

## **Action Plan 2016**

### **Summary and priority actions**

The 2016 Action plan will address a number of issues identified in the Athena SWAN review process. However, it will prioritise two key areas and actions which will address these:

1. Ensure the recent success in addressing the gender imbalance at Lecturer level is maintained going forward and generate a pipeline of talent for promotion to Senior Lecturer and Reader, and onwards towards Professorships.

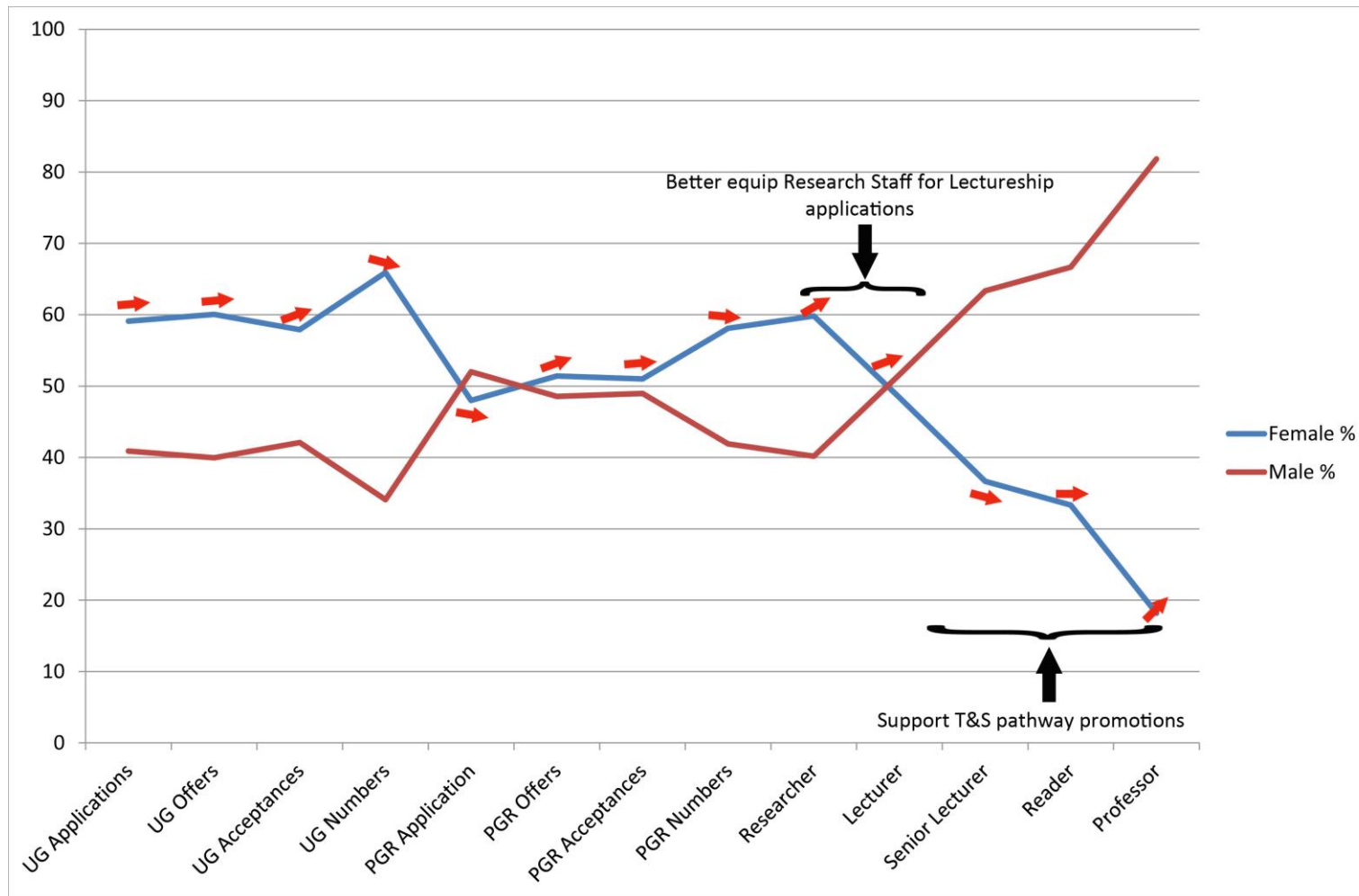
Specific actions to encourage individuals from under-represented groups to apply for lectureship positions, to prepare them for such application and to support successful appointments:

