

Biological & Environmental Sciences, University of Stirling

Section 6, Appendix: Action plan (see end for explanation of any acronyms used).

Action	Description of action	Continuing / planned actions	Responsibility	Start date/ timescale	Evaluation/target	Relevant page no. in application
1. Self assessment and sharing good practice						
1.1	Promotion of gender equality activities, review progress and share good practice	a) Chair of EDC to report to academic staff on progress of action plan	EDC (chair)	From Mar 2014; approximately quarterly	Assess impact through repeat staff equality survey every three years (next one due 2017) Target: increased awareness of equality and diversity issues and increased perception of a culture of respect, including a female-friendly ethos, throughout BES. Our target is a gender balance in perceptions between M/F and for a minimum of 80% of "agrees" with the relevant perception questions, or an increase where 80% has already been reached ¹	9, 37
		b) Chair of EDC to report on activities and progress of EDC to the Chairs of self assessment team	EDC (chair)	From Mar 2014; Quarterly		9
		c) Engage with relevant external activities to share good practice; e.g. ECU, Equality Scotland	EDC (chair)	From Mar 2014; as opportunities arise		9
2. Student data, evidence & actions						
2.1	Collect and monitor relevant student data	a) Continue to monitor student categories presented in the application form	EDC (All), University (Policy & Planning)	From May 2014; Annually from 2015	Assess trends in student data, perceptions and aspirations to identify any further actions and appropriate targets Targets: • > 70% participation from selected student groups with surveys 2.1b,c	10-13, 15, 17
		b) Conduct survey of UG & TPG perceptions of science careers & career aspirations	EDC (All)	Annually, by Jan 2016		16, 27
		c) Survey RPGs for their views on BES & career aspirations	RPG tutor, EDC (RPG representative)	Annually, by Jul 2015		27

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		d) Analyse 1 st destination statistics for UG with respect to gender	EDC, CDC	Annually, by Oct 2016	<ul style="list-style-type: none"> A gender balance within 1st destinations following UG graduation 	26
2.2	Undergraduate & TPG: maintaining & improving female student performance within BES	a) Examine potential reasons for lower UG female attainment of 1 st class degrees	EDC (All)	By Sep 2015	<i>Assess student performance with respect to gender and potential mechanisms</i> Target: a gender balance for the proportion of female UGs obtaining 1 st class degrees, and female TPG obtaining distinction grades; maintain gender equality across other degree classes	15-16, 26
		b) Recruit an UG to EDC	EDC (Chair)	From Jan 2015		5, 16
2.3	All students: Increase awareness among students of activities, internally & externally, to promote gender equality in STEM subjects; increase visibility of female academics	a) Continue to engage with Women Into Science & Engineering (WISE) activities and ScienceGrrl	EDC, staff & RPGs	From Feb 2015	<i>Surveys outlined in 2.1b,c will include questions regarding gender issues and perceptions of gender equality in BES</i> Targets: <ul style="list-style-type: none"> Initial surveys will provide baseline data: our aim is reach and maintain > 70% of UG, TPG students (M/F) demonstrating awareness of gender equality issues in science, and a recognition of engagement within BES; All recruitment sessions will have a mix of M/F speakers, guides, demonstrators; All SSCC meetings will have gender balance amongst staff and students 	16, 27
		b) Review recruitment material / use of female role models within BES	EDC (All), BES PR officer	From Apr 2014		11, 12, 15, 27
		c) Assess number of modules with male-only teaching staff and increase teaching opportunities for female RPG & PDRAs	HoD, all staff	By Mar 2016		16
		d) Continue to ensure a high proportion of external female seminar speakers (min 40%), and provide biographies	Seminar organiser, all staff	From Jun 2014		8, 27, 32
		e) Continue to ensure gender mix at BES recruitment days	BES PR officer	From Mar 2014		11, 15
		f) Continue to ensure gender mix at staff-student consultative meetings (SSCC)	SSCC co-ordinator	From Mar 2014		16
		g) Instigate career development "away days" for final year UG, with a focus on gender issues	EDC	Annually from 2015		26

