7.   ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

We have grouped our Action Plan into the following sections:

1.   Data Collection

2.   Progressing Athena SWAN

3.   Student Recruitment, Admissions, and Attainment

4.   Staff Recruitment and New Starters

5.   Promotion

6.   Career Development

7.   Maternity, Paternity, Parental Leave, Flexible Working, and Career Breaks

8.   Departmental Culture

Abbreviations used in Action Plan

HoS   Head of School

HoSub   Head of Subject

SAT   Self Assessment Team

HR   Human Resources

GEC   Gender Equality Champion

DoT   Director of Teaching

PDR   Performance and Development Review

R&T   Research and Teaching

MPA   Managerial, Professional, and Administrative

UG   Undergraduate

PG   Postgraduate

PDRA   Postdoctoral Research Assistant

SFC   Scottish Funding Council

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
1. Data collection					
1.1	Repeat School Culture Survey	Continue to gather information on staff experiences, and monitor effectiveness of Action Plan	September 2018, September 2020	Gender Equality Champion (GEC)	Maintain high completion rate ≥ 68%, improvement in results (see other Actions)
1.2	Monitor gender balance of part-time students	Numbers of part-time students at both UG and PG levels are low, but it is important to monitor these to identify and address areas where there is gender imbalance	From September 2017	Directors of Teaching for UG and PG at Subject level	Gender balance for part-time students in all subjects in line with the Scottish Funding Council (SFC)'s targets by 2020. (SFC targets aim for no university subject to have a gender imbalance of greater than 75% of one gender by 2030.)
1.3	Survey female PGT leavers with a view to identifying barriers to PGR progression.	There is a significant gap (22%) between female students at PGT and at PGR levels. Female students are under-represented at PGR.	From September 2017	Directors of Teaching (PG)	Identification of issues, to be addressed by SAT in future actions
1.4	Collect data on the gender ratios of supervisors to supervisees in order to encourage potential supervisors to be aware of any unconscious selection bias	Admissions data for all three years show that fewer women apply for PGR courses, and in 2015-16 were disproportionately unsuccessful when they did apply.	From September 2017	Directors of Teaching (PG)	Complete data about gender ratio of supervisors to supervisees at PGR level
1.5	Survey exit interviews, and gather data from future staff surveys, concerning reasons for staff leaving, and reasons that would make staff leave	Women are underrepresented at Grade 8 and above in four of the six School subject areas. We need to monitor why women might leave prior to achieving promotion to these levels.	From September 2017	Head of School/Heads of Subject	Improved data from exit interviews and Staff Culture Survey about reasons for leaving the School/University.
1.6	Continue to review degree outcomes by gender for all Subjects in order to determine further trends in attainment	Attainment data show a range of different outcomes by gender. For instance, there have been very recent improvements in female attainment in some subjects – for instance, Celtic & Gaelic, and Classics – but we need to ensure that these are maintained, and put in place measures if they are not.	Annually	Directors of Teaching/Examination Officers	Improved understanding of trends in attainment and reporting to School Management Group of any action required.

1.7	ArtsLab to collect and share with SAT data on gender and career stage of those attending its workshops on grant applications	We aim to increase grant capture across the School, and it would be helpful to have information on who is attending workshops, so that we might encourage those who are not to take advantage of these.	Ongoing, report provided at end of each academic session	ArtsLab/GEC	Improved understanding of gender and career stage of those attending ArtsLab workshops via robust data.
1.8	In Focus Group work and In next School Culture Survey, investigate reasons why some female staff reported that gender impacted unfairly on training opportunities	Staff Culture Survey indicated that some female staff thought gender had a negative impact on training opportunities. Since we want opportunities to be, and be seen to be, open to all regardless of gender, we want to discover why there was this negative perception amongst some staff.	From September 2017	GEC/SAT	Improved understanding of reasons why female staff report negative impact of gender on training opportunities, and improved results in the next SCS
1.9	Collect data on staff participation in outreach and engagement activities	Staff contribution to outreach and engagement is recognised in the PDR and in promotion criteria. We do not currently have data at School level about participation, and it is important to rectify this so that we have a picture of what the School currently does, and so that we can think of ways of enhancing our outreach and public engagement activities.	From September 2017	HoSubs, HR	Database on outreach activities set up by September 2018