- 4.3 Organise workshops and mentoring for fellowship applications to develop evidence of independent funding success
- 4.4 Mentoring of existing research staff for career progression
- 4.5 Provide coaching for research staff on achieving appointment criteria for lectureship application
- 4.11 Ensure gender-neutral advertisement language and include a statement in adverts encouraging applications from under-represented groups
- 4.12 Highlighting family-friendly policies
- 4.14 Hold post-interview meetings to obtain data informing future actions
- 4.17 Hold workshops to up-skill research staff to apply for academic positions

2. Monitor and support career progression on the T&S (Teaching and Scholarship) pathway.

Specific actions to encourage individuals from under-represented groups on the T&S pathway to apply and support successful appointments:

- 4.6 Collect application data by career path and gender balance
- 4.7 Appoint experienced promotions mentors specifically for T&S pathway
- 4.8 Identify Academic Team Leads to support the achievement of benchmarks for promotion
- 4.9 Carry out a Performance Development Review system to encourage eligible candidates to apply and to mentor the application process
- 4.10 Hold promotion workshops pipelined from PDR



**Figure 31:** Mapping of action points on to pipeline. Data combined from data sets in Figures 12 and 20 showing percentages of males and females at each stage of the pipeline based on the most recent set of data available for each stage. Red arrows indicate change in proportion of females at each stage over the previous three years. The angle of each arrow is derived from the percentage change x 5. The areas where our priority actions (see above) will take effect are indicated.

Actions with asterisks in the table below indicate those specifically arising after consultation with staff.

Action	Description of Action	Action Taken Already at April 2016	Further Action Planned	Responsibility	Timescale	Start Date	Success Measures	Progress made thus far
<b>Section 2 Actions</b>								
<i>The future of the self-assessment team</i>								
2.1	Regular SAT meetings (every 2 months)	SAT team has met monthly from Sept 2015 to April 2016	SAT team will meet every two months from April 2016	SWAN SAT Chair(s)	October 2015 – October 2019	Sept 2015	Regular meetings as scheduled	Bimonthly meetings timetabled for the next calendar year
2.2	Ongoing consultations on best practice	SAT team members consulting with internal and external contacts	Invite speakers to SAT meetings. SAT members to attend regional ECU meetings	SWAN SAT Chair(s)	October 2015 – October 2019	October 2015	External speakers to talk to SAT three times a year; all SAT members to report back on SWAN activities to SAT	Prof Karen Holford spoke to SAT in March 2016; SAT representative have attended several SWAN networking events and spoken to contacts on SAT panels of other institutions
2.3	Annually review SAT membership; identify role shadows for members with less than one year to serve	SAT membership renewed April 2015	Identify shadows for each committee member	SWAN SAT Chair(s)	Jan 2016 – Dec 2016	Jan 2016	Role shadows appointed.	Shadows identified for committee members with less than one year to serve including two co-chair shadows

<b>2.4</b>	Athena SWAN a standing item on all School committee agendas; annual review by each committee of its contribution to the Athena Swan agenda	Athena SWAN as a standing item requested	Gather feedback from school committees on Athena SWAN items	All school committee Chairs to report to SAT Chair(s)	October 2015 – October 2019	October 2015	SWAN discussed at all school committees and feedback received and reviewed by SAT twice a year	SWAN is a standing item at exec committee; SWE committee; Heads of Division meetings; Division meetings
<b>2.5</b>	Review undergraduate student data by gender and report each year to SWE and Learning and Teaching Committee. Collect and analyse data for students on entry by degree scheme	Data from 2010/11 – 2014/15 requested from PLANNING	Request latest from PLANNING each October	SWAN SAT Chair(s)	October 2015 – October 2019	October 2015	Continue to meet or exceed national average for female participation across Biological degree schemes. Present data by degree scheme	Data for each individual degree scheme to 2014/15 obtained
<b>2.6</b>	Review postgraduate student data by gender and report each year to SWE Committee and Postgraduate Board	Data from 2010/11 – 2014/15 requested from PLANNING	Request latest from PLANNING each October	SWAN SAT Chair(s)	October 2015 – October 2019	October 2015	Maintain current balanced gender split and ratio of applications to acceptances	Data to 2014/15 obtained
<b>2.7</b>	Review staff data (including numbers, job applications and	Staff data from 2009/10 – 2014/15 requested from	Request latest data from central / local HR	SWAN SAT Chair(s)	October 2015 – October 2019	1 <sup>st</sup> October 2015	Increase female staff at grades lecturer and	Data to October 2015 obtained