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2.4	RPG: Maintaining female student participation and performance within BES; promotion of examples of female role models (internal & external)	a) Implementation of revised selection procedure and guidance for self-funded students	RPG tutor, all staff	By Oct 2015	<i>Monitor progress and improve the completion rate of submission < 4 years for RPGs</i> Target: a completion rate of > 85% RPGs submitting within 4 years	18
		b) Ensure annual female keynote speaker(s) at annual PhD winter symposium	RPG tutor	From Dec 2013		8
		c) Establish focus group meetings with female RPGs	EDC	From Jul 2014		27
		d) Introduce exit interviews for RPGs withdrawing from their degree	RPG tutor, all supervisors	By Oct 2015		18
		e) Ensure that all RPG give regular research presentations (internal and external)	RPG tutor, all supervisors	From Dec 2013		Target: 100% of RPG giving at least one internal presentation annually + a minimum of a talk at one national and one international conference
2.5	Ensure equitability of maternity cover for PhD students	a) Monitor new initiative of paid maternity leave for all funded female RPGs	EDC, HoD, BES Administrator	From October 2014	<i>Monitor uptake and retention of RPGs on maternity leave</i> Target: successful completion of PhD from all female RPGs after maternity leave	24, 34
		b) Investigate funding models to ensure financial sustainability of (a) above		By October 2015		24
		c) Extend (unpaid) paternity leave to 3 weeks for RPGs and support requests for Leave of Absence for longer periods		By October 2015		Provides a general societal benefit by supporting parental leave
Key Career Transition Points, Appointments and Promotions						
3.1	Ensure good practice in recruitment and exit surveys	a) Continue to ensure training in equality & diversity amongst staff (mandatory for those on recruitment panels)	HoD, senior staff	From Mar 2013	<i>Monitor uptake equality & diversity training</i> Target: > 90% of all staff undergo training (open-ended and fixed term)	32

Action	Description of action	Continuing / planned actions	Responsibility	Start date/ timescale	Evaluation/target	Relevant page no. in application
		b) Promote training in unconscious bias among staff and particularly line managers (& make it mandatory for those on recruitment panels)	EDC, HoD, senior staff	From Jan 2017	<i>Promote and monitor uptake on unconscious bias</i> Target: > 80% of all staff having undertaken training (open-ended and fixed term)	21, 23, 32
		c) Engage with revisions of University exit surveys and monitor data	HoD, senior staff	From Jan 2017	Target: > 80% staff complete the exit survey	20
3.2	Increase the proportion of job applications from women across grades but particularly for more senior posts	a) Ensure that all lecturer (and above) positions to be available as part-time / job share and advertised as such	HoD, BES office	From Aug 2014	<i>Monitor applications with regard to gender</i> Target: > 40% applications from females (averaged over a 3 year period)	8, 20, 21, 23, 29
		b) Encouragement of staff to advertise PDRA / technical posts as available part-time	HoD, all staff	From Aug 2014		20, 21, 23
		c) Lobby funders to relax restrictions on project extensions to enable fixed-term posts to be offered as part-time (3.2b)	EDC, University Equality Steering Group	By Oct 2016		23
		d) Ensure search committees for lecturer (and above) positions include a high proportion of woman members; actively seek to identify potential female candidates	HoD, senior staff	From Jan 2014		8, 20, 21, 23, 29
		e) Ensure all adverts highlight our commitment to equality & diversity, and include the Athena SWAN logo	BES office	From Aug 2014		8, 20, 21, 23, 29
3.3	Increase awareness within BES of policies on gender equality, flexible and part-time working, maternity leave, child-care	a) Create dedicated webpage for BES' policies on gender equality and related issues (e.g. part-time working, maternity leave etc.); to be accessible externally	EDC, IT support	By Jun 2015	<i>Assess impact through repeat staff equality survey every three years</i> Target: increased awareness of policies relating to gender equality (> 80% "agrees") and a reduction in the imbalance between M/F ¹	20, 23, 34, 35
		b) Ensure that all those engaged in annual personal development reviews disseminate relevant policy information to staff	HoD, senior staff, line managers	By Sep 2015		23, 34, 35

