

Appendix 1: Silver Award Action plan (Revised – February 2016)

School of Archaeology, Geography & Environmental Science, University of Reading, Silver Award application, November 2015

- *This action plan has been designed so that any member of staff within SAGES could pick it up and implement activity, rather than relying on individuals*
- *Actions, measurables and targets are based upon staff and student consultation in 2015 and Bronze Award activities since 2011*
- *This action plan follows the criteria of SMART - Specific, Measurable, Achievable, Relevant and Time-bound*

Our priorities for 2015-18

1. *Continuing the good work of the Staff Development and Wellbeing Committee*
2. *Supporting and empowering our PGRs, PGTs and UGs*
3. *Enhancing our School and Departmental communications*
4. *Extending staff mentoring activities*
5. *Boosting career development opportunities*
6. *Focussing on women in leadership*
7. *Avoiding 'unconscious bias' during recruitment*
8. *Committing to Working Sagely*

Glossary:

HoS = Head of School

HoDs = Head of Departments of Archaeology and Geography & Environmental Science

SDWC = Staff Development and Wellbeing Committee

SDDL = School Director of Teaching and Learning

SDPS = School Director of Postgraduate Studies

SSLC = Staff-Student Liaison Committee

SEO = School Equality Officer

PGR = Postgraduate Researcher

PST = Professional, Support and Technical Staff

PD = Programme Director

Note: Diversity and Wellbeing Committee

The SDWC was renamed the Diversity and Wellbeing Committee in 2015/16, reflecting: the University's two new Deans for Diversity and Inclusion; discussions and debate from the School's Gender & Fieldwork event; and its wider remit within the School.

Priority 1: Continuing the good work of the Staff Development and Wellbeing Committee					
	Description of action	Rationale	Responsibility ¹	Start – End	Measurables
1.1	Rename the SDWC with Diversity and Wellbeing Committee; renew the terms of the SDWC in order to strengthen the remit; and look at the make-up of the committee with respect to intersectionality	The Staff Survey described Athena SWAN activity as 'an agent for change'. Staff said: 'culture change is happening'; 'initial scepticism overcome'; 'good intentions now translate into action'; 'good strides'; and 'fostered feeling of inclusivity'. 81% of respondents to the staff survey reported that the SDWC has been a success. The SDWC was recognised by staff as an	HoS (Nick Branch), SDWC (action monitored by SEO, Hilary Geoghegan)	January 2016 – May 2016	SDWC underpins this action plan. Terms of Reference and members names on website by May 2016. 2 members identified with responsibility/interest in intersectional issues. Committee meetings held termly. Target: An increase from 81% of respondents to the staff survey reporting that the Diversity and Wellbeing Committee has been a success to 90% by November 2018
1.2	Participate in University Athena SWAN Steering Group and annual reviews of student and staff data, as well as reporting on qualitative aspects of cultural change	activity where SAGES is a trailblazer within the University and beyond with Dr Geoghegan's involvement in the establishment of Royal Geographical Society	SEO (Hilary Geoghegan)	Ongoing	SAGES data will be included in all University level assessments and reviews, with commentary from SAGES staff. Target: 100% success by 2018
1.3	Support Athena SWAN champions to maintain their involvement in University level committees on Diversity and Inclusion in order to share good and best practice, in particular leading on equality and fieldwork practice/training across Reading and via the Royal Geographical Society (with IBG) Athena SWAN Community of Practice	(with IBG) Athena SWAN Community of Practice	HoS (Nick Branch), HoDs (Steve Musson/Roger Matthews), SEO (Hilary Geoghegan)	January 2016 – October 2018	Target: We will convince the Schools of Biological Sciences and of Agriculture, Policy and Development to adopt the idea of cross-School 'Gender & Fieldwork' discussions by October 2018. SEO will give talks in one School per year. SEO will lead a specific networking session at the RGS-IBG Annual Conference in August 2016

