

Advance HE



 **AdvanceHE**



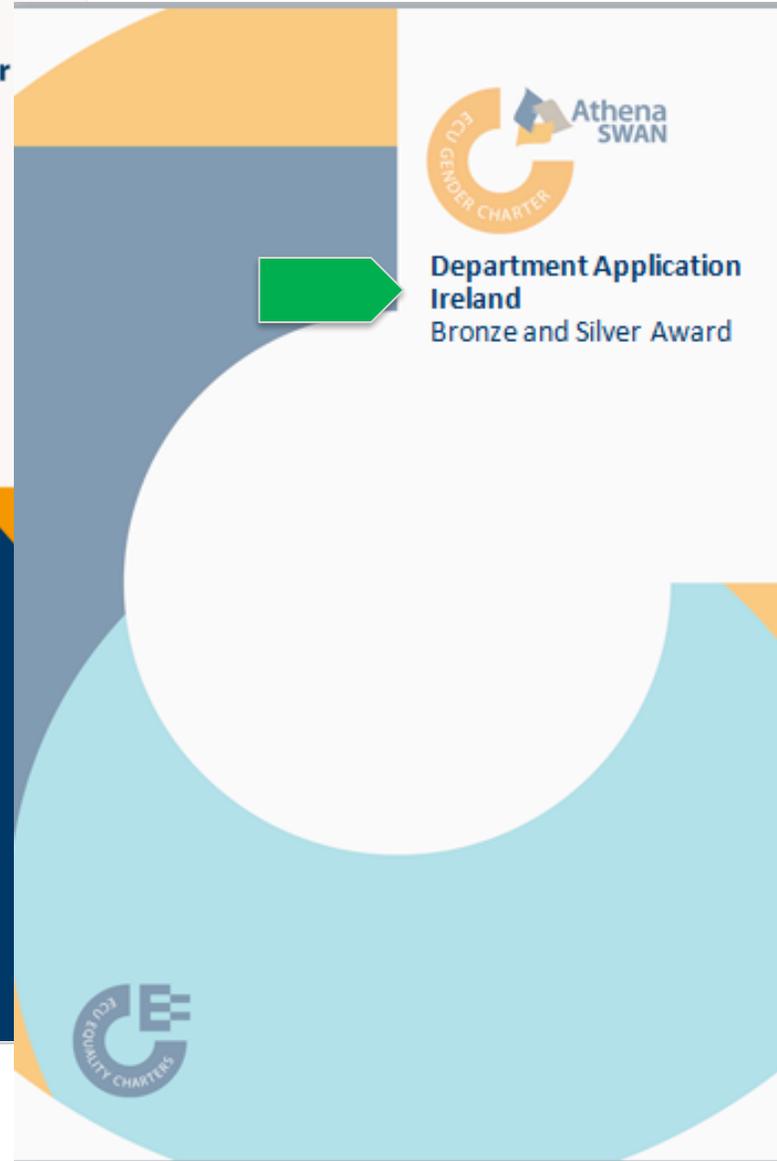
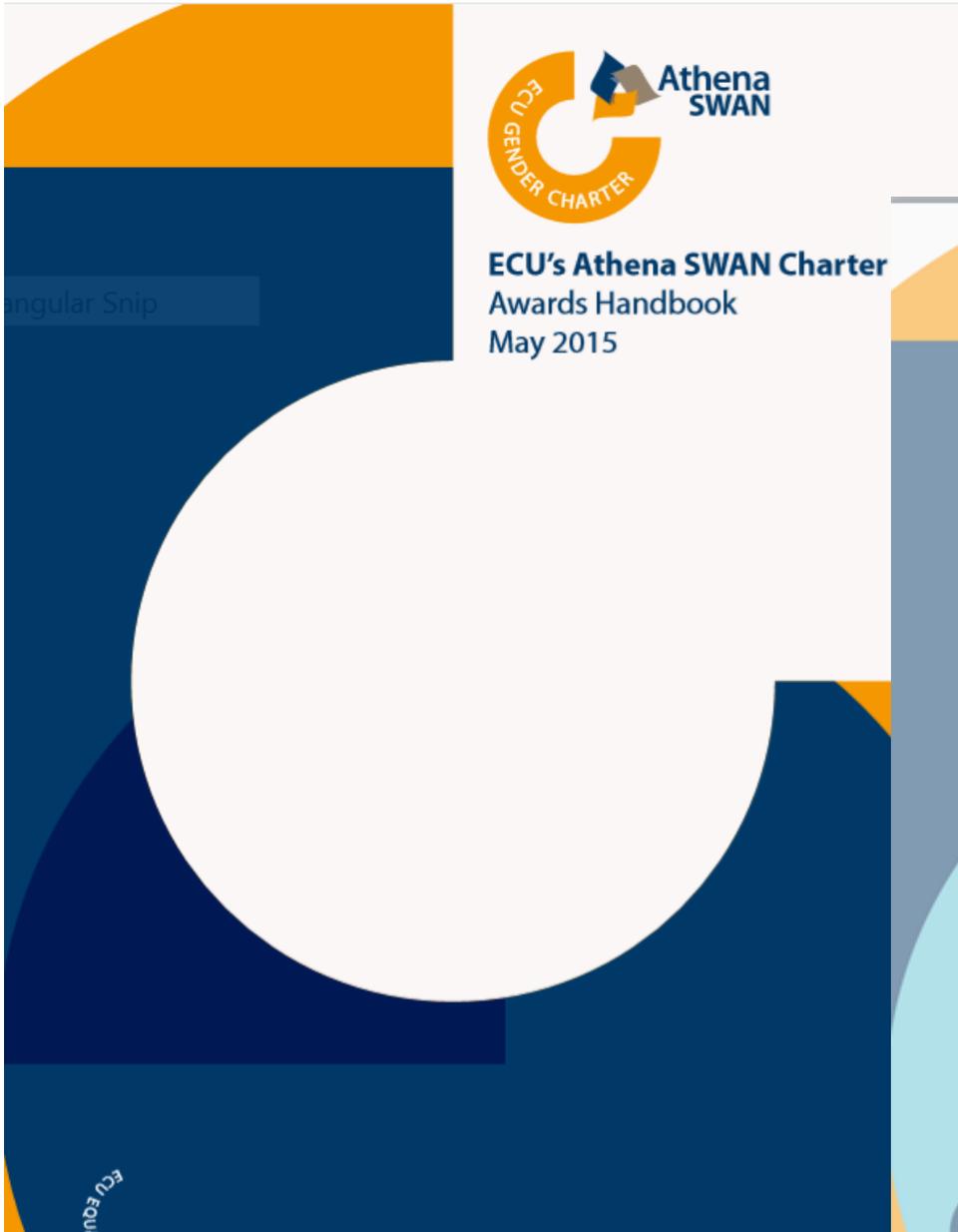
SMART Action Planning



Outline

1. Context and rationale
2. Developing SMART actions
3. Identifying success measures
4. Action and Action Plan presentation

Context and rationale



Core criteria: Institutions

Athena SWAN handbook:

Bronze institutions recognise that the institution has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. This includes:

- **an assessment** of gender equality in the institution, including **quantitative** (staff and student data) and **qualitative** (policies, practices, systems and arrangements) **evidence** and **identifying both challenges and opportunities**;
- a **four-year plan that builds on this assessment**, information on activities that are already in place and what has been learned from these;
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

