Overall aim: To achieve Athena Swan Silver by November 2026

To develop and foster inclusive practices for engagement and communication on Athena Swan related topics across the school, faculty and university.					
Rating	*Specific Actions*	*Baseline Data and/or Rationale*	*Impact Measures*	*Timescales (start and end times)*	*Roles responsible (Lead in bold*
High	Create an AS template requesting annual feedback from major committees such as SMT, BoS, Research Committee and teaching committees.		Template created Data collated Data recorded	Jan 24	Data Lead
Medium	Liaise with SMT to improve collection and data systems for AS staff and student records and request a commitment at school level to resource this		Case made and budget approved.	Summer 24	Associate dean for EDI/Data Lead
Medium	Have discussions with UoY Athena SWAN coordinator to improve central recording of staff and student data. Also, to work with the Business and Intelligence Unit to improve access to and quality of data including benchmark data		Meetings held with UoY Athena SWAN coordinator and the Business and Intelligence Unit	Summer 24	Data Lead
High	Increase uptake of Equality and Diversity training.		Ensure all staff in the school complete EDI training.	summer 24	DHFO
Medium	AS work specifically is accounted for, recognised and rewarded.		1.Introduce an AS and EDI Annual Nominations/ awards scheme, for students and staff. 2.Announce award nominated and receive. 3.70% of staff and students report gender equality being recognised in the school. 4. Chair and committee EDI/AS positions workloaded	1.By Oct 24 2.By summer 25 3.Update of culture survey 26/27	EDI Chair/Chair Athena Swan
To foster a supportive and positive working environment at the School supporting a healthy work-life balance, mental health and well being					
High	Introduce a planning meeting in advance of the maternity/ paternity/adoption leave period to work out a Support Plan and workload for the period during leave and on return.		1. Produce guidance about leave and the departmental arrangements for supporting staff before, during and after maternity/ paternity leave, and include it in the Staff Handbook/ on staff intranet. 2. Include information about parental and carers' leave in the Induction process, and provide a refresher briefing about it. 3. Specify in the staff guidance that a meeting will be held before the leave, and on return between the person returning. 4. Provide information in the handbook about breastfeeding facilities and baby-changing facilities that is specific to the school/ / on staff intranet 5. If they don't have one, staff going on leave to be allocated a mentor/ coach to prepare for the leave and beyond (possibly via the staff development mentor scheme)	Summer 2024	Chairs of Athena Swan/ Associate Dean of staff development / DHFO/EDI committee members

			6. Introduce a three-way planning meeting in advance of the maternity/ adoption leave period between the member of staff, the HoG and the Deputy HoG to work out a Support Plan for the period during leave and on return. 7. On return from leave, to review the Support Plan drawn up prior to their leave and identify any adjustments to it that may be needed. 8. Systematically record support before, during and upon return from leave. Record support agreed. 9. Obtain feedback when staff return from maternity/ adoption leave on their experience at all stages of their leave, in order to monitor the effectiveness of these arrangements and specifically of the support plan. 10. At least 75% satisfaction of leave, and of feeling supported on the return across SBS. 11. Hold workload meetings pre-maternity/paternity leave to improve planning for workload in light of changing circumstances.		
Medium	Improve understanding of the support and need for cover during leave.		1. Record uptake of KIT days 2. Record support and cover	Aut 24	DHFO/HoG
High Partly met – need to check and measure	As part of supporting careers progression for female staff members, develop a maternity-support package for those returning from leave		1.Develop a maternity-research leave policy across SBS (Nb: Should this be open to all going on leave ie. Parental leave esp. if mothers share leave with partners – to avoid disincentives for men to take up leave) 2. Rollover accumulated Personal Research Allowance (PRA) or Personal Scholarship Account funds (PSA) from maternity to support returning staff. 3. Include information about possible transition from part time to full time work after career breaks as option in the Staff Handbook. Make clear full time work can be arrange upon request. 4.Mentoring and/or coaching will be made available to staff transitioning back to fulltime work. 5. Hold a review meeting, one year after returning from a career break, to discuss options for the future, including full time working. 6. Review meeting held in 100% of leave cases 7. Gain qualitative insights about people's experience of this – (NB: my understanding is that timing of leave immediately post leave may not be helpful for all so choice of when to take the leave might be useful)	Summer 24	1.DHFO/ Associate dean of Staff development and EDI/ Chair EDI 2.DHFO 3.DHFO 4.University Scheme/ SBS staff development talks 5.DHFO/HoG/D HoG 6.EDI Data Lead - who holds data? 7.EDI Data Lead.