¹ Names are correct as of October 2015

1.4	Identify two new Athena SWAN champions to build capacity in diversity, inclusion and wellbeing work	It is important to avoid over-burdening individual colleagues with the responsibility of equality and diversity work	HoS (Nick Branch), SDWC (action monitored by SEO, Hilary Geoghegan)	May 2016 – September 2016	2 new Athena SWAN champions in place by September 2016. Targets: An increase from 81% of respondents to the staff survey reporting that the Diversity and Wellbeing Committee has been a success to 90% by November 2018. 90% of staff have attended one or more Athena SWAN events by October 2018
1.5	Conduct annual survey of academic staff, research staff, and PGRs based upon previous Athena SWAN survey and issues pertaining to that year, and communicate findings to colleagues via email and in-person School presentation	Responses from colleagues following focus group and staff survey revealed a need for continued reflection	HoS (Nick Branch)	September 2016 – October 2018	Targets: An increase from 86% of respondents to the staff survey reporting that “I have the opportunity to feedback on decision making processes within the School” to 90% by November 2017. With a new target of 70% of PGRs agreeing with the above statement in new survey by November 2017. As well as an increase in the response rate from 87% to 95% of staff by November 2017. SEO to share slides from annual in-School review of action plan, to update action plan as priorities shift
1.6	Consolidate annual findings from PTES, NSS and other mechanisms for UG/PGT student engagement, and respond to them through UG/PGT consultation via the SSLC	UG students form an important component of our Silver Award and we want to work with them more effectively. However, any UG/PGT survey would need to dovetail with other mechanisms	SSLC	September 2016 – October 2018	Target: 50% of undergraduate respondents to the student survey state that they have contributed to discussions on Athena SWAN by November 2018. Evidence within the action plan as priorities shift

		for student engagement to avoid survey fatigue			
1.7	Continue to work closely with line managers during the Professional and Administrative Staff transition	Institutional changes relating to Professional, Support and Technical Staff are on-going and the outcome of how they will be managed in the future will not be available until Sept 2016 at the earliest. This is a time of uncertainty and we need to remain supportive	HoS (Nick Branch), SDWC (action monitored by SEO, Hilary Geoghegan)	January 2016 – September 2016	If PST staff are managed centrally but located within the School, our target will be to ensure that suitable arrangement will be made for continued interest in shared wellbeing through the staff survey and SDWC, and field and laboratory committee

Priority 2: Supporting and empowering our PGRs, PGTs and UGs					
	Description of action	Rationale	Responsibility	Start – End	Measurables
2.1 (a) PGRs	Invite two volunteers from PGR community to become members of the SDWC	Staff and PGR focus groups recognised need to explore student engagement more fully within SDWC	HoS (Nick Branch), SDPS (Kevin White)	January 2016 – May 2016	2 PGR reps are appointed on 2 year rotations. Target: 90% of PGR respondents to student survey state that PGR concerns are addressed by the SDWC and School PGR committee
2.2	Identify further PGR leadership opportunities within both Departments, for example seminar organisation and PGR students to lead organisation of the SAGES PGR Conference	PGR focus group and staff survey revealed that more could be done to support male/female students particularly in relation to work-life balance, role models, being an academic. Both focus groups also identified the need to increase PGR representation on committees and their role in the life of the	Research Division/Cluster/Centre Leaders (Hilary Geoghegan/Gabor Thomas/Anne Verhoef/Jo Clark/Sandy Harrison), SDPS (Kevin White)	September 2016 – October 2018	Target: 80% of PGR respondents to student survey state that they have sufficient opportunities for leadership in their Department. PGRs are leading some seminar organisation, organising SAGES PGR conference, attending SDWC
2.3	Host a workshop for PGRs and staff on academic life and being an academic	Departments	Research Division/Cluster/Centre Leaders (Hilary Geoghegan/Gabor Thomas/Anne Verhoef/Jo Clark/Sandy Harrison), SDPS (Kevin White)	June 2017, June 2018	Target: year-on-year improvement in feedback survey for annual 'academic life' workshop. 80% of PGR respondents to student survey state that they have an improved understanding of academic life
2.4	Continue and monitor buddy system SAGES for PGR students	Archaeology already have a buddy system in place for PGRs, GES has just established a programme. PGR focus group revealed the need for improved support upon arriving as	SDPS (Kevin White)	January 2016 – December 2016 (annual evaluation)	Target: At least 50% of new students take up the offer of a buddy

		a new PGR			
2.5	Develop termly in-house training sessions on personal development for PGRs, such as managing your supervisor	The PGR focus groups in Archaeology and in GES revealed issues with the University level training, as too generic, discipline specific issues left unaddressed.	SDPS (Kevin White)	September 2016 – October 2018	Target: 90% of PGR respondents to student survey report they are very happy/happy that their training needs are being met, and have improved experiences of training.
2.6	Communicate disappointment of PGRs with some of the training courses offered centrally that are mandatory	Some students felt patronised and others were just signing up for courses in a panic. Following the 'imposter syndrome' workshop, both groups felt opportunities for	SDPS (Kevin White)	January 2016 – September 2016	Webpages documenting PGR training experiences available from September 2017
2.7	Collate experiences of students on each University supplied training course and circulate as in-house guide to courses	in-house activities should be explored. These sessions would complement existing in-house workshops on 'Life after PhD' etc.	SDPS (Kevin White), new PGR Reps on SDWC	May 2017 – September 2017	
2.8	Evaluate PGR induction procedures	A PGR induction process is in place and we will continue to monitor and refine activities. Further, the PGR focus group revealed that	SDPS (Kevin White)	September 2016 – October 2018	
2.9	Arrange PGR laboratory induction	there needed to specialist induction for those using laboratories in order to understand what equipment and support is available	SDPS (Kevin White)	September 2016 – November 2016	Target: 100% of new lab-based PGR students complete lab induction annually from October 2016 onwards
2.10	Monitor numbers of students who suspend their PGR study, based upon gender, stage, reason and funder	Whilst we have analysed data on PGR submission dates, as a School we do not effectively capture information about suspensions but it may help us target support more effectively in the future	SDPS (Kevin White)	May 2016 – September 2016	Target: 70% of PGR respondents to student survey report that they know where to locate support and advice in relation to my PhD by November 2017

