# AACME Athena SWAN Action Plan.

The actions below have been prioritised in relation to our 3 key objectives which are:

1. Address gender inequality in the taught student population, particularly Automotive.
2. Address gender inequality in academic staff numbers, particularly at Senior Lecturer level
3. Address the recognition of gender imbalance in the culture of our School

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| **3. The Self-Assessment Process** | | | | | | |
| **3.iii.a** **High (objective 3)** | Review name and terms of reference for the WACC ("Welfare and Communications Committee") | The "WACC" terminology is outdated and should be closely aligned to the EDI terminology that we are using for our EDI Action Plan. | The EDI Action Plan is being developed in parallel to this Action Plan. The two documents need to deliver a consistent message to ensure clear communication to staff and students. | June 2020. Annual review and update. | Dean, OM, Director of EDI | To have agreed a clearly defined EDI Strategy that aligns closely with the University strategy and the Athena SWAN Action Plan. The two initiatives should be mutually supportive, even though they have separate specific focus. |

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| **3.iii.b** **High (objective 3)** | Appointment of an academic champion as Director of EDI. | The Dean currently chairs our SAT. Implementation of the Action Plan needs wider engagement and academic support and an individual to champion this agenda. | 1. For this appointment to be approved at SMT.<br>2. For the appointment to be made.<br>3. For appropriate time resources to be allocated to this post and to other academics in the SAT through the WLM. | Discussion during Summer 2020. Appointment to begin from June 2020. | Dean | 1. Appointment of an Academic Champion.<br>2. This will help to achieve the outcome of wider academic and staff engagement with the EDI and Athena SWAN Action plan and objectives. |
| **3.iii.c** **High (objective 3)** | Publish key objectives and outcomes from the Athena SWAN and EDI action plans | Staff need to be aware of the wider objectives of the Athena SWAN bid and to see progress towards achieving its objectives. | The School has a dedicated Athena SWAN section on its Intranet. The Dean is also vocal in his support for the Athena SWAN objectives. However, we need a more coordinated communications plan to engage more people across the School. | Summary of action plans published by June 2020 with ongoing 6 monthly updates.<br><br>Review after 1 year (June 2021). | Dean, OM, Director of EDI | 1. A clearly communicated strategy that is visible to all staff and students.<br>2. Clearly communicated success stories and progression against our objectives.<br>3. Clear communication to staff if we achieve the Athena SWAN Bronze Award.<br>4. In June 2021, achieve feedback from staff that they are aware of our action plans and objectives (e.g. survey). |

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| **3.iii.d**<br>**Low** | Offer membership of the Athena SWAN SAT or WACC to wider staff group. | Our current SAT membership has been selected to provide representation across departments, staff groups, seniority and gender balance. From this base, we should offer membership more widely in future, to ensure wider staff engagement. | Our current team will remain in place for its term of 3 years. Offer wider membership after that period.<br><br>Also offer newer members of staff the opportunity to shadow committee members to aid their own development. | Include in new terms of reference in June 2020.<br><br>No current vacancies, so review as they arise or after 3 years. June 2023. | Director of EDI | Successful rotation of the membership of the WACC / SAT to ensure balance across departments, staff groups, seniority, gender, and also wider engagement. |
| **4.1 A Picture of the Department: Student Data** | | | | | | |
| **4.1.ii.a**<br>**High (objective 1)** | Increase the visibility of women role models at Open Days and Interview Days and allocate workload, as appropriate | Survey data and anecdotal evidence suggests that female applicants may feel isolated if the day is male dominated. | June 2020: Already have some female student ambassadors in all 3 depts. However, attendance at the days may be *ad hoc*. We have some female staff at Open / Visit Days, but again this is *ad hoc*. Need to ensure representation through a coordinated approach, particularly in AAE. | Spring 2020 – Summer 2021.<br><br>Review conversion rates in Spring 2022. | OM, School Projects Manager, with Admissions Teams | Ensure female representation from staff and students at all Open Days and Visit Days. In AAE, this may be a challenge due to low numbers of female staff and large numbers of visit days, so may need greater reliance on female PhD students, who are paid for their time.<br><br>Successful outcome will be an increase in female applicant conversion rates from application to acceptance by 5% (varying figure in 3 depts). |

