

## 7. ACTION PLAN

| Action number                  | Action  | Rationale   | Key milestones  | Timeframe (start/end date) |         | Person or group responsible  | Success measures  |
|--------------------------------|---|---|---|----------------------------|---------|--|---|
| <b>3.3.1<br/>High priority</b> | Assemble an Athena SWAN Implementation Group and ensure diverse representation from across the Faculty. | Transition is needed from the SAT to an Implementation Group.   | 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.<br><br>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. |
|                                |   | The F/M proportion of SAT membership is 66% female and 34% male. The SAT also has representation from non-binary staff.   | 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.   |   |
|                                |   | 15% of SAT members identify as LGBTQIA+ and 12% identify as a member of a minority ethnic group. There are 3 student representatives.<br><br>There are no University Tutors on the SAT.<br><br>There is room to improve the diversity of the group. | 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. |   |

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| <b>3.3.2<br/>High priority</b>   | AS Implementation Group will: implement the GEAP; monitor progress; and communicate goals, progress and challenges to Faculty. | The GEAP needs a mechanism for effective implementation.   | 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.<br><br>Annual Report monitors progress against targets. The Implementation Group (via Working Groups) adjusts Actions if/as necessary. |
|                                  |  | The formation of Working Groups with defined tasks and regular communication was beneficial to sharing workload and drafting the AS Bronze application.                      | Implementation Group sets up Working Groups (Data Working Group; Supporting and Advancing Careers Working Group; Organisation and Culture Working Group) to progress actions. | Q2 2022                    | Q2 2022           | AS Implementation Group, EDI Assoc. Dean.  |  |
|                                  |  |  | Introduce traffic light system to monitor progress on the GEAP.   | Q3 2022                    | Ongoing, biannual | AS Implementation Group, EDI Assoc. Dean.  |  |
|                                  |  | The addition of co-chairs to the SAT working groups in March 2021 worked very well to broaden representation, encourage shared leadership, and amplify diverse perspectives. | 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.  |  |
| <b>3.3.3<br/>Medium priority</b> | Assess the impact of the GEAP via staff and student surveys.   | Surveys provide a key method for assessing the impact of the GEAP over time and ensuring ongoing staff   | Conduct biennial surveys of staff and students to monitor responses to the GEAP in 2023 and 2025. Include new questions   | 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  |

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|                                    |   | engagement with the process.<br><br>FACSP surveys conducted to date had a 42% response rate from Staff (2020) but 24% response rate from PGR students (2021), although it proved impossible to organise a Focus Group for Researchers. | relating to the GEAP where appropriate.<br><br>PGR representatives on the AS Implementation Group will encourage a larger response rate in PGR students to the survey via communications to Dept/School research coordinators and student reps.<br><br>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<br>(in preparation for survey in Q3) | Q3 2025                               | AS Implementation Group, Dept/School research coordinators.<br><br>AS Implementation Group, AHI. | Implementation Group has activated.<br><br>A high proportion of staff and students respond to the biennial surveys—at least 55% of both groups.  |
| <b>3.3.4<br/>High<br/>Priority</b> | Continue to embed Athena SWAN principles and implement the GEAP at Department/School level. | The results of the Staff Survey and Department Survey demonstrated a varied level of engagement with, and understanding of, EDI issues across Departments and Schools.   | Draw up specifications for, and create the role of, Department/School EDI representatives.<br><br>HoDs/HoSs appoint EDI representatives by Eol.<br><br>Establish AS/EDI as a key standing agenda item at Department/School meetings, led by the EDI rep.  | Q1 2022<br><br>Q2 2022<br><br>Q2 2022        | Q4 2025<br><br>Ongoing<br><br>Ongoing | EDI Assoc. Dean, Dean, EDI Office.<br><br>HoDs/HoSs.<br><br>Dept/School EDI reps.                | Dept/School EDI reps lead on awareness and culture change on EDI issues via Dept/School meetings.<br><br>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 |

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|   |  |   |   |                            |         |   | integrate them into EDI standing item at Faculty meetings.  |
| <b>4.1.1<br/>Longer term<br/>priority</b> | Monitor UG application patterns to understand gender imbalance across the Faculty; implement measures to improve gender balance within individual Departments. | 63% of FACSP undergraduates are female.   | Work with Admissions Office to monitor recruitment patterns and subject choices in MH101 (BA Arts) and other FACSP UG programmes by gender.                             | 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 (including breakdown by subject). |
|   |  | While most Departments recruit higher numbers of female students, three Departments (Ancient Classics, Early Irish, Philosophy) normally have higher percentages of incoming male students. | Request Departments to ensure, where possible, gender balance in staff and students at Open Days, recruitment events, information sessions, and on marketing materials. | Q1 2023                    | Ongoing | Dept/School-level EDI reps, HODs/HoSSs, Recruitment Office.                             | A live database of recruitment to UG degrees via HEAR and DARE disaggregated by gender.                           |
|   |  | Less than 40% of UG students entering FACSP through HEAR and DARE routes are male.  | Work with MAP and Admissions Office to monitor recruitment patterns via HEAR and DARE routes.   | Q4 2022                    | Q2 2025 | Data WG of AS Implementation Group in consultation with Admissions Office and MAP.      | Improved gender ratios in Departments where there is a larger discrepancy than 60%/40% in either direction.       |
| <b>4.1.2<br/>Medium priority</b>          | Develop strategies for understanding and   | Between 2017/2018 and 2019/2020 percentages of FACSP female and male UG   | Monitor changes in attainment (and completion) over a three-year period, and present annual report of data to AS  | Q3 2022                    | Q4 2025 | Data Working Group of AS Implementation Group in consultation with Examinations Office. | Reduced variation (c.10%) in attainment by gender across all Departments.   |

