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| **8. Faculty of Health and Medicine Action Plan 2018-2022** | | |  |  |  |  |  |  |  |  |
|  | Our Action Plan provides a reflection of our progress to date and also further planned action. We have grouped our actions into 2 key themes: 1. Supporting career progression; 2. Developing our culture: staff development, wellbeing and work-life balance, embedding equality enhancement; together with a set of specific/targeted actions grouped together under section 3 | | | | | | | | |  |
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|  |  | Prioritisation Key: | Top |  |  |  |  |  |  |  |
|  |  |  | Intermediate |  |  |  |  |  |  |  |
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| ***1: Supporting career progression*** | | |  |  |  |  |  |  |  |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.1.** | ***Increase the support given to our students in transitioning from study to employment (including consideration of academic careers) to help them identify and develop the skills that facilitate career flexibility.*** | FHM comprises a diverse student body and traditional approaches to employability and careers support may not be sufficient.  Understanding the career aspirations of our diverse student body and providing more responsive and tailored careers support and advice will help to meet the particular needs of our students. | Postgraduate Symposium which includes the facility for students who are at a distance (e.g., Blended-learning PhDs) to participate in real time - introduced in 2015. | a.      b. | Explore career choices in more depth with our PG students to provide more tailored careers support to them.  Develop further opportunities for our PG students to interact with the wider research community. | Oct 2019-Mar 2020     Oct 2019 onwards | ADPGE      ADPGE |  | A better understanding of the careers our PG students aspire to **and provision of more tailored careers support for them.**  One networking event per term, each attended by at least **15 PGR students, research and academic staff**, which provides the opportunity to network with each other and academic and research staff from Oct 2019. |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.1. cont.** |  |  |  | c. | Continue to provide internships and other activities to promote an academic career path to UG students. | Oct 2018 onwards | ADUGE |  | Increase the awareness of UG students of the benefits of an academic career. **100% of UG students** are made aware of opportunities and encouraged to take part. |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcome: Increased and improved support to our students to enhance their employability measured through Destination of Learners in Higher Education and Exit Questionnaires (10% improvement). Improved responses regarding career support and professional development through PTES (5%) and PRES (15%). 10% increase in proportion of students who are considering an academic career (FHM 2021 student questionnaire).** |  |
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| **1.2.** | ***Increase the number and proportion of females applying for PGR programmes in BLS and LMS.*** | While the proportion of female students in our BLS and LMS PGR populations continues to be healthy and just above the HESA |  | a. | Undertake review of marketing and recruitment materials (including web pages) and work with our Marketing Partner | Jul 2020-Sep 2020 | AsD C&M |  | **Refreshed marketing** and **recruitment materials** for PGR programmes in BLS and LMS. |  |

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| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.2. cont.** |  | benchmark, there is a small, but noticeable drop in the proportion of applications from females to study for BLS and LMS PGR programmes compared to UG or PGT programmes (%Female applicants to UG programmes = 60-67% (BLS) and 57-63% (LMS). %F to BLS PGT = 54-63%. PGR = 45% (BLS) and 52% (LMS)).  While this issue is not, as yet, a 'problem' for us we see it as an opportunity to review our marketing and outreach activities for PGR level in order to head off any possible future impacts in our recruitment pipeline. |  | b. | to refresh and update as necessary.  Undertake focus groups with UG and PGT students to understand better their views of continuing to PGR study. Use findings to develop actions to raise awareness of PGR, careers and provide support to students who are interested but do not feel confident in taking that step. | Jan 2019-Jun 2019 | ADPGE |  | **Greater understanding** of the reasons why **females** are **choosing not to apply for PGR** study and **actions in place** to help to **address any identified issues**.  **Predicted Outcome: Increase in enquiries and applications from females for PGR programmes to 60% by 2022.** |  |

