

This Action Plan was planned with advice and guidance from the Athena SWAN Self Assessment Team as well as from members of the wider School. The development of the submission was a very valuable process highlighting the issues facing women in Science and providing a platform for Faculty to draw together much good work already undertaken as a consequence of our work toward our Bronze award and to identify opportunities for further improvement. Each action is numbered consecutively and split into categories. Each AP is then identified within the application at appropriate points.

S-AP	ACTION POINT	ACTION ALREADY UNDERTAKEN	ACTION TO BE UNDERTAKEN	RESPONSIBILITY	START DATE & TIMESCALE	SUCCESS MEASURE
1.1	Continue to monitor data at all levels for gender equality	Data collected and monitored at University level	Continue to monitor data by gender and identify further actions to address any imbalances.	Provision of data 1. University admissions office 2. PG admissions 3. & 6. Human Resources (HR e-recruitment) SAT to monitor data	2015/2016 academic year, onward	Identify imbalances and monitor where initiatives have led to positive (or negative) changes.
1.2	Publicise the work of Athena SWAN SAT	Website established. Weekly bulletin	Posters displaying issues and initiatives.	Athena SWAN SAT	Commenced 2014	Raise awareness of Athena SWAN issues and

		entries. Rosalind Franklin symposium including merchandise	Women in Science seminar series	School Public Engagement Coordinator	Ongoing	initiatives. Engage members of the School
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2.1	Annual circulation of UG survey	First UG survey circulated and analysed	Continue to analyse feedback annually	Athena SWAN SAT Survey subcommittee	Commenced Feb2015 Annual	Survey data collected and analysed. Maintain high response rate. Results disseminated and actions identified
2.2	Provide opportunities for networking and a support group for female UG and PG students	Assessed requirement and need for support groups (survey and focus groups)	Identify leaders to run group	Athena SWAN SAT	2016 pilot 2016-2017 established groups	To establish networking groups at UG and PG level. Support groups running successfully and independently Making a difference: Effect on wellbeing/ confidence

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2.3	Careers advice for UG and PG students	Assessed need for careers advice from UG & PG surveys	Identify representatives in key areas of industrial experience and academic areas. These would be advertised and timed to coincide with key decision making times such as application for Junior Research associate positions (UG) and for thesis submission deadlines (PG)	School Careers Liaison Advisor	Jan 2016	Established careers network Feedback from Student surveys to show benefit
2.4	Increase number of students participating in Headstart, Widening participation (WP) and outreach programmes, whilst maintaining gender balance. Increase number of positive role models in	Headstart run in 2015 in two areas of Life Sciences (Chemistry; Biology and Ecology). WP science day run annually for local year 9 WP students. Summer schools for year 12 students	Organise Headstart annually. Continue with WP day and extend to include further students			

	content delivery team.					
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3.1	CV workshops	CV workshop provided to staff and postdocs in collaboration with BSMS (Sept 2015)	CV workshops to be established bi-annually	Director of Postdoctoral Development in collaboration with BSMS	Jan2016	Success rates for job applications. +ve feedback from attendees via survey and focus groups
3.2	Careers talks Careers seminars for postdocs	Assessed need for careers advice from focus groups, mentoring groups and survey results. Termly seminars given by invited speakers to provide information on alternative careers (e.g. publishing, pharma)	Talks to be provided by external speakers on key careers including science writing, academic careers, industrial careers etc. Continue to maintain seminars and encourage Postdocs to attend	DPD and Careers liaison of 20 mainers		

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3.4	Mentoring for job interviews	DPD has initiated academic job interview /mentoring on request	Formalise mentoring for academicjob applications Publicise available support	DPD and individual PIs DPD	Commenced Jan 2015	Success rates for internal and external job applications
3.5	Mentoring for Postdocs	Circle mentoring established with good feedback. 1:1 mentors identified (male and female)	Circle mentoring continued 1:1 mentoring to be established. Identifying mentors to be matched with mentees	DPD	Commenced 2014. Begin 1:1 2016	Established mentoring scheme to be maintained and provided for all new Postdocs on arrival. +ve feedback from surveys
3.6	Mentoring schemes	Liaising with BSMS regarding mentoring piloted for lecturer to reader	Set up 1:1 mentoring for lecturer to reader for Life Sciences	Mentoring subcommittee of the SAT	April 2016	Mentoring system established forlecturer to reader and with good feedback
3.7	Promotions workshops run by PVC	Two promotions workshop run by PVCT&L in 2014/2015	Provide promotions workshops biannually			

