Athena SWAN Silver department award application

Name of university: Newcastle University

Department: Institute of Neuroscience (IoN)

Date of application: November 2014

Date of university Bronze and/or Silver Athena SWAN award: Newcastle University Bronze 2009, Renewal 2012

Contact for application: Dr Candy Rowe

Email: candy.rowe@ncl.ac.uk

Telephone: 0191 208 8671

Departmental website addresses: www.ncl.ac.uk/ion/

Athena SWAN Silver Department awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term ‘department’ and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a ‘department’ for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.
Notes on word counts

1. Due to restructuring in August 2014, including a change of Institute Director, ECU permitted us to use an additional 750 words to:
   (a) provide an additional letter from the incoming Institute Director (+250 words)
   (b) explain the restructuring and its impact on our application in Section 5 (+500 words).

2. Given the complexity of explaining our position in a large Medical School, and the need to discuss career pathways and interventions for both clinical and non-clinical staff, ECU permitted us to use an additional 1000 words in Sections 3 [+300] and 4 [+700].

Confirmation emails can be found at the end of this document.

List of abbreviations used:
CAV: Campus for Ageing and Vitality
CSL: Clinical Senior Lecturer
DClmPsy: Doctorate in Clinical Psychology
ECR: Early Career Researcher (Fellows, Post-docs and Postgraduate Research Students included)
EFG: Faculty Equality & Fairness Group
FMS: Faculty of Medical Sciences
HEPI: Higher Education Policy Institute
HESA: Higher Education Statistics Agency
IAH: Institute of Ageing and Health
IoN: Institute of Neuroscience
MRes: Masters by Research (1-year degree)
NU Women: The University’s women’s network for female staff
PD Committee: Post-doc Committee
PDR: Personal Development Review
PGR/PGT: Postgraduate Research Student (includes MRes and PhD students)/Postgraduate Taught Student
PVC: Pro-Vice Chancellor
SAT: Self-Assessment Team
SL: Senior Lecturer
SoP: School of Psychology
STEMM: Science, Technology, Engineering, Maths and Medicine
1. Letters of endorsement from the Directors of the Institute: 500 + 250 words

Attached at the end of the application.

2. The self-assessment process: maximum 1000 words.

Describe the self-assessment process. This should include:

a) A description of the self assessment team: members’ roles (both within the department and as part of the team) and their experiences of work-life balance

Following an initial discussion in May 2013 between our SAT Chair and then Director (Prof Ingram), we invited 13 members of the Institute (4 men and 9 women) to join the SAT. Invitation was on the basis of having a clear commitment to the Athena SWAN agenda (which we felt was crucial for our initial success), whilst aiming to balance the team to reflect the diversity of the Institute. The SAT that led this application included support staff and academic members from clinical and non-clinical backgrounds (70% non-clinical, 30% clinical) with a diversity of experiences across all career stages, from PhD student to Institute Director. Our remit was to review current policies and practices, and to develop an action plan for transforming culture and developing strategies and activities to support the progression of women across all career stages.

<table>
<thead>
<tr>
<th>Member (Part-time/Full-time)</th>
<th>Relevant roles in IoN/University</th>
<th>Role on SAT</th>
<th>Experience of work-life balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Vicki Bruce OBE (PT)</td>
<td>Head of School of Psychology, Affiliate Member of IoN, Chair of University Diversity Committee (2011-13)</td>
<td>Provide feedback and support activities relating to degrees run by the School of Psychology.</td>
<td>Caring for elderly relatives, dual career partnership.</td>
</tr>
<tr>
<td>Christine Cairns (FT)</td>
<td>HR Support Officer</td>
<td>Secretary to SAT and provision of HR information.</td>
<td>Carer for sick husband and supports grandson with ADHD/ASD, has worked flexibly.</td>
</tr>
<tr>
<td>Stephanie Clutterbuck (FT)</td>
<td>PhD student/Research Assistant, Chair of IoN Post-doc Committee</td>
<td>Questionnaire design and analysis (with SM); development and delivery of activities in relation to ECRs.</td>
<td>Dual career partnership.</td>
</tr>
<tr>
<td>Dr David Cousins (FT)</td>
<td>MRC Clinical Scientist, Honorary Consultant Psychiatrist</td>
<td>Data interpretation and development of action plan, particularly in relation to clinical career pathways.</td>
<td>Dual career partnership, two children.</td>
</tr>
<tr>
<td>Prof Anya Hurlbert (FT)</td>
<td>Institute Director</td>
<td>Responsible for implementing policy changes to benefit staff and students.</td>
<td>Dual career partnership, two children.</td>
</tr>
</tbody>
</table>

---

1 Prof Anya Hurlbert joined the SAT following the tragic and sudden death of Prof Colin Ingram in December 2013. Anya and Colin worked closely together as Co-Directors of the Institute, but Colin was formally lead Director at the time. Anya immediately took over the role of sole Director, allowing our application to be fully and continuously supported.
b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission

The SAT first met in June 2013, and has met eight times (approximately every 8-10 weeks) during the application process. We initially circulated an online Athena SWAN Questionnaire (July 2013) asking all staff and students about their experiences of working in the Institute. Specifically, we wanted feedback on the culture of the Institute, to find out if members felt supported in their career development, and if they had ideas for improving our current working policies and practices to help them achieve their career aspirations or a better work-life balance. We organised three meetings to gather responses from focus groups of academic staff, research staff and PhD students. We also received 28 individual online responses, some of which were followed up with one-to-one meetings. Results from our initial AS Questionnaire

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
<th>Personal Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Sinéad Mullaly (FT)</td>
<td>Lecturer</td>
<td>Questionnaire design and analysis (with SC); lead on staff consultations.</td>
<td>One child, and expecting her second child in Jan 2015.</td>
</tr>
<tr>
<td>Dr Jeremy Parr (FT)</td>
<td>Clinical Senior Lecturer (CSL), Consultant in Paediatric Neurodisability</td>
<td>Lead on developing the action plan in relation to clinical career pathways.</td>
<td>Dual career partnership, two children.</td>
</tr>
<tr>
<td>Dr Claire Richardson (PT)</td>
<td>Research Fellow</td>
<td>Data interpretation and development of action plan in relation to ECRs and parental support; application writing.</td>
<td>Dual career partnership, two children.</td>
</tr>
<tr>
<td>Nancy Rios (PT)</td>
<td>FMS Athena SWAN Project Officer, Member of Faculty Equality &amp; Fairness Group (EFG) and University SAT</td>
<td>Gather data, coordinate meetings and disseminate good practice across FMS submissions; liaise with Faculty and HR.</td>
<td>Two children, works flexibly.</td>
</tr>
<tr>
<td>Dr Jacqui Rodgers (FT)</td>
<td>Senior Lecturer (SL), Research Tutor for DClinPsy degree</td>
<td>Interpret and discuss data, particularly for the DClinPsy degrees.</td>
<td>Two children, eldest child has severe athetoid cerebral palsy and requires significant care and support.</td>
</tr>
<tr>
<td>Dr Candy Rowe (FT) (SAT Chair)</td>
<td>Reader, IoN Equality &amp; Diversity Officer, Member of Faculty EFG and University SAT, Chair of NU Women</td>
<td>Ensure representative membership of SAT; co-ordinate SAT activities; draft application and plan; liaise with Faculty EFG and University SAT.</td>
<td>Dual career partnership, one child.</td>
</tr>
<tr>
<td>Dr Tom Smulders (FT)</td>
<td>Senior Lecturer (SL), Seminar Organiser</td>
<td>Development of mentoring scheme; coordinator and organiser of feedback events; application writing.</td>
<td>Dual career partnership, two children.</td>
</tr>
<tr>
<td>Liz Wood (FT)</td>
<td>Institute Manager, Member of Faculty EFG</td>
<td>Administrative lead responsible for implementing changes to Institute policies.</td>
<td>Carer for elderly relative, works flexibly.</td>
</tr>
</tbody>
</table>
led to us immediately develop better support for Early Career Researchers (ECRs). A striking visualisation of the perceived challenges that ECRs felt they faced in attempting to follow an academic career is shown in the word cloud below. Clearly, we needed support mechanisms to address issues surrounding uncertainty, money, instability and finding a job.

![Word Cloud](image)

We have continued to gather information and feedback about our data from staff and students through additional follow-up surveys (Career Break Support, Flexible Working, Induction Procedures, and Career Support for ECRs), regular staff meetings throughout the year (4 p.a.), and interactive Athena SWAN events. For example, in June 2014, we circulated key data graphs to staff and invited all Institute members to attend a feedback ‘Coffee and Cake’ session to discuss any final issues that they would like to raise in relation to our application (13 members attended). Taken together, discussions with staff and students have been fundamental in shaping our application and action plan, and in particular developing ECR support structures, a new mentoring scheme, and improving support around career breaks.

We have been pro-active in networking with academics outside of our Institute in order to benefit from the experiences of other departments and institutions (Table 2). We have also consulted with and exchanged good practice across Athena SWAN departments within Newcastle University though attendance at the University Athena SWAN SAT meetings (8 since June 2013, 2 SAT members) and the Faculty of Medical Sciences Equality and Fairness Group meetings (5 since June 2013, 3 SAT members). We regularly network at NU Women events (the University’s women’s network), and have been involved in an Action Plan Workshop (3rd September 2014), and led a ‘Going for Silver’ meeting (28th July 2014), both of which were attended by senior academic leads of successful Athena SWAN applications.
c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

Even as we prepare our final application, our SAT is changing for three reasons:

1) Three SAT members are stepping down in their roles (Vicki Bruce, Christine Cairns, Steph Clutterbuck), giving us opportunity to bring new ideas and perspectives to the team;
2) We have recently restructured (see Section 5) and need new members to capture the increased size across two sites and increased proportion of clinical staff;
3) We want to better embed Athena SWAN into our organisational structure to develop and implement new policies more effectively.

From 1st January 2015, our new SAT incorporates seven new members (Table 3). Please note that these changes in the team are already reflected in the action plan. The team increases the proportion of staff and students with clinical experience from 30% to 40% in line with the new Institutional structure, the proportion of male academics from 33% to 40%, and includes members from the Campus of Ageing and Vitality. It also includes staff with clear roles within the Institute (e.g. Postgraduate Coordinator/Postdoctoral Tutor, Teaching Coordinator), meaning that the decisions of the Athena SWAN Committee can be more readily communicated and effected. The HR Support Officer role will be taken over by a new Deputy Institute Manager (appointment in progress). Our SAT Chair will continue to report directly to the Institute Executive Board (formally the Institute Management Board) where Athena SWAN is a standing item on the agenda, and also the FMS Equality & Fairness Group. The new Institute Director, Prof David Burn, is the Chair of this Faculty committee. This will ensure that policy change can be supported at the highest levels. We will review the committee structure every year to ensure that it has the power to deliver and is representative of the restructured Institute.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Impact on submission</th>
<th>No. of SAT members attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athena SWAN Regional Meeting, Sheffield Hallam University</td>
<td>11th Jun 2013</td>
<td>Better understanding of the application process, with useful discussions surrounding mentoring and returning to work.</td>
<td>1</td>
</tr>
<tr>
<td>Women and Change in Higher Education Conference, Durham</td>
<td>1-2nd Apr 2014</td>
<td>Sharing of good practices, talk from Sheffield Hallam inspired our mentoring scheme.</td>
<td>2</td>
</tr>
<tr>
<td>Prof Paul Walton talk (Chemistry, York), IHS, Newcastle University</td>
<td>20th May 2014</td>
<td>Inspiring talk on what can be achieved through the Athena SWAN process.</td>
<td>4</td>
</tr>
<tr>
<td>Co-organised Athena SWAN Regional Meeting, Newcastle University</td>
<td>23rd Jun 2014</td>
<td>Sharing of good practices across regional institutions.</td>
<td>3</td>
</tr>
<tr>
<td>Prof Sylvia Dorn talks (ETH Zurich), Newcastle University</td>
<td>21st and 22nd October 2014</td>
<td>Better understanding of the wider challenges, and raised ambition.</td>
<td>3</td>
</tr>
<tr>
<td>Athena SWAN Regional Meeting, University of Sheffield</td>
<td>3rd Nov 2014</td>
<td>Emphasis on the value of networking and shared good practices.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 2. Event attendance and networking with academic staff outside of the University
Table 3. Our new SAT (from 1st January 2015)

<table>
<thead>
<tr>
<th>Role on SAT</th>
<th>SAT Member (Position in IoN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Chair, Lead Action Plan Section 5</td>
<td>Dr Candy Rowe (Reader, Equality &amp; Diversity Officer)</td>
</tr>
<tr>
<td>Lead Action Plan Section 1</td>
<td>Dr Fiona Lebeau* (Lecturer, Postgraduate Coordinator/Postdoctoral Tutor)</td>
</tr>
<tr>
<td>Lead Action Plan Section 2 &amp; 3</td>
<td>Prof David Burn* (Institute Director)</td>
</tr>
<tr>
<td>Lead Action Plan Section 4</td>
<td>Dr Sinéad Mullaly (Lecturer)</td>
</tr>
<tr>
<td>Lead Action Plan Section 6</td>
<td>Dr Richard McQuade* (SL, Teaching Coordinator)</td>
</tr>
<tr>
<td>Organise and support actions and activities relating to non-clinical staff and students</td>
<td>LEAD - Prof Anya Hurlbert (Professor), Dr Vivek Nityananda* (PDRA, Chair of Post-doc Committee), Dr Claire Richardson (NC3Rs Fellow), Tom Smulders (SL, Mentoring Scheme/ Seminar Organiser), Jenna Green* (PGR)</td>
</tr>
<tr>
<td>Organise and support actions and activities relating to clinical staff and students</td>
<td>LEAD - Dr Jeremy Parr (CSL), Dr Jacqui Rodgers (SL, Tutor for DClinPsy), Dr Louise Allan* (CSL), Dr David Cousins (MRC Clinical Fellow), Charlotte Alston* (PGR)</td>
</tr>
<tr>
<td>Provide and coordinate Institute and Faculty administrative/HR support</td>
<td>Liz Wood (Institute Manager), Nancy Rios (Faculty Athena SWAN Project Officer)</td>
</tr>
</tbody>
</table>

The SAT will meet five times a year (Jan, Mar, May, Sept, Nov) to review progress against the targets set out in our action plan, and to identify good practice, new challenges and opportunities for change. Whilst the SAT Chair will manage the delivery of the action plan and ensure that we successfully measure improvements, the Institute Director will have overall responsibility for ensuring that we achieve our objectives and that our planned activities are supported and completed on time.