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| **4.1.ii.b** **High (objective 1)** | More involvement and visibility of WES at Open/Visit Days | WES is an active support network for female students in engineering. Potential female UG students should understand what support is available to them if they study here. | Spring 2020: WES has a presence at current Open / visit days, but this is mainly in AAE. Need to broaden this to Materials and Chem Eng. Also need more WES Ambassadors to support this. Fund this through non-pay budgets. | Summer 2020 – Summer 2021 | School Projects Manager. Work with WES Chair and Marketing team. | Joint WES / LU Banners at all Open / Visit Days.<br><br>Script or bullet points prepared for staff explaining what WES offers.<br><br>Have enough WES Ambassadors to represent WES at all 3 department Open Days / Visit Days in 2020-21. |
| **4.1.ii.c** **Low (already committed)** | Fund Bursaries for WES members to attend relevant conferences or events. | This is part of supporting the wider activities of WES. | This has been committed already in the budget for 2019-20. Needs to be maintained in following financial years. This to be successfully distributed on a competitive basis to students who wish to attend conferences / events. | Feb 2020 – ongoing | OM | £2,000 budget provided from School to WES.<br><br>Increase in student attendance at relevant WES events. |

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| **4.1.ii.d** **High (objective 1)** | Launch a specific targeted marketing campaign to attract female UG and PGT applicants to the Automotive course. Improve gender balance in Automotive marketing materials for UG and PGT | The lack of female applicants and students in the Automotive course is a key problem identified by the SAT. Automotive marketing materials are too male oriented, and we should move some of the focus from motorsport to the new areas e.g. greener cleaner powertrains, autonomous vehicles etc. | Much work has already been done in this area. We need to review current marketing collateral being developed as part of our marketing strategy and to explain the strategic importance of gender balance to the marketing team in the context of this action plan.<br><br>For PGT course, discuss gender balance with industry sponsors of students – potential joint actions | June 2020 – June 2022 (review after 2 years) | School Projects Manager with the university marketing team | Visibly more gender balanced marketing materials in Automotive Engineering.<br><br>Specific campaigns launched to attract female applicants to Automotive course.<br><br>This to lead to an improved gender balance in applications to 17-20% (they are currently 8% for PGT and 13% for UG). Aim to at least double the number of female PGT students (currently 1 or 2 per year). |

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| **4.1.ii.e** **Low (Objective 1, but already underway)** | Review of modules within the Chemical Engineering programmes. | The programme review addresses current and future global issues including clean energy and biotechnology to attract high quality applicants and equip engineers for future industry needs. The proposed new programmes may be more appealing to female applicants. | The revised core programme and 2 new programmes are currently going through the University approval process. | Revisions implement-ed 2020-21. New programme intake proposed Oct 2021. Assess gender impact in Spring 2022. | Dean, AD(T), DoS, School Projects Manager, | Programme revisions and new programmes operating and recruiting high quality students.<br><br>This should lead to a better gender balance in the Chem Eng UG population to at least the benchmark. Current Chem Eng female population is 23%. Current benchmark is 28%. |
| **4.1.ii.f** **Medium** | Hold a focus group to better understand reasons behind Chem Eng female student choices. | The Chem Eng UG female Student population is significantly below the HESA benchmark, with no visible improvement in the trend. We need to check our assumptions about the reasons behind this situation and our actions listed above to improve it. | Focus Group with Female UG students who have recently been through the application cycle. | June 2020 – October 2020 | OM and School Projects Manager | This focus group should be used to inform our other actions around the Chem Eng UG student population.<br><br>If successful it will lead to better targeted actions to help improve the gender balance in the Chem Eng UG population to at least the benchmark. Current Chem Eng female population is 23%. Current benchmark is 28%. |

