

SAPD Athena Swan Action plan 2024-2029

SAPD Future Action Plan (2024-2029)			
Specific Action	How action will be measured and evaluated	Who is responsible for action	Timescale
OBJECTIVE 1: TO ENSURE ACTIONS ARE TAKEN ON DIVERSITY AND INCLUSION, INCLUDING ON (GENDER) EQUALITY, AND TO SHARE, MONITOR AND REFLECT ON THESE PROCESSES			
1a. Establish terms of office including handover process for all SAT members, EDI champions and EDI committee members. Ensure student (PGR) and fixed-term staff involvement. Rationale: effective working procedures needed with SAT representatives from across the School	New SAT established including PGRs & representative EDI Committee in place. <u>Evidence</u> = minutes on Teams folder <u>Target</u> = gender balanced SAT with greater student representation and inclusion of staff on fixed term contracts	EDI Champions & EDI Committee Chair	By Sept 2025
1b. Ensure EDI (including Athena Swan actions) remains a standing agenda item for all departmental and School meetings and that minutes are taken and shared. Rationale: Effective two-way communication channels needed.	Agendas include EDI. <u>Evidence</u> = minutes on Teams folder	EDI Champions & EDI Committee Chair	ongoing
1c. Continue with annual School briefing on EDI (including Athena Swan actions) and further improve the School's regular communications to staff and students. Rationale: Effective two-way communication channels needed.	<u>Evidence</u> = Powerpoint presentations shared on Teams. HoS to increase communications to staff, SDTL to increase communications to students. <u>Target</u> = Improvement by 10% in responses to culture surveys in particular Q5 (inclusion theme), Q37, Q38 (wellbeing theme). <u>Baseline</u> agreement = W60%, W60%, W52%	EDI Champions & EDI Committee Chair, HOS, SDTL	quarterly
1d. Organise annual event (tied to International Women's Day) to celebrate and raise awareness of gender equality and inclusion activities. Invite all staff and students. Rationale: increase sense of belonging and facilitate networking	Notes taken to update/inform Action plan. <u>Evidence</u> = minutes on Teams folder <u>Target</u> = maintenance of high agreement with Q1 (belonging theme) <u>Baseline</u> agreement = W76%, M84%	EDI Champions & EDI Committee Chair & volunteers	Annually
1e. Conduct biennial culture surveys for staff and students (working with Programme Directors).	Culture survey data collected, summarised (to protect anonymity) and shared.	SAT	Biennially

Rationale: culture data are required to evaluate progress and identify areas of concern	<u>Evidence</u> = files on Teams folder		
1f. Share EDI activities, successes and processes internally (to staff and students) and externally (both across and beyond the University). Rationale: need to raise awareness of EDI actions to encourage engagement	<u>Evidence</u> = School notices boards and posters updated <u>Evidence</u> = SAPD EDI website updated <u>Evidence</u> = Padlet updated <u>Target</u> = 10% reduction in 'don't know' responses to culture survey questions Q7-Q11 (equality theme). <u>Baseline</u> = 2024 Culture Survey results (M&F)	EDI Champions & EDI Committee Chair	Ongoing
1g. Whilst remaining sensitive to privacy concerns, encourage declarations on Employee Self Service (ESS) and in the culture survey to foster the inclusion of trans, non-binary and LGBTQIA+ staff and students. Rationale: data are required to evaluate progress and identify areas of concern.	<u>Evidence</u> = EDI School communications explain how anonymised data in ESS enable us to monitor and progress interventions to support inclusivity. <u>Target</u> = increase declarations on staff culture survey, as appropriate. <u>Baseline</u> = 2024 Culture Survey (numbers too low to report)	EDI Champions & EDI Committee Chair	Yearly
OBJECTIVE 2: TO PROMOTE DIVERSITY AND EQUALITY THROUGH INCLUSIVE PRACTICE OF TEACHING AND LEARNING AT UNDERGRADUATE (UG) LEVEL			
2a. Promote expectation of EDI activities to all students. Rationale: to raise awareness of EDI actions to encourage engagement and build inclusive culture in new cohorts	<u>Evidence</u> = Head of School talk in Welcome Week meetings. <u>Evidence</u> = Positive agreement of understanding of expectation and support for EDI in UG survey <u>Baseline</u> needed from new UG Culture Survey	STEAP lead	Yearly
2b. Increase diversity of student cohort and continue to work towards gender balance on individual UG courses. [Link to RER Recommendation #1 Representation in student recruitment]. Focus group with female AG/ABM students to understand how to improve gender balance. Examine progression of women on AG and ABM programmes to identify success stories and ensure that there are no gender discrepancies in dropout rates from part one Short review of comparator institutions to look for good practice in recruitment. Rationale: to maintain gender balance within overall UG student cohort and move towards	<u>Evidence</u> = Marketing communications and materials continue to be adapted to be representative of a diverse student body to encourage a diversity of applicants. <u>Evidence</u> = continuation of process to select a gender balanced and diverse group of Open Day Ambassadors. Impact on student numbers will require the university to record and supply these intersectional data to Athena Swan leads <u>Evidence</u> = focus group and data on dropout rates used to inform future actions <u>Target</u> = move towards gender balance on individual degree programmes <u>Baseline</u> = Table A12 and analysis of intersectional data in future	School marketing manager & EDI Champions	Ongoing