2.11 (b) UG and PGT Students	Maintain overview of marketing materials for UG and PGT courses to avoid any male bias and maintain visibility of female students	Student data analysed here revealed fewer female students apply to MSc in GES	PGT PDs (Mary Lewis/Liz Shaw/Tom Sizmur/Grenville Astill/Martin Bell)	May 2016 – September 2016	Visual identity of UG and PGT courses maintain visibility of female students. Target: 50% of PGT visit day participants report gender-balanced visual identity (through visit day evaluation forms) by November 2017
2.12	Use SSLC to explore issue of student achievement through focus groups and respond according to the findings of this review, for example a workshop for students and/or staff	Student data revealed: (1) UG male students achieve lower degree classifications than female students. Staff survey revealed that male students require support, particularly in relation to perceptions of an anti-academic sentiment; (2) fewer PGT female students achieve a distinction	SSLC (involving PDs)	January 2017 – September 2017	Comments regarding male UG and female PGT student achievement recorded in minutes of various meetings from Spring 2017, and identified actions incorporated into the action plan by Summer 2017. Target: a reduction from 64%/70% of respondents to the staff survey who agree that more could be done to support female students/male students to 40% by November 2017
2.13	Ensure all staff use the SAGES appointment system for UG and PGT student meetings	Staff survey suggested an inconsistent use of the online appointment system by staff, and inaccessibility of some colleagues	HoDs (Steve Musson/Roger Matthews), Senior Tutor (Steve Gurney)	September 2016 – November 2016	Target: appointment system is used by ALL staff (100%)
2.14	Encourage students to participate in peer support networks, for example the University's STAR Mentor Scheme	Student data on degree classifications and applications to study reveal more support is required, a suggested solution is peer mentoring	Senior Tutor (Steve Gurney), Personal Tutors	September 2017 to October 2018	Target: 80% of UG respondents to student survey report (1) they know how to access peer support networks and (2) if they have used these networks, they have had a worthwhile experience by November 2018

2.15	Fully implement University guidance for personal tutors in SAGES	As noted in the staff survey results, whether a student receives appropriate personal tutor support is a lottery as University guidance isn't consistently implemented in SAGES	SDTL (Alan Howard), Senior Tutor (Steve Gurney)	January 2016 – December 2016	Target: 80% of UG and staff respondents to annual survey report more successful personal tutor meetings by November 2018; completion of the tutor card in 100% of cases
2.16	Use traffic light system to prioritise items raised by students at the SSLC, follow up with 'you said, we did' emails to students	In 2014/15, SAGES implemented a traffic light system for prioritising action points. However, we need to be more pro-active in feeding back to students	SSLC, Student Reps	May 2016 – September 2016	Target: 90% of UG respondents to the student survey state that they have the opportunity to feedback on teaching and learning processes within their department by November 2018
2.17 (c) ALL students	Encourage staff and PGR engagement with UG student societies, as requested by committees of GeogSoc and RUined, for example offering seminars on research	In 2014/15, GES renewed links with GeogSoc. Following the staff survey, it was decided that one way to reach the students on matters away from the classroom was via GeogSoc and RUined. Making room for social activities	HoDs (Steve Musson/Roger Matthews)	September 2016 – November 2016	Staff and students focus groups report a more connected community with the Departments. Target: 50% staff and PGR attendance at annual events by November 2018
2.18	Create space for UG students in GES	Staff focus groups and feedback from the Staff Student Liaison Committee suggested that GES UGs do not have a dedicated space within the Department. This was regarded as significant to their sense of belonging. This is also reflected in the NSS feedback	SDTL (Alan Howard), HoD (Steve Musson), HoS (Nick Branch)	September 2016 – October 2018	Target: Space is used on average by 8 students at any time (monitored by regular spot checks). 90% of GES UG respondents to the student survey state that they have a dedicated space to study in GES by November 2018
2.19	Create short, friendly online guidebook about SAGES in consultation with PGR, PGT and UG groups, including local	PGR focus group revealed some items of important information were missing from the student handbook, for example funding opportunities. It was also	SSLC, PDs, SDPS (Kevin White), HoS (Nick Branch)	September 2016 – October 2018	Guidebooks containing staff lists, images from Departmental activities, quotes from students. Target: 80% of UG/PGT/PGR respondents to student survey