Total: 998

3. A picture of the department: maximum 2000 words [+300]

a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

IoN was formed during the restructuring of the Faculty of Medical Sciences (FMS) in 2007, uniting staff from different departments into a single Institute under the Co-Directorship of Prof Colin Ingram and Prof Anya Hurlbert. The Faculty restructured in order to establish separate research-intensive Institutes and teaching-oriented Schools. IoN is now one of six research institutes in FMS with 50 Academic Staff (30% women), 10 Research Fellows (50% women), 77 Research Staff (48% women), 74 PGRs (50% women), 17 Technical (47% women) and 14 Administrative Staff (100% women). The percentage of women and men at each academic career stage on 31st July 2014 is shown in Figure 1.

IoN does not run undergraduate (UG) degree programmes, but makes significant teaching contributions to UG degrees based in the Schools of Psychology, Biomedical Sciences and Medical Education (see b(iii)). The institute does host MRes and PhD programmes.
Research in IoN spans understanding brain and behaviour in health and disease, through to clinical trials of new treatments and technologies for use in the NHS. Most members are based in close proximity within a single building on the main campus, whilst others are based on the Campus for Aging and Vitality (CAV), a 15-minute walk away. Our shared passion for neuroscience and research-led teaching means that the Institute has a strong collegiate atmosphere, with staff collaborating and sharing resources. We have four staff meetings a year to disseminate news, get feedback from staff on current and future initiatives, and celebrate recent successes. We have a dedicated intranet site where meeting minutes, HR policies and other important information can be found. Our seminars and other organised events are well publicised and attended, maximising networking between staff and students across all sites.

We have a long-standing commitment to running a strong programme of outreach activities for local schools, supported by a full time External Liaison Coordinator. We have invested in outreach skills training for our PGRs through our successful IoN Ambassador programme (15 students, 73% women), which engages pupils in neuroscience research (the Ambassadors recently ran a workshop on brain science to 220 year 9 pupils at Framwellgate School). We actively build relationships with schools to extend our impact to young people, delivering workshops and lectures (e.g. the 2009 public Holmes Lectures for 10-15 year olds on My Brain and I), and assisting schools in science projects (e.g. Is the Red I see the Red you see?, a project which reached the finals of the 2013 National Science and Engineering Competition). Some of our activities are specifically aimed at getting more girls into STEMM: we speak on science and science careers at girls’ schools, and have organised a ‘Women in Science Day’, aimed at teaching young girls about science, and specifically, the brain and behaviour.
b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Student data

(i) Numbers of males and females on access or foundation courses

No foundation courses.

(ii) Undergraduate male and female numbers – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

Staff teach on three UG programmes in FMS. In 2013/14:

BSc Psychology: 13 IoN members (6 women/7 men, 46% women) contributed 41% (180/440) of the taught credits, and 20 IoN members (7 women/13 men, 35% women) supervised 51% (41/80) of final-year projects.

BScs in Pharmacology, Physiological Sciences, and Biomedical Sciences: 20 IoN members (8 women/12 men, 40% women) contributed 25% (80/320) of the taught credits, and 21 IoN members (7 women/14 men, 33% women) supervised 18% (38/206) of final-year projects.

Medicine and Surgery MBBS: 11 IoN members (3 women/8 men, 27% women) contributed 6% (38/316) of the lectures in stages 1 and 2.

The proportion of women involved in teaching is similar to the proportion of female Academic Staff in IoN (30% women in 2013/14).

We discuss each of these programmes in turn according to staff involvement.

BSc Psychology: Women consistently outnumber men at both application (79% average 2011-13) and entry stages (82% average 2011-13; Figure 2). The percentage of female entrants is slightly higher compared to other UK Psychology degrees (HESA 2012/13: 78% women), although this appears largely to be due to a higher intake of women in 2011 (Action 6.1). Admissions are administered through the School of Psychology; entry criteria are based on grades only, irrespective of gender. Male and female staff in IoN are actively involved in Psychology Open Days and other recruitment events (e.g. Psychology 6th Form Conference and Mini-Medical School). We continue to monitor entry data and involvement in recruitment (Action 6.1-6.3).

BScs in Pharmacology, Physiological Sciences, and Biomedical Sciences: Since these degrees share the same entry procedures and first year of teaching, with students able to freely move between degrees at the end of their first year, we have pooled the data across all three degrees (Figure 3). Admissions are managed by FMS; entry criteria are based on grades only, irrespective of gender. Women consistently outnumber men at the application (59% average, 2011-3) and entry stages (59% average, 2011-3). It is difficult to establish if our figures compare to the national average since comparator data are amalgamated.
across related degrees (HESA 2012/13: Pharmacology, Toxicology & Pharmacy 61%; Anatomy, Physiology & Pathology 64%; Others in Subjects Allied to Medicine 72%).

Figure 2. The percentage of applicants and entrants who were women in the 2011/12-2013/14 cohorts for BSc Psychology. The ratio above each column represents the number of women and men who were included in the analysis (women:men).

Figure 3. The percentage of applicants and entrants who were women in the 2011/12-2013/14 cohorts for BScs in Pharmacology, Physiological Sciences and Biomedical Sciences. The ratio above each column represents the number of women and men who were included in the analysis (women:men).
**Medicine and Surgery MBBS:** 50% of entrants are women (Figure 4), which is slightly lower than comparator data (HESA 2012/13: 54%). Admissions are managed by FMS; the current policy is based on Medical School Council guidelines and is reviewed annually. Admissions Selectors are drawn from a wide pool representative of gender and ethnicity. We will continue to monitor these data against the national benchmark *(Action 6.1).*

![Figure 4](image-url). The percentage of applicants and entrants who were women in the 2011/12-2013/14 cohorts for MBBS. The ratio above each column represents the number of women and men who were included in the analysis (women:men).

(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

No PGT courses.

(iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

We run four FT MRes degrees aligned to our research strengths in: Neuroscience (2008-); Animal Behaviour (2010-); Evolution and Human Behaviour (2012-); and Neuromuscular Diseases (2013-). Offers are made on the basis of a written application without shortlisting or interview. The mean percentage of female entrants is 54% (2011-13), increasing from 40% (2011) to 68% (2013). There are no direct comparator HESA data. Our students come from a variety of academic backgrounds, with first degrees in subjects attracting different proportions of women, from Psychology (HESA 2012/13: 78.3%) to Computing Science (HESA 2012/13: 14.9%) *(Action 6.1).*
We have entry data only for MPhil and PhD degrees (Figure 6). On average from 2009/10-2013/14, 46% of our entrants were women (range 30-71%) and only 5 (3F, 60% women) students were registered as PT. The proportion of women is lower than our MRes data (Figure 5), but the numbers are small and the academic backgrounds of our PhD students are equally diverse, making it difficult to draw any firm conclusions (Action 6.1). We conducted an in-depth analysis of our appointments procedure during 2013/14 (see next section), and will continue to collect detailed entry data (applications, shortlists, offers, entries) to build a more informed picture (Action 3.1).
IoN staff contribute to delivering the FT **Doctorate in Clinical Psychology**. The proportions of women entering this programme were: 87% (13/15) in 2011/12; 64% (9/14) in 2012/3; and 100% (14/14) in 2013/14. The average proportion of women over three years (84%) is directly comparable to the national picture (83.9%: website for Clearing House for Postgraduate Courses in Clinical Psychology, which co-ordinates the application process). We will continue to monitor applications (**Action 3.1**).

(v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

**UG:** There is no difference in the success rates of men and women applying for BScs Pharmacology, Physiology and Biomedical Sciences combined (2011-13: female=17%, male=17%) and the MBBS (2011-13: female=9%, male=9%). The success rate for women was slightly higher than that for men for BSc Psychology (2011-13: female=12%, male=9%). This difference was quite small, and could be largely influenced by the data from what could be perceived an anomalous year in 2011 (Figure 2). We will continue to monitor these data (**Action 6.1**).

**PGR:** For our MRes degrees (2011-13), women were slightly more successful than male applicants in receiving offers (70% women, 67% men), and were also more likely to take up those offers (40% women, 37% men).

Prior to 2013/14, we did not collect data on success rates for PhD applicants. We implemented a system during 2013/14 (managed by the PG Secretary) to collect data on the gender balance at application, interview, offer and entry stages, as well as the balance of selection panels on open competitions for studentships starting in October 2014. Women were more successful than men from application to entry stage (success rate for: women=6.4%, men=1.4%; Figure 7). Also, 4/12 interview panels were single gender (2 were all men, 2 were all women).

These data suggest that any bias towards men in our PhD entry data does not simply result from our selection process. However, this is just one year, and it is imperative that we collect a larger and more robust data set to analyse gender bias across the PhD selection process (**Action 3.1**). We updated our selection process guidelines to ensure that gender diversity on selection panels is a requirement, which has been widely publicised to staff (**Action 3.1**). We will monitor the impact of our new policies on future PhD selection panels (**Action 3.1**).
(vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

**BSc Psychology:** Relative to the gender balance of the student intake (82% women), women appear to be over-represented in the First category and under-represented in the 2ii category compared to men. That they are performing better than their male counterparts is consistent with the national picture for UK HEIs (70% women achieve a First or 2i compared to 60% men; ‘Male and female participation and progress in Higher Education’, HEPI Report 2009).
**BScs in Pharmacology, Physiological Sciences, and Biomedical Sciences:** We find a similar pattern across these degrees (Figure 9). Relative to the gender balance of the student intake (59% female), women tend to be over-represented in the First Class category (68% female) and under-represented in the 2ii (51% female) and third (44% female) categories compared to men.

![Figure 9](image)

**MBBS:** There is no degree classification system for this degree. Over the last three years, 5/533 women (0.9%) and 8/476 men (1.7%) did not graduate.

**MRes:** Women are more likely to obtain a Distinction than men (Figure 10).

![Figure 10](image)
**PhD:** All but one (male) of 45 students completed their studies within four years. Recommendations made by Examiners following the viva are similar for male and female students (Figure 11).

![Graph showing recommendation distribution by gender](image)

**Figure 11.** Following a PhD viva, Examiners make recommendations based on the quality of the student’s performance. This graph shows the percentage of women achieving each recommendation following first submission and examination in years 2011/12-2013/14. The ratio above each column represents the number of women and men who were included in the analysis (women:men). (Notes: The numbers of students in the A1 and B2 categories are small. This figure will need to be redacted for publication to avoid possible identification of specific individuals.)

**Staff data**

(vii) **Female: male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels.

Figure 12 shows our ratio of female: male staff across academic career stages. We collected benchmarking data from websites of Psychology and/or Neuroscience departments at 11 Russell Group universities where details of gender and grade were available (October 2013, updated August 2014).

There are important features to highlight:

(1) The percentage of women Researchers tends to be slightly lower than our benchmarking data, but is similar to our PhD student population (currently 50% of our PhD students are women).

(2) The proportion of women Fellows is higher than the benchmarking data, and the number and proportion is increasing. We have been pro-active in identifying and supporting potential fellowship applicants, providing mentoring and feedback on applications (Action 1.1).

(3) The number of Lecturers is small, but the proportion of women is slightly lower than our benchmarking data. We actively seek applications from women for fellowships (frequently a route into Lectureships; Action 1.1) and have improved our advertising for Academic Staff positions to attract more applications from women (Action 3.2).
Figure 12. The percentage of women at each academic career grade for: (A) all staff; (B) non-clinical staff; and, (C) clinical staff. The ratio above each column represents the number of women and men who were included in the analysis (women:men). We show data for four years for a longer term view on this important data set.
The number and proportion of women in SLs is low, partly from recent successful promotions of female Lecturers directly to Readerships (see Table 4). However, increasing the number of women at Lecturer/SL will be addressed by initiatives to attract more female applicants to future permanent positions (Actions 3.2, 3.4).

The proportion of women Readers is higher than our benchmark data and our Lecturer/SL grades, with the proportion of female Professors on par with our Russell Group benchmark data. However, we appreciate that women are under-represented, and in conjunction with aiming to increase the number of women at Lecturer/SL, we will provide increased career support around progression, career breaks, and promotion to ensure the advancement of women across the career pipeline (Actions 2.2, 2.3-2.6, 4.2-4.4, 5.3, 5.5).

We have fewer clinical than non-clinical staff. The proportions of female Fellows and Professors are similar for clinical and non-clinical staff, but we have no female Clinical Senior Lecturers (CSLs) or Readers. It should be noted that all CSLs and Readers are consultant grade doctors, who are more likely to be men than women (‘Census of consultant physicians and medical registrars in the UK’, 2010, Royal College of Physicians). The increase in the number of clinicians following our recent restructuring will allow us to better assess and support clinical career pathways (Action 2.6).

