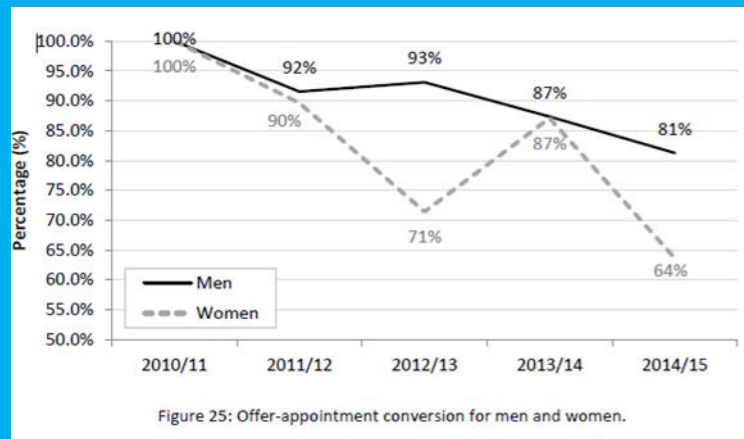


	Objective/action	Rationale	Timeframe	Responsibility	Success criteria
School Organisation					
1.1 Decision making committees	AP [1.1.1] All committees will review its membership annually and ensure the online document is up to date	All committees will review its membership annually and ensure the online document is up to date so that past committee documentation can be accessed by all members, and that membership to these committees can be refreshed	Annually every Easter from 2021	HoS & Executive officer reporting back to Governance group	Current committee membership available on School SharePoint site, committee documents available through school SharePoint committee folders
1.2 Improve communication across the school	AP [1.2.1] Schedule regular school forums for academic year (P95)	Having regular dates that the school are aware of will ensure regular communications points across the school, increasing collegiality, each Forum on a specific topic that effects the school as a whole e.g. ED&I, Estates, Infrastructure	31 December 2020 for Spring term forum, then termly ongoing	Executive officer with collaboration from HoS, reporting back to Governance group	School Forums scheduled at regular points across the year – one per term
	AP [1.2.2] Invite staff to suggest agenda items for School Forum in advance, and raise questions/issues at the end of each forum	Making sure that all staff have the ability to raise items they feel effect/interest the whole school, increases transparency/collegiality if staff feel actively engaged with school matters Forum topics are publicised well enough in advance of the meeting so that staff will be able to raise relevant items/questions	31 December 2020 with invite to school forum, then ongoing Also, at the end of each forum request suggestions via Teams	Executive officer	Regular email requesting items sent in good time prior to scheduled school forum date Request with event invite, and also at the end of each meeting, if on Teams
	AP [1.2.3] All School Forum slides are available on SharePoint	For those who cannot attend all School Forum slides will be uploaded onto SharePoint. If Forum is held on Teams, then recording of session to be uploaded to SharePoint	After first meeting in 2021, then ongoing	Executive officer	Slides and/or recording available
	AP [1.2.5] Start review of ED&I structures between School, Faculty and University to identify areas for improvement.	Engineering has changed from a Faculty to a School, this means there is an extra layer of governance to work with. A review is needed to ensure that the school is working as efficiently as possible with the new structure and so that areas for improvement can be identified and feed up to the Faculty and University. Taking particular consideration of ED&I matters that are likely to need adaption due to the structural changes.	August 2021	Governance group	Development of paper and identification of issues to feed into 2021 to 2025 action plan

