and 'women' throughout this document where possible to reflect gender identity rather than biological sex.

COVID19 IMPACT

As has been touched upon throughout this document, the COVID19 pandemic hit whilst DoBS was still in its infancy. Approximately 15% of DoBS's staff are clinically trained and many were deployed to the front lines of the pandemic response. Furthermore, many of DoBS modified their research focus to understand the effects of COVID19 on the brain and on mental health. The remainder of DoBS was working from home, many with caring responsibilities or in a difficult living environment. Therefore, the impact of COVID19 was felt across the whole department.

As discussed, we addressed this in the following ways:

- Regular communication by HoD and senior management about the importance of family, caring responsibilities and mental health (Figure 14).
- Q&A sessions with HoD and senior management to address concerns
- Photography competition 'life in lockdown' to build cohesion in DoBS
- Continued email communications and departmental newsletters

A departmental survey, likely in early 2021, will assess the impact of COVID19 on members of DoBS and, in particular, women and those with caring responsibilities (**AP: 1.2**). A wellbeing survey in May 2020 showed that 85% of DoBS respondees were managing to take breaks and 77% felt that their manager kept in touch and was supportive of their wellbeing during the lockdown period (Figure 15). A further wellbeing survey was conducted in September 2020 and the results are currently being

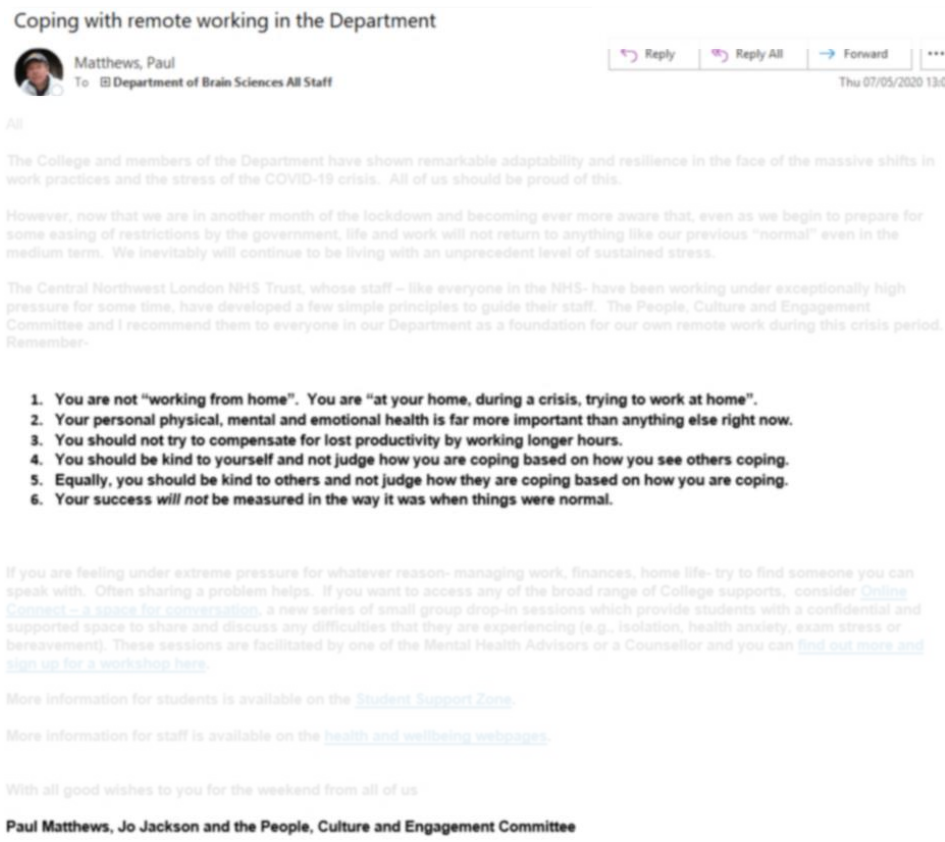disseminated. These results will be explored further in the departmental survey in early 2021.

