

Area	REF	ISSUES IDENTIFIED	PRIORITY	SUCCESS CRITERIA AND OUTCOME (KEY OUTCOMES IN BOLD)
Picture of the Department - Student profile	AP 1.1	The gender balance on UGT/PGT courses has improved, but there is little understanding of how or why this has happened, good practice is not being captured and shared, and there is insufficient awareness of how to ensure that gender balance is continually monitored in relation to national benchmarks. PGR gender balance needs careful consideration.	Medium	Departmental process established for receiving annual student gender and ethnicity profiles and producing actions. Good practice examples disseminated across departments. Adaption of admissions plan in response to previous years' profile produces positive changes to the admissions and matriculated demographic- reflective of the A-Level profile for UG – in line with the UG profile for PGT.
Picture of the Department - Student profile	AP1.2	There is no School-wide strategy or process for producing gender/ethnicity balanced promotional materials and activities.	Medium	Gender/ethnicity balanced promotional activities in use across the School. Feedback and demographics of Open Day/field trip attendees, and record of presenters, achieves a gender balance and is ethnically diverse. Feedback from Student Representatives confirms the School, departments, programmes are presented as an inclusive and supportive environment.
Picture of the Department - Student profile	AP1.3	There is no School-wide strategy or process for producing gender/ethnicity balanced promotional materials and activities. There is a lack of consideration and explanation of E&D issues within existing student committees, possibly leading to a lack of engagement. There is an identified need to involve students in the SAT/E&D Committee.	Medium	There is an established process for consulting students on E&D issues. Clear student engagement in the Action Plan, as evidenced by E&D issues being a recognised part of student engagement with the School.
Picture of the Department - Student profile	AP1.4	The School does not have a clear idea about equalities issues among PGR students, especially in relation to career development and pipeline issues, and PGR students were not included in the Staff Audit.	High	The School has a clear idea about equalities issues among PGR students and actions are taken in response to the issues identified. PGR students are included in the annual Athena SWAN Audit process.
Picture of the Department - Staff Profile:	AP2.1	Under-representation of women in senior and professional roles across the School, with particular concerns in Geography, GDI and MIE. There is a lack of transparency in the promotions process, and the success rate is not communicated to staff.	High	The number of women appointed to senior leadership positions is increased from two to four out of a total of eleven by 2020, with a longer term aspiration to reach five or six senior leaders out of eleven. An increase in the percentage of staff who feel promotion cases at School level are treated on their merit irrespective of gender. As reflected by the Annual Audit Scores increasing above 75% for both genders (currently 30% of women/63% of men): The School meets Faculty of Humanities 2020 targets of 47%/53% representation of women to men at SL and above, with an aspiration to achieve 50:50 by 2020.
Picture of the Department - Staff Profile:	AP2.2	There is a lack of understanding of gender representation across non-standard contracts (FTCs, part-time, Tutors in Initial Teacher Training in MIE) and of the context and reasons for this.	Low	There is a clear understanding of the gender representation across non-standard contracts (FTCs, part-time, Initial Teacher Training in MIE) and of the context and reasons for this; and actions have been taken to address the issues arising.
Picture of the Department - Staff Profile:	AP2.3	Given departmental complexities, there is a lack of clarity about the most appropriate departments external to the School, against which to benchmark School data, which leads to difficulties in identifying weaknesses in AS linked metrics.	Low	Clearly defined benchmarking departments/Schools are identified, against which to review our data. The School is able to evaluate staff and student trends across the wide range of AS metrics much more effectively.
Advancing Women's Careers - Staff recruitment, training and support:	AP3.1	Women were marginally less likely than men to feel that interview candidates were treated on merit, regardless of gender, according to the Staff Audit. No monitoring or recording of the proportion of women involved in panels. In some departments there is only a small number of women who contribute to interview panels and committees, and it is common for there to be only one woman on shortlisting and interview panels, which leads to overload.	High	The number of women (not just those in senior positions) participating in interview panels is increased to at least 40/60 representation. Strengthened gender balance on shortlisting and recruitment panels – meet School's 40% target by 2020 An increase from 21% W and 46% M to 60% for both genders reporting 'strong agreement' in the Staff Audit that "Staff are treated on merit: with Appointments".
Advancing Women's Careers - Staff recruitment, training and support:	AP3.2	Gender equality is perceived by staff to be 'not appropriately addressed' within School and departmental induction processes.	High	Increase in percentage of newly appointed staff who complete the annual AS Audit who report that AS principles and E&D issues are appropriately addressed in their Induction to 50% (currently 8%).
Advancing Women's Careers - Staff recruitment, training and support:	AP3.3	Gender equality is perceived by staff to be 'not appropriately addressed' within the Humanities New Academics Programme (HNAP).	Medium	HNAP training is adapted to strengthen its focus on E&D issues, and especially gender equality, for all new academics at department and School level. Feedback from staff that the E&D elements of the programme meet their needs in supporting students and their own career development as a measure of success.
Advancing Women's Careers - Staff recruitment, training and support:	AP3.4	There is a lack of awareness of formal and informal mentoring and coaching opportunities available for all staff (i.e. including non-probationary staff). Women who have had non-standard careers, ECRs and part-time staff have expressed a need for mentoring and coaching.	Medium	Women and men take up mentoring and coaching opportunities as indicated by School records and Annual Staff Audit – baseline figure increase to be determined through new Annual Audit question.
Advancing Women's Careers - Staff recruitment, training and support:	AP3.5	Some women academics perceive their career to be negatively impacted by taking maternity leave, parental, adoption or unpaid leave.	Medium	A decrease in the number of women reporting that their career has been negatively impacted by maternity/paternity maternity, parental, adoption and unpaid leave, as evidenced by the Annual Staff Audit increase to 50% (currently 25%) and by Focus Groups held with staff who have taken leave. Increase in number of applications and successful promotions by those who have taken 1-6months; 6-12 months; 12months or more (target to be determined once baseline established).