	AP [1.2.6] Publish headlines from SLT meetings Make sure that relevant information is disseminated from SLT meetings	Feedback has been given via the SAT team that the school community often does not know what issues and subjects are being discussed at the SLT meetings. To encourage two-way feedback the school will publish headlines from SLT meetings	January 2021	Executive officer and school office, report back to Governance group	Regular communications to school following SLT meetings
	AP [1.2.7] Research communication preferences within the School	To find out if information is disseminated in a way that most people feel is best, and to adapt communication methods if necessary	March 2021	ED&I Chair	Report findings to ED&I group
1.3 HR Policies	AP [1.3.1] Publicize Faculty policy for Fixed term contract to permanency request to ensure that process is being implemented in the school	The Faculty has introduced a policy that over lays the University policy to govern the conversion of fixed-term contract to permanency. The school needs to ensure that we are following the correct process and that all staff are aware of the policy, and that it is compulsory to go through their line manager	March 2021	HR Business Partner and ED&I Chair	Updated policy shared with Head of Departments and Line managers, and upload to the School SharePoint
	AP [1.3.2] Monitor review of Faculty fixed term to permanency policy in light of new Dean	Make sure that the School has the latest information, and is following appropriate guidance and processes	May 2021	HR Business Partner	Any updated policy circulated within the School and uploaded to the SharePoint site

Enhancing Career Development

2.1 Recruitment



AP [2.1.1] Investigate what recruitment toolkits are available to be shared with recruiting managers	The data shows a decline of new female starters in the department. This new recruitment support kit would help managers consider all areas of recruitment including on boarding and support prior to new staff accepting the formal offer of employment. The hiring manager would contact the potential employee and offer them support for relocation, getting to know their department and group etc.	March 2021	Career progression working group	A raise in the offer to appointment conversion for women over a 4-year period
AP [2.1.2] Review wording used in job descriptions and job adverts to make gender neutral	The data shows a decline of new female starters in the department. Research has shown that amending wording of job descriptions and adverts to be more gender neutral encourages more females to apply for roles.	March 2021	Recruitment and Career progression working group	A bank of template adverts and job description for use across the school.
AP [2.1.3] Extend Research Group discussions for potential women to approach for all levels	Our Research Groups currently discuss potential female applicants to approach for L6 and L7 positions. We intend to open up discussions for all level positions to Headhunt potential women.	January 2021 then ongoing	Heads of Departments	SLT agreement that there is a standing agenda item at SLT and Group meetings for recruiting new staff members

	AP [2.1.4] Review Seminar process in school and set up regular seminars ensuring that gender balance is considered	We need to improve the representation of women in seminars.	March 2021	All groups	Seminars to achieve greater representation of speakers and ensure inclusive language in titles and slide.
2.3 Improve the appraisal process	AP [2.3.1] Review feedback on appraisal system from last University engagement survey to identify areas where the school can offer support.	The appraisal process has been in place since 2016 but there is still a lot of confusion about the appraisal process, expectations and the moderation process.	March 2021	Recruitment and Career progression working group	Increase in satisfaction at next engagement survey
	AP [2.3.2] Create appraisal guidelines for school with areas of best practice in them. Including any Faculty level guidance.	Line managers need to have a succinct guide when completing appraisals to ensure that they are beneficial to all involved Separate the experience of the appraisal meeting from the follow-on moderation and progression outcome	May 2021	Recruitment and Career progression working group and SLT	Increase in satisfaction at next engagement survey
2.5 Training and support	AP [2.5.1] An Unconscious bias video will be played before all School of Engineering recruitment and promotion and promotion panels regardless of level or job family.	The university does not have an Unconscious training provider. In ensuring that a video is played at interviews the hope is that it will ensure that the panel are aware of bias. Use existing information from e.g. learned societies Some internal staff (and student) training to be provided	March 2021	HRBP and SLT	Get reputable publicly available video Organise internal staff training/workshops
	AP [2.5.2] All new joiners to be welcomed at school forum	To welcome new joiners into the community and open up wider networks outside of immediate department and group	January 2021 then ongoing	FOS team to collate names and feed into School office	Process in place to feed in names and regular school forum slots
	AP [2.5.3] Completion rate of ED&I training at 100% with regular reporting at SLT.	Training is now embedded in the induction process, so we expect 100% completion rates.	March 2021 then ongoing	School office to provide information, with FOS team reminding staff/students. HoD intervening if persistent non completion	Regular review to ensure 100% completion rate
2.6 Networking opportunities	AP [2.6.1] Review why attendance at network events is low for PDRA's	Although effort has been made to ensure PDRA's are receiving invites to all department meetings where discussion take place on educational, research and staff development issues the attendance has been low and we need to understand why.	March 2021	Career progression group	Report to SAT team and plan to improve engagement