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|               | addressing gendered differences in UG degree attainment across Faculty and within individual Departments. | <p>students achieving a 1<sup>st</sup> or 2.1 were comparable (51% F) (52% M) and the percentage of women achieving 2.2 or 3rds (38%) was very slightly higher than men (35%).</p> <p>However, there is variation by Department: German and Music had male students achieve an upper degree qualification (1<sup>st</sup> or 2.1) in much higher percentages than female students (&gt;15% difference).</p> <p>At Departmental level, there are higher rates of incompleteness in language subjects (Spanish, French, and German).</p> | <p>Implementation Group and to Faculty meeting.</p> <p>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.</p> | Q3 2022                    | Ongoing | HoDs/HoSs, CTL, EDI Office. | <p>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.</p> <p>Reduced incompleteness rates across language subjects (target &lt;10%), and reduced variation of incompleteness rates by gender in Departments with significant gender difference.</p> |

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| <b>4.1.3</b><br><b>Medium priority</b> | Investigate trends in PGT recruitment and implement measures to improve female student numbers at PGT levels. | Between 2017/18 and 2019/20 there were fewer than 40% full-time female PGT students in the Faculty (as opposed to UG students at 63% F and 37% M in, for example, 2020-2021).   | 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%.  |
|  |   | There is wide variation across Departments in the percentage of female applications for FT and PT PGT programmes. There is an underrepresentation of female applications in 4 Departments, and of male applications in 3 Departments. | 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%.  |
|  |   | A lower proportion of female PGT applicants were offered places than male applicants between 2017/18 and 2019/20, especially in the case of PT  | 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 recruitment/promotional materials. (See Action 4.1.5) | 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%.  |
|  |   |   | Ensure Bias Awareness training for all staff engaged in PGT recruitment and interviewing   | Q4 2022                    | Ongoing | EDI Office, PGT programme co-ordinators, Dept/School EDI reps.    | Increased rate of conversion from application to offer for female PT PGT students: target 70% by 2025.<br><br>100% of staff involved in PGT recruitment and administration have |

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|  |   | <p>programmes. In 2019/20, only 59% of female applicants were offered a PT PGT place.</p> <p>The Faculty retained 2% of female students in PG studies compared with 5% of male students during 2017-2020. 14% of female and 13% of male students went on to PG studies elsewhere in MU.</p> | and instate Bias Awareness training as prerequisite for the role of PGT programme co-ordinators at Dept/School level.  |                            |         |   | completed Bias Awareness training.   |
| <b>4.1.4</b><br><b>Medium priority</b> | Investigate trends in PGR recruitment and implement measures to improve female student numbers at PGR levels. | While female candidates have higher success in securing offers on PGR programmes in the Faculty than male candidates, fewer female candidates apply (40%-57%-33% from 2017/18 - 2019/20).   | 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%. |
|  |   |   | Establish online PGR recruitment events to reach a wider applicant pool, especially female   | Q1 2023                    | Ongoing | HoDs/HoSs, GSO.   | An increase to at least 40% in female numbers on PT PGR programmes in which female representation is currently less than 40%.      |

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|                        |   | <p>There have been lower percentages of both PT (22%-36%) and FT (46%-41%) female PGR students over the past 3 years.</p> <p>There is 84%F, 82%M non-progression from UG (MH101) to PG within the Faculty; only 2% of female UGs move on to PG study in the Faculty, in comparison to 5% male.</p> | <p>applicants with caring responsibilities.</p> <p>Request Departments to involve, where possible, at least 40% female staff and female PGR 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 recruitment/promotional materials. (See Action 4.1.5)</p> <p>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.</p> | Q3 2023                    | Ongoing | GSO, Dept/School-level EDI reps, HODs/HoSs, Dept/School Research co-ordinators. |  |
|                        |   |  |  | Q4 2022                    | Ongoing | EDI Office, PGT programme co-ordinators, Dept/School EDI reps.                  |  |
| <b>4.1.5</b>           | Augment visibility of the diversity of Faculty staff and students via webpages, | Gender under-representation varies across Departments in the Faculty: 4 out of 8 Departments/Schools have less than 40% female academic staff;   | <p>Conduct review of Departmental/School/Faculty webpages and public-facing materials.</p> <p>Address any identified gaps in visibility of diversity of Faculty</p>  | Q2 2022                    | Q3 2022 | Culture and Organisation WG of the AS Implementation Group, EDI Office.         | Faculty and Departmental webpages and marketing material to reflect diversity of Faculty staff and students, and highlight female role models. |
| <b>Medium priority</b> |   |  |  | Q3 2022                    | Ongoing | Dean, Dept/School EDI reps, EDI Office, University                              |  |



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|               | social media, and marketing materials. | <p>a number of Departments have less than 30% male students. The Staff Survey indicates that 51% of staff agree or strongly agree that their School/Department values cultural diversity and 51% agree or strongly agree that their School/Department has an ethos that supports equality of opportunity in relation to gender.</p> <p>Female candidates apply in lower numbers than men to PGR programmes in the Faculty. This may be because they do not see themselves reflected on publicity materials and the Faculty web pages.</p> | <p>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.</p> <p>Highlight Faculty female role models as researchers, alumni, and leaders on Departmental/School/Faculty research and recruitment web pages.</p> | Q3 2022                    | Ongoing | <p>Communications Office, MSU.</p> <p>Dean, Dept/School EDI reps, University Communications Office.</p> | <p>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 equality of opportunity in relation to gender.</p> <p>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)</p> |

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| <b>4.1.6</b><br><b>Long-term priority</b> | Gather information on EDI in current curricula.   | No overview of curriculum content is currently available. In order to prepare for a Silver AS Award, data on curriculum content will be needed. | Work with CTL to undertake data collection on Department/School curricula to form an overview of where EDI may be embedded in modules.  | Q3 2023                    | Q4 2024           | AS Implementation Group, Dept/School EDI reps, CTL. | Modules including EDI content are clearly identified and promoted across Faculty.   |
|   |   |   | Produce a data report on gender balance and representation on curricula across Faculty Departments, Schools and programmes.   | Q3 2023                    | Q4 2024           |   | Depts/Schools are more aware of how and where they can embed EDI in their curricula (for example in reading lists).                 |
| <b>4.2.1</b><br><b>Long-term priority</b> | Monitor, investigate, and address gender balance in the recruitment and retention of staff employed on fixed-term academic contracts. | There has been a decline from 69% to 25% of female staff members on fixed-term contracts from 2018 to 2020.                                     | Ensure Bias Awareness training for all Faculty members involved in the recruitment and interviewing of staff on fixed-term contracts.   | Q3 2022                    | Ongoing           | EDI Office, Dean.                                   | 100% of staff involved in recruitment and interviewing of staff on fixed-term contracts have completed Bias Awareness training.     |
|   |   | All three people who did not complete their contracts between 2017 and 2020 were female.  | HR have introduced systematic online exit interviews from 1 <sup>st</sup> September 2021. Work with HR to collate Faculty-level data from online exit interviews.                       | Q3 2022                    | Q4 2025 (ongoing) | HR.   | Faculty management will have a better understanding of why staff have left and can use this information to improve staff retention. |
|   |   | The University has no data on the reasons why people leave their contracts.   | 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.   |   |

