

SCHOOL OF MEDICINE - ATHENA SWAN ACTION PLAN 2017 – 2021

Introduction

The action plan sets out the activities that the School of Medicine will undertake to address the issues identified in the Silver Award self-assessment submission. We acknowledge that our action plan is extensive and have put in place mechanisms to ensure the delivery of the stated actions. We are a large School encompassing 5 institutes and are therefore responsible for a large number of staff and students whom we believe the action plan will benefit. The rationale for the actions are quite descriptive so that staff and students in the School are able to understand the actions when published on the website. Responsibility for overseeing implementation of the action plan will rest with the Action Plan Implementation and Monitoring Group (APIMG). This will be monitored by the VP (Health) who has ultimate responsibility.

The APIMG will report quarterly/termly to the SEB on the progress made against the action plan activities.

The action plan will support and underpin the School of Medicine's commitment to promoting gender equality for all staff and students.

Actions

Actions have been listed under the following themes:

- Self-Assessment and governance.
- Data collection and analysis.
- Embedding Athena SWAN and equality, diversity and inclusion in the SAT and across the School.
- Promoting equality among UG students.
- Promoting equality among PG students.
- Improving the student pipeline.
- Supporting key career transition points: recruitment; induction; appraisal; leaving.
- Supporting research and academic staff in research and teaching.
- Support targeted to research staff careers.
- Support targeted to senior academic women's careers.
- Support targeted to PS staff careers.
- Fostering a positive work-life balance.
- Creating and maintaining a positive organisational culture.

| Ref | Objective and Rationale <i>Specific and Achievable</i> | Action(s) <i>Realistic</i> | Responsibility <i>Specific Ownership</i> | Timeframe <i>Time orientated</i> | End/ recurrent date | Output <i>Measurable</i> |
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| 1. Self-Assessment and Governance | | | | | | |
| 1.1 | <p>Ensure that the SAT is future-proof by</p> <ul style="list-style-type: none"> • Including representative from the groups whose welfare it considers • Succession Planning is built into SAT • SAT workload is built into workload allocation Model | <p>(a)(i) SAT membership reviewed annually and every time there is a vacancy</p> <p>(ii) Targeted call for SAT members from the following groups</p> <ul style="list-style-type: none"> • Male • BME • LGTQ+ • Technical staff • PG students | SAT Co-ordinator and Co-chairs | Mar 2015 | SAT membership reviewed annually and every time there is a vacancy | <p>Increased proportion of male SAT members (50% F; 50% M) by Sept 2018</p> <p>Increase number of PS staff including by 3 by Sept 2018.</p> <p>Maintain 2 PGR representations</p> |
| | | (b) Maintain UG student membership of SAT by ensuring Barts and London Student Association (BLSA) Officer job description include Athena SWAN SAT membership role | SAT Co-Chairs | Jan 2016 | Reviewed Annually | BLSA Officer job description to include Athena SWAN role by Sept 2018 |
| | | (c) Specify succession planning for SAT by electing chair and deputy chair for each working group | SAT Co-Chairs | Jan 2018 | Jun 2018 and review annually | All working groups have a named chair and deputy chair by Oct 2018 |
| | | <p>(d)(i) Time allocated and recognised in the workload model for SAT members</p> <p>(ii) Audit time in SWARM allowance against time required for SAT</p> | SAT Co-Chairs Chief Operating Officer (COO) of SMD (responsible for SWARM) | Sep 2016 | Reviewed annually | <p>Time Allocated by Sept 2018</p> <p>Audit completed by November 2019</p> |
| 1.2 | Increased awareness of equalities research and issues by SAT, so informed decision making can occur | <ul style="list-style-type: none"> • SM Gender Research group members continue to present equalities research findings to the SAT at every meeting | SAT members, 'GENRE' (gender research group) members | Jun 2016 | Standing item on SAT agenda SAT questionnaire (next 2019) | >90% of SAT report that discussion of equalities research and best practice in the sector helps equip them to make decisions (SAT questionnaire 2019) |