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| **4.1.ii.g** **Low** | Hold a Focus Group discussion with female Auto Students (UG and PGT) | This is a very small cohort. Whilst degree attainment is positive, a focus group will help to understand the journey of these students through their degree and identify additional support that the School should provide. | Identify additional support required for female students, particularly where cohorts are small (Auto). | October 2020 – October 2021 | Projects Manager | Clear understanding of the degree journey and support provided / required for female students in Automotive. Specific actions would follow this investigation. |
| **4.1.iii.a** **High (Objective 1)** | School to implement PMB recommendat-ions for new PGT modules and new programmes for Chemical Engineering and Materials. This would open the courses to more female applicants. | Bio-based content requires Biology as an entry subject. There is a better gender balance in Biology than, for example, Physics. Inclusion of these areas within the PGT programme (current and proposed) could improve the gender balance in Chem Eng and Materials. | Through the PMB the current Chem Eng, Materials and AAE PGT programmes are being reviewed. New modules and programmes are under discussion | October 2021 will be first intake to new or revised programmes. Review PGT population in December 2023 after 3 years. | ADT, DoS, Programme Directors, School Projects manager | To have new Bio and environment related modules on Chem Eng and Materials PGT programmes. Also new interdisciplinary PGT programme.<br><br>Aim to increase proportion of female applicants and for this to feed into better gender balance in actual PGT populations. Current female % populations are:<br>Mats. 23% vs Bchmrk 36%.<br>Aim to meet benchmark 36%.<br><br>Chem Eng 42% vs Bchmrk 30%<br>Aim to achieve 50%. |

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| **4.1.iii.b**<br>**Low** | Phone calls to female PGT offer holders to be gender specific. | We have small numbers of female PGT applications and acceptances. To maximise conversion rates we will pay female current students to call female offer holders. | Female current students to take part in calling female offer holders. | June 2020 – October 2021 (review after 1 year) | OM working with admissions teams | If these calls are successful, they should help to improve conversion rates. We would aim to improve these by ~10%. |
| **4.1.iv.a**<br>**Medium** | Review our PGR recruitment marketing for its appeal to a diverse range of students. | The three-year trend of female PGR students is declining in AAE and Chemical Engineering and the recruitment pipeline picture is variable. | Hold focus groups with current PhD students to discuss their findings of the application process and to inform further actions.<br><br>Review the process for writing project descriptions considering these findings. Introduce standard advertising template that is diverse in its appeal.<br><br>Some work has been done in this area (e.g. gender balance in relevant web pages has been improved). | February August 2020 – Aug 2022 (start in new academic year and review after 2 years) | School Projects Manager with the marketing team. | Visibly more gender balanced marketing of PGR opportunities. Improved standard advertising template.<br><br>This should lead to a 5-10% increase in the proportion of female applicants.<br><br>Current School average is 25%. Aim for 30-35% female applicants. |

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| **4.1.iv.b** **Low** | Involve WES in our PGR showcase event to promote current women PGR students who can offer advice to those considering PGR. | Showcasing current women in PGR study will give a better understanding of the opportunities and support available. | WES is already involved with a range of similar initiatives in UG, plans for PGR showcase will incorporate a WES speaker. | April 2020 – Sept 2020 | School Projects Manager with the marketing team | WES speaker becomes embedded in this annual event. |
| **4.2 A Picture of the Department: Academic and Research Staff Data** | | | | | | |
| **4.2.i.a** **Medium** | Include PDRAs within the school mentoring scheme | Evidence from the focus group supports the picture that PDRAs would benefit from career support beyond their own supervisor. They can also feel isolated from other larger staff groups. | This was identified in the January 2020 focus group. | May 2020 – May 2021 (review after 1 year) | Dean | To have PDRAs as part of the mentoring scheme, with mentors from within the school. We would measure success of this through improved survey data. Our latest survey data showed poor results e.g. “I am optimistic about my career progression” 60% disagreed. |

