

Appendix 1: Faculty of Health & Medicine Action Plan

(Actions are listed as in the previous submission with ongoing elements or new actions in red italics)

	Description of action	Activity planned in previous submission and outcome to date plus any ongoing or further action.	Complete and/or Ongoing	Responsibility for Action	Timescale	Expected Outcome
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.	Reviewed all student data on an annual basis after admissions cycle is complete.	2012 and 2013 review completed <i>Ongoing for 2014 - 2016</i>	Athena Swan Committee and admissions teams	<i>To be completed yearly</i>	<i>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.</i>
	<i>Last review indicates potential issues with recruitment onto DHR PG programmes with a decrease in the conversion of male applicants – need to investigate further with student questionnaires, analysis of entry grades of applicants and global distribution. Once source is identified need to implement action</i>	<i>Not Applicable</i>	<i>Ongoing</i>	<i>Athena Swan Committee and PG admissions teams</i>	<i>Analysis to be completed (March 2014) Actions as identified in place for 2014 recruitment cycle.</i>	<i>Return of PGR offers and acceptance ratios to match those of applications.</i>

	<i>to rectify as appropriate.</i>					
	<p>Ensure continued gender based equity in appointment processes, staff turnover and use of fixed term contracts.</p> <p><i>Undertake review of Grade 6 FTC appointments to understand reasons for higher proportion of females in this staff group and address any issues as necessary.</i></p>	<p>Reviewed all staff data on an annual without identification of any major issues.</p> <p>With new stonefish recruitment system have now systematically analysed three years worth of data.</p> <p>No evidence of any bias in recruitment processes from application to offer or in turnover rates.</p> <p>Fixed term contract data now evaluated in more detail (by grade) and conversion of a significant portion of FTC staff to indefinite contracts.</p>	<p>Completed in July 2012 and July 2013 (HR data is now produced at a July census point) <i>Data review ongoing for July 2014-2016</i></p> <p><i>Implement from Oct 2014</i></p>	<p>Athena Swan Committee and human resources</p> <p><i>Athena Swan Committee and human resources</i></p>	<p><i>Review of data to be completed yearly</i></p> <p><i>To be completed by Oct 2015</i></p>	<p><i>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.</i></p>
	<p><i>For FTC staff (in particular) need to continue to increase effectiveness of PDRs and enhance awareness of career progression and movement from grade 6 upwards.</i></p>	<p><i>Respond to trend in survey data where FTC staff are less satisfied with PDR discussions to include a) further training of reviewers in this specific area b) use of HR guidelines for grade descriptors for researchers and c) encouragement of PIs to consider staff progression in grant continuations.</i></p>	<p><i>Discuss logistics to April 2014, implement 2014-15 year.</i></p>	<p><i>PRC, HoDs and PIs in discussion with FTC staff and HR.</i></p>	<p><i>Effectiveness may be apparent in 2016.</i></p>	<p><i>Increased satisfaction amongst researchers with PDR process and increased awareness of career progression (from repeat survey).</i></p>
	<p>Increased proportion of</p>	<p>Have had slight increases across the job roles</p>	<p><i>Ongoing</i></p>	<p><i>Dean, faculty</i></p>	<p><i>Ongoing as</i></p>	<p><i>Increase proportional</i></p>

	<p>female staff within the faculty.</p>	<p>with an overall increase of 4% compared to the Bronze submission final census point of Jan 2012.</p> <p>Have increased proportion of staff that have completed university based recruitment and selection training courses – <i>now need to ensure staff renew this training every three years to keep issues current.</i></p> <p>Used new HR recruitment process to encourage female applicants and maintain prominence of senior females from the faculty in the appointment process – <i>now need to maintain presence of HoDs (currently all female) or alternative female in senior position on all academic recruitment panels.</i></p>	<p><i>objective from Bronze to now enhance levels further.</i></p>	<p><i>senior management teams and HoDs</i></p>	<p><i>posts are advertised but critical over the next year with large expansion planned.</i></p>	<p><i>representation of females in academic and research roles to at or above national benchmarks both at faculty and divisional level Aim for another 4% rise.</i></p>
	<p>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.</p>	<p>Extended current links with schools through new summer schools in LMS and BLS.</p> <p>Encouraged more female staff / students to take part in these activities as summer schools were mainly delivered by female PhD students and other activities were delivered through female medical students.</p> <p><i>Now need to focus on increasing exposure of female role models to potential students.</i></p>	<p>Completed initial increase.</p> <p><i>Ongoing</i></p>	<p>HoDs and admissions staff</p>	<p><i>Ongoing activities as in previous year</i></p>	<p><i>Successful maintenance of current level (2013) of activity and organisation and running of events with prominent female role models.</i></p>
	<p>FHM has very good female representation on the senior management team and this needs to be maintained. Consider</p>	<p>New HoD in DHR is female with no turnover of other senior roles over the last two years.</p> <p><i>Ongoing have two HoDs and three associate dean positions which will turnover in the next</i></p>	<p>Completed to date but ongoing for review</p>	<p><i>PRC, Dean and faculty management teams</i></p>	<p><i>Review representation at PRC as each change</i></p>	<p><i>Maintenance of relevant levels of female representation at PRC.</i></p>

