

Appendix A: Action plan 2016 – 2019

Objective	Actions already taken	Actions planned 2016-2019	By	Timeline	Success measure
1. Self-assessment and sharing of good practice					
1.1 Continue to promote the School's ongoing Athena activities, review progress and share good practice	1.1a From 2012: Annual report to SEC (plus discussions <i>ad hoc</i> as required). A member of the E&D committee present at all SEC meetings From 2014: annual presentations at all Institute staff meetings.	Continue annual report to SEC as well as annual presentation at Institute staff meetings.	E&D Chair	Annually	Assess impact through focus groups and repeat culture survey in 2018. Target – increased awareness of equality (including gender equality) and increased perception of a culture of respect, including a female-friendly ethos, throughout the School. Staff and students to contribute new ideas to the work of the E&D committee
	1.1b Since 2012, E&D committee meeting	Rolling membership of the E&D committee introduced (3 years). Sub-groups of the E&D committee to work on specific subjects (e.g. support for disabled staff)	E&D Chair	Quarterly (more if needed for sub-groups)	
	1.1c New action	E&D committee actions to be presented at the School meeting which all staff are invited to attend.	E&D Chair	Annually	
	1.1d New action	Data from AS 2016 application to be discussed at School wide research symposium	E&D Chair	May 2016 and May 2019	
	1.1e	In 2016, we published an	E&D chair and project	2016-2017	

Appendix A: Action plan 2016 – 2019

	New action	<p>E&D website linked directly from the School’s front landing page. It can also be found by search engine. This gives information about our School initiatives http://www.ed.ac.uk/biology/equality-and-diversity</p> <p>From 2016 Expand the website to incorporate career development opportunities. We hope to attract more people to the site by doing this.</p> <p>Add pages to the website showcasing female role models in the school</p>	officer	Website to be revised annually afterwards.	This will be evidenced in 2018 by an increase of the proportion of both female and male staff agreeing to every perception question in the staff survey by at least 15% compared to 2016.
1.2 Promote SBS E&D actions within and out with the University. SBS to be recognised nationally as beacon of good practice	1.2a We continued to participate in the annual Women in Science & Engineering (WISE) Event and promoted this in the School	We will organise and host the WISE 2017 workshop to showcase the achievements of women in science, technology, engineering and mathematics.	E&D Team members	2017	Target: SBS good practices and
	1.2b We continued to organise events within the School. In 2015 the	Continue to organise events within the School and collect feedback –	E&D Team members	Ongoing	

Appendix A: Action plan 2016 – 2019

	“Potential Difference” exhibition was presented at the Royal Society of Edinburgh				initiatives shared across the University
	1.2c We contributed to the University Athena and College E&D Networks, including informing University strategy.	Continue action E&D Chair part of college E&D committee and AS university network From 2015: E&D Chair part of School mathematics self-assessment team	E&D Team	Quarterly	
	1.2d New action	A film prepared in partnership with the Wellcome Trust on preparing an AS application https://www.youtube.com/watch?v=_fL0LleQhgA E&D committee members encouraged to act as beacon of good practice and advise other departments/Universities E&D chair to reach out to Gold departments to learn good practices.	E&D Chair & HoS	2016	Target: video released on youtube (2016) Target: finances to support beacon activities agreed by School Target: all institutions that we help achieve Bronze or Silver status.
	1.2e New action	SBS to present its E&D actions at “AS Silver” workshop organised by Equate Scotland		2017	Target: participation in two workshops (2017, 2019)

2. Baseline Data and Supporting Evidence					
Objective	Actions already taken	Actions planned 2016-2019	By	Timeline	Success measure
2.1 Collect and monitor relevant staff and student data.	2.1a From 2012: we monitored all staff & student data categories presented in the Athena Silver application.	Extend monitoring and collection of data to all staff groups (academic, professional services and support staff).	E&D Project Officer, supported by School and University HR and Student Records staff.	Annually	Target – all relevant data to be available for review within 2 months. An analysis of the data will be included in the annual report to SEC, with recommendations for further action.
	2.1b New action	Hold focus groups with professional services and support staff	E&D Chair and E&D Project Officer.	2017	Implement findings from consultations by identifying major career development needs for professional and support staff. Review training opportunities available increase awareness and monitor uptake
	2.1c From 2012: we collected and analysed more detailed data on career progression for male and female PIs.	Detailed analysis of PIs CVs will be performed for a subset of at least 15 PIs to document career progression time line with respect to career breaks and part-time working.	DoPS, E&D Officer.	2016-2017	Identify any effects of gender, parental leave, part-time working or mentoring. If found, investigate ways of providing additional support for women and adjust the Workload Model to compensate.