	information on seminars, staff and societies	recognised that whilst the student handbook contains official information, there needed to be something friendlier to allow for a greater sense of belonging, such as staff lists, images from SAGES activities			agree that their Department is a friendly place to study/work by November 2018
2.20	Make sure staff are giving consistent feedback to UG/PGT/PGR students through a 'feedback' workshop for staff, and require all supervisors to attend the SAGES PGR conference	PGR and staff focus groups revealed that there were inconsistencies in feedback offered by supervisors and panel chairs. This led to feelings of stress and low self-confidence. It also led to unhelpful comparisons being made between supervisors. Similar comments were made by staff working with UG students	SDPS (Kevin White), SDTL (Alan Howard), PDs	September 2016 – October 2018	Target: Increase in NSS feedback scores from 57% in GES for 'feedback on my work has been prompt' to 70% by 2018; 70% of PGR respondents to student survey report they receive prompt and detailed feedback from their supervisors by November 2017

Priority 3: Enhancing our School and Departmental communications					
	Description of action	Rationale	Responsibility	Start – End	Measurables
3.1	Include details of SAGES Researcher Group in researcher induction pack	Research staff focus group revealed that not all new researchers were aware of the group and that this would enhance a sense of community	HoS (Nick Branch)	January 2016 – May 2016	Researcher induction pack updated by 31 st May 2016. Target: 90% of researcher respondents to the staff survey report that the SAGES Researcher Group has been a successful initiative by November 2017
3.2	Celebrating success emails to reflect diversity of success types	Staff and PGR focus groups revealed need for emails to reflect diversity of achievement beyond grants wins and conference involvement, for example accommodating technical, admin, teaching, enterprise and student successes	HoS (Nick Branch)	January 2016 – May 2016	Target: 90% of respondents to the staff survey report that celebrating success emails acknowledge a wide range of success types by November 2016
3.3	Put PGR profiles onto the website to make PGR community more visible	PGR focus groups revealed the issue of student online profiles had not been adequately addressed. This is a University-level issue as the website is undergoing transfer to a new template. However, current SAGES activities to improve situation include links from School webpages to students profiles on academia.edu	SDPS (Kevin White)	September 2016 – December 2016	Target: ALL profiles (100%) on website by 1 st December 2016
3.4	Ensure all webpages and noticeboards for the School reflect the diversity of the School	We need to ensure that diversity (including and beyond gender differences) is reflected across our School	SDWC (action monitored by SEO, Hilary Geoghegan)	Ongoing, regularly monitored	Target: ALL webpages and noticeboards reflect our diversity (100%) by November 2018

3.5	Continue and grow newsletter(s) for School and Departments	Researcher and PGR focus group feedback suggested need for wider understanding of what School and Department colleagues and students are doing via a newsletter, summarising publications and events	HoS (Nick Branch), HoDs (Steve Musson/Roger Matthews)	September 2016 – December 2016	Target: An increase from 83% of respondents to the staff survey reporting transparent communication and decision-making within the School and Departments to 90% by November 2018
3.6	Evaluate committee communication pathways to ensure effective committee reporting	Staff focus groups revealed need for increased communication around committee activity and outcomes	HoS (Nick Branch)	May 2016 – September 2016	
3.7	Maintain SAGE(S) Advice blog	Since starting in October 2014 the blog has received on average 612 views per month. The number of views on the blog and the energetic contributions from colleagues and students marks this activity as a real achievement for our School.	SDWC (action monitored by SEO, Hilary Geoghegan)	Ongoing	Increased interest in the SAGE(S) Advice Blog. Target: 800 views per month by January 2017