Turnover by grade and gender – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Academic Staff: There is low turnover, with no difference between men and women (Table 4).
  - Fellow: Two male Fellows moved to academic positions (Durham, Birmingham), and one male Clinical Fellow remained in Newcastle, moving to the NHS.
  - Lecturer: One female Lecturer took a career break due to personal circumstances (now at Aberystwyth).
  - SL: Two male SLs left to advance their careers (Houston, Leeds).
  - Professor: One female and one male Professor retired, and one male Professor moved to a new position (York). Sadly, we also include the death of an Institute Director, Prof Colin Ingram, who died suddenly in 2013.

Researchers: Although support mechanisms are in place for Researchers to continue their careers in IoN (e.g. redeployment scheme, bridging funds), some Researchers leave. Until now, we had no exit data to help us understand the reasons for leaving.

Actions/Impact:
  - We conducted a survey of the line managers of Researchers who had left since 2010/11 (Table 5). Men and women were most likely to leave for academic or science-related positions (71% women, 76% men), with men more likely moving to positions in academia (54% women, 66% men). Although numbers are small, our careers-related events addressing issues relating to perceived barriers to career progression should help us reduce any gender gap (Section 4bii; Actions 1.1-1.3).
<table>
<thead>
<tr>
<th>Year</th>
<th>Career stage</th>
<th>Employees</th>
<th>Leavers</th>
<th>% Turnover</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>2010</td>
<td>Researcher</td>
<td>33</td>
<td>27</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Fellow</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior Lecturer</td>
<td>4</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reader</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>3</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Staff</strong></td>
<td><strong>50</strong></td>
<td><strong>67</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>2011</td>
<td>Researcher</td>
<td>33</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Fellow</td>
<td>4</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Senior Lecturer</td>
<td>3</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reader</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>2</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Staff</strong></td>
<td><strong>51</strong></td>
<td><strong>73</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>2012</td>
<td>Researcher</td>
<td>35</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Fellow</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior Lecturer</td>
<td>4</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reader</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>3</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Staff</strong></td>
<td><strong>53</strong></td>
<td><strong>81</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>2013</td>
<td>Researcher</td>
<td>37</td>
<td>40</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Fellow</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior Lecturer</td>
<td>4</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Reader</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>4</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Staff</strong></td>
<td><strong>57</strong></td>
<td><strong>80</strong></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td>Total Leavers</td>
<td></td>
<td>26</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Impact (cont..):**
- We need to know not just where Researchers are going, but why they are leaving. The University implemented a Staff Exit Questionnaire in August 2014, but it does not provide us with sufficient granularity to inform our Institute-specific action plan. We have successfully implemented our own complementary online Exit Questionnaire for all staff and students to help us identify key factors affecting career choices (Action 1.9). We will monitor the data monthly and review on an annual basis (Action 2.5).
Table 5. Reasons why Research Staff left the Institute 2010/11-2013/14

<table>
<thead>
<tr>
<th>Reason given (HR)</th>
<th>Next destination (line manager)</th>
<th>Female</th>
<th>Male</th>
<th>Female %</th>
<th>Male %</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of contract</td>
<td>Academia</td>
<td>8</td>
<td>10</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Science-related</td>
<td>1</td>
<td>3</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Work</td>
<td>1</td>
<td>1</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Not known</td>
<td>2</td>
<td>3</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>Resigned</td>
<td>Academia</td>
<td>5</td>
<td>10</td>
<td>21%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Science-related</td>
<td>4</td>
<td>2</td>
<td>17%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Other Work</td>
<td>1</td>
<td>1</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Not known</td>
<td>3</td>
<td>2</td>
<td>13%</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>24</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total words: 2299

4. Supporting and advancing women’s careers: maximum 5000 words [+700]

Key career transition points

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

**Research staff:** During 2011/12-13/14, we appointed 50 Researchers (Figure 13A). Of these, women made up 58% of applicants (comparable to our benchmarking data). However, female applicants were less likely to be shortlisted (success rates: women=14%; men=24%), and shortlisted women were less likely to be appointed (success rates: women=28%; men=44%). Overall success rates from application to appointment were 4% for women and 10% for men. Anecdotally, we know that some selection panels have been single gender. In addition, none of our staff have undergone unconscious bias training.

**Actions/Impact:**
- All panels now include at least one male and one female member (an approach that has helped us balance success rates for men and women in Academic Staff appointments). Guidelines for appointment panels have been updated and circulated to all staff and published on the intranet (Action 3.3).
- All panels must include at least one member who has undergone unconscious bias training (Action 3.3). Two staff have been trained, and we aim to train all staff involved in recruitment by March 2016 (Action 3.3).

**Academic staff:** The Institute aims to recruit the very best candidates, and informally searches for and approaches potential applicants using our networks of international contacts prior to the position being openly advertised (in line with Faculty
We have a long-standing policy of ensuring that selection panels for academic staff include both men and women (which goes beyond current University guidelines). Across the six Academic Staff appointments made since 1st October 2011, women were more successful than men from application to appointment (women=12% (2/17), men=9% (4/46); Figure 13B). However, based on the proportion of female researchers (Figure 12), the proportion of women applicants (37%) was lower than expected.

**Actions/Impact:**
- To attract more female applicants, we have changed our adverts and are updating our Further Particulars to highlight our family friendly policies (**Action 3.2**). The Director writes to remind all search committee members that nominations for women are particularly encouraged (**Action 3.2**). Search committees will have at least one woman (**Action 3.2**). A Working Group will review the wording of our adverts, job description and further particulars (**Action 3.2**).
- All panels must include at least one member who has undergone unconscious bias training (**Action 3.3**). Guidelines have been updated and circulated to all staff (**Action 3.3**).

---

![Bar chart showing the percentage of women at different stages of the appointment process for Research Staff (RAs) between 2011/12-2013/14.](image1)

---

![Bar chart showing the percentage of women at different stages of the appointment process for Lecturer/Senior Lecturer positions pooled between 2011/12-2013/14.](image2)
(ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Institute Directors are committed to supporting staff through the annual promotions exercise. Achievements of staff are reviewed by the Directorship using annual PDR reports, reports on grant applications and awards, publication records, and information gleaned from meetings and informal interactions to identify suitable candidates. All staff are invited to discuss any intention to submit an application with a Director 2-3 months ahead of the deadline to allow plenty of time for applicants to prepare their application and receive detailed feedback from a Director. Staff considering promotion are encouraged to attend the well-advertised annual Promotions Workshop led by the PVC of FMS. The workshop is recorded and available to all online.

**Actions/Impact:**
- Since 2007, women and men have had similar success rates across all promotions (women=68%, men=71%; Figure 14), and the percentage of promotion applications coming from women (25/61=41%) is higher than the proportion of women academics in the Institute (currently 30%).

![Figure 14. The proportion of promotion applications for different grades that have been successful since 2007 when the Institute was formed. The numbers above each column are the numbers of successful and unsuccessful applications (successful:unsuccessful).](image)
Women have been particularly successful in being appointed directly to Readership from Fellowship/Lecturer positions (omitting the SL stage; Table 6). These women were all promoted within three years of joining IoN as an academic member of staff, suggesting that women are not simply leaving it later than men to apply.

Table 6. Promotional pathways of men and women since IoN was formed in 2007

<table>
<thead>
<tr>
<th>Gender</th>
<th>Promotion</th>
<th>Number of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Fellow/Lecturer to SL</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SL to Reader</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Fellow/Lecturer to Reader</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Reader to Chair</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>Fellow/Lecturer to SL</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>SL to Reader</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Fellow/Lecturer to Reader</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Reader to Chair</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

We will continue to invest in high quality support for career progression and promotion (Actions 2.4, 2.6, 2.7).

“The success of my career progression has depended in large part to the support and guidance of the IoN Co-Directors. ... Colin Ingram was easy to approach and very supportive of my applications for promotion to Reader and then Professor. In addition, he provided me with invaluable feedback on early drafts of my applications. He conducted my PDRs for the past 5 years, helping me to identify how to prioritise activities that would yield most for my career.”

Professor (Female)

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Recruitment of staff – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

Given concerns over biases in our recruitment processes, our selection policies now go beyond compliance with the University's Equality and Diversity Strategy. In addition, a recent recruit commented that holding our selection activities during office hours was important in her decision to come to Newcastle. She had a young baby at the time and
could not attend evening events, common in selection procedures for permanent academic positions. We have now formally embedded this good practice.

**Actions/Impact:**

- To increase applications from women, all adverts state: “The Institute is committed to the Athena SWAN Charter for Women in Science. For further information about our inclusive policies and family friendly working environment, please see: www.ncl.ac.uk/IoN” (Action 3.2). If successful, we will also include an Athena SWAN logo (Action 3.2).
- Further particulars will include information about our family-friendly policies, including links to relevant HR resources and Athena SWAN-related activities (Action 3.2).
- Local search committees will include at least one woman will be reminded by the Institute Director in writing that the identification of female candidates is particularly encouraged (Action 3.2).
- Academic staff appointment panels have long included at least one male and one female member of staff, which has been successful in eliminating bias. We now apply the same policy to Research Staff and PGRs to address potential biases detected in our selection procedures (Action 3.3).
- All Academic Staff involved in recruitment will receive unconscious bias training (Action 3.3). The Institute Director and Manager have already undergone training delivered by an external consultant (Pearn Kandola), and have committed to sit on all appointment panels until more staff are trained.
- Institute guidance for appointments now states that at least one panel member needs to have undergone unconscious bias training. This change has been disseminated to all staff (Action 3.2).
- We ask candidates invited to interview if they have any caring responsibilities that would affect their ability to attend all events associated with the recruitment process. This will ensure that alternative arrangements are made as required (Action 3.4).
- We have systems in place to capture details of every appointment process, including panel membership (ensuring compliance to institute policy) and the proportion of women at different stages of the process. We will conduct an in-depth review of the success of our interventions in September 2016 (Action 3.2, 3.3).

(ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

**Career support for ECRs: Transitions to RA, Fellowship and Lectureship positions**

**Bridging Scheme.** Since 2010, we have supported a Bridging Scheme for Research Staff nearing the end of their contracts who have a grant or fellowship application result pending. The scheme provides salary for up to six months, with IoN contributing one third (Faculty and PIs also contribute a third each).
Actions/Impact:

- We have committed £43,490 to support nine researchers (4 women, 44%), enabling five researchers (3 women, 60%) to continue their research careers without interruption. This continuity is important and we continue our financial commitment to this scheme (Action 1.5).

| “I received bridging funding just after our second son was born. This gave me the opportunity to focus on improving my publication record and on writing a second grant. Although my first application was not successful, the second one was, and this is largely attributable to the work I did during the period supported by the bridging funds.” |
| Research Fellow (Male) |

| “Towards the end of my post-doctoral contract, I was granted bridging funding. Working part-time, this gave me 9 months where I was able to complete and submit a research grant proposal as well as apply for other research posts.” |
| Research Fellow (Female) |

Mentoring. PGRs and RAs requested more opportunities for mentoring in our Athena SWAN Questionnaire. Building on the informal mentoring already existing in the Institute, we have developed and launched a new Early Career Mentoring Scheme to allow ECRs to confidentially discuss career issues with staff who have relevant experience (Action 1.3). To provide a range of different viewpoints, we have linked up with similar schemes in three other Institutes and recruited mentors from outside academia (Action 5.8). ECRs can choose from a list of more than 35 mentors (men and women), who have followed a range of different career paths (UK and abroad), have experience of grant and fellowship panels, come from clinical and non-clinical backgrounds and have different experiences of balancing work with family life.

Actions/Impact:

- We commissioned and implemented a tailored training programme for mentors with Inspirations Learning and Development Ltd: 11/14 mentors (6 women, 5 men) in IoN received training (rated 8.7/10 by attendees). All current and future mentors will undergo training (Action 1.3). The scheme was officially launched with a ‘Meet the Mentors’ event (£500 secured from the Faculty) with more than 50 mentors and mentees attending. We will formally review the success of this scheme in 2016 (Action 1.3).

ECR Committees. IoN has a long-standing PGR Committee (allocated £500 p.a.) that successfully organises social and career related events, e.g. talks from recent graduates who have moved into industry, lunches with visiting speakers. However, what was clear was that Research Staff needed their own, equally funded committee to support events relevant to their career stage.

Actions/Impact:

- We started a new IoN Post-doc (PD) Committee, which has been extremely active in running regular events that discuss relevant issues and provide career support for RAs.
The PD Committee receives financial (£500 p.a.) and administrative support to run 6-8 events per year to provide networking, career support, and discuss key challenges to help shape our future actions (Actions 1.2, 4.1).

ECR Career Support Events and Activities.

Actions/Impact:

- ’Daddy Cool’ Parenting Coffee (71% women attendees) raised important issues for our action plan (Actions 4.1-4.4), and increased awareness of support available (Table 7). We will run Career Talks focussed on balancing work and family life in early 2015 (Action 4.1).
- ’Career Talks’ (55% women attendees) were given by one male and one female member of staff, enabling ECRs to think more about their careers (Table 7). We will run 1-2 Career Talk events per year (Action 1.2).