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| <b>5.1.1</b><br><b>Medium priority</b> | Improve uptake of University Orientation Programme, and improve local induction procedures for all staff across the Faculty (academic, research and ATP). | In the academic year 2020-21, 24 staff took up temporary or permanent contracts. Only 4 (3F, 1M) completed Orientation provided by Learning & Development.  | 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. | Q3 2022                    | Ongoing           | HoDs/HoSs.                     | 80% uptake of university orientation programme among new staff, including Researchers and ATP staff.  |
|  |   | 0% of Researchers undertook University Orientation between 2018 and 2020.<br><br>Only 2 (both F) ATP staff attended Orientation.<br><br>The Department Survey showed that induction procedures vary across Departments/Schools. | Faculty guidelines will be created for induction of new staff, with Departmental- or School-specific sections.  | Q3 2022                    | Q2 2023           | Dean, HoDs/HoSs.               | 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. |
| <b>5.1.2</b><br><b>High priority</b>   | Increase numbers of women and men promoted to Professor B   | We have identified promotion to Professor B as the weak point in the progression pipeline in the Faculty,   | Extend Faculty Promotions advice sessions to Professor B Promotions Scheme applicants. (see also Action 5.1.3)  | Q1 2022                    | Q4 2025 (ongoing) | Dean, AS Implementation Group. | At least 40% of the staff at Professor B will be female by Q3 2024.<br><br>Target 30% of eligible staff members to participate in   |

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|               | and women promoted to Professor A. | <p>especially for women (via the AS Staff Survey, the results of the 2019/20 promotions round, and independently, via the EDI Forum).</p> <p>Across the last 2 promotion rounds (2015, 2019), only 14% (n=1) of female applicants have been promoted to Professor B, while 50% (n=4) of male applicants were successful. In 2019 there was no successful application to Professor B (4F and 4M applied).</p> <p>At Associate Professor level, Faculty has seen some positive change, with 50% men and 50% women at this grade in 2020.</p> | <p>Establish an ongoing Mid-Career Academic Mentoring scheme (MCAM) (see Action 5.3.1) for those eligible for promotion.</p> <p>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.</p> <p>Encourage candidates to apply for national PAA scheme focusing on preparing for promotion (email bulletin).</p> <p>Lobby University for regular rounds of promotion to Professor A.</p> <p>Continue to monitor data on promotion and appointment at Professor B and A.</p> | Q1 2023 (start planning)   | Q3 2023 (start scheme) | Dean, L&D.                                   | the Mid-Career Academic Mentoring scheme by Q4 2025.  |
|               |                                    |  |  | Q2 2022                    | Ongoing                | Dean, Academic Council.                      | <p>The University introduces longer application windows for all Promotion rounds, and processes appeals in a timely manner.</p> <p>At least one female faculty member applies per annum to the national PAA programme if it continues beyond 2021.</p> <p>Commitment from the University to introduce regular rounds of promotion to Professor A.</p> |
|               |                                    |  |  | Q1 2023                    | Q4 2023                | EDI Assoc. Dean, EDI Office, L&D, HoDs/HoSs. |   |
|               |                                    |  |  | Q2 2022                    | Ongoing                | Dean.  |   |
|               |                                    |  |  | Ongoing                    | Ongoing                | Dean, HR.                                    |   |

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|                                      |  | <p>20% of staff at Professor B are women; 64% of staff at Professor A are women.</p> <p>There has not been a Professor A promotion round since 2015. Recent appointments of female staff to Professor A have been by external appointment.</p> <p>2 female Faculty members are on the Higher Education Authority's (HEA) national Preparing for Academic Advancement (PAA) pilot programme 2021-2022.</p> |   |                            |         |                             |   |
| <b>5.1.3<br/>Medium<br/>priority</b> | Continue to encourage staff to apply for promotion through | Only 33.8% of Staff Survey respondents strongly agreed/agreed they were encouraged to   | Faculty to continue to organise annual advice session to academic staff applying for promotion. | Q1 2022                    | Ongoing | Dean.                       | Feedback shows positive responses to Faculty advice session and provides pointers for |

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|               | improved awareness and knowledge of promotions process at all academic grades. | <p>apply for promotion (29%F, 50%M). (Overall, 17% chose 'not applicable').</p> <p>A Faculty advice session for promotions was held in 2021 and was well received.</p> | <p>Survey participants in annual advice sessions and seek to improve sessions based on feedback.</p> <p>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).</p> | Q1 2022                    | Q4 2025 | Dean's Office.              | <p>improvements on future advice sessions.</p> <p>HoDs/HoSs fully aware of Promotions Schemes and allocating work in ways which allow colleagues to optimise their chances of promotion.</p> <p>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.</p> |
|               |  |  |  | Q3 2022                    | Ongoing | Dean, Faculty Executive.    |   |

