LANDSCAPE PAGE

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The action plan should present prioritised actions to address the issues identified in this application.
Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.
The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).
See the awards handbook for an example template for an action plan.

SBCS Athena Swan Action Plan 2020-2024

Priority actions are ==highlighted== in the action plan; **there are six-priority actions 1.4, 2.3, 3.2, 4.1 and 5.2**.

The School's previous action plan in attached towards the end of this document.

Key to Action Plan:

EDIC = Equality, Diversity and Inclusion Committee (former Athena Swan Self-Assessment Team (SAT)

EDISG = Equality, Diversity and Inclusion Steering Group feeds into the Senior Executive Team of the University

VP = Vice Principal leading EDI activities across the University

HoS = Head of School

HoD = Head of Department (there are four departments in the School)

RSG = Research Strategy Group

SWARM = web-based workload model

S&E = Science and Engineering

SET = Senior Executive Team of the University (Chaired by the President and Principal, Colin Bailey)

SBCS = School of Biological and Chemical Sciences

DTP = Director of Taught Programmes

DTL = Directors of Teaching and Learning

DPS = Director of Postgraduate Studies

FEDIC = Faculty EDI Committee, also referred to as Science and Engineering (S&E) EDIC

PG = Postgraduate students

PGT = Postgraduate taught students

PGR= Postgraduate research students

WiSE = Women in Science and Engineering

WG = Working Group (a sub-group of the Equality, Diversity and Inclusion Committee)

HPLP = High Potential Leadership programme

GESAT= College Gender Equality Self-Assessment Team

RHINOS = Committee for 'Research Help for Incoming New Outstanding Scientists'

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Start Date	End Date	Success Criteria/ Outcome Measures
1.0 Governance							
1.1	Improve the quality of staff data for timely assessment of Action Plan success.	Timely, reliable data will allow more rapid understanding of the issues, easier monitoring, and faster progress to our EDI goals.	a) Work together with HR, Analytics and Planning, EDISG and SET to establish processes which collect and provide the data in a timely way, automatically. b) Work together with PS staff in the School to ensure all data are collected and available. An AS data dashboard has been established in 2019, data collection is being refined.	EDIC Chair, and EDI colleagues working with HR Analytics Team, Planning Team, and PS staff in the School.	Sep 2018	Apr 2022	All staff and student EDI data provided to EDIC for annual review of success of Action Plan.
1.2	Facilitate smooth transition of EDIC roles.	To ensure continuity and consistency of EDI work, processes and procedures during hand over of roles on the EDIC.	a) We will produce role descriptors for each WG lead and handover protocols (including data collection responsibilities) for all the EDIC working group lead roles to ensure smooth transition regarding role rotation, personnel changes, or staff on long-term sick leave. b) We shall have a hand-over period to ensure smooth running of the committee. c) EDIC role descriptors and handover protocols will be uploaded on SBCS EDIC website.	Working Group Leads, Governance working group, EDI Officer	Jan 2020	Ongoing	All (100%) of new EDIC members are provided with handover notes produced by the out-going member. Positive feedback from new members on the handover process.

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1.3	Revise Action Plan on annual basis.	To ensure Actions are complete, evaluate the success of Actions, and update the Action Plan regularly.	a) A formal annual review of the Action Plan done each year in September. In the Action Plan review, completed actions will be signed off, ongoing actions will be updated, and, as appropriate, new actions will be added. b) The new edition of the Action Plan will be presented to the all-staff meeting and published on the SBCS EDIC web pages.	EDIC Chair, EDIC members	Sep 2019	Annually	Action plan remains up to date and can be used as a working, live document with which to tackle EDI issues in SBCS
1.4	Further promote EDI Agenda which has benefits for all in the School.	To ensure all staff are aware of and have the opportunity to benefit from the positive actions of the EDIC.	a) Explain importance of EDI at the first School meeting of the academic year. b) EDI induction material available on QMplus pages for all staff (academic, technical & PS). c) Annual 'New Staff Survey' to assess effectiveness of culture change and awareness of the EDI initiatives and policies.	Marketing & Communications Officer, EDIC Chair, EDIC members	Jan 2020	Dec 2024	Awareness of EDI and Athena SWAN gender equality continues to increase in the School (60% in 2019) and across the University. Our target is at least 90% of all staff in the School aware of EDI and Athena Swan initiatives and their success by 2024.
1.5	Share best practice across the Faculty and the institution.	To ensure we have the best inclusive actions, processes, and practices.	Representatives at S&E FEDIC and GESAT promote best practise developed in the School and bring best practice developed elsewhere to the School, through chairing and attending these committee meetings.	EDIC Chairs, GESAT representatives, FEDIC representatives	Jan 2020	Ongoing	Formally record initiatives spearheaded by SBCS bringing best practice to the University and also record and reflect on best practice imported from elsewhere in the University and adapted for SBCS. These initiatives will inform the annual review of the Action Plan (AP 1.3) and be used to promote the EDI Agenda (AP 1.4).