<table>
<thead>
<tr>
<th>Table 7. Changes in responses to key questions arising from IoN Post-doc events. Scores are given as % answering ‘yes’ to a question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>Do you know what your maternity/paternity entitlements are? (Actions 1.2, 1.6, 4.4, 5.3)</td>
</tr>
<tr>
<td>Do you know what support is available to you prior to maternity/paternity leave? (Actions 1.2, 1.6, 4.3, 4.4, 5.3)</td>
</tr>
<tr>
<td>Do you know what support is available to you post maternity/paternity leave? (Actions 1.2, 1.6, 4.1, 4.3, 5.3)</td>
</tr>
</tbody>
</table>

- ’Career Talks’ | Pre-event | Post-event |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know the steps needed to achieve your career goal? (Actions 1.2, 1.3)</td>
<td>40%</td>
<td>75%</td>
</tr>
<tr>
<td>Did you find the event useful? (Action 1.2)</td>
<td>-</td>
<td>90%</td>
</tr>
</tbody>
</table>

- A Mentoring Session (59% women attendees) helped shape the new Early Career Mentoring Scheme (Action 1.3).
- The Career Support Forum (71% women attendees) discussed what support IoN could provide for RAs. This led to peer learning schemes and the provision of more online information and resources (Actions 1.2).
- We aim for female role models to be highly visible across our activities. In 2013/14, the number of women in our Institute Seminar Series was unusually low (only 1/11 was a woman), which appeared to be due to there being few nominations for women (2/23). In 2014/15, we specifically requested more nominations for women: we received 12/29 nominations for women, and 5/12 invited speakers are women. We also reviewed our Annual Lecture series, which will now alternate between a male and female Annual Lecturer. Monitoring representation of women across our activities continues to be a priority (Action 5.2).
- Researchers also requested more opportunities for gaining teaching experience in our Athena SWAN Questionnaire. We are including RAs in our 2014 Teaching...
Review in order to identify individuals wanting some teaching experience to develop their CVs (Action 1.10).

**Fellowship Support.** Supporting women into fellowships is a route for boosting the number of women Lecturers. In 2013/14, we created the post of Fellowship Coordinator to help identify potential fellowship candidates and steer them towards the Faculty Fellowship Scheme. This new scheme provides promising RAs with an independent salary and research costs, along with career development training and mentoring, and constructive feedback on applications and interview performance.

**Actions/Impact:**
- In the last 12 months, both successful IoN applicants to the Faculty Fellowship Scheme have been women.
- An "Applying for Fellowships" event was organised by our Coordinator for the whole Faculty (approximately 100 ECRs attended): 84% of surveyed attendees said that it had improved their awareness of fellowship opportunities. We will make this an annual event (Action 1.1).
- We use an updated PDR form that asks if reviewees are interested in applying for a fellowship, and point them towards the Fellowship Coordinator at the earliest opportunity (Action 1.1).

**Career progression: Lecturer to Professor/Leadership Positions**

**Support for new PIs**

**Actions/Impact:**
- Since 2012, all new staff have been assigned a buddy and a mentor. Following positive feedback, we are now formalising the scheme (Action 2.1).
- New and aspiring PIs are strongly encouraged to join the ‘PI Development Programme’, which develops research, leadership and management skills. Since 2012, 100% (1/1) new staff have completed the course.
- We support grant writing for all staff by providing internal reviewing and are currently developing our grant writing support to improve success rates (Action 2.7). We have promoted ‘Writing Clubs’ at a Research Away Day to support writing goals (one new female Lecturer joined a Writing Club).

> “Starting off as a new lecturer can be a daunting experience. It's a difficult transition to make and often hard to know what's expected of you in your new role. Fortunately, when I was appointed the joint heads of the IoN set me specific milestones for my probationary period. I was also assigned a mentor who provided more informal support. The PI Development Programme was another good resource, and was especially valuable as a way to meet other new academics facing similar struggles.”

Lecturer (Female)
Promotion

Actions/Impact:
- Women have been successful in promotions, and we will continue to encourage and support women in their applications (Section 4a(ii); Actions 2.2, 2.13).

Networking

Actions/Impact:
- Informal networking opportunities occur around our regular scientific events. In collaboration with the Faculty, we will ensure that all Academic Staff have access to a mentoring scheme by the end of 2015 (Actions 4.2, 5.6).
- NU Women has a new programme of networking events for staff, including career talks, skills training, and networking opportunities. Through active encouragement we have increased IoN membership by 100% (13 to 26 staff) in 2014 (Actions 2.4, 5.4).

Career and Leadership Development

Actions/Impact:
- The Staff Development Unit (SDU) runs a variety of training courses in aspects of leadership and management. Training needs are discussed annually in PDR. Since 2012, 4/6 (66%) attendees have been female.
- The SDU also runs the ‘Butterfly Programme’ annually to support women’s development. Since 2012, two women from IoN have attended.
- The University runs 1-2 Leadership Development Centres per year (6 attendees on each) to identify and develop future leaders of the future (Action 2.3). Since 2012, one female staff member from IoN has been nominated to attend.

‘To develop my leadership potential, I have been provided with a personal coach and attended leadership courses run by the University and the Leadership Foundation. These have been invaluable in giving me the confidence to lead a cross-faculty research group, develop my career aspirations, and better manage and organise my time.’

Reader (Female)
Career development

a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

The Institute has tailored the annual PDR process for all Research and Academic Staff to provide a more rounded discussion of career and personal development, and to specifically address personal constraints. All Reviewers have undergone PDR training. Clinical Staff have a joint annual PDR and Follett Appraisal conducted by a senior academic staff member, and a clinical colleague certified in appraisal. The Follett Appraisal reviews both clinical and academic progress and achievements. Joint clinical and academic job planning ensures the proportions of the job plan that should be spent on clinical and academic work are clear.

**Actions/Impact:**

- PDR completion rates in the past have been low, particularly for fixed-term Research Staff. Recognising the importance of this exercise in career planning, we have implemented administrative changes to improve completion rates from 71% in 2011/12 to 97% in 2013/14 (Actions 1.8, 2.2), with no difference in completion rates between men and women.
- In response to feedback in our Athena SWAN Questionnaire, we changed our PDR forms in the 2013/14 round to ensure that career progression and promotion were discussed in PDRs. This has now been implemented faculty-wide (Action 1.1).

Promotion criteria are clearly laid out in the ‘Academic Staff Career Pathways’ document, and include scholarship, teaching, research, engagement, management and leadership. Quality in teaching and research is paramount, and is measured and recognised through module evaluations and research exercises. Leadership and management contributions are measured by what individuals have achieved in their roles, and not just on the number of roles the individual has. Expectations and achievements across all criteria are discussed as part of the PDR process, and are included in the Institute Director's letter of support to the Promotions Committee. An Institute Director also provides detailed feedback to applicants on their promotion documents well in advance of submission. HR organises an annual Promotions Workshop delivered by the PVC of FMS that is recorded and posted online to be available to all.
(ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

All new staff have an induction which includes: an overview of the Institute; information about SDU training and development opportunities; and who to contact regarding HR issues (including flexible working, parental leave and absence from work). The PowerPoint slides are available on our intranet, and include web links.

A Working Group reviewed and reported on our staff induction procedures. Future staff inductions will:

- Include more explicit information about our Athena SWAN activities, flexible working policies, regular social events and networking opportunities (**Action 2.1**).
- Highlight relevant gender equality training (**Action 2.1**).
- Include teaching inductions from our Teaching Coordinator (**Action 2.1**).

New staff (and students) are invited to a ‘Welcome Tea’ in IoN at the start of each term. New Academic Staff are assigned a mentor from FMS, and a buddy in IoN who helps them find their feet in the first few weeks (**Action 2.1**). All staff are added to relevant mailing lists to receive advance notification of events, and are invited to speak at one of our lunchtime seminar series shortly after arrival to introduce their research, meet new people, and potentially make collaborations.

(iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

PGRs have access to personal tutoring and career support from both men and women. Our PGR Coordinator and Post-doctoral Tutor is female, and has an open door policy, providing advice and support on any confidential issue. PGRs have a supervisory panel of at least two PIs (to guide the academic development of the student) and a progression panel of two PIs (to assess progress annually, and allow students to confidentially discuss problems, barriers to progress, and ask for career advice). A review of our panel membership (2013/14) found that many were single-sex (43% all-male, 15% all-female, and 42% mixed).

**Actions/Impact:**

- We implemented a policy that across both supervisory and progression panels, there should be at least one male and one female staff member (**Action 1.7**). We have 100% (14/14) compliance for panels selected in 2014/15.
The Institute runs seminar series, journal clubs (including one on Diversity and Equality in Academic Careers; **Action 5.4**), annual poster events and mini-workshops that are already well attended by PGRs. However, responses from our students to our initial Athena SWAN Questionnaire highlighted that we needed to better communicate and promote these events and increase opportunities for career skills development, networking, and mentoring.

**Actions/Impact:**
- We have increased the number (e.g. peer learning events and Career Talks) and promotion (e.g. dedicated website for journal clubs) of career development events, which are run by a range of staff and students, both men and women (**Actions 1.2, 5.4**).
- All PGRs can join our Early Career Mentoring Scheme (**Action 1.3**); more than 50 mentors and mentees attended the ‘Meet the Mentors’ event.
- We have run a formal buddying scheme for a subset of our students, which will be rolled out to all new students in 2015/16 (**Action 1.4**).

> "My buddy is amazing, he has already helped me so much. I think it is a very good idea to help PhD students intermingle and share their research while helping each other with the day-to-day problems of PhD living."  

New PhD Student (Female)

Progression panel membership and mentoring are both recognised in the workload model.

**Organisation and culture**

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

The Institute has promoted women to a variety of leadership roles, which is reflected by the high proportion of women who are committee chairs (5/7, 71% women) and members (27/61, 44% women; Table 8). Potential members for Management Board and Extended Management Board have been identified through their leadership role or responsibility in IoN. The remaining committees draw members from across the Institute and consequently staff level, gender, and location is taken into consideration. We have no immediate concerns about gender balance, although we are not complacent about this (**Actions 2.3, 5.5**).
(ii) Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

All Academic Staff have open-ended contracts, except one female Lecturer appointed recently. Changes in Faculty policy mean that new Academic Staff are offered a five-year fixed contract with associated performance targets. The proportion of Academic Staff on fixed contracts is therefore expected to increase with future appointments. We will ensure that our new staff continue to be supported to fulfil their potential and move on to open-ended contracts by providing: mentorship; networking events; effective annual PDRs; grant writing support; and tailored support around career breaks when required (Actions 2.1, 2.2, 2.4, 2.7, 4.3).

Over the last three years, the proportion of female Researchers on open-ended and fixed-term contracts has remained around 50% (45-55%; Figure 15). During this time, there has been little change in the proportion of Researchers being on open-ended contract (13-17%). All contracts are reviewed after two renewals or five years (whichever is soonest) by the Institute Manager and PI to assess if they can be made open-ended. We aim to increase awareness across Researchers of their contract options and reduce the number of redundancies (Actions 1.5, 1.6).

We acknowledge that fixed-term contracts are a significant problem, particularly for women. Our Early Career Mentoring Scheme, PDRs, Career Talks and other career support activities for ECRs give them excellent access to information about future career and funding opportunities (Actions 1.1-1.3). We can monitor our success by increasing the proportion of RAs, particularly women, winning fellowships or continuing in academic or academic-related positions inside and outside the Institute (Actions 1.1, 2.5).
b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

The Directors are mindful of ensuring a good gender balance across leadership roles and committees. Consequently, we have strong representation of women on decision-making committees. To formalise this commitment, we will annually review leadership roles and committee membership with respect to gender (Action 5.5), and promote attendance at events aimed at encouraging more women to take up leadership roles (e.g. NU Women ‘Inspiring Leaders’ event, Jan 2015; Action 2.3). All Institute committee meetings are held in core hours (10-4pm) to promote attendance. There is no “committee overload” because we have a good number of women in senior positions, but we will continue to monitor (Action 5.5).

In the last three years, we have had female members represented on: University Senate, Faculty Executive Board, Faculty Fellowship Committee, Faculty Studentship Committee, Faculty Postgraduate Committee, and numerous external grant panels (e.g. BBSRC, Royal Society). The Directors recognise these commitments formally in the workload model.
(ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.

The Institute has kept detailed workload plans for all members of staff since 2008, quantifying: teaching commitments; research responsibilities; administrative and committee work at Institute, Faculty and University level; and external commitments. They provide an overview of an individual’s commitments, but do not capture qualitative data about the magnitude of contributions or the workload balance of clinical academics (who have integrated job planning with the NHS). For this reason, they are used for discussion (particularly in annual PDRs) but never used as the sole determinant of an individual’s workload.

Work supporting women in science is recognised in the workload model. For example, we allocate more hours than those proposed in University guidelines for SAT members/Chair (40h/200h in an application year, 20h/100h in a non-application year).

We recognise that many academic roles and responsibilities are likely to bring particular reward in terms of career progression, especially where the duties have been performed well. For this reason, we rotate these responsibilities every few years. For example, the PGR Coordinator carries great responsibility in ensuring the high quality of our PGR programmes, and involves significant interaction with senior academics across the Faculty. We also therefore appoint a deputy who takes over the role after 2-3 years *(Action 5.5)*.

(iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

Based on staff and student responses to our questionnaire on Flexible Working (60 respondents, 60% women), we instigated core hours of 10am-4pm for all Institute committee and staff meetings. Staff meetings (4 p.a.) are held 12-1pm followed by a networking lunch, rotated across sites and days.