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| <b>5.3.1</b><br><b>Medium</b><br><b>Priority</b> | Extend the suite of Faculty mentoring schemes, and promote further participation in national schemes, to support and advance academic career progression. | <p>Academic Focus Group participants and the Department Survey reported a lack of formal mentoring at Dept/School level, and highlighted varied, informal mentoring practices across Departments and Schools.</p> <p>The Faculty piloted the now University-wide Early Career Academic Mentoring (ECAM) scheme in 2020/21, with 8 mentees (6F, 2M). In 2021/22, there are 4 mentees (3F, 1M). The Advance HE Aurora Scheme had 2F FACSP mentees in 2020/21, and the HEA Preparing for Academic Advancement (PAA) Scheme had 3F FACSP participants and 1M FACSP mentor in 2021.</p> | Continue to support the Faculty ECAM programme.  | Q1 2022            | Ongoing         | Dean, L&D.                   | <p>The Faculty ECAM programme continues annually and adapts according to participants' feedback.</p> <p>Target 30% of eligible staff members to participate in the ECAM and MCAM mentoring schemes by Q4 2025.</p> <p>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.</p> <p>More women in the Faculty apply for promotion and leadership roles as a result of mentorship.</p> |
|  |   |  | 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.                   |   |
|  |   |  | Review feedback on ECAM and MCAM schemes annually and seek to improve schemes.   | Q3 2022            | Ongoing         | Dean, L&D.                   |   |
|  |   |  | 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. |   |

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| <b>5.3.2</b><br><b>Medium</b><br><b>priority</b> | 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. | The Tutor Discussion Group reported a lack of awareness of existing supports.   | 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.  |
|  |  | Lack of awareness of the supports and training opportunities for University Tutors was brought up at an EDI Forum.  | 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. |
|  |  | Input from Researchers, from H4S4R stakeholder engagement, and from the Careers Working Group shows that there is a deficit of information concerning career supports available for this group. | 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.  | At least 60% attendance at University Orientation of University Tutors, Researchers, and Occasional Staff.   |
|  |  | University Tutors have recently become more gender-balanced, with the percentage of female UTs decreasing from 68%  | Explore gaps in career development opportunities for Researchers, and whether additional supports can be made available.<br><br>Report to Faculty on gaps in career development                                  | Q1 2023<br><br>Q2 2023     | Q2 2023<br><br>Ongoing; annual | Dean, L&D, RDO, CTL, HoDs/HoSs, Careers Working Group.<br><br>Careers Working Group | All Occasional Staff are aware of the supports available to them.  |



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| Action number | Action | Rationale  | Key milestones   | Timeframe (start/end date) |                 | Person or group responsible                 | Success measures |
|---------------|--------|--|--|----------------------------|-----------------|---|------------------|
|               |        | <p>(13/19) to 57% (12/21) in 2020.<br/>0% of Researchers undertook University Orientation between 2018 and 2020.</p> <p>HR has recently (2021) added a resource section on their website for Occasional Staff that includes policies and induction supports.</p> | <p>opportunities and on appropriate additional supports to be made available.</p> <p>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.</p> <p>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.</p> <p>Monitor trends in the gender profile of University Tutors.</p> | Q2 2023                    | Ongoing; annual | L&D, RDO, CTL, Careers Working Group, Dean. |                  |
|               |        |  |  | Q2 2022                    | Ongoing         | HoDs/HoSs.                                  |                  |
|               |        |  |  | Q3 2022                    | Ongoing         | HR, Careers Working Group, Dean.            |                  |

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| <b>5.3.3</b><br><b>Medium</b><br><b>priority</b> | Develop further opportunities to encourage and support staff to apply for external funding, and support applicants following unsuccessful funding bids. | RDO data shows that 58% of recent external funding applications were submitted by female staff and 42% by male staff.  | 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.<br><br>Target increase to 40% of women who feel supported and encouraged by their Department to apply for funding in Staff Survey 2023.<br><br>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. Staff satisfaction is measured by exit survey from review/feedback sessions.<br><br>Where Departmental/School resources permit, Departments/Schools practically facilitate staff preparing large external grant applications via |
|  |   | A third of men surveyed (33.3%) and only 13.5% of women surveyed strongly agreed that they had been encouraged by their Department/School to apply for research funding (overall, a lower percentage of women [32%F, 46%M] feel encouraged to apply. | Improve communication via regular bulletins to Departments/Schools from the AHI regarding supports for funding applications.   | Q2 2022 | Ongoing | AHI, RDO, HoDs/HoSs.     |   |
|  |   | Fewer women agreed/strongly agreed that they were provided with practical support by the Faculty and University in applying for funding (29%F, 42%M).  | 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.          |   |
|  |   | The Department Survey revealed that  | 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.                |   |
|  |   |  | 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.               |   |
|  |   |  | Lobby University Executive to institute a sabbatical scheme  | Q2 2022 | Q3 2022 | AS Implementation Group. |   |

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|  |  | <p>more women than men are primary carers and this may be a barrier to applying for grants, due to the time commitment required.</p> <p>A key barrier to the uptake of the Sabbatical Leave Scheme is the associated pay reduction, which impacts particularly on women, carers, and early career researchers. especially those with caring responsibilities. (A higher proportion of female staff are primary carers: 29% F; 0% M.)</p> | that removes the barriers to uptake. |  |  |  | <p>teaching or administrative remission.</p> <p>Data on barriers to uptake of the Sabbatical Leave Scheme presented to University Executive/management.</p> |
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| Action number                   | Action  | Rationale   | Key milestones   | Timeframe (start/end date) |         | Person or group responsible | Success measures   |
|---------------------------------|---|---|--|----------------------------|---------|-----------------------------|--|
| <b>5.3.4 Long-term priority</b> | Enhance the take-up of career development by male academic staff.             | <p>More women than men are taking up training opportunities related to career development offered by the University.</p> <p>In 2020, 65F (81%) academic staff compared to 15M (19%) staff undertook career development courses with Learning &amp; Development.</p>             | 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).   |
| <b>5.4.1 Medium priority</b>    | Enhance and communicate professional development opportunities for ATP staff. | <p>Participation in career development and skills training is generally low in FACSP but increased in 2020 due to increase in course provision.</p> <p>The ATP Focus Group noted a lack of opportunities for, and in some cases barriers towards, professional development.</p> | <p>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.</p> <p>HoDs/HoSs will discuss professional development opportunities with ATP staff biannually.</p> | Q3 2022                    | Ongoing | Dean, HoDs/HoSs.            | <p>An increase in uptake of training by ATP staff across the Faculty.</p> <p>2023 and 2025 Surveys and focus groups show that ATP staff agree/strongly agree that they have a regular opportunity to discuss professional development.</p> |

