University of Huddersfield - Athena SWAN Action plan 2015-2018

	Area/issue identified for action	Action	Responsibility	Timescales	Outcome Measures
1	**Athena SWAN Action Plan Implementation and Monitoring**				
1.1	Action plan monitoring by the Athena SWAN Panel	University Athena SWAN Panel to review progress with the Athena SWAN Action Plan on a quarterly basis	University Athena SWAN Panel	Quarterly starting June 2015	Monitoring the action plan will enable a review of the progress and identification of which actions have had an impact. The plan can then be amended to reflect this
1.2	Annual review of HR Data by the Athena SWAN Panel to assess progress with the delivery of outcomes	University Athena SWAN Panel to review HR Data Annually	University Athena SWAN Panel	Annually starting December 2015	An annually available assessment of the HR Data will identify which actions have had an impact. The plan can then be amended to reflect this An annual report will be written for Senate
1.3	URC & UTLC engagement in the implementation	Prepare reports for URC/UTLC	University Athena SWAN Panel Chair	Each academic term, starting summer 2015	Reports will be considered at URC & UTLC meetings once a term and feedback sought regarding any proposed changes to the action plan and their suggestions for dealing with any barriers to progress
1.4	Senate to receive annual progress reports	Prepare formal progress report for Senate	University Athena SWAN	Annually starting in February 2016	An annual report will be submitted to Senate annually in February each year,

	from the Athena SWAN Panel and to agree forward action plans		Panel Chair		which highlights where changes in gender balance have occurred and which actions have had the most impact. Approval will be sought for any changes to the forward action plan
1.5	Athena SWAN Panel to review the membership and terms of reference for School Working Groups appropriate for the pre-submission preparation phase of departmental awards	Review the membership and terms of reference for School Working Groups appropriate for the pre-submission preparation phase of departmental awards	University Athena SWAN Panel	June 2015	School working group membership will be revised and clarity given over the remit and tasks required to deliver a departmental award application
1.6	School Working Groups to share best practice and support each other through the Athena Panel meetings and joint training/development sessions	Athena Panel meetings to include agenda items relating to sharing of best practice and experience in the development of Athena SWAN applications and to identify opportunities for joint training/development sessions	University Athena SWAN Panel Chair	Quarterly starting June 2015	Best practice will be identified, understood and extended to all School Working Groups through exchanges at the Athena Panel meetings and separate training/development sessions
2	**Recruitment of Female Staff**				
2.1	Refresh and reinforce equality and diversity training for all staff in STEM departments All staff are expected to complete equality and	Review the compliance with the completion of the training in STEM departments, creating action plans where necessary Encourage refresher training	HR Director	Annually starting in June 2015	Reviewing the compliance with equality and diversity training will identify who needs to be trained. HR will issue lists of staff who need training to Deans. School specific action plans will be created and led by the Deans and include refresher training for all staff in STEM departments

	diversity training programme available via the website as part of induction	for those that have done it before			
2.2	Refresh and reinforce recruitment and selection training for STEM Departments All staff on recruitment panels are expected to complete the recruitment and selection training programme available via the website	Review the compliance with the completion of the training in STEM, creating action plans where necessary	HR Director	Annually starting in June 2015	Reviewing the compliance with recruitment and selection training will identify who hasn't been trained. An action plan will be created by HR, supported by STEM Deans to include refresher training for staff who haven't carried out the training within 3 years
2.3	Members of appointment committees for STEM departments to have training including in unconscious bias	Arrange training for members of appointment committees for STEM posts including in unconscious bias. Note that the University operates a system whereby Chairs are not from the recruiting department/School	Head of Staff Development	September 2015 onwards	All staff who are members of an appointment committee for a STEM post after June 2016 will have received unconscious bias training
2.4	Review recruitment procedures and make changes to secure higher female application and conversion rates	Review the recruitment processes (application, shortlisting and appointment) Amend procedures and policies as necessary	Director HR	July 2016	The recruitment process will be reviewed in consultation with STEM female staff and factors identified An action plan will be developed to address the specific factors Appropriate policies and procedures will be amended