High	Improve uptake of paternity, shared parental and adoption leave		1.Actively promote and encourage uptake of parental, shared and adoption leave.(How? Mentors?) 2.Make it clear that a change to less than full time work can be temporary. 3.Men to share their experience of paternity and/or shared parental leave eg. in staff newsletter –(NB: is this the most appropriate place? Do we have a staff newsletter!?) 4.Improve signposting to pay calculations for shared parental leave (in staff guidance?) 5.25% increase in uptake of paternity/shared and parental and adoption leave (NB: issue with this benchmark is that it depends on number with potential to take these and relative to year this is being benchmarked against!!).	Autumn 2025	1./ 2.Mentors/ Line managers/ staff handbook 3.Data lead? 4. 5.Data Lead
Medium	Embed established leave practices for PSS staff for Academic staff.		1.Practices embedded for academic staff. (Need to remind what these are and whether approptiate). 2.70% of staff reporting positive experiences of support during maternity leave.	1.Oct 26 2.Need to see change from SBS baseline survey to next.	DHFO/ Chair EDi
Medium	Better understanding of flexible work		1.Revise the CS question on flexible working to find out if staff believe they have the flexibility that they need. 2.80% of staff report they have the flexibility they need at work by 2024.	Summer 24	Data Lead
Medium	Flexible working: improve consistency concerning decisions on teaching constraints		1.Draw up and communicate a set of agreed principles for decisions on timetable constraints forms, to help balance competing needs and to allow for a more transparent approach to the support of flexible working. 2.Principles being implemented, and have been fed into workload discussions with individual members of staff. 3.By second culture survey, 75% staff report confidence in transparency of the principles and how they are applied.	Jan 25	1.DHFO/Associate dean for staff development 2.Policy for HoG to follow. 3.CS Data Lead
Medium (likely met through covid but needs monitoring for differences in uptake).	Increase uptake of flexible working		1.Work with senior staff to set an example by making use of flexible working arrangements themselves 2. 50% increased uptake of flexible working by 2026. 3. Understand any differences in leave take up and outcomes.	Jan 25	Data lead - analyse flex work survey and constraints forms./DHFO
To empower all colleagues regardless of contract type to develop successful careers					
Staff Development and Training and EDI:					
High – partly met	Set up promotion advisory group that doesn't rely on self-referral for possible promotion.		1. Set up a promotion advisory group to consider all eligible staff prior to each promotion round (*or should this be done via PDRs as below?)*. The group will be formed by HoD, Deputy Dean HR, HoGs and a member of staff with senior management experiences to improve the gender balance of the group. Approach staff who are considered ready or close to being ready and encourage them to apply. Offer support to	Summer 24	Associated Dean of Staff development Staff development committee Promotions advisory group