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| Action number                   | Action  | Rationale  | Key milestones   | Timeframe (start/end date)          |         | Person or group responsible | Success measures   |
|---------------------------------|---|--|--|-------------------------------------|---------|-----------------------------|--|
|                                 |   | The ATP Focus Group noted that there is no formal space in which they can discuss career progression with HoDs/HoSs.   |  |                                     |         |                             |  |
| <b>5.4.2 Long-term priority</b> | Engage with the University in the development and implementation of Performance Management and Development System (PMDS) for all staff. | Department Survey shows informal and inconsistent approaches to performance management and development across the Faculty.   | This action outlines the key milestones that the Faculty will undertake when the central process re-starts.  |                                     |         | Dean, HoDs/HoSs, Faculty.   | 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.<br><br>The staff survey is updated to capture feedback on the University PMDS once roll out is complete |
|                                 |   | Work on this by the University has been delayed due to Covid-19, but it is envisaged that this will restart in 2022 to establish a PMDS in line with the institutional AS GEAP action. | 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                        |  |
|                                 |   |  | 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 Dean will convey this feedback to the University Executive.  | Indicative timeline Q3/Q4 2023      | Ongoing | Dean, University Executive  |  |

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| Action number                                    | Action  | Rationale  | Key milestones   | Timeframe (start/end date) |         | Person or group responsible                                   | Success measures   |
|--|---|--|--|----------------------------|---------|---|--|
|  |   |  | 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)     | Q3 2023 | Dean, L&D, HoDs/HoSs, EDI Office, Assoc. Dean EDI             |  |
|  |   |  |  | Q1 2022 (Action 5.3.1)     | Ongoing |   |  |
|  |   |  |  | Q3 2022 (Action 5.4.1)     | Ongoing |   |  |
| <b>5.4.3</b><br><b>Medium</b><br><b>Priority</b> | Work with HR to implement incoming ATP progression pathway. | The ATP Working Group and Focus Group noted that lack of career progression was a concern for ATP staff. | Implement new University Progression, Development and Promotion Framework (PDPF) for ATP staff.<br><br>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) | Q2 2022                    | Ongoing | HR, Dean, HoSs/HoDs.  | Progression, Development and Promotion Framework implemented.  |
|  |   |  |  | Q2 2022                    | Ongoing | 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.<br><br>2023 and 2025 Surveys and focus groups show that eligible ATP staff (target 50%) feel encouraged and enabled to apply for promotion under PDPF. |

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| Action number                  | Action  | Rationale  | Key milestones  | Timeframe (start/end date) |         | Person or group responsible                         | Success measures  |
|--------------------------------|---|--|---|----------------------------|---------|---|---|
| <b>5.5.1<br/>High priority</b> | Improve Faculty-level communication of supports for staff taking maternity, adoptive paternity, and parental leave. | <p>Department Survey results noted colleagues' differing experiences of maternity, paternity and parental leave. This demonstrates that the current situation is too reliant on the good will of HoDs/HoSs and their familiarity with HR policies, and that more effective communication of those policies is required.</p> <p>Despite there being eligible candidates, there has been no uptake of the AS Research Leave/Extended Handover Scheme in the Faculty since its inception in 2019.</p> | 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. | Q3 2022                    | Ongoing | Dean, HoDs/HoSs.                                    | 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. |
|                                |   |  | Dean to monitor take-up of AS Research Leave/Extended Handover Scheme.  | Q2 2022                    | Ongoing | Dean, HR.   | Improved take-up of AS Research Leave/Extended handover Scheme.   |
| <b>5.5.2</b>                   | Ensure good practice  | Variance in flexible working arrangements  | 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  |

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| Action number | Action  | Rationale   | Key milestones   | Timeframe (start/end date) |         | Person or group responsible   | Success measures   |
|---------------|---|---|--|----------------------------|---------|---|--|
| High priority | flexible working arrangements across the Faculty. | were reported in the Department Survey across Departments/Schools. While the majority of staff were confident that their Head of Dept/School would offer support in addressing work-life balance issues, there was a difference in agreement levels between men and women (51%F 33%M agreed; 15%F, 42%M strongly agreed) in the Staff Survey. | 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.                                 |
|               |   | 65% of staff in the Staff Survey (69%F, 67%M, 20%PND) were unsure if they would be supported to work part-time or flexibly, and 19% think they would not be supported.<br><br>Female Staff Survey respondents were  | 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.   |



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| Action number                      | Action                                     | Rationale   | Key milestones  | Timeframe (start/end date) |         | Person or group responsible                         | Success measures  |
|------------------------------------|--|---|---|----------------------------|---------|---|---|
|                                    |  | <p>more likely to be primary carers (29%F, 0%M) and more likely to have taken time off work to deal with caring or a family emergency (51%F, 25%M). Primary carers are also likely to have been more impacted by changes to working practices during Covid-19.</p> <p>ATP Focus Group participants noted that parents have a particular need for flexibility in their work hours.</p> <p>At EDI Forum, female staff reported feeling discriminated against as primary carers.</p> |   |                            |         |   |   |
| <b>5.5.3<br/>High<br/>priority</b> | Strengthen a culture of responsiveness and | A higher percentage of women reported having a chronic illness or disability  | 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 |

