

8.i School of Medicine Athena SWAN Gold Action Plan May 2019 to April 2023 and Gantt chart

Action	Section	Planned action and objective	Rationale (evidence that prompted the action)	Activities to meet objective	Success criteria (what impact will look like)	Measures (how we will evidence success/impact)	Responsible officer and team	Timeframe – See Gantt chart
1	3.i	Increase the number of men on the ASSG and leading Athena SWAN initiatives	Male representation on the ASSG does not reflect the gender balance of staff or students. More women than men lead on Athena SWAN initiatives, men report also benefiting from initiatives	<ul style="list-style-type: none"> * Consultation to understand why men less involved in Athena SWAN initiatives * Appoint male student ASSG representatives * Work with male students and staff to identify priority actions on which they will lead 	ASSG reflects female/male gender balance of the School At least one initiative led by male staff or students each year from 2019.	ASSG committee membership Reports on initiatives led by male students and staff with evaluation to assess impact	ASSG, Institute SAT leads, Student Support Leads	Consultation November 2019 Annual review from November 2020
2	3iii	HIGHEST PRIORITY Identify a senior academic to champion each Key Priority area to accelerate impact	Evidence identified in relevant linked action for priority area (Priority Actions 8, 9,10, 26 & 28). All are complex issues requiring Senior level leadership and delivery responsibility	Identify a senior academic (Professor) to champion each priority area. They will convene Task and Finish groups that will be focused on delivery of actions and assessment of impact	See linked Priority Actions 8,9,10,26 & 28 for success criteria	Champions report to Dean and School Executive every six months.	Dean & School Executive &	Champions identified by October 2019 Six monthly report to School Executive from April 2020
3	3.iii	Develop comms channels to ensure all are aware of existing and new Athena SWAN initiatives to increase impact	In a large, multi-site school, initiatives need to be communicated regularly to staff and students. At different life-stages the relevance of Athena SWAN initiatives also change.	<ul style="list-style-type: none"> * Survey and focus groups how do staff/students hear/want to hear about initiatives? * Monitoring hits to map channels with most impact 	Increased Comms activity; online case studies for students & staff to demonstrate AS initiatives and impact	Survey & focus groups analysis ASSG reports on Comms activity	Head of Communications with E&I Project Officer	Focus groups Oct- Dec 2019 Comms survey February 2020 2019 Annual Reviews from July 2019

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4	3iii	Increase engagement of students with Athena SWAN and E&I work	Sustaining ASSG engagement with undergraduate students has proven difficult. Important that student issues embedded in out Action Plans	<ul style="list-style-type: none"> * Consult with students – how they can benefit? * Appoint student rep roles for ASSG & invite email report from Student reps prior to each ASSG meeting 	More student reps on ASSG. Athena SWAN initiatives led by students	ASSG minutes incorporate student feedback Report on student engagement activity	ASSG Chair + Student Programme Leads	Student rep roles advertised October 2019 then annually
5	3iii	Provide greater recognition of Athena SWAN & E&I activities	Value of gender equality work and other E&I citizenship is not always explicitly recognised. Building capacity in equality work is essential for sustained and increased impact.	<ul style="list-style-type: none"> * ASSG workshop: how do/might staff benefit from E&I work? * Create case studies of staff involved in E&I work and promote via Communications & on website * Stories in Faculty newsletter 	Feedback from staff that AS activity is recognised in annual appraisal Increased number of staff involved in AS/E&I work	Evaluations of the activities. Survey of staff on benefits gained and any concerns (e.g. workload). Data on AS/E&I active staff from Institutes	Chair of ASSG and SAT leads	Workshop in February 2020. Implement actions by May 2020. Survey in May 2021
6	4.1ii	Improve Undergraduate student gender balance	There is a marked gender imbalance in our Undergraduate population. The number of male pupils involved in CUPS outreach has declined. More female students than males are involved in Widening Participation and outreach for MBChB	<ul style="list-style-type: none"> * Develop Unconscious Bias (UB) checklist for shortlisting & MMIs; pilot UB observers * Ask male students to join outreach activities * CUPs web images to represent men and women equally. * Include communication training in CUPs Outreach activities 	Clear trajectory towards improved gender balance from 2019/20 – with an aim of 5% more males each year across courses	Data on male pupils involvement by gender Data on male student involvement in outreach Admissions data across UG degrees	Directors of Student Educations (DoSE) with admissions teams	Work already started. Start Activities in October 2019 for Academic Year 2020/21 Review Annually in September from 2019