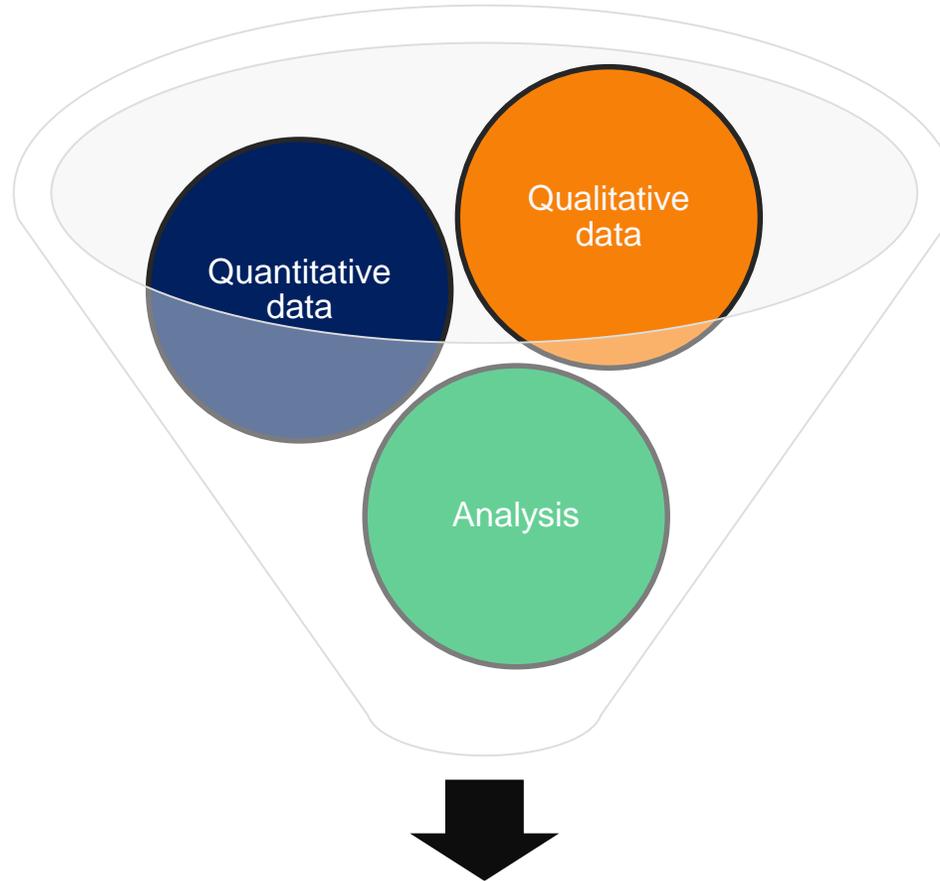
Core criteria: departments

Bronze department awards recognise that in addition to institution-wide policies, the department is working to promote gender equality and to **identify and address challenges particular to the department and discipline**. The department must also plan future actions. This includes:

- an assessment of gender equality in the department, including **quantitative** (staff and student data) **and qualitative** (policies, practices, systems and arrangements) **evidence** and identifying both challenges and opportunities;
- **a four-year plan that builds on this assessment**, information on activities that are already in place and what has been learned from these;
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

The self-assessment process

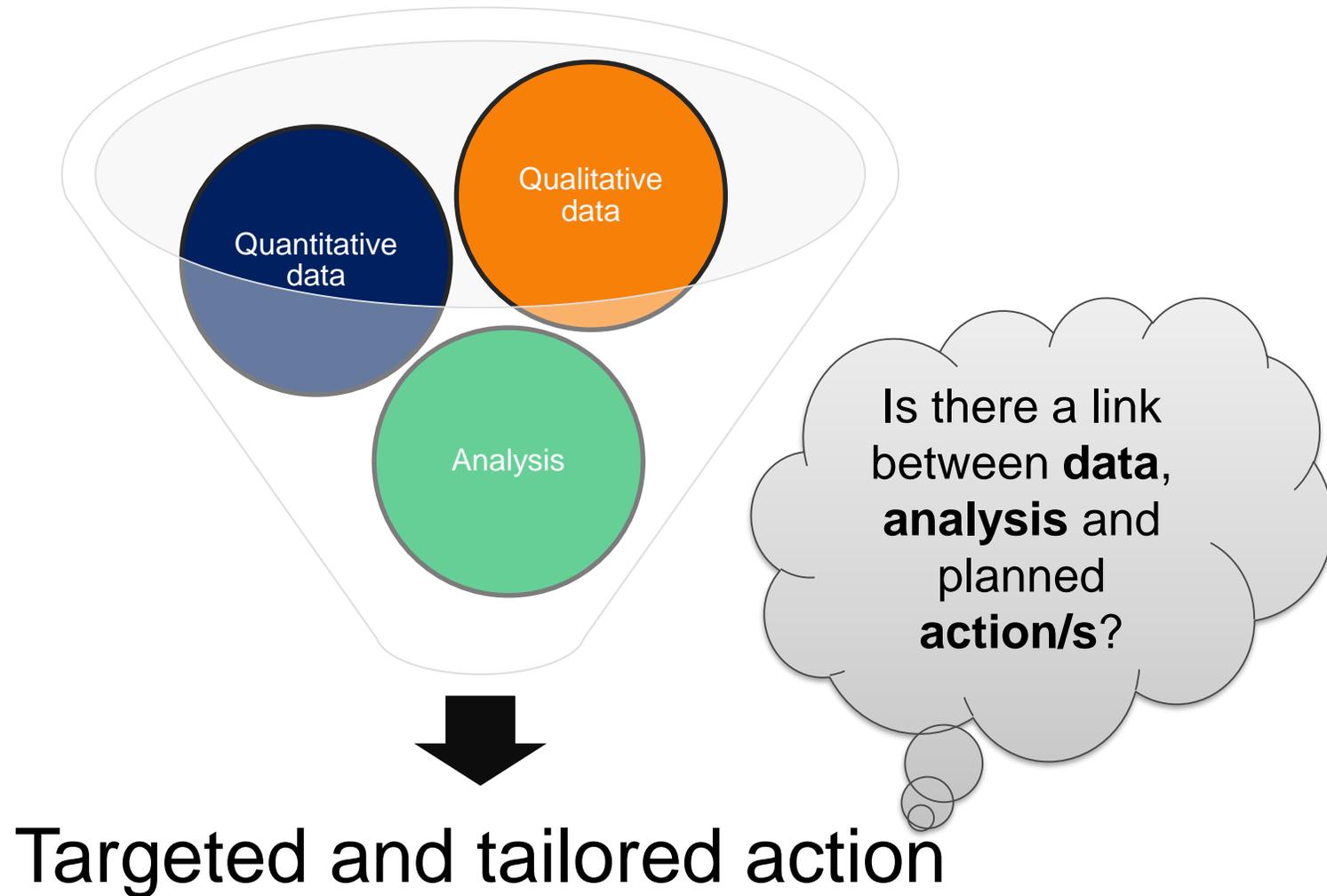
e.g. (staff/student population data; uptake rates; application & success rates; benchmarking data)



e.g. quotes from survey; focus group data from staff, researchers or students.

Targeted and tailored actions

The self-assessment process



SMART Actions in Athena SWAN

Section 8. Action Plan '*... Actions, and their measures of success, should be **Specific, Measurable, Achievable, Relevant and Time-bound (SMART)***'.

Why SMART action plans?

- = structured
- = funnel resources to relevant actions
- = accountability and transparency
- = tailored to your needs

Developing SMART actions

SMART action template

Planned action	Rationale	Key outputs and milestones	Timeframe (start/end dates)	Person responsible	Success criteria and outcome

Be specific

Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
<p>Include a specific description of a specific action that will take place.</p> <p>Consider who the action is aimed at and how it will be implemented.</p>				

What are you going to do?

Ensure relevance

Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
<p>Include a specific description of a specific action that will take place.</p> <p>Consider who the action is aimed at and how it will be implemented.</p>	<p>What did the self-assessment process uncover that made this action necessary?</p> <p>The rationale should be relevant and clearly linked to issues in the qualitative and quantitative data.</p>			

Why are you undertaking this action?

Have timeframes

Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
<p>Include a specific description of a specific action that will take place.</p> <p>Consider who the action is aimed at and how it will be implemented.</p>	<p>What did the self-assessment process uncover that made this action necessary?</p> <p>The rationale should be relevant and clearly linked to issues in the qualitative and quantitative data.</p>	<p>The action must be time-bound.</p> <p>Include clear start and end dates.</p> <p>Consider using milestones to mark progress.</p>		

When will the action start and finish?

Safeguard achievability

Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
<p>Include a specific description of a specific action that will take place.</p> <p>Consider who the action is aimed at and how it will be implemented.</p>	<p>What did the self-assessment process uncover that made this action necessary?</p> <p>The rationale should be relevant and clearly linked to issues in the qualitative and quantitative data.</p>	<p>The action must be time-bound.</p> <p>Include clear start and end dates. Avoid too many “ongoing” actions.</p> <p>Consider using milestones to mark progress.</p>	<p>Specify roles that have power to instigate the action making it achievable.</p> <p>Consider oversight vs. implementation.</p>	

Who will ensure the action is achieved?

