

## FoM Athena SWAN: ACTION PLAN

| Item                  | Action  | Rationale  | Specific Actions and Implementation   | Responsibility | Timescale/priority | Success Criteria/ Outcome Measures                  |
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| <b>Representation</b> |   |  |   |                |                    |   |
| 1                     | Continue the Dean's concerted effort to improve equal gender representation at the Faculty Operations Board (FOB) | We have encouraged a culture of equality over the years and this is at the heart of all we do. Gender mix and intersectional representation is key at senior level and decision making boards. | -Senior level staff to promote behaviours (responsibilities and UB on panel) and an active leadership role in promoting equality.<br><br>-Ensure long list for new appointments are gender mixed. | Dean           | By 2021            | 50:50 gender mix at Faculty Operations Board level. |

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| 2 | Improve male representation from PCPS School   | Need to improve the gender mix in PCPS mSAT as currently representation of the mSAT is women only.   | -Open call for volunteers to join the mSAT.   | PCPS Chair of mSAT | January 2019   | Mixed gender mSATs across all Schools in FoM   |
| 3 | Integration of Athena principles with oversight of wider equality and diversity activities | <p>Further develop and expand our diversity agenda for an inclusive Faculty culture.</p> <p>The established BAME network will identify remaining issues around gender and ethnicity and actions to be tackled in FoM</p> | <p>-Themed discussions with the network at coffee sessions informing open discussions held monthly</p> <p>-1:1 surgeries with Chair of the network held quarterly</p> <p>-Collate and report to FoMEDIC for FOB consideration</p> <p>-Ensure representation on all major Faculty and University committees</p> <p>-Annual review of EDI committee roles and composition</p> | EDI Committee, FOB | Annual renewal | <p>Fair representations from across the faculty by role and responsibilities: Academic, professional services and HR on FoMEDIC and Boards.</p> <p>Appropriate actions are put in place which will impact on all target groups, ethnicity and gender</p> |

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| 4 | Implement new methods/channels for sharing our Athena SWAN activities within and external to the University | <p>Our well-being survey showed that only 64% of men and 75% of women in the FoM agreed that they were well-informed on matters that affect them.</p> <p>There is a need to introduce innovative means of communication and outreach to ensure maximum reach of our Athena SWAN activities in an ever-evolving UoS and external environment.</p> | <p>-Work with UoS Communications &amp; Marketing to develop and implement new methods of disseminating our Athena SWAN activities, targeting the FoM, wider UoS and external audiences, including underrepresented groups.</p> <p>-Co-production of communication materials between communications experts and colleagues / students from underrepresented groups to ensure appropriate methods of dissemination are employed.</p> | Comms FoMEDIC Lead and ED&I Champion) UoS Comms & Marketing | At least one new internal and one new external channel of dissemination to be implemented by Jan 2020. | A 20% increase in participation numbers at Athena SWAN related events in comparison to those achieved at Silver level |
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**Progression of students into academia**

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| <p><b>5</b></p>  | <p>Survey current Undergraduate and Post Graduate students about what attracted them to UoS to ascertain achievable improvements</p> | <p>Aim to improve acceptance rates for both undergraduate and PG programmes</p> <p>To continue to build our good practices and improve student applications and success rates across all our programmes.</p>                | <p>-Host focus groups with new intakes.</p> <p>-Report findings and recommendations to Director of the programmes</p>          | <p>ES/JD/KK / Student office<br/>Director of PGT Programmes,<br/>Director of PGR Programmes,<br/>Associate Dean for Education</p> | <p>Annually</p>                            | <p>Improve acceptance to offer rates by 100%</p>  |
| <p><b>6</b></p>  | <p>Continue to build our good practices and improve the gender balance on our PG programmes.</p>                                     | <p>Need to ensure high level of student progression.<br/>Continue to invest in providing a focussed approach to meeting the diverse needs of our students through flexible working options and the mentoring programme.</p> | <p>Collect and analyse student data by gender annually including PRES and PTES surveys, and PGT/PGR gender-equality survey</p> | <p>Bi-annually</p>  | <p>Annual data collection and analysis</p> | <p>50:50 gender mix on our PG programmes and working towards above 90% satisfaction rates</p> |
| <p><b>18</b></p> | <p>Support diversity and excellence in outreach and engagement</p>   | <p>High quality engagement by a range of diverse staff (e.g. in grade, gender and ethnicity) allows research messages</p>   | <p>-Define job description and appoint academic lead in Engagement as a basis for</p>  | <p>FoMEDIC Lead,<br/>Dean</p>   | <p>January 2020</p>                        | <p>Academic lead for engagement appointed</p>   |