Weekly seminars from internal speakers are held 1-2pm (2-3 p.w.). We introduced a policy in 2014/15 that IoN Seminars involving external speakers (approximately 12 p.a.) are held at either 1-2pm or 4-5pm, depending on the host (whilst some staff have commitments at the start and end of the day, others are committed to laboratory work during the day). We will monitor and review this policy in 2015 to identify any problems *(Action 5.7)*. Our Annual Lecture continues to be scheduled at 4-5pm, but like all our IoN Seminars, it is advertised at the start of the academic year to allow staff to plan their attendance. All invited speakers arrive in time to have a networking lunch (IoN Speaker Lunches) with post-docs and students *(Action 1.2)*.
We have a weekly 'Monday Afternoon Tea' (3.30pm) where staff and students are encouraged to take a break from work to enjoy tea and cake together. We also have a Christmas evening social (advertised as far in advance as possible), and an established and well-attended 'IoN Family Fun Day' each summer where staff, students and their families enjoy games, a BBQ and relaxation at a weekend, outside of the university context (pictured).

(iv) **Culture** – demonstrate how the department is female-friendly and inclusive.

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

Institute culture is supportive and inclusive, and there is a strong collaborative atmosphere. Staff and students work together, discussing research projects, designing and running engagement activities and social events, and organising career support activities. The interdisciplinary nature of much of our research also promotes strong connections outside the immediate research group. We have regular social and networking events that facilitate interactions across different groups. Many staff and students socialise together in coffee rooms throughout IoN, and our Monday Afternoon Tea (pictured left) held on the main campus every week brings staff and students together to enjoy their baking successes (the photo shows the incredible chocolate snowmen brought in by one of our students). We aim to make all staff and students feel welcome from arrival. For people arriving from outside the UK, we try particularly hard to ensure that they settle in quickly (**Actions 1.4, 2.1**). We also come together when people leave, to mark their contributions to the Institute. Our culture is family-friendly: staff and students bring in their newborns, and we accommodate the needs of staff when they must bring in young children to fit around work commitments. The
Institute celebrates a range of achievements from staff and students on our websites and in Staff Meetings. For example, we have highlighted UG and PGR successes at conferences and in science writing competitions, and our science and engagement activities when they hit the local or international news.

(v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

Our Events and External Liaison Coordinator facilitates staff and students to conduct outreach activities. We launched an ‘IoN Ambassadors Programme’ in 2012 where our PGRs (73% women) raise awareness of neuroscience research in schools. Each year, Ambassadors take part in activities for Brain Awareness Week and the North East Big Bang Event as well as individual school requests. Women have been represented at all our Ambassador events (Action 6.3), which have proved to be great experiences for our postgraduate students.

“The students of the programme are genuine ambassadors for the Institute of Neuroscience and for Newcastle University and bring a refreshing energy and enthusiasm. It’s an extremely valuable initiative that helps bring the excitement of neuroscience to young people in an accessible way.”

Training Provider

"Taking part in the Brain Awareness days were brilliant. The adults were as captivated as the children, and one of the most satisfying moments for myself was explaining a bit about colour vision to a local artist. I hope this will now help with her future work."

IoN Ambassador

Male and female staff take part in outreach events around the region, and we list some examples here. In 2012, a group of female PGR and UG students organised a ‘Women in Science Day’ aimed at teaching young girls about science, and specifically, the brain and behaviour. This program has subsequently been taken into primary and secondary schools, and has engaged more than 550 girls in science. In 2013, we organised numerous workshops for schoolchildren as part of the Newcastle Science Festival, which we now deliver directly to schools. In 2014, we have taken part in sessions for Kids Kabin (a community-based after school-club in Newcastle), and a ‘Psychology Conference’ aimed at encouraging sixth form students in to neuroscience. All engagement and outreach
activities are recognised through the PDR process and are included in the promotion criteria.

**Flexibility and managing career breaks**

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

In the last three years, all staff and students (15/15) have returned from maternity leave: we do not have plans aimed at improving this rate, although obviously we aim to maintain it and will continue to monitor (Actions 4.4, 4.5).

(ii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

In 2011/12-13/14, three male staff took periods of paternity leave (one Clinical Fellow, one SL (two periods), one Clinical Professor), one of which had Additional Paternity Leave (APL). He was the first member at Newcastle University of staff to take APL, and his experience was very positive.

“The whilst undertaking my NIHR Doctoral Research Fellowship, my second child was born in November 2012. My wife is also a doctor, and complex issues around the timing of her training and the commencement of a research post led us both to consider the possibility of me taking Additional Paternity Leave (APL). Admittedly I was initially sceptical about taking APL, and nervous about the response I would receive. However, I was supported fabulously by the late Prof Colin Ingram, then Director of IoN. I was able to spend three months of summer 2013 with both of my children before my son started at nursery in October. My fellowship was suspended for the three months period, but this was accommodated and as a result there has been little impact on my own career path.”

Associate Clinical Lecturer (Male)

The numbers are small, and impossible to assess change across years (although three periods of paternity leave were taken in 2012/13). We will promote information about the changes in legislation relating to fathers sharing parental leave from 2015, and measure take-up to inform future planning (Action 4.4, 4.5).
(iii) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

In 2011/12-13/14, no Academic Staff made formal requests to work flexibly or reduce their hours. Researchers working PT or with flexible hours arranged this directly with their line manager at the start of their contract, and we have no data on the success rate of such requests.

**Actions/Impact:**
- Collect data on requests for flexible working (successful/unsuccessful) using an annual Institute Athena SWAN Questionnaire (**Action 5.9**).
- Ensure that all members are aware of our policy on flexible working and know to contact our Institute Manager for advice and assistance in resolving problems associated with requests (**Actions 1.6, 2.1, 5.3**).

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Many staff and students work flexible hours on an informal basis and we have no records of this (**Action 5.3, 5.9**). In our Flexible Working survey, 78% reported working flexibly; of these, only 18/48 (38%) reported that they had discussed this with their line manager. This could lead to line managers being concerned about an individual if they are absent from the workplace during normal working hours, which was raised by some staff (**Action 5.3**).

The proportion of staff working on PT contracts is comparable to that in other Russell Group universities (Table 9), with numbers gradually increasing. Most PT contracts are held by Researchers. In 2013/14 (a representative year), the split of PT contracts across grades was: 76% Research Staff, 12% Research Fellow, 6% SL, and 6% Reader. Men are less likely to work PT compared to women, most likely due to differences in caring responsibilities.

Some Academic and Research Staff (men and women) take advantage of our Working from Home Policy, which helps staff to balance caring responsibilities or health issues with work commitments, particularly at short notice.
Table 9. Academic and Research Staff working PT and FT (* HESA data)

<table>
<thead>
<tr>
<th>Year</th>
<th>Women</th>
<th></th>
<th>Men</th>
<th></th>
<th>All staff</th>
<th>Russell Group*</th>
<th>UK HEI*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PT (no.)</td>
<td>FT (no.)</td>
<td>PT (%)</td>
<td>PT (no.)</td>
<td>FT (no.)</td>
<td>PT (%)</td>
<td>PT (%)</td>
</tr>
<tr>
<td>2010/11</td>
<td>8</td>
<td>42</td>
<td>16%</td>
<td>3</td>
<td>64</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>2011/12</td>
<td>9</td>
<td>42</td>
<td>18%</td>
<td>5</td>
<td>68</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>2012/13</td>
<td>11</td>
<td>42</td>
<td>21%</td>
<td>6</td>
<td>76</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>2013/14</td>
<td>11</td>
<td>46</td>
<td>19%</td>
<td>6</td>
<td>74</td>
<td>7%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Actions/Impact:
- We have highlighted that staff and students are welcome to discuss flexible working options (confidentially if they wish) with the Institute Manager at any time in our first Institute-wide Athena SWAN Newsletter (Action 5.3).
- In 2013/14, we increased our promotion of flexible working through improvements to our induction processes, a targeted careers event for ECRs, and leaflets posted in communal areas (Actions 2.1, 5.3).

“I am currently on an 80% FTE contract and work flexibly to meet family commitments. It works well and my mentors are supportive. It has been very beneficial in enabling to spend more time with my children as well as attend hospital appointments, school/nursery functions and has made things easier when sick days arise.”

Researcher (Female)

(ii) Cover for maternity and adoption leave and support on return – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

All female Academic Staff meet with the Director prior to maternity leave to discuss cover, particularly for teaching and research commitments. The Director leads on formalising cover with other staff members. All Research Staff meet with their line manager, as well as with Institute HR Support staff around the timing of this meeting. Grants are either put in abeyance or another member of staff may provide temporary cover, depending on the individual needs of the researchers, the type of work involved and the grant awarding body. We identify the best package for each individual, whether staff or student, and explain the policies and assist with the forms. HR information relating to parental leave is available in induction (Action 2.1) leaflets on dedicated racks (Action 5.3) in communal areas, and on our intranet, which also provides links to useful articles about balancing parenting leave with an academic career (Action 4.1).
**Actions/Impact:**

- We aim to ensure that all staff and students have structured interviews prior to and following a career break (Action 4.2).
- To increase awareness of successful managing of family and work commitments, we plan career talks from dual career partners, and have recently started a blog of useful articles (7 articles added so far) (Action 4.1).

Following return to work, academic staff have benefitted from reduced workloads, and research staff have informally arranged more flexible working. The Faculty is providing local rooms and equipment for staff and students for expressing milk. One new mum suggested that these rooms could also be used during pregnancy when feeling ill or tired, an option we are actively pursuing (Action 4.2). However, a recent survey of women in IoN recently returning from maternity leave suggested that we could do more to support staff on their return to work. In particular, one respondent replied:

> “Besides the enormous support that I had from my PI, what made a huge difference to me was what [a colleague] told me one morning in the bus... [My colleague] asked me how I was dealing with my return to work, and told me that for them it had been a not-so-easy moment when they were not as productive as usual. It made a huge difference to me to hear that because I had been feeling so guilty the previous months about not being able to be as efficient as usual. My guilt disappeared, making me feel better and probably be more efficient. I would wish everyone returning from maternity leave to hear such a message on their return.”

Researcher (Female)

Support networks should not be left to chance encounters on a bus, particularly when conversations can have such a powerful and lasting impact.

**Actions/Impact:**

- We are investigating setting up a Parenting Buddy scheme to provide support to staff at this challenging time (Action 4.3).
- There is a new Parenting Network for parents and pregnant staff starting in early 2015; SAT members have been involved with setting this up (Action 4.2).
- As a result of our Parenting Coffee, we better communicate our family-friendly policies to staff (Actions 5.1, 5.3).
- We will continue to work at Faculty and University levels to help support members taking career breaks (Action 4.2).

IoN has also hosted a Daphne Jackson Fellow, Dr Morag Maskey, who initially worked as a volunteer in the Institute before being awarded her fellowship. She successfully published work from her project, presented her work at national meetings and is Co-Investigator on a new grant to develop her work. This demonstrates the Institute’s commitment to ensuring the success of women returning to academic careers (Action 4.2).

**Total:** 5651
5. Any other comments: maximum 500 words [+500 words]

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

FMS underwent major changes to its organisational structure on 1st August 2014, resulting in 20 Academic Staff (7/20 are women) and 73 research and research-related staff (52/73 are women) joining IoN from the now disbanded Institute for Ageing and Health (IAH). The aim of the restructuring was to better integrate and promote ageing research across the Faculty. Following discussions with each individual, IAH PIs were re-located to institutes most closely aligned to their primary research interests. Simultaneously a new cross-cutting structure to integrate all aspects of ageing research across the University was formed. The final details of the restructuring were not available until May 2014. ECU advised us to continue with our original application (email from J Lush 29-01-2014) based on the data, policies and activities in IoN prior to restructuring. We were given an additional 500 words in this section to explain how the Institute is changing, and how we will engage and integrate new staff from IAH into our Athena SWAN activities and action plan.

1. Details of the changes to the Institute as of 1st August 2014

A number of changes occurred:

1. 20 PIs (30% women), 51 Researchers (63% women), 40 PhD students (65% women), 12 Technical (92% women) and 10 Admin (90% women) staff joined IoN.
2. A new Director was appointed (Prof David Burn, formerly Director of the IAH, and also the Faculty Equality and Diversity Group Chair).
3. IoN became the second largest Institute in FMS. Due to the influx of 15 clinical PIs from IAH, the proportion of clinical Academic Staff increased from 22% to 34%.
4. The geographical footprint of IoN increased to include more Academic Staff, Research Staff and PGRs on the nearby Campus for Ageing and Vitality. This presents a challenge for effective integration, and the coordination of Athena SWAN initiatives.

Figure 16 shows the proportion of women at each academic staff grade in the Institute following restructuring, and also the number in clinical and non-clinical positions. The data highlight that there are proportionally fewer women following clinical compared to non-clinical career paths (Action 2.6).
2. Athena SWAN in the new Institute

The changes raise new challenges, but also are an opportunity to embed the principles of Athena SWAN across a larger and more diverse group of researchers. We have actions in progress or planned to integrate new members into the Institute’s practices and culture.

Initial engagement and participation of new staff in Athena SWAN activities

1. The annual IoN Social Event was held in late September and new staff and their families attended.
2. All new staff and students were informed about our forthcoming application and were invited to join our Athena SWAN SAT. We recruited three new members, two of whom have clinically relevant backgrounds.
3. Students and Researchers from IAH have been recruited to our PGR and PD committees, enabling them to be involved with the steering and organisation of our ECR career events.
4. The first Athena SWAN Newsletter was circulated to all staff and students in November 2014.
5. An IoN Integration Day will be held across the main sites, and will include a presentation on our Athena SWAN application.
6. We will introduce an Annual Institute Questionnaire (our first is planned for 2015; Action 5.9) to collect data from all staff and students on ECR career support, parental leave policies, support surrounding career breaks, career development and PDR process,
promotions and culture. This will continue to inform our future activities, and allow us to measure our successes.