Identify measurables

Planned action	Rationale	Timeframe	Person responsible	Success criteria and outcome
<p>Include a specific description of a specific action that will take place.</p> <p>Consider who the action is aimed at and how it will be implemented.</p>	<p>What did the self-assessment process uncover that made this action necessary?</p> <p>The rationale should be relevant and clearly linked to issues in the qualitative and quantitative data.</p>	<p>The action must be time-bound.</p> <p>Include clear start and end dates. Avoid too many “ongoing” actions.</p> <p>Consider using milestones to mark progress.</p>	<p>Include specific roles and people.</p> <p>Consider oversight vs. implementation.</p> <p>Ensure the action is within the individual’s/department’s power, making it achievable.</p>	<p>Identify how the success of the action will be measured.</p> <p>Action completion is not necessarily a marker of success.</p> <p>Measurable targets relate to what the action is aiming to affect.</p>

How will you measure the success of your action?

Developing a SMART action

Objective	Rationale	Planned actions	Timeframe (start/end dates)	Person responsible	Success criteria and outcome
To support PGR and PDR career development through formal appraisal and professionalising workshops					

Developing a SMART action

Objective	Rationale	Planned actions	Timeframe (start/end dates)	Person responsible	Success criteria and outcome
To support PGR and PDR career development through formal appraisal and professionalising workshops	<p>68% of PGR and PDRs (62%F; 38%M) report feeling unsupported in their career development.</p> <p>Focus group data suggests that PGRs/PDRs would welcome opportunities to discuss career development annually with PIs/supervisors</p>				

Developing a SMART action

Objective	Rationale	Planned actions	Timeframe (start/end dates)	Person responsible	Success criteria and outcome
Plan and deliver annual career development workshops and appraisals for PGRs and PDRs	<p>68% of PGR and PDRs (62%F; 38%M) report feeling unsupported in their career development.</p> <p>Focus group data suggests that PGRs/PDRs would welcome opportunities to discuss career development annually with PIs/supervisors</p>	<p>1a. Develop appraisal template and checklist</p> <p>1b. Line managers to hold annual appraisal meetings with PGR and PGT in which career development is discussed</p> <p>2. Two workshops held per term (e.g. grant writing; publication proposal; CV writing; interview skills)</p>			

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To support PGR and PDR career development through formal appraisal and professionalising workshops	68% of PGR and PDRs (62%F; 38%M) report feeling unsupported in their career development.	1a. Develop appraisal template and checklist	December 2020-August 2021	Responsibility: Dean of Faculty Implementation: Supervisors/PIs (line managers)	
	Focus group data suggests that PGRs/PDRs would welcome opportunities to discuss career development annually with PIs/supervisors	1b. Line managers to hold annual appraisal meetings with PGR and PGT in which career development is discussed	September 2020-June 2021	Responsibility: Director of Graduate Studies Implementation: identified PIs; institutional career development officer	
		2. Two workshops held per term (e.g. grant writing; publication proposal; CV writing; interview skills)			

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	Focus group data suggests that PGRs/PDRs would welcome opportunities to discuss career development annually with PIs/supervisors	1b. Line managers to hold annual appraisal meetings with PGR and PGT in which career development is discussed 2. Two workshops held per term (e.g. grant writing; publication proposal; CV writing; interview skills)	September 2020-June 2021	Responsibility: Director of Graduate Studies Implementation: identified PIs; institutional career development officer	Two workshops held per term 

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	Focus group data suggests that PGRs/PDRs would welcome opportunities to discuss career development annually with PIs/supervisors	1b. Line managers to hold annual appraisal meetings with PGR and PGT in which career development is discussed 2. Two workshops held per term (e.g. grant writing; publication proposal; CV writing; interview skills)	September 2020-June 2021	Responsibility: Director of Graduate Studies Implementation: identified PIs; institutional career development officer	Individual workshop evaluations reporting high degree of participant satisfaction (>80%). 80% of PGR/PDRs reporting that they feel supported by 2022.

Baseline data & action development

Baselines (internal data)

- Baselines are the data you have established as part of your self-assessment, so may include:
 - = Staff/student representation
 - = Uptake rates
 - = Application/success rates (**# and %**)
 - = Awareness
 - = Feedback
- Baselines, alongside benchmarks, establish the scale of the issues, and both should be used to shape realistic but ambitious targets

Using baseline data

= Including baselines in the action plan is encouraged to establish the evidence base for the action

Objective	Rationale for Actions	Associated Actions	People Responsible	Success Criteria and Outcome
Provide appraisee and appraiser training for all staff and increase uptake of appraisals.	<p>In the School AS Survey only 61% of women and 56% of men academic staff reported having had an appraisal within the last year.</p> <p>79% of women and 71% of men did not have appraiser and/or appraisee training in the last two years.</p>	<p>a. Ensure that all staff are appraised each year;</p> <p>b. Make appraiser training compulsory for all appraisers;</p> <p>c. Encourage all staff to undertake appraisee training;</p> <p>d. Create a School register of peer-review completion and report data to BoS at the end of each year to ensure peer review takes place for all academic staff.</p>	<p>Responsible: Dean</p> <p>Implemented by: School HR team</p>	<ol style="list-style-type: none"> 1. All staff to be appraised henceforth. 2. All appraisers to be trained by the end of 2019. 3. Increase proportion of staff with appraisee training to 50% by 2022. 4. Peer review data reported to BoS by Oct 2019.

= Baselines provide the data points against which success of interventions can be measured

Benchmarks & action development

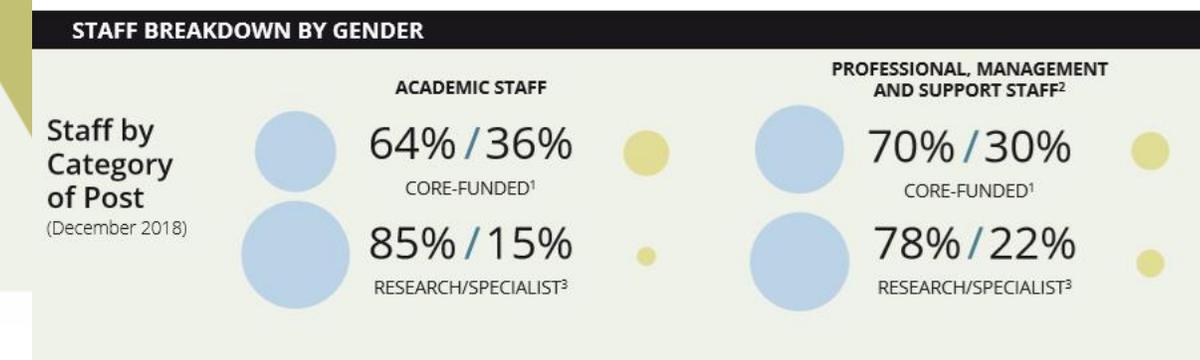
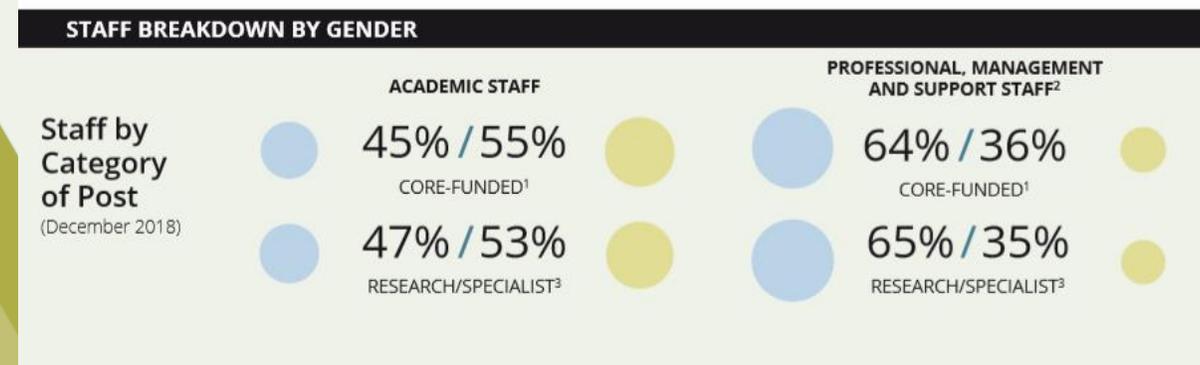
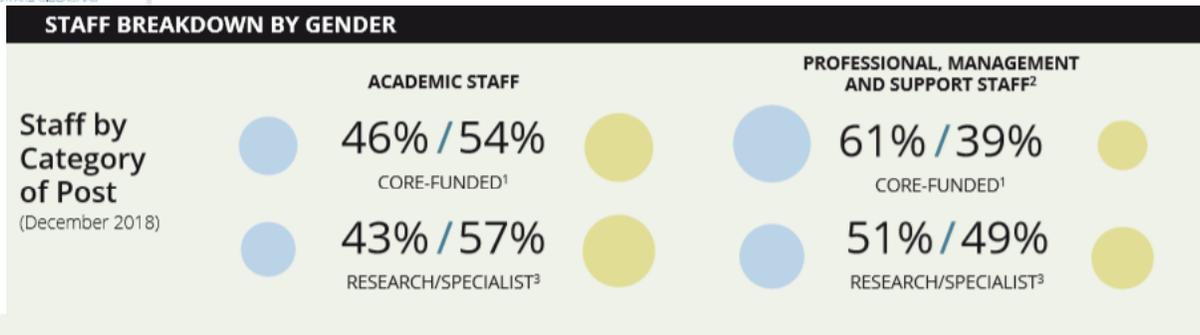
Benchmarking (external data)