Advancing Women's Careers - Staff recruitment, training and support:	AP3.6	Women have slightly less awareness of training opportunities than men, but appear to be significantly less encouraged to apply for training. There is a lack of record keeping at department and School level of the amount of training undertaken outside the University by women and men.	Medium	The majority of women and men are aware of training and development opportunities and have been encouraged to apply for this as indicated by Annual Staff Audit, up to 75% (currently 57% women/69% men). A baseline average of days' training per staff member dependent on career level, to be in place by 2020.
Advancing Women's Careers - Staff recruitment, training and support:	AP3.7	P&DR and PREP processes do not explicitly include a discussion about promotion.	High	Promotion conversations are routinely held as part of a strengthened and improved P&DR and PREP process, and this is confirmed in the Staff Audit. Appropriate structures are in place to support women who step forward to apply for senior positions and promotion.(See AP4.1)
Advancing Women's Careers - Staff recruitment, training and support:	AP3.8	There are no clear processes for ensuring existing academic staff and managers are aware of University flexible working, parental leave and family friendly policies. There is no clear way of tracking requests for flexible working. There is no School policy on expectations of staff when returning from maternity leave, shared parental leave or adoption leave.	Low	Increased use of formal flexible working (current average of one person per year). Increased levels of satisfaction (to 80%) with support provided by the School before, during and after maternity/parental leave, as represented in the AS Audit (currently 69% before, 73% during and 54% after).
Advancing Women's Careers - Staff progression and promotion	AP4.1	Fewer women apply for promotion than men, both in absolute terms and proportional to current gender profiles for career grades. *Fewer women see the recruitment and promotions processes as being fair, and there is a culture of mistrust about the promotions process.	Medium	Increased numbers of women apply for promotion at all levels, and more women are appointed to senior positions in line with increased applications. An increase in the percentage of staff who feel promotion cases at School level are treated on their merit irrespective of gender. As reflected by the Annual Audit scores increasing above 75% for both genders (currently 30% of women/63% of men).
Advancing Women's Careers - Staff progression and promotion	AP4.2	Higher proportion of women than men perceived gender to be a factor in submission to the REF and in the grant applications process.	Low	There is transparent communication about gender and seniority in the RRE, REF and grant applications processes. Increase in agreement via the Annual Audit that decisions made with regard to REF are based on the full range of an individual's skills and experiences irrespective of gender to 75% (currently 39% women/60% men).
Advancing Women's Careers - Workplace Culture	AP5.1	The Staff Audit indicates that men are more likely to witness inappropriate language and behaviours, while women are more likely to experience inappropriate language and behaviours.	High	Decrease in reported incidences of inappropriate language and behaviour, as measured by the Annual Staff Audit, focusing on a reduction below 5% of those witnessing/experiencing intimidating language (currently 14% women/6% men), and those witnessing/experiencing unwelcome behaviour (currently 8% women/6% men). Increase in percentage to 75% of staff knowing about the preventative measures available, as well as support already in place (e.g. Harassment advisors), and the University's 'We get it' campaign, as measured by University's Staff Survey question 8.2 2017 (currently 64%).