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| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.3.** | ***Increase continuity of employment for staff employed on external funding.*** | Developing an academic career is challenging particularly in the early phase which often involves a series of fixed-term research appointments that creates significant unpredictability and employment insecurity. With our high proportion of female researchers, the impact here is particularly significant. Therefore, developing a suite of initiatives to support contract researchers to build their careers will have substantial benefit. | Piloted ‘bridging scheme’ for FTC researchers December 2017. Two researchers applied and have been awarded funding.  Introduced support for Fellowship applications with discipline-specific workshops and mentoring (with RCAD) in 2018. | a.  b.  c.  d. | Evaluate 'bridging scheme' pilot.  Refine 'bridging scheme' based on evaluation and extend the pilot.  Continue to develop support for Fellowship applications with discipline-specific workshops and mentoring (with RCAD).  Continue to develop and support the work of RCAD. | Aug 2018  Sep 2018  Ongoing  Ongoing | AsD SD  AsD SD  ADR  ADR |  | Approach approved by PRC in Jul 2017.Business case submitted to the University in Oct 2017 for recurrent funding from 2018/19 onwards.Pilot extended for a further year with **at least 2 successful applicants**.  One **workshop per term**, well-attended and with positive feedback from attendees. **All Research Staff** to have been offered the opportunity to **attend at least one workshop** during the period of their employment.  Development of an agreed number of initiatives implemented. |  |
|  |  |  |  | e. | Work with HR to introduce a formal, on-line, system for gathering information on staff | Jan - Mar 2019 | EEC Co-Chair HR Partner |  | **100% of leavers** to be requested to provide **information on** **reasons for leaving** and their destinations providing a **comprehensive record** of reasons why people leave the University and their destinations to |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.3. cont.** |  |  |  |  | reasons for leaving and destinations. In the interim this information will be collected more consistently by DOs. |  |  |  | give a better **understanding** to inform further **actions focussed on retaining staff**. |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcomes: Increase in number of applications for fellowships by 10%/year from 2018  Increase in numbers of FTC research staff moving to indefinite contracts by 5%/year from 2020.** |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **1.4.** | ***Enhance support for academic promotions at all levels but particularly to Professor.*** | University promotion routes and criteria have undergone several changes since 2014 and ensuring staff understand the promotions process | Undertaken full review of support for academic promotions - Apr 2016.  Introduced 'Promotions Support Programme - Sep 2016. |  |  |  | EEC Co-Chair  EEC Co-Chair |  | Review completed Aug 2016.  Programme ran for the first time in 2016-17 - **6 applicants submitted cases** with a **50% success rate**. Seven applicants who used the programme in 2017-18 have submitted their cases for promotion (outcomes pending). |  |

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| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.4. cont.** |  | and are supported to apply will ensure that all staff including those less confident but equally able (often women) are recognised for the contribution that they make. | Reconfigured promotions workshops in light of feedback from attendees and increased the number of sessions/year - Jul 2017. | a. | Continue to develop workshops, providing bespoke sessions for specific groups e.g., research staff. | Annually (as part of ongoing provision) | EEC Co-Chair |  | Regular promotions events - **at least 3 per year**, well-attended with positive feedback. Increase proportion of eligible staff who have attended to **100% by Jul 2022**. |  |
|  |  |  |  | b. | Host case writing workshops (small group/1-1). | Sep 2018 onwards | EEC Co-Chair |  | Regular case writing workshops (**1 every 6 months**), well-attended with positive feedback. **Up to 8 members of staff supported** in Sep 2019. Increase capacity for support over time **by 20% per year**. |  |
|  |  |  | Introduced formal mentoring arrangements focussed on promotions and trained first tranche of mentors - Sep 2017. | c. | Continue to build cohort of promotions mentors over time. | Sep 2018 onwards | AsD SD |  | Formal **mentoring available to all staff** planning on promotion from Sep 2018 (Promotions mentors for imminent [1yr] candidates; Mentors for those progressing towards an application). |  |
|  |  |  | Established Faculty Promotions Champions - Sep 2017. Five promotions champions in place (2=BLS, 2=DHR, 1=LMS). | d. | Maintain Faculty Promotions Champion scheme, identifying and training future Champions to provide succession and avoid | Sep 2018 onwards | HoDs |  | Scheme maintained with sufficient **Promotions Champions** **to support all promotions candidates**. |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.4. cont.** |  |  |  |  | overburdening of incumbents. |  |  |  |  |  |
|  |  |  |  | e. | We will work with the University to put in place an underwriting scheme to enable promotion of research staff without impact on research grants. | Jul 2018 onwards | Dean |  | **Mechanisms** in place **to enable promotions** of **research staff** on external research grant funding. |  |
|  |  |  |  | f. | To raise further awareness, we will discuss research-only promotion, including options on how this can be funded, at a future promotions workshop for both researchers and PIs. | Sep 2018 | EEC Co-Chair |  | **Clearer understanding** by both Research Staff and PIs of **options and support** available for the **career development, progression** and **promotion** of **Research Staff**. |  |