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2.0 Attracting and supporting students							
2.1	Increase the proportion of men on our undergraduate psychology courses.	Men are currently less likely to get offers for psychology courses than women.	a) Review the applications for the BSc Psychology from women and men covering the last 3 years to ascertain why men are less likely to receive offers and acceptances than women. b) Compare the applications by applicant demographics, secondary school type, and location.	UG working group lead and Admissions Officer.	Dec 2019	Dec 2024	Review completed by December 2021. Determine what actions we can take to raise the proportion of men to at least 15% (from 9% in 2016/17) of the intake by December 2024.
2.2	Ensure fair balance in degree classifications in Biological Sciences and Psychology.	Women are more likely to gain first class honours in Biological Sciences. In Psychology the numbers of first class honours have decreased in recent years.	Investigate differences; consider entry tariffs, module performance, level of support, marking guidelines, and project and coursework performance and if the trend continues develop actions to add to the Action Plan to provide the support needed to enable men to match the performance of our women students.	UG Working Group	Jan 2020	Jan 2021	Causes identified and actions planned, resulting in increased fairness of degree classifications across the genders and years.

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2.3	Increase proportion of female PGR students in chemistry and maintain gender balance in biology and psychology.	In chemistry, action is needed to increase the proportion of female students to improve gender balance.	a) We will implement new PhD recruitment guidelines, which require at least one woman and one men on each PGR recruitment panel, revised environment description and gender neutral language in adverts (as per staff recruitment). b) We will monitor compliance with the new recruitment guidelines and take action where compliance appears problematic.	PG working group lead, Staff Services Officer	Oct 2019	Dec 2023	Proportion of women PGR students in Chemistry to reach the national benchmark of 43.5% by 2022/23 (increase from the level of 35.7%F in 2017/18). Maintain gender balance in PGR Biology and Psychology.
2.4	Improve mentoring and support for female PGR students.	Female PGR student withdrawal rate is 8% higher than male withdrawal rate.	Analyse panel reports for gender differences in performance, supervision and support. Establish PGR survey to uncover any gender specific issues related to project support and research environment. Female PGR studies director will be appointed to support PGR women.	PG working group lead, Director of Postgraduate Studies, Director of Doctoral College.	Jan 2020	Dec 2024	Report produced presenting analysis of data and assessing if there are any reported gender differences (Dec 2020). No gender difference in PGR progression and completion (Dec 2024).
3.0 Facilitating gender balance at all academic levels							
3.1	Improve gender balance in all committees	Women are underrepresented in management and research committees.	Establish an annual review of committee memberships; ensure 3 year rotations of roles wherever possible. Introduce additional membership on committees not linked to specific roles to facilitate participation of and input from underrepresented groups.	HoS, HoDs, Chairs of committees	Jan 2019	Dec 2022	Annual review in place; 3-year term of office of non-*ex officio* members in place; additional members added to committees. Female representation to be 50±10% on all research and management committees.