Advancing Women's Careers - Workplace Culture	AP5.2	There was a low response rate to the Academic Staff Audit, especially by men, and some apathy about Athena SWAN. Staff Audit responses suggest a lack of awareness of the importance of E&D issues across the School.	Medium	Improved completion rates for Academic Annual Staff Audit from 52% to 80% .
Advancing Women's Careers - Workplace Culture	AP5.3	The E&D Committee has identified through departmental consultation, that there is some gender bias in student feedback (UEQs) about women lecturers' teaching: UEQ feedback tends to focus on personal characteristics; UEQ scores are biased towards male lecturers and which may impact teaching scores for women; and there is little recognition of this issue across the School.	High	The majority of staff are aware of the School's efforts to reduce gendered comments in UEQs, as evidenced through the new question to be factored into the 2018 Audit. Staff report a reduction of inappropriate comments, as evidence by the Staff Audit. Evaluation forms completed by Student Representatives attending Student Union E&D training report increased awareness of the inappropriateness of gendered comments in UEQs.
Advancing Women's Careers - Workplace Culture	AP5.4	There is a perceived unfairness in the way certain types of work are allocated e.g. that pastoral and administrative duties are disproportionately allocated to women and some men.	Medium	Percentage of women reporting that there is unfairness in the way certain types of work are disproportionately allocated to women is reduced below 10%, as evidenced by the Annual Staff Audit (currently 16% of women/8% men).
Advancing Women's Careers - Workplace Culture	AP5.5 (see also AP1.4)	The School does not have a clear idea about the equalities issues faced by PGR students when transitioning from PGR to ECR, in relation to career development and pipeline issues. PGR students were not included in the Staff Audit.	Low	Clearer awareness of equalities issues affecting PGR students, especially in relation to PhD supervision, workplace culture and career development [ECR/post-doctoral positions], as evidenced by metrics set in the first PGR AS Audit, and drawn out in the subsequent action plan.
Advancing Women's Careers - Workplace Culture	AP5.6	It is not known to what extent meetings and seminars take place outside core hours 10am-4pm. Evidence in the Staff Audit that activities take place outside core hours.	Low	Departmental meeting times and internal seminar times are monitored to ensure that they take place in core hours. All staff report that departmental meetings and internal seminars are taking place in core hours, as evidenced by the Annual Staff Audit (currently 9% disagree that this happens).
Collecting more complete evidence and raising awareness	AP6.1	Insufficient attention is paid to communicating the importance of staff diversity in recruitment processes, and to the long-term negative effects of under-representation of women and BME staff groups. Staff Recruitment reporting data and processes are weak (Jobtrain, HR records).	Medium	Appropriate attention is paid to the importance of staff diversity, and there is a more representative gender and ethnic profile of recruitment at School and department level. The possibility of flexible working is included in job adverts (currently none are advertised as being flexible). Data records collected from Jobtrain are complete for each post.
Collecting more complete evidence and raising awareness	AP6.2	There is a lack of knowledge about why staff leave the School and whether gender and/or gender-related issues are a significant factor in the profile of academic leavers.	Low	The School has a clear understanding of trends in relation to reasons why staff leave, and tailored action plans that could improve School practice.