	promotions data) by gender and report each year to SWE committee	HR information services; promotions data 2012/13 – 2014/15 from School HR	each October				above year on year. Aim to reach (by April 2019): Lecturer: 55% Senior L: 43% Reader: 38% Prof: 25%	
<b>2.8</b>	Implement communications strategy	School communications officer tasked with developing strategy	Implement poster and social media campaign; review BIOSI promotional material  Review School documents and content of the website to ensure that language used is not gender biased	School communications officer	January 2016 – December 2016	January 2016	>90% of current staff and students to be aware of Athena SWAN process and actions by October 2016 as assessed by survey data  >90% of new student and staff applicants to be aware of BIOSI Athena SWAN award and its meaning by October 2016 as assessed by survey data	Athena SWAN logo and policy promoted in all official forms of communication with the students
<b>2.9</b>	Athena SWAN action plan incorporated into BIOSI forward plan	Draft action plan reviewed by Head of School	Submission of final draft to school management committee	Head of School	April – June 2016	April 2016	Athena SWAN action plan included in School forward plan	

<b>Section 3 Actions</b>								
<i>Student data</i>								
<b>3.1</b>	Survey current and potential part-time postgraduate student intake to understand: 1. The type of projects chosen for part-time study (ie lab-based vs field-based studies). 2. Awareness of the possibility of part-time studies	Planned survey to be undertaken by 31/10/2016	Raising awareness of availability of part-time projects during PhD interviews and at induction week	SWAN SAT Chair(s) in consultation with postgraduate tutor and PhD supervisors	April 2016-March 2017	1 <sup>st</sup> April 2016	Understand the rationale for part-time request. Work towards re-balancing male: female ratio of part-time postgraduate students with 50:50 ratio achieved by October 2019	None as yet
<b>3.2</b>	School Admissions Tutors to receive enhanced Equality and Diversity Training that is tailor-made specifically for Admissions	All Admissions Tutors have received the University Mandatory Equality and Diversity training (online awareness module and classroom-based)	Bespoke unconscious bias training to be arranged for all Admissions Tutors	Admissions and Retention Sub-Committee Chair  HR Advisor	October 2015 to October 2019 and annually, as required by new members of Admissions Team	01 October 2015	Train all Admissions Tutors in unconscious bias, specifically for Admissions by October 2018 and thereafter annually	Requested from Staff Development
<i>Staff data</i>								
<b>3.3</b>	Implement exit interviews for staff to capture reasons for leaving, or switching contract type	None as yet	Creation of exit interviews  SAT team to analyse data annually	HR Advisor	October 2016-October 2019	01 October 2016	Data acquired and analysed by 12/2017 and annually thereafter	None as yet

<b>Section 4 Actions</b>								
<i>Job applications and success rates</i>								
<b>4.1</b>	All eligible existing and new staff to be trained in Equality and Diversity, incorporating gender equality	Training initiated in October 2015  53% of eligible staff have attended face-to-face E&D training and 49% of eligible staff have carried out online training.	Remainder of staff to be trained	Line managers and HR Advisor	October 2015-October 2019 and ongoing for new staff	1 <sup>st</sup> October 2015	All eligible existing and new staff trained in Equality and Diversity, incorporating gender equality	Reminders issued to staff who have not completed on quarterly basis.  E&D compulsory training being incorporated into Performance Development Review.  Line managers to enforce compliance.
<b>4.2</b>	Provide in-house training for Equality and Diversity and Unconscious Bias for all Promotion, Recruitment and Selection Panel Chairs	47% of all staff have undergone E&D training for team leaders and managers  All staff acting as Panel Chairs have undergone Chairs E&D training, including Unconscious Bias awareness	All recruiters and Panel Chairs to be trained by Central HR	Line managers and HR Advisor and Staff Development Sub-Committee Chairs  Equality and Diversity Sub-Committee Chairs	April 2016 and reviewed annually thereafter	1 April 2016	All staff acting as Panel Chair to be fully trained in both Equality and Diversity and Unconscious Bias specifically related to the recruitment and selection of staff	All panel chairs have undergone this training. Regularly updated and reviewed to ensure standards are maintained