|  |  |  |  | g. | In consultation with Research Staff, introduce a tailored support programme similar to that in place for T&R/T-only staff. | Apr 2019 onwards | AsD SD |  | **Promotions support** programme **tailored for Research Staff** in place. |  |
|  |  |  |  | h. | Working with colleagues in OED to introduce | Sep 2018 onwards | EEC Co-Chair  AsD SD |  | Regular workshops and events throughout the year.**Increased awareness and uptake of** |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.4. cont.** |  |  |  |  | 'confidence building' and 'career development' workshops for academic staff. Use these workshops to raise awareness of the benefits of mentoring. |  |  |  | **mentoring** support. Measured through PDR returns and staff survey. |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcomes: Increase the proportion of eligible staff, including R-only, who apply for promotion to 15%/year from 2021 onwards.  Increase the percentage of academic staff who have been mentored to 100% by 2022.** |  |
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| **1.5.** | ***Increase proportion of females applying for academic T&R positions.*** | 38% of applicants to T&R vacancies are female. Increasing the proportion of females applying for T&R vacancies will increase the likelihood of recruiting female academic staff. | External review of recruitment processes completed - Jul 2017.  Recommendations from review discussed at PRC and HR Committee, combined with gathering wider staff views on recommendations. | a. | Develop guidance on best practice drawing on findings of review and follow-up consultations. | Nov 2017-Jun 2018 | Dean    HR Partner |  | Review completed Jul 2017.    **Best practice document** available for recruiting managers. |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.5. cont.** |  |  | All recruitment materials are reviewed to ensure consistency of approach and messages regarding our commitment to EDI, free from gender biased phrasing and imagery. | b. | Maintain this activity, developing further in light of recommendations from the review of recruitment. | Ongoing | AsD C&M EEC Co-Chair |  | **Continuous improvement in recruitment materials** e.g., use of positive imagery, absence of gender-biased phrasing, inclusion of equality statement and Athena SWAN logo, options for male and female contacts. |  |
|  |  |  | Best practice recommendations from external review and advice from reviewer sought to prepare materials for BLS recruitment round - Aug 2017. | c. | Materials used and experience gained to be used to develop best-practice guidelines and template job descriptions and person specifications for academic roles. | Aug-Dec 2018 | EEC Co-Chair HR Partner |  | A suite of **template job descriptions and person specifications** developed for academic roles available for future recruitment rounds. |  |
|  |  |  | Introduced use of search committees and monitored use of recruitment agencies who we directed to consider gender balance in the candidate pool - May 2017. | d. | Continue to monitor impact and address any issues. | Jul 2019 | HR Partner |  | **Clear analysis** of the impact of using **search committees/recruitment agencies on equality**. |  |

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| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.5. cont.** |  |  | Held bespoke Recruiting the Best (RTB) training sessions for Panel Chairs and members - including session on unconscious bias - Nov 2017 and ongoing. | e. | Continue bespoke RTB training sessions to ensure a sufficiently large pool of potential Panel Chairs and members to avoid overburdening. | Ongoing | HR Partner |  | **All Chairs** and **>50% of panel members** to have undertaken training by Dec 2019. |  |
|  |  |  |  | f. | Introduce 3 year renewal requirement for all Panel Chairs. | Jan 2020 onwards | HoDs |  | **All Chairs** to have had **training** within **last 3 years** by Dec 2022. |  |
|  |  |  |  | g. | Increase pool of female panel members by inviting females who are less senior to participate, supported by an experienced Chair. (Also contributes to **AS2018.2.2.**). | Oct 2019 onwards | HoDs |  | Further **improvement** and **greater consistency** in the **gender profile of recruitment panels**.  More female staff who have developed interviewing skills and are able to participate in panels. |  |
|  |  |  | LMS are piloting a new 'grow your own' model to help ameliorate recruitment of anatomy lecturers i.e. an appointment | h. | Establish a 'Developmental Lecturer' route - drawing on experiences of LMS and other departments across the University. | Aug 2019 onwards | AsD SD |  | Proposal for **'Developmental Lecturer'** route **approved** by PRC by Jan 2019 with further development based on feedback from members and RCAD. Scheme **in place** from **Aug 2019**, with evaluation Jul 2021. |  |

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| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.5. cont.** |  |  | which combines PhD study with teaching, which leads to a permanent T&R academic post. Two females appointed to date - Mar 2018. |  |  |  |  |  |  |  |