Picture of the Department - Student profile

Action Plan REF	Action	Description	PSS Owner	Academic Owner	Deadline	Priority	Notes
AP 1.1	(i)	To produce reports of student profiles at department level at admissions, offers, acceptances and registrations stages annually – in relation to gender and ethnicity.	RAM	TLD/PGRD	(i)Dec 17-Sept 18 (then annually)	Medium	
AP 1.1	(ii)	To create action plans to respond to gender and ethnicity imbalances in applications, offers and acceptances and registrations	HSSE	TLD/PGRD	(i)Dec 17-Sept 18 (then annually)	Medium	
AP1.2	(i)	To monitor promotional materials, and recruitment policies and practices, compare differences in approach across departments and adopt good practice for consistent performance across the School.	RAM	TLD/PGRD	(i)Dec 17-Sept 18 (then annually)	Medium	
AP1.3	(i)	To ensure active participation of Student Representatives in the E&D Committee, in discussions about AS principles/E&D issues, and in the implementation of the School Action Plan.	HSSE	CED	(i)Nov 17-Jan 18 (then annual call)	Medium	
AP1.3	(ii)	To introduce E&D as a standing item in School and departmental programme committees, to inform the wider student body – including discussing specific items such as UEQ feedback issues.	HSSE	TLD/PGRD	(ii)Jan 18 (ongoing)	Medium	
AP1.3	(iii)	To develop focus groups for each constituency to identify barriers and opportunities to student participation in E&D issues.	HSSE	TLD/PGRD	iii)Jan 18 – May 18 (planning) Sept 18 – Dec 18 (implementation)	Medium	
AP1.4	(i)	To work with PGR representatives on the E&D committee to design an Audit instrument for PGR students, by building on the Staff Audit	DSM	CED	(i) Jan 18-Jun18	High	

Picture of the Department - Staff Profile

Action Plan REF	Action	Description	PSS owner	Academic Owner	Deadline	Priority
AP2.1	(i)	To increase quota of women on shortlisting, recruitment, promotion and appointment panels at department and School level.	HOSA/SRM	HODS	(i) Nov 17-Sept 20,	high
AP2.1	(ii)	To continue to strengthen and highlight training and development opportunities for women to prepare them for promotion and leadership. Including support for the development of formal and informal networks, building on the success of the FAN (female academic network) in Geography and the School's Women Into Leadership programme.	HoSA	CED	(ii) Nov 17-Sept 20	high
AP2.1	(iii)	To introduce improved mentoring, coaching and P&DR/PREP processes for academic and research staff – which include discussions around career progression.	HRP	HODS	(iii) Jan 18 – May 18 (planning) Sept 18 – Dec 18 (implementation)	high
AP2.1	(iv)	To increase the number of invitations to women visiting fellows to act as role models and work with women academic staff in the School to support career progression (successfully trialled in Geography in 2016/17, with one senior visiting fellow). At least two invitations per department per year.	HOSA	HODS	(iv) Nov 17-Sept 20	high
AP2.1	(v)	To develop clear job descriptions (with required skills and clear E&D statements) for all core School and departmental academic “administrative” positions in order to encourage women to apply for internal posts.	HOSA	HODS	(v) Jan 18-Sept 18 (planning stage) Sept 18 (ongoing)	high
AP2.2	(i)	To employ an RA to conduct an analysis of the allocation of fixed term and part-time positions across the School to identify the reasons for any gender imbalance.	HOSA	CED	(i) Jan 18-Sept 18	low
AP2.3	(i)	To draw up a list of external, comparable departments and Schools (outside of the University of Manchester), against which the School and its constituent departments can be benchmarked.	HOSA	HODS	(i) Jan 18-Apr 18	low