Priority 4: Extending staff mentoring activities					
	Description of action	Rationale	Responsibility	Start – End	Measurables
4.1	Host half-day workshop to refresh mentor training	Staff focus groups revealed that there was a lack of understanding by some mentors of their role and the job description of their mentee. We need to encourage better preparation	HoS (Nick Branch), HoDs (Steve Musson/Roger Matthews)	January 2017 – October 2018	100% of 2015 survey participants (12) who wanted a mentor have a mentor by December 2016, this would mean an increase in mentoring from 60% to 80% of female staff and 50% to 60% of male staff by December 2016. Target: An increase from 91% of respondents to the staff survey reporting 'I am encouraged to undertake activities which will contribute to a stronger CV' to 95% by November 2017
4.2	Clarify the different roles of buddy, mentor and coach		HoS (Nick Branch)		
4.3	Develop guidance on mentoring and buddy system for the new staff handbook		HoS (Nick Branch)		
4.4	Researcher community to develop guidelines for PDRA mentoring	Research focus group revealed that PDRAs would like more say in how mentoring is applied to their community. They were delighted to have someone on School Council representing their community.	Researcher Committee, Researcher Champion on School Council (Gundula Muldner), HoS (Nick Branch)	September 2016 – December 2016	Continued development of researcher needs and evidencing within the action plan
4.5	Retain a dedicated School Council member to oversee researcher mentoring requirements		HoS (Nick Branch)	January 2016 – May 2016	
4.6	Evaluate success of mentoring relationships	Staff survey responses indicated that the PDR scheme and mentoring had only been running for 2 years and therefore it was too early to evaluate the impact of it	HoS (Nick Branch)	September 2016 – December 2016	Target: An increase from 81% of respondents to the staff survey reporting 'career progression is usefully discussed in my appraisal' to 90% by November 2017
4.7	Mentoring for all staff who request it. Mentors can be from within and beyond SAGES	Staff survey revealed that 28% of staff who don't currently have a mentor would like one. Staff focus group revealed that some staff fall below the radar for mentoring who would really benefit from it	HoS (Nick Branch)	January 2016 – May 2016	ALL staff who request a mentor have one

Priority 5: Boosting career development opportunities					
	Description of action	Rationale	Responsibility	Start – End	Measurable
5.1	Refresh existing guidelines for staff regarding the PDR process in user-friendly language	Research staff focus group revealed a need for clarity around use of PDR information	HoS (Nick Branch), School Council, SDWC (action monitored by SEO, Hilary Geoghegan), HR (Rachel Thorns)	May 2017 – September 2017	Revised PDR guidelines are circulated by 1 st September 2017. PDR reviewer-reviewee list updated by 1 st May 2016. Target: An increase from 81% of respondents to the staff survey reporting 'career progression is usefully discussed in my appraisal' to 90% by November 2017
5.2	Increase length of PDR meetings to allow for a fuller discussion	Staff focus group requested longer meetings for PDR as it currently feels like a conveyor belt	HoS (Nick Branch)	May 2017 – September 2017	
5.3	Re-allocate PDR reviewers to avoid conflicts of interest	Staff survey and Research Rep on SAT revealed the need to improve PDR reviewer and mentoring advice, and allocation of mentors	HoS (Nick Branch)	May 2016 – September 2016	
5.4	Train more female colleagues in PDR reviewing	Staff survey and focus groups revealed a need for more senior female colleagues to be acting as PDR reviewers	HoS (Nick Branch), HoDs (Steve Musson/Roger Matthews)	May 2016 – May 2017	In line with the University's policy to increase female representation within decision-making to 30% by 2020, we will increase the number of female reviewers to 30% by May 2017
5.5	Review how PDR documents are utilised by senior management	Staff focus group revealed the need to use PDR data to greater effect in understanding needs	HoS (Nick Branch), School Council	May 2016 – September 2016	Target: Greater perception that PDR reviews have had an impact on, for example, an increase from 76% of respondents to the staff survey reporting 'workload is usefully discussed in my appraisal' to 85% by November 2017
5.6	Overhaul the workload model to	Staff survey and focus groups	HoS (Nick Branch)	May 2016 –	A reduction from 56% of