Sources of benchmarking data

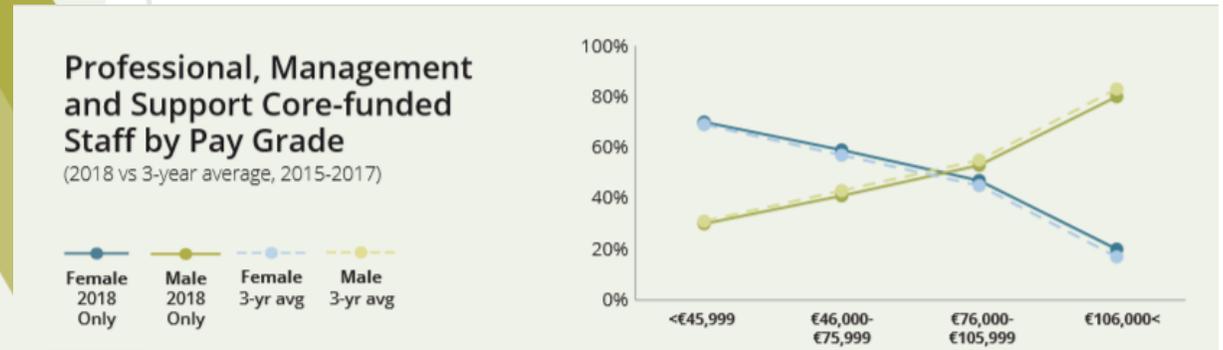
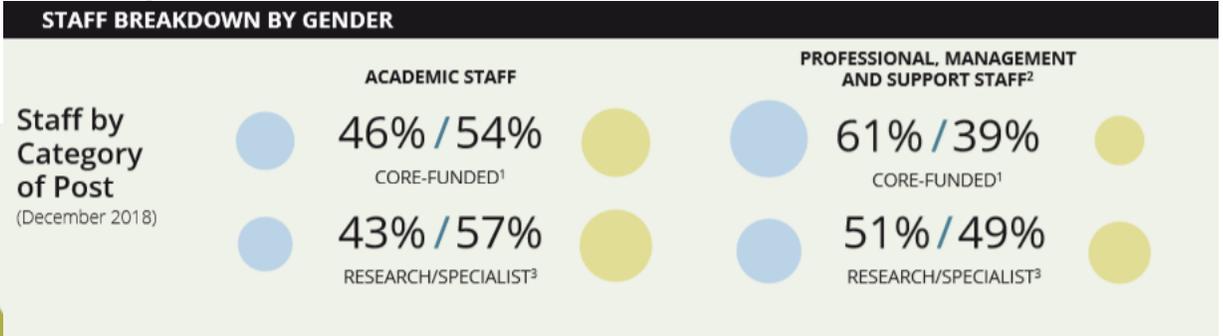
= HEA Institutional Staff Profiles by Gender



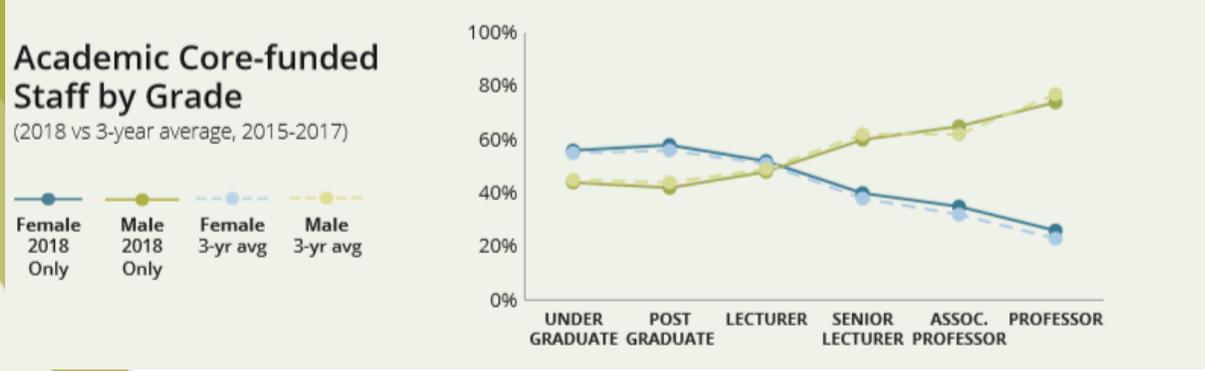
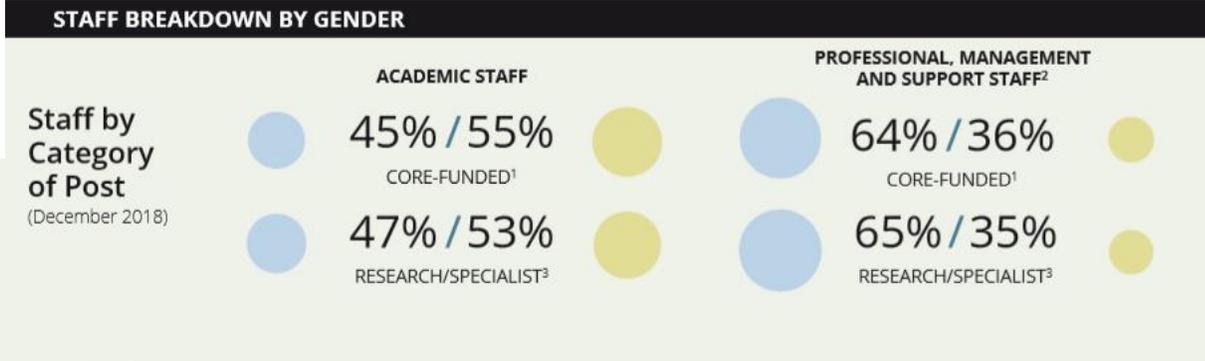
Higher Education Institutional Staff Profiles by Gender



Higher Education Institutional Staff Profiles by Gender



Higher Education Institutional Staff Profiles by Gender



Benchmarking (external data)

Sources of subject-specific benchmarking data

- = Direct approach to other institutions/departments
- = Athena SWAN applications
- = Professional bodies, learned societies or industries related to your specialism
- = International data (e.g. UK HESA data; Advance HE [statistical reports](#))

Benchmarking

Why use benchmark data?