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| Action number                                    | Action   | Rationale  | 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. | <p>(31%F, 4%M) in the Staff Survey.</p> <p>At EDI Forum, staff, particularly female staff, brought up the issue of staff burnout.</p> <p>65% of staff (69%F, 67%M, 20%PND) were unsure if they would be supported to work part-time or flexibly, and 19% think they would not be supported.</p> <p>4F and 0M academic members of staff, and 0 Researchers, participated in Employee Well-being courses in 2018-20.</p> | <p>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.</p> <p>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).</p> <p>Annual information briefing on health and well-being supports delivered at Faculty meeting under EDI standing item.</p> <p>Add questions to the Staff Survey in 2023 regarding work stress and awareness of health and well-being supports.</p> | Q3 2022                    | Annual           | Dean, HR, HoDs/HoSs.                                  | <p>health issues reflected in biennial Staff Surveys.</p> <p>100% of HoDs/HoSs are aware of how to support staff health and well-being.</p> <p>Target 20% improvement in staff confidence in support to work part-time or flexibly by 2023 and 30% by 2025.</p> <p>70% staff report being informed about health and well-being supports.</p> <p>Target 40% of F and M attending Employee Well-being courses.</p> |
| <b>5.5.4</b><br><b>Medium</b><br><b>priority</b> | Gather data on experiences of menopause for staff who menstruate,                          | In FACSP, 51% of academic staff are female; 54% of researcher staff are female; 86% of ATP staff are female.   | Gather data on staff experiences of menopause via anonymous survey and then report to Faculty and EDI Office.   | Q4 2022 (start)            | Q2 2023 (report) | AS Implementation Group, EDI Assoc. Dean, EDI Office. | We have a clear indication of the challenges experienced by staff who menstruate and potential policy initiatives are identified.  |
|  |  |  |   | Q3 2023                    | Q3 2023          | AS Implementation Group.                              |  |

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| Action number                        | Action  | Rationale   | 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.                                       | These statistics may not capture staff who do not identify as female but who menstruate.<br><br>Discussion among SAT members and Working Group Co-chairs regarding barriers to gender participation highlighted menopause as a key issue. | Integrate question(s) on the menopause into the biennial Staff Survey, beginning 2023.<br><br>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.  |
| <b>5.6.1</b><br><b>High priority</b> | Improve gender representation on Faculty Committees (Research and Teaching & Learning), panels, and key Department/School committees. | 38% of Faculty Research Committee members are female. 62% of Faculty Teaching & Learning Committee members are female, and the committee has no Professors (F or M) as members.   | Amend terms of reference of Faculty Research and Teaching & Learning Committees to require balanced gender representation.   | Q2 2022                    | Q3 2022 | Dean.  | At least 40% representation of women and men on both the Faculty Research and Teaching & Learning and Research Committees by Q3 2022. |
|                                      |   | The Department Survey suggests inconsistent practices in ensuring gender  | 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. | Q2 2022                    | Q3 2023 | Dean, EDI Assoc. Dean, Dept/School EDI reps. | 100% of staff are aware of guidelines on committee appointment and membership.  |
|                                      |   | in ensuring gender  | Faculty and Departments/Schools apply guidelines on  | Q3 2023                    | Ongoing | HoDs/HoSs.                                   | Internal committee structures and   |

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| Action number | Action | Rationale  | Key milestones   | Timeframe (start/end date) |         | Person or group responsible | Success measures   |
|---------------|--------|--|--|----------------------------|---------|-----------------------------|--|
|               |        | <p>balance when appointing committee members in Departments/Schools. Membership of Faculty and Departmental/School committees is currently not visible on Faculty and Department/School webpages.</p> <p>The composition of the Faculty panel that decides the allocation of Hume Awards to PGR applicants has become increasingly male-dominated over the last three years (2018/19: 5M, 4F; 2019-20: 6M, 3F; 2020-21: 7M, 2F). This declining gender balance correlates with the drop in awards made to women.</p> | <p>gender-balanced committee structures and membership and publish details of committee membership on their webpages.</p> <p>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.</p> | Q2 2022                    | Ongoing | Dean, HoDs/HoSs.            | <p>memberships are visible on public-facing Dept/School University webpages.</p> <p>Hume Award allocation panel will be gender balanced from 2022 onwards (at least 40/60% of male/female representation).</p> |

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| Action number                                    | Action   | Rationale  | Key milestones   | Timeframe (start/end date) |                  | Person or group responsible  | Success measures  |
|--|--|--|--|----------------------------|------------------|--|---|
| <b>5.6.2</b><br><b>Medium</b><br><b>priority</b> | Require transparency at School and Department level of work allocation, taking account of the need for gender balance. | There is currently no University-wide workload model in place at MU, and while all Depts/Schools attempt to distribute workload equally, the methodology for distribution of workloads can vary greatly, especially between Departments. | 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. | Q2 2022                    | Q2 2022          | Dean, HoDs/HoSs. AS Implementation Group (responsible for Survey questions). | HoDs/HoSs reporting on transparent work allocation practices at Academic Planning Meeting annually.   |
|  |  | A higher number of female respondents to the Staff Survey disagreed/strongly disagreed that work is allocated on a clear and fair basis in their Dept/School (43.6%F, 20.8%M)  | Monitoring and addressing work allocation will be a two-step process.<br><br>Step 1:<br>All HoDs/HoSs self-report to Dean their work allocation process academic year 2022/23  | Q3 2022                    | Ongoing (annual) | Dean, HODs and HoSs  | 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.                  |
|  |  | 18%F, 8%M agree/strongly agree that gender is an influential factor in the allocation of teaching while a  | Step 2:<br>All HoDs/HoSs self-report to Dean their work allocation process academic year 2023/24, showing they have taken into account the need for gender balance.  | Q3 2023                    | Ongoing (annual) | Dean, HODs and HoSs  | At least 60% of female respondents disagree/strongly disagree that gender is an influential factor in the allocation of teaching in their Dept/School in Staff Survey 2025. |

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| Action number                        | Action  | Rationale   | Key milestones  | Timeframe (start/end date) |                        | Person or group responsible   | Success measures   |
|--------------------------------------|---|---|---|----------------------------|------------------------|---|--|
|                                      |   | majority (75% M, 49%F) disagreed/strongly disagreed.<br><br>The MU Institutional GEAP includes a commitment to establish a University-wide Workload Allocation Model; work is currently underway at UE level.                             | Staff satisfaction with work allocation in relation to gender balance will be measured through the Staff Survey 2025.<br><br>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 2025 (survey results)   |                        | Dean, HODs and HoSs<br><br>AS Implementation Group<br>See Action 5.3.3. |  |
| <b>5.6.3</b><br><b>High priority</b> | Establish and implement core hours for regular and scheduled meetings and the possibility for remote participation. | The majority of staff agree/strongly agree that Dept/School (90%F, 92%M) and Faculty (76%F, 88%M) are scheduled at times that allow their attendance. We wish to maintain this through formalising core meeting hours across the Faculty. | Establish 10am-4pm as core hours for regular and scheduled meetings in the Faculty wherever possible.<br><br>Consider the option, where possible and appropriate, for remote participation in on-campus meetings via Teams for staff.   | Q2 2022<br><br>Q2 2022     | Ongoing<br><br>Ongoing | Dean, HoDs/HoSs.<br><br>HoDs/HoSs.                                      | High level of agreement (90%) is maintained in Staff Survey 2023 regarding the scheduling of meetings.<br><br>Core meeting hours of 10am-4pm are implemented across Faculty, ensuring that the vast majority of staff can attend meetings. |