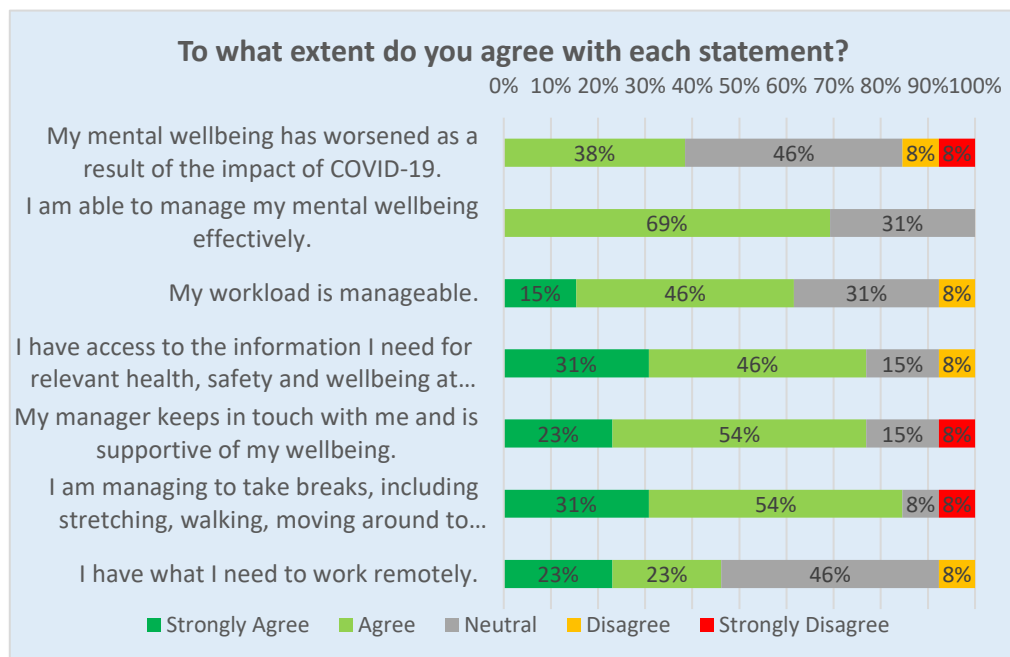*Figure 14 Communication sent by HoD highlighting importance of self-care during lockdown*

Figure 15 DoBS data from the College wellbeing survey in May 2020 during COVID19 lockdown

WORD COUNT   411

6.   ACTION PLAN

Please provide an updated action plan for the restructured department.

The action plan should present prioritised actions to address the issues identified by the previous self-assessment process(es) and any issues identified during restructuring.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next three years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

To insert a landscape page, please copy from here down to the next red marker and paste into the document where the landscape page is required.

*Table 8 AP: Text in blue are actions from DoM 2018 Silver award. Actions in green are taken from Staff Survey action plan. Actions in red have been developed by SAT. **Text in bold indicates actions which are already underway.** The start and end dates are represented as a simplified Gantt chart.*

Ref	Planned action/objective	Rationale	Key outputs/ milestones	Success measure	Champion responsible	2021	2022	2023
1	STAFF CONSULTATION AND ATHENA EMBEDDING							
1.1	Ensure regular SAT membership rotation with good representation of staff groups, grades, campuses, students and gender balance	Generation of new ideas and enthusiasm	**Diverse committee established and reviewed at the start of each academic year**	Diverse committee	Chairs		ongoing	
1.2	Investigate impact of COVID19 on health and wellbeing, career progression and impact of reorganisation.	COVID19 and re-organisation	Conduct survey and promote it via departmental communications, social media channels and using an Amazon voucher incentive.	Survey response of >33% and spanning all job families and levels	Chairs, SAT team			
1.3	After action 2.1, conduct biennial culture survey	Implementation of the AS AP and new AS initiatives, and how they are perceived by DoBS	Conduct survey and promote via DoBS communications, social media channels and using an Amazon voucher incentive.	Survey response of >33% incl. all job families and levels	Chairs, SAT team			

2	STUDENTS					2021	2022	2023
2.1	Investigate what would retain women PGR and PGT students in academia	Majority of PGT (73%) and PGR (63%) students are women but this is not continued to higher academic levels	Hold focus groups with PGR and PGT students	Retention strategy developed to implement in the DoBS	Data, students			

