7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
3.3.1 High priority	Assemble an Athena SWAN Implementation Group and ensure diverse representation from across the Faculty.	Develop terms of reference for the Faculty Athena SWAN Implementation Group, including its function and remit and the composition of the group, with targets for diverse membership, duration of membership term, and with consideration of committee overload.	Q1 2022	Q2 2022	EDI Assoc. Dean, Dean.	The Faculty has a gender-balanced representation of men and women (at least 40% of both), and a diversely constituted Athena SWAN Implementation group, with membership from under-represented/minority groups, student representation at PGT, PGR, and UG level, and at least one University Tutor.

Poll demonstrates a diverse range of lived experiences of the Implementation Group members, but if issues are identified, the Chair of the Implementation Group will address them via targeted recruitment. |
		Assemble the AS Implementation Group via open EoI and invitation, to include existing SAT members and a diverse representation of Faculty members.	Q2 2022	Q2 2022	EDI Assoc. Dean, Dean.	
		Conduct annual anonymous AS Implementation Group poll to monitor lived experiences and diversity of members.	Q4 2022	Ongoing	AS Implementation Group, EDI Assoc. Dean in consultation with MSU.	
3.3.2 High priority	AS Implementation Group will: implement the GEAP; monitor	AS Implementation Group meets six times per academic year, chaired by the EDI Assoc. Dean.	Q2 2022	Ongoing	AS Implementation Group, EDI Assoc. Dean.	FACSP policy and practice is evidence-based on input from Implementation Group data and on FACSP GEAP progress.
		Implementation Group sets up Working Groups (Data Working	Q2 2022	Q2 2022	AS Implementation Group, EDI Assoc. Dean.	

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
	progress; and communicate goals, progress and challenges to Faculty.	Group; Supporting and Advancing Careers Working Group; Organisation and Culture Working Group) to progress actions.				Annual Report monitors progress against targets. The Implementation Group (via Working Groups) adjusts Actions if/as necessary.
		Introduce traffic light system to monitor progress on the GEAP.	Q3 2022	Ongoing, biannual	AS Implementation Group, EDI Assoc. Dean.	
		Maintain Athena SWAN as a key standing item on the Faculty meeting agenda.	Ongoing, monthly	Ongoing	EDI Assoc. Dean, Dean.	
		Produce annual written report on GEAP progress to be communicated to all members of Faculty.	Q2 2023	Ongoing, annual	EDI Assoc. Dean, AS Implementation Group.	
3.3.3 Medium priority	Assess the impact of the GEAP via staff and student surveys.	Conduct biennial surveys of staff and students to monitor responses to the GEAP in 2023 and 2025. Include new questions relating to the GEAP where appropriate.	Q 3 2023	Q3 2025	AS Implementation Group, EDI Assoc. Dean, in consultation with EDI Office and MSU.	The surveys reveal increasingly positive responses from staff and students as a direct result of the Actions the AS Implementation Group has activated.
		PGR representatives on the AS Implementation Group will encourage a larger response rate in PGR students to the survey via communications to Dept/School	Q1 2023 (in preparation for survey in Q3)	Q3 2025	AS Implementation Group, Dept/School research coordinators.	A high proportion of staff and students respond to the biennial surveys—at least 55% of both groups.

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
		research coordinators and student reps.

AS Implementation Group improves engagement with Research staff by communicating with members of the newly developed Researcher Consortium, co-ordinated by the AHI. | Q1 2023 (in preparation for survey in Q3) | Q3 2025 | AS Implementation Group, AHI. | |
| **3.3.4 High Priority** | Continue to embed Athena SWAN principles and implement the GEAP at Department/ School level. | Draw up specifications for, and create the role of, Department/School EDI representatives.

HoDs/HoSs appoint EDI representatives by EoI.

Establish AS/EDI as a key standing agenda item at Department/School meetings, led by the EDI rep. | Q1 2022

Q2 2022

Q2 2022 | Q4 2025

Ongoing

Ongoing | EDI Assoc. Dean, Dean, EDI Office.

HoDs/HoSs.

Dept/School EDI reps. | Dept/School EDI reps lead on awareness and culture change on EDI issues via Dept/School meetings.

Dept/School EDI reps communicate EDI activities and issues to EDI Assoc. Dean, who works with EDI Office and Department/School EDI reps to address issues and integrate them into EDI standing item at Faculty meetings. |
| **4.1.1 Longer term priority** | Monitor UG application patterns to understand | Work with Admissions Office to monitor recruitment patterns and subject choices in MH101 | Q4 2022 | Q2 2025 | Data WG of AS Implementation Group in consultation with Admissions Office and MAP. | A live database of recruitment to MH101 and other FACSP UG programmes by gender |