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4.1	Annual focus groups	2014 and 2015, initial focus groups on: 1. maternity and paternity leave and work/life balance 2. career progression, promotions, work allocation and participation	Annual focus groups on specific gender related issues to be informed by survey results.	SAT	To be run annually in February-March	Identification of issues and successes to be fed into action planning
4.2	Annual surveys	Surveys collected for UG, PG, technical staff, research staff (postdocs) and academic faculty. Data analysed	Annual analysis and review of results	Survey subcommittee	To be run annually	Identification of issues and successes to be fed into action planning
4.3	Share annual results of the surveys with the School	Results of surveys analysed	Make survey results available	Survey subcommittee	First results were	Dissemination of survey results to encourage increased

				SAT Project Manager	disseminated May 2015. To be continued annually following survey collection	response rates and to monitor results of initiatives for improving culture
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4.4	Easy to use staff webpage	Webpage providing information and resources on: 1. Maternity and paternity leave 2. Flexible working 3. Promotions 4. Harassment and bullying 5. Staff development and training 6. Handbook for new staff 7. Work load allocation	Information kept updated	SAT, SAT Project Manager and School Manager	Commenced Summer 2014	Webpage kept updated with information Promote regularly via the weekly Life Sciences bulletin Access to website monitored

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4.8	Introduce new initiatives to combat issues regarding harassment and bullying	Bullying and Harassment subcommittee created and displayed posters giving information about people to contact informally. Clear documentation on reporting procedures and policies (where to get help) to be included in Life Sciences webpage (AP5.3)	Report on procedures, circulation of Life Sciences policies and procedures	Harassment and bullying subcommittee to report to HoS, School Manager and School HR Advisor	Commenced 2015. Ongoing	Improved response to survey regarding bullying and harassment. Increased awareness of acceptable behaviour Reduced reports of issues
4.9	Networking opportunity / induction for new and current staff	Induction for new staff in place. Termly networking meetings in place	Provide up to date information for new and current staff	School Manager, HoS	Commenced Sept 2014	+ve feedback from surveys and focus groups.

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4.12	Promote a positive Family-Friendly culture, with role models and Family events	Planning of School Christmas party/panto for 2015 underway. School social email list created	xEnhanced family friendly pages on the School Website/ Athena SWAN website xOrganise Family friendly events to take place within the School holidays (summer family fun day, Christmas Santa event etc.) xCreate a family section in the bulletin where announcements such as child birth/adoption can be announced	HoS, School Manager, SAT	End 2015 onwards	Create a positive feel among staff about the family-friendly attitudes of the School. Increase satisfaction of work/life balance of staff. Monitor using annual surveys and focus groups as well as termly School meetings

	Unconscious bias (online)		mandatory training enforced.	Development Office		
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	ACTION POINT	ACTION ALREADY UNDERTAKEN	ACTION TO BE UNDERTAKEN	RESPONSIBILITY	START DATE & TIMESCALE	SUCCESS MEASURE
6.1	Maternity Returners scheme (University-wide)	University scheme developed	Monitor maternity return rates following the introduction of the • < ~ ‡ ” • < – > ï • ‡ - scheme	School HR Advisor University HR	Autumn 2014	Increased return rates
6.2	Promote and de stigmatise the value of flexible working and simplify the process for requesting this.	HR currently monitor formal flexible working applications. Flexible work is advertised by email termly and information provided in Staff handbook and on School and Athena SWAN websites.	Collect data on informal flexible working arrangements x Highlight flexible working case studies on Athena SWAN website x Publicize awards that have taken place whilst on flexible working x Create a stream lined process for requesting flexible working x Train PIs (line managers) to understand and	School HR Advisor School Manager	2015 onward	Clear picture of those applying for and undertaking flexible working, and any issues that need addressing. An increase in the number of staff working under flexible working agreements. Improved understanding and promotion of the practice amongst PIs.

			promote benefits of staff flexible working			
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6.5	Resources to be provided for working from home including web conference facilities, provision of laptops	Room with web conference facilities provided	Provision of facilities for working from home advertised to users Room with web conference facilities advertised and allocated to users	HoS, School Manager, Technical Services Manager	Jan 2015 onward	System in place for working from home and ensure that this is communicated

6.6