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
2. Progressing Athena SWAN					
2.1	Appoint a Gender Equality Champion to be Lead for SAT	It is important that SAT has the means to oversee implementation of the Action Plan, and this is best achieved via the School's appointment of a person with overall responsibility for implementing these actions (with appropriate workload allocations)	September 2017	HoS	GEC appointed by September 2017
2.2	Monitor composition of SAT, ensuring that no fewer than 50% of SAT committee members are male, and advertise opportunities to join SAT across all job families in School	It is important that the SAT is diverse and has appropriate balance of gender, job family, subject area, and grade. Of particular concern here is that suitable numbers of male colleagues are represented on the SAT, to avoid female staff being overburdened, given the underrepresentation of women in the School.	From September 2017	GEC, HoS	Gender balance on SAT, with at least 50% of SAT committee being male
2.3	Remit of SAT to be expanded to address equality and diversity issues more broadly, in particular those concerning race, class, and sexual identity	It is important that the remit of SAT is expanded, to include equality and diversity issues more generally.	From September 2017	GEC, SAT GEC, SAT	Equality and diversity issues concerning race, class, and sexual identity to be a standing item at all SAT meetings. Considerations of race and other protected characteristics will be included in future qualitative and quantitative data analysis
2.4	Implementation of Action Plan to be standing item at Subject and School Management Group Meetings	There needs to be information about, and support for, implementing the Action Plan at all levels of the School	From September 2017	HoS, HoSubs	Implementation of Action Plan to be standing item at these meetings
2.5	GEC and SAT members to be given appropriate support to implement action plan. SAT work to be recognized explicitly	The School and University recognise the importance of Equality and Diversity work, and the time-consuming nature of implementing	From September 2017	HoS, HR	GEC and SAT activity to be incorporated into School/College workload model

	as a valued contribution to Leadership, Management, and Citizenship in the PDR process and in promotions. School/College to consider possibility of including SAT activity in the new College workload model.	the Action Plan. So staff on the SAT need to be credited for their work on this.			
2.6	SAT to work with other Schools to help embed Athena SWAN activity throughout the College of Arts.	The School of Humanities/Sgoil nan Daonnachdan is the first in the College of Arts to apply for an Athena SWAN award. It is important that we share our experience and knowledge throughout the other three Schools, to help identify problem areas, share best practice, and assist with their own Athena SWAN applications.	From September 2017	GEC/SAT	GEC/SAT to liaise with other Schools, to embed AS activity throughout the College. College network of SAT members and Chairs to be established in first year of Action Plan.

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
3. Student Recruitment, Admissions, and Attainment					
3.1	Increase percentage of male UG and PGT students in Archaeology, Classics, Celtic & Gaelic, and Information Studies (HATII), through a number of measures. We will: (i) Enhance our recruitment activities so that male students are encouraged to apply for these subjects. These will include ensuring gender balance in staff representing at open days and offer-holder days; ensuring both male and female 'points of contact' for visitors on these days; balanced proportion of images of male and female staff in recruitment and advertising materials at Subject and School levels in both published information and online; experiences of male students to be prominent in recruitment and advertising materials, and to ensure male staff are engaged in outreach activities. (ii) Identify high performing male UG students in these subjects to discuss progression to PGT study and support for applications.	There is significant under-representation of male students in these subjects, at both UG and PGT levels. We wish to balance this, in line with the Scottish Funding Council's *Gender Action Plan* of 2016. This aims for no university subject to have a gender imbalance of greater than 75% of one gender by 2030. In 2015-16, both Archaeology and Celtic & Gaelic had fewer than 25% male students. Although numbers are very low, it is important to monitor gender balance of part-time students to ensure that this isn't a problem.	Ongoing	Admissions Office; open day and offer holder day organisers; PG conveners	Reduced imbalance in these subjects by 2020, in line with SFC's target ≥25% male