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| | | <ul style="list-style-type: none"> • Invitation to equalities researchers from QMUL to present at SAT and staff forum meetings • Presentation of gender and attainment data at QM teaching and learning day roundtable | | | | |
| 2. Data Collection and Analysis | | | | | | |
| 2.1 | One of the limitations of our current analysis is some of the SWAN required datasets have not been readily accessible in a useful format. We will work towards QMUL data collection which is robust, includes all required data sets and incorporates ethnicity for intersectionality analysing | (a) Develop a paper for QMUL Gender SAT regarding data needs, supporting the appointment of a dedicated data officer, who will work with relevant providers to ensure timely data. | SAT coordinator SAT co-chairs | Nov 2017 | Annual review of data and annual report to GESAT on data access problems | Robust annual delivery of data packs intelligible to SAT with or without support of dedicated central data officer by October 2018 and annually thereafter. |
| | | (b) HR and CAPD collect the following datasets by the categories below <ul style="list-style-type: none"> • Induction by gender and ethnicity • Training by gender and ethnicity • Recruitment by job families • All staff and student data by gender and ethnicity data for intersectionality analysis | SAT in conjunction with HR Business Partners, Head of CAPD, | Jan 2017 | Review annually | Meet with stakeholders to discuss data requirements by February 2018. Data is collected, analysed for trends and presented to SAT for reviewed annually First iteration: October 2018 |
| 2.2 | Improve staff recruitment data collection at institutional level by expanding and standardising our recruitment data capture | Standardisation of recording of all recruitment data at institute level on recruitment recording system. | Institute Managers with support from HR | Nov 2017 | Annual return of data from Institute Managers | High quality data available on the recruitment system for 100% of recruitments by Jan 2019 |

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| 2.3 | BME staff are less likely to apply for promotion but the intersectionality data are not yet comprehensive. We will therefore expand promotions data capture | (a) Capture promotions data by ethnicity and perform intersectionality analysis including time to promotion by gender and ethnicity (b) See action 7.6. | HR / QMUL Equality and Diversity team and SAT Data Group | Feb 2018 | Annual review of data | More comprehensive data is available for analysis by October 2019 |
| 2.4 | To improve data capture on gender equality in SM that is more difficult to access by other routes we will use an online annual return from Institute Managers to collect and triangulate data from other sources | Liaise with Institute Managers to collect & store data relevant to their annual return containing: senior committee memberships; events and speakers; interview panel composition and training; local induction uptake and evaluation; appraisal; flexible working requests; parental leave requests; staff wellbeing; leavers data | Institute Managers, oversight by SMT | Jul 2017 | Annual review of submitted data | Annual online return for Institute managers to be rolled out for annual review First iteration: October 2018/9 |
| 2.5 | Our UG and PGT data collection mechanisms are robust. This is not the same for PGR data where we have gaps in data collection or data not currently collected by gender. Therefore, we will ensure robust collection and triangulation of data including equal opportunity monitoring data for PGR: <ul style="list-style-type: none"> • recruitment • completion • reasons for non-continuation | a) PGR administrators to be trained on recruitment recording system and to enter PGR recruitment data (all applicant, shortlist and success data) | PGR administrators HR Business Partner | Sep 2017 | Dec 2018 | PGR recruitment data is robust and is included in annual return |
| | | b) Lead for PGR to liaise with bodies operating external competition for our PGR programmes to obtain details on equalities safeguards in the process as well as gender data on applications, shortlists and offers by Oct 2019. | Lead for PGR | Sept 2017 | October 2019 | Data for 2018/2019 collected in requested format, then annually |
| | | c) Research Degrees Office to record submission/completion data with gender | Research Degrees office lead | Sept 2017 | Oct 2018 | Completion data collected by gender by September 2018 |

