

RI SMART Action plan for application 2021 (Specific, Measurable, Agreed/Attainable, Realistic, Time-bound)

Action Plan Priorities (in the item column) are either: (H) – High, (M) – Medium or (L) – Low.

Item	Planned Action/Objective	Rationale	Detailed Action	Timeframe Start/End	Person Responsible	Success Criteria
The self-assessment process						
1 (M)	Formally establish deputy co-leads soon after the biennial succession of new co-leads	Appointment of deputy co-leads soon after the succession of new EDT co-leads, will provide the opportunity for mentoring for future lead roles and maintain continuity. Successors will be part of the core EDT meetings	Nomination of deputy co-leads in consultation with EDT and director	Oct21 Biennial occurrence	EDT and director	First Succession planning established by Jan 22 Deputy co-leads appointed within 3 months of co-lead succession
2 (M)	EDT to receive updates and reports from working subgroups	Working subgroups have been recently established within the EDT to evaluate relevant survey data, feed in views and recommendations to the EDT and identify new issues relevant to the remit of the EDT for discussion.	EDT to invite subgroups to update the core EDT group on a monthly basis and receive reports at quarterly EDT meetings from each subgroup.	Feb22 -Feb25	EDT co-leads	Established reporting of updates and recommendations from all EDT-working subgroups at the quarterly meetings by Feb 22. Recommendations and any identified actions will be recorded in minutes of EDT and actions included in the agenda for discussion at the subsequent IEC meeting.

<p>3 (M)</p>	<p>Establish a record of attendance and feedback at EDT organised events</p>	<p>We have previously organised events such as promotion and family policy information sessions, but we have not recorded attendance by gender or feedback in these events.</p>	<p>Assign responsibility to an EDT member for taking an attendance record at EDT organised institute information sessions.</p>	<p>From Jan22 at each event</p>	<p>EDT Admin support</p>	<p>Person assigned responsibility for attendance/feedback records. Statistical information (disaggregated by gender) on EDT organised events presented annually at EDT meeting.</p>
<p>4 (M)</p>	<p>Assess the impact of our actions by introducing a new section 'Impact of actions' in our annual survey.</p>	<p>In our previous annual surveys, we have never specifically assessed the impact of our previous actions. We believe that a new section 'Impact of actions' in our future annual surveys, updated annually, will help us measure the impact and effectiveness of our previous actions</p> <p>It is important to be able to disaggregate survey data in</p>	<p>(i) Introduce a new section in our annual survey and revise it on an annual basis.</p> <p>(ii) Analyse results of the new impact section to determine whether new and existing actions are working and gauge whether improvements have been effective or if additional new actions are required.</p> <p>(iii) Analysis of survey data by to identify gender</p>	<p>Nov21 with annual revision</p> <p>Jan22 annually</p>	<p>EDT Survey group lead</p>	<p>(i) Impact section added to 2021 survey.</p> <p>(ii) Survey data (with response rate of at least 70%) indicate that at least 75% of respondents indicate that the actions introduced by the EDT have had an impact. Actions that are not seen as successful, suggestions added to open text boxes, or any gender specific issues, are further reviewed.</p> <p>iii) This will enable us to identify if new actions have different impacts</p>

	Analysis of survey data disaggregated by gender	respect of gender to identify gender-specific issues When the annual staff survey moved to a survey Monkey platform (several years ago) consideration of the need to be able to disaggregate data in respect of gender was not taken into account.	specific trends in our responses which require action.	Jan22 Annually		on female or male colleagues and similarly in respect of our postgraduate research students.
Communication						
5 (M)	Improve timing of Institute theme meetings.	The past 2 staff surveys (2019 & 20) indicates the timing of staff meetings are only convenient for ~50% of staff (similar for both genders) to attend their respective theme meetings including online meetings during the pandemic. Consequently, staff may be missing information on developments and opportunities to feedback concerns to senior management. RI themes hold meetings on different days at different times of the day allowing the possibility to	Dates, times and teams meeting links (while home working continues) for all four theme meetings to be circulated to all staff by inclusion in our fortnightly newsletter.	Jul23 Embedded	Admin support & newsletter manager	An increase in the number staff from 50% to 70%, who can attend at least one monthly theme meeting. Data collected from 2023 surveys.