4. Student Recruitment and Support					
4.1 Undergraduate Year	<p>AP [4.1.1] Roll out post-offer postcards on all UG programmes (P52)</p>	<p>Prospective students are being sent a post-offer postcard highlighting what the programme offers, in a number of disciplines</p> <p>This gesture may be more appreciated by women possibly resulting in maintaining their numbers, whereas the number of men has declined in recent years.</p> <p>We intend to roll these out (Post offer postcards/e-postcards) across the UG and PGT programmes with offer material</p> <p>Furthermore, we will include a section highlighting the top five things we offer to everyone (including women) The postcards need to be reviewed before being sent out in order to highlight positive changes we have made, and what we are doing to combat other issues</p>	January 2021 then ongoing	Directors of Programmes reporting back to UG, PG Student Recruitment and Outreach group	Increased representation on UG programmes with emphasis on increasing the number of women
	<p>AP [4.1.2] Work with Southampton University Women in Engineering Rep to gather feedback on ED&I concerns from students and develop plan for improvement</p>	<p>The student chapter is keen to work with academics to improve the environment for students and encourage more diversity, a view from the student community is very welcome and should be used to improve current ways of working.</p>	February 2021, then reviewed annually	UG, PG Student Recruitment and outreach group	Report to SAT team with plans for improvements
4.2 PGR Students	<p>AP [4.2.1] Set up a Buddy Scheme for PG students</p>	<p>All our taught students have a pastoral tutor who provides formal academic advice. Students can request a female tutor, or an alternative, should they wish.</p> <p>To provide student mentoring, the School set up a Buddy Scheme by partnering new UG students with current students</p> <p>Following the success of the scheme with UG students we will extend it to PGT and PGR students too, this needs to be in an informal, voluntary system in order to ensure buy in from participants</p>	April 2021	UG, PG Student Recruitment and outreach group in collaboration with the Graduate School	Buddy Scheme set up and improvements in feedback obtained

5.1 MSA	<p>AP [5.1.1] Email sent to School welcoming MSA staff when they join. Names included in School Forum</p>	<p>To embed the MSA team into the school community the introduction to the school and departments should align with the academics.</p>	<p>January 2021, review annually</p>	<p>MSA, TAE and Enterprise Group, implemented by Executive officer</p>	<p>Email template developed by Executive officer</p> <p>Also included in School/departmental newsletters</p> <p>MSA line managers informed of process and process implemented</p>
	<p>AP [5.1.2] Whole School MSA meetings to be held at regular intervals.</p>	<p>Faculty Level MSA meetings are held termly, more regular meetings for the school team are needed to allow MSA staff to feed into school changes, discuss new processes and obtain personal development support, as well as improving collegiality and the feeling of belonging to the School.</p>	<p>January 2021</p>	<p>Executive officer</p>	<p>Whole school meetings as necessary, no more than one a term, in place</p>
	<p>AP [5.1.3] Hold conversations cafes to gather understanding of how MSA team can be better supported by the School and how better working partnerships can be developed.</p>	<p>MSA members are an integral part of the school but are line managed centrally. There are less arenas for MSA staff to raise ideas and issues and the school would like to understand how we can change this and build better working relationships and support channels.</p>	<p>June 2021</p>	<p>MSA, TAE and Enterprise SAT Group</p>	<p>Feedback obtained and further actions identified</p>
5.2 TAE	<p>AP [5.2.1] Email sent to school welcoming TAE staff when they join. Names included in School Forum</p>	<p>To embed the TAE team into the school community their introduction to the school and departments should align with the academics.</p>	<p>January 2021, review annually</p>	<p>Faculty technical manager or Production facilities manager</p>	<p>Email template developed by Executive officer, implemented by Faculty technical manager or Production facilities manager</p> <p>TAE line managers informed of process and process implemented</p>
	<p>AP [5.2.2] All TAE staff to receive annual appraisals by ensuring that they are part of the annual process supported by the School office</p>	<p>Appraisal for TAE Staff level 4 and above are now part of the online appraisal system and are monitored as part of a central reporting system. Scores are now viewed annual at a moderation panel but there is a need to improve the completion rate</p>	<p>Starting January 2021, ongoing and reviewed annually</p>	<p>Executive officer and School Office, with assistance from Faculty technical manager and Production facilities manager</p>	<p>100% completion rate of appraisals</p>