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| Action number                  | Action  | Rationale   | Key milestones  | Timeframe (start/end date) |         | Person or group responsible       | Success measures   |
|--------------------------------|---|---|---|----------------------------|---------|-----------------------------------|--|
|                                |   |   |   |                            |         |                                   | Where possible and appropriate, special accommodations are made for remote participation in meetings.  |
| <b>5.6.4<br/>High priority</b> | Contribute to revision/development of University policies for protection of staff against workplace bullying, harassment & sexual harassment. Increase staff awareness of policies, complaints procedure, contact persons & supports available. | Among academic staff surveyed, only 40% of women compared with 84% of men expressed confidence that their HoD/HoS would deal effectively with complaints regarding bullying and harassment. | Evidence from AS Staff Survey will feed into revisions and development of policies and procedures, including complaints, at University Executive.   | Q2 2022                    | Q3 2022 | Dean, University Executive, VPED. | 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. |
|                                |   | The Staff Survey revealed examples in which complaints have not been dealt with to the satisfaction of complainants, leading to staff feeling unsupported.                                  | Require all HoDs/HoSs to complete training on Anti-Bullying and Harassment, Sexual Harassment and Sexual Misconduct, Active* Consent, Bystander Intervention, and complaints policies.              | Q3 2022                    | Ongoing | HR, Dean, EDI Office.             | 100% of HoDs/HoSs have completed training on Anti-Bullying and Harassment, Sexual Harassment and Sexual Misconduct, Active* Consent and complaints policies training.                          |
|                                |   | Staff brought up frustrations with the University complaints  | Communicate up-to-date University policies, list of contact 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). | Q3 2022                    | Ongoing | Dean, EDI Assoc. Dean             | 80% of all Staff report awareness of and confidence in University policies, complaints procedures, contact   |

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| Action number              | Action   | Rationale   | Key milestones   | Timeframe (start/end date) |         | Person or group responsible | Success measures   |
|----------------------------|--|---|--|----------------------------|---------|-----------------------------|--|
|                            |  | <p>procedure at EDI Forum.</p> <p>The majority of staff surveyed (65% F, 75% M) indicated general awareness of University policies in relation to equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Academic Staff Focus Group participants noted a lack of awareness of University contact persons who can be contacted for advice on the University complaints procedure and supports.</p> |  |                            |         |                             | persons and relevant supports in both biennial Staff Surveys.  |
| <b>5.6.5 High priority</b> | Promote and support internal applications from female staff for leadership | The Faculty Executive is comprised of the current postholders of Dean (M), Director of AHI (M), plus Heads of Dept/School (3F, 5M).   | Include in specifications for Faculty leadership positions, where possible, the possibility of role-sharing arrangements and flexible working practices. | Q1 2022                    | Ongoing | Dean, EDI Assoc. Dean.      | All milestones lead to one principal success outcome: an increased number of women applying for, and securing, Faculty leadership roles. |
|                            |  |   |  | Q1 2022                    | Q2 2022 | Dean, Faculty Executive.    |  |



## 7. ACTION PLAN

| Action number | Action   | Rationale  | Key milestones   | Timeframe (start/end date) |         | Person or group responsible | Success measures   |
|---------------|--|--|--|----------------------------|---------|-----------------------------|--|
|               | positions within the Faculty and University (HoDs/HoSs, Deans, Vice-President roles, etc). | <p>The new role of EDI Associate Dean was created in 2021. A gender-responsive role-sharing model has been a success for the two female postholders and for the Faculty.</p> <p>The University Dean of Teaching and Learning (F) is a member of the Faculty.</p> <p>The University advertised and appointed an Interim Vice-President for Research &amp; Innovation (M), an Interim Dean of Graduate Studies (M) in 2021.</p> <p>5 female staff from the Faculty have participated in Advance HE's Leadership Initiative</p> | <p>Create handover guidelines for Faculty leadership roles. (Action 5.3.1)</p> <p>Survey previous Aurora participants (mentors and mentees) to understand whether/how the scheme is beneficial.</p> <p>Annual presentation on the Aurora Scheme to Faculty by Learning and Development.</p> <p>Gather and report on gender data of applicants to Faculty and University leadership roles.</p> <p>Lobby the University via the EDI Office to examine how challenges inherent to Faculty and University leadership roles translate to barriers to female applications.</p> | Q2 2023                    | Ongoing | L&D.                        | <p>Clear understanding of the supports needed and handover guidelines for Faculty leadership roles.</p> <p>The University recognises and responds to the challenges inherent to academic leadership roles and how these translate into barriers for female applications in particular.</p> |
|               |  |  |  | Q2 2022                    | Ongoing | L&D.                        |  |
|               |  |  |  | Q1 2022                    | Ongoing | HR, Dean.                   |  |
|               |  |  |  | Q1 2022                    | Q2 2022 | EDI Assoc. Dean.            |  |