			these candidates to help them put together their applications. Hold annual promotion seminars open to all staff, but with a particular encouragement for female staff to attend. Include a section on promotion in the Departmental Handbook. Share relevant CVs across all staff		
High – partly met	Increase promotion awareness.		1.Increase awareness of promotion policies and the support available: - hold an annual Promotions Week - describe the support available in the Staff Handbook - provide advice on completing the University Individual Circumstances form as part of the promotion process - provide clarification about the implications of part-time contracts for career progression. 2. PDR process - encourage staff to submit a CV as part of PDR - Provide briefing for line managers about trends in career progression and gender - encourage line managers to focus on the longer term as well as the current year, to assist planning for progression, and to consider all aspects of the role - provide advice to line managers about how best to support career progression for Teaching and Scholarship staff 3. Senior oversight -collect data about discouraged applications - carry out annual review by senior staff of each member of the department and through wider discussions at the Senior Managers Committee -Line Managers Group to review the outcome of the PDR round annually, and share good practice - Share information about forthcoming departmental opportunities via regular updates to all staff, to ensure that they are advertised regularly.		Associated Dean of Staff development Staff development committee Promotions advisory group Line managers / PDRAs 3. AS Data Lead/ SMT
High	Monitoring of promotion outcomes.	Increase/ maintain female promotion, especially above grade 8.	1. Improve awareness and perceived effectiveness of support for promotion to at least 75%, with no gender disparity. 2. Overall success rates to improve by 10% and for women by 20%. 3. Increase female staffing at Reader and professorial grades to at least 50%	Summer 24	AS Data Lead (2024 Culture Survey 2/3. tableau staff data)
Medium	Support - set up a career progression support group, inclusive in approach, drawing on role models -	Increase/ maintain female promotion, especially above grade 8.	1. Provide examples, as encouragement for career planning, of how female staff have progressed within the department, covering a range of routes and backgrounds, and including part-time contracts – 2. Ensure line managers promote the University's recently introduced Mentoring programme, following feedback from about its value for career planning -confirm that the allowance made available for developmental activity can be used for life coaching to support career planning.		Associate dean of staff development/ staff development committee Line managers / PDRAs

High	Investigate ways to assist professional support staff with career progression.	No clear promotion process for PSS	1. Carry out a review of how best to support career progression for professional support staff, drawing on good practice from other departments and across the sector. 2. Apply departmental good practice concerning career progression to support staff, including ensuring that barriers to career progression for support staff are identified and discussed at group level. 3. Make use of departmental/ university projects and of university-level training as a means for support staff to acquire wider skills 4. Develop a mechanism to enable chairs of committees and the administrator who supports them to provide mutual feedback 5. Ask line managers to consider the Rewarding Excellence scheme during the annual performance review scheme; encourage academic staff to notice over and above performance from support staff 6. Lobby the University for more clarity about the relationship between the Research Excellence scheme and the PDR process 7. By 2025: -all support staff have either i)contributed to a departmental or university project or ii) had university level training of a developmental kind - follow-up focus group has identified perceptions among support staff of the effects of the actions taken, leading to further planned actions.		DHFOs/ PSS line managers Associate Dean of Staff development/ Staff development committee
High	Clarify and strengthen the role of line managers (especially given the large number staff they are not line managing in each group) in appraisal and development review.		1.Include guidance in the new Line Manager's Handbook about their role within the PDR process, and how to use this process effectively as a contribution to planning for career progression. 2.Feedback from line managers indicates that 100%/min 90% are informed about and able to carry out this role. 3.Follow-up survey indicates increase in confidence that department values full range of their activities in appraisal, to at least 75% by 2024, with no gender disparity		SMT
Medium	Record attendance and monitor feedback for SMS training events.		Gender balance recorded, and if needed, action developed in response		
Medium	Support for conference attendance/ development opportunities for those with childcare responsibilities.		1.In line with university AS commitment, make clear that applications for additional funding can cover childcare costs, when these involve additional arrangements outside of normal working hours that would otherwise create a barrier to development opportunities. 2.Clear information provided on the intranet about this option.		
Medium	Include university and external citizenship roles as part of career planning		1.Map departmental input to university roles as a part of ongoing workload review. 2.Include a review of participation at this level in the annual cross departmental post PDR meeting. 3.Lobby the University to provide more transparent arrangements for recruitment to university-level committees. 4. University citizenship roles are included in the workload management process.	1. Need to check whether in new workload process 6. By 2025.	