Appendix A: Action plan 2016 – 2019

	2.1d We compared contributions of male and female PIs to different types of role in the School/	From 2016, annual gendered analysis of workload model to be presented at SEC.	DoPS, E&D Chair	Annually	Ensure a more balanced distribution, if necessary - e.g., by modifying the Workload Model.
	2.1e New action	Hold focus groups for part-time staff to identify perceived barriers to career progression	E&D Chair and E&D Project Officer	2017- 2018	Implement findings from consultations by identifying career development needs. Raise awareness among line manager on specific issues for promotion of part-time staff

3. UG and PG Students					
Objective	Actions already taken	Actions planned 2016-2019	By	Timeline	Success measure
3.1 Maintain the proportion of MSc places taken by women.	3.1a We reviewed intake data annually especially as new courses were put forward and reviewed promotional material	Continue to review data annually. Examine female/male ratios from individual courses to check if lessons can be learned from courses that attract more women.	E&D Chair Director of Teaching/Biology Teaching Organisation marketing and recruitment officers.	Annually	PGT female representation maintained
3.2 Maintain the proportion of PhD places taken by women.	3.2a We reviewed intake data annually and reviewed promotional material.	Continue to review intake data and report to graduate school committee	Director of Graduate School and E&D Chair	Annually	PGR female representation maintained

Appendix A: Action plan 2016 – 2019

3.3 Support female PhD students	3.3a New action	Family friendly policy information sessions for PhD students	E&D research and graduate school officer	annually	Survey indicates proportion of PhD students that understand policies in relation to gender equality increased by at least 20%.
	3.3b Since 2013 WISE mentoring group for PhD and students have met monthly	Continue WISE group and open it to all students at college level	Director of Graduate School, Postgraduate Officer, E&D Chair.	monthly	The number of members of the WISE group is maintained as students graduate and new students join the School.

4. Key Career Transition Points, Appointments and Promotions					
Objective	Actions already taken	Actions planned 2016-2019	By	Timeline	Success measure
4.1 Ensure good practice in appointment procedure applies to all recruitment.	4.1a Composition of selection panels is recorded	Continue to monitor composition of all selection panels. Unconscious bias training compulsory for participation for selection panel.	DoPS and School HR team to collect data. E&D Team to monitor.	Ongoing, monitoring annually	Target – all panels to include at least one woman and one man and one member of staff trained in recruitment and equality (including unconscious bias)
	4.1b We promoted training in E&D and in unconscious bias among line managers.	Continue to promote training. Identify new training opportunities focussing on practical advice on avoiding bias in selection	Hols and DoPS.	ongoing	Target – 95% of line managers to have completed training by 2018 (95% assumes that 5% of line managers joined in the previous 6 months - our rolling target is for all arrivals to complete training within 6

Appendix A: Action plan 2016 – 2019

					months.) New training opportunities (including face-to-face) identified by mid-2017, implemented in 2018-19
--	--	--	--	--	--

4.2 Increase the proportion of job applications from women, particularly for more senior posts.	4.2a We highlighted University and School policies that are female/family-friendly in job adverts. These are already included in all SBS job descriptions.	We will arrange for the text that mentions family friendly policies to be displayed more prominently in each job description.	DoPS. E&D Team to monitor.	Ongoing form 2016	Proportion of job applications from women at each grade from UE08-10 to have increased by at least 20% by the end of 2014. Proportion of female applicants at grade UE06-7 to be at least maintained
	4.2b We issued revised guidelines to line-managers for writing job descriptions and for interviewing.	In the 'desirable' skills section of the person specification for posts (academic positions in particular) include "Demonstrated ability to work in group/in a team/cooperatively" This helps attract women applicants but does not detract men Specific questions at interview to evidence such skills	DoPS, E&D Chair	Ongoing from 2016	