	gender balance of PRC when current representatives leave e.g. on changeover of HoDs. <i>Address female representation on the Faculty Chairs and Readerships Committee which is currently at 14%</i>	<i>year so need to keep under review.</i> <i>Seek to replace out-going members with female members of the professoriat.</i>			<i>occurs.</i> <i>Completed by Oct 2014</i>	<i>Increase female representation on CRC to be in line with proportion of female academic staff in Faculty.</i>
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 but mindful of the self run nature of this group.	Provided faculty funding to the group to provide money for speakers. Leadership is an ongoing issue due to staff turnover but group has continued to hold meetings and diversified to include others. <i>Consideration of honorarium paid to chairperson of this group.</i> <i>Encourage research staff to apply for fellowship funding and provide mentoring support from academic staff for preparation of bid.</i> <i>Encourage research staff to apply to the University Early Career Small Grant Scheme and provide academic 'sponsors' to meet eligibility requirements.</i>	<i>Ongoing</i>	<i>RCaD members and Associate Dean for Research. PRC (for funding)</i> <i>Associate Dean for Research, PIs</i>	<i>Implement by Apr 2014</i>	<i>Meetings continue on a regular basis (2 per term) with a programme of activities to cover all faculty early career research staff. Chairperson appointed.</i> <i>Increased applications for research funding as independent researchers.</i>
	Increase proportion of female professors in FHM especially in BLS and LMS	Eight members of the faculty attended the universities 'Making Professor' workshop and this has now translated into four applications	Completed this phase.	<i>Athena Swan Committee, HoDs and</i>	<i>Workshop to be held in 2014 and</i>	<i>Increase in the proportion of female professors in FHM by 10%.</i>

		<p>for promotion to professor, all of whom are female.</p> <p><i>Need to encourage attendance at next event (2014) and put mentoring in place for potential applicants along with access to successful cases (as worked for L to SL (see below).</i></p> <p><i>In next rounds of recruitment need to actively encourage females to apply through a) research networks of staff in BLS and LMS and b) promotion of new HR recruitment literature.</i></p>	<p><i>Continue to develop into the next round.</i></p>	<p><i>Dean plus professoriate in FHM (as mentors and using research networks).</i></p>	<p><i>mentoring on an ongoing basis to be put in place post workshop.</i></p>	
5	Career Development					
	Further development of workload models in DHR and LMS	Have fully operational workload models in all divisions.	Completed but will renew every year.	HoDs and divisional management teams	Will renew data every year.	Complete workload information available for all academics in the faculty
	Use of workload data gained above to ensure equity of male and female workloads across all aspects of work (teaching, research, administration)	<p>Within standard deviations no evidence of gender bias of workload.</p> <p><i>Need to monitor every year and compile faculty statistics and ensure any developing issues are addressed.</i></p> <p><i>Need to work to decrease variability of workloads across the faculty (i.e reduce the SD of the mean workload) through reallocation of tasks by HoDs in consultation in PDRs.</i></p>	Completed	<p><i>Ongoing</i></p> <p><i>Faculty office. AS committee and HoDs if issues found.</i></p> <p><i>HoDs through PDRs and Dean.</i></p>	<p><i>Revisions in 2014 and 2015, 2016.</i></p>	<p><i>Maintain knowledge of average workload in total and across the three main elements in all divisions, based on gender. If issues arise put action plan in place to deal with them.</i></p> <p><i>Reduction of SD of mean workloads by 5%.</i></p>
	Encourage increase in	In latest application round have 10	Completed			

	<p>numbers of female academics that apply for promotion</p>	<p>applications for promotion to senior lecturer (compared to a previous average of 2 per annum).</p> <p>Results from PRC directive to HoDs to explicitly discuss promotion in every PDR. Holding highly successful workshop on promotion from grades 7-8 and 8-9 with clear guidance on criteria and match of performance. Use of workload allocation to review roles and provide opportunities for potential candidates to gain more responsible roles as required to meet criteria. Mentoring and advice from colleagues who have successfully completed relevant promotion step.</p> <p><i>Need to maintain above and have now got university agreement to change PDR forms to reflect FHM practice.</i></p>	<p>for one year.</p> <p><i>Workshop every year/maintain mentoring and PDR practices.</i></p>	<p><i>HoDs, PRC, FHM staff as identified as mentors</i></p>	<p><i>Ongoing to fit with HR committee timelines, ie Nov/Dec deadlines</i></p>	<p><i>Number of female applicants for promotion is maintained at 3 / 4 per annum (compared to <2/annum previously 2008-2011).</i></p>
	<p>Develop awareness of Athena Swan agenda and successful career development for women in the student population</p>	<p>Initiative to use visiting female seminar speakers to discuss their personal career pathway proved to be logistically difficult.</p> <p><i>Will use internal academic as role models to give short seminars as part of careers modules. Within this a member of the AS committee will also profile the AS initiatives.</i></p>	<p>Not continued.</p> <p><i>Module starts in Lent 2014 and will run each year.</i></p>	<p><i>Athena Swan committee member, module organiser and female staff within FHM.</i></p>	<p><i>Module starts in Lent 2014 and will run each year.</i></p>	<p><i>Completion of module and raised awareness of Athena Swan and career development for women in the student population (as determined through feedback into staff-student committees)</i></p>
6	Organisation and Culture					
	<p>Ensure all staff have undertaken the</p>	<p>Now have 76% of staff completed the course. HR reviewed in 2012 and uploaded enhanced</p>				