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| 2.6 | In order to measure our progress towards our target for gender equality in our staff and student population, we will review our data in comparison to relevant benchmarks : <ul style="list-style-type: none"> • HESA for student data • ECU data for staff data | (a) Annual review of all AS datasets by students and staff (by institutes when applicable) by <ul style="list-style-type: none"> • Gender • Ethnicity • Gender and ethnicity | Dept. of Strategic Planning Dept. of IT QMUL EDI Team SAT Data group | Apr 2016 | Data to be generated & collected annually | Data to be analysed, reviewed and presented to SAT by July each year. SAT to <ul style="list-style-type: none"> • Put in place corrective actions/initiatives when below benchmark • When benchmark reached, maintain and work towards gender parity. First iteration: July 2018 |
| | | (b) Four-yearly review of all AS students and staff data sets including institutes by <ul style="list-style-type: none"> • Gender • Ethnicity • Gender and ethnicity against bespoke benchmarking markers that relate to comparable courses and comparable parts of the sector | QMUL Equality and Diversity team (data provision) | Apr 2016 | Data review every 4 years | Data to be analysed, reviewed and presented to SAT by July 2020. SAT to <ul style="list-style-type: none"> • Put in place corrective actions/initiatives when below benchmark • When benchmark reached, maintain and work towards gender parity. |
| 3. Embedding Athena SWAN and Equality, Diversity and Inclusion in the SAT and across the School | | | | | | |
| 3.1 | Engage with the following groups in SM and QMUL with overlapping objectives to improve working across groups with shared objectives and develop shared initiatives for the benefit of all <ul style="list-style-type: none"> • Senior Management Team • Equality and Diversity Advisory Groups (EDAG) | <ul style="list-style-type: none"> • Two SAT members continue to attend university Equality and Diversity Advisory Group. • Three SAT members funded to attend Stonewall training develop roles as LGBTQ+ Champions in SM including publicity for this role by Dec 2018. • Continued one-to-one meeting between SAT Co-Chair and VP Health. | SAT Co-Chairs to seek representatives as appropriate | Jan 2017 | Standing item on SAT agenda (review every 2 months) | Remain above benchmark of 90% in awareness of Athena SWAN in CROS Survey Increase of 10% in positive response to perception of Equality and Diversity questions in Staff Survey. |

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| | <ul style="list-style-type: none"> • Dentistry SAT • LGBT+ Network • University Gender SAT (GESAT) | <ul style="list-style-type: none"> • SAT members continue to attend and contribute to QMUL GESAT and QM SWAN Champions network. | | | | |
| 3.2 | As the framework for analysis has expanded and as SM has grown we will ensure that SAT support remains robust and consistent and is matched to the needs of the workload and action plan | <p>Annual review of staff support:</p> <ul style="list-style-type: none"> • Renewal of SWAN Coordinator contract annually • Ensure SWAN Coordinator job plan matches workload yearly as part of appraisal process. • Application to QMUL graduate management trainee scheme | VP Health Office (VP Exec) and SAT Co-Chairs | Jun 2016 | Annual review of contract and annual application to scheme | <p>Annual Renewal of SWAN Coordinator Role</p> <p>Annual application for graduate intern</p> |
| 3.3 | Continue to create opportunities for dialogue that facilitate sharing of information and raising the profile of equalities in SM combined with capture of qualitative data on impact of initiatives | <p>(a) Hold a SWAN forum in each Institute (covering every institute once every two years), to share information and consult staff to assess impact of existing practices and SAT-led initiatives.</p> <p>First round of forums from 2018-2019 Second round of forums from 2019-2020</p> <p>Areas to be considered are:</p> <ul style="list-style-type: none"> • Appraisal • Flexible working • Core hours • Caring responsibilities • Organisation and culture <p>(b) Engage with staff network groups to disseminate information, address issues, consult staff as well as explore response to surveys by staff group and Institute</p> | SAT Co-Chairs | Jan 2017 | Annual forum | <p>Forums well attended at least 50% attendance rates</p> <p>Positive evaluation by staff who attend staff forums</p> |
| | | | SAT Co-Chairs SAT coordinator | Apr 2018 | Review annually | Gain better understanding of issues faced by staff groups. |

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| | | (when possible): Meet with representatives from each group by Mar 2018 Explore issues raised by data analysis and survey responses with group by Sep 2018 | PS Working Group Research Network Group Senior Academic Women Network | | | Increase of 10% in satisfaction reported by staff group in staff survey around key SWAN related questions in All Staff Survey 2020 |
| | | (c) Use Athena SWAN standing item at staff meetings as well as staff newsletter to disseminate information, publicise initiatives and to consult staff. | SAT Co-Chairs, Institute Managers, SAT members | Jan 2017 | Open meetings termly | Remain above benchmark of 90% in awareness of Athena SWAN in CROS Survey Increase of 10% positive response to perception of Equality and Diversity questions in All Staff Survey |
| 4. Promoting Equality among UG Students | | | | | | |
| 4.1 | We note the national trend towards increased female representation on MBBS and | (a) Ensure gender balanced role models on outreach programmes and open days for Direct entry and GEP programmes | SM Communications team | Jan 2016 | Annual Review | Maintain 50% F; 50% M |