	ensure consistent/appropriate workload allocation, and avoid discontent amongst staff when model results are announced	revealed WLM required revision and greater transparency. Indeed: <ul style="list-style-type: none"> • 61% staff felt too long spent on administration • 37% agree on clear and transparent WLM allocations • 56% believe WLM doesn't work 		September 2016	respondents to staff survey reporting that the WLM doesn't work to 20% by November 2018. An increase from 37% of respondents to the staff survey agreeing that there are clear and transparent WLM allocations to 80% by November 2017.
5.7	Revise promotion guidelines in user-friendly language for staff	Staff survey revealed: <ul style="list-style-type: none"> • 37% staff don't understand promotion • 27% found it to be unfair • 25% didn't feel supported or encouraged to apply Findings were echoed in the staff focus group Staff survey revealed that staff would like increased encouragement to apply for promotion and to hear success stories	HoS (Nick Branch), Promotions Panel, HR (Rachel Thorns)	September 2016 – December 2016	Greater perception that promotion is a more transparent process, measured by annual survey. Targets: A reduction from 37% of respondents to the staff survey stating they don't understand promotion to 20% and a reduction from 27% of respondents stating they found the process to be unfair to 10% by November 2017. An increase from 75% of respondents to the staff survey stating they feel supported or encouraged to apply to 95% by November 2018. 40% Promotion training is available for all staff in-house: 40% of staff attend by November 2018.
5.8	Host a cross-School in-house promotions workshop to inform staff of the process and offer voices of experience from recently promoted colleagues				
5.9	Encourage take up of training opportunities for colleagues on fixed-term contracts and beyond early-career	Staff survey revealed an appetite for: more training for teaching fellows; improved strategy and management training for leadership roles;	HoS (Nick Branch), HoDs (Steve Musson/Roger Matthews)	May 2016 – September 2016	Target: 70% of staff attend at least one training course per year; An increase from 91% of respondents to the staff survey reporting 'I am encouraged to undertake activities

		and Myers-Briggs analysis for teams			which will contribute to a stronger CV' to 95% by November 2017
5.10	Produce list of funders for small grants and fellowships for PDRAs developing their careers	The staff survey revealed a need for improved PDRA access to funding	Research Committee	May 2016 – September 2016	PDRAs report increased numbers of grant applications during PDRs. Target: 3 independent applications by PDRAs per year. An increase from 91% of respondents to the staff survey reporting 'I am encouraged to undertake activities which will contribute to a stronger CV' to 95% by November 2017
5.11	Implement new University guidance on teaching peer observation via new School guidance document	Staff focus groups identified teaching peer review/observation to be an important element where colleagues can support teaching only staff, as well as encourage a more accepting culture of 'teaching'	SDTL (Alan Howard)	September 2016 – December 2016	An increase from 93% of respondents to the staff survey agreeing that teaching is valued within SAGES to 95% by November 2017
5.12	Develop guidance on potential for conversion from fixed-term to permanent contracts for PDRAs and transparency regarding contribution to the REF	The staff survey revealed a lack of understanding around whether fixed-term PDRAs can become permanent and the contribution PDRAs made to the last REF	HoS (Nick Branch)	January 2017 – May 2017	Target: 80% of research staff agree with statement in annual survey that (1) 'there is greater transparency regarding movement from fixed-term to permanent contracts' and (2) 'I am a valued member of my Research Division' by November 2018

5.13	Host workshop for PDRAs on career progression	The research staff focus group revealed the need for a targeted workshop on career progression, featuring those recently appointed as lecturers and more established research fellows	Researcher Champion on School Council (Gundula Muldner)	January 2017 – May 2017	Target: 80% of research staff agree with statement in annual survey that 'SAGES supports PDRA career progression through training'
5.14	Continue to monitor annual summary from HR of leavers' survey data, act upon findings	We need to understand why are colleagues decide to leave in order to identify room for improvement	HR (Rachel Thorns), HoS (Nick Branch)	May 2016 – September 2016	ALL leavers' survey data is examined by HoS and issues to be addressed are incorporated into action plan

Priority 6: Focussing on women in leadership					
	Description of action	Rationale	Responsibility	Start – End	Measurables
6.1	Conduct focus group on gender and leadership in SAGES to consider issues that stop people putting themselves forward for leadership roles; and identify suitable succession planning measures	Whilst the sample numbers are small, the number of women represented in senior roles within the School Council are small in comparison to men. We need a focus group to explore this issue	HoS (Nick Branch), HoDs (Steve Musson/Roger Matthews)	Ongoing	An increase from 33% of women on School Council to 40% by November 2018. More women in SAGES leadership roles in line with University-wide policy of at least 30% females on committees by 2020
6.2	Put 'committee membership' information on the department website as profiles to make decision-makers more visible		HoS (Nick Branch), SDWC (action monitored by SEO, Hilary Geoghegan)	January 2016 – May 2016	Photographs and membership details of ALL School Committees on website by 31 st May 2016.
6.3	Advertise committee membership opportunities to all staff, with line-managers encouraging female staff to apply	Improvements have been made since 2011 on the female/male ratio on committees, however there is still room for improvement	HoS (Nick Branch), HoDs (Steve Musson/Roger Matthews)	May 2016 – September 2016	Committee membership advertised and improved female representation across all School committees in line with University-wide policy of at least 30% by 2020
6.4	Host a one-day training session for staff on leadership	Whilst training courses are available from the University on leadership, staff focus groups revealed we would benefit from an in-house training session on the subject, as well as learning from colleagues already in leadership positions, for example the staff survey revealed that 66% of staff on uni-level committees were female	HoS (Nick Branch)	June 2017, June 2018	Target: 90% of respondents to the staff survey agree with the statement that a diversity of leadership styles are supported in SAGES