Appendix A: Action plan 2016 – 2019

	4.2c Ensure search committees for Professorial posts include both men and women and actively seek to identify potential female candidates.		HoS, Hols	Ongoing from 2016	E&D team to monitor data for all posts annually and for PI posts as they are filled.
	4.2d New action	Include a link to our SBS E&D website in every job specification.		From May 2016	Female PIs to have increased by <i>at least</i> 5% by the end 2015.
	4.2e From 2015 job adverts have been placed on the WISE campaign website	From 2016 job adverts will be circulated to the WILS database http://www.embo.org/science-policy/women-in-science/wils-database-of-women-in-life-sciences	DoPS, HR team	January 2016 onwards	
4.3	4.3a New action	E&D fact and figure sheet to be added to website and to be distributed at interview.	E&D team, HR team	2017	
4.4 Improve the situation for staff taking maternity or adoption leave.	4.4a Ensure appropriate maternity cover for all staff taking leave. Ensure that this does not impinge on colleagues' workloads, employing direct replacements when necessary.	From 2016: written school policy detailing maternity cover. From 2017: update policy to adapt to the new shared parental leave scheme.	DoPS to report on annual maternity arrangements to E&D committee E&D Team to monitor implementation and satisfaction of returners.	Update of document in 2017-18	Target - All staff taking maternity/adoption/shared parental leave report a high level of satisfaction with the arrangements made. 2018 Survey indicates increased awareness of family friendly

Appendix A: Action plan 2016 – 2019

	4.4b New action	Written policy on reduced workload upon returning from maternity leave Update policy to adapt to new shared parental leave scheme	DoPS, E&D committee	update in 2017-18	policies
4.5 Improve the situation for staff with childcare responsibilities	4.5a New action	Lobby the University for support for emergency child care arrangements	E&D chair	2016 onwards	University reviews variety of options and reports back
	4.5b New action	Lobby the University regarding access to affordable childcare through improved access to onsite University nursery	E&D chair	2016 onwards	Increased provision of affordable childcare by University

5. Career Development					
Objective	Actions already taken	Actions planned 2016-2019	By	Timeline	Success measure
5.1 Universal completion of appraisal (P&DR)	5.1a From 2010 simplify guidance and paperwork, introduce incentives for line managers.	Staff database to prompt reminders for P&DR Revision of P&DR form to include self-reflection and discussion of <i>all</i> sets of activities (research, teaching, knowledge exchange and administration).	DoPS and School HR Team. E&D Team to monitor	2017-18	100% staff who have been in post for more than 12 months to have had an appraisal within the last year (target to be met by end 2018). E&D Team to monitor progress twice yearly. Collect feedback from BiodocSoc P&DR worksho

Appendix A: Action plan 2016 – 2019

	5.1b Enforce P&DR training for appraisers and appraisees	Promote awareness of tools available through the University Online development toolkit http://www.ed.ac.uk/human-resources/learning-development/online-development-toolkit	DoPS, Hols and HoS	Annually	
	5.1c P&DR workshop with BioDocSoc piloted in 2014	P&DR workshop with BioDocSoc.	E&D Team	2017 and 2019	
5.2 Increase quality of P&DR	5.2a New action Increase quality of P&DR feedback	Implement suggestions developed by the university working group on quality of P&DR	DoPS, Hols and HoS	As they become available	2018 Culture survey to indicate a 20% increase in the proportion of staff that consider they are provided with a helpful annual appraisal

5.3 Make effective mentoring accessible to all staff.	5.3a From 2010 established mentoring scheme for new early career PIs.	Continue to promote the established mentoring scheme	RDO with support from Hols. E&D Team to monitor.	Ongoing	Assess impact through 2018 focus groups and 2018 culture survey. Target – increase the number of mentoring relationships by 20%
	5.3b Made researchers more aware of existing mentoring opportunities.	From 2017 Establish a “mentoring champion” to promote mentoring amongst PDRAs		2017	
5.4 Increase understanding of promotion and reward process	5.4a New action	Lunchtime learning sessions on ‘Promotion and reward’.	DoPS, E&D chair	2016 and 2018	Feedback collected from 2016 info sessions to evaluate impact/ 2018 Survey indicates increase of proportion of staff aware of promotion process and criteria by 20%