Advancing Women's Careers - Staff recruitment, training and support:

Action Plan REF	Action	Description	PSS Owner	Academic Owner	Deadline	Priority
AP3.1	(i)	To monitor and record the proportion of women involved in interview panels to enable an average figure of women on panels to be developed.	SRM	n/a	i) Nov 17-Feb 18 (then ongoing)	high
AP3.1	(ii)	To supply up-to-date School and departmental E&D, gender and BAME data to all appointment panels to ensure that panel members are aware of imbalances in the staff profile.	HRP	HODS	(ii) Nov 17-Feb 18 (then ongoing)	high
AP3.1	(iii)	Invite women from other departments and Schools to participate in interview panels in the short-term, and on a reciprocal basis.	SRM	HOS/HODS	(iii) Nov 17-May 18	high
AP3.1	(iv)	To reach an agreement about the maximum number of panel attendances per year to ensure that no one member of staff is overburdened (except where the individual is required to be present e.g. HOS).	HOSA	HODS/SPRC	(iv) Nov 17-May 18	high
AP3.1	(v)	To aim for a 40% quota of women on shortlisting, recruitment and appointment panels (as in AP 1.3), providing opportunities for ECR women to be part of interview panels.	SRM	HOS/HODS	(v) Nov 17-Sept 19	high
AP3.1	(vi)	To ensure all new academic and PSS staff undertake E&D training, and that this is refreshed every 3 years in light of Athena SWAN and new understandings of Equality and Diversity issues	HOSA	HODS/PSS managers	(vi) Nov 17-Sept 18 (then ongoing)	high
AP3.1	(vii)	To carry out focus groups with SPC members to establish the impact of the UB training undertaken earlier this year by SPC members.	HOSA	n/a	(vii) Jan 18-Feb 18	high
AP3.2	(i)	To integrate Athena SWAN principles and Equality and Diversity issues into induction processes across the School	SRM	HODS	i) Nov 17-Feb 18 (then ongoing)	high
AP3.2	(ii)	To improve departmental induction activities, including appropriate recording of induction to ensure 100% of staff receive induction, including all research staff.	SRM	HODS	(ii) Nov 17-Feb 18 (then ongoing)	high
AP3.3	(i)	To request changes to the Humanities New Academics Programme (HNAP) courses in order to promote understanding of equalities issues on the following courses: Recruitment, admissions and widening participation, Student support and academic tutoring, and Career development planning	HOSA	CED	(i) Nov 17-Sept 18	medium
AP3.4	(i)	To make mentoring and coaching available for those women and men who would like to take it up, taking into account the option for ECRs, part-time staff and those who have had a non-traditional career route (i.e. ITT) to request particular mentors to match experience.	HRP	n/a	(i) Nov 17-Feb 18 (planning) Feb 18-Sept 18 (pilot) Sept 18 implementation)	medium
AP3.4	(ii)	A specific coaching/mentoring question placed on the Staff Audit to track staff awareness and engagement.	HOSA	n/a	(ii) Jan 2018	medium
AP3.5	(i)	To provide training for HoDs, managers, mentors, P&DR/PREP reviewers, Pls, and PhD supervisors about maternity, paternity and adoption leave rights, and how to support the career development of returners.	HRP	n/a	i) Nov 17-Feb 18 (planning) Feb 18-Sept 18 (pilot) Sept 18 (implementation)	medium