6.5	Encourage female colleagues to participate in Aurora and Springboard programmes	A survey of female colleagues who attended Aurora and Springboard revealed the benefits of both programmes	HoS (Nick Branch), HoDs (Steve Musson/Roger Matthews)	May 2016 – September 2016	School supports at least 1 participant per year to apply for the Aurora programme and ALL female staff who want to are supported to attend Springboard
6.6	Convene termly meeting for Aurora and Springboard participants to encourage sharing of experiences and good practice	Aurora and Springboard have been reported to work because of the regular meetings. Once the courses finish, colleagues are left on their own. An informal network within SAGES has been suggested	Aurora and Springboard attendees, SEO (Hilary Geoghegan)	November 2016, ongoing	Target: 90% of female respondents to the staff survey agree with the statement that their experience of Aurora and Springboard is valued by SAGES

Priority 7: Avoiding 'unconscious bias' during recruitment					
	Description of action	Rationale	Responsibility	Start – End	Measurables
7.1	Maintain data on gender across applications, shortlists and appointments	SAGES needs to record and monitor gender distribution across staff recruitment	HoS (Nick Branch), HoDs (Steve Musson/Roger Matthews)	May 2016 – September 2016	Less than 10% of shortlists to be all male
7.2	Require all staff on appointment panels and in leadership roles to undertake 'unconscious bias' training	Following 'unconscious bias' training for 17 academics in 2015, we have decided that all staff on appointment panels and in leadership roles (as a minimum should undertake the training)	HoS (Nick Branch)	September 2017 – December 2017	100% of staff on appointment panels and in leadership roles have completed unconscious bias training by November 2017
7.3	Develop an 'unconscious bias' refresher sheet for shortlisting/interview panels to consider prior to shortlisting	Following a School 'unconscious bias' training workshop, we produced a set of notes regarding unconscious bias thinking that panels should consider during shortlisting	HoS (Nick Branch), SDWC (action monitored by SEO, Hilary Geoghegan)	September 2016 – December 2016	100% of panels use the form to inform decision-making (make it a necessary condition to appointing)

Priority 8: Committing to Working Sagely					
	Description of action	Rationale	Responsibility	Start – End	Measurables
8.1	Conduct Departmental focus group evaluations of the Working Sagely document	The Staff survey revealed colleagues want more 'working sagely' but that the document requires development	HoDs (Steve Musson/Roger Matthews)	January 2017 – May 2017	Feedback on how the Working Sagely document is currently used, with suggested improvements incorporated into the action plan. An increase from 83% of respondents to the staff survey agreeing that 'our School's values document, Working Sagely, has encouraged me to reflect on relationships and behaviour in the workplace' to 90% by November 2017
8.2	Reproduce Working Sagely ideas in different forms to ensure Working Sagely becomes embedded, for example reinforcing key messages during PDRs, host mini-conference on 'gender and diversity' with a strong working sagely angle	Staff focus groups revealed concerns around how items such as core hours and availability were being adopted by colleagues	SDWC (action monitored by SEO, Hilary Geoghegan)	May 2017 – September 2017	
8.3	Host half-day 'Wellbeing' conference for staff and students to encourage open discussion of wellbeing issues, family leave and flexible working	SDWC, staff and PGR focus groups revealed the need for a greater understanding and open discussion of wellbeing and work-life balance within SAGES	SDWC (action monitored by SEO, Hilary Geoghegan)	January 2017 – May 2017	As above and an increase from 65% of respondents to the staff survey reporting they are 'happy with their work/life balance' to 80% by November 2018. As well as a reduction from 41% of female respondents to the staff survey who feel that taking maternity/extended family leave would damage their career to 25% by November 2017