101

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3.2	Continue to support all staff seeking promotion. This will particularly advantage women who are less likely to apply and less likely to seek support.	To ensure a vibrant successful workplace with excellent motivated staff working to their full potential. We need to continue to support women and other underrepresented groups applying for promotion.	Ensure staff know what they need to achieve to be promoted to the higher level. Conversations with HoS and HoD will occur during Appraisal, in January at the beginning of the promotion round and informally throughout the year.	HoS, HoDs, School Manager, all staff	Sep 2018	Oct 2024	We have increased from 7% female professors in 2017/18 to 18% in 2018/19 (not in data presented as recent promotions). Our 2024 target is at least 30% female staff at senior levels of reader and professor (from 18%F Professors in 2018/19 and 25%F Readers in 2017/18). Gender equality at all levels is our 2030 target.
3.3	Pump-prime success for our mid-career women academics	Lower grant success rates for women may require some institutional support to overcome.	a) Work together with faculty to support mid-career female academics with research funds and targeted PhD studentships. Encourage collaborative working to optimise success. b) Continue to identify women in more senior positions who have not taken up the targeted programmes (like 'Women into Leadership', 'High Potential Leaders Programme' (HPLP), 'Pathways to Promotion') and support them to attend a suitable programme.	HoS, VP, RSG Chair, EDI Chair	Jan 2019	Jan 2024	Mid-career women academics performing at the same level as their male counterparts. Measured at annual assessment of research performance.

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3.4	Improving fair role, teaching, and workload allocation	To ensure a fair and transparent distribution of work and roles thereby providing equal opportunity for all staff.	Task force to review time allocations in workload model to ensure transparency and fairness.	HoS, HoDs, workload model task force, all staff.	Nov 2019	Jan 2021	Workload model to have greater recognition as being fair, transparent and effective distribution of the work the School must deliver. This will be assessed by the average 5/7 ratings for workload-related questions in the 2021 SBCS culture survey (an increase from 3.5/7 in 2019).
3.5	Facilitate career progression for research only (RO) staff	Low training uptake by research only staff; take up by men less than women	a) Set up a postdoctoral college, to improve networking among the research only staff. b) Establish what training, improved mentoring and industrial engagement would be useful for our RO staff and implement.	Director of ROs	Jan 2020	Jan 2024	Improved mentoring, support and career progression of RO staff as measured in RO exit surveys.
3.6	Increase proportion of female RO staff	The proportion of female ROs has fallen from 44% in 2012/13 to 39% in 2017/18.	a) Establish practice of including at least one woman on each RO recruitment panel b) Review recruitment criteria to ensure that they are not gender biased. Adjust criteria if any gender bias is discovered. c) Review effectiveness of changes by examining numbers of ROs each year.	Director of ROs	Jan 2020	Dec 2024	Reaching 49%F benchmark by 2024. Recruitment guidelines revised and implemented by Sept 2020.
3.7	To understand why staff leave the School.	To inform decisions to create a more supportive and collegiate working environment.	Exit interviews to be formalised and consistently recorded including an exit survey.	HoS, HoD, Staff Services Officer, Executive Assistant	Jan 2020	Jan2024	Understand reasons staff are leaving and if appropriate, develop actions to reduce staff turnover.

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			4.0 Building an inclusive working and studying environment				
4.1	Provide comprehensive support before, during, and after parental leave	Our gold standard of providing 12 months PDRA support for shared parental leave needs maintaining. We need to promote a culture where all staff feel able to take parental and shared parental leave.	a) Financial pressures mean that best practice sometimes comes under scrutiny, we shall maintain our support for shared parental leave. b) Advertise more clearly our excellent polices and where possible cite examples where these have supported both staff and their families. c) Work-life balance WG, in collaboration with HR, will produce a checklist for line managers (listing their responsibilities, providing advice and resources for before, during and after the leave process) to ensure that necessary information is discussed before the leave period begins (e.g. communication while on leave; KIT days; arrangements on return). We will monitor the efficacy of this checklist via a more positive response in the survey.	EDIC Chair, Work-life balance and Governance working groups, HR partner, Marketing & Communications Officer	Jan 2020	Dec 2024	Staff more willing to take shared parental leave and engage with our gold-standard policies to be measured by take-up rates and the staff survey.
4.2	Extend our informal emergency network for parents to all the School.	To generate a more supportive and collegiate environment for all in the School.	a) More advertising of the network so that a greater proportion of staff get involved. b) Appointment of a network coordinator.	Work-life balance working group lead, Staff Services Officer, EDIC, HoS, HoD.	Jan 2020	Jan 2021	Use of the support network is coordinated, so that the network can be efficient, safe and effective.