2.5	Create a new process of exit discussions within STEM Departments	STEM Schools to implement face to face exit surveys to increase the volume and quality of data, and to identify issues that could be addressed.	Deans/ Director of HR	Start September 2015 and embed as an ongoing process	Exit feedback processes will be improved through the ability of leavers to talk directly to a colleague in the Department.
	Exit interview procedure exists but take up is poor				Reasons for leaving will be better understood and any actions that could have been taken to retain those staff recorded
2.6	Implement improvements to collection and analysis of STEM recruitment data	Modify the on-line recruitment system to enable tracking of information about applicants for STEM specific posts	Head of Reward and Information Systems	System improvements by August 2016 with reporting capacity in academic year 2016-17	STEM recruitment data will be reported from academic year 2015-16 onwards to allow quantitative monitoring and evaluation of recruitment methods
	The current on-line system doesn't collect information specific to STEM				Accurate data about applicants and the ability to generate success rates for STEM posts will be available.
2.7	Review and make changes to University recruitment materials to ensure a female friendly approach	Review and amend all University documentation relating to recruitment procedures to ensure that female applicants are attracted to the University	HR Director	September 2016 and annually thereafter	Recruitment materials and procedures will be reviewed from a female perspective and updated and issued to STEM School staff
	Documentation for the recruitment process has not been reviewed to specifically consider attracting female applicants				

2.8	Review and update recruitment information packs for STEM Departments Information packs for applicants have not been reviewed to specifically consider attracting female STEM applicants	STEM departments to review the information pack documentation for their areas to identify and make improvements	Deans	September 2016 and annually thereafter	Each STEM area will produce a tailored recruitment information pack for academic and research posts highlighting positive messages such as flexible working, carer leave and female achievements
2.9	Monitor the effectiveness of advertising routes including through the WISE website The WISE website has been used in addition to standard approaches since 2014	Monitor the application traffic driven by the WISE recruitment site and other channels. Consider and identify other channels	Head of Reward and Information Systems	September 2016 and 6 monthly thereafter	Information regarding the number of applications routed through the WISE website compared to jobs.ac.uk and others e.g. national press will be made available to the HR Director. Alternative and additional advertisement routes will be implemented if the numbers of female applicants do not increase
2.10	Review the websites and other promotional mechanisms e.g. display stands at conferences, for representation of females and their successes in both teaching and research External awards to women are reported on the website, but a systematic logging	Review the University and STEM School websites, and other promotional material used to market the University to ensure that representation of female achievement is prominent Create a process for logging new awards, external committee membership, other esteem items associated with women in the University	School Marketing Practitioners	January 2016 and annually thereafter	The University and STEM School websites will be updated at least annually An award/esteem information logging process will be established for female STEM staff There will be an increase in the number of articles published inside and outside the University about the work of female staff in STEM

		process isn't in place	Promote opportunities to attract women who have had career breaks such as through the Daphne Jackson Trust			
3	**Female Career Progression and Promotion to Senior Grades**					
3.1	Embed the target for proportionate representation of female staff in REF 2020 within the School research planning and monitoring processes ensuring appropriate training and guidance is provided	Include proportional representation of eligible female staff for REF 2020 within the School research planning targets Develop guidance and training as appropriate	Director, Research and Enterprise	September 2015	Specific % female targets for REF suitable staff will be set and monitored during the 4 year preparation period to 2020
3.2	Provide shadowing opportunities in Head of Department and Subject Leader roles for STEM female staff	At annual appraisal identify opportunities for female staff to shadow more senior staff	Deans	June 2015 and annually thereafter	An increase in the number of Heads of Department and Subject Leaders being formally shadowed by female staff will be observed, encouraging more female staff to put themselves forward for more senior roles
3.3	Support the development of career plans to B2+ for female Grade 10 STEM staff	Ensure that Grade 10 Professorial staff have a clear career plan to pursue promotion to Band 2+, including mentor support	Deans	June 2015 and annually thereafter	Every Grade 10 STEM female staff member will have a career plan with appropriate mentor support This will lead to an increase in number of female STEM staff coming forward for promotion to B2+ and being successful