<i>Applications for promotion and success rates</i>								
<b>4.3</b>	Fellowship application workshops for all research staff at relevant career stage	Postdoctoral fellows included in grant application workshops. I&E officer supporting candidates applying for European fellowships	Annual grant writing workshop for research fellowship applications (pipeline from mentors)	Existing Research Fellows	October 2016-October 2019	01 October 2016	50% attendance of eligible staff, 100% increase in applications and success rate by April 2019	Fellows identified and approached to organise workshops.
<b>4.4</b>	Mentoring of existing research staff for career progression	Mentors appointed	Meetings between mentors and mentees concurrent with performance development review of staff	Staff who have progressed from Research Fellowships; co-ordinated by chair of Research Staff Group	Jan 2016-October 2019	01 Jan2016	100% of fellows meeting with mentors	Mentors and mentees identified
<b>4.5</b>	Coaching for research staff on achieving appointment criteria for lectureship	Discussion incorporated into Performance Development review process. Careers café running monthly	Bi-annual workshop for researchers at relevant career stage (pipeline from PDR)	Existing Lecturers; co-ordinated by Deputy Head of School	October 2016-October 2019	01 October 2016	50% attendance of eligible staff	Lecturers identified and approached to organise workshops.
<b>4.6</b>	Application data collected by career path and gender balance	Data collected and analysed up to 2014/2015 (Table 3)	Continue to collect data annually	SWAN SAT	April 2016 and reviewed annually thereafter	1 April 2016	Data on gender balance and career path analysed	Data to October 2015 obtained
<b>4.7</b>	Appointment of promotions mentors specifically for	Identification of promotions mentors outside of the School	Match potential promotions candidates	Deputy Head of School and HR Advisor	May 2016 and reviewed annually	1 <sup>st</sup> May 2016	Increase number of T&S applications	Number of applications increased from 12% in 2012 to



	T&S pathway		with promotions mentors within and outside the School		thereafter		for promotion from 15% to 20% by October 2018	15% in 2015. First-time ever four applications for Reader/Chair (T&S contract) received in October 2015
<b>4.8</b>	Introduction of Academic Team Leaders (ATLs) as appraisers and line managers  Encourage all staff to review promotions criteria prior to Performance Development Review meetings	New Academic Team Leader structure implemented (Figure 3)	Implement the new Performance Development Review to address the balance between teaching and scholarship activities	Academic Team Leaders, Deputy Head of School and Head of teaching	1 <sup>st</sup> January 2016-28 <sup>th</sup> February 2019	1 <sup>st</sup> January 2016	Completion of Academic Team Leader training and 100% teaching and Scholarship staff engagement with the process by January 2017	Academic Team Leader training delivered in January - February 2016 Identification of key objectives mapping onto promotion benchmarks. All ATLs attended.
<b>4.9</b>	New Performance Development Review (PDR) system	New PDR system developed and approved	PDR roll out across the School	Academic Team Leaders, Deputy Head of School and HR Advisor)	1 <sup>st</sup> March 2016-28 <sup>th</sup> February 2019	1 <sup>st</sup> March 2016	100% of staff having undertaken annual PDR by February 2017 and yearly thereafter	Completion rates for previous appraisal system was 82.56% as at June 2015.  New Performance Development review is in progress

<b>4.10*</b>	Organisation of promotions workshops	Promotions workshops run since summer 2014	Bi-annual promotions workshops scheduled once promotions criteria are announced	HR Advisor	Summer 2014 and thereafter	Summer 2014	Promotions workshops delivered.  Promotions benchmarks clearly identified  Average number of applications for promotion to increase from currently 10 staff per year to 12 by 2018	13 applications received in current round
<i>Recruitment of staff</i>								
<b>4.11</b>	Ensure gender-balance is maintained in all advertised jobs	Point to AS friendly policy  Encourage applications from under-represented categories.  Where possible, advertise part-time opportunities	Gender-neutral language in job adverts	HR Advisor	October 2016-October 2019	01 October 2016	Work towards re-balancing male:female ratio of lectureship application, with 50:50 ratio achieved by October 2019	Adverts under review; Athena SWAN policy alluded to and applications from underrepresented groups solicited in job advertisement
<b>4.12</b>	Highlighting family-friendly policies and outward facing evidence of support for under-	Athena SWAN logo and 2012 Athena SWAN application on School website  Female	Chairs of interview panels trained for Equality and Diversity and Unconscious	Line managers and HR Advisor; reviewed by Chair(s) of SAT	October 2015 and ongoing	1 <sup>st</sup> October 2015	All Staff on recruitment panels to have received mandatory training in Equality and	