			5.Gender audit of appointments university and external to university carried out by 2023. 6. Collect information about appointments external to the University, by gender, (as part of the next Culture survey?) 90% of women agree that they are encouraged and given opportunities to represent SMS externally and/or internally. (No gender difference recorded).		
Low	Improve planning and monitoring of outreach work.		1.Record the types of outreach undertaken with schools /care leavers 2.Include gender analysis in reporting/ monitoring arrangements for KEI. 3.Include KEI plan in all successful research grant applications. 4.100% of successful research grant applications include a plan for achieving KEI.		
Medium	Analyse REF 2021 in respect of gender.		1.Carry out a gender analysis of the eventual submission for REF 2021. Ensure that gender analysis is from the outset. 2.Action plan developed to address any disparity identified via gender audit. 4.Future exercises include gender audit, planned from the outset, and planned into subsequent equivalent exercises, including mock REF.		Ref lead/ EDI Data Lead
High Partially met with new professional development talks scheme being introduced.	Increase the number of mentors/ mentees and improved reports of availability of useful mentoring opportunities.		1.Scope the range of developmental options (e.g. coaching and mentoring) and draw up a departmental plan and budget to support this activity. 2.Support and incentivise senior faculty to train as mentors, make mentoring available to PDRAs and encourage uptake of the University mentoring scheme by gender. Promote the value of mentoring and encourage mentors to be more proactive in setting meetings with mentees - especially for Early careers employees. 3.Budget approved to fund senior faculty to train as mentors. Uptake of university mentoring scheme to increase by 50% in 2025. CS reports the availability of useful mentoring opportunities to improve by 25% for women in 2023	Summer 24	Ass Dean of staff development
High	Increase oversight of training uptake and effectiveness.		1.Use a checklist as part of the PDR process, covering coaching, mentoring and training, to confirm if these options have been discussed and the results of the discussion. 2.Monitor take-up of training (mandatory and non-mandatory), coaching and mentoring by gender and contract type, and report on the findings to the Equality & Diversity Committee 3. Record and monitor training/development funding by gender PDR forms include a completed checklist covering coaching, mentoring and training in 100% of cases. 4.Departmental plan and budget for developmental support (coaching, mentoring) is in place. 5. Annual audit of take-up of training coaching and mentoring in place, and conclusions/ actions identified as a result.	January 25	
Medium	Strengthen and improve consistency of induction arrangements		1.Review induction process, and review any evaluation forms for previous induction events. 1. Make induction compulsory for all new starters and keep records of (non)attendance. 2.Develop	By next application?	Data lead DHFO?

			an induction checklist to be completed and signed off by new starters and their manager. The checklist will be collected and checked by a named individual at SBS at the first probation meeting. 3.Offer new starters a meeting with their line manager before taking up post. 4. Issue the Constraints form (for timetabling teaching) as part of Induction information 5. Offer all new starters a mentor. 6. Include information on career progression in the Induction process, and on harassment/ unacceptable behaviour policy 7. Include staff taking up a new post internally in the induction process. 8. Give responsibility to a named member of the support staff for overseeing the Induction process and seeking feedback about it. 9. Systematically record feedback on induction to review the programme. 80% of new staff report they find induction helpful by 2025. 10. Treat induction as a process rather than one-off checklist, with a 3 and 6 month review		
Medium	Improving clarity of probation criteria.		1.Survey ECAs on clarity of probation criteria. 2. Baseline figure on probation criteria established.		
Medium	Raise awareness of training requirements		1.Include information on training requirements, including equality and diversity training, and arrangements for other training at induction. 2.All staff to have completed compulsory online training by Dec 2024.		
High	Improve career progression of those whose careers have been adversely affected.		1.Review also what is currently in place and how well it's implemented. (e.g. gain insight into people experiences after returning from sick leave etc.) 2.Develop support packages for staff whose careers have be adversely impacted as a result of personal circumstances.		
Low?	Improve overall success rates for grants, especially amongst male management staff.		1.Revisit success rate for grants by gender 2.Formalise internal reviewing processes to improve overall quality of applications. 3..Improve overall success rate from 31% to 35%. 4..Offer more support to male faculty to improve volume and value of grant capture 5..Grant success of male faculty to increase by 5%. 6.. Review new end to end research support and one co-ordinator for the school on EDI impact.		Data lead EDI/ AssDean Research
To empower all colleagues regardless of contract type to develop successful careers					
Recruitment and Retention					
High	Increase job sustainability		1.Introduce job quality as a guiding principle for decisions about potential new business initiatives. 2.All staff on fixed term contracts to have a medium career development plan covering 3-5 years, even where this exceeds the duration of the current contract 3.Investigate how units of comparable size and with comparable mixes of functions have tackled the challenges of sustainability for roles that are tied to external research or teaching funding.		1.SMT 2. HoG/ Associate Dean for staff development SMT?