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| **4.2.i.b** Medium | Improve PDRA uptake of teaching opportunities | Some PDRAs seek career opportunities as lecturers but need teaching experience to do so. | We need to improve communications with PDRAs to explain how they can be involved in teaching, to improve their future employability as lecturers. We can also approach this through the administrative processes when "bought-in-teaching" requests are made at the start of Semester. | Summer 2020 in preparation for Oct 2020 new academic year. Review after 2 years (October 2022) | OM, working with Teaching support staff and BIT admin. | Latest data indicated very small uptake of teaching by RAs (less than 1FTE equivalent). Success would be to significantly increase this to 5 FTE equivalent. |
| **4.2.i.c** Medium | Improve induction for PDRAs and provide regular communication specific to PDRAs | Evidence from the focus groups showed that PDRAs often felt “thrown in at the deep end” and that they were unaware of where to find help and advice at the start of their role and during their time in the School. | We need to remind PDRAs that help / guidance exists for them too. Perhaps flag the OM as a source of advice / help that is outside of their supervisor relationship (see also mentoring action). | April 2020 – April 2022 (review after 2 years) | OM and SMT | Revised Induction programme published and communicated to staff and PDRAs.<br><br>The survey of research staff showed a mixed picture regarding induction. 20% disagreed with the statement “My initial arrival in the School was a positive experience.” Success would be to reduce this to 0% disagreeing after 2 years. |

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| **4.2.iii.a** **Low** | Working with HR, implement Exit Interviews for RT Academic staff and for PDRAs. | Reasons behind research and academic staff leaving the School are not always understood. This should be addressed across the institution. | Arrange procedure for standard exit interviews across the institution. Use questions that focus on motivation for leaving, including any gender related issues. | October 2020 – October 2023 (review after 3 years as low numbers of leavers). | HR | Generate valuable information to inform why research and academic staff leave, including why female staff leave. Use this to implement actions that would help retain female staff. Due to small numbers, success would be if this process helps retain 2 female staff members in the School in 3 years. |
| **5.1 Supporting and Advancing Women's Careers: Key Career Transition Points: Academic Staff** | | | | | | |
| **5.1.i.a** **High (Objective 2)** | Recruitment Advertising. Develop Standard JDPS templates that are more conscious of diversity. | The School has a good record of the success of female applicants in the selection process, but we need more female applicants to apply for academic posts. | Design, implement and embed the new template in discussion with HR. Remove Desirable criteria as these may deter female applicants if they do not have them (despite being otherwise well-qualified). Use online aps to detect and remove any use of gendered language. | October 2020 – October 2023 | Dean and OM, working with HR | 15% increase in female applications for academic posts at all grades. |

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| **5.1.i.b** **High (Objective 2)** | Implement gender balanced shortlisting. | SMT have made a commitment to long-listing at least one female candidate at each grade in RTE recruitment campaigns and work towards 50% female long-lists over the next 3 years. | We will use search committees to specifically and proactively identify female candidates for senior roles. | August 2020 – August 2023 (Review after 3 years) | Dean and HoDs | The School is working towards a target of 33% female RTE staff in 5 years' time, based on HESA benchmarking data for our disciplines. |
| **5.1.i.c** **High (Objective 3)** | Require all staff responsible for recruitment to complete the face to face 'Unconscious Bias' course. | See action **5.3.i.a** for rationale and details | | | | |
| **5.1.ii.a** **Medium** | Introduce Induction Buddy Scheme for new academic staff. Buddies could be gender matched. | To improve the induction and learning experience during the first 3 months. This is a different function from the mentoring scheme. | Scheme can be informal. Designed to help new staff work out the practicalities of starting a career in the School. How to find certain software / systems. Who to ask about what? | July 2020 – Dec 2020. Likely to have several new staff starting. | Dean / HoDs | Talk informally to new members of staff after induction to see if they felt well supported. Future staff survey questions should demonstrate satisfaction with induction processes for new staff (target 80% + agree). |

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| **5.1.ii.b** **Low** | Incorporate questions into the staff survey to evaluate effectiveness of induction | Currently the effectiveness of the induction process is not captured in the staff survey | Incorporate questions concerning the uptake of induction processes and their effectiveness into survey. | June 2020 Review after next staff survey. | OM | The results from our next staff survey will provide data on both the uptake and effectiveness of our current induction process. Based on this data we can reflect and implement any changes required. |
| **5.1.iii.a.** **High (Objective 2)** | Ensure criteria for promotion to SL and Personal Titles are widely publicised and highlighted to all staff, including probationers early in their career. | It is important that the process is transparent to all staff, including female staff, and that they feel confident in putting themselves forward. | Build into probation period a session on "demystifying promotion"; run workshops for female staff on removing real and perceived barriers to promotion | July 2020 – July 2022. Likely to have several new staff starting. Review after next staff survey. | Dean / HoDs with HR | New members of staff are trained on the process for promotion. Future staff survey questions on this should demonstrate transparency and understanding of this process (target 80%+ agreeing). |