**Actions to address new challenges and identifying opportunities**

1. Our new management structures need to reflect the diversity of the newly formed institute. **Action/Impact:** We have an excellent representation of women on the IoN Executive: 10/17 members are women. Members also represent different research themes and are from both campuses.
2. The increasing number of clinical staff will allow us to perform a more detailed and robust analysis of how women progress through clinical pathways in neuroscience. **Action/Impact:** We will work with new clinical SAT members to determine whether disproportionate attrition occurs and, should this be the case, examine in detail the potential reasons for this together with ways of addressing any issues highlighted.
3. We need to ensure that good practices are rolled out to all staff and students. **Action/Impact:** Administrative processes are already shared, but we need to ensure effective communication to all staff and students.
4. All organisational meetings need to be accessible to all, across both sites. **Action/Impact:** All Executive and Staff Meetings to be held in core hours (10-4pm) and rotate between the two campuses in order to encourage attendance and interaction between groups.
5. We need to provide an interactive and supportive atmosphere for all new staff joining us. **Action/Impact:** An IoN Integration Day to be followed by our Christmas social event is scheduled for December to facilitate interactions and new networks to be formed.

**TOTAL: 817 words**

6. **Action plan**

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations for the next three years.

7. **Case study: impacting on individuals: maximum 1000 words [TOTAL: 999]**

Describe how the department’s SWAN activities have benefitted two individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.
I joined Newcastle University in May 2000 as a full-time Lecturer in Clinical Psychology. Previously, I had been Head of Psychology at Sunderland University. My decision to move to Newcastle was based on a desire to increase my research activity. Until July 2011 my husband worked full-time at a local FE college. In 2011 he accepted a redundancy package and is now a self-employed artist, with work commitments and assignments across the UK. This means that his work pattern is unpredictable.

My eldest daughter, born in 1997, has cerebral palsy. She requires significant additional care and support. My daughter is a wheelchair user with very limited self-care skills and severe communication impairments with no verbal communication. She is an intelligent young woman (now seventeen), who uses an electronic communication aid. The complex nature of her disability means that as a family we have many calls on our time to meet with a variety of professionals. Most of these appointments are during the working week and require time away from work. My line managers within IoN, as well as staff within the Doctorate in Clinical Psychology, have been unwavering in their support for me to work flexible hours to enable me to support my daughter appropriately. This flexibility also means that I am able to share the responsibility with my husband of being present at the end of the school day (after school clubs and child minders for children with disabilities and communication needs do not exist). Working in a supportive environment has enabled me to progress in my career and feel that I am providing my daughter with the care and support that she needs.

In December 2005 my second daughter was born. I took the decision to have an extended period of maternity leave of twelve months to ensure that both of my children were settled and that my older daughter was given the support to adapt to this major change to family life. My decision to have this extended period of leave was received well and fully supported by my manager.

In 2010 I applied for promotion to Senior Lecturer for the first time and was successful. I received excellent support, advice and guidance from a number of more senior staff within the University, including Professor Bruce (Head of Psychology), the Institute Directors (Professors Ingram and Hurlbert), and Professor Freeston. In addition Professor Helen McConachie (IHS) has been and remains an excellent mentor.

Having a child with a developmental disability means that I often come in to contact with other families with a disabled child. What has become apparent is that many parents find they are unable to meet the demands of supporting their disabled child and pursuing a career and unfortunately have had to give up their careers. The working environment that I have experienced over the last fourteen years has enabled me to progress in my career and provide for the needs of both of my children.
I joined the Institute of Neuroscience at Newcastle in 2005 as a PhD student. In 2008, the final year of my PhD, I became pregnant. During my pregnancy I was given full support from my supervisor and the Institute as a whole, being able to work flexibly from home as and when required. When I was six months pregnant and nearing the end of my PhD, I applied for a Postdoctoral position within IoN, with encouragement from the principal investigators on the project. I was offered the post and took on the postdoctoral position in October 2008. I began my maternity leave in December the same year, with the intention of returning after five months. This was later extended to seven months, and upon my return I was able to negotiate a flexible working pattern whereby I could work from home one day a week (outside of periods where I was running experiments), enabling me to more easily work around childcare.

Towards the end of my post-doctoral contract, in November 2011, I was granted bridging funding, following an application that was supported by the Institute and the directors of IoN. I was offered six months bridging money, but I was able to negotiate a contract whereby I worked at 0.6FTE for a period of time, which meant that the time-period could be extended to nine months, giving me the time I needed to complete and submit a research grant proposal as well as apply for other research posts. This flexibility also made it much easier for me to work around family commitments at that time. Further flexibility was offered to me by the Institute with regards to which days of the week I worked in order to accommodate my attendance at national and international conferences.

Towards the end of 2012 I left IoN, taking a one-year post as a Research Associate within the REF 2014 team in FMS. This project gave me important insights into the REF process, particularly highlighting the importance of science with impact. However, I realised that I wanted to continue my career in science, and I continued to apply for research funding to return to IoN. In September 2013, I applied for a Faculty Research Fellowship with the full support of the IoN Directors and several senior research fellows and academics within the institute. My application, which was for two years funding at 0.8FTE, was successful and I began my Fellowship in December 2013. Obtaining this fellowship means that I now have the opportunity to apply for external fellowships, with mentorship and support offered by IoN and the Faculty, enabling me to continue to develop my career in research. I am in no doubt that I would not be in this position now had it not been for the active encouragement, support and the ease with which I have been granted flexible working hours throughout my career to date.
Copy of email from James Lush confirming word limit increases in Section 5 associated with restructuring.

-----Original Message-----
From: Athena Swan [mailto:AthenaSwan@ecu.ac.uk]
Sent: 29 January 2014 11:48
To: Nancy Rios
Cc: Athena Swan
Subject: RE: [General Enquiry] Dealing with re-structure within an application

Hi Nancy,

As mentioned on the phone, this email is the confirm that the ION may use 1,000 words instead of 500 words for the Any Other Comments section of its application, in order to explain the situation as described below. Your approach sounds perfectly valid and sensible.

Best wishes,

James

James Lush
Athena SWAN Adviser
Athena SWAN Charter, Equality Challenge Unit
T: 020 7269 6547
M: 07889 757 390
E: james.lush@ecu.ac.uk

Follow us on Twitter: @EqualityinHE | @Athena_SWAN

-----Original Message-----
From: website@athenaswan.ac.uk [mailto:website@athenaswan.ac.uk] On Behalf Of nancy.rios@ncl.ac.uk
Sent: 22 January 2014 13:56
To: Athena Swan
Subject: [General Enquiry] Dealing with re-structure within an application

Nancy Rios sent a message using the contact form at http://www.athenaswan.org.uk/contact.

I'm working with the Institute of Neuroscience (ION) at Newcastle University on their Athena SWAN application, which they are planning to submit in November this year. We have a query about an upcoming restructure at the university, which is going to result in the ION welcoming a number of new academic staff and students. The staff will be joining the institute in August this year, and currently it is still undecided as to which staff will be moving and a formal announcement is still pending.

We have been thinking about how best to incorporate this restructure within the Athena SWAN application and would appreciate your advice. In terms of data, because we have been using 1st August - 31st July to calculate our annual data and trends (due to the promotions timetable) the new staff won't actually show up in the three years' data that we present. In addition, over the last 6 months, we have been developing initiatives and our action plan based upon the statistics from Neuroscience along with specific feedback from staff and students. New staff joining us at this late stage would make it impossible for us to incorporate them into our plans, particularly because they will be heavily involved with the practicalities and management of the restructuring between now and August.

We are thinking that the best solution is for us to continue with our current plans for a Neuroscience Silver
application in November, particularly since our internal review process for this application would start around August time, preventing us from fully integrating these staff into a Silver application. However, we think that the incoming new staff would provide us with opportunities to address the challenges of changing university structures, and importantly, allow us to incorporate these staff into our changing culture. Therefore, we propose to use the final 'additional 500 words' section to: present some data showing what the new balance of staff will look like along with some narrative about how we think this might impact on our culture and gender balance; (2) how we will ensure that the restructure won't impact adversely on either new or existing staff; and, (3) how we propose to roll out the Athena SWAN initiatives to the incoming staff. These issues will also be fully addressed in our three year Action Plan.

Please could you advise us on whether this approach sounds ok, and how you think it would be viewed by an assessment panel? We are keen not to compromise this Silver application by including new staff at a late stage who have not been included in our developmental journey, whilst at the same time aware that it may look odd for such a large number of staff not to be included in this process.

Best wishes,

Nancy Rios
Athena SWAN Project Officer

Faculty of Medical Sciences, Newcastle University
Copy of email from Ruth Gilligan confirming additional words for a statement from the new Institute Director.

From: Athena Swan [mailto:AthenaSwan@ecu.ac.uk]
Sent: 07 August 2014 09:15
To: Nancy Rios
Subject: Athena SWAN: additional statement from new Director of school

Dear Nancy,
Following our telephone conversation yesterday, I can confirm that the additional statement from the new Director of the school will be outside of the 500-word limit for the letter of endorsement. We will allow an extra 250 words for this additional statement.
Best regards,
Ruth

Dr Ruth E Gilligan Athena SWAN Adviser T: +44 (0)20 7269 6541
M: +44 (0)7722 577 368 E: ruth.gilligan@ecu.ac.uk
Copy of email from Harri Weeks confirming word limit increases associated with being in a Medical School.

From: Athena Swan <AthenaSwan@ecu.ac.uk>
Subject: RE: Urgent additional word request
Date: 17 November 2014 17:32:53 GMT
To: Candy Rowe <candy.rowe@newcastle.ac.uk>

Dear Candy,

Apologies for the delay in my response.

We are happy to grant the Institute of Neuroscience at Newcastle University an additional 1000 words.

These additional words can be used throughout the application, but it should be made clear where they have been used in the word count at the end of each section. It is also helpful if you can state at the start of the application that these have been awarded by us.

Please note that the 1,000 words are counted for where the standard word limits of sections is exceeded; being under the word limit in any other section does not mean that further words are available.

Best wishes,

Harri C Weeks Athena SWAN Adviser Athena SWAN Charter, Equality Challenge Unit T: 020 7269 6542 M: 07876881105 E: harri.weeks@ecu.ac.uk

Follow us on Twitter: @EqualityinHE | @Athena_SWAN
Dear Ms Dickinson,

The principles and guiding spirit underlying the Athena SWAN initiative have been at the heart of the Institute of Neuroscience over the past 10 years: to create a working environment that recognises and rewards merit, ensures equality of career progression and enables opportunity to achieve, regardless of gender or personal circumstances.

In the early days of the Athena Project, when our Institute was born from a merger of several departments, our emphasis was primarily on improving the rates of recruitment and academic promotion of women, and addressing inappropriate anomalies in relative pay between genders. We have been particularly successful in achieving promotions of female staff from Lecturer directly to Reader, and from Reader to Professor (more than 50% of our female academic staff promoted since 2007). Our other effective actions include mentoring of female academic staff for grant applications; ensuring diversity of representation in academic leadership roles; improving transparency of workload models; introducing family-friendly working hours; and establishing postgraduate student and postdoctoral researcher social and networking groups.

High-achieving scientists often point to inspirational role models in their past. We strive to develop, support and spotlight female role models and to introduce them to students and young researchers as early as possible in their university career: for example, by having our senior female academic staff teach popular undergraduate modules (e.g. Professors Bateson and Wright) or deliver overviews of their research careers to incoming postgraduate students. More importantly, students and staff have since 2008 seen female academic leadership first-hand through Professor Vicki Bruce’s Headship of the School of Psychology and my own co-Directorship of the Institute. These role models are particularly important given that our postgraduate students and researchers come from different disciplines with widely varying gender balances, from the
traditionally male-oriented computer science and engineering specialities to Psychology, in which our undergraduate population is 75-80% percent female.

Yet in my personal experience, the most crucial factor in improving the success of women in academia is the culture, which evolves from bottom up rather than top down. The cultural change that I have seen since starting at Newcastle University 25 years ago (as the only female member of academic staff in Physiological Sciences) is enormous. For example, maternity leave was limited by culture and practice when I had my children; we now have much greater transparency concerning both maternity and paternity leave, and facilitate longer leaves. We highlight and delight in the successes of our outstanding female scientists who combine motherhood and major research achievements (for example, Drs Read and Rowe, both with small children born during their Newcastle careers).

The Athena SWAN initiative has been important in validating our philosophy and in consolidating our commitment to continuing improvement through formal structures and cultural evolution. We believe that our environment and work thus far embodies the spirit of a Silver award, but also know that we have further to go in enabling achievement and optimal work-life balance, for both women and men, and at all staff levels.

Yours sincerely,

With best wishes,

Anya Hurlbert MD PhD
Professor of Visual Neuroscience
Director, Centre for Translational Systems Neuroscience

Tel: +44 191 208 7638
Fax: +44 191 208 5622
Email: anya.hurlbert@ncl.ac.uk
18th November 2014

Ms Sarah Dickinson
Equality Challenge Unit
7th Floor Queen’s House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

Dear Ms Dickinson

As incoming Director of the Institute of Neuroscience (IoN) from 1st August 2014, I enthusiastically support our endeavours to develop stronger equality and diversity policies and behaviours via the Athena SWAN scheme. I am fully committed to addressing the issues outlined in our action plan, and to taking responsibility for its successful delivery.

As Chair of the Faculty’s Equality and Diversity Group since November 2012, I know the benefits of developing an institutional culture where women’s academic careers and professional development can flourish. Whilst I believe IoN already has a strong track record for family-friendly working and encouraging the academic progression of women, we should not be complacent. Achieving a Silver Award would mark the beginning of a journey of further improvement.