Appendix A: Action plan 2016 – 2019

<p>5.5 Help for staff & PhD students with caring responsibilities to attend career development events.</p>	<p>5.5a New action</p>	<p>Family support fund that all staff and PhD students can apply to for reimbursement of additional care expenses to attend career development events, networking events and conferences.</p>	<p>E&D Chair and E&D PO</p>	<p>Launched January 2016</p>	<p>Applications to come from all groups of staff (academics, PhD students, professional services).</p> <p>Number of applications increases every year.</p>
<p>5.6</p>	<p>5.6a In 2015 we provided individual career coaching for 12 women staff members.</p>	<p>Continue with the career coaching programme. Six places per year at least. This will be open to female and male staff in the School (academic and professional services staff)</p> <p>-Report to be presented to SEC in 2016 with recommendations from the two coaches.</p> <p>-Coachees to be re-surveyed 18 months after completion to evaluate the impact on their career development.</p>	<p>E&D Chair and E&D PO in partnership with Equate Scotland.</p> <p>SEC for implementation of general recommendations on career development.</p>	<p>Annual rolling programme</p>	<p>Feedback from coachees to indicate high level of satisfaction.</p> <p>Target: at least 80% of the coaches have taken further actions for career development 18 months after completion.</p>
<p>5.7 Improving success rates</p>	<p>5.7 In 2015 we analysed success rates for grant applications by gender</p>	<p>Work with the School Research Committee to identify new ways of</p>	<p>DoR, E&D Chair, School Research Committee, DoPS</p>	<p>2017</p>	<p>Develop concrete grant writing support actions.</p>

Appendix A: Action plan 2016 – 2019

from grant applications from women		improving grant applications. Continue annual monitoring of success rates.			In 2018 at least 30% of grant applications benefit from new actions In 2019 60% of applications benefit from new actions.
------------------------------------	--	---	--	--	--

6. Organisation and Culture					
Objective	Actions already taken	Actions planned 2016-2019	By	Timeline	Success measure
6.1 Timing of seminars.	6.1a All seminars have been within core hours since 2013	Continue monitoring	E&D committee	Annually	Over 85% of staff agrees that meetings are completed within core hours
6.2 Ensure women visibility at seminars	6.2a New action	Monitor the proportion of women speakers at seminars.	E&D committee and Institute secretaries	Every 6 months	At least 30% women speakers in all seminars series
6.3 Promote awareness of other equality issues beyond gender equality	6.3a New action	Promote awareness of the LGBT staff network, disabled staff network and disabled staff officer, the University Race equality charter	E&D committee specific sup-group	2017	Specific questions added to 2018 culture survey to monitor awareness
6.4 Ensure nominations processes to awards and	6.4a New action	Creation of “Nominations and Awards” committee	HoS	2017	Committee set up in 2017. Track gender balance of nominees annually

Appendix A: Action plan 2016 – 2019

prizes consider all eligible staff					
6.5 Promote a culture of inclusiveness	6.5a New action	Campaign against harassment to promote dignity and respect in the workplace.	Dignity and respect officer DoPS E&D team	2016-17	2018 culture survey indicate at 90% of staff agrees that SBS makes it clear that unsupportive language and behaviour is not acceptable
6.6 Increase participation in decision making.	6.6a Monitoring of representation of women on School's committees.	Continue to monitor representation of women on School's committees.	E&D Project Officer.	Ongoing	Maintain proportionate representation of women on School's committees.

7. Flexibility and managing career breaks					
Objective	Actions already taken	Actions planned 2016-2019	By	Timeline	Success measure
7.1 Increase awareness of the School's policies and procedures among all staff, via School E&D webpages, staff meetings, staff induction	7.1a Ensure awareness of entitlement to parental and adoption leave and the procedure for reporting leave.	From 2015, annual lunch time info sessions about family friendly policies of the University and the School	DoPS and College HR. E&D Team to monitor implementation	Annually	85% awareness in culture survey 2018. Feedback collected from info sessions to identify possible improvements
	7.1b Ensure awareness of University & School policies and procedures for requesting a change to working hours and the School's policy for accommodating them.	Will be presented at family friendly info sessions		Annually	

Appendix A: Action plan 2016 – 2019

Key to abbreviations:

E&D Team: Equality and Diversity Committee
HoS: Head of School
Hol: Head of Institute
SRDO: School Researcher Development Officer.