AP3.5	(ii)	To enable the School to have a clear view of the career progression of staff taking maternity leave, parental, adoption and unpaid leave staff. The School Promotions Committee records the number of applicants who have had periods of leave, whether staff are full or part time etc, and their success rates.	SO	n/a	(ii)Mar 2018 (ongoing)	medium
AP3.5	(iii)	Promotion Workshops/Leadership training/HNAP use a diverse range of case studies when evidencing career progression	HOSA	CED	(iii)Jan 18 – Sept 18 ongoing)	medium
AP3.5	(iv)	To gather the experiences of staff who have taken maternity/paternity parental, adoption and unpaid leave through holding focus groups.	HRP	CED	(iv) Sept 18-Dec 18	medium
AP3.6	(i)	To ensure training desires, needs, and activities are routinely flagged and then recorded in P&DR/PREP meetings. Implement a new School process to ensure this information is collected and collated to set a baseline average for each career level.	HOSA	HODS	i) Feb 18 – April18 (process design) April 18 (implemented and ongoing)	medium
AP3.6	(ii)	To introduce School-wide guidelines to ensure that women have equal opportunities to access training, and ring-fence the training budget to resource this and to raise awareness of training budget through E&D intranet, School Bulletin, promotions workshops.	HOSA	n/a	(ii)Nov 17-May 18(policy design) Aug 18 (implemented and ongoing)	medium
AP3.6	(iii)	To ensure annual evaluation of the “usefulness” of training is introduced as a question into Staff Audit.	HOSA	n/a	(iii)Nov 2017 (ongoing)	medium
AP3.7	(i)	To introduce promotion as a standard item in the School P&DR & PREP process.	HOSA	HODs	(i) Jan 18 – Mar 18 (then ongoing)	high
AP3.7	(ii)	To ensure that all staff, including ECRs/Post-docs/ITT tutors have annual P&DRs.	HOSA	HODS	(ii) Jan 18-June 18 (then ongoing) (Pilot)July 19 (full implementation)	high
AP3.7	(iii)	To train all P&DR & PREP reviewers to have promotion conversations and to support reviewees to get the most out of their P&DR and PREP.	HRP	n/a	(iii) Jan 18-July 18	high
AP3.7	(iv)	To establish a P&DR and PREP working group – and pilot inter-departmental reviewing processes - including consideration of offering the choice of a woman reviewer, or someone with experience of their particular situation.	HOSA	SPRC	(iv) Jan 18-July 18 (design) July 18-Sept 18	high
AP3.8	(i)	To draw up a set of clear statements around the expected use and application of flexible working, parental leave, and the application of all University family friendly policies – and communicate this to all staff on a quarterly basis.	HRP	SPRC	(i)Nov 17-May 18	low
AP3.8	(ii)	To introduce a process for tracking flexible working requests – including informal requests.	SO	HODS	(ii) Nov 17- May 18	low
AP3.8	(iii)	To draw up a clear policy on expectations of staff returning from maternity leave, shared parental leave or adoption leave (including phased returns to work, workload relief, possible enhanced research funding, rooms where women can express breastmilk, and rooms where staff can rest.	HOSA	SPRC	(iii) Nov 17- May 18	low

Advancing Women's Careers - Staff progression and promotion

Action Plan REF	Action	Description	PSS Owner	Academic Owner	Deadline	priority
AP4.1	(i)	To ensure School Promotion Committee contains at least 40% representation of women, using appropriate secondments, such as an ECR woman member or E&D Committee representative.	HOSA	HOS	(i) Sept 18-Dec 18	medium
AP4.1	(ii)	To raise awareness of promotion and progression processes for women across the School, especially for non-standard careers through E&D intranet and School Bulletin.	HOSA	CED	(ii) Nov 17-Nov 18 (then ongoing)	medium
AP4.1	(iii)	To explore the reasons for the mistrust of the academic promotion process amongst women.	HOSA	CED	(iii) Jan 18-Sept 18 (study conducted) Sept 18– Dec 18 (findings disseminated)	medium
AP4.2	(i)	To ensure transparency about gender and seniority in the RRE, REF and grant applications processes.	RSM	RD	(i) Jan 18-July 18 (then ongoing)	low