3	CAREER DEVELOPMENT AND ACADEMIC PROMOTION					2021	2022	2023
3.1	Increase the uptake of the College's mentoring scheme	• 49% of respondees to mentoring survey would like a mentor • 63% would be willing to be a mentor • We currently have 11 mentees in the department • ECR challenges may be easier to overcome with guidance from more experienced members of the department.	**1. Directly contact people who would like a mentor and match them with mentors**	A yearly increase in those staff in a mentoring partnership to 10% in 2021, 20% in 2022 and 30% in 2023.	Mentoring	▓		
			2. Directly approach people who are happy to be a mentor			▓		
			3. Targeting different job family who have mentioned that they need mentoring			▓		
			4. Regular communication about mentoring in the departmental newsletter			▓		
			5. Adding mentoring in the PRDP so that it would be discussed, and manager highlights its importance				▓	▓
			6. Add mentoring in the induction pack, and sign posting to mentorship programme			▓		
			7. Reminder 3 months after appointment cross checking whether the mentorship has begun				▓	▓

46

3.2	Address the gender balance switch between research associate and research fellow	56% of Research Associates are women, compared to 33% of Research Fellows	1. Encourage all women to attend the Springboard Women's Development Programme	An increase in the number of women research fellows and above positions to >33% for research fellows.	Academic, Research ECR	ongoing		
			2. Hold focus groups to investigate what women feel is stopping them progressing				☐	
			3. Hold local training sessions on applying for fellowships					☐
			4. Signpost courses run by PDFC through departmental communication			ongoing		
3.3	Address the gender imbalance at all clinical academic levels	Women are underrepresented at all clinical academic levels in DoBS (15% of total clinical academic staff)	**1. Promotion panels to include women (minimum of 1 in 4)**	An increase in the number of women in clinical academic positions to >20%	Clinical	ongoing		
			2. Clinical academic women to be invited to speak at clinical academic meetings (>33% women)			ongoing		
			3. All clinical academics to carry out EDI training (minimum 50% uptake)				☐	
			4. Ensure that at least one early stage clinical academic in DoBS is enrolled at any one time on AWP				☐	
			5. Ensure all early-stage clinical academic women have named mentor					☐
3.4	Investigate why academic women	Promotions data showed no women applied for academic promotion in the last round	**1. Identify women within 1-3 years of promotion and signpost to coaching/mentoring**	At least one woman applying for promotion	Clinical, Academic, Promotions	ongoing		

						Timeline	
	are not applying for promotion		2. Encourage coaching for academic women, particularly those within 1-3 years of promotion				
			3. Review the promotions criteria for gender-specific language				
3.5	Support return to work after parental or family leave	Parental leave can disproportionately affect women scientists	**1. Hold annual panel discussion with scientists returning from parental leave in association with The Daphne Jackson Trust**	>50% of eligible staff reporting that they felt supported after parental leave in biennial culture survey	Parental leave	ongoing	
			2. Pre and post maternity/adoption leave support sessions for all women especially academics and clinical academics				
			3. Encourage paternity/shared parental leave by highlighting College support				
3.6	Support PTO career development	The PTO career path is less linear than for academics and so support is required	1. Ensure mentoring and/or coaching for PTO staff going through the job level review	>50% of PTO staff reporting that they felt supported in their career development in biennial culture survey	PTO		
			2. Encourage widening of skillset by signposting to College opportunities				
			3. Provide opportunities for secondment, shadowing and networking events.				
			4. Develop reward and recognition scheme which values all types of activities				
3.7	Remove bias in the promotion process	Biases of the promotion panel may be why women are underrepresented in the promotions process	1. Ensure gender balance promotion panels	At least one woman applying for promotion	Promotions	ongoing	
			2. 100% of those involved in promotions to undertake EDI (including unconscious bias) training				