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
	gender imbalance across the Faculty; implement measures to improve gender balance within individual Departments.	(BA Arts) and other FACSP UG programmes by gender. Request Departments to ensure, where possible, gender balance in staff and students at Open Days, recruitment events, information sessions, and on marketing materials. Work with MAP and Admissions Office to monitor recruitment patterns via HEAR and DARE routes.	Q1 2023 Q4 2022	Ongoing Q2 2025	Dept/School-level EDI reps, HODs/HoSs, Recruitment Office. Data WG of AS Implementation Group in consultation with Admissions Office and MAP.	(including breakdown by subject). A live database of recruitment to UG degrees via HEAR and DARE disaggregated by gender. Improved gender ratios in Departments where there is a larger discrepancy than 60%/40% in either direction.
4.1.2 Medium priority	Develop strategies for understanding and addressing gendered differences in UG degree attainment across Faculty and within individual Departments.	Monitor changes in attainment (and completion) over a three-year period, and present annual report of data to AS Implementation Group and to Faculty meeting. Prioritise support for Departments where there are striking discrepancies in gendered attainment with workshops from CTL in grading and feedback, bias awareness, and EDI consultations.	Q3 2022 Q3 2022	Q4 2025 Ongoing	Data Working Group of AS Implementation Group in consultation with Examinations Office. HoDs/HoSs, CTL, EDI Office.	Reduced variation (c.10%) in attainment by gender across all Departments. Staff in Departments where there were striking discrepancies in gendered attainment are aware of different forms of bias and best practice in grading and feedback. Reduced incompletion rates across language subjects (target <10%),

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
						and reduced variation of incompletion rates by gender in Departments with significant gender difference.
4.1.3 Medium priority	Investigate trends in PGT recruitment and implement measures to improve female student numbers at PGT levels.	Work with Graduate Studies Office to annually monitor PGT recruitment trends (applications, offers, acceptances) according to gender, including non-binary; investigate the pipeline leak from MU UG to Faculty PG; Dean of Grad. Studies to provide annual report at Faculty meeting.	Q4 2022	Q4 2025	Data WG of AS Implementation Group, GSO, Dean of Grad. Studies.	At least a 10% overall increase in female numbers on programmes in which female representation is currently less than 40%.
		Establish online PGT recruitment events to reach a wider applicant pool, especially female applicants with caring responsibilities.	Q1 2023	Ongoing	HoDs/HoSs, GSO.	At least a 10% overall increase in female applications to programmes in which female representation trends at less than 40%.
		Request Departments to involve, where possible, 40% female staff and female PGT students at Open Days, online recruitment events, information sessions, and other promotional events, on marketing materials, and ensure visibility of staff and student female role models on	Q1 2023	Ongoing	GSO, Dept/School EDI reps, HoDs/HoSs, PGT programme coordinators.	At least a 10% overall increase in male applications to programmes in which male representation trends at less than 40%.

Increased rate of conversion from application to offer for |

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
		recruitment/promotional materials. (See Action 4.1.5) Ensure Bias Awareness training for all staff engaged in PGT recruitment and interviewing and instate Bias Awareness training as prerequisite for the role of PGT programme co-ordinators at Dept/School level.	Q4 2022	Ongoing	EDI Office, PGT programme co-ordinators, Dept/School EDI reps.	female PT PGT students: target 70% by 2025. 100% of staff involved in PGT recruitment and administration have completed Bias Awareness training.
4.1.4 **Medium priority**	Investigate trends in PGR recruitment and implement measures to improve female student numbers at PGR levels.	Work with Graduate Studies Office to annually monitor PGR recruitment trends (applications, offers, acceptances) according to gender, including non-binary; investigate the pipeline leak from MU UG to Faculty PG; Dean of Grad. Studies to provide annual report at Faculty meeting.	Q4 2022	Q4 2025	Data WG of AS Implementation Group, GSO, Dean of Grad. Studies.	An increase to at least 40% in female applications to PT PGR programmes in which female representation is currently less than 40%. An increase to at least 40% in female numbers on PT PGR programmes in which female representation is currently less than 40%.
		Establish online PGR recruitment events to reach a wider applicant pool, especially female applicants with caring responsibilities.	Q1 2023	Ongoing	HoDs/HoSs, GSO.	
		Request Departments to involve, where possible, at least 40% female staff and female PGR students at Open Days, online recruitment events, information	Q3 2023	Ongoing	GSO, Dept/School-level EDI reps, HODs/HoSs, Dept/School Research co-ordinators.	

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
		sessions, and other promotional events, on marketing materials, and ensure visibility of staff and student female role models on recruitment/promotional materials. (See Action 4.1.5)				
		Ensure Bias Awareness training for all staff engaged in PGR recruitment, interviewing, and scholarship allocation, and instate Bias Awareness training as prerequisite for the role of Research coordinators at Dept/School level.	Q4 2022	Ongoing	EDI Office, PGT programme co-ordinators, Dept/School EDI reps.	
4.1.5 **Medium priority**	Augment visibility of the diversity of Faculty staff and students via webpages, social media, and marketing materials.	Conduct review of Departmental/School/Faculty webpages and public-facing materials. Address any identified gaps in visibility of diversity of Faculty staff and students in relation to, for example, gender, dis/ability, ethnicity, and age on Departmental/School and Faculty webpages, social media, and publicity materials.	Q2 2022 Q3 2022 Q3 2022	Q3 2022 Ongoing Ongoing	Culture and Organisation WG of the AS Implementation Group, EDI Office. Dean, Dept/School EDI reps, EDI Office, University Communications Office, MSU.	Faculty and Departmental webpages and marketing material to reflect diversity of Faculty staff and students, and highlight female role models. Staff (target 70%) agree or strongly agree that their School/Department values cultural diversity and agree or strongly agree that their School/Department has an ethos that supports