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7	4.1.i v 5.1.i	Identify and remove gender bias in recruitment processes	Women are more successful at interview and appointment stage for PGR, teaching and research roles. Males are more successful at CRFs, suggesting a possible bias in recruitment practice. It is recognised that individuals are more likely to see bias in others than in themselves	<ul style="list-style-type: none"> * Develop Unconscious Bias (UB) checklists for shortlisting/interviews * Trial and evaluate UB observers on interview panels * Review job/PGR descriptions to make gender neutral – ‘user test’ job descriptions before dissemination * Continue Unconscious Bias training 	<p>Improved parity by gender proportions of those applying for roles</p> <p>Parity by gender proportions of those being interviewed and appointed</p>	<p>Evaluation by HR of success of project (panel members & HR data) via Stonefish data and OGR student data</p> <p>Annual data on application to success rates by gender from HR</p>	E&I Project Officer, HR Managers with Director of Research & Innovation	Pilot UB observers September 2019 to February 2020 HR Report to ASSG May 2020. Review of job/PGR descriptions ongoing Annual review from June 2020
8	4.2	PRIORITY Increase the number and proportion of female academics in senior roles, especially Clinical Academic	52% of our academic staff are female, this is not represented at senior levels. Gender balance in senior CAs is low (CSLs 34% F, Clinical Professors 17% F). Attrition of female CAs is relatively high.	<ul style="list-style-type: none"> * Senior academic to champion this priority area & work with JCATC and NIHR Academy * Conduct focus groups with CAs to understand barriers and facilitators to men and women * Appointing CAs awarded senior clinician scientist awards permanent contracts 	<p>Number and proportion of senior female academics represent gender balance</p> <p>Attrition of female CAs especially CLS decreases</p>	<p>Champion reports to Dean and School Executive every six months.</p> <p>HR data and leavers data</p>	Dean with Champion and Joint Clinical Academic Training (JCACT) Chair	<p>Champion identified by October 2019 Focus Groups November 2019</p> <p>Six monthly report to School Executive Starting April 2020</p>

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9	4.2.ii 5.4.i 5.4.iii	PRIORITY Improve career development and progression for non-academic staff (PMTA and technicians)	Consultation with technical staff identified that some did not feel valued due to lack of career development opportunities. 2017 HE STEM survey & 2018 mentoring survey showed PMTA staff feel they have fewer career development and progression opportunities in relation to academics	Identify senior academic to champion this priority * Identification and communication of career pathways for PMTA/technical staff. * Promotions/career development advisors specifically for PMTA/technical staff * Support technician accreditation * Appoint SoM technicians champion * Open coaching schemes to all staff * Develop shadowing/job swap opportunities * Create more PMTA/technical case studies & communicate	PMTA & tech staff report support for career development and progression at parity (at least) with academic staff Proportion of PMTA/technicians having a mentor significantly improves Increase in PMTA staff report appraisal helpful for career development % of technical staff achieving accreditation shows increasing trajectory	Champion reports to Dean and School Executive every six months. HE STEM surveys All staff mentoring surveys HR data on promotion activity of PMTA & technicians and technician accreditation	Dean of School with Champion & Institute Directors and JCATC Chair	Champion identified by October 2019 Six-monthly report to School Executive starting April 2020 HE STEM surveys February 2020 & 2023. PMTA/technical staff survey January 2021 All staff mentoring survey September 2020 and 2022.