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|                          |   | to be better heard by a diverse audience and fosters diversity in recruitment of staff and students.    | developing greater visibility (e.g. web) and recognition (e.g. PPDR) of engagement efforts.<br><br>-Enhanced information resources to staff/students to support consistent outreach, and encouraging diversity in staff undertaking outreach and engagement. |  |  | System for documenting all engagement activity established                      |
| <b>Career milestones</b> |   |   |  |  |  |   |
| 7                        | We will focus on the mid-career pipeline around PhD funding and post PhD mentoring where the dropoff in female clinical academics occurs. | This is the point where the greatest drop-off occurs and gender inequality starts to become entrenched. | All post-doctoral researchers to have an independent mentor.<br><br>Regular fellowship workshops. Ensure ring-fenced funding for the returnees fund to extend the window of  | JD, EDI committee, Associate Dean for Research | Workshops 4-monthly. Mentoring workshops bi-annually | Introduce post PhD mentoring for early career scientists and clinical academics |

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|   |   |  | <p>opportunity for fellowship/lectureship progression.</p> <p>Enhance the profile and prestige of the Dean's award for "Most supportive PI" to promote a culture of fostering careers.</p>  |   |         |   |
| 8 | Increase the proportion of women academic level 5 BAME within the Faculty | The proportion of academic level 5 women with a recorded BAME background is 6% for ERE and none for clinical | <p>-Unconscious bias training of promotion and recruitment committees.</p> <p>-Peer support group.</p> <p>-Cross-institutional intersectionality mentoring.</p> <p>-Themed mentoring – consideration of intersectionality in the FoM's well established mentoring scheme.</p> <p>-Appraise options for targeted</p> | FOB / University and Faculty EDI committees | 4 years | Increase in proportion of BAME women at level 5 posts by next Athena SWAN submission to at least meet the census benchmark of 14% |

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|   |   |   | intersectionality-related leadership and assertiveness skills training at University level.  |  |             |  |
| 9 | Increase the proportion of female professors within the Faculty, with a particular focus on BAME female professors to meet the census benchmark | Female professors constitute 39% of ERE level 7 and 24% of clinical level 7 posts within the Faculty.<br>There are no women at ERE7 level, and only one clinical level 7 with a recorded BAME background. | -Unconscious bias training of promotion and recruitment committees.<br><br>-Peer support and mentoring to encourage application for promotion.<br><br>-Intersectional cross-institutional mentoring.<br><br>-Appraise options for targeted intersectionality-related leadership and assertiveness skills training at University level. | FoMEDIC Lead, FOB, University and Faculty EDI committees | By Jan 2022 | Increase in proportion of women to reach 50% gender split, BAME and BAME women at Level 7 posts by next Athena SWAN submission to reach the census benchmark of 14%. |

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| 10 | Develop a mechanism for tracking reasons for staff leaving             | We are unable to develop any substantial commentary about departing staff due to lack of uptake of exit interviews  | <p>-We will assess information provided by a new UoS online exit survey in 2017.</p> <p>-Leavers will also be encouraged to share their views with the FoMEDIC Chair (in case there is anything sensitive they do not wish to disclose to a line manager or HoS)</p> | FoMEDIC Lead (RN), FoMEDIC Chair        | Continuous starting in 2019  | A process that collates detailed quantitative information on reasons for leaving, allowing FoMEDIC to assess if further action is required and report any concerns to FOB           |
| 11 | Ensure that staff feel encouraged to apply for promotion at all levels | <p>The numbers of women applying for promotion in the last four years have increased but 2016/17 saw a drop in applications from women at level 5 to 6.</p> <p>Our survey of staff experience of promotion indicated that whilst most staff felt well supported by their line managers and HoS in putting</p> | <p>To maintain these positive trends, there is a need to ensure that:</p> <p>- promotion and staff career development is a priority within the appraisal process,</p> <p>-staff have access to an appropriate mentor,</p>  | FoMEDIC lead, HoS with support from HR. | We will repeat our surveys of staff who apply for promotion on completion of the process round on an annual basis to seek continuous improvement in the process. | <p>Improved gender balance across all levels in proportion of applicants for promotion to 50:50.</p> <p>Improve response rate in the staff survey to at least 90% for all staff</p> |