		attend an alternative convenient theme meeting.				
6 (H)	Improve the effectiveness of communications between management and staff.	In the most recent survey (Nov 20), only 42% of staff (51% (21)W, 45% (13)M, 0% (0)PNTA) were fully satisfied with general communication in the institute and 47% were partially satisfied (39% (16)W, 55% (16)M, 55% (6)PNTA).	(i) Publicise and add link to IEC meeting minutes in our fortnightly newsletter. (ii) Appoint a communications officer to update noticeboards situated in communal areas beside printers and photocopiers with general institute information. This will include the newsletter which is not always read on day of publication. (iii) Use the annual survey to assess if the inclusion of a regular communication from the director improves management/staff communication	From Oct21 Jan22 Nov 22/Jan 23 (on an annual basis)	EDT co-leads Media co-ordinator EDT co-leads EDT Survey group lead	(i) Regular links to IEC meeting minutes in newsletter by Dec21 (ii) Communications officer appointed to increase communication within the institute during first quarterly EDT in 2022. (iii) An increase in the percentage of staff from 42% to 65% fully satisfied with communication as measured by staff surveys from 2022 onwards.
2. PG students – Gender balance and training						
7 (H)	Increase the proportion of male postgraduate students applying for Rowett	Over the last 3yrs, data from postgraduate admissions office show on average only 29% of registrations for MSc	(i) Update images and promotional videos on our Rowett course details webpage to include more male role models.	Apr22/Oct23	Course coordinators, University administration office, Website	(i) Update of images and promotional videos on website, by Jun22.

	MSc nutrition courses, and PhD study	<p>nutrition courses are men. This is consistent with HESA data showing significantly more females enrol on nutrition degree courses.</p> <p>The current gender profile of PhD students is 5M:18W with 2 yearly cohorts (2018 &20) with no male PhD students.</p> <p>To increase both male PGT and PGR students, we need to increase the number of applications from men. Increased applications from males for open competition PGR study will increase the likelihood for further interview and selection.</p>	<p>(ii) Work with student admissions team to change promotional literature sent to prospective students to include more male role models</p> <p>(iii) lobby HoS to ensure student selectors have received unconscious bias training prior to selecting candidates for open competition studentships.</p>		<p>administrator and EDT co-leads</p>	<p>(ii) Male role models appear in promotional literature, by Jun22</p> <p>(iii) 100% of student selectors to receive unconscious bias training, prior to selecting candidates for open competition studentships. By Dec22.</p> <p>Overall: An increase in male participants on MSc nutrition courses from 29% to 40%. By Oct23.</p> <p>Increase male PhD student applications for open competition PhD studentships with the aim of increasing male PhD students from 23% to 40%. By Oct23</p>
8 (M)	Improve careers advice and support for	72% (91% (10)W; 57% (3)M) of respondents in the postgrad survey indicated	We will communicate with the careers advisory service (CAS) to what	Oct21/Jul22	EDT Student reps CAS	An increase in students with careers advisors from CAS from 28% to

	postgraduate research students	they did not have a careers advisor. We consider that all students should be more aware of careers support and alternative careers	support can be given and arrange a presentation for students from CAS, so CAS can set out the support they can give.			50% by Jul22 as measured in 2022 student survey.
9 (L)	Increase awareness among postgraduate students of equality and diversity within the field of nutrition research.	Some of postgraduate students will inevitably take a career in an academic institution, but whatever career students follow, it is important that they are aware of the importance of equality and diversity in the workplace.	(i) Negotiate access for PGR and PGT students to the university's E&D e-training modules (ii) To make E&D training for PGR and institute administered PGT students mandatory.	Jan23/Dec24	Course co-ordinators, PGR advisor & Director of Teaching	(i) Access to E&D training modules in place by Jun23. (ii) 100% of new intakes of RI PGR and PGT students will complete E&D training. Monitored by PGR advisor and course co-ordinators. By Dec 24.
10 (L)	Appoint a staff and a student STEM lecture co-ordinator	Our STEM lectures whereby an invited female researcher gives research seminar and information on career path, have been well received. Suggestions and invitations have relied on a co-lead to organise this event.	Appoint a staff and a student STEM lecture co-ordinator from within EDT.	Jan 22-April22	EDT co-leads	A staff and student STEM lecture co-ordinator appointed. By Apr 22
3. Career development, training and promotion						
3i. Training, promotion and contribution awards						
11 (M)	We will monitor and record uptake of	Training is important for career development and to enhance promotion	We will devise a mechanism to record uptake and approvals of	Jan23 embedded	EDT Career development group lead	Establish a mechanism for recording training