4	APPRAISAL					2021	2022	2023
4.1	Increase uptake of PRDP	Appraisals have not always been completed by all staff. This year 74% of staff have completed PRDP	**1. Implement a mandatory annual deadline for PRDP completion** **2. Communication campaign around the importance of PRDP**	Increase in PRDP uptake (80% in 2021, 100% by 2023)	PRDP, promotions and career development	▓	ongoing	
4.2	Improve the quality of PRDPs to make sure they are effective and positive experience	Effective appraisals have not always been completed	1. Carry out the PRDP form sampling exercise (10% of returned PRDPs).	>50% staff reporting a positive PRDP in biennial culture survey	PRDP, promotions and career development	▓		
			2. Produce DoBS PRDP guidelines based on the outcomes of the PRDP Quality control project				▓	▓

5	RECRUITMENT					2021	2022	2023
5.1	Investigate the reasons for fewer women applying for academic positions especially research fellow positions	Recruitment data showed fewer women applying for Research Fellow positions than men (30% W)	1. Audit job descriptions and adverts for all academic post for gender specific language	Increase in number of women applying for Research Fellow positions to >40%	Recruitment	▓		
			2. Employ the 'search committee' (i.e. agency, existing network) approach to target women candidates for recruitment, especially at the more junior and clinical professor levels				▓	▓
			3. Advertise that IC supports flexible working where possible (with the aim to encourage women to apply for research fellow positions at IC)			ongoing		

5.2	Remove bias in the shortlisting and interview process	Biases of the interview panel could be one reason why women are underrepresented in the applications process however our data suggests that comparable proportions of men and women are shortlisted	1. **Implement at least one woman and one man in all recruitment panels with >3 panel members policy**	Maintain comparable proportions of women being shortlisted and recruited	Recruitment			
			2. Highlight at interview that Imperial supports flexible working where possible so even if unsuccessful they will be encouraged to apply again					
			3. **100% of those involved in recruitment to undertake EDI (incl. unconscious bias) training**					
			4. Increase the number of interview panel numbers from a BAME background and who have experienced parental leave					
5.3	Increase clinical recruitment	Women are underrepresented at all clinical academic levels in DoBS	1. Clinical recruitment panel cannot meet without all members having EDI training	An increase in the number of women in clinical academic positions to >20%	Clinical, Recruitment			
			2. Internal recruitment and promotion panels to include women (at least 1 in 4)					
			3. **Insist on external panels (Deanery, academic clinical fellowships) to include women at least 1 woman and those from a BAME background**			ongoing		

6	COMMUNICATIONS					2021	2022	2023
6.1	Ensure DoBS website includes diverse images and unbiased language	Ensuring that language and images are diverse reduces the chance of implicit bias in DoBS	Annual audit of DoBS website for diverse images and appropriate language	No bias in images or language	Communication		*ongoing*	
6.2	Improve visibility of role models	• In the most recent seminar series, 31% of speakers were women • There is little visibility of BAME, LGBTQ staff or those with disabilities at senior levels	1. Increase the number of women seminar speakers by targeting women in existing networks and using websites which highlight women in neuroscience	50% of seminar speakers are women	Communication, Students, Outreach		ongoing	
			2. Roll out DoBS newsletter with emphasis on ECR successes and women role models					
			3. ImperialSAID seminar series					
			4. Establish Wikipedia pages for all female professors in collaboration with Jess Wade					
6.3	Highlight opportunities available in College	Information about the College's service is held in several locations	**Include in the departmental handbook and in regular communications. Highlight where to find staff support networks and resources, staff benefits, union information and career development opportunities**	>50% staff report awareness of College services in culture survey	Communication		ongoing	
6.4	Maximise potential of all platforms to increase effective communication	Many staff rely on other forms of communication (i.e. social media)	**Regular use of Twitter, Yammer etc groups as well as email**	Regular use of twitter, email etc	Communication		ongoing	