3.4	Review the criteria for conferment to Reader and address any gender specific aspects	Review the criteria for conferment to Reader in the context of no female success in the past two years Address any gender specific aspects arising from the review	Director HR	October 2016	Conferment criteria for promotion to Reader will be reviewed and actions arising implemented to improve applications and success rates for female staff
3.5	Support the development of career plans to Professor for female Grade 9 STEM staff	Ensure that Grade 9 staff have a clear career plan to pursue promotion to Professorial level, including mentor support	Deans	June 2015 and annually thereafter	Every Grade 9 STEM female staff member will have a career plan with appropriate mentor support An increase in number of female STEM staff coming forward for promotion to professor (Grade 10) and being successful
3.6	Increase the female STEM staff attendance at promotion workshops Promotion workshops have been run, but with low turnout from STEM female staff	Continue to operate promotion workshops, to include CV writing, specifically targeting attendance by female STEM staff	HR Director	June 2015 and annually thereafter	There will be an increase in the number of female STEM staff attending the promotion workshops and this will improve the quality of applications for promotion
3.7	Include a strategic	Review all management	Head of Staff	Start September	The management development

			Development	2015 and embed as an ongoing process	programme will include a strategic equalities aspect to support best practice
3.8	Evaluate the ECR mentoring scheme, to assess its applicability to female STEM staff more widely This scheme was introduced in 2013-14	Evaluate the effectiveness of the ECR mentoring scheme Identify aspects that would be applicable to a wider female STEM mentoring scheme (not just ECRs)	Head of Staff Development	December 2015	The ECR scheme evaluation will identify good practice and assist the development of a scheme for female STEM staff more generally
3.9	Continue to prioritise STEM staff for the Aurora programme and encourage senior STEM female staff to act as role models 4 STEM staff have participated in Aurora in 2014, and a further 6 STEM staff are participating in the 2015 programme	Continue to prioritise STEM female staff to participate in the Aurora programme both as mentees and mentors, and as Aurora role models	HR Director/Deans	September 2015 and annually thereafter	There will be an increase in the number of female staff participating in the Aurora programme – aiming for at least 4 new mentees per year More female STEM staff will become Aurora role models and mentors for other female staff within the University Inclusion of role model activity in appraisals/CVs of female STEM staff
3.10	Develop pilot programme to expand the HALM model to	Expand the HALM model to include a pilot programme for career development for	Head of Staff Development	January 2017	Pilot programme will have been operated and feedback from female STEM staff attendees utilised to make improvements

	support career development for female STEM staff	female STEM staff			and roll out a longer term programme
3.11	Celebrate female success through the creation of University Awards for STEM women and through nomination for external awards	Create University WISE Awards for female STEM staff celebrating excellence in teaching and research Nominations will be managed by the University Teaching and Learning Committee and the University Research Committee	Pro V-C Teaching and Learning & Pro V-C Research and Enterprise	Annually; the first awards to be granted in September 2015	Female STEM staff will be nominated for the University WISE Research and University WISE Teaching Awards and the winners will be selected by the VCO An increase in the number of female staff nominated for external awards through the University Teaching and Learning Committee and the University Research Committee Generally there will be more visible female role models to attract female applicants to the University and inspire the next generation of women
3.12	Continue to hold and support events that encourage school girls into STEM	STEM and Research and Enterprise staff to continue to support and participate in events aimed at encouraging schools girls into STEM	STEM Schools and Research & Enterprise Representatives	On going	An active programme of events aimed at encouraging school girls into STEM will be delivered.
3.13	Review the University Marketing and Communications Strategy and develop ways of raising the profile of women in STEM	Review the current University Marketing and Communications Strategy and make recommendations specific to women in STEM	Director, Marketing	December 2016	The University Marketing and Communications Strategy will reflect the gender equality agenda through women in STEM activities

4	**Improve Overall Representation of Female Staff on Committees**				
4.1	Encourage and support female STEM staff in putting themselves forward for School representational roles on committees and elected seats on Senate	Female STEM staff to be encouraged and supported in putting themselves forward for committee membership, including a committee membership awareness session	Deans/ Head of Registry	As vacancies arise Awareness session October 2015	There will be improved representation for female STEM staff on Senate through elections and on other committees
5	**Work-Life Balance**				
5.1	Ensure that the workload model allows sufficient time for development activities, including shadowing, committee membership etc.	Keep the application of the workload model under review within Schools and take action if there is any evidence of gender related imbalance in administration, teaching, research load and opportunities for career development	Deans/Director of HR	On going	The workload model includes allocation of time for developmental activities No staff complaints relating to gender will be reported
5.2	Review the take up of flexible working and dependants leave by STEM staff, consult and remove any	School Athena Working Groups to explore the reasons for a low take-up of flexible working and dependants leave in STEM	Architecture Working Group Applied Sciences Working Group	September 2016	Consultation with staff over the existence of the flexible working and dependants leave policies will lead to the range of policies operating becoming better understood by STEM staff, and any