	training activities by gender	prospects. There is no institute collation of training requested and granted, whether it has been effective or if there is any gender bias in the number of applications or those approved.	training requests and analyse for gender ratio.			requests and approvals by Jun23. Annual statistics (disaggregated by gender) to be published in the EDT annual report and submitted to the IEC. By Dec23
12 (M)	Organise line manager workshops every two years for new staff and as a refresher for experienced line managers	New staff require line manager training, and since line manager duties change over time all staff need refresher sessions. Furthermore, an explanation of requirements and responsibilities will achieve better understanding of the importance the role of the line manager.	Set up biennial workshops with the university staff development presentation	Jul22. On a biennial basis	Career development lead. University Staff development team, EDT admin support.	Attendance record. All line managers to attend one training session at least once every 4 years, by Jul 23
13 (H)	Clarity of the criteria to be achieved for staff who are at the top of their grade to qualify for contribution awards or further promotion	HR data show very few staff were put forward contribution awards over the last 5 years and the annual survey routinely indicates only 50% of staff put forward for promotion were encouraged by their line manager. This may be due to a lack of awareness by staff for the criteria for	i) Run promotion seminars every 2 years, detailing the process (and updating any changes), focussing on the roles of staff and line managers, highlighting the necessary criteria for both promotion and contribution awards.	Jul22 Biennially	EDT Career development lead & HR advisor	i) Assessed via annual staff survey with a target for 90% of staff indicating they are aware of the criteria for contribution award and promotion. By Nov 22

		contribution awards or promotion as 19% of staff (12% (5)W, 28% (8)M) indicate in the 2020 annual survey that they may not have a good understanding of the promotion process.	ii) The annual review checklist will be modified to promote discussion on career progression and staff development and will also include a new item on discussion of contribution awards.	Nov22	EDT co-leads	<p>ii) Greater than 95% of respondents (current baseline 80%) indicate career progression discussed during annual review, monitored by collation of checklists from 2022 annual review.</p> <p>Overall - A target 1-2% of staff put forward annually for a contribution award. By Jan 23. Promotion applications encouraged by line managers increased from 50% to 75% as measured in staff surveys from 2023.</p>
14 (H)	Arrange annually scheduled bookable meetings in confidence with HR for individuals considering a promotion application for bespoke guidance	i): On average there have been 6 applications per year (all grades) over the last 5 years with a success rate – 50% M vs 68% W.	i): Arrange 1:1 meetings with HR prior to launch of promotion process to guide and give feedback to potential applicants.	From 2021/22 Promotion exercise	EDT Career development lead	i) An Increase in the success rate for promotions for men from 50% to 80% and women from 68% to 80%. By Aug23

<p>15 (H)</p>	<p>Increase the number of men applying for promotion</p>	<p>i) on a proportional basis over the past 5 years, applications for promotion from men have been significantly lower (1 in 2.6 F vs 1 in 4.5 M)</p> <p>ii) In the past 5 years only 3M have applied for promotion to Grade 7 or above, none were successful.</p>	<p>i) Invite all male staff members to give their views via confidential and anonymous questionnaire on perceived barriers to applying for promotion and how they overcame them</p> <p>ii) IEC to identify potential candidates of men at Grade 6 and encourage candidates to develop applications through a mentorship programme.</p>	<p>Nov22/Jun23</p> <p>Nov22</p>	<p>EDT Career development lead</p> <p>Directorin consultation with IEC</p>	<p>i) An understanding of barriers which result in a lower percentage of male staff applying for promotion leading to formulation of an action point. By Jun 23</p> <p>ii) An increase in the number of men applying for the mentoring programme and subsequent promotion. By Dec24</p>
<p>16 (H)</p>	<p>Promote the benefits of mentoring to increase the number of applications and success rate for promotion among all academic staff</p>	<p>Over the past 5 years academic staff there has been only 7 applications from women 7 (3 unsuccessful and 4 successful [3 at grade 9]) and 3 from men (none successful) for promotion to grades 7 to 9. Staff at lower grades on open ended time limited contracts maybe unaware that promotion is equally open to them.</p> <p>Although the 2020 staff survey reveals 93% of staff</p>	<p>(i) conduct a survey of post-doctoral staff on open-ended funding limited contracts to find out the awareness of promotion prospects.</p> <p>(ii) Hold an information session for all academic staff on the benefits of mentoring with particular emphasis on encouraging staff on open ended time limited contracts to attend.</p> <p>(iii) Reinforce the benefits and opportunities for</p>	<p>Apr 22/Jun22</p> <p>Oct 22</p>	<p>EDT Career development lead.</p> <p>EDT mentor co-ordinator</p>	<p>(i) 75% of postdoctoral staff responding to specific survey issued by Jun22</p> <p>(ii) Mentoring information session organised in Oct22.</p> <p>(iii) Regular inclusion of mentoring benefits in</p>