DoPS Director of Professional Services
HR: Human Resources staff
SEC School Executive Committee

Appendix B: Progress on action plan 2013 - 2016

Description of Action	Actions taken/planned	By	Timescale	Evaluation	Progress at April 2016
1. Self-assessment and sharing of good practice					
<p>1.1 Continue to promote the School's ongoing Athena activities, review progress and share good practice</p>	<p>a) Discuss actions and report progress to School Executive Committee (SEC), Staff meetings of each Institute, BioDocSoc and Undergraduate students.</p>	<p>AS Conven or</p>	<p>Three discussions held with SEC during the self-assessment process. Annual report to SEC, from March 2013 (plus discussion <i>ad hoc</i> as required). Attend Institute staff meetings, BioDocSoc and undergraduate meetings Regularly, from Oct. 2012</p>	<p>Assess impact through focus groups 2013 and repeat culture survey, 2014. Target – increased awareness of equality (including gender equality) and increased perception of a culture of respect, including a female-friendly ethos, throughout the School. This will be evidenced in 2014 by a minimum of 85% of both female and male staff agreeing to every perception question in the QuickCAT survey, or an increase where at least 85% already agree.</p>	<p>Good progress E&D chair now presents regularly at SEC, and presentations at all Institutes staff meeting are now annual.</p> <p>Qualitative impact assessed in 2015: focus group with female staff and PhD students indicated increased perception of a culture of respect, including a female-friendly ethos, throughout the School.</p> <p>E&D chair (as well as other committee members) is regularly consulted by members of staff on equality matters (on average twice a month in the last 2 years)</p> <p>2016 culture survey indicated that 75% of staff understand why SBS takes action on gender equality but we have not yet reached 85%</p>

Appendix B: Progress on action plan 2013 - 2016

	b) Place Athena pages on externally-facing School website	AS Project Officer	By end Dec 2012		<p>Excellent progress</p> <p>AS pages on external facing website in Dec 2012. NEW In 2015: we launched an E&D website for SBS which is linked directly from SBS main page. http://www.ed.ac.uk/biology/equality-and-diversity</p>
	c) Participate in annual Women in Science & Engineering (WISE) Event, promote this in the School and analyse feedback.	AS Team members and others	Annually, from April 2012		<p>Limited progress</p> <p>School staff have participated on an individual basis but feedback has not been collected. We will hold the WISE event in 2017</p>
	d) Continue to organise SET events within the School and collect feedback.	AS Team members	Ongoing from 2011		<p>Excellent progress</p> <p>We held the “Potential Difference” exhibition in 2015, showcasing women in SBS.</p>
	e) AS Team to act as School’s E&D Committee.	AS Team	Ongoing: Meets quarterly, from June 2012		<p>Excellent progress</p> <p>AS team became SBS E&D committee with new members as of 2013</p>
	f) Remaining AS Team members and SEC members to complete E&D training, to enable better support of colleagues	AS Team members, SEC members	by Feb 2013.		<p>Excellent progress</p> <p>SEC and E&D members completed e-diversity training and unconscious bias training.</p> <p>May 2015</p>

Appendix B: Progress on action plan 2013 - 2016

					Half day Unconscious bias training with Aster-Fanshawe with senior management and members of E&D committee.
	g) Further contribute to the University Athena and College E&D Networks, including informing University strategy.	AS Team	Quarterly from September 2011.		<p>Excellent progress E&D chair and E&D project officer have contributed to the University Athena SWAN Network and College E&D Committee quarterly, including informing University strategy and contributing to the University Athena Swan Silver application</p>

2. Baseline Data and Supporting Evidence					
2.1 Collect and monitor relevant staff and student data.	a) Continue to monitor all staff & student data categories presented in the Athena Silver application.	AS Team, supported by School and University HR and Student Records staff.	Annually	Target – all relevant data to be available for review within 2 months. An analysis of the data will be included in the annual report to SEC, with recommendations for further action. (Targets for change in these metrics are detailed below).	Excellent progress From 2012: monitored all staff & student data categories presented in the Athena Silver application. Data presented at SEC in 2014, 2015 and 2016
	b) Consult first- and final-year undergraduates on perceptions of a scientific career and their career support needs. Hold focus group with PhD students to understand why they chose postgrad research here.	AS Convenor and AS Project Officer.	1 st year: Oct 2012 (done), 4 th year: May 2013, PhDs: March 2013	Implement findings from consultations by revising promotional material and selection criteria or increasing the provision of career advice (with Biology Teaching Organisation) if necessary.	Good progress Survey indicates that female students that take UG degree in SBS are not discouraged from continuing in research, but students feel that there is not enough provision of career advice. Guest lecture (from 2016/17) presenting research and career paths has been added to 1st year UG courses. Focus groups with PhD students did not identify any specific gendered pattern in decision to join SBS