better gender balance on AG, AS and ABM programmes			
2c. Identify UG programme-specific awarding gaps and identify areas requiring improvement. Implement interventions to support those groups. Ensure gender and ethnicity is included in the analysis. [Link to RER Recommendation #8 eliminating awarding gaps] Rationale: need to eliminate awarding gaps to ensure equality of access that will increase equity and meet university targets	<u>Evidence</u> = recommendations presented to the SDTL and discussed with the SAT. <u>Target</u> = awarding gaps below 10% <u>Baseline</u> = Table A20	STEAP lead	2027
2d. Provide transparency on how student feedback has been acted on to improve the programmes Rationale: empower students to speak up to improve their learning experience	<u>Evidence</u> = Flow diagram on dedicated space on Blackboard showing how changes have been implemented with minutes and actions from SSPGs made available <u>Baseline</u> needed from new UG culture survey	SDTL/ SSPG Chair	2026
OBJECTIVE 3: TO PROMOTE DIVERSITY AND EQUALITY THROUGH INCLUSIVE PRACTICE OF TEACHING AND LEARNING AT POSTGRADUATE TAUGHT (PGT) LEVEL			
3a. Continue to support (international) students on developing a sense of belonging and discussing culturally and gender sensitive ways to act. Rationale: need to raise awareness of EDI actions to encourage engagement and build inclusive culture in new cohorts	<u>Evidence</u> = replacement activity for IDM089 <u>Target</u> = high agreement with GIIDAE survey questions relating to community and inclusion <u>Baseline</u> = Table A4 (2023)	Director of GIIDAE + UoR International Student Experience Manager	Yearly
3b. Provide transparency on how student feedback has been acted on to improve PGT programmes. Rationale: desire to empower students to speak up to improve their learning experience	<u>Evidence</u> = Flow diagram on Blackboard showing how changes have been implemented from previous cohorts <u>Target</u> = improvement in GIIDAE survey response (Table A4. 2022/23 data mean response 3.46)	Director of GIIDAE	2026
3c. Continue to produce representative and gender balanced marketing materials and open day ambassadors (newAP2b) [Link to RER Recommendation #1 Representation in student recruitment] Rationale: need to maintain gender balance within overall PGT student cohort	<u>Evidence</u> = Marketing communications and materials to continue to be adapted to be representative of a diverse student body to encourage a diversity of applicants. <u>Evidence</u> = continuation of process to select a gender balanced and diverse group of Open Day Ambassadors. Impact on student numbers will require the university to record and supply these intersectional data to Athena Swan leads	School marketing manager	Ongoing