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
		Highlight Faculty female role models as researchers, alumni, and leaders on Departmental/School/Faculty research and recruitment web pages.			Dean, Dept/School EDI reps, University Communications Office.	equality of opportunity in relation to gender. An increase to at least 40% in female applications to PG programmes in which female representation is currently less than 40%. (See Actions 4.1.3 and 4.1.4)
4.1.6 Long-term priority	Gather information on EDI in current curricula.	Work with CTL to undertake data collection on Department/School curricula to form an overview of where EDI may be embedded in modules. Produce a data report on gender balance and representation on curricula across Faculty Departments, Schools and programmes.	Q3 2023 Q3 2023	Q4 2024 Q4 2024	AS Implementation Group, Dept/School EDI reps, CTL.	Modules including EDI content are clearly identified and promoted across Faculty. Depts/Schools are more aware of how and where they can embed EDI in their curricula (for example in reading lists).
4.2.1 Long-term priority	Monitor, investigate, and address gender balance in the recruitment and retention of staff	Ensure Bias Awareness training for all Faculty members involved in the recruitment and interviewing of staff on fixed-term contracts. HR have introduced systematic online exit interviews from 1st	Q3 2022 Q3 2022	Ongoing Q4 2025 (ongoing)	EDI Office, Dean. HR.	100% of staff involved in recruitment and interviewing of staff on fixed-term contracts have completed Bias Awareness training.

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
	employed on fixed-term academic contracts.	September 2021. Work with HR to collate Faculty-level data from online exit interviews. A report by HR to the Dean (only), based on online exit interviews on staff who have left the University and their reasons for doing so (excluding contract completion and retirement).	Q2 2023	Annual; ongoing	HR, Dean.	Faculty management will have a better understanding of why staff have left and can use this information to improve staff retention.
5.1.1 Medium priority	Improve uptake of University Orientation Programme, and improve local induction procedures for all staff across the Faculty (academic, research and ATP).	HoDs/HoSs require all new staff members, including Researchers, to participate in the central University Orientation Programme and alert them to training opportunities via MU ESS and University policies. Faculty guidelines will be created for induction of new staff, with Departmental- or School-specific sections.	Q3 2022 Q3 2022	Ongoing Q2 2023	HoDs/HoSs. Dean, HoDs/HoSs.	80% uptake of university orientation programme among new staff, including Researchers and ATP staff. Improved local induction procedures are in place across Departments and Schools, leading to new staff feeling more integrated into and knowledgeable about their Department/School, the Faculty and the University, to be measured via a question in the Staff Survey 2025.
5.1.2 High priority	Increase numbers of women and	Extend Faculty Promotions advice sessions to Professor B	Q1 2022	Q4 2025 (ongoing)	Dean, AS Implementation Group.	At least 40% of the staff at Professor B will be female by Q3 2024.

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
	men promoted to Professor B and women promoted to Professor A.	Promotions Scheme applicants. (see also Action 5.1.3)

Establish an ongoing Mid-Career Academic Mentoring scheme (MCAM) (see Action 5.3.1) for those eligible for promotion. | Q1 2023 (start planning) | Q3 2023 (start scheme) | Dean, L&D. | Target 30% of eligible staff members to participate in the Mid-Career Academic Mentoring scheme by Q4 2025. |
| | | Continue dialogue with the University (via Academic Council) to address perceived problems with the promotion schemes, including the scheduling of promotion rounds and application windows and processing of appeals. | Q2 2022 | Ongoing | Dean, Academic Council. | The University introduces longer application windows for all Promotion rounds, and processes appeals in a timely manner.

At least one female faculty member applies per annum to the national PAA programme if it continues beyond 2021. |
		Encourage candidates to apply for national PAA scheme focusing on preparing for promotion (email bulletin).	Q1 2023	Q4 2023	EDI Assoc. Dean, EDI Office, L&D, HoDs/HoSs.	
		Lobby University for regular rounds of promotion to Professor A.	Q2 2022	Ongoing	Dean.	Commitment from the University to introduce regular rounds of promotion to Professor A.
		Continue to monitor data on promotion and appointment at Professor B and A.	Ongoing	Ongoing	Dean, HR.	
5.1.3 Medium	Continue to encourage	Faculty to continue to organise annual advice session to	Q1 2022	Ongoing	Dean.	Feedback shows positive responses to Faculty