|  |  |  |  | i. | Recruiting managers to be asked to consider making academic roles cross-grade (e.g., 7, 8, 9), part-time, job shares or secondments, as appropriate. Make more explicit in adverts that we will consider part-time and job-sharing. | Aug 2018 onwards | Dean EEC Co-Chair |  | **All vacancies** advertised across grades (if appropriate), with **flexible FTE/job share**, and **secondment** if possible. |  |
|  |  |  |  | j. | Monitoring of applicant/interview/ appointment ratios and investigation of any significant deviations. | Ongoing | HoDs |  | **Improved consistency in** vacancy **gender ratios** by Oct 2019. |  |

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| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
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| **1.5. cont.** |  |  |  |  |  |  |  |  | **Predicted outcomes: Increase in proportion of females applying for academic T&R positions from 38% to 45% by Oct 2021. More transparent decision-making embedded in recruitment processes.** |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **1.6.** | ***Increase awareness of Professional Services staff of career progression routes and opportunities and use development activities e.g., confidence workshops to build confidence to put themselves forward.*** | Providing clear guidance on career progression routes and development opportunities will ensure transparency in processes.  In tandem with raising awareness of processes, increasing staff confidence to put themselves forward, together with line managers actively engaging in conversations regarding career aspirations will enable staff to feel empowered to seek opportunities for | Line Managers have reinforced messages to raise awareness of development opportunities and to encourage uptake by Professional Services staff. | a.  b. | Host an annual FHM  professional/support staff away day with workshop sessions to exchange ideas regarding development activities people have engaged  with, career planning sessions, developmental needs analysis and building confidence.  Use the University's newly-launched mentoring scheme to raise awareness of the benefits of mentoring. Take a pro-active approach | Jun 2018 onwards  Oct 2018 | AsD SD EEC Co-Chair  EEC Co-Chair |  | **Annual career planning and development workshops**, well attended and positive feedback.  **Pool of trained mentors**, established process to match to mentees. **Improvement** in **staff survey** results from **6% to 30%** having a mentor by Dec 2021. |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.6. cont.** |  | career enhancement. |  |  | to support mentor/mentee matching and work with colleagues in OED to provide training for mentors and mentees. |  |  |  |  |  |
|  |  |  |  | c. | Establish/raise awareness for other development opportunities such as secondments and job shadowing. Develop practical guidance for line managers on how best to support secondments and job shadowing. | Sep 2019 onwards | EEC Co-Chair |  | **Mechanisms** in place to help **reduce the logistical challenges of secondments**. More staff encouraged to apply for secondments and more line managers willing to consider option of vacancies as secondments. |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcome: Increase in staff familiar with career progression processes to 80% in 2019 staff survey.** |  |
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| **1.7.** | ***Enhance the quality of the PDR conversation for all staff groups.*** | A small decline (4% overall) has been observed in uptake of PDR in some areas/staff groups |  |  | Work with HR and OED colleagues to ensure that training is provided to all staff (both | Mar 2018 onwards | HR Partner |  | **Staff understand** **and engage** with the **new PDR processes** and are able to access appropriate **training in a timely manner** to support the transition. |  |

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| **1.7. cont.** |  | under the current framework. We see the University's review of the approach to PDR as an opportunity to re-engage people with the process and refresh training to enhance the PDR experience. |  |  | reviewers and reviewees) and to facilitate a smooth roll out of any new processes. |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcome: PDR uptake is 100% and staff feedback in 2019 staff survey continues to be positive to same level or better.** |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **1.8.** | ***Explore and respond to reasons for relatively lower uptake of Staff Development Fund by R-only and professional staff.*** | Focus group discussions suggest R-only and professional staff perceive this funding is 'not for them'. Supporting the development of all staff – in particular by ensuring the provision of a range of relevant development | In response to feedback from research and professional services staff, HoDs have undertaken awareness raising activities with these staff groups and their line managers.A pilot separating the SDF into academic and professional/support |  | Continue to promote Staff Development Fund to these staff groups. Use workshop on career development during away day event (**AS2018.1.6.a.**) to identify potential activities/address any perceived barriers. | Jan - Jul 2018 | AsD SD  EEC Co-Chair |  | **Workshop session** undertaken with professional/support staff **to understand** better the types of **activities that these staff** feel they would **benefit** most from and also **identify (and then act) on any perceived barriers.