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| | will seek to maintain gender equity at MBBS | <p>(b) (i) Data monitored for 2016/17 and 2017/18</p> <p>(ii) If male underrepresentation continues, survey MBBS Direct Entry and GEP students on what influenced their acceptance of an offer in September 2019</p> <p>(iii) Reasons identified and actions to increase engagement implemented (2020)</p> | Lead for GEP programme | Oct 2019 | Oct 2021 | To reach 50% F; 50% M |
| | | (c) Marketing and promotional materials for joint programmes with Malta & SMD amended to include more female role models by July 2018 | SM Communications team | Jan 2016 | July 2018 | 50% F; 50% M applications |
| 4.2 | Overall there is gender balance in MBBS attainment but we will redress the gender imbalances seen in attainment in specific types of assessment (OSCEs, voluntary prizes) | <ul style="list-style-type: none"> UG data on attainment by ethnicity and by gender to be reviewed and discussed at EDAG We will include gender-neutral language in our advertising of prizes | <p>SAT EDAG liaison members Head of MBBS assessment</p> <p>Prizes committee</p> | <p>Jan 2016 onward</p> <p>Sept 2018</p> | <p>Annual review</p> <p>Sept 2019</p> | <p>Reassess gender and ethnicity impacts on MBBS assessment after intervention (Jul 2020)</p> <p>Equal proportions of F and M students enter themselves for open prizes by September 2020</p> |
| 4.3 | There is male underrepresentation in opting to take an intercalated degree. We will gather information to better understand the gender balance in intercalated degrees and whether course | <ul style="list-style-type: none"> Survey MBBS intercalating students to understand what influence choices to intercalate in March 2018 Review attainment profile by intercalated degree courses by gender | SAT data group and intercalated degrees committee | Mar 2018 | Jul 2019 | Reasons identified and corrective action initiated by December 2019 |

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| | selection influences attainment | | | | | |
| 4.4 | Improve gender balance of MBBS mentors for clinical students years 3-4 as more availability of role models may influence later study and career choices | <ul style="list-style-type: none"> Maintain parity for year 1-2 mentors Institute an active recruitment process to increase proportion of female staff acting as mentors for year 3-4 students mentors | Lead for UG mentoring scheme | Jan 2018 | Jan 2019 | 50%F, 50% M pool of mentors for year 3-4 students by Oct 2018. |
| 4.5 | We note the trend for female representation on new BSc programmes although all courses are new | <ul style="list-style-type: none"> Data is analysed for 2016/17 and 2017/18 to identify/ confirm trends. Equal representation of gender of staff at open days and in publicity materials by Sep 2019 | BSc Programme Lead | Mar 2019 Oct 2018 | Dec 2020 Sept 2019 | 5% increase in male applicants by Sept 2020 |
| 5. Promoting Equality among PG Students | | | | | | |
| 5.1 | We exceed benchmark for male representation on PGT but will continue to work towards parity in PGT | <p>(a) Identify reasons for underrepresentation of males by analysing gender profile for PGT courses by specific course for the 5 most popular courses considering mode of attendance and fees status.</p> <p>(b) Develop targeted publicity towards underrepresented groups by course leads in which there is a notable gender imbalance</p> | SAT Data group PGT manager | Jun 2018 | Jun 2019 | Courses with male underrepresentation identified by Jun 2019 |
| | | | External marketing lead for SMD and SAT communications group | Nov 2019 | Nov 2021 | 5% increase in male applicants on courses. |

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| 5.2 | We exceed benchmark for male representation on PGR but will continue to work towards parity in PGR | (a) <ul style="list-style-type: none"> Analysis of data for recruitment by institute from institute managers of gender balance of students recruited to identify any bias Targeted institute-level recruitment materials (websites, outreach etc.) to underrepresented groups developed by September 2019 | Institute Directors of Graduate Studies and SAT data group | Nov 2018 Nov 2018 | Annual review of data Sept 2019 | Increase of 5% in male applicants |
| | | (b) PGR supervisors to undertake Unconscious bias training | QMUL equality and diversity team | Nov 2018 | Annual review of data | 100% PGR supervisors to complete UB training by 2019/20 |
| | | (c) Unconscious Bias training to be part of PhD students' induction (pilot completed) | Head of Doctoral College; Trainer from PGR pilot | Aug 2018 | Annual monitoring of attendance | 100% of PGR students complete UB training at induction |
| 6. Improving the Student Pipeline | | | | | | |
| 6.1 | We offer a range of outreach activities, providing role models for education, research and clinical careers and will improve the scope of outreach data gathered to improve gender balance and identify successes. | Higher Education Access Tracker (HEAT) will be implemented to monitor and evaluate the impact of widening participation work. | Head of Outreach and Widening Participation | Nov 2017 | HEAT will be available for analysis from 2017/18 | Target of outreach activities are gender balanced. |