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| **5.3 Supporting and Advancing Women's Careers: Career Development: Academic Staff** | | | | | | |
| **5.3.i.a** **High (Objective 3)** | Require Unconscious Bias Training for all staff and attendance at an advanced workshop for those in leadership positions. | Data suggests low uptake of this training. We need to understand who has taken the online course or the full training session. The School should make this mandatory for all staff in leadership positions in support of our wider EDI action plan. | Full understanding of School take-up of the online / face to face course. Agreement from SMT to make this mandatory for leadership positions and to define which positions this applies to. Likely to include those who carry out PDRs and those who recruit staff. | Sept 2020 – Sept 2022 (review after 2 years) | Dean, OM and HR. | Policy in place, agreed by SMT. Significant uptake of this course and full completion by those in leadership positions, as defined by SMT. |
| **5.3.i.b** **Low** | Promote take up of the Aurora women-only leadership initiative amongst staff and fund it accordingly. Also promote "Maia" and "WHEN" networks | Leadership training is a crucial part of developing female leadership in HE. The Aurora programme is tailored to support female staff and is supported by the University. | Understand details of the Aurora programme. Dedicate training budget to support it. Publicise it to female academic staff. | July 2020 – July 2022 (review after 2 years) | Director EDI and OM | Take-up of at least 2 female staff from the school per year to attend this course. Ensure that they provide feedback regarding the quality of the course and support it on an ongoing basis if it is effective.<br><br>4 female staff joining the "Maia" and "WHEN" networks |

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| **5.3.ii.a** Medium | Monitor PDR Effectiveness and Ratings against gender. | We have survey data showing that some female academic staff did not find PDR useful in 2018. We have rating data that should be assessed over time against gender. | Future staff surveys will ask about the effectiveness of PDR for staff and we will compare results to the 2018 data. Similarly, we will conduct further analysis of the PDR rating data to compare gender balance against our staff population. | July 2020 after PDR reward Committees meet. Review over a 3-year period to July 2023. | OM | The Staff survey should show a significant increase (e.g. 15-20%) in the proportion of female staff who find the process useful. The gender analysis of PDR rating data should show no gender influence, if our actions and processes are successful. |
| **5.3.iii.a** Medium | Publicise 'Careers in Academia' workshop for postdoctoral researchers. | Career support for PDRAs should be enhanced. Central provision is good but new and the School can offer dedicated provision. | Enhance this this training with academic staff in the School, facilitated by HROD. The event was run in Sept 2019 but should be repeated and promoted. Make PDRAs aware of this support early on (at induction). | September 2020. Annual. | Director of Doctoral Progs with support from careers / HROD. | Tailored session available to PDRAs that generates positive feedback from the attendees. |
| **5.3.iii.b** Low | Share examples of CVs associated with successful promotion applications | This will be done as part of the School Mentoring scheme which will be available to academic staff and PDRAs | Assemble successful CVs and redact details as necessary. Locate in a shared workspace that can be accessed by PDRAs and academic staff. Liaise also with Careers service. | October 2020 – October 2021. Review after 1 year | OM School projects Manager and Careers. | Publicise a useful resource for academic staff and PDRAs. |

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| **5.3.iii.c.** **Low** | Use the Staff Survey or focus group to find out more about the experience of female staff in relation to the career support available to them. | There is insufficient evaluation of the wider training and career support available to women. | Develop clear understanding of the effectiveness of career support for women in our School. Respond to this with specific follow up actions. | October 2020 – October 2021. Review after 1 year | School Projects Manager and HR | Through focus group or staff survey, understand more about the experience that female staff have of the career support available to them. Do they lack appropriate support? Or do they lack awareness of the support available? |
| **5.3.v.a** **Medium** | Provide additional support for female academics in preparing proposals through externally run workshops and training courses | We need to understand whether School grant application success rates reflect the national gender gap and to provide tailored support for female academics. | Analysis of success rates. Development of tailored programmes of support through the Research Office and/or internal mentoring. | October 2020 – October 2022 (review after 2 years) | ADR | Tailored workshops or mentoring for female academics in making successful grant applications. This to result in zero gender gap in success rates and a 10% improvement in success rates for female academics. |