** |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.8. cont.** |  | opportunities and ensuring equity of opportunity to access such opportunities is a strategic priority for the Faculty. | staff is underway. |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcome: Increase in applications from R-only and professional staff to reflect the proportion of these groups in the staff population by 2022. Based on 2017/18 figures this would require a 4-fold increase for R-only and 1.5-fold increase for professional staff.** |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **1.9.** | ***Review the support arrangements for maternity, paternity and adoption leave.*** | Feedback regarding arrangements is generally positive with exception of R-only (but numbers of staff involved are small); staff survey shows that 67% academic staff felt that career breaks have had a detrimental effect on their career. | Focus group with staff who have recently taken maternity, paternity and adoption leave has been undertaken to understand better their experiences of the management of leave - Mar 2018. | a.  b. | Findings from focus group to inform recommendations for improvements to the management of leave.  Develop guidance for line managers to assist them in planning and managing | Jul 2018-Nov 2019  Nov 2019 | MPA Focus Group Lead  MPA Focus Group Lead |  | Production of **report** that **identifies** any **specific challenges** related to **maternity/paternity/shared or adoption leave** and **recommends solutions** by Jul 2018 and implemented Nov 2018-Nov 2019 |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **1.9. cont.** |  | Having a better understanding of what staff want and value will help us to deliver better support during this critical time. |  |  | maternity, paternity, adoption or shared parental leave with individuals. |  |  |  |  |  |
|  |  |  |  | c. | Continue to advocate for a more inclusive definition of 'research active' in use in the Maternity/Adoption Research Support scheme. | Ongoing | EEC Co-Chairs |  | **Change to the MARS scheme** to adopt a more inclusive definition of 'research active'. |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcome: 2021 staff survey shows 100% of staff who have taken maternity/paternity/parental/adoption leave have had a positive experience of the management of their leave.** |  |
|  |  |  |  |  |  |  |  |  |  |  |
| *2: Developing our culture: embedding equality enhancement, staff development, wellbeing, work-life balance and raising awareness of EDI* | | | | | | |  |  |  |  |
| **2.1.** | ***Continue to improve and reinforce a culture of positive work-life balance*** | 2016 survey responses showed only a moderate increase in staff satisfaction | During Summer 2017, consulted with all staff to develop Faculty policies designed to promote | a. | Monitor and seek feedback on these policies to ensure they are meeting the needs of staff. | Oct 2018 onwards | Dean |  | Agreed Faculty policies were implemented on a set of work-life balance issues by Jul 2018. |  |

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| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **2.1. cont.** |  | regarding work-life balance since 2013.  Ensuring that staff feel supported and valued and that their Division (and the Faculty) offers a positive working environment is crucially important for maintaining staff health and wellbeing, morale and job satisfaction. | a positive work-life balance. Implemented: limiting email communication to the hours of 7am-7pm weekdays only - Sep 2017: 'core' hours of 10-4 for key divisional and faculty meetings - Nov 2017; Homeworking guidance for line managers introduced - Mar 2018. | b. | Continue to explore issues relating to work-life balance through focus groups and develop further initiatives. | Ongoing | Dean |  | Feedback to-date via the Faculty Discussion Forum has been supportive.  Increased awareness of challenges surrounding work-life balance and responsive actions and policies to support staff to meet these challenges. |  |
|  |  |  | Pilot of new Workload Allocation Model framework completed in BLS - Jul 2017. | c. | Roll out of new WAM to DHR and LMS during 2017-18. | 'Oct 2018 onwards | HoDs |  | New Workload Allocation Models implemented in each Division by Oct 2018. |  |
|  |  |  |  | d. | Continue to develop the Workload Allocation Model framework across the Faculty including building in transparency as standard. | Ongoing | HoD BLS |  | WAM continues to develop in response to the changing requirements of academic life. |  |
|  |  |  |  | e. | Develop initiatives such as the Dean's Awards to celebrate success and | May 2018 onwards | Dean |  | **Annual award ceremony** recognising the valuable contribution made by members of all staff groups. |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **2.1. cont.** |  |  |  |  | recognise contributions. |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcome: 20% improvement in staff survey responses (agree/strongly agree) to questions relating to work-life balance and well-being and the workload allocation model (2021 survey).** |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **2.2.** | ***Maintaining appropriate gender balance of groups involved in major decision-making discussions.*** | Appointments to the senior management team led to a majority male group during 2015-16.  