High	Jobs sustainability and retention		1.Monitor the gender balance among fixed term and open contract post holders, and scrutinise those areas that appear out of line with the overall gender ratio 2.Collect and monitor data about redeployment among staff whose contracts come to an end		EDI data lead
Medium (partially met in SP group?)	Retention - Abolish fixed term contracts.		Fixed term contracts turned into open ended ones bringing the overall proportion of fixed term contracts down to 10% by October 2024		SMT
Medium	Staff retention	Reduce discrepancy between female and male leavers	1.Identify factors explaining why more women leave than men via exit interview or an exit questionnaire, developed as an alternative to improve data. 2.Exit interviews and/or questionnaires carried out with 100% of leavers leading to development of plans to address staff retention. These actions together with improvement on career progression leading to 20% of reduction in leavers by 2025.		AS data lead/ HoG
High Partially]met	Maintain objectivity and equity in recruitment and retention		1.To implement Unconscious Bias Observers for all our recruitment activities, including interview and presentation panels. (This has been met for academci staff- need to check for PSS). 2.All PDR reviewers required to complete unconscious bias training. 4.Review data on UB observers/ training to make sure there is good representation.	1.By Summer 2024 2. By Oct 2025 3. Ongoing	1.Associate dean for EDI / EDI committee 2. EDI committee/ PDRas AS Data Lead
Medium	Maintain / reduce objectivity and equity in recruitment		1. Commit to a set of ten Good Practice principles for shortlisting and interviewing, based on ECU guidelines. .2. Review recruitment material to ensure that it provides clear and positive messages to encourage a diverse range of applicants, including men. 3. Job adverts will stipulate that applications are particularly welcome from men/women as appropriate. 4. Explore ways of generating adverts that are likely to promote applications from targeted groups. 5.Develop and implement an outreach programme for female applicants for all grades for ART and teaching only positions. 6. For research only positions at grade six, male candidates will be targeted. 5% increase in proportional representation of male applicants for research only positions at grade 6. 7.Improve the interview process and ensure that female faculty is represented on recruitment panels for all grades. 8.All staff involved in recruitment to complete unconscious bias training. 9. AS lead to sit on interview panels for professorial positions. 10.5% increase in proportional representation of female applicants at junior levels, but 10% for senior levels (8 and professorial).		EDI committee
Medium	Explore how best to increase ethnic diversity among the academic staff group.				EDI committee

To empower students regardless of socio-demographic background to develop successful careers and employability **(including student outcomes and progression to higher degrees)**					
Medium	Understand the reasons behind the gender gap in student performance.		1.Compare qualifications on entry with classifications to establish when gender discrepancies emerges. If differences rise during study at York, students will be surveyed and discussion groups formed with staff to identify and take appropriate action. (Check is this just for GM or other programmes?). 2.Potential reasons established for differences in performance and an action plan formed. 3.Male attainment to improve by 3% and 5% reduction in gender gap in ABFM (Yii) by 2025.		DL
High	Support for career progression: UG students Increase take-up by all undergraduates of university careers support.	To close the gender gap in terms of positive destinations reporting, via more effective academic supervision.(SP SW – check for SBS/Management)	1.Evaluate Management's move to embed employability skills and move to school wide policy, which may include systematically identifying the employability skills embedded in each module. 2.Encourage students to take part in 'York Strengths'. 3.Obtain feedback from students 4.Take-up of York Strengths increases to above the institutional target by 2024 5. NSS scores on careers support questions to increase by 2025 so that the current dept/ university gap is halved, at least, to 65% (advice on career choices) and to 69% (advice on further study).		EDI committee
Medium	Support for career progression in Social Work: Strengthen preparation for leadership roles in the social work profession.		1.Work with the Local Authorities in Teaching Partnership to develop exposure to leadership skills during placements 2.At least 60% of students indicate increased capacity for leadership roles, as measured by student evaluation results.		
Medium	Support for career progression: PGR students		1.Reinforce with supervisors their role in assisting PGR students with career planning 2.Ask supervisors to work with students to identify opportunities to present papers and posters at academic conferences 3.Parity with Faculty scores in PRES 2021 for questions about receiving advice on career options and presenting at conferences (an increase from 30% to 36% and from 35 to 55%). In the light of this experience set fresh targets for 2025.	Summer 2025	Dir. PGR.
Medium	Develop an academic career progression line for PGR		1.Ensure that the Employability and Careers Office also introduces UG and PGT students to academic careers. 2.Encourage high performing UG and PGT students to apply for a place on our PGR programme via student assignments. 3.PGR applications received via the progression pipeline to increase by 5% by 2025 4.Support and encourage female PGR students to engage in activities organised by learned societies designed to further women's careers in academia 5.PGR applications received via the progression pipeline to increase by 5% by 2025	Summer 2025	Dir. PGR.