	(iii) Ensure part-time study option is prominent in our course documents, online information, and at Open Days.				
3.2	Develop a strategy to increase percentage of female students progressing from PGT to PGR. We will: (i) Target programmes with lowest rate of PGT to PGR conversion via recruitment and awareness-raising measures. (ii) Ensure PG conveners meet with all female PGT students to discuss opportunities to progress to PGR (iii) Survey female PGT leavers with a view to identifying barriers to PGR progression. (iv) Initiate a series of talks from current female PhD students, directed at PGT students, about the positive steps one can take towards successful PGR applications and study. (v) Collect data on the gender ratios of supervisors to supervisees in order to encourage potential supervisors to be aware of any unconscious selection bias	There is a significant gap (22%) between female students at PGT and at PGR levels. Female students are under-represented at PGR. Admissions data for all three years shows that fewer women apply for PGR courses, and in 2015-16 were disproportionately unsuccessful when they did apply. This suggests that the main issue for us to address is increasing the number of women applying to PGR programmes.	From September 2017	HoS, GEC, PG conveners	Improved progression from PGT to PGR across School Gender balance (50:50) at PGR across School by 2020.

	(vi) Raise awareness of this issue among PGT and PGR conveners and produce guidelines for maximising the potential of applications for PGR funding.				
3.3	Increase number of female students in Philosophy and War Studies PGT programmes, and the number of male PGT students in Information Studies (HATII).

PG conveners in Philosophy and HATII to communicate with promising female and male UG students in the Subject, respectively, advertising PGT courses, encouraging those who wish to continue studying the subject to apply to Glasgow, and highlighting funding opportunities. | Women are under-represented in Philosophy PGT programmes. Men are under-represented at PGT level in HATII, with no male PGT student in the past three years. | From January 2018, and annually | Subject PG conveners | Improved percentage of female PGT students in Philosophy (at least 40%), and male PGT students in HATII (at least 40%), by 2020. |
| 3.4 | All subject areas to monitor number of acceptances to offers at UG and PG levels, and evaluate steps taken in recruitment and admission. | Some subjects – for instance, Philosophy – have seen a decrease in offers to female applicants being accepted, relative to male applicants, over the last three years. In other Subjects female applicants are marginally but consistently more successful. We need to monitor these trends, and implement actions to enhance recruitment where a continuing negative pattern emerges. | Annually | Admissions Office/ Directors of Teaching for Subjects | Annual figures for acceptances to offers for all Subjects gathered. |

3.5	Review degree outcomes by gender for all Subjects in order to determine further trends in attainment, and to report on this issue at each Subject's Examination and Teaching Review Meeting.	Attainment data show a range of different outcomes by gender. For instance, there have been very recent improvements in female attainment in some subjects – for instance, Celtic & Gaelic, and Classics – but we need to ensure that these are maintained, and put in place measures if they are not	Annually	Subject Examination Officers, Directors of Teaching	Annual figures for degree outcomes by gender to be gathered
3.6	Senior Honours students in all Subjects are to be given the option of having a dissertation supervisor of the same gender. STEMM colleagues note that this action has helped their female students	Male students in some Subjects – for instance, Information Studies - are less successful than female students. We need to achieve gender balance in attainment across all subjects	Annually	Directors of Teaching	Increase in number of male students achieving highest grades (zero male graduates achieving firsts between 2014/14- 2015/16) in Information Studies (and other problematic subjects that emerge post-2017) by 2020
3.7	Staff marking course work that is not anonymized will have to undertake unconscious bias training	Some UG and PG coursework is not anonymized. This will include Senior Honours dissertations at the UG level, and class presentations at the UG and PGT levels. We need to ensure that there is no bias in the assessment of this work	Annually	HoSubs, HR	100% of academic staff with marking responsibilities to have undertaken unconscious bias training by 2019

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
4. Staff Recruitment and New Starters					
4.1	Increase number of female applicants for academic jobs within the School at R&T level. Actions will include the following: (i) School to actively encourage staff to share academic job advertisements with potential women applicants. (ii) Advertisements for all posts within the School to include a statement welcoming female applicants and underrepresented groups and stating that the School is committed to Gender Equality. Institutional Athena SWAN (AS) Award to be used on adverts. If this application is successful, AS Bronze Departmental Award logo, along with statement, to be added to the adverts. For Philosophy adverts, BPA/SWIP Good Practice Scheme logo to be included in all adverts. (iii) Ensure that all members of appointment panels have completed online unconscious bias training. (iv) A version of the British	School data indicate that women are under-represented in job applications, especially in History and Philosophy.	Ongoing from September 2017	HoS, HoSubs, GEC, HR	Improved percentage of female applicants to academic jobs at R&T level. Increased applications to positions in History and Philosophy from women to 30% by 2020. Information about impact on actions on application rates.