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
priority	staff to apply for promotion through improved awareness and knowledge of promotions process at all academic grades.	academic staff applying for promotion. Survey participants in annual advice sessions and seek to improve sessions based on feedback. Provide briefing for HoDs/HoSs in Faculty Executive on Promotions Schemes to highlight ways in which they can facilitate and encourage colleagues to strengthen their promotion applications (via, for example: facilitation of research opportunities; creation of opportunities for colleagues to enhance quality of and self-reflection on teaching practice; allocation, rotation and duration of administrative roles in and beyond the Department/School).	Q1 2022 Q3 2022	Q4 2025 Ongoing	Dean's Office. Dean, Faculty Executive.	advice session and provides pointers for improvements on future advice sessions. HoDs/HoSs fully aware of Promotions Schemes and allocating work in ways which allow colleagues to optimise their chances of promotion. An increase in Staff Survey respondents who strongly agree/agree they were encouraged and enabled to apply for promotion. (Target over 60% for M and F) by Survey 2025.

7. ACTION PLAN

5.3.1 Medium Priority	Extend the suite of Faculty mentoring schemes, and promote further participation in national schemes, to support and advance academic career progression.	Continue to support the Faculty ECAM programme.	Q1 2022	Ongoing	Dean, L&D.	The Faculty ECAM programme continues annually and adapts according to participants' feedback.
		Develop a Faculty Mid-Career Academic Mentoring (MCAM) scheme academics, aimed at staff not eligible for the ECR supports already in place. (See Action 5.1.3)	Q1 2023 (planning)	Q3 2023 (start)	Dean, L&D.	Target 30% of eligible staff members to participate in the ECAM and MCAM mentoring schemes by Q4 2025.
		Review feedback on ECAM and MCAM schemes annually and seek to improve schemes.	Q3 2022	Ongoing	Dean, L&D.	Applications continue from FACSP to Aurora and PAA (see Actions 5.1.2 and 5.6.5) including at least one applicant per year to PAA.
		Continue to encourage relevant staff to apply for Aurora and PAA schemes through EDI item at Faculty meetings.	Ongoing	Ongoing	Assoc. Dean EDI, VP ED, L&D.	More women in the Faculty apply for promotion and leadership roles as a result of mentorship.

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
5.3.2 Medium priority	Ensure that existing career development supports for University Tutors, Researchers, and Occasional Staff are made more visible to these groups; monitor gender balance among University Tutors.	Set up a Moodle folder for University Tutors listing existing University supports for career development available to this group, such as courses available via Learning and Development.	Q2 2022	Ongoing	Dean, HR, L&D, CTL.	Moodle analytics reveal that University Tutors are accessing the Moodle folder of supports available to them.
		Email University Tutors and all future appointments at this level at the start of their appointment to raise awareness of the supports available via the Moodle folder.	Q2 2022	Ongoing	HoDs/HoSs.	Moodle analytics reveal that all Researchers are accessing the Moodle folder of supports available to them. Faculty is able to lobby the University, as appropriate, for suggested additional supports for University Tutors, Researchers, and Occasional Staff.
		Set up a Moodle folder for Researchers with career development supports available to them and communicate annually via email to Researchers including the University's membership of the HRS4R Charter and Code.	Q2 2022	Q4 2022	AHI.	
		Explore gaps in career development opportunities for Researchers, and whether additional supports can be made available.	Q1 2023	Q2 2023	Dean, L&D, RDO, CTL, HoDs/HoSs, Careers Working Group.	At least 60% attendance at University Orientation of University Tutors, Researchers, and Occasional Staff. All Occasional Staff are aware of the supports available to them.
		Report to Faculty on gaps in career development	Q2 2023	Ongoing; annual	Careers Working Group	

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
		opportunities and on appropriate additional supports to be made available.				
		Monitor uptake of orientation and of supports among University Tutors, Researchers, and Occasional Staff; Careers Working Group to deliver an annual report to Dean on attendance at orientation and career development courses by University Tutors, Researchers, and Occasional staff.	Q2 2023	Ongoing; annual	L&D, RDO, CTL, Careers Working Group, Dean.	
		Explore what supports are currently available for occasional staff and require HoDs/HoSs; ensure these, and the resources on the HR webpage, are visible to all Occasional Staff via email.	Q2 2022	Ongoing	HoDs/HoSs.	
		Monitor trends in the gender profile of University Tutors.	Q3 2022	Ongoing	HR, Careers Working Group, Dean.	