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| **5.3.v.b** **Low** | Discuss unsuccessful applications with staff. | Currently, if applications are unsuccessful, the PI/CoI are aware, but may not discuss this with senior management in the School. Need to address this in in a supportive way, to alleviate disappointment, identify what could be done better and set up a stronger foundation for future grant applications. | Implement regular review (quarterly) of unsuccessful applications. Then implement existing support measures (see section 5.3.v) to improve future applications. | August 2020 – August 2022 (review after 2 years) | ADR | Unsuccessful applications automatically reviewed with staff and the support measures then in place to be implemented, with tailored individual support as part of that package. |
| **5.5 Supporting and Advancing Women's Careers: Flexible Working and Managing Career Breaks** | | | | | | |
| **5.5.i.a** **High (Objective 2 & 3)** | Early organisation of maternity cover regardless of expected length of absence. | In one case that we know of this was not organised and placed pressure on the member of staff to confirm return dates sooner than was necessary. | Education of line managers regarding good HR practice in this area. | Relevant as soon as another member of staff needs to organise maternity leave. | OM and HR. | Full understanding of HR good practice in this area. |

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| **5.5.i.b** **High (Objective 2 & 3)** | Careful management of workloads at return to work. Formalise a reduction of administrative and teaching loads. | When returning to work, if teaching loads are too high, then research activity is hard to re-build. This could negatively impact on career progression for academic staff. | Formalise a time-limited reduction of administrative and teaching loads. | August 2020 – August 2021 (review after 1 year) | OM and HR. | Full understanding of HR good practice in this area. Policy implemented and communicated to staff. |
| **5.5.iii.a** **Low** | Create a room to allow more comfortable expressing of breastmilk. | Current facilities are not ideal. A fridge is available, and a lockable room was provided, but in an adjacent building. | Create a dedicated space for expressing. Include, fridge, and sterilisation facilities. This could also be a quiet room for calm relaxation. | July 2020 - October 2020 | OM | Members of staff returning from maternity leave and needing to express would be better provided for. This could be evidenced in a future staff survey, or by anecdotal evidence collected from staff. |
| **5.5.iii.b** **Medium** | Put in place financial support for carers, for example when attending conferences. | There is currently no dedicated School financial support for those returning from career breaks or needing flexible working arrangements due to caring priorities. | Create a dedicated budget for carers to apply for financial support. Publicise it to staff via staff briefings and the intranet | August 2020 (start of the new financial year) | Dean and OM | A dedicated budget that has been well publicised. Take up from staff so that the allocated budget is used will demonstrate success. |

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| **5.5.v.a** **Low** | Report on uptake of all types of leave available to all staff for caring responsibilities. Include those who do not take it up. | This data is not currently available. | Assess this through HR and introduce standard annual report. | August 2020 – August 2021 | HR Business Partner | Standard report available including non-uptake from staff. This can be used to develop follow up actions if necessary. |
| **5.6 Supporting and Advancing Women's Careers: Organisation and Culture** | | | | | | |
| **5.6.i.a** **High (Objective 3)** | Re-Publicise the Athena SWAN principles and what they mean in the School context | Need to open a wider conversation within the School about EDI issues and the Athena SWAN principles specifically. This will encourage openness and help School management to understand individual staff perceptions of the School culture. | Publish principles and encourage staff to be aware of them and to hold them in mind when completing future staff surveys or providing feedback in other forms. How does the School really do in practice, on the ground in relation to the principles? | July 2020 – July 2022 (review after 2 years) | Director of EDI | Increased staff awareness of the principles. This will be evidenced in a future staff survey, using a question such as: The School has effectively embedded the Athena SWAN principles and improved the EDI culture through implementation of its action plan (target 80% + agree). |