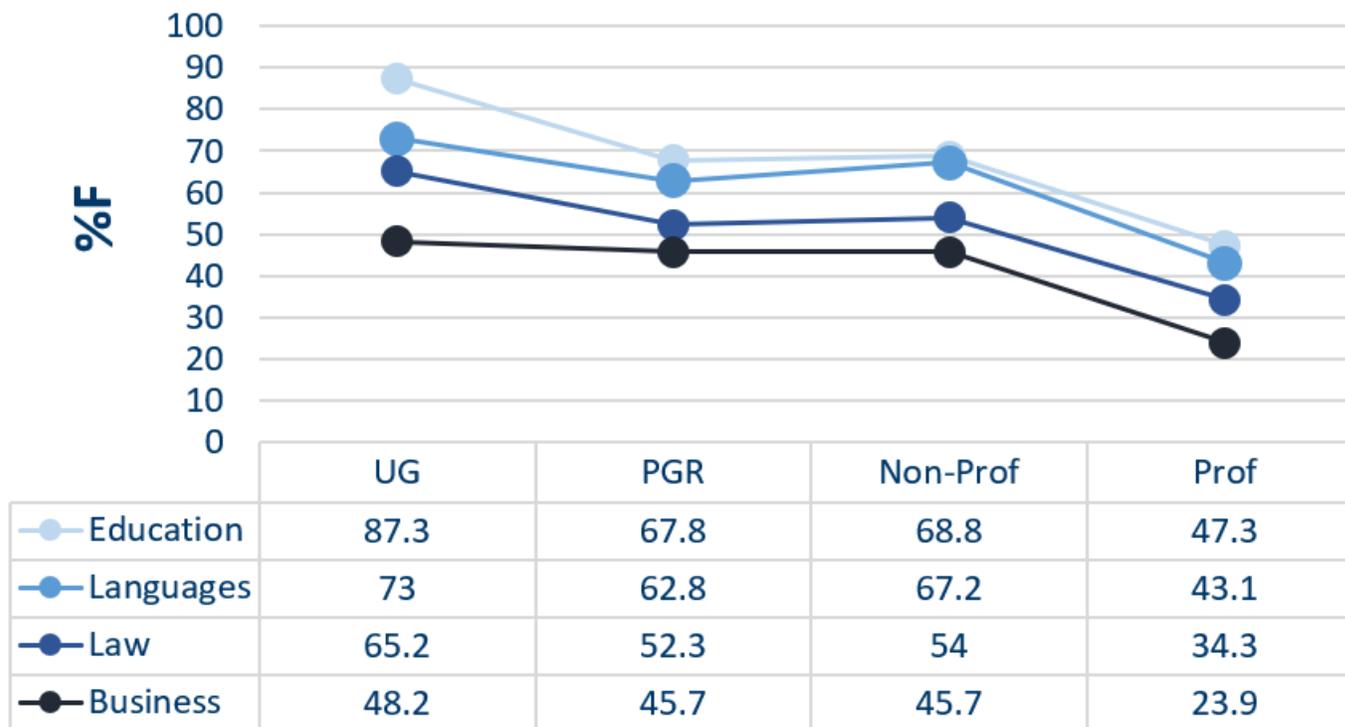
- = Provides external context
- = Allows discipline-specific comparison
- = May help identify key areas for action
- = Supports development of realistic and ambitious targets
 - NB: Benchmarks should not be used as success measures

How to use benchmark data

- = Use the most recent data available
- = Reflect on appropriateness of selected benchmark/s
- = Provide clarity on where/when benchmarks are from
- = Engage critically

Benchmarking and targets

Proportion of female students/staff (AHSSBL subjects)



Advance HE 2019 Statistical report (UK HESA data)

Using benchmarking

Example 1

Objective	Rationale	Associated actions	Responsibility	Success measure
Increase the proportion of women UG students, especially in Engineering.	The proportion of women UG students ranges from 11% in [redacted] to 45% in Maths. Across the School the proportion of women is lowest among students at the UG stage.	<ul style="list-style-type: none"> a. Ensure proportionate representation of women staff or student ambassadors at open days, offer-holder days, outreach work etc. to increase visibility of women students and staff to prospective students; b. Organise UG outreach events focussed on women in STEM, particularly in Engineering, in secondary schools; c. Ensure recruitment material highlights our current proportion of women students in each discipline. 	<p>Responsible: AD Student Experience, AD Education</p> <p>Implemented by: Admissions Tutors, Schools Liaison Representative</p>	All subject areas to exceed their national benchmarks by at least 5% by the end of 2022.

Example 2

Objective	Rationale	Associated actions	Responsibility	Success measure
Increase the proportion of women PGT students in Civil Engineering.	The proportion of women PGT students (24%, 2017-2018) in Civil Engineering is significantly below the sector benchmark.	<ul style="list-style-type: none"> a. Review Civil Engineering publicity materials annually to make sure they contain images of current women students, and testimonials and career stories of women Civil Engineering alumni; b. Involve more women Civil Engineering staff or students in open day activities; c. Use existing WISE (Women in Science and Engineering) networks to publicise Civil Engineering. 	<p>Responsible: AD Postgraduate Taught</p> <p>Implemented by: Civil Engineering PGT Admissions Tutors</p>	The proportion of women Civil PGT students in the School increases to 30% (from the current 24%) by the end of 2022.

Evaluating actions

Demonstrating progress

Promotion

Previous Bronze actions undertaken:

- = All involved have training in the new criteria, career pathways, and equality and diversity.
- = A dedicated online resource – with guidance on criteria, career pathways, frequently asked questions (FAQs) and academic mentoring scheme signposting – was introduced in 2017.
- = Drop-in sessions are provided for information and support for potential applicants.
- = Local feedback reported that women were less likely to discuss possible promotion in PDR than men, so a prompt for a career development discussion and promotion was added to the PDR process, referred to in [5.3 \(ii\)](#).
- = A mentoring scheme was introduced in 2017 involving 23 mentors (48% female and 52% male). A survey of academic promotions applicants showed that 60% of respondents had accessed a mentor.

Demonstrating progress

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full and part time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Previous Bronze actions completed:

- ✓ Promotions data for female academics by School is analysed in an annual meeting with the Director of HR and the Deputy Principal after each Promotions round (Jul 2013 onwards)
- ✓ HoSs receive data of success rates for female promotions from feedback mechanisms led by the Deputy Principal with the Director of HR.
- ✓ Application rates are examined by iSAT and each dSAT for actioning as part of the AS process.
- ✓ Annual Review of Academic Promotions is undertaken with consultation with iSAT and dSATs (Sep 2015 onwards).
- ✓ The University's webpage on Academic Promotions was updated to provide clearer information about the application process and timeline (Feb 2017).

Demonstrating impact

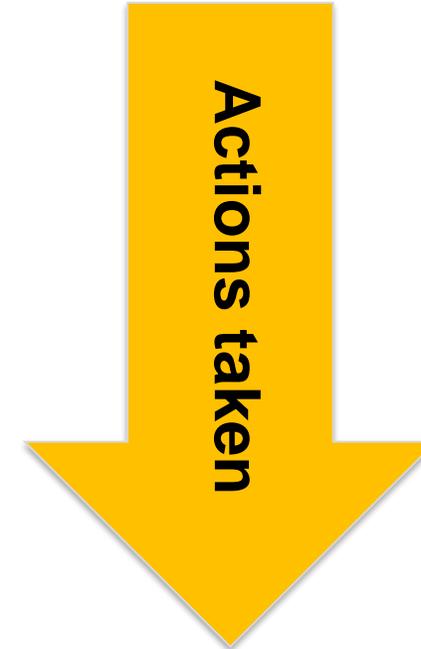
Impact Table 5.16	
Need to: (Silver2015)	Improve clinical academic appraisals
Actions taken:	<ul style="list-style-type: none">✓ School-wide review of clinical academic appraisals✓ Guidance developed, and embedded, through online appraisal platform
Impact:	<ul style="list-style-type: none">✓ 100% of clinical academics appraised by both an academic and clinical reviewer✓ Increase in clinical academic staff appraised in a joint meeting (Females: 2018:87%; 2015:67%; Males: 2018:89%; 2015:65%)✓ Increased satisfaction levels (Females: 2018:75%; 2015:40%; Males: 2018:94%; 2015:71%).