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| 6.2 | For all student recruitment we will ensure that recruitment is as unbiased as possible. | New UBT and EDI training in place and funded by SM recurrently and will be offered to all staff involved in student recruitment. | Head of MBBS Admissions (UG), Teaching and Learning committee (PGT); Director of Graduate Studies (PGR) | Jun 2017 | Dec 2018 | 100% of staff involved in student recruitment to have completed EDI training by 12/18 |
| 6.3 | While our setting does not have a direct UG to PG student pipeline, we need to ensure we support student progression appropriate to our context | Develop events and online materials to publicise options around careers including the use of inspiring role models | SAT, Women in Healthcare Society, WISE@QMUL | Sep 2016 | Ongoing, standing item on SAT agenda | Positive feedback around career development from events |
| 7. Supporting Key Staff career transition points: Recruitment; Induction; Appraisal; Leaving | | | | | | |
| 7.1 | Reduce underrepresentation by gender and ethnicity in SM by role type and grade | <ul style="list-style-type: none"> HR to develop sample targeted statements for advertisements for under-represented groups Targeted statements encouraging application from underrepresented groups as part of job template to be included in all job adverts by Dec 2018 | HR, Institute Managers, QMUL Equality and Diversity Team | Nov 2017 | Annual review of data | Increase in number of applicants for job adverts from underrepresented groups compared to current data |
| 7.2 | We will ensure that gender differences in recruitment do not relate to the appointments process | Review of interview panel makeup from institutes via institute annual return – first return 2018/19 | HR policy, Institute Managers to monitor | Nov 2014 | Annual review of data | Maintain gender balance panels |

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| | | <ul style="list-style-type: none"> Evaluate whether panels continue to be gender inclusive – data reviewed annually from Institute Return by Aug/Sep 2019 Analyse time spent on recruitment panels by gender and by available pool of interviewers in institute and support developed to ensure process does not place a disproportionate administrative burden on senior women by Aug/Sep 2019 | | | | Interview panel workload analysed by gender. |
| 7.3 | We recognise the importance of a high-quality and relevant induction process for staff satisfaction and will work with institutes and staff groups to develop and evaluate personalised induction processes and materials | <p>Institutes and staff groups to develop personalised induction processes and materials and ensure these are evaluated by attendees.</p> <ul style="list-style-type: none"> Information in materials to include flexible-working options by Sep 2018 All institutes have tailored materials by Sep 2018 Evaluation of induction materials to ensure that they are meeting the needs of staff by Sep 2019 | Institute Managers, CAPD, Researchers Network Group, PS Working Group, Senior Academic Women's Network | Mar 2019 | Mar 2020 | Increasing positivity of responses in CROS and PIRLS and Athena Forums evaluation regarding the value of induction next survey 2019. |
| 7.4 | Appraisal in the most appropriate mechanism in SM for personalising career development interventions and for discussions around readiness for promotion and we will increase appraisal uptake engaging all staff in appraisal | (a) Work with line managers/Principal Investigators to ensure appraisal takes place and with Institute Managers to ensure completion of data capture and reports by appraisers and managers. | Institute Directors and Institute Managers, CAPD | Jan 2018 | Review appraisal data annually All-staff survey every 2 years | 90% appraisal completion rate by 2021 10% increase in staff satisfaction with appraisal from staff survey during life time of SAT. |
| | | (b) Develop publicity for staff during appraisal cycle to communicate value of appraisal to staff | HR SAT co-chairs | Jan 2018 | Annually | Staff surveys planned 2018 and 2020 |