	<u>Evidence</u> = improved diversity and maintained gender balance on PGT degree programmes <u>Baseline</u> = Table A13 and analysis of intersectional data in future		
3d. Focus group on part time study support required. Rationale: need to understand factors affecting p/t learners to ensure equality of access to learning	<u>Evidence</u> = focus group conducted and suggested improvements implemented <u>Baseline</u> = data needed	EDI Champions & Director of GIIDAE	2026
3e. Implement interventions to support male PGT students to increase attainment. Identify any PGT programme-specific awarding gaps and identify areas requiring improvement. Implement interventions to support those groups. Ensure gender and ethnicity is included in the analysis. [Link to RER Recommendation #8 eliminating awarding gaps] Rationale: need to eliminate awarding gaps to ensure equality of access to learning/meet university targets	<u>Evidence</u> = recommendations presented to the SDTL and discussed with the SAT <u>Target</u> = maintain awarding gap between identified groups below 10% <u>Baseline</u> = Table A20	Director of GIIDAE, Programme Directors	2027
OBJECTIVE 4: TO ENSURE SUPPORT FOR STUDENTS AT RESEARCH POSTGRADUATE (PGR) LEVEL IS DELIVERED TO ACHIEVE EQUITABLE GENDER ATTAINMENT USING AN INTERSECTIONAL APPROACH			
4a. Provide paid teaching and marking opportunities to PGR students to support their career development including attainment of Associate Fellow of the Higher Education Academy (AFHEA). Rationale: feedback from 2023 workshop with PGR students (Table A7) that this is wanted to support their career development	<u>Evidence</u> = Written guidance and opportunities circulated. <u>Evidence</u> = Feedback from workshops to support application for AFHEA <u>Target</u> = PGR students reporting taking teaching opportunities in new culture survey questions and increase in the number of students attaining AFHEA qualification <u>Baseline</u> = new culture survey questions needed	SDTL	Sept 2025
4b. Continue departmental seminar series and film club with more informal discussion time for PGR students Rationale: feedback from 2023 workshop with PGR students (Table A7) that this is wanted to support their sense of belonging	<u>Evidence</u> = seminar series continued with informal discussion/networking time and sharing of departmental seminar series dates <u>Baseline</u> = new culture survey questions needed	PGRA & School Director of PGR studies	2025
4c. Annual School seminar day and promote communication and mixing between departments Rationale: feedback from 2023 workshop with PGR students (Table A7) that this is necessary to	<u>Evidence</u> = School Seminar day organised, PGR students invited to social events <u>Target</u> = 10% increase in women's responses to culture survey Q1,2 (belonging theme) <u>Baseline</u> = Q1-2 63%W agreed	HoS	Annually

support their career development and sense of belonging			
4d. Provide visibility of PGR students on SAPD website to increase sense of belonging Rationale: feedback from 2023 workshop with PGR students (Table A7) that this will support their career development and sense of belonging	<u>Evidence</u> = PGR student web pages created and maintained <u>Evidence</u> = 10% increase in women's responses to PGR Culture Survey Q3 (belonging) <u>Baseline</u> = Q3 63%W agreed	School marketing manager	Sept 2025
4e. Support the PGRA to provide peer support and ensure CoR and monitoring processes completed within set timescales (post-covid) Rationale: feedback from 2023 workshop with PGR students (Table A7) that this will help them feel supported in their studies	<u>Evidence</u> = students feel supported in their studies <u>Target</u> = 20% improvement in number of students completing their CoR within set timescales (post-covid) <u>Baseline</u> = centrally collected data is required	School Director of PGR studies	Sept 2025
4f. Regularly update PGR handbook and provide more information on EDI, childcare provision, mental health support and bullying/harassment reporting Rationale: need to provide comprehensive EDI information to all students	<u>Evidence</u> = EDI information expanded in handbook <u>Target</u> = 20% improvement in women's responses to culture survey Q7,8 (equality), Q28-32 (wellbeing) <u>Baseline</u> = Q7 – 47%W, 78%M. Q8 – 42%W, 78%M. Q28-31 53%W.	School Director of PGR studies and PGR administrator	Ongoing
4g. Focus group on part time study support required Rationale: to address the information deficit which has meant low numbers of students agreeing that the School provides adequate support for caring responsibilities	<u>Target</u> = 20% improvement in women's responses to culture survey Q12,13 (workload balance) <u>Baseline</u> = 2022 Table A3. Q12 – 37%W, 67%M. Q13 – 21%W, 44%M.	EDI champions, School Director of PGR students	2026
OBJECTIVE 5: TO INCREASE THE DIVERSITY OF APPLICANTS TO NEW POSTS			
5a. Improve communication of flexible and part-time working/study on job and PGR adverts Rationale: good practice to encourage a diversity of applicants	<u>Evidence</u> = Written guidance outlining good practice for line managers and PhD supervisors	School Executive Administration Manager & EDI champions	2025
5b. Ensure job specifications and PGR adverts continue to be written using good practice guidelines. [Link to RER Recommendation #3 Representation in staff recruitment] Rationale: good practice to encourage a diversity of applicants	<u>Evidence</u> = increased diversity and number of women applicants for posts <u>Baseline</u> = Table A17	School Executive Administration Manager & EDI champions	2025