Demonstrating impact

Support for post-doctoral researchers is organised and overseen by the EDO and post-doc champion.

Fellowship support (2015 action)

- A process was developed to provide consistent support and transparency to those seeking Fellowship funding. Approved candidates receive assistance from research-support staff and an experienced academic mentor.
- An annual fellowships open day for researchers/PG students is now held [speakers 50% F, attendees 38% F in 2017 and 2018].
- Dedicated web-pages are maintained featuring information and case studies (4F, 3M).
- EDO offers one-to-one CV/application/interview support for academic positions.
- ██████████ Fellowship was created to fund an early career fellow with caring responsibilities. ██████████ was appointed as the inaugural ██████████ fellow in 2016, and was subsequently successful in gaining a Leverhulme Fellowship (Figure 5.12).



 **IMPACT:** In 2015 we began actions to meet an ambitious target of 40% female fellowship applications by Autumn 2018. This target has been met (4F, 6M). 1F and 1M have been successful in gaining fellowships under the newly introduced system.

Evaluating SMART actions: Mini Mock Panel

Mini Mock Panel

Review the action plan on the next slide and **evaluate** if it meets the **SMART criteria**:

Specific, Measurable, Achievable, Relevant, Time-bound

Example 1

14	4.2/38	High number of fixed term contracts	To review types of contracts and reasons for them.	HoD	September 2019	August 2020	Reduction in fixed term contracts
15	4.2/38	Lack of awareness surrounding flexible working policy	Champion the University policy in our department. Maintain a holistic approach to part time working and flexible working, and to encourage people to act as role models for both genders.	DLs/HoD	Ongoing	Ongoing	Greater awareness of flexible working among staff
16	4.2/38	Lack of support to people returning to work after a career break	Provide support to people returning to work after a career break by having a mentor	DLs/HoD	September 2019	Ongoing but to check progress August 2022 through report from line managers	Staff fully supported on return – PDR process can gauge this.
17	4.2/38	Lack of exit interview data	Line managers to pursue exit interviews when notice given.	DLs/HoD	September 2019	August 2022	Production of an annual report shared with the SAT team.

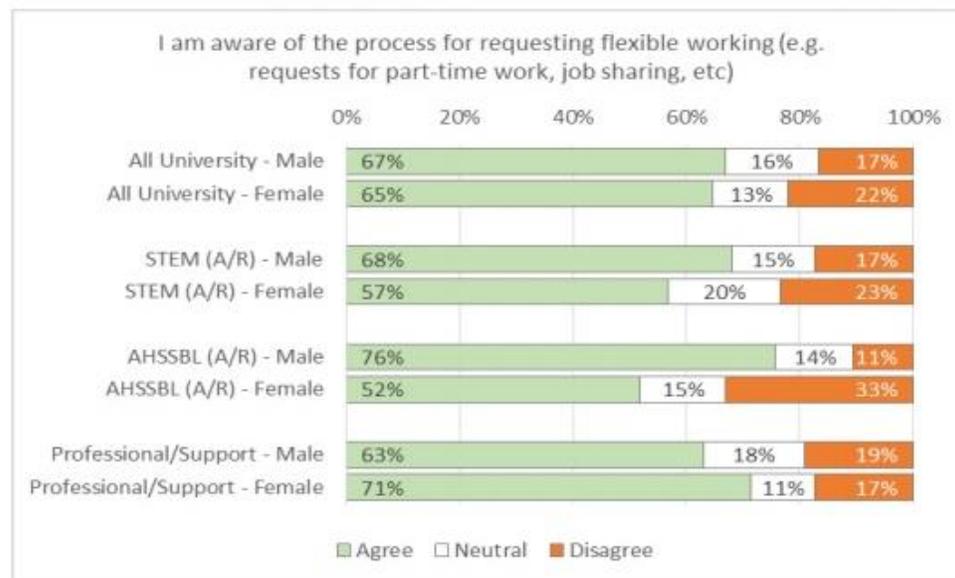
Example 2

	Objective	Rationale for Actions	Associated Actions	People Responsible	Success Criteria and Outcome
9.3	Establish a culture of increased inclusivity in the School by making key committee meeting times more suitable for those with caring responsibilities.	In the School AS Survey only 33% of academic staff (21% women, 38% men) agreed that committee meetings were completed in core hours (10am to 4pm) to enable those with caring responsibilities to attend.	Ensure that all key School meetings are held in core hours between 10am and 4pm.	Responsible: Dean Implemented by: All Committee Chairs	All key committee meetings are held in core hours by start of 2020 onwards.
9.4	Ensure that membership of School committees is representative of the School gender proportion.	Several committees, notably Research Committee (9% women) and Ethics Committee (no women members) are not representative of the School's gender make-up.	a. Introduce an annual review of committee membership for gender proportion; b. Ensure gender proportionality in all committees/panels, especially in Research and Ethics Committees, revising, if needed, relevant terms of reference; c. Regularly consider rationalising the committee structure where possible to avoid 'committee overload' for members.	Responsible: Dean Implemented by: All Committee Chairs	Gender proportionality in all committees and panels by October 2020.
9.5	Establish a culture of increased inclusivity in the School by improving the scheduling of social events.	In the School AS Survey only 67% of women and 51% of men agreed that social activities in the School are welcoming to all staff.	a. Ensure, where possible, that social events are scheduled within core hours; b. Ensure that social events scheduled in the evening allow sufficient notice to enable staff to plan their attendance.	Responsible: Deputy Dean Implemented by: Event organisers	1. School social events' 'calendar' shows, where possible, compliance by the start of 2020. 2. Increase in the positive outcome on social activities to at least 75% in the School AS Survey in 2022.
9.6	Improve the gender composition of speakers and participants at School events.	There has been an absence of data collected regarding such events. In the past 5 years only one of the five speakers has been a woman for the long-standing [REDACTED] Lecture series	a. Data about the gender composition of events will be recorded annually, both at the School, Department, and Research Centre level, and reviewed by the EDC; b. Each seminar or event series to consider gender proportionality when planning their events.	Responsible: Chair of EDC Implemented by: Research Centres	Evidence of better gender balance from recorded data: 1. increase to 30% women in Honorary Degree nomination; 2. 30% women speakers in the School signature public lecture event (the [REDACTED] Lecture); 3. 30% women speakers in other seminars. All to be achieved by the end of 2022.

Action & Action Plan presentation

Embedding actions

Figure 5.11: 2016 Staff Gender Culture Survey - Awareness of flexible working request process



Data suggests some staff feel less familiar with flexible working policies and processes, particularly female A&R staff in AHSSBL areas. (**Figures 5.11 and 5.12, Actions 6.6, 6.7**) which needs to be addressed.

Action 6.7: Ensure staff are aware of their entitlements by setting up short-term Working Group to review all University Family Friendly policies, aiming to increase visibility and take-up and consider how to further improve provision and support. This is to include use of flowcharts and Frequently Asked Questions.

Embedding actions

Category	Post	Gender	Year	Permanent		Temporary		TOTAL
				N°	%	N°	%	
Senior Manager Academic	Professor	Female	2015		89%		11%	
			2016		89%		11%	
			2017		90%		10%	
		Male	2015		84%		16%	
			2016		89%		11%	
			2017		89%		11%	
	Clinical Professor	Female	2015		100%			
			2016		100%			
			2017		100%			
		Male	2015		100%			
			2016		100%			
			2017		100%			
	Sen Mgr Acad Other	Female	2015		58%		42%	
			2016		52%		48%	
			2017		48%		52%	
		Male	2015		64%		36%	
			2016		47%		53%	
			2017		52%		48%	
TOTAL		2015		77%		23%		
		2016		74%		26%		
		2017		74%		26%		
TOTAL FEMALE		2015		53%		47%		
		2016		57%		43%		
		2017		56%		44%		
TOTAL MALE		2015		55%		45%		
		2016		59%		41%		
		2017		60%		40%		
TOTAL		2015		54%		46%		
		2016		58%		42%		
		2017		58%		42%		