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4.3	Provide funding for carer support	To allow staff with caring responsibilities to attend conferences, training, and workshops.	a) Advertise provision of funds to support staff with caring duties. £10k pa made available for this action. b) Monitor take up and record success of this measure. c) Share the learnings with other schools and the University.	Work-life balance working group, HoS	Jan 2020	Jan 2021	If valuable, continue across the years of the Action Plan, until 2024.
4.4	Create opportunities for networking & socialising.	To promote inclusivity and discussion leading to understanding and community.	Organise: - Welcome evening - Christmas celebration - Summer barbeque	Culture working group lead	Apr 2019	Ongoing	Increase in reported sense of inclusion (from 5.3/7 in 2019 Culture Survey to 5.8/7). Increase in reported staff well-being (from 4.8/7 in 2019 Culture Survey to 5.3/7).
4.5	Increase celebration of success in the School.	To celebrate staff success and build recognition of achievement.	Staff successes will be announced and celebrated at every school meeting and other events during the year. To organise specific prize giving events across the year.	HoS, Awards committee	Jan 2020	Ongoing	Increase in recognition that successes and achievements are celebrated in SBCS (from 47% in 2019 Culture Survey to 60%).
4.6	Refresh the images of staff around the school to represent the current diversity of staff.	To make it clear that we are an inclusive institution.	We shall make changes to the imagery in all areas of the SBCS buildings.	Culture working group, HoS	Jan 2020	Dec 2020	Images in place across the School.

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5.0 Supporting and advancing professional and support staff career development							
5.1	Establish provision and uptake of training for PS staff to ensure allocation of provision is appropriate, fair and transparent.	We are aware of some examples where training has had excellent outcomes, we need to ensure training is equitably rolled out across the PS and technical services staff.	Surveys, appraisal and meetings to establish training and development needs and how best to satisfy them.	PS staff working group lead, School Manager, HoS	Jan 2020	Jan 2021	Professional and support staff report greater engagement with training and development and report they are more supported and nurtured in the work environment. A greater sense of community is established.
5.2	Greater transparency and fairness in decision making processes for flexible working, development and training.	This will result in greater job satisfaction and greater staff effectiveness and efficiency.	We shall ensure decision making processes are transparent and fair. We shall train PS managers in the advantages of flexible working for the institution and seek to get EDI committee input into the decision making process.	EDIC working groups, EDIC Chair, School manager, HoS	Jan 2020	Jan 2021	PS staff survey used to track cohesion of community and satisfaction at work. We anticipate a firm increase in satisfaction to be reported by 2022.
5.3	Analyse if PS staff are satisfied with appraisal, career development and investigate what other formal induction PS staff would like.	No information available on PS staff satisfaction with current procedures and opportunities.	a) Collect feedback from PS staff in a survey b) Review feedback from surveys already available (including 2019 SBCS New Staff Survey) c) Running focus groups d) Developing a crib sheet with links, a half day training, or online repository to make these accessible for all PT/ remote workers.	PS staff working group lead	Jan 2020	Jan 2021	New PS staff survey in place. Other surveys analysed with focus on PS staff. Feedback reviewed and used to improve induction and appraisal. More career development opportunities identified.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Start Date	End Date	Success Criteria/ Outcome Measures
5.4	Continue to support progression of PS staff.	To ensure a vibrant successful workplace with excellent motivated staff working to their full potential. We need to continue to support PS Staff.	a) Ensure PS staff know, what is needed to be successful in applications for jobs at the higher grade. b) Help staff to gain the necessary experience to be successful and motivate staff to strive for success at the higher levels. This will be by more discussion with School Manager/HoS, improved appraisal process and shadowing and training opportunities to be more fully used.	School Manager, HoS	Jan 2020	Dec 2024	More successful workforce reporting higher levels of engagement and satisfaction in surveys. An increase in the proportion of staff describing the workplace as happy (from 31% in 2019 Culture Survey to 50%) and rewarding (from 14% in 2019 Culture Survey to 50%)