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10	4.2.i 5.6. iv	PRIORITY Create parity of career development for staff on FTCs and a move towards a more sustainable career for research staff. Greater use of permanent contracts where appropriate.	Staff consultations have identified career development and progression concerns as well as stress for staff on serial FTCs in research. Around 80% of our research only staff are on FTCs and 70% of these staff are female	Identify senior academic to champion this priority <ul style="list-style-type: none"> * Implement revised career development guidance for FTC staff * Investigate scale of short-term contracts & obtain granular data, e.g. average length of extension of contract, number of extensions per staff member * Identify those who have serial short-term extensions to actively develop a more sustainable career * Explore different models of contracting research staff,* consult with other Universities * Review financial impact of making more posts permanent. * Advertise new posts with longer/permanent contracts where possible 	Staff on FTC having parity of career development opportunities as academic staff e.g. named on bids and as co-supervisors for PGRs Increased trajectory towards permanent academic posts for research staff Improvement in scores for FTC staff in HE STEM surveys and FTC surveys in terms of satisfaction with career development and progression	HE STEM surveys HR data. Career development and progression survey of FTC staff (run twice to compare)	Dean, Director of Research & Innovation with Working Group Lead (Action 2)	Champion identified by October 2019; Six-monthly report to School Executive FTC staff survey November 2020 and November 2022

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11	4.2.iii 5.5.v	Remove barriers to PT and flexible working especially men	Very few male academics work PT compared to female. The majority of formal requests for flexible working are from females. Men report benefits of flexible working	<ul style="list-style-type: none"> * Staff consultation with male staff on perceived barriers & create actions to address issues * Improve visibility of PT/flexible working male academics via comms case studies 	Gender balance of PT & flexible working becoming more equal	<p>HR data</p> <p>Comms activity in terms of case studies and stories of male staff working flexibly/part-time</p>	E&I Project Officer with HR and Comms Lead	<p>Staff consultation December 2019</p> <p>Action plan implemented June 2020</p> <p>Annual review of staff data from June 2021</p>
12	4.2.iii	Create role and salary consistency for PT CLs	Some PT CLs in teaching roles are on a varied salary system.	LHS Director working with HR to complete the review of this role.	PT CL roles moved onto consistent T&Cs	<p>HR data</p> <p>Consultation with affected staff</p>	LHS Institute Director	Due to complete by December 2019
13	5.1.i	Increase completion of E&I training to 100% & UB training in line managers to 100%	Online E&I training is now mandatory. To date 67% of staff have completed this. Unconscious bias training is viewed positively by those attending; increasing numbers of staff attend	<ul style="list-style-type: none"> * Individual notifications delivered to non-completers of E&I * Unconscious Bias training dates published in Faculty bulletin with feedback from attendees 	100% E&I training completion Unconscious Bias training attended by 100% of line managers	Training completion data by Institute given to Directors	Institute Business Managers and Directors	By May 2020 100% achieved and then at every annual review point in May from 2021 this is maintained
14	5.1.ii	Ensure new staff integrated into the School and are aware of our Values	We want to enhance aspects of induction and enable closer alignment with the new Medicine Redefined framework	<ul style="list-style-type: none"> * Offer 'onboarding' prior to start date * Monthly School induction events * Athena SWAN/E&I induction pack 	Positive evaluation of induction 100% satisfied or very satisfied for each cohort	Brief standardised questionnaire sent to all new starters one month post start date to assess induction	E&I Project Officer with Dean and Institute managers	SoM induction begins October 2019 annual review starting Oct 2020