	Philosophical Association/Society for Women in Philosophy's *Good Practice Scheme*, currently adopted by Philosophy, will be rolled out to all subjects in the School; subjects will be encouraged to put in place an action plan in light of the Scheme's recommendations. (v) Review impact of these actions with respect to application rates for new positions in the School.				
4.2	Develop and implement a strategy to increase PGR applications to PDRA positions. Actions will include the following: (i) Staff applying for major grants should be encouraged to target women applicants for PDRA positions. (ii) Set up a database of relevant PDRA opportunities, in conjunction with ArtsLab, and promote this to PGR students in the School. (iii) Invite successful female academics who followed a PDRA pathway to speak to current female PGR students; this could be an event run by the School	PDRA positions are extremely important for early career researchers, giving them time to develop research, grant capture, and impact activities without teaching and administrative burdens. This will increase the number of women in a position to meet Essential criteria for Grade 7 positions.	Ongoing from September 2017	GEC, School Research Officer, ArtsLab	Improved percentage of female PDRAs in School. Gender balance (50:50) in PDRA positions in School

	network for female researchers (for details on network, see **Action 5.5(v)** below). (iv) Include advice on PDRA schemes and opportunities in PG induction and training events				
4.3	Ensure staff on fixed-term contracts sign up for the Job Seeker's Register	We aim to maximise continuity of employment for staff on fixed-term contracts. To maximize changes of redeployment, we want existing staff to register for the Job Seeker's Register, which guarantees interview for staff meeting criteria for new positions in the University.	From September 2017	HoSubs/Line Managers	All eligible fixed term staff to be encouraged to sign up for JSR during their term of employment at Glasgow
4.4	Produce a School Staff Handbook for all staff to strengthen induction and awareness of policies. Handbook to include information about induction, University structures, marking scheme, teaching timetable, mentoring, equality & diversity, role descriptions for jobs within the School, and other items to be included as a result of staff feedback.	Feedback from the Staff Culture Survey suggested some dissatisfaction with information about roles. Staff felt that more could be done to inform them about the University, College, and School, especially at an early stage in their careers.	September 2018	HoS, HoSubs, HR	Improved perception in School, measured by feedback on staff consultation, of induction processes, mentoring, and similar issues. <10% of staff expressing dissatisfaction with information about roles in Staff Culture Survey by 2020
4.5	School to encourage uptake of its new Mentoring scheme	Staff Culture Survey indicated no issues with mentoring of junior colleagues by senior colleagues. Nevertheless, we will encourage all staff to make use of the Mentoring scheme, given the great benefits that mentoring affords.	From September 2017	HoS, HR	Strong perception and uptake of formal mentoring opportunities, at least equal to figures in 2016 Staff Survey, as evidenced by the 2018 Staff Culture Survey.