		are aware of the university mentoring scheme (93%W, 90%M the uptake is very low (only 2 mentees). The staff survey revealed 47% of staff were unaware of our RI mentor advisor. Promoting mentoring as new staff join the institute may be more successful to increase mentor uptake.	mentoring and promote RI's mentor advisor in our newsletter at 3 months intervals. (iv) Promote mentoring schemes during the induction process to new staff members by including meeting with AS mentor co-ordinator.	Apr22 Oct 21 Embedded	EDT mentor co-ordinator EDT admin support	newsletter. Ongoing from Apr22. (iv) Induction checklist returns to show 100% of new academic staff having met mentor co-ordinator. Overall: An increase in the number of successful applications from academic staff at grade 6-8 from an average of 0.6 per year to 1 per year. From 2023 promotion round.
17 (L)	To seek feedback on the support for parental leave and returning to work	We need to assess whether there is any deficiency in the support prior to taking maternity/paternity leave and for returning to work. Due in part to the demographic of the institute, the number of staff in the past 5 years having new-born children has been very low and is likely to continue to be low in the short to medium	Contact individuals who have taken maternity/paternity leave and invite them to give feedback in response to a questionnaire or individual meetings as preferred. Any issues identified will be raised with senior management.	Jan 22 Embedded	EDT Family leave advisor	An invitation issued to 100% staff taking maternity or paternity to give feedback. Any issues identified will be raised with senior management and specific actions devised. Ongoing from Jan22.

		term. Therefore, survey questions or focus groups are not applicable to capture feedback on the experience of taking maternity/paternity leave and the support for returning to work.				
3ii Recruitment						
18 (M)	Review Rowett Institute resource centre on our AS webpage	Our AS webpage can be a reference point which demonstrates our commitment and actions in respect of equality and diversity to people seeking a position or studentship at the RI.	Ensure content is continually updated with relevant information including family leave policies, flexible working and the most up to date workload model. Maintain awareness of importance of inclusivity and gender and ethnicity balance in text and visual material	Bi-monthly review after initial overhaul in Nov 21.	EDT Staff and ECR resource group leads, media co-ordinator	90% of newly recruited staff, visiting the resource centre and indicating it was useful in a post-recruitment survey. 75% of respondents indicate this has been a useful development in the impact section of the annual staff and student surveys, from 2022.
19 (H)	Reduce unconscious bias in recruitment process.	Unconscious bias is difficult to overcome, requiring frequent reinforcement. This will help to reduce unconscious bias in interview panels and ensure equality for all in recruitment process	A specific seminar on unconscious bias will be run biennially in the RI. All interview chairs will check with Admin support to confirm interview panellist has either attended an unconscious bias seminar within the last	Nov 21	EDT Admin support, HR partner, Interview panel chair	Staff attendance at unconscious bias seminar will be recorded and feedback requested. Data from admin support to show all staff on interview panels will have received

			<p>2 years or has viewed training videos on EDT resources page within the last year.</p> <p>We will ask HR to confirm with interview chairs unconscious bias training has been received.</p>			<p>unconscious bias information. By Oct22 and data reviewed annually by EDT co-leads.</p>
<p>20 (M)</p>	<p>Increase the number of women on Teaching and Research contracts</p>	<p>We currently have no women employed on T&R contracts at any grade. In 2018 there was a significant number of applications for lecturer grade 7 position from women, but none made the shortlist.</p>	<p>i) As posts become available, the director will seek nominations for suitably qualified internal or external female candidates to approach and encourage them to apply.</p> <p>ii) Ensure equal representation of genders on job application shortlists, or gain prior approval from Director for skewed short-lists</p> <p>Use the recently published (Women into Science & Engineering (WISE) guide to ensure job advert text</p>	<p>Jan 22/Dec 25</p>	<p>Director, HR</p>	<p>Our target is one or more female staff recruited to a T&R position by Dec 25 (currently 0)</p>