	AP [5.2.3] Full completion of PPDRs for all TAE staff levels 1 -3, including increased engagement. Implement required changes including support for any training that is required for line managers	PPDR for levels 1 – 3 are conducted on paper forms and currently there is no way of tracking completion unless this is done manually. Tracking of PPDRs and completion reminders need to be included as part of the annual process that is supported by the School office.	Starting January 2021, ongoing and reviewed annually	Faculty technical manager and Production facilities manager with help from the School office	100% completion of appraisals.
5.3 Enterprise	AP [5.3.1] Email sent to School welcoming Enterprise staff in the Unit most closely aligned with the School when they join. Names included in School Forum	To embed the Enterprise staff into the school community the introduction to the school and departments should align with the academics.	January 2021, review annually	MSA, TAE and Enterprise SAT Group, implemented by Executive officer MSA, TAE and Enterprise Group	Feedback obtained and further actions identified Email template developed by Executive officer Also included in School/departmental newsletters Enterprise line managers informed of process and process implemented
6.Outreach					
	AP [6.1.1] Increase student, staff, society offsite combined Outreach activities initially in collaboration with SUWES	Academic support would give more weight to Outreach activities, as well as showing what progression/opportunities are available for those interested in Engineering (virtual/in person/hybrid depending on circumstances)	May 2021, in ongoing review	UG, PG Student Recruitment and Outreach SAT group	Holding a combined event, and receiving feedback as to its efficacy
	AP [6.1.2] Increase involvement by societies in the 'Towards more diversity, equality & inclusion in academia' seminars	Getting more societies/clubs involved with these seminars will highlight services that PGRs are currently unaware of, hopefully leading to increased feelings of inclusion	April 2021	UG, PG Student Recruitment and Outreach SAT group	Increased society/club involvement, leading to increased seminar participation
7. Flexible Working					