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15	5.1. iv	Increase targeted support for staff in developing REF outputs (papers and impact case studies)	Fewer females than males have four 3* or 4* papers eligible for REF2021 75% of REF2021 Impact case study authors are male	Interrogation of data to understand patterns in terms of stage of career, discipline/working pattern/career breaks and outputs. REF guidance for Annual Academic Meeting reviews created	Parity between male and female academics in terms of high quality outputs relevant to discipline	Parity in number of 3* or 4* papers, taking into account FTE, stage of career, academic discipline etc.	Director of Research and Innovation & School REF leads	Annual Review of AAMs starting August 2020
16	5.3.ii & 5.4.ii	Completion of annual appraisals increases to 100% for all staff and improve satisfaction with appraisals	Completion rates of appraisals have fallen in some institutes. Male academics were more likely to agree than females that they had a helpful appraisal. 61% of PMTA staff (64%F; 60%M) agreed that they had a helpful appraisal. The AAM has not yet been evaluated	<ul style="list-style-type: none"> * Business Managers track completion rates * Ensure all reviewers have attended training in past 3 years * Staff consultation on SRDS/AAM * Evaluate reviewer training for SRDS/AAM/probation * Evaluate satisfaction with AAM 	Significant increase in satisfaction with SRDS. Parity between academic & PMTA groups, males and females	HE STEM survey 2020 and 2023	HR managers and Institute Directors	Training updates begin 01/2020, then annual review after appraisal cycle complete in July
17	5.3.v	Improve targeted support for researchers applying for grants, especially female clinical academics	Female clinical academics submit far fewer grants than male CAs, for lower values overall and are less successful	<ul style="list-style-type: none"> * Interrogation of data to understand patterns and identify actions and resources required. * Provide seminars and one-to-one coaching for CA PI staff 	Trajectory towards parity in terms of gender by grant application success rate and grant value for clinical academics	Data on grant income by staff member from University grant tracker database KRISTAL	Director of Research and Innovation & working group	Data report to School Exec Sept 2019 Seminars & coaching start October 2019. Annual reports from July 2020

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18	5.5.iii	Improve workload planning following return from extended leave/maternity leave	In the Maternity Survey 2018, some staff reported an unchanged workload or backlog of work on return from maternity leave.	<ul style="list-style-type: none"> * Review & update guidance to managers on managing workload for returning staff. * Improve awareness of KIT days & phased return options by including in Parent Information pack 	No staff reporting workload issues after extended period of leave Evidence of phased return where chosen.	Maternity survey with questions about phased return experience	School HR Manager working ASSG maternity sub-group	Maternity surveys May 2020 & 2022
19	5.5.i	Work with University to create fairer car parking provision	Feedback from staff members with caring responsibilities or pregnancy health issues about the impact of not being able to obtain a permit to park on campus.	<ul style="list-style-type: none"> * Survey School staff on car parking: are carers/pregnant staff disadvantaged? * Work with EPU to collate data across the wider University * Discussion document for UoL E&I Committee 	A flexible parking permit scheme that prioritises caring responsibilities and health problems	A change in the operationalisation of the UoL policy to give carers priority over parking permits. Flexible policy for and those with short-term needs	E&I Project Officer and committee with Equality Policy Unit	Survey October 2019 Discussion Document for UoL March 2020 Aim for success March 2021
20	5.5.iv	Understand reasons why PMTA staff less likely to take full maternity leave	The number of women taking 9 to 12+ months leave fluctuates but is lower than for academic staff	<ul style="list-style-type: none"> * Consult with PMTA what factors impact on return date? * Work with Trade Union to promote full uptake 	PMTA report satisfaction with date of maternity leave return	Consultations with staff HR data on maternity return in PMTA/academic	E&I Project Officer with ASSG maternity sub-group	First consultation December 2019, follow up December 2021
21	5.5.v	Increase awareness of Shared Parental Leave (SPL)	Uptake of shared parental leave is low, but those who take it report benefits.	<ul style="list-style-type: none"> * Complete research on uptake of SPL * Publish SPL case studies in Parent Information Pack 	HR data show increased uptake of SPL	HR data reviewed on an annual basis HR staff report more discussions of enquiries about SPL	James Wilmoth & HR with E&I Project Officer	Case studies May 2020 Annual review from May 2021