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
5. Promotion					
5.1	Improve promotions pipeline, and in so doing improve number of female staff at Grade 8 and above throughout School. (i) The School Research Convener will meet with female R&T staff at all job levels in School subjects to discuss grant proposals, to articulate the support that is available from ArtsLab and elsewhere, and to encourage applications if appropriate. Female R&T staff will also be encouraged to apply for grants, as part of the annual PDR process. School will initiate 'confident writing' workshops, via ArtsLab, and targeted at female R&T staff. School will set up focus groups to address the issue of why female staff feel less supported in the promotion process. (ii) Female R&T staff to be encouraged to develop/be included in ongoing Impact Case Studies for REF2020. (iii) Female staff to be supported in undertaking public engagement opportunities to	There are gender imbalances at Grade 8 and above across the School. In addition, 25% of women in the Staff Culture Survey disagreed with the statement 'I have been encouraged to apply for promotion/regrading within the School'; only 20% of female staff reported that they had appropriate support at every stage of the promotion process; and 15% of women answered 'No' to the question 'I have been treated fairly regardless of my gender in the following respects: Promotion/ Regrading'. Other issues concern decrease in movement of female staff from Grade 7 through to Reader. Improving percentages here will be important for improving percentages of female professors. Given promotion criteria, actions targeting grant capture, impact/public engagement, and university service will be targeted.	All actions ongoing from September 2017	HoS, HoSubs, School Research Officer, ArtsLab, Subject Impact Officers, GEC, HR	Improve percentage of female staff at Grade 8 and above in R&T positions to at least 40% in line with overall cohort. Percentage of female staff to be above Benchmarks for subjects by 2020. <20% female staff who disagree that they have been given sufficient encouragement to apply for promotion, as indicated in future Staff Culture Surveys, by 2020.

	develop public profile. (iv) Appraisers for PDR process to be trained in order that they can continue to effectively encourage female staff to apply for promotion where appropriate, and to ensure that staff are aware of promotion criteria (v) Set up a School network for female academic staff to exchange career advice and offer professional support. Successful female staff at Professorial level will be encouraged to speak at network events. Successful male staff at Professorial level will also be encouraged to take part. (vi) Survey exit interviews, and gather data from future staff surveys, concerning reasons for leaving/ reasons that would make one leave.				
5.2	Enhance awareness of staff in School of promotion procedures. Measures will include: (i) Reviewer training should include a greater emphasis on using the PDR process for development and promotion,	Feedback from the Staff Culture Survey indicated that close to 20% of women disagreed that they had enough information about promotion procedures. In addition, the Teaching track has proved challenging for progression, and we wish to raise the profile of	From September 2017	HoS, HoSubs, HR, PDR reviewers	<10% of female staff who disagree that they had enough information about promotion procedures, as indicated in future Staff Culture Survey, by 2020. Improve proportion of females on Teaching only contracts, to meet benchmark figure of 52.3% by 2020.

alongside it as a tool to assess performance. To facilitate this, the HoS should liaise, where appropriate, with HoSubs on the workload implications of development plans. (ii) School to continue to run bespoke promotion workshops but include specific sessions on new criteria for Teaching track, to best equip Teaching staff with the knowledge and capacity for progression.	teaching and ensure it achieves parity of esteem in a research-intensive environment.			

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
6. Career Development					
6.1	Increase grant capture across the School, by working closely with ArtsLab, and by setting up School website to capture all of the informal grant-capturing activity and research networking that takes place at Subject level. Actions will include: (i) Construct School website to list formal and informal training and support for grant applications. Included here would be information about subject-level activities, funding opportunities, and possibly mentoring for early career grant applications. (ii) ArtsLab to collect and share with SAT data on gender and career stage of those attending its workshops. (iii) ArtsLab and/or School Research Convener to conduct debriefings with those whose grant applications are unsuccessful, to go over feedback, and to suggest ways in which the application might be revised and sent to a different funder.	We need to do more to support staff in successful grant applications, which are an essential part of career development. There are formal structures and training in place to provide training and assist grant applications and capture. However, there is a lot of informal work and support surrounding applications that take place at Subject level, and which would be very helpful to share with all Subjects in the School. In addition, we aim to work more closely with ArtsLab to increase the number of successful grant applications thereby improving career prospects of all R&T staff	From September 2017	School Research Convener, Director of ArtsLab	Improved grant capture for School as a whole, in line with University strategy of 65% of staff holding grants in period 2015-20