7	HEALTH AND WELLBEING					2021	2022	2023
7.1	Promote and support flexible working and highlight mental health support	COVID19 has highlighted the importance of flexible working for those with caring responsibilities and for good mental health	**Include details about flexible working and College mental health resources in the departmental handbook and in regular communications**	Increased uptake of flexible working as reported in College survey	Wellbeing at work	ongoing		
7.2	Ensure the recognition of activities not usually recognised through other channels	• In the 2019, only 39% of respondees felt that their contributions to the College were recognised and valued • Academic activities are recognised through traditional channels • Departmental support activities are usually recognised to senior staff	**Develop reward and recognition scheme to recognise the following activities: sustainability, innovation, technical/admin support, public engagement and teaching**	Reward and recognition scheme resulting in >50% feeling that their contributions are valued in the 2021 staff survey	Reward and recognition			
7.3	Ensure pay parity at all levels	A pay review revealed one example of disparity	**Conduct annual pay review and rectify immediately**	No gender pay gap within DoBS at any level or in any job family	Chairs, HoD	ongoing		
7.4	Examine the nature of part time and fixed contracts	Women are more likely to occupy part time roles or fixed term contracts.	Data analysis on contract types and those who hold those roles.	Provide textured data on contract types for next AS application	Data			

8	DRIVE CULTURAL CHANGE					2021	2022	2023
8.1	Implement EDI training programme for all staff	Current data suggests that 19% of staff have engaged with EDI training	**1. EDI training essential requirements for all staff as communicated during induction and in staff handbook**	An increase in EDI training to 75% of the department engaging with EDI training	Staff survey, Chairs	▓		
			2. Promote appropriate training for line managers and supervisors			▓		
			3. EDI training event for whole department				▓	▓
			4. Include EDI training requirements in PRDP			ongoing		
8.2	Increase outreach activities	To increase the number of women and BAME staff going through the academic pipeline, there needs to be a focus on targeting 'grass roots' science	1. Create an outreach subcommittee to develop engagement strategy and interface with central College and funder-specific initiatives (share resources, facilitate access to researchers, peer to peer involvement)	>33% of staff involved in outreach activities	Societal engagement	▓		
			2. Host an annual training workshop for researchers on public engagement activities				▓	▓
			3. Representation at annual Imperial Festival – talks and hands-on activities			ongoing		
			4. Develop a programme of Science Café Talks (i.e. Pint of Science brain-themed events, Virtual Pub Quiz, Invention Rooms)					▓
			5. Create a YouTube channel (or equivalent) to host all public-focused video content					▓
			6. Include outreach/ engagement pages on the website with FAQs			▓		

8.3	Monitor gender balance in outreach activities	• Many outreach activities take place however are sparsely recorded • Women can become disproportionately over-burdened with outreach activities	Develop better recording and recognition of outreach activities	A system to accurately report outreach data and shows no gender imbalance	Societal engagement	▓		
8.4	Ensure gender parity in committee membership	Women are often underrepresented on management committees and overrepresented on operational committees	1. **Maintain 50% representation of women in management committees**	Gender balance (50% W) in all committees	Chairs, HoD	▓ ongoing		
			2. **Maintain gender balance in operational committees**			▓ ongoing		
8.5	Give everyone a voice	The conversation may be dominated by senior men of the department	1. Implement meeting etiquette good practice guide including points such as gender balance of chairs and ECRs to ask the first questions.	>50% staff feel listened to by senior management as reported in the culture survey	Chairs, HoD		▓	
			2. **Hold biannually Departmental Q&A sessions with the management team**			▓ ongoing		
8.6	Effects of gender and ethnicity intersectionality	Analysis of FoM data, showed the 'snowy peak' where diversity at the bottom is not recapitulated at the top	1. Increase awareness of academic racial inequalities by through multiple channels including social media and newsletters	Increased visibility of BAME staff and racial inequalities in DoBS communications	Race equality	▓		
			2. Qualitative study of successful BAME academics and highlight their stories				▓	
			3. Develop and evaluate interventions for decreasing academic racial inequality					▓

| 8.7 | Raise awareness of discrimination faced by those who identify as trans or non-binary | • Many have little knowledge about trans rights
• Trans staff may feel that they are not supported | 1. **Encourage the sharing of pronoun**
2. **Signpost College resources including the Trans Staff Policy**
3. Highlight scientists who identify as gender non-confirming in communications | >33% of staff share their preferred pronouns on email signatures | Transgender awareness | | | |