The integration of new staff members (20 PIs) and students (43 on the Campus for Ageing and Vitality) from the former Institute for Ageing and Health presents significant opportunities as we aim to strengthen our policies and behaviours across the expanded personnel, such as addressing the training needs and career pathways of a greater number of clinical academics and clinical research fellows. I would also like to see our expanded SAT membership give high priority to improving our appointment procedures.

I believe that our application demonstrates our success to date, and our conviction of purpose in applying for a Silver Athena SWAN Award. However, I know we can improve, and believe that our aspirational action plan reflects our ambition.

Prof David Burn

D J Burn
Director, Institute of Neuroscience, and Professor of Movement Disorders Neurology

Direct dial: +44 (0)191 208 3356
Fax: +44 (0)191 208 5227
email: david.burn@ncl.ac.uk
www.ncl.ac.uk/ion

The University of Newcastle Upon Tyne trading as Newcastle University

1. **Continue to enhance support for Early Career Researchers (ECRs)**

Academic lead: Dr Fiona Lebeau (Postgraduate Coordinator and Post-doctoral Tutor)

Administrative lead: Beckie Hedley (Postgraduate Secretary)

Other support: Prof Melissa Bateson (IoN Fellowship Coordinator, Member of Faculty Fellowship Committee), Dr Vivek Nityananda (PDRA, Chair of Post-doc Committee), Dr Claire Richardson (Research Fellow), Dr Tom Smulders (Early Career Mentoring Scheme Coordinator), Liz Wood (Institute Manager), Dr Richard McQuade (Teaching Coordinator, IoN)

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective</th>
<th>Activity to be undertaken</th>
<th>Who</th>
<th>Timescale</th>
<th>Success measure 2017</th>
<th>Progress Nov 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Identify potential fellowship applicants, and provide mentoring and feedback on applications</td>
<td>Increase awareness to Research Staff and line managers of support for potential fellows and ensure that discussion about fellowships occurs in PDRs. Coordinate mentoring and support in drafting applications. Organise annual ‘Getting a Fellowship’ talk.</td>
<td>MB</td>
<td>Ongoing. Report annually in Mar.</td>
<td>Increase in the number of Research Staff receiving support and applying for/being awarded fellowships, with sustained success of women.</td>
<td>PDR notification email has highlighted that MB is available to discuss fellowship applications. PDR forms for Research Staff changed to ensure fellowship discussion takes place. Fellowship talk given by MB.</td>
</tr>
<tr>
<td>1.2</td>
<td>Provide and promote career development opportunities for all PGRs and PDs</td>
<td>Career support events organised by PD and PGR Committees, including Career Talks, networking events, funding/fellowship talks. Support ‘Peer-learning’, where staff and students can teach their skills/knowledge to others, e.g. MatLab Tutorials, Illustrator Tutorials. Supports CV building and enhances professional skills.</td>
<td>FL, VN, CRI</td>
<td>Ongoing. Report annually in Sep.</td>
<td>Continued good attendance of men and women at events. Positive feedback from surveyed attendees.</td>
<td>Good attendance and feedback on 2013/14 even. Planned events include: ‘Meet the Mentors’, ‘Career Talks’. 2013/14: One PGR held 5 1-hr workshop on MatLab (6-8 attendees); Another PGR held 1-hr tutorial in Illustrator (20 attendees) which will be expanded across FMS.</td>
</tr>
<tr>
<td>1.3</td>
<td>Provide mentoring for all PGRs and PDs</td>
<td>Fully establish, promote and monitor the success of the Early Career Mentoring Scheme with dedicated websites, inclusion in inductions, and ‘Meet the Mentors’ events.</td>
<td>TS</td>
<td>Dec 2014. Report annually in Jan.</td>
<td>Evidence of benefits (e.g. career progression, improved self-confidence) to mentees who have used the scheme, evaluated by questionnaire.</td>
<td>Mentoring Scheme set-up, with academic mentors inside and outside IoN, and in industry (37 mentors). ‘Meet the Mentors’ event Nov 2014. Included in intranet/inductions for RA/PGRs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure mentors receive mentor training on site.</td>
<td>TS</td>
<td>Oct 2014. Report annually in Jan.</td>
<td>100% mentors in IoN have received training (monitored by TS).</td>
<td>79% mentors in IoN have undergone training by external provider, which was well received.</td>
</tr>
<tr>
<td>1.4</td>
<td>Formalise buddy scheme for all PD and PGR students</td>
<td>Set-up systems to ensure that all new PGRs and PDs receive buddy training on arrival, providing points of contact and helping them meet staff and students.</td>
<td>FL, VN</td>
<td>Jan 2015. Report annually in Jan.</td>
<td>All new RAs and PGRs have access to buddies. Positive feedback from new members.</td>
<td>Formal buddying scheme successful in small cohort of 12 PGRs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support Welcome events for new arrivals and their buddies.</td>
<td>FL, VN</td>
<td>Ongoing. Report annually in Jan.</td>
<td>Three Welcome Teas run annually, as well as PGR welcome event; evaluated by questionnaire.</td>
<td>October 2014 Welcome Tea was well attended, as was the PGR Welcome event.</td>
</tr>
<tr>
<td>1.5</td>
<td>Explore continuation of funding for Research Staff nearing the ends of their contracts, whenever possible</td>
<td>Institute Manager to positively ensure that Research Staff are aware of the options they have at the end of their contracts and promote redeployment and bridging schemes.</td>
<td>LW</td>
<td>Ongoing. Report annually in May.</td>
<td>Reduction in the number of redundancies.</td>
<td>Baseline established from 2011-14 data.</td>
</tr>
<tr>
<td>1.6</td>
<td>Increase HR support for Research Staff, and increase awareness of policies and support</td>
<td>New Deputy Institute Manager to be appointed and become point of contact for Research Staff, and to run informative Q&amp;A sessions in late 2015/early 2017. Increase awareness of HR support through Athena SWAN Newsletter and ECR webpages.</td>
<td>LW, VN</td>
<td>Mar 2017. Review annually in May.</td>
<td>Two well attended events run by Deputy Manager. Increased awareness of HR policies and good ratings for support provided by Research Staff, as measured by questionnaire.</td>
<td>Deputy Institute Manager appointment in progress. Post-doc intranet websites populated, and will be monitored and updated.</td>
</tr>
<tr>
<td>1.7</td>
<td>Ensure PGRs have access to male and female academics in supervisory support teams</td>
<td>PhD progression panels need to include one male and one female member where the supervisory panel is all-male or all-female. Review initial success in 2015.</td>
<td>FL, BH</td>
<td>Jan 2015. Report annually in Jan.</td>
<td>100% of supervisory panels to comply with new guidelines.</td>
<td>Guidelines emailed to new supervisors, and 100% panels for students starting Oct 2014 comply with guidelines.</td>
</tr>
<tr>
<td>1.8</td>
<td>Maintain high levels of effective PDR for Research Staff</td>
<td>All Research Staff to have annual PDR, including discussion of career progression and aspirations.</td>
<td>LW</td>
<td>Ongoing. Report annually in May.</td>
<td>&gt;95% Research Staff to have annual PDR.</td>
<td>Increased completion rate since 2010 (2013/14: 97%), 2014/15 PDRs underway.</td>
</tr>
<tr>
<td>1.9</td>
<td>Better understand reasons that PGRs and Research Staff leave the institute (including next destinations of leavers)</td>
<td>Encourage all leavers, staff and students, to complete an online Exit Questionnaire.</td>
<td>LW</td>
<td>Ongoing. Report annually in May.</td>
<td>&gt;90% completion of Exit Questionnaire by all staff and students.</td>
<td>Questionnaire designed and implemented online. First review planned May 2015.</td>
</tr>
<tr>
<td>1.10</td>
<td>Provide more teaching opportunities for those Research Staff seeking teaching experience.</td>
<td>Include Research Staff in 2014/15 Teaching Review to formally evaluate which Research Staff would like teaching experience.</td>
<td>RM</td>
<td>Sep 2015. Monitor annually.</td>
<td>Research Staff involved in teaching upon request.</td>
<td>Baseline data being collected. 2014/15 Teaching Review underway.</td>
</tr>
</tbody>
</table>
### 2. Targeted support for career progression of Academic Staff

**Academic lead:** Prof David Burn (Institute Director)

**Administrative lead:** Liz Wood (Institute Manager)

**Other support:** Nancy Rios (Faculty Athena SWAN Project Officer), Dr Candy Rowe (IoN Equality & Diversity Officer, IoN Contact for NU Women), Jeremy Parr (Clinical Senior Lecturer), Dr Jacqui Rodgers (Senior Lecturer, Research Tutor for DClinPsy degree), Prof. Melissa Bateson (IoN Fellowship Coordinator, Member of Faculty Fellowship Committee), Dr Vivek Nityananda (PDRA, Chair of Post-doc Committee)

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective</th>
<th>Activity to be undertaken</th>
<th>Who</th>
<th>Timescale</th>
<th>Success measure 2017</th>
<th>Progress Nov 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Enhance information and support for all new appointments</td>
<td>Improve inductions to include better information.</td>
<td>LW</td>
<td>Dec 2014</td>
<td>Induction materials up to date with HR and IoN-specific family-friendly policies, pathways for support gender equality training, mentoring and training schemes and networking opportunities.</td>
<td>Inductions reviewed Sept 2014, and changes underway.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100% new academic staff assigned a Buddy before arrival.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100% new Academic Staff assigned a trained mentor before arrival.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Improved support for teaching.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Informal buddying system exists.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All new appointments assigned a mentor since 2013.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In preparation.</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Maintain high levels of effective PDR for Academic Staff</td>
<td>All staff to undergo PDR, including discussion of workload and career progression (including applying for promotion and accelerated pay award, where appropriate).</td>
<td>DB, LW</td>
<td>Ongoing. Report annually in May.</td>
<td>&gt;95% Academic Staff to have annual PDR. Continued success of women in promotion.</td>
<td>Increased completion rate since 2010 (2013/14: 97%), 2014/15 PDRs underway.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PDRs to be conducted with senior manager, and Director upon request (including all staff aiming for promotion).</td>
<td>DB, LW</td>
<td>Ongoing. Report annually in May.</td>
<td>All staff requesting a PDR with the Director are accommodated.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New PDR process was explained at Oct 2014 Staff Meeting.</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Promote leadership roles, particularly to women</td>
<td>Organise and promote talks by senior women to highlight their experiences and achievements in senior leadership roles.</td>
<td>CR, NR</td>
<td>Jan 2015, then annually.</td>
<td>Continued appointment of women to leadership roles in IoN and Faculty.</td>
<td>‘Inspirational Leadership’ event in Jan 2015 promoted to all IoN staff.</td>
</tr>
<tr>
<td>2.4</td>
<td>Increase networking opportunities through NU Women, the university’s network for female staff</td>
<td>NU Women membership, events and activities promoted to all staff.</td>
<td>CR, NR</td>
<td>Oct 2014, then annually.</td>
<td>Increased number of women members of NU Women, and regularly attending events.</td>
<td>Email circulated, leading to a 100% increase in membership. Attendance by IoN staff at three Oct 2014 events.</td>
</tr>
<tr>
<td>2.5</td>
<td>Better understand reasons for staff leaving the institute (including next destinations of leavers)</td>
<td>Encourage all Academic Staff leaving IoN fill in an online Exit Questionnaire.</td>
<td>LW</td>
<td>Ongoing. Report annually in May.</td>
<td>&gt;90% completion of Exit Questionnaire by Academic Staff.</td>
<td>Questionnaire designed and implemented online.</td>
</tr>
<tr>
<td>2.6</td>
<td>Increase support for the recruitment and promotion of women following clinical and non-clinical careers in IoN</td>
<td>Utilize the Academic Clinical Directorate structures (which bridge IoN and the two NHS Hospital Trusts where clinical academics are predominantly based) to positively influence recruitment to academic posts (at both specialist registrar and consultant grades) and provide mentorship to new appointees.</td>
<td>DB, JP</td>
<td>Sep 2015. Report annually in Sep.</td>
<td>Increase in the number of women appointed to clinical academic training and consultant grades, reviewed against number of applicants. 100% new appointees assigned a mentor, and positive feedback on effectiveness of mentoring.</td>
<td>DB appointed to Neurosciences Directorate Academic Clinical Director. Clinical staff have joined the Early Career Mentoring Scheme, and one was able to attend the mentoring training.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Survey clinical staff in 2015 to explore and better understand the barriers and support for progression of women in clinical research careers.</td>
<td>JP, JR</td>
<td>May 2015.</td>
<td>Changes in policy and new support activities based on feedback.</td>
<td>Well-attended events, with positive feedback from surveyed attendees.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have at least two Career Talks given by clinical academics at different stages in the career pathway for early career clinical scientists.</td>
<td>VN</td>
<td>2014, 2016.</td>
<td>First career talk with clinical staff member in Nov 2014.</td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Provide opportunities for new staff to receive support for grant and paper writing</td>
<td>Offer new staff the opportunity to join a Writing Group, which meet on a regular basis to review progress and develop writing strategies.</td>
<td>CR</td>
<td>Ongoing. Review annually in Jan.</td>
<td>100% new staff offered opportunity to join.</td>
<td>Since 2012, 1 new Lecturer has joined a Writing Group.</td>
</tr>
</tbody>
</table>
Promote new 'Women's Research Space', a room hired for a day on a regular basis away from the distractions of the office.