7. ACTION PLAN

5.3.3 Medium priority	Develop further opportunities to encourage and support staff to apply for external funding, and support applicants following unsuccessful funding bids.	Continue to monitor RDO data for application and success rates by gender.	Q3 2022	Ongoing	AHI, RDO.	Annual report with data will show at least 40% representation from both men and women applying for external funding is maintained.
		Improve communication via regular bulletins to Departments/Schools from the AHI regarding supports for funding applications.	Q2 2022	Ongoing	AHI, RDO, HoDs/HoSs.	Target increase to 40% of women who feel supported and encouraged by their Department to apply for funding in Staff Survey 2023.
		Heads of Departments/Schools to invite the Director of the AHI to present on supports available at Department meetings on an annual basis.	Q2 2022	Ongoing	HoDs/HoSs, AHI.	Target increase to 40% of women who agree/strongly agree that they are provided with practical support in applying for funding in Staff Survey 2023.
		Faculty to invite male and female staff leading funded projects to present at Faculty meetings.	Q3 2022	Ongoing	Dean.	
		AHI to facilitate the review of in-progress external grant applications and offer feedback.	Q3 2022	Ongoing	AHI, RDO.	Staff satisfaction is measured by exit survey from review/feedback sessions.
		Departments/Schools explore avenues for affording time to colleagues preparing grant applications, e.g., through reduced teaching and administrative roles for a semester.	Q4 2022	Ongoing	HoDs/HoSs.	Where Departmental/School resources permit, Departments/Schools practically facilitate staff preparing large external grant applications via
		Lobby University Executive to institute a sabbatical scheme	Q2 2022	Q3 2022	AS Implementation Group.	

7. ACTION PLAN

		that removes the barriers to uptake.				teaching or administrative remission. Data on barriers to uptake of the Sabbatical Leave Scheme presented to University Executive/management.

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
5.3.4 Long-term priority	Enhance the take-up of career development by male academic staff.	Ask L&D to survey to explore reasons why male staff do not take up training and career development courses in the same numbers as female staff and what L&D courses male staff would be interested in.	Q3 2022	Q4 2025	L&D.	New L&D courses which result in an increase in men in the Faculty taking up career development training offered by the University (Target 30% by Q4 2023; 40% by Q4 2025).
5.4.1 Medium priority	Enhance and communicate professional development opportunities for ATP staff.	Departments/Schools will commit to a budget line in recurrent Department/School budgets for ATP training beginning in the academic year 2022-23 for courses/training by external providers. HoDs/HoSs will discuss professional development opportunities with ATP staff biannually.	Q3 2022	Ongoing	Dean, HoDs/HoSs.	An increase in uptake of training by ATP staff across the Faculty. 2023 and 2025 Surveys and focus groups show that ATP staff agree/strongly agree that they have a regular opportunity to discuss professional development.
5.4.2 Long-term priority	Engage with the University in the development and implementation of Performance Management and Development	This action outlines the key milestones that the Faculty will undertake when the central process re-starts. Faculty will engage with the University in the development and implementation of University PMDS within 1 month of the restart via the Dean.	Indicative timeline Q4 2022/Q1 2023	Ongoing	Dean, HoDs/HoSs, Faculty. Dean	University PMDS, when completed, reflects Faculty input and is relevant and valuable for academic and ATP staff across the Faculty, as well as for the wider University.

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
	System (PMDS) for all staff.	The Dean will liaise with Faculty Executive to keep Schools and Departments updated on the PMDS development and capture relevant input/feedback from the Faculty perspective within c.6 months of the restart.	Indicative timeline Q3/Q4 2023	Ongoing	Dean, Faculty Executive	The staff survey is updated to capture feedback on the University PMDS once roll out is complete
		The Dean will convey this feedback to the University Executive.	Indicative timeline Q3/Q4 2023	Ongoing	Dean, University Executive	
		In the interim, the Faculty will continue to enhance academic career development and gather feedback via mentoring schemes (ECAM, Aurora, PAA: see Action 5.3.1) and promotions advice sessions (see Actions 5.1.2 and 5.1.3) , and to enhance career progression for ATP staff (see Action 5.4.1).	Q1 2023 (Action 5.1.2) Q1 2022 (Action 5.3.1) Q3 2022 (Action 5.4.1)	Q3 2023 Ongoing Ongoing	Dean, L&D, HoDs/HoSs, EDI Office, Assoc. Dean EDI	
5.4.3 Medium Priority	Work with HR to implement incoming ATP progression pathway.	Implement new University Progression, Development and Promotion Framework (PDPF) for ATP staff.	Q2 2022 Q2 2022	Ongoing Ongoing	HR, Dean, HoSs/HoDs.	Progression, Development and Promotion Framework implemented.

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
		Provide briefing for HoDs/HoSs in Faculty Executive on PDPF to highlight ways in which they can facilitate and encourage colleagues to strengthen their promotion prospects. (See Action 5.4.1)			HR, Dean, HoSs/HoDs, AS Implementation Careers Working Group.	HoDs/HoSs fully aware of PDPF and working with ATP colleagues to optimise their chances of promotion. 2023 and 2025 Surveys and focus groups show that eligible ATP staff (target 50%) feel encouraged and enabled to apply for promotion under PDPF.
5.5.1 High priority	Improve Faculty-level communication of supports for staff taking maternity, adoptive paternity, and parental leave.	Dean to communicate to HoDs/HoSs details of maternity, adoptive, paternity, and parental leave policies (including AS Research Leave/Extended Handover Scheme), cover, and contact with the colleague on leave, in order to adhere to HR policies across the Faculty. Dean to monitor take-up of AS Research Leave/Extended Handover Scheme.	Q3 2022 Q2 2022	Ongoing Ongoing	Dean, HoDs/HoSs. Dean, HR.	100% HoDs/HoSs are fully cognisant of University HR policies (including the AS Research Leave/Extended Handover Scheme) in relation to maternity, adoptive, paternity, and parental leave and communicate these to relevant colleagues. Improved take-up of AS Research Leave/Extended handover Scheme.
5.5.2	Ensure good practice	HoDs/HoSs and Subject Leaders share current best practice	Q1 2022	Annual	Dean, Faculty Executive plus Subject Leaders, VPED.	A rise in number of female staff agreeing and strongly