6.2	Set up focus groups to investigate why some female staff reported that gender impacted unfairly on training opportunities. Group will interrogate this issue further by asking questions about why training might be problematic – whether, for instance, dates and times are problematic, the wording of training courses unwelcoming, etc.	Staff Culture Survey indicated that some female staff thought gender had a negative impact on training opportunities. Since we want opportunities to be, and be seen to be, open to all regardless of gender, we want to discover why there was this negative perception amongst some staff.	From September 2017	GEC, SAT	<10% of staff reporting that gender impacted unfairly on training opportunities, by 2020.
6.3	Develop and implement strategy to ensure that PDR process recognises full range of skills and abilities. (i) PDR appraisers to ask staff which skills and abilities are being ignored or downgraded, and feedback to Senior Management with responsibility for PDR. Focus Group will also address this issue. (ii) Liaise with HR about Staff Culture Survey results, and include questions in next Survey that will help to identify points of concern.	Staff Culture Survey indicated that 39% of female staff disagreed or strongly disagreed that the PDR process recognised the full range of their skills and abilities. Since the PDR process is an integral part in career progression and staff development, it is important that it (like the workload model) accurately captures and reflects all of the work that staff do.	June 2018 (date of next PDR round, post-AS application)	HoS, Subject PDR reviewers, HR	Improved recognition of full range of skills and abilities in PDR process. <5% of staff disagreeing or strongly disagreeing about this in Staff Culture Survey in 2020.
6.4	Set up School Focus group to address fairness and transparency of new College of Arts workload model, which the School will soon adopt. The SAT will assess this to ensure that it	Staff Culture Survey indicated that 36% of female staff disagreed or strongly disagreed that allocation of workload takes in all work-related activity. And 20% of female staff disagreed or strongly disagreed that	From September 2017	GEC, HR, HoSubs	Improved perception in School that workload allocation is fair and transparent. <5% of staff disagreeing or strongly disagreeing on these questions in Staff

	represents an improvement in terms of fair and transparent allocation of workload. It will also investigate ways to prevent female academics from being overburdened by significant administrative roles. It will feedback to College and University any concerns on this issue.	workload was allocated on a fair and transparent basis. Although there was little discrepancy between genders on these issues, it is very important that they are addressed for female and male staff.			Culture Survey by 2020

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
7. Maternity, Paternity, Parental Leave, Flexible Working, and Career Breaks
7.1	Ensure that staff who go on maternity and shared parental leave have information about being 'buddied' with another member of University staff, of equal or higher grade, who has been on the leave process, to help to facilitate their return.	The School does not at present operate a 'parental buddy network' whereby staff who go on maternity and shared parental leave are buddied with another member of staff. But it is important that School staff are given information about and encouraged to volunteer for the University's scheme	From September 2017	HoS/HR	Successful uptake of University's parental buddy network in the School, with at least two buddies of each sex volunteering as buddies.
7.2	Improve support for staff on return to work, and enhance information about childcare facilities. (i) The SAT recommends that the School ensure, through a mandatory meeting between HoS and staff about to go on maternity, paternity, or adoption leave, that staff are familiar with the right to request flexible working on return, and with the support available through the University's Academic Returners and Research Support Programme (ARRSP). This includes provision of up to £10,000 which can be used towards research, conference attendance, additional training and other needs. This is open to staff of any gender. (ii) The School should raise	The Staff Culture Survey indicated that over 10% of men and women agreed that the University did not do enough to support staff returning to work after maternity or adoption leave. In addition, significant percentages of staff also thought that the University was not doing enough to support childcare.	From September 2017	HoSubs/HR/ University Senior Management	<10% of staff agreeing that the University did not do enough to support staff returning to work after maternity or adoption leave, by 2020. <10% of staff agreeing that the School did not do enough to support childcare, in conjunction with the University, by 2020.

	awareness of local nursery and childcare provision near the University. (iii) Create case studies profiling parents who have made use of family-friendly policies like paternity leave and include question on Staff Survey to determine why male staff eligible to take paternity leave elected not to.				
7.3	Raise awareness of family-friendly and work-life balance related policies. (i) Link to HR Equality and Diversity pages from School and Subject Area webpages, and give information about all of the University policies on these issues, including examples of how to use KIT days, in the Staff Handbook. (ii) Information on such policy issues to be highlighted at induction for new staff. This means that HoS, HoSA, HoSubs, and PIs need to be fully aware of policy issues. (iii) Set up working group to consider best way of advertising flexible working policy. Information on policy on leave	Staff Culture Survey indicated a range of areas where there was a lack of awareness and understanding on a range of policy issues. These included maternity, paternity, parental, and adoption leave; emergency time off to care for dependents; and flexible working. Relatedly, significant numbers of what we regard as eligible staff failed to take up leave and flexible working opportunities. Given the importance of these schemes for addressing career progression for female staff in particular, it is vital that we increase awareness of policy in these areas.	From September 2017	GEC, School IT Officers, HR, PDR assessors	Improved awareness of University policy on issues surrounding maternity, paternity, parental leave; emergency time off to care for dependents; flexible working. <5% of staff indicating a lack of awareness in Staff Culture Survey by 2020.