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3.4	Improving career development support at key transition points, and increase awareness of support measures	a) Continue to encourage and support female staff to undertake leadership training (e.g. Aurora)	HoD, line managers	From Dec 2013	<i>Assess impact through repeat staff equality survey every three years</i> Target: increased awareness of existing and recently introduced opportunities for career development (> 80% “agrees”) and to maintain the minimal imbalance between M/F ¹	24, 25, 29
		b) Ensure that all fixed-term staff complete personal development review	HoD, line managers	From Sept 2014		24, 25, 29
		c) Ensure that PDRA / research fellows are aware of mentoring opportunities within BES and more widely at Stirling University	HoD, line managers	By Sep 2015		24-25, 29
		d) Introduction of sabbatical scheme for female lecturing staff returning from maternity leave (requires agreement on financial details with the University)	EDC, HoD	From Oct 2016	Target: 100% women taking maternity leave report a high level of satisfaction with arrangements	23, 35
		e) Collect data on career progression in relation to gender, periods of leave & flexible working	EDC	By Sept 2017	Target: data collection and analysis to identify any effects of gender & leave on career progression	22
		f) Explore the possibility of affordable on-site childcare with the University	EDC (Chair)	By Oct 2017	Target: meeting(s) with relevant personnel held to discuss options	35
		g) Provide facilities for storing expressed breast milk at work (as required)	Technician in charge of facilities	By April 2017	Target: facilities available to staff and RPGs	35
3.5	Increase awareness of promotion process and actively work with staff to build strong cases for promotion	a) Continue to use the personal development scheme to identify candidates for promotion	Head of SNS, BES HoD	From Sep 2012	<i>Monitor success rate of promotion applications; evaluate relevant responses in staff equality survey</i> Targets • At least 80% of promotion candidates successful (male and female) • > 70% “agrees” and no gender imbalance with relevant questions in staff survey	8, 20, 25, 37
		b) Feedback perceptions of inequality (i.e. consideration of full range skills and experience) in the promotions process to the AAPC				26

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4. Organisation & Culture						
4.1	Timings of meetings, seminars & lectures	a) Ensure that new rule on the timing of BES meetings & seminars (i.e. held within core hours 10-16.00) is being adhered to	EDC, seminar organisers	From Aug 2014	Assess impact through repeat staff equality survey every three years Target: 100% "agrees" from M/F to the relevant question in the survey ¹	31
		b) Analysis of UG and TPG modules to identify those with a high proportion of lectures outside core hours	EDC, module co-ordinators, University timetabling personnel	By Jul 2017	Monitor module teaching hours to identify actions and appropriate targets Target: quantify and reduce the number of modules with a high proportion of lectures outside core hours	31
4.2	Ensure transparency and fairness in the use of the workload model	a) Ensure equitable division of teaching, administration, research according to gender (via equality impact assessments)	EDC, HoD	By Jul 2016, annual analysis	Analysis of the workload model with respect to gender Targets: • Parity in teaching and internal administration between M/F; • Inclusion of outreach activities	16, 30
		b) Ensure workload model incorporates outreach activities	HoD, BES office	By Jul 2017, annual analysis		33
4.3	Improve inclusivity in the culture of BES	a) Encourage staff to challenge any unsupportive language or behaviour through leadership and example from senior staff	HoD, all staff	From Feb 2015	Assess impact through repeat staff equality survey every three years Target: 90% "agrees" from M/F to the relevant question in the survey ¹	32

Glossary of acronyms used above:

AAPC	Academic Advancements and Promotions Panel Promotions committee
BES	Biological & Environmental Sciences
CDC	Career Development Centre
ECU	Equality Challenge Unit
EDC	Equality & Diversity Committee (BES)
HoD	Head of Division
LTC	Learning & Teaching Committee
M/F	Male/Female
BES PR officer	Publicity & Recruitment Officer (BES)
RPG	Research Postgraduate
SNS	School of Natural Sciences (includes BES)
TPG	Taught Postgraduate
UG	Undergraduate

¹ It is important that questions from the staff equality survey being used to assess the impact of above actions are chosen *in advance* of such analyses. Therefore we have identified specific relevant questions for each action, and these are outlined in the table below.

Action	Relevant questions from staff equality survey (see section 5)
1.1	1, 2, 8, 9, 10, 11, 12, 13, 14, 15, 22, 23, 25, 27
3.3	18, 21, 26
3.4	5, 7
3.5	3, 4, 7
4.3	13