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
High priority	flexible working arrangements across the Faculty.	regarding flexible working practices, especially in relation to staff with caring responsibilities. VPED is invited to facilitate this in Faculty Executive.				agreeing that their Department/School would offer support in addressing work-life balance in Staff Survey 2023 (70%) and Survey 2025 (75+%).
		Implement core hours meeting policy (Action 5.6.3).	Q3 2022	Ongoing	Dean, HoDs/HoSs.	75%+ staff report in the biennial Staff Surveys that they can attend meetings because they are held during core hours.
		Improve knowledge of University schemes and policies (including Shorter Working Year, Parental Leave, Carer's Leave, Career Break, Job Sharing, blended working etc) via annual reminder email with link to HR webpages circulated to all Faculty members.	Q2 2022	Annual	EDI Assoc. Dean.	Target 20% improvement in staff confidence in support to work part-time or flexibly by 2023 and 30% by 2025.
		Lobby the University Gender Equality Steering Group to include an Action in the next institutional AS Application (2023) on family-friendly working practices, especially to implement childcare as legitimate research expense.	Q1 2022	Ongoing	Faculty representatives on the University Gender Equality Steering Group.	Updated University-wide family-friendly working practices are informed by Faculty input.
5.5.3 High priority	Strengthen a culture of responsive-ness and	Create a webpage for the EDI Assoc. Dean function, which includes a suite of resources for Faculty members in relation to	Q2 2022	Ongoing	EDI Assoc. Dean, EDI Office, Communications Office.	Greater awareness of health and well-being issues across all staff, including female-specific

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
	responsibility in relation to staff health and well-being, in particular for female staff.	supporting staff health and well-being: physical and mental health training videos on women's health; MU HR supports; Inspire Workplace Services; MU networks such as Parents and Carers Network, etc.				health issues reflected in biennial Staff Surveys.

100% of HoDs/HoSs are aware of how to support staff health and well-being. |
		Implement training for HoDs/HoSs on how to support staff health and well-being, including making staff more aware of the HR-run Wellbeing Month (May annually).	Q3 2022	Annual	Dean, HR, HoDs/HoSs.	Target 20% improvement in staff confidence in support to work part-time or flexibly by 2023 and 30% by 2025.
		Annual information briefing on health and well-being supports delivered at Faculty meeting under EDI standing item.	Q3 2022	Annual	EDI Assoc. Dean.	70% staff report being informed about health and well-being supports.
		Add questions to the Staff Survey in 2023 regarding work stress and awareness of health and well-being supports.	Q3 2023	Q3 2025	AS Implementation Group.	Target 40% of F and M attending Employee Well-being courses.
5.5.4 Medium priority	Gather data on experiences of menopause for staff who menstruate,	Gather data on staff experiences of menopause via anonymous survey and then report to Faculty and EDI Office.	Q4 2022 (start)

Q3 2023 | Q2 2023 (report)

Q3 2023 | AS Implementation Group, EDI Assoc. Dean, EDI Office.

AS Implementation Group. | We have a clear indication of the challenges experienced by staff who menstruate and potential policy initiatives are identified. |

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
	identify potential policy initiatives, and lobby HR to devise and implement a menopause policy.	Integrate question(s) on the menopause into the biennial Staff Survey, beginning 2023. Lobby EDI Office to devise and implement a University menopause policy.	Q3 2023	Q3 2023	EDI Assoc. Dean, VP EDI.	EDI lobbied to devise and implement University menopause policy.
5.6.1 **High priority**	Improve gender representation on Faculty Committees (Research and Teaching & Learning), panels, and key Department/School committees.	Amend terms of reference of Faculty Research and Teaching & Learning Committees to require balanced gender representation. Provide guidelines on committee appointment and membership to all Departments/Schools, and at Faculty meeting, in order to improve gender balance through rotation of roles, transparency, and fairness. Faculty and Departments/ Schools apply guidelines on gender-balanced committee structures and membership and publish details of committee membership on their webpages.	Q2 2022 Q2 2022 Q3 2023 Q2 2022	Q3 2022 Q3 2023 Ongoing Ongoing	Dean. Dean, EDI Assoc. Dean, Dept/School EDI reps. HoDs/HoSs. Dean, HoDs/HoSs.	At least 40% representation of women and men on both the Faculty Research and Teaching & Learning and Research Committees by Q3 2022. 100% of staff are aware of guidelines on committee appointment and membership. Internal committee structures and memberships are visible on public-facing Dept/School University webpages.