## 7. ACTION PLAN

| Action number                        | Action  | Rationale   | Key milestones  | Timeframe (start/end date) |   | Person or group responsible | Success measures   |
|--------------------------------------|---|---|---|----------------------------|---|-----------------------------|--|
|                                      |   | for Women, Aurora, as mentees since the programme began in MU in 2015, and 3 staff (1F, 2M) have been Aurora mentors.   |   |                            |   |                             |  |
| <b>5.6.6<br/>Medium<br/>priority</b> | Improve opportunities for female staff and staff with caring responsibilities to attend seminars and social events. | <p>Pre-pandemic, Department/School seminars and social events often took place in the evening which is a challenge for staff with caring responsibilities.</p> <p>In the Staff Survey a lower proportion of women agreed/strongly agreed they are able to attend most social activities in their Department (44%F, 63%M).</p> <p>Departments/Schools noted that seminars are frequently held in the evening, often to accommodate</p> | <p>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).</p> <p>Guidelines communicated to all staff via email and via HoDs/HoSs at Faculty Executive.</p> | Q3 2022                    | Q2 2023   | Dean, Faculty Executive.    | 100% staff aware of guidelines for seminars and social events.   |
|                                      |   |   |   | Q3 2022                    | Q3 2023 - implementation and ongoing thereafter | Dean.                       | 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. |

## 7. ACTION PLAN

| Action number                  | Action   | Rationale   | Key milestones   | Timeframe (start/end date) |                 | Person or group responsible                 | Success measures  |
|--------------------------------|--|---|--|----------------------------|-----------------|---|---|
|                                |  | speaker availability. A lower proportion of female academic and research staff agreed/strongly agreed that the timing of Departmental/School seminars allows them to attend (56%F, 87%M). |  |                            |                 |   |   |
| <b>5.6.7<br/>High priority</b> | Request Departments to self-monitor and report on gender balance in their outreach events (conferences, concerts, talks, workshops, publications). | Department Survey reveals that data on outreach activities is not systematically gathered across the Faculty.   | <p>Create a template for collecting outreach data, including gender identity, for HoSs/HoDs/Director AHI to implement.</p> <p>Circulate template for collecting data to HoDs/HoSs/Director AHI.</p> <p>Template used to provide data for report as part of Annual Academic Planning Meeting.</p> | 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 are using it to monitor outreach events with an EDI lens, ensuring visibility of diverse and inclusive role models, and reporting annually. |
|                                |  |   |  | Q3 2022                    | Q3 2022         | Dean, HoDs/HoSs, Director AHI.              |   |
|                                |  |   |  | Q1 2023                    | Ongoing; annual | Dean, HoDs/HoSs.                            |   |
| <b>5.6.8</b>                   | Improve awareness of   | The Department Survey revealed that   | Work with the EDI Office, the Access Office and  | Q2 2023                    | Q3 2023         | EDI Assoc. Dean, EDI Office, Access Office, | At least 80% of staff report awareness of accessibility   |

## 7. ACTION PLAN

| Action number                | Action  | Rationale   | Key milestones  | Timeframe (start/end date) |         | Person or group responsible      | Success measures   |
|------------------------------|---|---|---|----------------------------|---------|----------------------------------|--|
| <b>Medium priority</b>       | accessibility needs and best accessibility practices for staff and students in the Faculty, and of EDI supports for staff with accessibility needs. | HoSs/HoDs requested guidelines on best practice in ensuring the inclusion of colleagues with a variety of accessibility needs. While in-person Faculty meetings are held in an accessible location, this is not the case with all on-campus meetings. The existence of a University contact point in the EDI Office, for staff with accessibility needs, is not widely known. | 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. | Q3 2023                    | Ongoing | Departmental/School MAP Advisors | 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. |
|                              |   |   | 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.   | Q3 2023                    | Q3 2023 | EDI Assoc. Dean, EDI Office.     |  |
|                              |   |   | Add questions on accessibility awareness in Staff Survey 2023 and 2025 and future student surveys.  | Q3 2023                    | Ongoing | AS Implementation Group.         |  |
| <b>5.6.9 Medium priority</b> | Increase postgraduate students' awareness of the complaints process and   | A small number of Postgraduate research students in the PG Survey (19%M n=3, 0%F n=0) disagreed/strongly disagreed that their   | Work with Graduate Studies Office to ensure that the new University Student Complaint Process is communicated to all postgraduate students at University Orientation.   | Q3 2023                    | Ongoing | GSO.                             | Orientation ensures increased postgraduate students' awareness of the University Student Complaint Process.  |
|                              |   |   |   | Q3 2023                    | Ongoing |                                  |  |

## 7. ACTION PLAN

| Action number                           | Action  | Rationale  | Key milestones  | Timeframe (start/end date) |                        | Person or group responsible                               | Success measures   |
|---|---|--|---|----------------------------|------------------------|---|--|
|   | confidence in the Department's /School's effectiveness in handling complaints.  | Department/Schools would handle complaints effectively.<br><br>A new University Student Complaint Process is being instituted in the academic year 2022-23.  | Work with the GSO to improve training and awareness for Department and School PG Coordinators regarding University Student Complaint Procedure.   |                            |                        | GSO, EDI Assoc. Dean, Department/School PG Co-ordinators. | No students disagree/strongly disagree that their Department/Schools would handle complaints effectively in next Survey (2023).  |
| <b>5.6.10</b><br><b>Medium priority</b> | Improve knowledge of University Tutors' roles among all staff and ensure a stronger voice in the Faculty for University Tutors. | It proved difficult to assemble a quorate Focus Group of University Tutors, and UTs have only been represented at Faculty meetings since September 2021, which has impeded our understanding of the issues of concern to this group of staff.<br><br>The lack of formal mechanisms for University Tutors to publicise their expertise was brought up at EDI Forum. | 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.<br><br>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. | Ongoing<br><br>Q3 2023     | Ongoing<br><br>Ongoing | HoDs/HoSs, Dean.<br><br>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 Departmental and School webpages. |

## 7. ACTION PLAN

| Action number | Action | Rationale  | Key milestones | Timeframe (start/end date) |  | Person or group responsible | Success measures |
|---------------|--------|--|----------------|----------------------------|--|-----------------------------|------------------|
|               |        | The specific duties of University Tutors differ across the Faculty according to disciplinary needs. The University Tutors Discussion Group noted that, for those who undertake research-related activities and who wish to showcase those activities, their research, performance work, and publications are not visible on the University website owing to the lack of RIS profiles for Tutors. |                |                            |  |                             |                  |