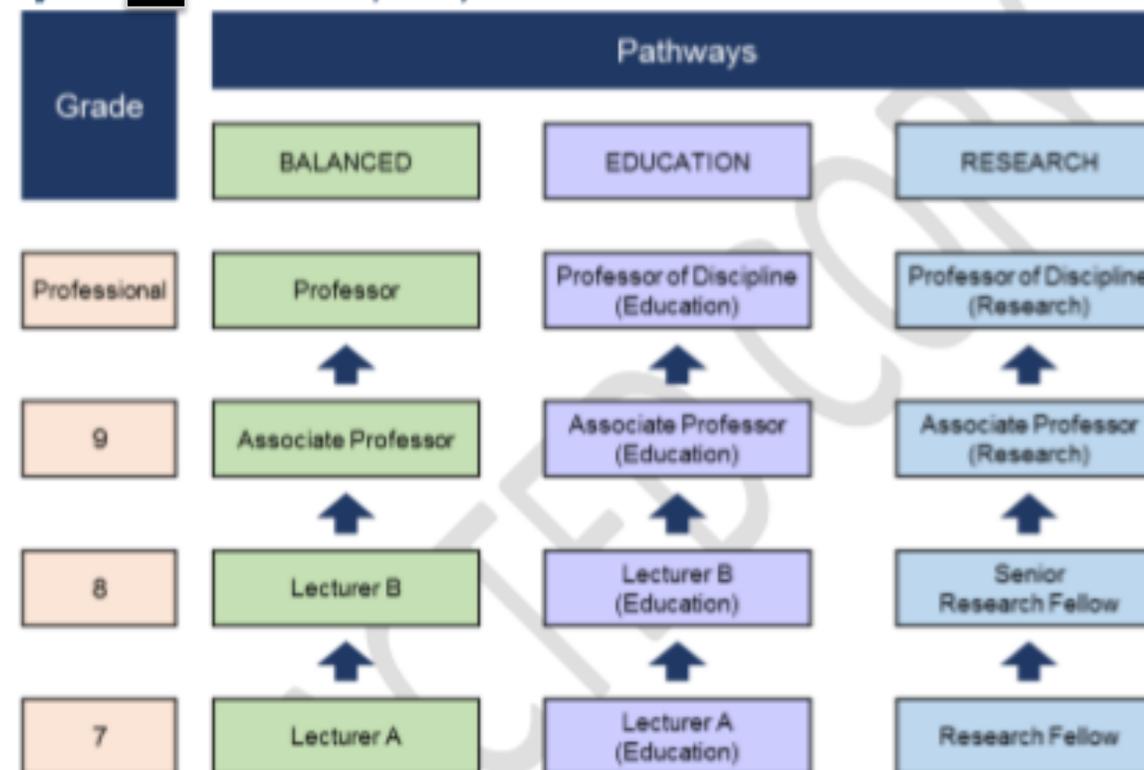
Our data show the following:

- = In 2017, proportionately more contracts held by women were temporary (44%) compared to contracts held by men (40%) which is above the HESA benchmark of 37%. We recognise that temporary contracts can be detrimental to women's career development, retention and progression. ALD contracts account for >50% of temporary employees;

[AP 5.1.1](#) we will develop ALD policy and capture and monitor equality data to identify and address any specific adverse impact in the proportion of women on temporary contracts.

Cross referencing actions

Figure 13 Academic career pathways



The introduction of AEF-aligned pathways has allowed us to better understand the specific activities and workloads of individuals, which enables transparency and parity of expectation. Figure 14 shows that 26% of women are in teaching and research contracts (24% STEMM – Figure 15), compared to the HESA UK benchmark data (2015–16) of 44%.

Actions [AP 4.1.4](#), [AP 5.3.6](#) and [AP 5.3.7](#) detail our plans to address the gender imbalance in AEF through implementation of career pathways, access to research development and inclusion of a career development discussion within the PDR (appraisal) process.

Grouped actions

	Objective	Rationale for Actions	Associated Actions	People Responsible	Success Criteria and Outcome
8.2	Increase support for staff in developing research grant proposals.	In the School AS Survey 69% of women but only 45% of men felt that they were supported in undertaking research. Only 58% of women and 42% of men felt supported in making applications for research funding.	<ul style="list-style-type: none"> a. Provide targeted training (e.g. Research & Enterprise Staff Development Programme) annually and if applicable make workload intervention, especially for ECR staff, in order to support research proposal preparation; b. Introduce a peer-review process for grant proposals prior to submission for ECR staff or those who have not previously been successful, and available to all staff on request; c. Support unsuccessful applicants by running an annual PI workshop to share good practice and discuss case studies of successful grant applications; d. Match, where possible, unsuccessful applicants with staff mentors with a good track record of successful applications; e. Monitor and present annually at Research Committee PI data on successful projects and those who applied but were unsuccessful. 	<p>Responsible: AD Research and Enterprise</p> <p>Implemented by: Research Committee</p>	<ul style="list-style-type: none"> 1. First PI data on successful and unsuccessful grant applications presented at the Research Committee by Oct 2020. 2. Peer review process introduced by the end of 2019. 3. Research & Enterprise training provided by mid-2021. 4. First annual PI workshop taken place by mid-2021. 5. Suitable mentor-mentee pairing completed by mid-2020.

Key outputs and milestones

Application Section 5.6. Organisation and culture							
Application Reference	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key output and milestones	Time frame (start/end date)		Area/Person responsible (include job title)	Success criteria and outcome
No.23 Medium 5.6 (i) Culture	Objective: Provide as part of a strategic inclusive Estates management approach the provision of nursing mothers'/carers facilities across all campuses (available to employees students and visitors). Action: Increase dedicated nursing mother/rest space facilities.	Increased enquiries received by EDI team and Student Services from staff and students wanting to access nursing facilities. Staff feedback through the focus groups and Athena SWAN consultation activities have provided further evidence of a growing need and demand for dedicated nursing mothers facilities.	a) Scoping exercise to identify key locations across the M estate for conversation refurbishment work	Autumn 2018	Spring 2019	Chief Operating Officer Director of Estates	Target by 2022 all major buildings to a dedicated nursing mother/rest space room.
			aii) Implement the programme of works to create the dedicated spaces.	Summer 2019	Ongoing		
			b)Include within the policy of accessible a inclusive design the provision for nursing mother facilities in as part of any future new build development plans.	Spring 2019	Spring 2019		

Key outputs and milestones

Action Plan Number	Objective	Rationale (I.e. what evidence is there that has prompted this action/objective?)	Key actions and milestones to achieve the stated objective	Timeframes: start/end dates	Person responsible (role and individual)	Success criteria for the objective (how we will know we have achieved it)
4.1 (iv) ACADEMIC LEAVERS						
AP 4.1.5	We will have significantly reduced the numbers of people leaving for negative (push) factor.	Completion of exit questionnaires is low, representing approximately 25% of all leavers. 35% of respondents cited negative reasons for leaving, e.g. workload, stress, relationships, however, we do not know groups of staff or where they work to be able to understand and address issues raised.	<p>Review of exit process to increase data intelligence, including updating exit questionnaires to include equality monitoring and role information to improve EDI data capture.</p> <p>All managers to be notified that they must proactively engage with leavers and ask them to complete exit questionnaires as part of the leaver process.</p> <p>Analyse exit data on an annual basis, together with other metrics, e.g. staff survey, absence levels, to identify issues and develop actions to address issues.</p> <p>Any rectifying actions identified to be implemented in faculty/school.</p>	<p>August – October 2018</p> <p>May – September 2018</p> <p>Commencing September 2019 and annually thereafter</p> <p>Commencing October 2019</p>	<p>Head of HR Operations, owner HR Administration Manager to action</p> <p>HR BPs Heads of School managers</p> <p>Chairs of Faculty/ School SAT/EDIC to monitor</p> <p>Deans/Directors</p>	Reasons for leaving based on a push factor to decline to <15% by 2022.