			<p>is worded to avoid gender bias</p> <p>We will offer to cover childcare costs for onsite interviews or offer virtual interviews via zoom or Microsoft teams.</p>			
3iii Enabling outreach opportunities						
21 (M)	Promote and enable participation in KE to foster gender equality, racial and ethnic diversity in science.	KE plays a significant role in promoting gender equality, ethnic and racial diversity in science. For staff, involvement in KE activities may promote inclusivity and for students this is part of the training process.	Disseminate opportunities for involvement in KE activities through a co-ordinated approach via the KE officer. Record KE activities by the KE officer to monitor gender, ethnic and racial balance and student participation.	Oct22/Sept23	KE co-ordinator	Establishment of base line data of staff and student involvement in KE activity together with gender, ethnicity and racial distribution of participants. By Sept23. Further actions developed based on data received.
22 (M)	Lobby HoS & director for recognition for involvement in KE activities	KE is vitally important for RI in demonstrating the impact of our research to funders, particularly RESAS. KE activity often occurs out with normal working hours including weekends. Currently staff and students are not recognised for the additional time and effort in KE activities	Lobby HoS for 1) recognition for academic staff in workload model and recorded in each staff member's workload model statistics which are available at AR. 2) Support staff to record KE activities in training record (annually updated) and recognition for support staff via contribution award or time off in lieu. 3) Student	Oct22 embedded	EDT co-leads, KE coordinator, Director.	Recognition for PI's for KE activities. in workload model recorded in each staff member's workload model statistics. By Sept 23 Support staff to record KE in training record and recognised via a contribution award or time off in lieu. By Sept 23

			involvement recorded in database and recognition of student involvement with a prize for commitment to KE activities.			Students KE recorded in database. Establish an annual student prize award for commitment to KE activities. By Sept 23
4. Improving visibility of female role models						
23 (L)	We will aim for gender balance of seminar speakers.	As speakers are role models for junior staff and students the aim is to achieve more consistent gender balance. Over the past 5yrs we have had a wide annual variation in numbers of M and F speakers as gender balance has not been consciously considered.	Seminar co-ordinator will record speaker gender. This will be reviewed by biannually with a reminder to staff to staff inviting speakers of the importance of achieving a gender balance.	Jan 22 Embedded	Seminar co-ordinators and STEMM lecture co-ordinators	Establish a consistent distribution in gender of invited speakers by 2024
24 (L)	Record racial and ethnic diversity of seminar speakers	We have no data on the racial and ethnic diversity of speakers. A good representation of a diverse background of speakers will serve as role models for junior staff of non-white background.	Record speaker race-ethnic background. Review biannually and encourage staff to invite speakers of diverse backgrounds	Jan 22 Embedded	Seminar co-ordinators and STEMM lecture co-ordinators	Seminar co-ordinator to build database of speakers including gender and ethnicity, reported annually to EDT. Further action based on data received.
5. Mitigation of the impact of the disruption caused by CoVID						
25 (H)	Monitoring the effects of the COVID pandemic on staff performance and	The most recent staff survey (Nov 20) indicates some staff consider that lockdown will have an	(i) Add section to the annual review checklist "Impact of lockdown on research output and career	Nov 21/Jan24	Survey group lead & EDT co-leads	(i) 75% of staff survey respondents indicate support has been discussed during AR.

	reporting outcomes to IEC for further action	impact on publication output (more acute in men compared to women - 16M:9F) or on promotion prospects, particularly women (46%F v 38%M). The survey data has been conveyed to senior management for discussion. It is important that where possible support is offered to abate the potential negative impact of the COVID pandemic on career progression.	progression" for 3 years to ensure this issue is part of discussion during AR. (ii) Add questions to staff and student surveys to assess (1) if support has been discussed and (2) monitor the longevity of the impact of COVID.			starting with the 2021 survey (ii) Reported impact of disruption due to COVID on publication output reduced from 25 to <5 staff and perceived impact on career progression reduced to <10% for both men and women. Between 2021-23 surveys.
6. Culture						
26 (H)	Change the perception of the culture in RI and create a welcoming, inclusive and supportive environment	Although the culture of the Institute has improved in the years following the move to the new building, the most recent survey data showed only ~50% of staff thought the institute either welcoming (45% (22)W, 58% (15)M, 23% (3)PNTA), inclusive (47% 23)W, 50% (13)M, 23% (3)PTNA) or sociable (51% (25)W, 46% (12)M, 23% (3)PNTA) with 18%	Develop the remit of the social committee and introduce more social events in consultation with staff suggestions. Establish events into an annual social calendar, starting with events suitable for 'remote' participation as required when still necessary.	Jan 22-Sept 22 Reviewed annually	Social group lead	An increase in staff perceiving the institute to be welcoming from 50% to 70% and a reduction in perception of cliqueness from 18% to 5%. Assessed in staff and student surveys by Oct 2023

		reporting cliquiness (16% (8)W, 12% (3)M,39% (5)PNTA). Clearly there is significant room for improvement in the culture within RI.				
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