| **Reference and Priority (H, M, L)** | **Action** | **Rationale** (i.e. what evidence is there that prompted this action/objective?) | **Key future outputs and milestones** | **Timeframe** (start / end date) | **Person responsible** (include job title) | **Success criteria and outcome** |
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| **5.6.i. b**<br>**High (Objective 3)** | Complete further analysis of staff perceptions of the School Culture, including HR policy issues of bullying, harassment etc, to understand individual contextual examples where appropriate. | Survey data show that some staff do not feel that the culture of the School supports EDI and that there are training deficiencies in relation to HR policies on bullying, harassment etc. | Hold Focus group looking at Athena SWAN principles and the EDI action plan. Look for examples of where School Culture supports or falls short of the principles. | October 2020 – December 2020 to hold focus groups. The timescale for follow up actions tbc. | Dean, Director EDI and OM | This will provide specific examples (where appropriate) of poor practice, which will give us tangible areas to improve. This allows us to turn principles into real contextual practice. |
| **5.6.ii.a**<br>**Medium** | Re-enforce mandatory training for line managers and academic leaders on relevant HR policies. | In the latest staff survey, over 40% of staff disagreed with the statement "I feel that my colleagues are suitably trained to raise awareness of issues and prevent bullying, harassment & discrimination." | Ensure that all line managers and those in leadership positions have attended mandatory training on Unconscious Bias, Bullying and Harassment, and Grievance / Disciplinary procedures. | September 2020 – September 2022 (review after 2 years) | Dean and OM | 100% completion of mandatory training should be a minimum requirement. By publicising this training, it will also reassure staff that this is taken seriously and will encourage them to raise issues appropriately.<br>Success will be for this figure (currently 40% disagreeing) to fall below 10% in a future staff survey. |

| **Reference and Priority (H, M, L)** | **Action** | **Rationale** (i.e. what evidence is there that prompted this action/objective?) | **Key future outputs and milestones** | **Timeframe** (start / end date) | **Person responsible** (include job title) | **Success criteria and outcome** |
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| **5.6.iii.a** **Medium** | Monitor and improve gender balance on committees and ensure that gender balance is considered in appointing new committee members. | Current membership of decision-making committees has variable gender balance. In some places it is well balanced, but this is by coincidence rather than by design. | All committee memberships to be monitored for gender balance every year. Committee Chairs to consider gender balance when appointing new members. Where specific roles lead to a gender imbalance, then other members of staff will be given the option to join the committee as a development opportunity. | August 2020 – August 2022 (review after 2 years and again after 5 years) | SMT, led by OM | All committee appointments to have been considered in terms of gender balance. This should match the % female RTE staff, so our current target will be 25%, moving toward 33% in 5 years' time in line with our recruitment targets<br><br>Newer members of staff to have been given the opportunity to shadow committee members to aid their own development. |
| **5.6.v.a** **Medium** | Complete gender analysis of the WLM and report on this to SMT. | This is not currently undertaken. | Gender analysis completed and reported to SMT. | December 2020. Annual. | OM | Meaningful annual report provided to SMT, trends identified, and appropriate actions implemented. |
| **5.6.vii.a** **Low** | Complete gender analysis of the seminar programme and report on this to SMT. | This is not currently undertaken. | Gender analysis completed and reported to SMT. | December 2020. Annual. | ADR and OM | Meaningful annual report provided to SMT, trends identified, and appropriate actions implemented. |

| **Reference and Priority (H, M, L)** | **Action** | **Rationale** (i.e. what evidence is there that prompted this action/objective?) | **Key future outputs and milestones** | **Timeframe** (start / end date) | **Person responsible** (include job title) | **Success criteria and outcome** |
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| **5.6.viii.a** **Low** | Outreach activities of academics and researchers to be recorded and acknowledged in WLM and considered in promotion applications. | Recognition of this activity when considering work allocation and promotion applications will make it more appealing to female staff members | Outreach activity added to WLM records and discussed as part of PDR | April 2020 – April 2022 (review after 2 years) | OM | 20% Increase in number of women staff members available for outreach delivery |