5c. Review the staff who have attended unconscious bias training and encourage all members of staff to attend this training. It is mandatory for interview panel members. Rationale: good practice to ensure equal opportunities	<u>Evidence</u> = improved communications have led to higher numbers of staff attending training <u>Baseline</u> = Figure A8	School Executive Administration Manager & EDI champions	2029
OBJECTIVE 6: SUPPORT FEMALE EARLY CAREER STAFF TO BE RETAINED/SUPPORTED IN THEIR CAREER DEVELOPMENT			
6a. Provide teaching and marking opportunities to ECR staff. Rationale: feedback from ECR forum that this is wanted to help with career progression	<u>Evidence</u> = Written guidance and opportunities circulated <u>Baseline</u> = ECRs reporting taking teaching opportunities in new culture survey questions	SDTL	Sept 2025
6b. Run a workshop on applications for Associate Fellowship of the HEA and mentor staff who apply Rationale: feedback from ECR forum that this will help with career progression	<u>Evidence</u> = workshop attended by ECRs and FLAIR applications submitted.	ECR network lead	Sept 2026
6c. Write a role profile for Grade 7 research staff and mentor ECR staff to apply for research grants and become independent researchers. Run a workshop to understand any gendered impacts of fixed term contracts. Rationale: need to support fixed term staff to advance their careers	<u>Evidence</u> = staff report feeling supported with career development in the culture survey (career development theme) <u>Baseline</u> = 2024 Culture Survey responses Q26-31	HoS with Research leads	Sept 2025
OBJECTIVE 7. TO SUPPORT WOMEN AND OTHER UNDER-REPRESENTED GROUPS TO PLAY EQUAL ROLES IN LEADERSHIP AND FURTHER THEIR CAREERS			
7a. Establish an SAPD seminar series focused on EDI issues with invited speakers Rationale: considered good practice	<u>Evidence</u> = Records of speakers with numbers of attendees (staff & students) <u>Target</u> = one seminar a year	EDI champions	ongoing
7b. Value part time workers and those with caring responsibilities by ensuring flexible working conditions continue to be offered Rationale: need to ensure that flexible working conditions are offered and continue to adapt the working environment to support part time staff	<u>Evidence</u> = Line managers provided with guidelines and case studies to allow them to support staff with caring responsibilities. <u>Evidence</u> = staff continue reporting a supportive, flexible working environment in the culture survey <u>Evidence</u> = focus group to ask part-time staff for improvements to flexible working conditions <u>Baseline</u> = 2024 Culture Survey Q14 agreement 96%W, 97%M	EDI champions	ongoing
7c. Encourage women and under-represented groups to work towards internal leadership positions and provide support for undertaking external committee roles. [Link to RER	<u>Evidence</u> = increase in applications to Springboard and Aurora programmes <u>Baseline</u> = data too low to report for individual programmes	HoS and line managers EDI Champions	Ongoing

Recommendation #4 Representation on committees] Rationale: feedback from the 'women into leadership group' that this will help with career progression	<u>Evidence</u> = workshop on external committee and leadership opportunities		
7d. Support women in leadership roles in the School to feel comfortable with leadership and ensure workload balance. Hold focus group to monitor progress. [Link to RER Recommendation #4 Representation on committees] Rationale: feedback from the 'women into leadership group' that this is wanted to help with career progression	<u>Evidence</u> = positive responses in focus group on career development support and progression for women in leadership (link up with female Visiting Professors)	EDI Champions	2027
7e. Boost mentorship for women when working towards promotion and provide training for mentors to improve promotion success rate at university stage. Focus group to monitor progress. [Link to RER Recommendation #14 promotion and progression] Rationale: feedback from the 'women into leadership group' that this is wanted to help with career progression	<u>Evidence</u> = positive responses in focus group on career development support and progression for women at Grades 7, 8 and 9	EDI Champions, HOS to allocate mentors	2027
7f. Monitor the gender balance of academic staff on different contract types (e.g. TI, T&R, RI) Rationale: need to identify gender imbalances and/or requirements to support staff to develop their careers	<u>Evidence</u> = workshop to discuss balance of individuals on different contract types and how they are supported/could be better supported <u>Baseline</u> = Figure A4 (Teaching only contracts are 72% Female, Teaching & Research contracts are 22% Female).	EDI Champions	2028
OBJECTIVE 8. TO PROMOTE A SENSE OF BELONGING AND AN INCLUSIVE SCHOOL CULTURE			
8a. Analyse and reflect on the results from the staff and student Culture Surveys and revise the Action Plan with new actions if needed. Rationale: there is a need for reflection and a review process to monitor progress and identify areas of concern	<u>Evidence</u> = Updates to action plan every two years (or as needed).	SAT, EDI champions and EDI committee chair	ongoing
8b. Aim to reduce instances of bullying/harassment. Amplify zero tolerance policy. Encourage existing line managers to update their learning and ensure all new line managers take line manager training – including	<u>Target</u> = increase in number of people aware of 'report and support' online tool (Q21 bullying & harassment) and reversal of trend for women agreeing with Q19&20 (bullying & harassment). <u>Baseline</u> = Q21 44%W, 72%M. Q19 76%W, 84%M. Q20 60%W, 78%M.	School Executive Administration Manager	annually