8.4	Encourage people to add 'availability statements' to emails, nominate office hours on doors and via Blackboard, and inform Department teaching office so information can be displayed on Departmental plasma screens	The Staff survey, staff and PGR focus groups revealed that staff availability was a concern. Increasing the visibility of staff availability was offered as one solution	HoS (Nick Branch), HoDs (Steve Musson/Roger Matthews), Senior Tutor (Steve Gurney)	May 2016 – September 2016	ALL staff (100%) to add availability statements by September 2016
8.5	Develop guidance on email use, specifically that staff are not expected to read/respond to emails over evenings and weekends	Staff survey and staff focus group revealed an email code of conduct was required to encourage an improved work-life balance and avoid undue stress on colleagues who felt pressured to respond	SDWC (action monitored by SEO, Hilary Geoghegan)	May 2016 – September 2016	A reduction from 67% of respondents to the staff survey reporting they 'feel they are expected to respond to emails within 48 hours or less' to 20% by November 2018
8.6	Increase number of staff only and staff and PGR social activities in Departments and cross-School, and implement cross-school working group of staff and students around annual project, for example 'Green Impact Award' for 2015/16	Staff and PGR focus groups revealed a desire for more social activities across the School to encourage face-to-face interaction. In-person meetings were identified as important for relieving email tension and the research elite mentality	SDWC (action monitored by SEO, Hilary Geoghegan)	September 2016 – December 2016	An increase from 94% of respondents to the staff survey reporting that departmental/school social events are enjoyable to 95% by November 2018
8.7	Develop a diary of in-School and University activities and events (incl. pilates) for staff and PGR students to attend beyond formal meetings		SDWC (action monitored by SEO, Hilary Geoghegan)	September 2016 – December 2016	Target: 90% of staff have attended one or more Athena SWAN-associated event by October 2018
8.8	Develop SAGES Family Leave document to include other caring responsibilities beyond	SDWC and the staff focus group identified a need to expand the good practice to incorporate	SDWC (action monitored by SEO, Hilary Geoghegan)	May 2016 – September 2016	Target: 80% of respondents to the staff survey agree with the statement that efforts have

	children	caring responsibilities to include elderly relatives, other family members			been made to make family leave opportunities more visible by November 2017
8.9	Communicate guidelines in friendly language for what to do if 'sick' or taking annual leave to support staff and line managers to carry out required actions to manage this	Staff focus groups revealed confusion around taking annual leave and how to report ill health. It was suggested guidelines would help with continuity planning	HoS (Nick Branch)	May 2016 – September 2016	Target: 80% of respondents to the staff survey agree that they understand how to report sick/annual leave by November 2017
8.10	Identify examples of good practice regarding leave of all kinds (incl. shared parental leave) and include them on the website to make this visible to staff	Staff focus group on 'wellbeing' revealed parental/family leave remains something poorly communicated. In addition to the good practice guide, it would be useful to highlight examples of successful working arrangements	SDWC (action monitored by SEO, Hilary Geoghegan)	September 2016 – December 2016	8 staff and PGR profiles on the website by December 2016. As well as a reduction from 41% of female respondents to the staff survey who feel that taking maternity/extended family leave would damage their career to 25% by November 2017
8.11	Monitor effectiveness of communication and management in recent family leave cases to support future cases	Staff focus groups and comments during PDRs revealed that some staff have been arranging their own cover for paternity leave due to a lack of explicit protocol on taking family leave, it was also agreed that line-managers and staff would benefit from a formal guide to conversations/actions/KIT days	HoS (Nick Branch), HoDs (Steve Musson/Roger Matthews)	May 2016 – September 2016	Target: staff who have recently experienced family leave report 70% satisfaction with communication and management of their case (monitored through HoS annual evaluation of family leave cases)
8.12	Develop forms for meetings between staff and line managers preparing to take family leave in order to ensure nothing is missed		SDWC (action monitored by SEO, Hilary Geoghegan)	May 2016 – September 2016	As above

8.13	Mentoring staff who return from planned/unplanned leave	Staff focus group revealed the need for mentoring upon return from leave	HoS (Nick Branch)	January 2016 – May 2016	ALL staff who return have mentors
8.14	Develop guidance for PGR community who may require family leave during their studies ahead of time to help supervisors and SDPS	The UoR Graduate School has yet to offer guidelines beyond those provided by research councils. We want to be prepared ahead of time to avoid confusion and anxiety for students	SDWC (action monitored by SEO, Hilary Geoghegan)	September 2016 – December 2016	Guidance document is circulated to PGR students and available in handbook by December 2016.
8.15	Formalise system of flexible working (specifically when colleagues have alerted professional support staff to being unavailable) to communicate opportunities	Staff focus groups revealed flexible working to be a continued cause for concern, as there are discrepancies in how flexibility is undertaken. There remains a miscommunication between the University and staff on flexible working opportunities. One solution was the development of flexible working profiles for the website	HoS (Nick Branch), HoDs (Steve Musson/Roger Matthews)	January 2017 – May 2017	Number of flexible arrangements are captured. Greater uptake of formal flexible working. 8 profiles to appear on website by December 2017. As well as increase from 83% respondents to the staff survey reporting that flexible working is supported and encouraged in their department to 90% by November 2017
8.16	Document examples of good flexible working practice on the SAGES webpages		SDWC (action monitored by SEO, Hilary Geoghegan)	September 2017 – December 2017	