Enhance grant reviewing procedures through presentations and feedback at an earlier stage.

CR
MB
Review annually in Jan.

100% staff made aware of space offered through NU Women.
Increased grant writing success.

Planning in progress.
Baseline established. First grant feedback session held Sept 2014, which was positively received.

3. Ensure that we attract female applicants and that our selection procedures are unbiased

Academic lead: Prof David Burn (Institute Director)
Administrative lead: Liz Wood (Institute Manager)
Other support: Beckie Hedley (Postgraduate Secretary), Dr Fiona Lebeau (Postgraduate Coordinator and Post-doctoral Tutor), Nancy Rios (Faculty Athena SWAN Project Officer), Dr Jacqui Rodgers (DClinPsy Research Tutor)

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective</th>
<th>Activity to be undertaken</th>
<th>Who</th>
<th>Timescale</th>
<th>Success measure 2017</th>
<th>Progress Nov 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Address any gender bias in our PGR/DClinPsy admissions procedures</td>
<td>Collect the numbers of men and women at application, shortlisting, interview and appointment stages of PGR admissions. Monitor DClinPsy admissions. Develop actions as required.</td>
<td>FL, BH, JR</td>
<td>Review annually in Sep.</td>
<td>4 years' (2013-17) data collected and analysed. Evidence of actions undertaken to address any bias, if required.</td>
<td>Monitoring systems in place, and data collected and analysed for 2013/14.</td>
</tr>
<tr>
<td>3.2</td>
<td>Address gender bias seen in applications for Academic Staff positions</td>
<td>Change our adverts and recruitment materials to emphasise our commitment to the advancement of women's careers in science. Form a Working Group to evaluate our adverts and job descriptions to ensure that they encourage female applicants.</td>
<td>LW</td>
<td>Jan 2015.</td>
<td>Full evaluation and report submitted on time, along with proposed actions.</td>
<td>New wording approved and implemented in adverts; changes to Further Particulars drafted. Use of logos possible mid-2015.</td>
</tr>
<tr>
<td>3.3</td>
<td>Address gender bias in selection procedures for Research Staff</td>
<td>Change and implement IoN policies to ensure that all selection panels for staff have at least one male and one female member, and one member has received unconscious bias training.</td>
<td>DB, LW</td>
<td>Nov 2014. Review annually in Sep.</td>
<td>100% of all appointment panels have male and female members, and one member who has undergone unconscious bias training.</td>
<td>Policy implemented, guidelines updated and communicated to staff. System in place to identify non-compliant panels prior to the appointment process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide unconscious bias training for all staff, starting with those involved in recruitment.</td>
<td>DB, LW, NR</td>
<td>Mar 2016.</td>
<td>100% staff involved in recruitment trained by Mar 2016.</td>
<td></td>
</tr>
</tbody>
</table>

| 3.4 | Ensure that shortlisted candidates receive equal treatment | Ask shortlisted candidates if they are able to attend all the events associated with the selection process in order that alternative timing of events can be arranged. | LW | Every staff post. Reviewed in Sep 2016. | 100% invitation letters have included this, and we have accommodated all requests. Feedback collected from candidates. | Policy in place. Requested changes to our invitation letters to HR. |
4. Improve support around career breaks

Academic lead: Dr Sinéad Mullally (Lecturer), Dr Louise Allan (CSL) to provide maternity cover (1st Jan 2015-1st Jan 2016)
Administrative lead: Liz Wood (Institute Manager)
Other support: Dr Claire Richardson (Research Fellow), Dr Colline Poirier (PDRA, Member of Postdoc Committee), Dr Candy Rowe (IoN Equality & Diversity Officer, IoN contact for NU Women), Nancy Rios (Faculty Athena SWAN Project Officer), Prof David Burn (Institute Director), Dr Vivek Nityananda (PDRA, Chair of Post-doc Committee)

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective</th>
<th>Activity to be undertaken</th>
<th>Who</th>
<th>Timescale</th>
<th>Success measure 2017</th>
<th>Progress Nov 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Increase awareness of successful management of balancing family and work by staff and students</td>
<td>Career talks from dual career partners, staff/students with family commitments. Repository for useful articles relating to this issue to be set up and made freely available.</td>
<td>CRi, SM</td>
<td>Feb 2015, reviewed annually.</td>
<td>At least two well-attended events, with positive feedback from surveyed attendees.</td>
<td>First event planned Feb 2015. Repository linked from intranet pages. Web counter in progress.</td>
</tr>
<tr>
<td>4.2</td>
<td>Initiate and support changes and activities at Faculty/University levels for institute members taking career breaks</td>
<td>To explore opportunities for: Promoting and supporting local creche provision; Equality of parental provision regardless of length of service and source of funding; Mentoring for all Academic Staff; Rest room(s) for pregnant women and milk expression; Additional Daphne Jackson Fellows; Conference childcare funding; Establishment of Parenting Network; Research support for returners (e.g. fellowships/RA positions).</td>
<td>CR, DB, NR</td>
<td>Ongoing. Report in Nov 2016.</td>
<td>To have pursued support at an appropriate level in the institution, and be able to report on successful outcomes. Mentoring for all Academic Staff in place by end 2015. Rooms available for expressing.</td>
<td>Actively supported and promoted the launch of the Parenting Network (planned for early 2015). Suitable rooms identified for expressing, and plans for their usage underway.</td>
</tr>
<tr>
<td>4.3</td>
<td>Formalise and provide better support mechanisms for staff and students taking extended career breaks</td>
<td>Ensure that structured interviews occur with line managers prior to and following a career break in order to tailor support to each individual*. Explore Parenting Buddy Scheme to help new parents* navigate a new work life balance when returning to</td>
<td>SM, LW, DB</td>
<td>Ongoing. Report in Nov 2016.</td>
<td>All staff taking extended career breaks to receive interviews. Positive feedback from returners. Evaluate buddy scheme, and establish in IoN upon evidence that it will</td>
<td>Aiming to agree interview structure and implement by Mar 2015.</td>
</tr>
</tbody>
</table>
work, and provide feedback on future initiatives.

*Applies to female and male staff/students depending on how they have decided to divide leave with their partner. It applies to biological as well as adoptive parents, and to those taking extended leave for other reasons such as caring for a sick relative.

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective</th>
<th>Activity to be undertaken</th>
<th>Who</th>
<th>Timescale</th>
<th>Success measure 2017</th>
<th>Progress Nov 2014</th>
</tr>
</thead>
</table>

5. Improve communication and change culture

Academic lead: Dr Candy Rowe (IoN Equality & Diversity Officer, IoN contact for NU Women)
Administrative lead: Liz Wood (Institute Manager)
Other support: Prof David Burn (Institute Director), Dr Colline Poirier (PDRA, Member of Postdoc Committee), Dr Ann Fitchett (IoN Events and External Liaison Coordinator), Dr Vivek Nityananda (PDRA, Chair of Post-doc Committee)

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective</th>
<th>Activity to be undertaken</th>
<th>Who</th>
<th>Timescale</th>
<th>Success measure 2017</th>
<th>Progress Nov 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Continue to increase awareness of Athena SWAN principles across staff and students</td>
<td>New Communications Working Group (CWG) to report on ways to improve communication; actions developed based on their report. Increase use of University Athena SWAN Bronze logo to brand our activities, and our own Silver logo, if successful. Embedding of Athena SWAN in our activities, e.g. standing agenda item at Executive Management Board</td>
<td>LW, CR, DB, CR, LW</td>
<td>Report in May 2015. Actions by Nov 2015. Ongoing. Ongoing.</td>
<td>Report by CWG in March 2015 with follow-up actions implemented. Increase recognition in staff and students of Athena SWAN agenda by 2017 (measured by questionnaire). Better understanding of Athena SWAN agenda and activities by 2017</td>
<td>CWG set up to review the organisation of information on our intranet to improve accessibility. Logo used on promotional banners and posters for relevant events. Athena SWAN standing item at EMB, and regular reports at staff meetings</td>
</tr>
</tbody>
</table>
(EMB), recruitment of departmental leads to SAT, reports at Staff Meetings highlighting changes to Institute policies and procedures.

Regular (2 p.a.) Athena SWAN Newsletters emailed to all staff and students.

Design dedicated Athena SWAN webpage and associated intranet pages.

| 5.2 | Maintain good visibility of women across our events and activities | Monitor seminars series, Annual Lectures, news items, and webpages for gender balance. | AF | Review annually in May. | Continued gender balance (50±10%) in annual Seminar series, web images and news items. Alternated male and female Annual Lecturers. | 2014/15: proportion of female speakers in seminar series is 41.7% (5/12). Female Annual Lecturer invited for 2015. |
| 5.3 | Improve communication about flexible working, parenting policies and support, and child-friendly policies | Distribute leaflets in dedicated racks around the institute, e.g. Parents’ Information Pack. | LW | Mar 2015. | Staff and students better informed about our policies (measured by questionnaire). | One leaflet rack erected on campus. Three more planned. |
| | | Use Athena SWAN Newsletters to increase awareness of policies. | SM, VN, LW | Oct/Mar in 2015, 2016, 2017. | Staff and students better informed about our policies (measured by questionnaire). | Recent policy changes highlighted in our first Athena SWAN Newsletter. |
| 5.4 | Increase awareness of gender issues | Diversity and Equality in Academic Research Journal Club to meet once a month to discuss recent high profile papers, which highlight gender issues in science and the workplace as a whole. | CP, CR | Oct 2014 onwards | Increased discussions of data-driven research investigating barriers to progress. | Journal Club has met twice. |
| | | Regular departmental 'outings' to locally organised events. | CR, VN | Ongoing. Report annually in Jun. | | 2013/14: 'Inspirational Women' (photo exhibition); 'Women in STEM' panel discussion by government select committee. |
| | | Encourage female research staff to be involved in NU Women. | CR | Oct 2014, then annually | | See Action 2.4. |

| 5.5 | Ensure continued balanced representation of women on committees | Review gender balance of committee memberships and leadership positions on an annual basis. | DB, LW | Review annually in Sep. | Representation of either gender does not fall below 40% in any year. | 2013/14: 56% women, 44% men (Table 7). |

| 5.6 | Increase interactions across staff and students | Organise social events around regular scientific events, e.g. refreshments served during/after annual seminars, poster evenings, | AF | Ongoing. Review annually in May. | Good feedback from staff and students who attend events. | All seminar series speakers for 2014/15 have scheduled time for refreshments and |
| 5.7 | Increase flexibility in the timing of seminars and meetings | Introduce policy where hosts of invited speakers can request the talk is at 1-2pm rather than 4-5pm. Consult staff in 2015 on success of new scheme. Hold key meetings in core hours (10am-4pm), and rotate across days and sites. | TS, DB | Ongoing. Reviewed Sept 2015. | Hosts satisfied with turnout for their speakers; staff consulted and further changes as required. All key meetings within core hours, and advertised to staff well in advance. Excellent attendance at meetings. | Policy in place and communicated to hosts for 2014/15 speakers. 100% compliance for 2014/15. |
| 5.8 | Identify activities better coordinated across SATs | Investigate co-ordination of mentoring, ECR events, and invited speakers with other SATs. | CR, TS, NR | Ongoing. Reviewed Mar 2016. | Increased coordination of events and activities across the Faculty. ECR mentoring now co-ordinated across four institutes; Post-doc Committees linked up across the Faculty. Regular SAT Chairs meetings. |
| 5.9 | Continue to monitor progress | Design and implement an Institute | CR, | Feb, | Results from three | Planning for first |
Athena SWAN Questionnaire to capture opinions and views of staff and students, and use to benchmark progress. SM  annually. questionnaires to objectively measure progress and develop future action plans for 2017 onwards. questionnaire in Feb 2015 underway.

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective</th>
<th>Activity to be undertaken</th>
<th>Who</th>
<th>Timescale</th>
<th>Success measure 2017</th>
<th>Progress Nov 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Monitor admissions to ensure no bias in admissions procedures</td>
<td>Annual collection and analysis of entry data for all UG degrees. We will take further action if: 1. The percentage of women entering our associated UG degree programmes deviates from the national average by ±5%; 2. We detect any consistent gender bias in selection procedures.</td>
<td>RM, NR, GDS</td>
<td>Review annually in Nov.</td>
<td>Continued representation of women in line with the national average ±5%, with no evidence for persistent bias in admissions procedures; evidence of actions undertaken to address any imbalance, if required.</td>
<td>Data being collected and analysed for 2014 entry.</td>
</tr>
<tr>
<td>6.2</td>
<td>Ensure gender balance of staff across our recruitment activities for BSc degrees</td>
<td>Continue to actively involve IoN staff in recruitment activities for SoP, and monitor gender balance in recruitment activities for BBS.</td>
<td>GDS</td>
<td>Review annually in Nov.</td>
<td>Men and women equally represented across all activities (50±10%).</td>
<td>Monitoring system in place for 2014/15.</td>
</tr>
<tr>
<td>6.3</td>
<td>Support activities encouraging young women towards scientific careers, particularly in neuroscience and psychology</td>
<td>Continue to have good gender balance across our aspirational outreach programme. Actively recruit male and female staff and students to our outreach activities, and collect data on gender balance across all events.</td>
<td>AF</td>
<td>Review annually in Sep.</td>
<td>Positive evaluation across a wide range of events and activities. Men and women equally represented across all activities (50±10%).</td>
<td>Staff and students already involved in outreach activities, e.g. IoN Ambassador scheme, ‘Women in Science Day’, and ‘Mini-Medical School’. Monitoring system in place for 2014/15.</td>
</tr>
</tbody>
</table>