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22	5.5. vi	Clear guidance on flexible working 'rights and responsibilities' for staff and managers.	Staff survey & focus groups show flexible working arrangements must be fair & transparent & do not disadvantage some staff members who work FT or do not work flexibly	Using data from surveys and focus groups create communications and guidelines on flexible working around School support, expectations and business requirements & disseminate to all staff	HE STEM surveys show greater satisfaction with fairness of flexible working across all staff	HE STEM survey Staff consultation on key Institutes where disparities most reported (LIME & LICTR)	Faculty & School HR manager working with Faculty Executive	Staff comms November 2019 HE STEM survey February 2020 and 2023 LICTR/LIME consultations June 2020
23	5.6.ii	Improve availability of diverse role models	A gender imbalance in the overall number of invited speakers across the School as a whole (not all Institutes). Student Survey January 2018 shows female students would like to see more senior female clinician role models. Fewer males seen to be taking parental leave or working part-time	<ul style="list-style-type: none"> * Create guidelines for event organisers to improve gender balance of speakers * Invite students to IWD * Events to showcase female role models. * Create alumni & staff photo gallery in student spaces * Promote diversity of role models not just 'successful' staff 	Gender balance of external speakers across Institutes by 2021 Improvement in Student Survey & HE STEM survey of perceptions of male and female role models	Records of external speakers Student Surveys HE STEM Surveys Feedback from staff on awareness of role model communications in consultation exercises	E&I Project Officer with Institute Directors & Head of Communications	Guidelines December 2019 Student Surveys January 2020, 2022, 2024 Café Gallery in place April 2020 HE STEM survey Feb 2020/2023

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24	5.6.iii	Build body of excellent internationally recognised research to inform gender equality work	Need for high quality evidence to underpin AS initiatives, e.g. mentoring schemes	<ul style="list-style-type: none"> * Set up Faculty Gender Equality Research Group * Submit bids for externally funded research * Publish from research and disseminate 	Body of published peer-reviewed research externally recognised as excellent	At least one publication per research study Regular attendance of SoM staff at relevant research conferences	LIME SAT lead with Associate Dean for E&I	NIHR research published July 2019; Mentor review published Sept 2019. Annual reviews from September 2020
25	5.6.iii	Lobby funders to consider impact of school holidays when setting grant submission deadlines	Grant submission deadlines often coincide with school holidays making it harder for those with child-care responsibilities to be PIs or adding stress to the process	<ul style="list-style-type: none"> * Set up working group to progress actions * Collect evidence from staff on the impact of deadlines and identify funder to target * Bring in other medical schools to increase lobbying power 	Funders respond to argument for making key research submission family friendly for researchers.	Evidence of changes to submission deadlines in lobbied organisations Staff survey	SAT leads with E&I Project Officer	Group set up in July 2019 Staff survey September 2019 Annual review September from 2020

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26	5.6. iii and iv	PRIORITY Tackle student experiences of sexual harassment on campus and placement	Student Survey data in 2015 and 2018 and student reports to staff, reveal students' experience sexual harassment and sexism on clinical placement and on campus. Surveys show students do not always know how to report incidents or feel confident they will be dealt with confidentially.	<ul style="list-style-type: none"> * Work with NHS to adopt UoL code of conduct * Encourage disclosure by ensuring transparency of reporting procedures * Create placement guidance for students on zero tolerance and reporting mechanisms * Work with other medical schools and BMA to increase impact of initiatives and change culture 	Students report increased awareness of how to report incidents of harassment & access support from the SoM Incidents reported dealt with promptly Decline in reports and improvement in culture reported by 2023	<p>Monitoring of complaints about sexual harassment and process</p> <p>Student Surveys</p> <p>Feedback from students to Student Support Staff</p>	Dean with Champion, and NHS partners (Chief Execs of local Trusts)	<p>Champion identified by 10/2019; Quarterly report to School Executive</p> <p>Student Surveys January 2020, 2022, 2024</p>
27	5.6. iv	Understand school level gender pay gap data and work towards reducing via promotion and career development	We cannot yet access School level GPG data. The largest GPG is in clinical excellence awards and between male and female clinical professor – almost all staff receiving CEAs are in the School of Medicine	Investigate SoM GPG data, identify underlying factors <ul style="list-style-type: none"> * Analyse the stages when the GPG emerges for clinical academics. * Identify mentors/coaches to support women in negotiating salary and CEA awards. * Annual reminder to recommend staff for additional increments 	Clear evidence of reducing GPG especially at Chair level and in bonus pay for clinical academics in 3 years. Reduction in staff reporting perceptions of GPG in HE STEM surveys	<p>GPG data for the School, particularly bonus pay data</p> <p>HE STEM surveys</p>	Dean, SoM Exec, HR Manager	<p>Annual review from 2019 of SoM GPG data</p> <p>HE STEM survey February 2020 and 2023</p>