	organisational barriers identified Dependants leave policy operates but take up is low from academic staff in STEM	areas Any organisational barriers identified to be translated into action plans	Nursing Working Group Psychology Working Group Computing and Engineering Working Group		barriers to their uptake revealed New action plans will be put in place to tackle specific issues arising from the consultation With increased take up of flexible working and use of dependants leave survey outcomes e.g. QoWL will indicate a satisfied female STEM workforce
5.3	Identify any barriers to return to part-time or flexible working after maternity or adoption leave in STEM areas Induction processes are recommended for all maternity/adoption leave returns but implementation is inconsistent	School Athena Working Groups to identify any barriers to return to part-time or flexible working after maternity/adoption leave in their subject areas or as a wider group Any organisational barriers identified to be translated into action plans	Architecture Working Group Applied Sciences Working Group Nursing Working Group Psychology Working Group Computing and Engineering Working Group	September 2016	Consultation with staff over part-time or flexible working following a period of maternity or adoption leave will lead to the range of policies operating becoming better understood by STEM staff, and any barriers to their uptake revealed New action plans will be put in place to tackle specific issues arising from the consultation With increased take up of part-time and flexible working after maternity or adoption leave, survey outcomes e.g. QoWL will indicate a satisfied female STEM workforce
5.4	Identify what other	Hold a discussion group	Architecture	Academic year	Consultation with staff over return to

				2015-16	work following a period of carer leave will help to identify further steps that could be taken to provide further support
	support STEM returners require both for maternity leave or other extended carer leave	meeting with some recent STEM returners from maternity or other extended carer leave to explore further ways to support the return of staff who have been absent due to carer responsibilities Identify any actions and develop a plan	Working Group Applied Sciences Working Group Nursing Working Group Psychology Working Group Computing and Engineering Working Group	2015-16	New action plans will be put in place to tackle specific issues arising from the consultation With increased support, survey outcomes e.g. QoWL will indicate a satisfied female STEM workforce
5.5	Monitor and publicise the childcare voucher scheme	Continue to monitor the take up of the childcare voucher scheme, particularly by STEM staff, and publicise any changes through the website, emails to staff etc.	Director of HR	On going	Childcare voucher uptake data will be included in the annual data set for review by the Athena SWAN Panel Childcare vouchers will be publicised regularly
6	**Departmental Equality Awards**				
6.1	Athena SWAN – preparation for Departmental Award submissions	Review female STEM staff and student data and benchmark against other universities, and develop action plans to support Departmental submissions	Architecture Working Group Applied Sciences Working Group Nursing Working Group Psychology Working Group	Academic year 2015-16	Assessment of the STEM staff and student data will identify which actions are likely to have an impact. Action plans will be prepared to reflect this

			Computing and Engineering Working Group		
6.2	Athena SWAN Departmental Award submission	Architecture	Architecture Working Group	April 2016	Submission prepared with support from the School and University Athena SWAN Panel and submitted in April 2016
6.3	Athena SWAN Departmental Award submission	Nursing	Nursing Working Group	April 2016	Submission prepared with support from the School and University Athena SWAN Panel and submitted in April 2016
6.4	Athena SWAN Departmental Award submission	Chemistry	Applied Sciences Working Group	April 2016	Submission prepared with support from the School and University Athena SWAN Panel and submitted in April 2016
6.5	Athena SWAN Departmental Award submission	Computing and Engineering	Computing and Engineering Working Group	April 2016	Submission prepared with support from the School and University Athena SWAN Panel and submitted in April 2016
6.6	Athena SWAN Departmental Award submission	Psychology	Psychology Working Group	April 2016	Submission prepared with support from the School and University Athena SWAN Panel and submitted in April 2016
6.7	Athena SWAN Departmental Award submission	Biological Sciences	Applied Sciences Working Group	November 2016	Submission prepared with support from the School and University Athena SWAN Panel and submitted in November 2016
6.8	Institute of Physics JUNO Award Submission	Physics	Applied Sciences Working Group	November 2016	Submission prepared with support from the School and University Athena SWAN Panel and submitted in November 2016

6.9	Athena SWAN Departmental Award submission	Pharmacy	Applied Sciences Working Group	November 2016	Submission prepared with support from the School and University Athena SWAN Panel and submitted in November 2016