Capturing priorities

'The panel will expect to see evidence of prioritisation' (AS Handbook, p.59)

5.3 (ii) APPRAISAL/DEVELOPMENT REVIEW						
AP 5.3.5	All staff will have a conversation about their career development within the PDR process (see also AP 5.1.6).	Staff Survey feedback indicated that career development conversations were not always taking place, with fewer women reporting that the conversation had taken place.	As part of an online resource kit we will provide an additional toolkit for managers/reviewers about how to approach and structure a career development conversation within PDRs (undertaken from May 2018).	Commencing May 2018 and thereafter	Dean of Science and Engineering with responsibility for PDR	>80% of women confirm in the 2020 Staff Survey they discussed their career aspirations with their manager/PDR reviewer (previous response 60%).
		53% of women and 56% of men confirmed they agreed a training	We will provide online guides for all staff preparing for PDR meetings so that they can prepare for their part in a career aspiration conversation.	Commencing May 2018 and thereafter	Head of Performance and Change	>80% of women confirm in the 2020 Staff Survey they had agreed a training and

PRIORITY



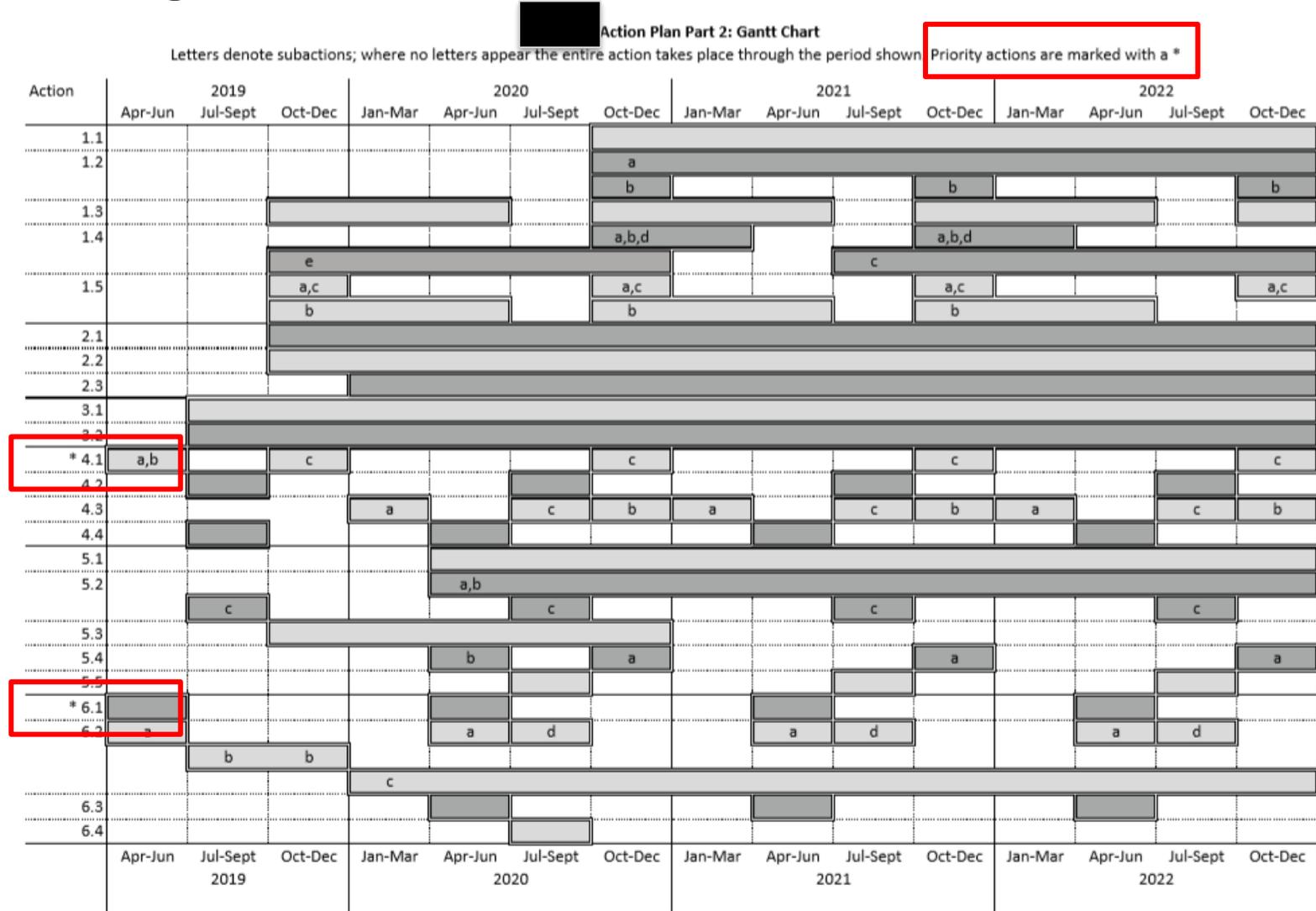
Capturing priorities

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			aii) Implement the programme of works to create the dedicated spaces.	Summer 2019	Ongoing		
			b) Include within the [redacted] policy of accessible and inclusive design the provision for nursing mother facilities in as part of any future new build development plans.	Spring 2019	Spring 2019		

Capturing priorities

	e) Develop and implement a policy for postdoctoral and Early Career Researchers to apply for School bridging funds at end of contract.	Existing approach is <i>ad hoc</i> and may disadvantage some candidates	Better awareness of bridging funds as a possibility among wider SoB community. Fair and systematic approach to consider applications	Jan 2018	June 2018	HoS/HoO	100% awareness of opportunity among research staff, evidenced by School Survey 2019
18	Lobby Central University to look at promotion, rather than regrading, for APM and TS roles	There is a lack of parity between APM/TS staff and academic staff in terms of being able to apply for promotion on performance	Issue to be raised as an agenda item at Faculty EDI committee	Oct 2017	Oct 2017	EDI Chair	University EDI committee considers issue of promotion for APM/TS staff
19	Develop policy document to guide planning for before, during and after parental leave periods	Focus groups revealed provision for before, during and after maternity leave and return was not standard across the School but there were many elements of good practice	Development of School maternity planner for staff and line managers available via School Athena website	Jan 2018	May 2018	EDI committee	Policy in place and implemented. 100% of staff who have taken leave report that they received good support for this in 2020 School Survey.
20	Lobby central University for improved childcare provision on campus	Redressing the Balance fora highlighted this as a significant issue for staff and postgraduate students	Working in co-ordination with School on the [redacted] to present proposals to DoT for consideration	October 2017	October 2017	EDI committee	Gender Equality committee (GEN) considers proposals and works with SoB to address the issue
21	Ensure EDI is a standing item on all key committee agendas	Although an established standing item for MT, EDI was generally not on committee agendas	EDI becomes integrated into discussions on all committees Escalating of issues discussed via meeting minutes to EDI	Oct 2017	ongoing	HoO	All committee agendas have standing EDI agenda item and report to MT on EDI matters
EQUALITY IN RECRUITMENT							
22	Increase numbers of females applying to Biotechnology	Data show that recruitment of females	Promotional material for courses to include more images and video material featuring women.	April 17	ongoing	DoT, Course Director BSc and	Increase number of females on Biotechnology courses to at least current

Capturing priorities



Final thoughts

Checklist

Have all identified issues been actioned?

Is there a clear link between your data, analysis and actions?

Are actions sufficiently detailed outlining exactly what action needs to be taken?

Does your action plan demonstrate how work will be shared across the institution or department?

Are actions scheduled across the four-year duration of the award?

Reviewing action plans

= The action plan is your toolkit for progressing gender equality



‘Action plans should be live organic documents, constantly reviewed and updated’ (*AS handbook*, p.59)

Support available

Next webinar

- = Preparing for Self-Assessment: [registration form \(Nov. 11th. 14:30\)](#)
- = [Athena SWAN Enhancing Practice event—Gender Equality in the context of Coronavirus, Nov. 19th, 14:00](#)

Guidance and training for SATs

- = Email: athenaswanireland@advance-he.ac.uk
- = Online training
- = Website: [Athena SWAN Ireland](#)

National committee and Practitioner Network

**Look out for the
Athena SWAN
Ireland survey**

The logo for AdvanceHE, featuring a stylized 'A' composed of two overlapping circles (one teal, one purple) followed by the text 'AdvanceHE' in a bold, black, sans-serif font.

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For more information, tips, and resources, see our website:

<https://www.ecu.ac.uk/equality-charters/athena-swan/athena-swan-resources/>

For enquiries contact: Victoria.Brownlee@advance-he.ac.uk

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