<p>training on bullying/harassment, mental health, Allyship and mandatory D&I training. Increase awareness of 'report + support' tool with regular but innovative comm-unications. Develop flow diagram of how to report and who to contact in the school. Provide mental health training for line managers to help support those affected, including bystanders. [Link to RER recommendations #11 – mandatory D&I training & #15 anti-racist training] Add question to culture survey to gather data on training. Rationale: Constant iteration will reduce instances of bullying and harassment (and the impacts on others) and provide clear information on reporting procedures</p>	<p><u>Evidence</u> = Annually report to HOS the numbers of people who have attended training related to line management/staff support & welfare. <u>Target</u> = provide mental health training for line managers <u>Target</u> = increase in staff numbers attending relevant training (e.g. course on UoRLearn) by 2029. <u>No Baseline</u> = data required.</p>		
<p>8c. Promote and monitor use of the Quiet Room, Wellbeing Room and Study Spaces – add lockers and make adjustments to these facilities where needed. Rationale: need to ensure these rooms are fit for purpose to support staff and students</p>	<p><u>Evidence</u> = Add a question to the student and staff culture survey to monitor usage and improvements needed. <u>Target</u> = 50% of respondents to be aware of these facilities.</p>	<p>School Executive Support team and SAT</p>	<p>Bi-annually</p>
<p>8d. Ensure high quality, caring welcome to the School through the enhanced induction process and send regular EDI updates. Rationale: need to constantly reinforce the win-win positive feedback of an inclusive culture</p>	<p><u>Evidence</u> = staff continue to feel like they belong in the School. Continued high agreement with Q1 (belonging and inclusion) <u>Baseline</u> = 76%W, 84%M</p>	<p>School Executive Administration Manager</p>	<p>Ongoing</p>
<p>8e. Review and update PDR process to ensure line managers provide development opportunities and open discussions to support staff progression. Rationale: the annual review is an important process for staff to reflect and discuss their career and to consider/bring about positive EDI changes</p>	<p><u>Evidence</u> = 10% improvement in Q29 (career development) <u>Baseline</u> = 68%W, 50%M</p>	<p>School Executive Administration Manager</p>	<p>Annually</p>
<p>8f. Further develop and communicate methods for transparency in workload allocation. Run a focus group to assess whether the 'smart working' policy and flexible working options are being implemented appropriately. Promote university recognition systems. Rationale: need to improve</p>	<p><u>Evidence</u> = 25% improvement in Q15 (workload and balance) and Q33 (workload/wellbeing) <u>Baseline</u> = Q15 24%W, 22%M. Q33 56%W, 44%M. <u>Evidence</u> = focus group to assess the effective implementation of the smart, flexible working policy</p>	<p>HoS and EDI champions</p>	<p>2026</p>

<p>the low numbers of people who feel their workload is manageable and ensure recognition procedures are utilised to make them feel valued</p>	<p><u>Evidence</u> = celebrating success schemes has greater up-take by managers</p>		
<p>8g. Monitor the seminar speakers, guest lecturers and Visiting Professors to the School to ensure gender balance and intersectional representation (in one-off visits and longer-term affiliations). Rationale: there is a need for inspiring and representative professionals to help model our desired direction of travel</p>	<p><u>Evidence</u> = organisers are mindful of diversity and representation. Students and staff responses to Culture Survey questions indicate balance of role models and speakers. <u>No Baseline</u> = data required.</p>	<p>SAT, EDI champions and EDI committee chair</p>	<p>Ongoing</p>