Ensuring a diverse voice is heard in the decision-making process facilitates better, more informed decisions which in turn can shape the culture of the workplace. | Chairs of all major decision-making committees have reviewed membership composition to improve gender balance - Sep 2017. | a.  b. | Continue to monitor gender balance of decision-making committees maintain and improve gender balance.  Explore Unconcious Bias training for decision-making groups (e.g., as delivered by the Leadership Foundation for Higher Education). | Annually  Sep 2018 onwards | Dean  EEC Co-Chair |  | Maintenance/enhancement of appropriate gender balance across all Faculty committees such that **all Faculty committees retain a gender balance that is at least 50:50** by 2020.  **Decision-making informed by greater awareness of** (and management of) **unconscious bias**. |  |
|  |  |  |  | c. | Increase female representation on recruitment panels by inviting individuals to | Oct 2019 onwards | HoDs |  | **Increased pool of appropriately trained female staff** to participate in recruitment - providing opportunity for skills development for future career advancement. |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **2.2. cont.** |  |  |  |  | become members, who would otherwise not be involved (e.g., more junior staff). |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcome: Gender profile of groups involved in major decision-making discussions is 50% female or more by 2020.** |  |
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| **2.3.** | ***Increasing the visibility of role models.*** | Ensuring that females feature prominently in an academic context is an important part of creating visiblity and wider access for others to identify their own role models who can positively impact on their career aspirations. | Successful seminar series in BLS highlighting career pathways of female and male members of staff has been made available to students across FHM | a. | Ensure roll out of seminars across FHM is well promoted and a wide-range of students attend. Provide networking opportunity with this (funded by EEC). | Feb 2017 onwards | AD UG |  | **Successful seminar series** that is sustainable and well-received by students (measured by feedback). |  |
|  |  |  |  | b. | Continue to monitor gender balance of seminar series across the Faculty and ensure balance is maintained. | Ongoing | Seminar convenors |  | **Maintenance/enhancement of gender balance of seminar series speakers.** Ensure promotion of seminars is prominent and equitable. |  |

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| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **2.3. cont.** |  |  |  | c. | Consider other mechanisms by which to increase the visibility of role models for staff and students. | Oct 2020 onwards | EEC Co-Chair |  | Agreed set of **mechanisms** that **provide** **increased visibility** of **role models**. Including role models at all levels of career (e.g., researchers as role models to students). |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcome:20% improvement in 2021 student survey response (agree/strongly agree) to questions relating to identification/visibility of role models.** |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **2.4.** | ***Improve the experience of induction for staff across the Faculty.*** | Induction is an essential part of on-boarding new staff to ensure that they feel welcomed, engaged and are productive as quickly as possible. While we have in place a clear package of induction activities, we feel there is room for improvement to ensure that we have an effective process. | A monthly 'Welcome to FHM' orientation session has been offered to all new starters since January 2017 and uptake is at 60%. | a.  b. | With feedback from recent new starters, develop a Faculty Induction pack.  Evaluate, through direct feedback and a short survey, the effectiveness and benefits to new starters of the current induction process, including the 'Welcome to FHM' session, and respond to recommendations for improvement. | Jul-Sep 2018  Dec 2018 onwards | EEC Co-Chair  EEC Co-Chair |  | **Regular welcome event** from Jan 2017 onwards. **Feedback** on welcome session **positive**.  Faculty **induction pack** in place by Aug 2018.  **Improvement** of current **induction offer** and introduction of other induction activities in response to survey outcomes. |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **2.4. cont.** |  |  |  | c. | Introduce mentoring for R-only and Professional Services staff as part of induction/  probation. | Sep 2018 onwards | AsD SD |  | **25% increase** in **staff awareness** and **uptake of mentoring** as measured by 2021 staff survey. |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcome: New staff have access to information in a timely manner to enable them to engage with their roles, induction activities provide a welcome and staff quickly feel part of their Division. Measured by responses to induction survey (>90% of new starters are satisfied with their induction) and analysis of responses of staff in first 3 years since appointment to questions on staff satisfaction and engagement in 2021 staff survey (10% improvement on 2019 survey).** |  |