Appendix B: Progress on action plan 2013 - 2016

	<p>c) Collect and analyse more detailed data on career progression for male and female PIs.</p>	<p>DoPS, AS Conven or.</p>	<p>Jan-Aug 2013</p>	<p>Identify any effects of gender, parental leave, part-time working or mentoring. If found, investigate ways of providing additional support for women and adjust the Workload Model to compensate.</p>	<p>Limited progress</p> <p>SBS has only recorded promotion data from 2005/6 so it is not possible to analyse career progression from these data.</p> <p>We have identified 15 PIs (7 women 8 men) whose CVs will be analysed in detail for career progression in 2017.</p>
	<p>d) Compare contributions of male and female PIs to different types of role in the School, especially outreach activity, pastoral care, and external roles.</p>	<p>DoPS, AS Conven or</p>	<p>Jan-Aug 2013</p>	<p>Ensure a more balanced distribution, if necessary - e.g., by modifying the Workload Model.</p>	<p>Good progress</p> <p>In 2012 men had a significantly higher contribution to pastoral care.</p> <p>In 2015/16 the proportion of activities is similar for men and women except for teaching where men tend to have a higher proportion.</p> <p>This workload data will now be analysed annually.</p>

Appendix B: Progress on action plan 2013 - 2016

3. UG and PG Students					
3.1 Increase the proportion of MSc places taken by women.	a) Change promotional material, to present a more positive image of women in the School, and modify the recruitment process to including online visits etc.	Director of Teaching/Biology Teaching Organisation marketing and recruitment officers.	from Nov 2012	PGT female representation equivalent to UG achieved Sept 2012. Target – to maintain this level in line with UG representation.	Good progress. Promotional material changed resulting in stabilisation of female applications. PGT female representation stable with an increase up to 65% in 2015/16
	b) Focus groups with MSc students to identify which aspects of the new MSc recruitment process were effective.	AS Convenor.	March 2012	Use this information to improve MSc recruitment (Action 3.1a) and PhD recruitment (Action 3.2b).	Not implemented. As our actions on promotional material were successful we did not implement focus groups. We will continue to monitor applications and evaluate the necessity of focus group depending on results.
3.2 Maintain the proportion of PhD places taken by women.	a) Implement online application, transparent admission criteria and selection panels with at least one female and one male PI.	Director of Graduate School. AS Team to monitor	Implemented Dec 2010	Continue to monitor admissions. Review selection criteria. Target, ≥60% PhD applications from women and continued female representation equivalent to UG level.	Good progress. Changes in application processes implemented since 2010/11 and now fully embedded in practice.

Appendix B: Progress on action plan 2013 - 2016

	b) Change promotional material and recruitment process (as for MSc students, 3.1).	Director of Graduate School, Postgraduate Officer, AS Convenor.	from Dec 2012		Limited progress. Promotional material has been changed. Applications from women have fallen to 50% in the last two years. We will closely monitor and review promotional material if trends continues.
--	--	---	---------------	--	--

4. Key Career Transition Points, Appointments and Promotions					
4.1 Ensure good practice in appointment procedure applies to all recruitment.	a) Monitor composition of all selection panels.	DoPS and School HR team to collect data. AS Team to monitor	from Sept 2012	Target – all panels to include at least one woman and one man and one member of staff trained in recruitment and equality.	Good progress. Now fully applied and monitored by HR team
	b) Promote training in E&D and in unconscious bias among line managers.	Hols and DoPS.	from April 2012	Target – 95% of line managers to have completed training by December 2013 (95% assumes that 5% of line managers joined in the previous 6 months - our rolling target is for all arrivals to complete training within 6 months.)	Good progress. Training has been widely promoted throughout the School, through talks, online training and face to face training. Limited progress Because we used a variety of training means, recording of completion is challenging.