Advancing Women's Careers - Workplace Culture

Action Plan REF	Action	Description	PSS Owner	Academic Owner	Deadline	priority
AP5.1	(i)	To develop clear definitions of what constitutes inappropriate language and behaviour.	HRP	SPRC	(i) Nov 17-Feb 18	high
AP5.1	(ii)	To introduce visible statements from HoS/HoDs stating zero tolerance to bullying and harassment regardless of the seniority or esteem of the perpetrator.	HRP	HODS	(ii)Feb 18-May 18	high
AP5.1	(iii)	To enhance presence and awareness of University's 'We get it' initiatives across the School, and enhance staff and student awareness of reporting mechanisms for any incidents of sexual harassment and bullying.	HOSA	n/a	(iii) Jan 18 (then Sept 18 annually)	high
AP5.2	(i)	To increase the profile of E&D activities in the School, strengthening the existing E&D intranet, ensuring regular communications and ensuring issues are on the agenda of key meetings – including a standing item on departmental away days.	HOSA	n/a	i) Nov 17-Feb 18 (intranet refresh) Feb 18 (ongoing)	medium
AP5.2	(ii)	To conduct Annual E&D review of School data, including Staff Audit (Academic and PSS), in order to assess and highlight progress towards achieving agreed actions in the Action Plan.	HOSA	SPRC	(ii)Jan 18-May 18 (audit/action plan review) Sept 18-Dec 18 (focus groups)	medium
AP5.2	(iii)	To publish the findings and implications of the Staff Audit and of the E&D Action Plan on the Intranet, and regularly raise awareness of key objectives at departmental and School level.	HOSA	SPRC	(iii) Nov 17-May 18 (then annually)	medium
AP5.2	(iv)	To request all current and future departmental seminar series leaders to include guest speakers to address AS values and latest research on Equality and Diversity issues.	HOSA	HODS	(iv) May 18-Sept 18 (planning) Sept 18 (implementation)	medium
AP5.2	(v)	To introduce School training sessions covering wider E&D issues, especially for new members of senior staff and long-established senior staff (mirroring some issues identified in HNAP – see AP3.3)	HRP	CED	(v)Sept 18-Jan 19 (planning) Jan 19 (implementation)	medium
AP5.3	(i)	To raise student awareness across the School and through the Student Union E&D training courses for Student Representatives about gendered student feedback in UEQs.	HSSE	PGRD/TLD	(i) May 18 (then annually)	high
AP5.3	(ii)	To raise staff awareness through identified programme of training (5.2 v) and through discussion at Promotions Committee.	HOSA	SPRC	(ii) Feb 18-July 18	high
AP5.3	(iii)	To introduce a question in the Staff audit to gather evidence of the impact of gendered UEQ comments.	HOSA	CED	(iii)Jan 18 (ongoing)	high
AP5.4	(i)	To undertake research, which analyses existing departmental workloads and the allocation of pastoral and administrative responsibilities	HOSA	CED	(i) Mar 17 (then ongoing)	medium
AP5.4	(ii)	To ensure managers recognise all aspects of academic workload in promotions procedures (including administrative and pastoral roles, and outreach and public engagement activities), and that this is communicated to staff.	SO	HOS	(ii)Sept 18-Dec 18	medium
AP5.5 (see also AP1.4)	(i)	To use information gathered from PGR Audit (see AP1.4) to identify equalities issues among PGR students, especially in relation to supervision, workplace culture and career development, (ECR/post-doctoral positions).	DSM	PGRD	(i)May 18-Dec 18	low
AP5.5 (see also AP1.4)	(ii)	To draw up an action plan to respond to those issues identified.	DSM	PGRD	(ii)Dec 18-Feb 19	low