and flexible working to be discussed at each PDR meeting with appraisers. Staff will be encouraged to familiarise themselves with opportunities where these are relevant.				

Ref	Description of Action	Rationale	Timeframe	Responsibility	Success Criteria and Outcome
8. Departmental Culture					
8.1	Set up focus groups to address differences in perception between men and women on various issues regarding gender that were highlighted in the Staff Culture Survey. Findings from focus groups will inform and direct questions in next Staff Culture Survey.	The Staff Culture Survey showed a disparity in the perception of male and female respondents on a number of issues, with higher proportions of women believing that gender discrimination plays a part in a number of areas, such as the supportiveness of the working environment, the fairness of the promotion and regrading process, and the inclusivity of decision making. It is important for us to investigate this further, to understand the reasons for this disparity in perception, and to put in place measures to address this.	September 2017	GEC, SAT	No significant differences between male and female respondents to future Staff Culture Survey on supportiveness of working environment, fairness of promotion and regarding procedures, and inclusivity of decision making. <5% of staff reporting negative experiences overall.
8.2	Heads of Subject to schedule work-related social activities to take place between 10am and 4pm, where practicable, and investigate different possible models for socialising.	Staff survey indicated that 27% of female staff thought that work-related social activities were not scheduled so that those with caring responsibilities could attend. This figure is 10% higher than male staff who disagreed on this issue, and needs to be addressed so that those with caring responsibilities do not miss out on both social and networking opportunities	From September 2017	HoSubs	Improved perception in School that social events are available to all. <5% of staff disagreeing or strongly disagreeing on these questions in Staff Culture Survey by 2020
8.3	Ensure all staff complete online Equality and Diversity training	Only 63% of staff have taken the mandatory online Equality & Diversity training. This needs to be improved, given the importance of all staff being aware of Equality and Diversity issues	September 2017	HoS	100% completion rate for staff by September 2018
8.4	Encourage staff to have balanced syllabi for their	It is important for staff in all subjects to aim for balanced syllabi, i.e. not	From September 2017	Subject Directors of Teaching; Philosophy's	Greater awareness of the need for balanced syllabi across School.

	courses. Philosophy's Action Plan in response to the BPA/SWIP Good Practice Scheme – which asks colleagues to produce balanced syllabi and course content – to be rolled out across the School.	have the assigned reading consist of works produced by one gender only, where possible		Equality Champion	90%+ staff reporting awareness of the need to consider balancing syllabi, by 2020
8.5	Advertise policies and support networks to address behaviour that causes female staff to feel uncomfortable at work. (i) SAT to liaise with HoSubs to ensure that School staff are aware of how to report instances where they feel uncomfortable at work. (ii) The Full Stop Campaign aimed at highlighting the University's Dignity at Work and Study Policy, and the Harassment Volunteers Network, was launched at the University in 2016. The School will work to further promote this campaign to all staff and students, through advertising on Subject pages, at Induction events, and at Subject meetings	Staff Culture Survey indicates that 20% of female staff, compared to 6% of male staff, have experienced a situation in which they feel uncomfortable because of their gender. It is important that staff are aware of how to report these instances to their line manager/supervisor or the Harassment Volunteers Network. However, 77% of female staff, compared to 70% of male staff, are unaware of the support offered by the latter.	From September 2017	HoS, HoSubs, GEC	Improved awareness of policies and support networks. <5% of women reporting that they feel uncomfortable at work because of their gender, by 2020. >50% of staff who are aware of Harassment Volunteers Network and Dignity at Work and Study policy, by 2020.