Appendix B: Progress on action plan 2013 - 2016

	c) Include E&D, recruitment and P&DR training in induction of new line managers.	Hols and DoPS. AS Team to monitor	from Sept 2012		<p>Good progress Systematically applied since 2012. Compulsory training included in the induction pack given to all new starts</p> <ul style="list-style-type: none"> Attend P&DR course for reviewers and/or reviewees Attend 'Effective recruitment and selection' course – for managers only e-diversity in the workplace Unconscious bias added in 2015
--	--	-----------------------------------	----------------	--	--

4.2 Increase the proportion of job applications from women, particularly for more senior posts.	a) Highlight University and School policies that are female/family-friendly in job adverts.	DoPS. AS Team to monitor	Implemented July 2012, with advice from SRC.	<p>Proportion of job applications from women at each grade from UE07-10 to have increased by at least 20% by the end of 2014.</p> <p>AS Team to monitor effects for all posts annually and for PI posts as they are filled.</p> <p>Female PIs and researchers to have increased by <i>at least</i> 5% by the end 2015.</p>	<p>Variable progress</p> <p>Good progress Change in advert implemented since 2012. Revised in 2013 to include mention of flexible working.</p> <p>Good progress. Since 2014 desirable skills included in the job specification for posts (academic positions in particular) include "Demonstrated ability to work in group/in a team/ co-operatively"</p>
	b) Include Athena Silver logo in job adverts, if this application is successful.	DoPS	2013		
	c) Issue revised guidelines to line-managers for writing job descriptions.	DoPS, AS Conven or	Nov. 2012, with advice from SRC		

Appendix B: Progress on action plan 2013 - 2016

					<p>Limited progress. Proportion of job applications from women has increased at grade UE06, UE07 and UE10 but not at UE08 (no posts specifically advertised at grade UE09).</p> <p>Not implemented. The University e-recruitment system does not allow inclusion of logos. This has been raised at the University AS network.</p>
	d) Make School's policies on flexible and part-time working, maternity leave, child-care etc visible externally on School website.	AS Project Officer	By end Dec 2012.		<p>Excellent progress. School E&D website gives access to all information.</p>
	e) Ensure search committees for PI posts include a high proportion of woman members and actively seek to identify potential female candidates.	HoS, Hols	Implemented from October 2012.		<p>Good progress. Implemented for all professorial positions (proportion of female applicants has increased from 5% in 2009-2012 to 26% in 2012-2015).</p>
4.3 Improve the situation for staff taking maternity or adoption leave.	Ensure appropriate maternity cover for all staff taking leave. Ensure that this does not impinge on colleagues' workloads, employing direct replacements when necessary.	HoS. DoPS to report on annual maternity	From April 2013.	Target – All staff taking maternity or adoption leave report a high level of satisfaction with the arrangements made.	<p>Excellent progress From 2015: written school policy detailing maternity cover and reduced workload upon returning from maternity leave on E&D website</p>

Appendix B: Progress on action plan 2013 - 2016

		arrange ments, AS Team to monitor implem entation and satisfact ion of eturner.			2015-2016: Lunch time Information sessions on family friendly policies: Informal feed-back from staff attending indicate these session are considered as extremely helpful. We will continue annually and collect detailed feedback. From 2016 Family Support Fund launched
	b) Lobby the University for paid KIT days.	AS Conven or, via College E&D and Universi ty Athena Network s.	From December 2012.		Good progress The University changed its policy with respect to KIT days in 2013. Women can take paid TOIL on their return for every KIT day they work during mat leave.

5. Career Development					
5.1 Universal completion of appraisal (P&DR)	a) Simplify guidance and paperwork, introduce incentives for line managers.	HoS, Hols	Completed July 2010	All staff who have been in post for more than 12 months to have had an appraisal within the last year (target to be met by end 2014). AS Team to monitor progress	Variable progress Limited progress Simplified guidance implemented which led to increase of completion rate to 80% However, our target (100%) was
	b) Introduce a simple system for recording completion of P&DR online.	DoPS and School HR Team.	March 2013		