AP5.6	(i)	To codify a School Policy relating to meetings and internal seminars taking place in core hours (10am-4pm), and circulate examples of best practice from departments, such as how to book rooms in other buildings; how to use schedulers; consideration given to staff who are unable to attend meetings/seminars that need to be scheduled outside of core hours, and how they will be included in discussions or receive the information; advice for staff on how to challenge unnecessary out-of-core-hours meeting times.	HOSA	SPRC	(i) May 17-Sept 18	low
AP5.6	(ii)	To monitor departmental meeting and internal seminar times to ensure they take place in line with newly codified School policy (AP5.5 (i)); and provide reminders about the School's core hours policy for those organisers who are regularly arranging meetings outside of these times.	SO?	HODS	ii) Jan 18 (ongoing)	low

Collecting more complete evidence and raising awareness

Action Plan REF	Action	Description	PSS Owner	Academic Owner	Deadline	priority
AP6.1	(i)	To supply up-to-date School and Departmental E&D, gender and BAME data to all appointment panels.	SRM	n/a	(i) Nov 17-Jan 18	medium
AP6.1	(ii)	To make clearer at the recruitment stage the School's commitment to addressing inequality at all levels through strengthened adverts and include positive action statements relevant to the department and level of post advertised, reflective of any imbalances present in those areas.	HRP	HODS	(ii) Nov 17-Feb 18 (process change) Feb 18 (ongoing)	medium
AP6.1	(iii)	To request recruiting managers to consider increased opportunity for, and awareness of, flexible working (shared, flexi-hours, etc.) for each advertised post.	HRP	HODS	(iii) Jan 18-May 18 (then ongoing)	medium
AP6.1	(iv)	To produce an annual report on recruitment with a School and department breakdown by gender and ethnicity. Disaggregate the numbers of women and men on "research" and "other academics" contracts to enable a clearer review of non-standard posts.	HRP	SPRC	(iv) May 18 (then annually)	medium
AP6.1	(v)	To introduce clear guidelines for recruiting managers on completing the University's Jobtrain recruitment system to ensure data reported is correct.	SRM	n/a	(v) Nov 17-Feb 18 (then ongoing)	medium
AP6.2	(i)	To make confidential exit interviews with HR available to staff who want to discuss their reasons for leaving, some of which may be related to equalities issues.	HRP	n/a	(i) Nov 17-Feb 18 (process change) Feb 18 (ongoing)	low
AP6.2	(ii)	Create a 'thinking about leaving?' section on the school intranet which will link to the University's central Athena SWAN site, which provides information to staff about how to deal with issues which may be contributing to their thoughts of leaving.	HRP	n/a	ii) May 18 (ongoing)	low
AP6.2	(iii)	To systematically record the information gathered in the exit interviews. Key themes emerging from the exit interview data are used to inform further actions.	HRP	n/a	(iii) May 18 (annually)	low
AP6.2	(iv)	To produce an annual review of academic leavers to evaluate and learn from the reasons academic and PSS staff leave the School, paying particular attention to women in insecure, short-term post-doc/ECR positions.	SRM	HOS	(iv) May 18 (annually)	low

Key to Acronyms for owners

DSM	Doctoral Services Manager	Monique Brown		
HOSA	Head of School Admin	Rosie Williams		
HRP	Human Resources Partner	Jenny Knights		
HSSE	Head of SEED Student Experience	James Walker		
RAM	Recruitment and Admissions Manager	Lorena Fernandez-Sanchez		
SO	School Officer	Debra Whitehead		
SRM	School Resources Manager	Lynda Rowlinson		
CED	Chair of Equality and Diversity Committee	Susie Miles		
HODS	Heads of Department	Diana Mitlin, Neil Humphrey, Stephen Walker, Richard Kingston, Jamie Woodward		
HOS	Head of School	Martin Evans		
PGRD	PGR Director	Steve Jones		
RD	Research Director	Khalid Nadvi		
SPRC	School Policy and Resources Committee	various		
TLD	Teaching and Learning Director	David Spendlove		