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| **2.5.** | ***Increase the proportion of staff in the Faculty who have undertaken EDI training.*** | 91% of staff have undertaken the online *Diversity in the Workplace* training since its introduction in 2012. Greater awareness of EDI enables staff to be more aware of and respond | Reinvigorated promotion of online Diversity in the Workplace training and encouraged participation. |  | Introduce diversity sharing best practice events/training. | Jan 2019-Dec 2019 and then ongoing | EDI Reps |  | **Termly diversity sharing best practice events/training** in place from Jan 2019**. 25% of staff will have attended** the sessions by 2021; feedback on sessions is positive**.** |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **2.5. cont.** |  | appropriately to the concerns and rights of others. |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcome: 100% of staff have participated in EDI training either through online Diversity in the Workplace or through sharing best practice events by Jul 2020.** |  |
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| **2.6.** | ***Improve the visibility of the impact of the work that we have done, and will do, and increasing our students’ awareness and engagement with EDI, including Athena SWAN, to foster the positive and inclusive culture within the Faculty.*** | 2016 FHM staff survey shows lack of awareness of the link between initiatives and AS activities.  2016 FHM student survey shows lack of awareness of AS activities.  Greater promotion of the Faculty's commitment to EDI helps to signal our support and encouragement of women in their careers and contributes to our strategic priority to be a great place to | Equality Enhancement is a standard item on PRC agenda - 2013. EEC established - 2015. EDI representatives raise issues at divisional staff meetings.  Dean includes regular update on activities in the Faculty Bulletin.Consultations around e.g., core hours and email policy have been explicitly linked to our commitment to Athena SWAN principles. EEC | a.  b.  c.  d. | Ongoing consultations on proposed EDI initiatives.  Publish a Faculty EDI annual report.  Establish a programme of events inviting both internal and external speakers to talk about their careers, experiences related to AS and the impact on them.  Regular review of communications, advertising and marketing materials | Nov 2015-Nov 2022  Sep 2018 onwards  Oct 2019 onwards  Apr 2017 onwards | EEC Co-Chairs  EDI Reps  EEC Co-Chairs  Marketing Partner |  | **Increased engagement** of staff and students **in consultation process.**  Increased awareness of impact of AS activities.  **Regular communications** **to staff and students**, including through social media; greater prominence on webpages. |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **2.6. cont.** |  | work and study. | sponsors student-alumni events with short Athena SWAN presentation to raise awareness.Web refresh has included updated imagery to improve gender balance and promotion of positive representations. |  | and web content to ensure that language and imagery are not gender biased and promote a positive message regarding EDI. |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcome: 20% improvement in 2021 staff/student survey responses (agree/strongly agree) to questions relating to AS.** |  |
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| ***3: Specific/targeted actions*** | |  |  |  |  |  |  |  |  |  |
| **3.1.** | ***Continue to develop and optimise strategies and processes to ensure we attract and recruit students who show the potential to achieve, regardless of background, ensuring equitable and transparent decision-making for all selection*** | While we are committed to ensuring that the proportion of females in our student population remains buoyant, we wish to ensure that in doing so we do not inadvertently disadvantage other student groups. Therefore, remaining vigilant, actively | LMS invited an external expert to observe the MMI process and no bias in processes or behaviours was observed. However, the analysis showed that BAME male applicants were more likely to provide responses at odds with NHS core values. | a. | Continue to monitor the MMI process in the selection of medical students and explore whether any other demographic variables contribute to underperformance in males. | Jan 2017-Mar 2019 | Head of Admissions, LMS |  | **Identification** of **specific** gender/ethnicity-related **issues** in MMI process. **Clear plan** for how **to address** the issues identified **implemented in 2019**. |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **3.1. cont.** | ***processes.*** | monitoring data and implementing actions promptly to rectify any potential sources of bias is critical. |  | b. | Continue to monitor A-level achievement to assess whether the A-level reforms will have a longer-term effect on females. | Aug 2018 onwards | Head of Admissions, LMS |  | **Clearer picture** of whether there is a longer term effect **to inform** whether changes to **selection process** are required. |  |