Appendix B: Progress on action plan 2013 - 2016

		AS Team to monitor		twice yearly.	not reached.
	c) Staff database to generate automatic reminders for P&DR.	DoPS and School Administration Manager. AS Team to monitor	March 2013		<p>Fair progress Staff database launched in 2015. It does not yet hold records on P&DR completion. Our HR system Oracle now keeps records of P&DRs and in 2016 we will feed these fields to our SBS staff database. We will then be able to run reports and prompt reminders for line managers and appraisees.</p>
	d) Enforce P&DR training for line-managers.	Hols (and HoS).	In progress from Sept 2011		<p>Good progress P&DR training now compulsory upon induction for all line manager.</p>
	e) P&DR workshop with BioDocSoc.	AS Team	Spring 2013.		<p>Good progress P&DR workshop with BioDocSoc implemented in 2014. Good feedback.</p>
5.2 Increase awareness of the School's policies and procedures among all staff, via School Staff	a) Ensure awareness of entitlement to parental and adoption leave and the procedure for reporting leave.	DoPS and School HR; Hols for PI	Implement awareness raising from December 2012	>85% awareness among staff assessed in focus groups in 2013 and >95% awareness in culture survey 2014.	<p>Excellent progress See above family friendly info sessions and E&D website in section 4.3</p>
	b) Ensure awareness of entitlement of PIs returning from a significant period of leave to a reduced "service" contribution for 12 months.	workload adjustments. AS Team to monitor	Implement awareness raising from December 2012		<p>Excellent progress See above family friendly info sessions and E&D website in section 4.3</p>

Appendix B: Progress on action plan 2013 - 2016

<p>Development webpages, staff meetings, staff induction and BioDocSoc.</p>	<p>c) Ensure awareness of University & School policies and procedures for requesting a change to working hours and the School's policy for accommodating them.</p>	<p>implem entation</p>	<p>Implement awareness raising from December 2012</p>	<p>All requests for flexible working are granted or priority consideration given to redeployment, if a business need is confirmed by DoPS/HoS. AS Team to monitor applications and outcomes. Impact on culture assessed in 2013 focus groups and 2014 QuickCAT.</p>	<p>Excellent progress See above family friendly info sessions and E&D website in section 4.3.</p> <p>9 of 11 formal requests for flexible working were approved. The DoPS was consulted on the two requests which were not approved by line managers due to business requirements.</p> <p>Limited progress The culture survey does not allow for measuring awareness but 75% of staff indicate that their line manager is supportive of requests for flexible working. The increase in number of male and female staff working part-time suggest that flexible working is becoming part of a normal working pattern.</p>
---	--	------------------------	---	---	--

<p>5.3 Make effective mentoring accessible to all staff.</p>	<p>a) Establish mentoring scheme for new early career PIs.</p>	<p>SRDO support from Hols. AS Team to monitor</p>	<p>Implemented, July 2010.</p>	<p>Assess impact through 2013 focus groups and 2014 culture survey. Target – by the end of 2013 all staff will have considered their mentoring requirements and have a mentor, if required.</p>	<p>Variable progress</p> <p>Good progress: all newly appointed PIs are systematically assigned a mentor.</p> <p>Limited progress: Focus groups indicate lack of awareness of mentoring scheme</p>
	<p>b) Promote mentoring to existing early-career PIs.</p>		<p>Implemented, Sept 2012.</p>		
	<p>c) Make researchers more aware of existing mentoring opportunities.</p>		<p>Ongoing from 2010.</p>		

Appendix B: Progress on action plan 2013 - 2016

					from PDRAs. We will now appoint a “mentoring champion” from this group of staff.
5.4 Increase awareness of career development and networking opportunities.	Provide Career Development web pages to consolidate information on all training, mentoring and networking opportunities, E&D and the criteria and process for promotions in a single place.	DoPs and SRDO, advised by AS Team.	On intranet Aug 2012. Migrate to School website Jan-Feb 2013.	Assess impact through 2013 focus groups and 2014 culture survey.	Implemented differently We decided that information about career development should be consolidated in the SBS wiki (open to staff members only) whereas E&D information should be on a web site available to everybody so that prospective applicants can have access to it.
5.5 Increase participation in decision making.	Provide Effective Chairing workshop and monitor feedback	AS Project Officer.	Piloted June 2012. Repeat 2014.	Maintain proportionate representation of women on School’s committees.	Good progress Central UoE now runs this course

6. Organisation and Culture					
6.1 Timing of seminars.	Consult staff in the two Institutes that have research seminars outside core hours.	Institute reps from AS Team, HoS to implement outcome.	December 2012	Resolve the question of whether staff would appreciate seminars only within core hours. Implement this as policy, if a need is identified.	Excellent progress All research seminars now within core hours.

Key to abbreviations:

E&D: Equality and Diversity
HoS: Head of School

DoPS Director of Professional Services
HR: Human Resources staff

Appendix B: Progress on action plan 2013 - 2016

Hol: Head of Institute
SRDO: School Researcher Development Office.

SEC

School Executive Committee