			6.15% of female students attending targeted activities by learned societies by 2023.		
Low?	Develop PDRAs		Set budget and have Budget approved with 50% of PDRAs accessing funds by 2022. 80% of PDRAs to report satisfaction with support offered by the school for career progression by 2023		

Teaching and Learning and EDI (including inclusive curriculum and widening participation)					
High	Address the underrepresentation of Males in PGT programmes across the school		1.Review and revise marketing of all programmes (web content, prospectus) to ensure greater appeal to male students. Develop and implement a recruitment strategy to attract more male students. 2.Increase the use of male images in post-offer communications, in order to maximise male take-up. 3 When assessing male applicants who are in employment, take account of their overall professional experience and how their role contributes to programme learning objectives.	Oct 2024	1 & 2 Marketing and Student Recruitment Manager 3.Programme leaders./ admissions tutors
Medium	Understand why acceptance rates are lower among female overseas PGR applicants		1.Investigate why female overseas students are less likely to take up their place, drawing on information from the central Admissions team and from our overseas recruitment agents. 2.Clear picture of the underlying reasons, and identification of the extent to which these lie within departmental influence. Actions in place to address the latter.	Summer 2025	
Medium-High	Maintain at least the current UG gender ratio, and mitigate against any widening of gender disparity, by encouraging more men to apply.(SPSW)		1.Review the images and examples in marketing materials and post-offer communications to achieve gender neutrality; and improve the representation of diversity 2.Ensure that the Social Work SUPA group continues to receive appropriate training in unconscious bias training. 2.2. Include male students or practitioners in all promotional events for social work courses. 3.All marketing material and events, and the departmental website, is gender- balanced, measured by a roughly equal representation of men and women in the images used. Marketing material is being carefully assessed and redeveloped with this objective in mind. 4.Maintain at least the current proportion of male students (22%). Increase the proportion of male applicants above the current level of 20%. Review and revise marketing of all programmes (web content, prospectus) to ensure greater appeal to male students. Develop and implement a recruitment strategy to attract more male students.	Oct 2024	Marketing Committee with support from central university Marketing.

