

Appendix 1: Faculty of Health and Medicine Action Plan 2012-2015.

Description of action	Methods for Achieving Action	Responsibility for Action	Timescale	Success Measure
3 Picture of the Faculty: - Baseline data				
Maintain proportion of applicants, offers and admissions to UG, PGT and PGR courses that are female and ensure continued equity of success rates Particularly for PG students now systematic collection of application data is available.	Review of all student data on an annual basis after admissions cycle is complete.	Athena Swan Committee and admissions teams.	December 2012, 2013 and 2014.	Maintenance of a lack of gender bias in application success rates of the student population and of the gender distribution of students at or above HESA averages for the relevant university cohorts.
Ensure continued gender based equity in appointment processes, staff turnover and use of fixed term contracts.	Review of all staff data on an annual basis (as in section 3, 4 and 6 of report) to identify any emerging issues.	Athena Swan Committee and human resources.	April, 2013, 2014 and 2015.	Maintenance of a lack of gender bias in application success rates for staff appointments and the proportion of female staff within FHM population overall and those on fixed term contracts.

	Increased proportion of female staff within the faculty.	Increase proportion of staff that have completed university based recruitment and selection training courses. Use new HR recruitment process to encourage female applicants and maintain prominence of senior females from the faculty in appointment processes.	Dean, faculty senior management teams and HoDs.	Ongoing as posts are advertised but currently looking for expansion in BLS over next 12 months.	Increased proportion of female staff across FHM.
	Maintain current portfolio of outreach activities and extend to offer specific activities for female GCSE and A level students, using female staff and students as role models.	Extend current links with schools and fund activities through the faculty. Encourage more female staff/students to take part in these activities and ensure workload is transparent in the workload model.	HoDs and admissions Staff	Ongoing for maintenance with addition of at least one new female specific activity/annum.	Successful maintenance of current level of activity and organisation and running of female orientated activities.
	FHM has very good female representation on the senior management teams and this needs to be maintained. Consider gender balance of PRC when current representatives leave e.g. on changeover of HoDs.	Monitor senior appointments and encourage female applications to HoD and other management roles.	PRC, Dean and faculty management teams	Ongoing but new HoD in DHR due in August 2012, and for BLS in August 2014 within time frame of this submission.	Maintenance of relevant levels of female representation.
4	Key Career Transition Points				

Maintain and develop RCaD (Research Career Development) type activities to cater to the whole faculty. Ensure succession of its leadership in view of research staff turnover.	Discussions within RCaD and with other early career research staff across the faculty. Potential setting up of satellite groups to deal with discipline or gender specific issues. Further faculty funding for the group.	RCaD members and Associate Dean for Research. PRC (for funding)	Review in May-July 2012 and agreement for future trajectory August 2012.	Meetings continue on a regular basis (2 per term?) with a programme of activities to cover all faculty early career research staff.
Increase in proportion of female professors in FHM especially in BLS and LMS.	Encourage attendance at the university 'Making Professor Workshop' (organised through university Athena Swan initiatives) and ongoing mentoring after the event to encourage applications.	Athena Swan Committee, HoDs and Dean.	Workshop to be held in Sept 2012 and mentoring on ongoing basis after the workshop.	Increase in proportion of female professors in FHM.
5 Career Development				
Further development of workload models in DHR and LMS.	Use successful BLS model as a template and adapt to as necessary specific disciplines and divisional profiles.	HoDs and divisional management teams	October 2012.	Complete workload information available for all academics in the faculty.

<p>Use of workload data gained above to ensure equity of male and female workloads across all aspects of work (teaching, research and administration).</p>	<p>Faculty review of all workload data on basis of gender split.</p> <p>Develop action plan to address any identified issues.</p>	<p>Dean, PRC and faculty HR.</p> <p>Athena Swan Committee</p>	<p>October 2013</p> <p>October 2014</p>	<p>Knowledge of average workload in total, and across the three main elements, based on gender in all the divisions of the faculty.</p> <p>Issues identified and action plan in place to deal with them.</p>
<p>Encourage increase in numbers of female academics that apply for promotion.</p>	<p>Use of PDRs to encourage applications through explicit discussion on promotion, clear guidance on criteria and match of performance.</p> <p>Use of workload allocation model to review roles and provide opportunities for potential candidates to gain more responsible roles as required.</p> <p>Mentoring and advice from colleagues who have successfully completed relevant promotion step.</p>	<p>HoDs</p> <p>HoDs</p> <p>FHM staff as identified</p>	<p>Ongoing to fit with HR committee timelines. E.g. Nov/Dec deadline for promotions to SL applications.</p>	<p>Number of female applicants for promotion rises.</p>

	Develop awareness of Athena Swan agenda and successful career development for women in the student population.	Provide more exposure of UG and PG students to female role models by including some from outside of the faculty. Workshops will be given by visiting female seminar speakers to discuss their personal career pathway and how any issues were resolved, as a separate item from the main seminar.	Athena Swan Committee and seminar programme organisers.	Seminar programmes from October 2012 now being arranged. Have workshops in place from January 2013 onwards.	Completion of some workshops and raised awareness of Athena Swan and career development for women in the student population (as determined through feedback into staff-student committees)
6	Organisation and Culture				
	Ensure all staff have undertaken the university's online 'Diversity in the workplace' module to enhance awareness of gender and other equality issues. (Course is currently only mandatory for new staff joining the faculty).	Advertise availability of the module and encourage all staff to take the module. Allow time allocation for staff to take the module and monitor uptake to ensure all staff engage with the process.	Dean and HoDs, plus university HR	All staff to have completed the module before October 2013.	Data supplied by university HR to confirm level of staff engagement.
	Monitor effectiveness of initiatives put in place to help with work-life balance of part-time staff (mainly female) after the consultation around the 'well being survey'. Ensure initiatives are maintained across the faculty, e.g. timing of meeting, workload allocation.	Reconvene the solutions group to explore effectiveness of the actions and identify any further developments that may be required.	Solutions group, Dean, Faculty HR and senior management teams (as necessary to implement changes)	Group to be reconvened in early 2013 to assess progress. Any further initiatives in place for October 2013.	Group report on effectiveness of any initiatives plus suggestions for further improvement.

<p>Use of workload data gained above to ensure equity of the proportion of workload allocation across part-time and full-time staff across all aspects of work (teaching, research and administration).</p>	<p>Faculty review of all workload data on basis of full-time and part-time staff.</p> <p>Develop action plan to address any identified issues.</p>	<p>Dean, PRC and faculty HR.</p> <p>Athena Swan Committee</p>	<p>October 2013</p> <p>October 2014</p>	<p>Knowledge of distribution of workload across part-time compared to full time staff in all the divisions of the faculty. Issues identified and action plan in place to deal with them.</p>
<p>7 Flexibility and Managing Career Breaks</p>				
<p>Maintenance of flexible, informal approach to flexible working and continued use of options to change contractual hours to part-time arrangements for staff returning from maternity leave or with other work-life balance scenarios (as necessary).</p>	<p>Continued informal, flexible approach on a case by case basis and promotion of flexible working of options in advertising for posts, inductions and PDRs.</p>	<p>HoDs and faculty HR.</p>	<p>Ongoing.</p>	<p>Continued successful return of staff from maternity and paternity leave. Continued widespread uptake of flexible working practices.</p>