<p>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)</p>	<p>version in line with new legislation. Now have 42% of staff who have taken the new version.</p> <p><i>Advertise availability of the new course and encourage all staff to take this module. Allow time allocation for staff to take the module and monitor uptake to ensure all staff engage with the process</i></p>	<p><i>Ongoing</i></p>	<p><i>Dean and HoDs plus University HR</i></p>	<p><i>All staff to have completed the module before October 2014.</i></p>	<p><i>Data supplied by university HR to confirm level of staff engagement</i></p>
<p>Monitor effectiveness of initiatives put in place to help with work-life balance of part time staff (mainly female) after the consultation around the 'wellbeing survey'. Ensure initiatives are maintained across the faculty e.g. timing of meeting, workload allocation</p>	<p>Issues of HR confidentiality precluded identifying the group so used survey data instead to assess attitudes.</p> <p>Majority of staff suggest a positive work environment with no gender bias in terms of resources, promotion prospects and with a general ethos that is fair, respectful and inclusive (based on 2013 survey data).</p> <p><i>We need to maintain this ethos and deal with any issues should they arise.(see below)</i></p>	<p><i>Ongoing</i></p>	<p><i>Dean, Faculty HR and senior management teams and whole of FHM.</i></p>	<p><i>Ongoing</i></p>	<p><i>Maintain and strengthen positive working environment. (see below)</i></p>
<p><i>In collaboration with Loughborough and ECU have completed the Athena Swan Staff and student Survey for all categories of staff and students. Need to analyse data in more depth and qualitative comments when they become available.</i></p>	<p><i>Analyse numerical data for each staff category and draw up comparison based on gender.</i></p> <p><i>Identify any significant issues within the data set, suggestive of gender bias.</i></p> <p><i>Analyse qualitative comments as above.</i></p> <p><i>Benchmark our data against total survey results.</i></p>	<p><i>Ongoing</i></p>	<p><i>AS committee and faculty HR plus others as required.</i></p>	<p><i>Feb 2014</i></p> <p><i>April meeting of ASC</i></p> <p><i>Summer 2014 (if available)</i></p> <p><i>Early 2015 or later as</i></p>	<p><i>Identification of any issues or differences in gender perception of working practices in the faculty. Comparison with sector data.</i></p> <p><i>Implementation of actions to redress imbalances.</i></p>

		<i>Consider and implement actions in light of information.</i>			<i>data published</i> <i>2015-2016</i>	
	<i>Raise awareness of Athena Swan activity across the faculty.</i>	<i>Maintain as standing item on PRC. Maintain inclusion in 'Dean's blog'. Include as standing item on divisional staff meetings. More prominence on web site (currently being revamped). More prominence in faculty marketing material (e.g. Annual report, admissions literature)</i>	<i>Ongoing</i>	<i>Dean/PRC/HoDs and web management team/admission/faculty admin teams.</i>	<i>Ongoing</i>	<i>Raised awareness of AS across the faculty, particularly in the student body.</i>
	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)	Reviewed data for 2012-2013 and no evidence of overload in part-time staff compared to full-time. <i>Repeat on annual basis as workload data is available. Develop action plan to address any identified issues</i>	Complete <i>Ongoing for 2014-16.</i>	<i>Dean, PRC and faculty HR Athena Swan Committee</i>	<i>Review on annual basis</i>	<i>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.</i>
7	Flexibility and managing career breaks					
	Maintenance of both formal and informal approaches to flexible working and continued use of options to change contractual hours to part-time arrangements for staff returning from maternity leave or with	Have allowed all cases of application for changes in contractual hours for work-life benefit and continued informal approach on a case by case basis. Promoted flexible working options in advertising for posts, inductions and PDRs such that survey data show over 65% of both males and females consider themselves to be making use of flexible working hours.	Completed over last period – need to maintain.	<i>HoD's and faculty HR</i>	<i>Ongoing with annual review.</i>	<i>Continued successful return of staff from maternity and paternity leave. Continued widespread uptake of flexible working practices (repeat survey in 2016)</i>

	other work life balance scenarios (as necessary)	<i>Maintain current practice and review records of any formal applications on an annual basis to ensure equity of response.</i>				
	<i>Implement new maternity leave policies whereby staff are provided with resources to facilitate research activity either through continuation through leave period or kick start on return. This change to policy is due to AS committee input to HR decision making.</i>	<i>Discussion between HoDs and staff in advance of leave being taken to decide on best strategy for use of funds.</i>	<i>Policy due to be live in 2014 – implement within the year.</i>	<i>HoDs and HR.</i>	<i>As necessary</i>	<i>Staff returning from maternity leave with minimal disruption to research profile and career trajectory within a year.</i>