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28	5.6. iv	PRIORITY Understand and act on intersectionality issues around career development and progression	We need to consider the intersection of gender and other factors and act on inequalities. We will start with intersectionality between gender and ethnicity but use our learnings to inform intersectionality with other protected groups	Identify senior academic to champion this priority * Consultation with black female staff: what are issues around career development & promotion? * Work across the UoL with BAME networks * Drive to improve self-report data on protected characteristics	Changes in BAME staff perceptions of career development, progression and inclusion Initiatives identified and led by BAME staff with ASSG	Staff consultation including HE STEM survey 2020 and 2023 - extended to include other protected characteristics	Champion with Associate Dean in E&I	June 2019 workshop. Report to SoM ASSG September 2019 Champion identified by October 2019 Six monthly report to School Executive HE STEM surveys Feb 2020 & 2023.
29	5.6.v	Ensure all staff able to attend key meetings and events	The 2017 HE STEM survey showed 75% of staff agreed that key recurring meetings were held in core hours (10.00 to 16.00) compared with 69% in 2014. We aim to increase this percentage further.	* Dean and Institute Directors communicate annually to all staff about the core hour's policy. * Staff encouraged to discuss with managers if meeting times disadvantage them.	90% agreement that core meeting times adhered to in next HE STEM survey (100% is not achievable due to need for agreed flexibility)	HE STEM surveys	School Dean and School Exec	Annual reminder from May 2019 HE STEM surveys February 2020 & 2023.

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30	5.6. vii	Use Workload Model to assess gender differences in workload patterns.	Gender data is not used to interrogate Workload model data.	<ul style="list-style-type: none"> * Trial analysis of Workload Model by gender 2019 for patterns of workload balances across genders in two Institutes * Follow up staff consultation to understand how WLM may be used to support career development and address workload issues 	A School Workload Model that enables all activities to be assessed by gender, and used for career development and workload balance.	Annual analyses of Workload model data by gender	Institute Business Managers and School Exec	WLM run in August 2019. Analysis of data by gender by December 2019. Staff consultation March 2020 Report to School Exec & ASSG. Decision about annual roll-out June 2020

Please see Action Plan Gantt chart overleaf



School of Medicine Gold Action Plan Gantt Chart

Action	Planned action and objective	May 2019	Aug 2019	Nov 2019	Feb 2020	May 2020	Aug 2020	Nov 2020	Feb 2021	May 2021	Aug 2021	Nov 2021	Feb 2022	May 2022	Aug 2022	Nov 2022	Feb 2023	May 2023
1	Increase men on ASSG & leading initiatives		X															
2	Accelerate impact in key priority areas																	
3	Develop comms channels to increase impact		X		X													
4	Increase engagement of students with AS																	
5	Greater recognition of AS & E&I activities				X					X								
6	Improve undergraduate gender balance																	
7	Remove any gender bias in recruitment			X	X													
8	Increase number of senior female academics			X														
9	Improve career development of PMTA & tech				X		X								X		X	
10	Create parity of career development for FTC				X			X				X				X		
11	Remove barriers to PT/flexible working			X														
12	Role/salary consistency for PT Clin Lecturers																	
13	Increase completion of E&I and UB training																	
14	Improve induction & staff integration																	
15	Increase academic support for REF outputs																	
16	Improve appraisal completion & satisfaction				X												X	
17	Increase support for research funding																	
18	Workload planning guidance after mat leave					X								X				
19	Work with University for fairer car parking		X															
20	Understand PMTA mat leave early return			X								X						
21	Increase awareness of Shared Parental Leave																	
22	Clear guidance on flexible working			X	X	X											X	
23	Improve availability of diverse role models			X	X							X					X	
24	Build research to inform AS strategy																	

25	Lobby funders for family friendly deadlines		X														
26	Tackle sexual harassment of students			X											X		
27	Work towards Reducing Gender Pay Gap				X											X	
28	Understand and act on intersectionality	X			X											X	
29	Ensure all staff able to attend key meetings				X											X	
30	Use WLM to assess gender differences			X													

KEY:



Review point



Priority Action

X

Survey/consultation point