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| | | (c) Encourage appraisers to complete appraisal training by signpost training for those who have not completed it | CAPD, individuals record training with HR | Jun 2016 | Dec 2021 | 90% completion rate by appraisers by 2021 |
| 7.5 | In order to understand our staffing trends, we need to improve understanding of staff reasons for leaving and destination of leavers | Implement QM leavers questionnaire and collate and analyse responses in annual return | Institute managers | Apr 2018 | Annual return | All leavers complete leavers questionnaire |
| 7.6 | BME staff are less likely to apply for promotion but the intersectionality data are not yet comprehensive. We will therefore expand promotions data capture | <ul style="list-style-type: none"> See section 2.3 Centre leads to actively identify and encourage BME staff who are eligible for promotion by holding 1:1 meeting with prospective promotions applicants and recommending attendance at pathways to promotion workshops. | Institute Directors and Centre leads | Dec 2018 | Annually with each promotions round | <p>Suitable candidates identified annually.</p> <p>50% positive feedback on promotions process, criteria and support in evaluation of process.</p> |
| 8. Supporting Research and Academic staff in Research and Teaching | | | | | | |
| 8.1 | Success in grant applications is the major pathway to success and promotion to higher grades. To ensure the best guidance the school has a pathway that includes peer review for research grants | (a) Implement and publicise peer review process to support those submitted grants which aids career progression: | Institute Directors, Heads of Departments CAPD JMRO SAT communications group | Dec 2017 | Annually | Positive Feedback recorded from grant applicants confirming that they received peer support for grant applications via SWAN forums and staff network groups |
| | | (b) Formalise the current informal support mechanism for unsuccessful grants <ul style="list-style-type: none"> Measure impact of grant clinics, by feedback at institute forum and Board meeting; if positive, share good practice | Grant clinic leads Research Design Service Research Deanery SAT communications group | Dec 2017 | Dec 2021 | Increased awareness and uptake of grant clinic |

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| | | to encourage uptake in other institutes by June 2018 • Improved advertising / signposting of research design service and increased uptake from SM staff via SWAN communications channels by Feb 2018 | | | | Increased awareness and uptake of research design service |
| | | (c) Ensure fairness in REF process by inclusion of SAT representatives on REF committee | Research Deanery SAT REF representative | Jan 2018 | Dec 2020 | REF submission reflects gender balance of eligible pool without gender bias - 2020 |
| 8.2 | Excellence in teaching is an important milestone in the development of teaching and research staff and we will ensure that both genders have good uptake of schemes that support accreditation | Work with Institutes to ensure equal take-up of training and applications for HEA fellowship, either by teaching qualifications or via the 'ADEPT' application | CAPD ADEPT lead Head of Education Quality SAT DATA group | Jun 2016 | Data monitored annually | Ongoing access of the ADEPT scheme and HEA fellowship is proportional to eligible population by 2020 |
| 9. Support targeted to Research Staff Careers | | | | | | |
| 9.1 | Outcomes from the Postdoc Network include a strong desire for job security and improved opportunities for progression. An important | (a) Support a cross-institute working group (Task and finish group) from representatives of Researcher Network Groups to address areas of significance for careers for this group and report to SEB by SEB 2019 | Institute Postdoc Network leads | May 2017 | Dec 2018 | Task and Finish Group convened make recommendations to SEB by June 2019 |

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| | component is support to achieve fellowships | (b) Publicise QMUL's 'Fellowship Workshop' event to support SM researchers considering applying for fellowships via SWAN communication channels | SAT Communications Group | May 2017 | Annual event | Continued participation by SM Postdocs |
| 10. Support targeted to Senior Academic Women's Careers | | | | | | |
| 10.1 | Improved female representation in senior roles (non-clinical: Grade 8, Clinical Grades 7& 8) by developing a process of additional scrutiny of all proposed Grade 8 posts prior to advertising and during the recruitment process | Ensure that recruiters are asked to recommend and approach leading women in the field for positions | VP Executive office and SEB | Nov 2017 | Annual review of recruitment data | 33% of applicants approached per vacancy are women. |
| 10.2 | Improve support and training available for women to support their career development and promotion because the number of women applying for promotions grades 6 and | (a) Implement peer mentoring scheme within the senior academic women's' network <ul style="list-style-type: none"> Initial training event to be delivered by 07/18 – then 10 senior mentor pairs join scheme annually If successful, expand peer mentoring scheme across institutes and perhaps | SAT Co-Chair and new Senior Academic Women's Mentor lead | Jun 2018 | Annual training and pairing | Positive evaluation from participants |