	represented groups.	applicants encouraged to apply	Bias				Diversity, incorporating gender equality  Gather post-interview data concerning awareness of family-friendly policy (linked to action 4.9)	
<b>4.13</b>	All recruitment and promotion panels to be gender diverse	Promotion panel gender is currently 3 men and 4 women	Distribute guidance for panel chairs on panel selection	HR Advisor	October 2016 – October 2019	1 <sup>st</sup> October 2016	No single gender panels  Recruitment: no gender bias in offers  Promotions: no gender bias in withdrawals	Researcher appointments over last 5 years 54% female; Lecturer appointments 44% female  Promotion withdrawals over last 5 years 55% female
<b>4.14</b>	Post-interview meeting to identify key determinants of successful outcome	Feedback gathered from interviewees to identify examples of good practice	Identification of key steps for successful interview outcome	Interview panel Chairs and HR Advisor	October 2016- October 2019	1 <sup>st</sup> October 2016	Evidence of good practice for the recruitment of successful female candidates gathered	None as yet
<i>Support for staff at key career transition points</i>								
<b>4.15*</b>	Provide sessions on confidence-building,	Central HR have designed and arranged regular sessions	All staff, but particularly female Academic	Director of School Staff	01/09/2015 and ongoing	01/09/2015	From staff survey responses, there is an	Training delivered and ongoing training

	specifically targeted at women	for female academics and dates of sessions have been notified.  University- and industry-wide academic mentoring scheme	staff, encouraged to attend training sessions on Career Development for Female Academics.  Training workshops on mentoring skills for employees offered	Development Sub-Committee Organisational Development Manager  University Human Resources			expectation that around 30 of 151 (20%) female staff would attend. 30 attendees at 3 sessions over next 3 years = 90 attendees (60%, assuming staff numbers and gender balance remain static).  Positive feedback from staff following training evaluation. >75% rate the training as beneficial.	sessions available three times per year.
<b>4.16</b>	Workshops on how to write grants	Grant workshops for research councils  Internal grant peer-review	Workshops for all main funders  Interview practice for research staff applying for grants	Senior Academic staff on grant committee panels	01/11/2015 and every 4 months  As required	01/11/2015	Research Councils grant application success rates increased up to 20% by 2018	Ongoing. First grant applications submitted in January 2016. Outcome: July 2016

<b>4.17</b>	Workshops to up-skill research staff to apply for academic positions	Workshop on social media and digital presence	Workshop: how to apply for a job in academia and mock interviews	Deputy Head of School and Senior Academic staff on interview committee panels	01/10/2016-30/09/2019	01/10/2016	Shortlisted for interview in academic institutions up to 20% by 2018	None as yet
<b>4.18</b>	Performance development training for staff with managerial responsibilities	Monthly performance development workshops	Monthly performance development workshops	HR Advisor	October 2015 to October 2018	01/10/2015	All staff with line management responsibilities to undergo training by Jan 2017	44/71 (62%) line managers recently trained in performance management
<b>4.19*</b>	Career advice	Careers Café drop-in sessions  Early career researcher session at Cancer Stem Cell Symposium Sept 2015	Annual Career workshops	Chair of Staff and Working Environment Committee	01/08/2015 and monthly thereafter	01/08/2015	All staff to attend at least one session over a 3 year period (assessed in PDR)	Ongoing.
<b>4.20*</b>	Cross-school Mentoring scheme developed	Cross-school working group formed  Guidance for mentors and mentees issued to staff  Process for matching mentees and mentors agreed  23 staff (61% female) from	All new staff to have a mentor assigned via this scheme  Continue to encourage existing staff to take part in the scheme  Develop in-house Mentoring training to	HR Advisor  School Managers and HR Managers in partner schools	October 2015 to October 2018	01/10/2015	The success/benefits of the scheme will be reviewed by questionnaire after 1 year and if positive feedback received (>75% rate the scheme as beneficial to their continuing development), Mentoring	Current College mentoring scheme is ongoing and in collaboration with IBM, if industrial mentor is sought.