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|           |   | themselves forward and had a good experience, above 70%, men's response rate was more positive above 80% than the womens response rate above 70%.                        | -there is continued provision of roadshows and accessible information to inform and offer of support to staff in the promotion process.  |  |  |  |
| <b>14</b> | Establish a national cross-institution intersectionality mentoring scheme   | The pool of suitable mentors with a sufficient diversity background within a single institution is insufficient to fulfil mentees requirements                           | Initiate and collaborate within a National Network of Mentors  | FoMEDIC Lead (NA), Dean                                      | All FoM academics to be made aware of the National Network of Mentors within 6 months of set up. | Over 50% of eligible individuals taking part in the National Network of Mentors, and providing positive feedback.                        |
| <b>15</b> | Strengthen mechanisms of support for undergraduates as well as clinical postgraduates, in particular women and BAME, towards academic career planning | Our annual data collection have demonstrated that the primary drop-off points in the clinical academic pathway are gaining PhD funding then continuing research post PhD | -All clinical ACFs to have access to personal mentor.<br><br>-Grantmanship workshops available for all aspiring clinical PhD applicants. | FoMEDIC Lead (PE, RC)<br>Elaine Dennison,<br>SoCATS Director | July 2022  | We aim for a 20% increase in ACFs going on to undertake a PhD with equal gender balance.<br><br>Increase in total number of PhD students |

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|           |  |  | -1:1 meetings for clinical PhD students on career strategy and plans post PhD  |   |                               | progressing to Clinical lecturer posts, with equal gender balance   |
| <b>16</b> | University matching NIHR clinical lecturer posts to trainees progress. | This is a critical career junction at a relatively senior stage, and if the final drop-off point in the pathway  | Identification of clinical trainees at mid PhD stage who are committed to an academic pathway to permit strategic planning of CL posts in coming years | FoMEDIC Lead (PE, RC) Elaine Dennison, SoCATS Director; all Training Programme Directors and academic leads | July 2022                     | Continue the upward trend in women holding CL posts in Southampton to achieve gender balance within 5 years |
| <b>19</b> | A contribution matrix for all faculty staff                            | A mechanism is required to define expectation (including activity and percentage of time) of contribution in all areas of research, teaching, enterprise and leadership, management and engagement | A contribution matrix will be piloted with academic Level 7 staff initially with a view to rolling out to all levels of academic staff                 | Dean, HR  | Pilot complete September 2019 | Roll-out of a contribution matrix suitable for all staff by Jan 2021  |

**Working Environment for all staff**

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| 12 | Reinforce good practice and consistency in inductions | The core Faculty induction provides consistency, but at a local level (within units and groups) the induction processes vary. It is important that delivery of key messages to staff is consistent. | <p>-Introduce a level of consistency across the Faculty, using a faculty-specific checklist of inductions</p> <p>-HR surgeries for staff queries about HR related issues, including induction and recruitment, flexible working policy, expectations and mandatory training.</p> <p>-Make paper version of Faculty induction/School available for staff before first day at job.</p> | All staff with support from HR | <p>HR surgeries at the start of each academic term</p> <p>Repeat staff focus group in 2020 to assess impact on new recruits to the Faculty</p> | Aiming for over 95% new starter satisfaction in induction processes from surveys. |
| 13 | Raise appraisal completion rate to 100%               | Appraisal completion rate for level 4-6 has achieved 90% amongst academics yet is 100% for professional staff ,   | -HoS to be responsible for completion of appraisal by staff group and level in their School  | Annually September - May       | End of each appraisal window- September – May each year  | Increase appraisal completion rate to at least 95% in all staff                   |

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|    |   | <p>however we need to improve satisfaction rate for appraisal by staff</p> <p>Approximately 70% of the ECRs had an appraisal within the last year but only 55% found this “useful” or “very useful” and only 38% found that it “covered both me and my performance”.</p> | <p>-HoS to prepare monthly report to FB of appraisal rates by staff group and level during each appraisal window</p> <p>-Ensure training of all academic staff specifically in supporting career progression of ECRs.</p> |                       |   | groups by next submission   |
| 17 | Increase awareness of family friendly policies within the Faculty | Our data collection indicate that information of policies are not known by all those who may benefit, and consequently uptake is lower than potential  | Faculty business partner will run annual roadshows on family friendly policies within Schools. Publicise paternity, shared parental leave and adoption leave via the FOM communications channels                          | FoMEDIC Lead (RN), HR | Annual roadshows and monthly inclusion in eNews bulletins | Increase in response to survey question “I am able to strike the right balance between my work and home life”, currently with 64% agreeing, to 80% by 2021. |

**Action Plan delivery**

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| <b>20</b> | Finalise project plan incorporating all actions by December 2018 | Procedures needed to ensure delivery of the Action Plan. | Put resources in place to deliver focus groups, surveys and reports. Identify appropriate synergies to avoid duplication of effort. Each action plan to be coordinated by specific portfolio holder SAT member, reporting milestones, barriers to progress and resolution plans to Faculty SAT. Regular reporting to Dean and Faculty Leadership Team. | Chair | Finalise project plan incorporating all actions by December 2018 | Procedures needed to ensure delivery of the Action Plan. |
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