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| | above has not improved since 2013. | schools possibly via medical schools council | | | | |
| | | (b) Maintain participation in QMUL Women's Mentor Programme for women up to Grade 6 in SM | SM mentor lead | Jun 2017 | Annually | Positive mentor scheme evaluations from participants and continued uptake of QMUL scheme |
| | | (c) Create bespoke development programme to complement Senior Academic Women's Network | Lead for CAPD SAT Co-Chair and SAT Co-ordinator | Feb 2018 | Two sessions per term, pilot 2017/18 cohort | Positive evaluations of development programme from participants |
| | | (d) Ensure recurrent investment in external leadership programme (Aurora) | COO | Mar 2017 | Annual review | Positive evaluations of Aurora participants at the end of course |
| 10.3 | Improve the promotions process to encourage and support potential applicants the number of women applying for promotions grades 6 and above has not improved since 2013. | (a) Centre leads to actively identify and encourage female staff who are eligible for promotion by holding 1:1 meeting with prospective promotions applicants and recommending attendance at pathways to promotion workshops from March 2019. | Institute Directors and Centre leads | Dec 2018 | Annually with each promotions round | Positive feedback on promotions process, criteria and support to apply in staff surveys (Increase of 25% in positive response to staff survey question 'I am clear on how to develop my career') |
| | | (b) Make process around criteria for teaching promotion clearer to line managers and applicants via presentation to SEB from VP Education | VP Exec Officer to invite VP Education | Nov 2017 | Jan 2018 | Attendees confirm after SEB presentation that they feel well-equipped to advise potential promotion applicants, by Nov 2018 |

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| 10.4 | In order to underpin improved promotion and recruitment, to increase female representation at senior level we must understand and reverse trend of female leavers at Grades 7 and 8 | Work with Senior Women's Academic Network to identify reasons for leaving at Grades 7 and 8 | SAT co-chairs. Equality and Diversity Team | Apr 2018 | June 2019 | Issues identified and corrective initiatives agreed by SEB |
| 11. Support targeted to PS staff careers | | | | | | |
| 11.1 | There are disparities evident in the staff survey around perceptions of training and progression opportunities. We will create closer collaboration and networking among PS staff and improve opportunities for professional development | (a) <ul style="list-style-type: none"> Two PS network meetings arranged and feedback has been gathered from these by June 2018. Staff surveys responses from PS staff group to be analysed in lifetime of SAT. | PS Working Group | Apr 2017 | Standing item reporting to SAT every meeting | Issues identified and corrective initiatives agreed with PS Working Group for 2018/19 |
| | | (b) improving publicity of existing course provision (eg ILM accredited courses) via SWAN communication Channels <ul style="list-style-type: none"> Possible development of bespoke training | Lead for CAPD and information dissemination via SMT and line managers SAT Communications Group | Jan 2018 | Ongoing | 50% of PS staff respond positively to staff survey questions on training and career development |
| | | (c) Review outcome of BCI Technical Staff Progression Pathway to include possible extensions to other institutes by Oct 2021. | BCI Institute Manager | Mar 2017 | Oct 2021 | Reviews carried out and recommendations made |

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| 12. Fostering Positive Work Life Balance | | | | | | |
| 12.1 | Some staff taking paternity leave might be making informal flexible working arrangements rather than their statutory leave entitlement and it is important that all types of parental leave are recorded formally | Encourage all staff to parental leave via 'MyHR' system. Until robust recording is in place, triangulate data using Institute Manager annual data return | HR, Institute Managers | Mar 2017 | Annual review of data | Next SAT parental leave survey (2019) show that staff are taking formal paternity leave Full and accurate data on paternity and parental leave (by gender) is available for analysis by data group member by second institute manager data return in 2019/20 |
| 12.2 | We have improved our resources around parenting but our recent parental leave survey highlighted gaps in which we require improved resources and education around work-life balance as a parent | (a) Develop user-friendly returners packs for returners from parental leave | HR, Athena SWAN SAT impacts and interventions group | Oct 2017 | Dec 2017 | Positive responses on value of returners packs via a repeat of Parental Leave Survey (2019) |
| | | (b) Work with HR to improve maternity / shared parental leave employee guides and manager code of practice documents so that they are clear, up to date, accurate and user-friendly. This should include education and signposting of KIT days (i) Link to improved employee guides and codes of practice that are effective on SM Parents and Carers Network Page. | HR, SAT coordinator Athena SWAN SAT impacts and interventions group | Oct 2017 | Dec 2019 | Positive response on improved policies and channel of dissemination in Parental Leave Survey (2019). |
| | | (c) Improve online resources / forum around parenting and caring responsibilities while working at SM | SAT Communications Group, CAPD | Jul 2017 | Jul 2020 | Uptake of forum to be monitored via activity of discussions |
| | | (d) Promote the University's Returners Lunch and related networks by continued signposting and invitations to all eligible SM staff | HR, SAT Communications Group | ongoing | ongoing | Eligible staff are aware, attend lunches and find them useful in Parental Leave Survey (2019) |