<p>7.1 Maternity/Paternity/Adoption Support</p> <p>Teaching and administration responsibilities are distributed amongst colleagues and student supervision amongst the students' remaining supervisors.</p> <p>In addition to the statutory maternity leave and pay, the University operates a contractual pay scheme. There are 10 optional 'Keep In Touch' (KIT) days available to parents on maternity/adoption [query any entitlement during additional parental leave] leave, which will provide the opportunity to undertake a limited amount of work and training without losing any pay, potentially easing the transition back.</p>	<p>AP [7.1.1]</p> <p>Upload information about available support for expectant parents onto School ED&I SharePoint site</p>	<p>Much of the information regarding support available across the University is buried within a central website, the school community is more likely to use school website. If we add links to the information onto the School ED&I SharePoint site this will improve visibility across the school. SPLIT (shared parental leave in-touch), KIT days for adoption, but not included in Paternity leave</p>	<p>February 2021</p>	<p>Maternity, Paternity Adoption leave, Flexible working and Return to work group & website coordinator</p>	<p>School ED&I SharePoint site updated</p> <p>Over the past five years, three women took advantage of the KIT day scheme This is partly a reflection that few women have taken leave in this period but also highlights the need to publicise the benefit of KIT days.</p>
	<p>AP [7.1.2]</p> <p>Devise and circulate a survey to School staff to gauge actual current practice/experience</p>	<p>In order to appropriately support those who have/will need Maternity/Paternity/Adoption support continued feedback on the current system is need in order to improve experiences and make sure the School system is fit for purpose</p>	<p>April 2021</p>	<p>Maternity, Paternity Adoption leave, Flexible working and Return to work group</p>	<p>Report to SAT group on findings/areas for improvement</p>
	<p>AP [7.1.3]</p> <p>Review support practices that should have been transferred from Faculty to School level are still operational</p>	<p>Due to the change in Faculty structure, an extra layer of governance has been added. This may have led to policies that were positively active as a Faculty either no longer being actionable as a School, or being missed in the transfer</p>	<p>February 2021</p>	<p>Maternity, Paternity Adoption leave, Flexible working and Return to work group</p>	<p>Report to SAT group on the status of previous support vs current support</p>
<p>7.2 Carer's support</p> <p><i>School Carer's Out-of-Hours Fund (FCF):</i> School has established a fund to which those with caring responsibilities can apply for a small budget to fund, for example: additional care costs incurred by attending out-of-hours activities, such as open days; or an external event which would impact their usual caring responsibilities.</p>	<p>AP [7.2.1]</p> <p>Upload information on carers support fund and how to apply on School ED&I SharePoint site</p>	<p>Engineering has changed from a Faculty to a School and staff may not be aware that these types of funds are still available.</p>	<p>February 2021</p>	<p>Maternity, Paternity Adoption leave, Flexible working and Return to work group</p>	<p>Websites updated and report on uptake to SAT group</p>
<p>7.3 Returner's support</p> <p>Prior to Engineering becoming a School a policy was in place regarding support for those returning from an extended period off e.g. maternity leave. Structural changes could have affected this process.</p>	<p>AP [7.3.1]</p> <p>Check on existence of a returners support policy across the school, and either review it or construct a policy in line with University/Faculty guidelines/best practice</p>	<p>Changes in structure may have affected how the previous returner support policy is being implemented so this needs to be reviewed across the school so we can identify areas that may need improvements. There is a lack of knowledge as to the existence of a returner support policy whether as part of the Faculty of Engineering and the Environment or as the School of Engineering. Support needs to be in place for those returning from extended periods of leave, and therefore a School policy would be desired</p>	<p>January 2021 leading to August 2021</p>	<p>Maternity, Paternity Adoption leave, Flexible working and Return to work group</p>	<p>Report to SAT Group</p>

	AP [7.3.2] Gather information from other Schools within Faculty to see what returners support process they have in place including any funding support for those on fixed term contracts. Broadening to University and Sector over time and through review	Engineering is now part of a large faculty which includes four other schools. Some of the schools have a silver Athena SWAN and are likely to have best practice they can share.	May 2021	Maternity, Paternity Adoption leave, Flexible working and Return to work group	Report to SAT Group
7.4 Meeting Timings The Faculty has developed guidelines that meetings should be held between 1000 and 1600 where possible to aid those with caring responsibilities. The guidelines include information for those who feel they are being excluded from meetings and who they should contact to alert them to this.	AP [7.4.1] Improve awareness of Faculty guidelines	There are Faculty guidelines that have been developed by the Faculty ED&I committee that we need to ensure the school community are aware of. Raising awareness will allow people to feedback if the policy is not being implemented.	January 2021	Maternity, Paternity Adoption leave, Flexible working and Return to work group & Website coordinator	Circulate Faculty guidelines and add to School ED&I SharePoint site link/document Feedback from staff/students through previously mentioned survey on compliance
8. Career Advice and Support					
8.1 Mentoring	AP [8.1.1] Advertise mentoring schemes available in other Faculties that are open for all.	Faculty of Medicine and The Centre for Higher Education Practice (CHEP) have mentoring schemes that staff can already join. Staff may prefer to join a scheme outside of their home faculty so these should be advertised openly.	May 2021	Career progression group	Links on ED&I SharePoint site
	AP [8.1.2] Review best practice from mentoring schemes in other Faculties, Schools and departments	Some mentoring schemes have been in place for a good period of time and we should use these to gather best practice for a scheme within Engineering.	May 2021	Career progression group	Report to SAT Group