		Biosciences have signed up to the scheme and Mentor/Mentee contact established	support the scheme				scheme will be expanded to include other schools within the College or wider University	
<i>Support for female students</i>								
<b>4.21</b>	Postgraduate Supervisors to undertake centrally-based training sessions for Supervisors	Training sessions advertised to staff in January 2016	Every Supervisor to attend training every three years to help support them in the Supervision of Research postgraduate students.	Postgraduate Board  Line managers to enforce compliance	January 2016 and ongoing for all Supervisors	January 2016	All staff supervising postgraduate students to have attended preparation sessions/ training for Supervisors by December 2019	Staff Development programme in place.
<b>4.22</b>	Arrange training for postgraduates on the transition from postgraduate to researcher, to include presentations from female researchers in the School	Research undertaken on similar training provided by the University	Speakers confirmed, training programme in place	Postgraduate and Research Office  Postgraduate Research Leader	01/10/2015 and three-annually as required	01/10/2015	All Postgraduate students attending training at least once during their studies  Positive feedback following the training. >75% rate the scheme as beneficial to their continuing development	Postgraduate Research Leader to confirm.

<i>Representation on decision-making committees</i>								
<b>4.23</b>	Gender balance on committees	Executive team is composed of 2 female: 3 male academics  Management team (the School's main decision body), is composed of 5 female: 8 male academics	Line management training provided to all Academic Team Leaders	Head of School and Executive team	June 2015-May 2020	June 2015	50% female representation on key decision-making committees by 2019	40% female representation on Executive team. 44% female representation on Management Team
<i>Workload model</i>								
<b>4.24*</b>	University Workload Model	Staff Activity Profile as a preamble to the Workload Model is operational and will be used to inform Performance Development Review	Implement the School Workload Model	Deputy head of School, Deputy School manager and Head of Teaching	Summer 2016	01/11/2015	Workload Model to be implemented within the School within 1 year of successful University pilot	Data already collected and currently used for Staff Activity Profile
<i>Timing of departmental meetings</i>								
<b>4.25*</b>	All School meetings at times convenient to those with families and/or caring responsibilities.		'Core' meeting hours (0930-1630) agreed and meetings outside those times to be identified for review.	Chair of Staff and Working Environment (SWE) Committee	September 2015	September 2015	'Core' meeting hours agreed and due consideration given to possibility of all School meetings to be held within those hours.	100% School meetings taking place during core hours.
<i>Flexibility and career breaks</i>								
<b>4.26</b>	Implementation of guidance for line managers	Produced a draft of a leave planning	Discuss template at Staff and	Staff and Working Environment	June 2016-December 2019	June 2016	Implementation of leave planning	Extended leave in place. Leave planning

	of extended leave planning template for shared parental, maternity and adoption leave	template	working Environment Committee for approval by Management team	Chair			template by October 2016	template incorporated in School Action Plan.
<b>Section 5 Actions</b>								
<b>5.1</b>	Increase proportion of female seminar speakers	Data collected	Seminar organisers to approach external lab Heads for suggestions of early career female academics as seminar speakers	Seminar organisers from each of the four Research Divisions; co-ordinated through chair of SAT.	Jan 2016 – December 2019	Jan 2016	Achieve national average of female academic staff in Biosciences HEI (currently 43.8%) by end 2018	Currently 29%
<b>5.2</b>	Attitude to gender equality Staff Survey	Staff Survey baseline data collected in December 2015	Conduct staff survey at the end of Athena SWAN cycle	SWAN SAT Chair(s)	June 2018- December 2018	June 2018	Continue to improve on current levels of gender equality perception by end of 2018	In response to the statement 'Gender equality in BIOSI has improved since I joined the school', only 11% of male staff and 19% of female staff disagreed or strongly disagreed; 51% and 36%, respectively were neutral; 38% and 46% agreed or



								strongly agreed.
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