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
		The Hume doctoral award allocation panel will be gender balanced by the Dean inviting each Dept/School to nominate 1 M and 1 F staff member to the panel, and selecting membership in order to ensure gender balance.				Hume Award allocation panel will be gender balanced from 2022 onwards (at least 40/60% of male/female representation).
5.6.2 Medium priority	Require transparency at School and Department level of work allocation, taking account of the need for gender balance.	Dean will email all HoDs/HoSs that all Departments and Schools will be required to be transparent in their allocation of work in relation to teaching, research and administrative activities, taking account of gender balance. Monitoring and addressing work allocation will be a two-step process. Step 1: All HoDs/HoSs self-report to Dean their work allocation process academic year 2022/23 Step 2: All HoDs/HoSs self-report to Dean their work allocation process academic year 2023/24,	Q2 2022 Q3 2022 Q3 2023	Q2 2022 Ongoing (annual) Ongoing (annual)	Dean, HoDs/HoSs. AS Implementation Group (responsible for Survey questions). Dean, HODs and HoSs Dean, HODs and HoSs	HoDs/HoSs reporting on transparent work allocation practices at Academic Planning Meeting annually. Less than 35% of female respondents disagree/strongly disagree that work is allocated on a clear and fair basis in their Dept/School in Staff Survey 2025. At least 60% of female respondents disagree/strongly disagree that gender is an influential factor in the allocation of teaching in

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
		showing they have taken into account the need for gender balance.				their Dept/School in Staff Survey 2025.
		Staff satisfaction with work allocation in relation to gender balance will be measured through the Staff Survey 2025.	Q4 2025 (survey results)		Dean, HODs and HoSs	
		Noted that Action 5.3.3 requires Departments/Schools to explore avenues for affording time to colleagues preparing grant applications, e.g., through reduced teaching and administrative roles for a semester.	Q4 2022		AS Implementation Group See Action 5.3.3.	
5.6.3 **High priority**	Establish and implement core hours for regular and scheduled meetings and	Establish 10am-4pm as core hours for regular and scheduled meetings in the Faculty wherever possible.	Q2 2022	Ongoing	Dean, HoDs/HoSs.	High level of agreement (90%) is maintained in Staff Survey 2023 regarding the scheduling of meetings.

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
	the possibility for remote participation.	Consider the option, where possible and appropriate, for remote participation in on-campus meetings via Teams for staff.	Q2 2022	Ongoing	HoDs/HoSs.	Core meeting hours of 10am-4pm are implemented across Faculty, ensuring that the vast majority of staff can attend meetings.

Where possible and appropriate, special accommodations are made for remote participation in meetings. |
| **5.6.4 High priority** | Contribute to revision/development of University policies for protection of staff against workplace bullying, harassment & sexual harassment. Increase staff awareness of policies, complaints procedure, | Evidence from AS Staff Survey will feed into revisions and development of policies and procedures, including complaints, at University Executive.

Require all HoDs/HoSs to complete training on Anti-Bullying and Harassment, Sexual Harassment and Sexual Misconduct, Active* Consent, Bystander Intervention, and complaints policies.

Communicate up-to-date University policies, list of contact | Q2 2022

Q3 2022

Q3 2022 | Q3 2022

Ongoing

Ongoing | Dean, University Executive, VPED.

HR, Dean, EDI Office.

Dean, EDI Assoc. Dean | University policies on Anti-Bullying & Harassment, and Sexual Harassment & Sexual Misconduct, and complaints revised and redeveloped with input from FACSP AS Staff Survey data and EDI Forum.

100% of HoDs/HoSs have completed training on Anti-Bullying and Harassment, Sexual Harassment and Sexual Misconduct, Active* |

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
	contact persons & supports available.	persons and relevant supports to all staff in the Faculty (e.g. via Dean's Office email list and by adding to EDI Assoc. Dean webpage).				Consent and complaints policies training. 80% of all Staff report awareness of and confidence in University policies, complaints procedures, contact persons and relevant supports in both biennial Staff Surveys.
5.6.5 High priority	Promote and support internal applications from female staff for leadership positions within the Faculty and University (HoDs/HoSs, Deans, Vice-President roles, etc).	Include in specifications for Faculty leadership positions, where possible, the possibility of role-sharing arrangements and flexible working practices. Create handover guidelines for Faculty leadership roles. (Action 5.3.1) Survey previous Aurora participants (mentors and mentees) to understand whether/how the scheme is beneficial. Annual presentation on the Aurora Scheme to Faculty by Learning and Development.	Q1 2022 Q1 2022 Q2 2023 Q2 2022	Ongoing Q2 2022 Ongoing Ongoing	Dean, EDI Assoc. Dean. Dean, Faculty Executive. L&D. L&D.	All milestones lead to one principal success outcome: an increased number of women applying for, and securing, Faculty leadership roles. Clear understanding of the supports needed and handover guidelines for Faculty leadership roles. The University recognises and responds to the challenges inherent to academic leadership roles and how these translate into barriers for female applications in particular.