|  |  |  | AD PG/BLS MSc Biomedicine Admissions Tutor completed review of admissions and identified issues and recommendations of how to progress. 2017/18 admissions cycle BLS admissions team introduced face-to-face or Skype conversations with all candidates with option to choose to speak to either female or male academics. | c.  d. | Monitor the impact of these initiatives and develop further strategies to increase the proportion of females on this course.  Embed monitoring of admissions by gender as routine for all programmes. | Ongoing  Sep 2018 onwards | ADPGE    PG Programmes Administrator |  | **Annual review** of data with **analysis of issues** identified and **recommendations of how to progress** agreed by Teaching Committee.  **Admissions reports** incorporating **equality measures as standard** from Aug 2018. **Issues identified and addressed** in a timely manner. **Clear policies** and processes to **deal with issues** that arise. |  |
|  |  |  |  | e. | Introduce recruitment and conversion sessions incorporating EDI and unconscious bias training for Admissions Tutors. | Oct 2019 onwards | ADPGE |  | **All Admissions Tutors** have **completed training by Oct 2020** and training included as routine for new staff involved with student recruitment. |  |
| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **3.1. cont.** |  |  |  |  |  |  |  |  | **Predicted outcome: Greater assurance, through analysis of data, external review, and timely responses to rectify any issues identified, that selection processes are fair and transparent and decision-making is free from unconscious bias.** |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **3.2.** | ***Seek to understand better the reasons for lower attainment outcomes and completion rates to develop initiatives to address any issues of gender-related bias.*** | Male attainment (measured by degree classification obtained) at UG level appears to be lower than for females in both BLS and LMS (MBChB). Greater understanding of the factors affecting attainment will help us to provide better support to our students. | 2017 - BLS commissioned a review (by Educational Research) of student attainment by gender and assessment type. No gender bias observed.2015 onwards - LMS has analysed all MBChB assessments to determine whether there are significant differences in performance by gender. No obvious trend has been discernible to date. | a. | As there is no clear trend in gender difference, we will continue to monitor, with data on performance by gender included in Annual Teaching Reviews, and if clear trends emerge then we will explore reasons and amend the assessment policy in light of findings. | Dec 2017 onwards | ADUGE |  | **Routine monitoring** of performance by gender in all Annual Teaching Reviews with **pro-active response as trends emerge**. |  |

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| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **3.2. cont.** |  | For PGR students, particularly those studying part-time, intercalation can be a helpful mechanism to balance study, work and family commitments. However, intercalation can sometimes lead to students not completing their studies. On our blended-learning programmes a higher proportion of females intercalate. A clear approach to supporting students during intercalation and their return would be beneficial. |  | b.      c. | Develop a clear policy and guidance for managing  intercalations, consulting with students and following best practice.  Investigate whether there is a link between intercalation and completion rates for PT students. | Jan-Mar 2019      Oct 2018-Sep 2020 | ADPGE      ADPGE |  | **Policy in place and consistently applied.**     **Better understanding of** possible links between **intercalation and completion rates**.  **Predicted outcome: Greater understanding of drivers affecting attainment and completion with actions developed by July 2021 with a view to improve attainment and completion outcomes by 10%.** |  |
| **3.3.** | ***Build on the work we have already undertaken to develop our ‘beacon’ activities.*** | Some activities undertaken, but wish to develop activities significantly over next period. | 'Beacon' activities to date include:working with HR on update to PDR form and MARS funding development;providing feedback on applications to | a. | Continue to offer mentoring to other Lancaster departments and elsewhere. | Jan 2017 onwards | EEC Co-Chairs |  | **Positive feedback** from departments we have mentored **on the support we have provided**.**Increased contact** with similar faculties/departments from other universities **to enable sharing of good practice more widely**. |  |

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| **Action** | **Objective** | **Rationale** | **Actions taken to date** | **Further planned actions** | | **Timeframe** | **Responsibility** |  | **Success criteria and predicted outcome** |  |
| **3.3. cont.** |  |  | departments applying for AS awards.  Mentoring Lancaster University Management SchoolPresenting our experiences to other Lancaster departments via the AS Forum. | b.  c. | Develop plan of focus for beacon activities that will have the greatest impact.  Implement plan. | May 2018-Jul 2018  Sep 2018 onwards but will monitor progress against plan and refresh as necessary. | HoD BLS  HoD BLS - lead but all members of EEC and others in Faculty to be involved |  | A **clear plan** **for beacon activities** that is **strategic in approach**, agreed by EEC with commitment from PRC. |  |
|  |  |  |  |  |  |  |  |  | **Predicted outcome: Completed set of activities both within and external to the University which have long-lasting impact in sharing best practice and promoting greater awareness of equality issues.** |  |
|  |  |  |  |  |  |  |  |  |  |  |