<td style="background:green"></td>			5.Increase the use of male images in post-offer communications, in order to maximise male take-up. 6.When assessing male applicants who are in employment, take account of their overall professional experience and how their role contributes to programme learning objectives.		
Medium	Improve Gender balance across degree programmes(SPSW?)		1.Monitor staff and student involvement in open/visit days by gender and put measures in place to address gender imbalance if needed		
Medium	Improve diversity and gender balance within role models.		1.Introduce more profiles of male students and alumni on our web pages 2.Introduce staff blogs on the website to showcase a range of research projects and methods, and to reflect diversity in terms of gender and ethnicity 3. Set up a departmental log of invited speakers, and monitor it for gender balance.	Jan 2025	1.Marketing and Student Recruitment Manager 2.Social media producer? 3. Group research co-ordinators
Low	Increase the proportion of female applicants for AcSci and AcSci (Yii)		1.Develop and review local outreach programme targeting prospective female students in AcSCi (Need to explore as anectodal feedback suggests outreach doesn't work) 2.Number of female applications to increase by 5% in 2025.	Summer 2025	1.Marketing and Student Recruitment Manager
Medium	More balanced offers made. (Not clear whether across management or specific to certain programmes)		1.Review applications/selection processes including student requests for supervisors, to whom applications are forwarded for consideration, composition of supervisory teams and decision making. 2.Reduced gender gap in offers by 5% as proportion of offers made.	Oct 24	
Low	Request gender breakdown of students from IPC and KIC annually	Doesn't this exist?	Records split by gender and action plan formulated to address inequalities as appropriate.	Oct 24	
Culture- To enable a sense of School belonging to all staff and students through recognising diversity and striving for equality					
High	Establish a school policy that all work related meetings / social events should be held during core office hours.(10-4pm)		1.At least 90% Agree meetings/ events can fit around caring responsibilities 2. No gender difference in staff agreeing meetings/events are schedules during core office hours 3. Staff allowed to bring children to staff events, if appropriate 4. People with caring responsibilities are able to attend events. 5. At least 90% agree that can fit meetings around caring responsibilities, including those with dependent children.	Baseline cultural survey Summer 2024 /Updated cultural survey 2026/7	Policy has been put in place AS Data lead to monitor progress
High	Run SBS baseline culture survey and again just prior to application submission to monitor culture.		Increase response rate	July 24 July 26	
High	Run SBS student baseline culture survey (and repeat		1.Establish a working group with students to ensure greater involvement in the design and promotion of CSC.	1.First task for students recruited onto	

■	closer to application submission)		2.Allow time in class to complete survey	EDI committee CS by July 24 2. July 26	
Medium	Increase oversight of training uptake and effectiveness. Introduce training on trans-gender awareness.		Review how best to provide training or other support to foster transgender awareness among academic and support staff.	Jan 25	
High	Develop community		Organise SBS staff socials. Ensure that the new building has a staff room. Instate coffee/tea break at a set time on weekdays to encourage collaboration 70% of staff report positive sense of school community by 2024 culture survey. Celebrate successful teams and joint efforts in SBS staff bulletin and by senior management. 50% of staff report team work being celebrated by Dec 2024	Summer 24	
High	Develop understanding of culture and offer alternative reporting mechanisms		Discuss available support mechanisms for targets/witnesses of negative behaviour at induction. Cover standards of behaviour at induction. Raise awareness at staff meetings. Senior members of staff to lead by example. Identify a 'go to person' if members of staff are unable to approach line managers Support mechanisms covered at induction and standards of behaviour. Improved CS results for women from 37% to 10% (Q30), from 48% to 10% (Q22), from 68% to 90% (Q31) and from 60% to 90% (Q23.)	Summer 24	
Medium	Encourage research collaboration (NB:This is appropriate for staff development too)		Request that research themes leads proactively encourage collaboration by meeting with individual members to understand better the direction of their research in order to identify opportunities for collaboration and 70% of staff report that collaboration is actively encouraged by the school by 2024 culture survey.	April 25	
Medium	Strengthen consistent application of HR policies, especially in respect of equality and dignity at work, bullying and harassment		1.Produce guide for line managers identifying their key responsibilities, and highlighting policies for promoting equality and dignity at work, and addressing bullying and harassment for Review and clarify procedures for dealing with harassment cases. Act as a departmental pilot for communication of new university policy on Dignity at Work and Study. 2. Deputy Head of department / a male alternate to be the first point of contact if staff have concerns about inappropriate behaviour involving another staff member ? 3. Establish a system for anonymous reporting/suggestions? 4. Where a member of staff has been involved in a particularly challenging and time-consuming case, they will be encouraged to make the Deputy HoD aware so that compensation can be considered via adjustments to workload. 5. Line managers are meeting regularly to discuss challenges and current issues concerning policy and practice in these areas. 6. 75% of staff agree that departmental climate is conducive to working free from harassment, bullying and offensive behaviour, with no significant gender difference	April 25	

			7. 75% of staff are confident about how complaints will be dealt with, with no significant gender difference.		