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
		Gather and report on gender data of applicants to Faculty and University leadership roles.	Q1 2022	Ongoing	HR, Dean.	
		Lobby the University via the EDI Office to examine how challenges inherent to Faculty and University leadership roles translate to barriers to female applications.	Q1 2022	Q2 2022	EDI Assoc. Dean.	
5.6.6 Medium priority	Improve opportunities for female staff and staff with caring responsibilities to attend seminars and social events.	Guidelines for seminars and social events (pertaining to University work) developed in consultation with staff to establish core principles to maximise opportunities for staff to attend seminars and social events (eg. using a variety of times of the day and week).	Q3 2022	Q2 2023	Dean, Faculty Executive.	100% staff aware of guidelines for seminars and social events. Staff Survey (2025) reports at least 65% overall agreement from female staff that the scheduling of seminars and relevant social events allows them to attend.
		Guidelines communicated to all staff via email and via HoDs/HoSs at Faculty Executive.	Q3 2022	Q3 2023 - implement ation and ongoing thereafter	Dean.	
5.6.7	Request Departments to self-	Create a template for collecting outreach data, including gender	Q2 2022	Q2 2022	Dean, EDI Assoc. Dean, EDI Office.	100% of HoDs/HoSs and the Director of AHI are aware of the template and

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
High priority	monitor and report on gender balance in their outreach events (conferences, concerts, talks, workshops, publications).	identity, for HoSs/HoDs/Director AHI to implement. Circulate template for collecting data to HoDs/HoSs/Director AHI. Template used to provide data for report as part of Annual Academic Planning Meeting.	Q3 2022 Q1 2023	Q3 2022 Ongoing; annual	Dean, HoDs/HoSs, Director AHI. Dean, HoDs/HoSs.	are using it to monitor outreach events with an EDI lens, ensuring visibility of diverse and inclusive role models, and reporting annually.
5.6.8 Medium priority	Improve awareness of accessibility needs and best accessibility practices for staff and students in the Faculty, and of EDI supports for staff with accessibility needs.	Work with the EDI Office, the Access Office and Department/School MAP advisors to develop guidelines for staff and students regarding accessibility and neurodiversity in the production of documents, the dissemination of information, and access to buildings, meetings, and events. Communicate guidelines, and details of University contact point for staff with accessibility needs, through the EDI Assoc. Dean via the new webpage (see Action 5.5.3) and email bulletins.	Q2 2023 Q3 2023	Q3 2023 Ongoing	EDI Assoc. Dean, EDI Office, Access Office, Departmental/School MAP Advisors EDI Assoc. Dean, EDI Office.	At least 80% of staff report awareness of accessibility needs, EDI supports, and best practice around accessibility for staff and students. Improved awareness is reported in biennial Staff Surveys. All documents issued by Deans' Office are in accessible formats.

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
		Add questions on accessibility awareness in Staff Survey 2023 and 2025 and future student surveys.	Q3 2023	Q3 2023	AS Implementation Group.	
		Require all documents issued by the Deans' Office to be in accessible formats.	Q3 2023	Ongoing	Deans' Office.	
5.6.9 Medium priority	Increase postgraduate students' awareness of the complaints process and confidence in the Department's /School's effectiveness in handling complaints.	Work with Graduate Studies Office to ensure that the new University Student Complaint Process is communicated to all postgraduate students at University Orientation. Work with the GSO to improve training and awareness for Department and School PG Coordinators regarding University Student Complaint Procedure.	Q3 2023 Q3 2023	Ongoing Ongoing	GSO. GSO, EDI Assoc. Dean, Department/School PG Co-ordinators.	Orientation ensures increased postgraduate students' awareness of the University Student Complaint Process. No students disagree/strongly disagree that their Department/Schools would handle complaints effectively in next Survey (2023).
5.6.10 Medium priority	Improve knowledge of University Tutors' roles among all staff and ensure a stronger voice	From 2021 Departments/ Schools can nominate a University Tutor representative from the unit to attend Faculty meetings: ensure relevant Departments and Schools engage a representative to attend Faculty.	Ongoing Q3 2023	Ongoing Ongoing	HoDs/HoSs, Dean. HoDs/HoSs.	University Tutors are represented and have a voice at Faculty meetings and the EDI Forum. Knowledge of the role and work of University Tutors is increased via visibility on

7. ACTION PLAN

Action number	Action	Key milestones	Timeframe (start/end date)		Person or group responsible	Success measures
	in the Faculty for University Tutors.	While recognising that University Tutors have teaching-only contracts, encourage the creation of space on Department/School websites to showcase teaching and expertise in pedagogy of University Tutors and include details of research activities where specifically requested and appropriate.				Departmental and School webpages.