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| 12.3 | We will work towards providing support to help with childcare for recent parental leave returners who wish to attend a conference out of hours or out of London | <ul style="list-style-type: none"> Pilot 6-month scheme in which staff who have returned from maternity, paternity, shared parental or caring leave in the preceding 12 months are eligible to apply for a small grant to cover some childcare costs completed by 2018/19. Effectiveness evaluated by questionnaire to recipients to determine whether valuable to offer permanently. | HR, SAT coordinator | Jun 2018 | Pilot for 6 months and evaluate | <p>Pilot scheme completed and evaluated.</p> <p>Recommendations made to SEB from result of pilot.</p> |
| 12.4 | We will work towards providing research support for individuals returning from maternity or shared parental leave | <ul style="list-style-type: none"> Represent detailed proposal to BART's charity by Dec 2017. Identify and publicise other opportunities to seek funding for parental leave returners | SAT impacts and interventions group | Jul 2017 | ongoing | Returners feel supported in their research career after returning from leave in Parental leave Survey 2019 |
| 12.5 | We will work towards improved nursery provision at location convenient for SM | Support QMUL feasibility studies of local staff nursery on Whitechapel, Charterhouse Square or new Life Sciences site by provision of data and qualitative information as required | Estates | Apr 2017 | Ongoing, review annually | Data and qualitative information provided on request. |
| 12.6 | Most of our flexible working arrangements are informal, we need to gain a better understanding of how staff are working flexibly within different job roles and institute settings | (a) Addition of specific questions to all-staff surveys or bespoke surveys around job flexibility and current arrangement | Staff survey Group, CAPD, SAT Data group | Jun 2019 | Dec 2020 | Better understanding of flexible working in SM by SAT |
| | | (b) Case histories highlighting job flexibility and part time role models to go be included in 'Connected', 'QM people' and/or on the SMD SWAN website | SAT Co-ordinator, SAT communications group | Jun 2019 | Jun 2020 | Staff respond positively to new flexible working questions |

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| 13. Creating and maintaining a positive organisational culture | | | | | | |
| 13.1 | We will ensure our students are exposed to equality and diversity training so that a positive organisation culture is developed | (a) Equality and diversity training to be included within student inductions (pilot) <ul style="list-style-type: none"> All incoming UG and PhD students to have E&D training at induction from September 2018 | Dean for Education, Athena SWAN Co-Chair (SB), QM Equality and Diversity team | Pilot 2018 | Training annual at induction | Positive evaluation of E&D training by students through feedback from at induction |
| 13.2 | Organisational culture will be improved by greater visibility of a range of role models particularly to highlight individuals in under-represented groups | (a) Recording and dissemination of inaugural Lectures, showing a range of diverse speakers (gender and BME) models | University Events Team; SM internal Communications team | Jul 2015 | Dec 2021 | 100% of inaugural lectures events captured and disseminated for 2018/19 onwards |
| | | (b) Improve images promoting gender balance and diversity around the school premises by increasing number of high-quality photographic portraits of women in high-visibility spaces such as the Garrod building, Institute teaching rooms and Senior Common Room | Athena SWAN SAT coordinator, SAT impacts and interventions team, SM COO, SM communications team | Jul 2016 | Dec 2020 | 20% increase in female representation by the time of SAT re-audit in June 2020 |
| | | (c) Arrange lectures by esteemed women and increase gender balance of women on existing lecture series | WISE@QMUL; Institute Directors, Institute Managers, SAT communications group | Disseminate guidance by May 2018 | Annual monitoring of gender balance in lecture series | Lecture series speakers are gender balanced |
| | | (d) Celebrate International Women's Day and other key milestones (Women in Science day, International Men's Day) | SM internal communications team, SAT | Mar 2017 | Annually | Positive feedback from events on value and awareness of gender equality |

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| | | | communications group | | | |
| | | (e) Review whether students and staff involved as Ambassadors and in outreach projects are gender inclusive and reflect other protected characteristics, e.g. ethnicity via an outreach survey | SWAN Interventions and Impact Group, working with the QM Centre for Public Engagement | Jan 2019 | Dec 2019 | Gender balanced representations of ambassador and outreach projects. |
| 13.3 | We will ensure gender parity in workload using our workload monitoring system. | Evaluation of current SWARM data by Oct 2019 and reporting to institute Directors at SEB thereafter to develop local solutions for any disparities noted | Lead for SWARM, SWAN data group | Oct 2018 | Oct 2019 | No disparity by gender in work load allocation model. |