IAHS Action Plan submitted as part of Bronze renewal May 2022

SMART Action plan for application 2022 (Specific, Measurable, Agreed/Attainable, Realistic, Time-bound).
Items for action plan are priority coded as either (H) High, (M) Medium or (L) Low and will be coded green when acheived.

Item Priority (H, M or L)	Planned action/objective	Rationale	Detailed action	Timeframe	Person(s) responsible	Success criteria
ORGANISATION AND CULTURE						
AP1 H	New EDI implementation and evaluation group to deliver IAHS action plan included here and contribute to the School application that will be submitted in May 2023.	SMT requested reorganisation of management structure and Institute to include EDI lead who will chair a new EDI implementation and evaluation group with remit that includes Athena Swan.	Institute EDI implementation and evaluation group to develop implementation plan, metrics for progress assessment, identify data sources for monitoring, define progress concerns that trigger progress review and timelines.	Dec 2022	EDI lead, AS champions and EDI implementation and evaluation group	Implementation and evaluation plan to be agreed by end 2022.
			Institute EDI implementation and evaluation group to work with School EDI team to build IAHS future action plan into School strategy.	Jan-April 2023		School action plan agreed and submitted as part of bronze/silver application May 2023.
			Membership of the EDI group will be reviewed annually to ensure it remains representative of the IAHS.	Annually from Dec 2023		At least 75% of actions complete by the stated deadline.
AP2	To continue monitoring success	Analysis of annual surveys will help us	IAHS staff survey revised and launched.	Jan 2023	EDI lead, AS champions and	Staff survey conducted with at

H	of our actions through annual IAHS Athena Swan staff survey and analysis of quantitative data.	gather staff views about success of our actions. Survey questions will be revised annually to pick up issues arising from previous survey.	Survey analysed and appropriate actions planned. Dissemination of survey results to IAHS staff.	By May 2023 July 2023	EDI implementation and evaluation group	least 75% response rate (2016 baseline 60%). Action plan devised. Identified gaps will inform new LM training and/or new topics for the seminar series.
AP3 **H**	To ensure wide consultation with staff on UoA workload model.	Workload is a priority area but different workload models are currently used across Schools. The new workload model aims to ensure a fair and transparent way of allocating workload, recognising the variety of activities academic staff undertake whilst being flexible to individual circumstances. Staff have already provided informal feedback on some areas they wish to see included (e.g. citizenship, part-time working and external committee membership). A formal consultation will be carried out as soon as the UoA workload model is finalised.	<mark>Opportunities for staff to consult will be widely advertised. This will include UoA, School and IAHS open sessions and senator led feedback on the proposal when discussed at Senate.</mark> Once finalised, UoA workload model will be launched at staff open and management meetings and implemented as part of the annual review as per University recommendations. Future survey to include questions on acceptability and implementation of workload model.	Launch date not yet specified, but end 2022 likely Dec 2024	DoI, LMs, HR,	Feedback from staff gathered and taken in consideration in developing new action points and outcomes. 2024 staff survey to show that at least 70% of respondents find the workload model fair and transparent. Results will be fed back to relevant UoA committees to improve the

						workload model as needed.
AP4 H	To examine the impact and acceptance of the UoA hybrid working policy as implemented in IAHS.	Since its launch in 2021, 115 IAHS staff (88W, 27M) have taken advantage of flexible working, although the acceptability and impact of the policy is yet to be determined.	Future staff surveys will include questions around the acceptance and implications of the new hybrid working policy.	Jan 2023 and thereafter annually	DoI, EDI implementation and evaluation group	Of those staff who are undertaking flexible working, 70% of both W/M are happy with it.
AP5 H	To have a cohort of appropriately trained, knowledgeable and supportive LMs.	Having a cohort of appropriately trained, knowledgeable and supportive LMs is key to the success of the Institute. Across the IAHS LMs, many attended the first 2015 HR-led training events supplemented by a series of Institute-led sessions in response to the dissemination of survey results and updating of action points. Going forward, it is time to refresh and introduce new UoA management training for LMs.	We will hold a meeting of LMs (recorded for those who cannot make it) to showcase the new UoA management training programme and agree a core set of modules all LMs are expected to complete within a defined period.	Sept 2022-Dec 2023	DoI, HR, IAHS administrator, LMs	Core set of training agreed. LMs to inform Institute administrator when completed each module. Aim for 100% completion of the core set within 12 months.
		Until UoA revised annual review form is agreed (expected end 2022), LMs to be updated on new areas for discussion	Annual review forms to include checklist of areas for discussion.	June 2022	DoI, LMs	At least 60% of both genders to report checklist was useful in structruing annual review conversation in Jan 2023 staff survey.

		in IAHS 2022 annual reviews.				
AP6 **H**	To ensure awareness of UoA promotion process once the review is complete.	2016 survey, 49%(47) W, 48%(16) M thought the promotion process was fair, this figure dropped by 2018 particularly in women (24%(28) W, 42%(16) M. This issue was University-wide and prompted Senior Management Team to commence an ongoing review of the promotion process.	Changes to the UoA promotion process will be highlighted and disseminated via staff ezine and at UoA and IAHS information sessions. University HR partners will be invited to explain the rationale behind any changes and lead a Q/A session at future IAHS open meetings.	May 2024	HR, LMs, DoI	2024 staff survey to show improvement to 50%W and 60%M in perception that the new promotion process is fair.
AP7 **M**	To ensure awareness of new UoA induction process and monitor annual rates of completion for new starts.	In 2021, of those starting within 2 years, fewer women had received an induction (59%(10) W, 88%(7) M). A review of IAHS induction was postponed due to the newly introduced UoA process which was approved early 2022.	Monitor annual rates of induction completion for new starts.	Oct 2022-Jan 2024	Group leads and IAHS administrator	Aim for 100% of new starts between Oct 2022 and Jan 2024 to have had induction as collected by UoA staff development.
AP8 **M**	To improve our understanding of why staff leave IAHS.	Since 2017, of the 138 leavers, only 10 (7W, 3M) have completed exit survey.	Discuss with staff at open meeting why they think so many leavers have not completed the exit survey.	Sept 2022-Dec 2023	DoI, HR, LMs	Aim for 30% of 2022/23 leavers to complete the exit survey.

			Include the importance of exit interviews at LM training. DoI to be notified by HR/LM of when staff hand in notice and e-mail asking for exit survey completion.			
AP9 **M**	To promote the benefits of the UoA mentoring process.	2016 survey showed 15% of staff (18%(16) W, 12%(4) M) had a formal/informal mentor rising to 38% (33%(46) W, 58% (32) M) by the 2021 survey.	<mark>LMs to discuss benefits of mentoring and being mentored during annual review, particularly for women.</mark> Hold a dedicated open meeting session on the benefits of mentoring with a particular emphasis on encouraging ECR staff, female staff whose uptake is lower than men and staff on open-ended time-limited contracts to attend.	June 2022 Sep 2022	EC, LMs, AS champions and HR	By the 2023 survey, aim for 50%W and 60%M to have an informal/formal mentor.
AP10 **M**	To increase the number of applications and success rate of ECR fellowships.	Between 2017-21, 14 early career fellowship applications were submitted. Success rates 25%W from 8 applications and 33%M from 6 applications.	LMs to identify potential fellowship applicants early and ensure they have a mentor and wrap round support to deliver a competitive application.	Dec 2022-Dec 2024	EC, Reseach lead, LMs	Proportion of applicants reaching the final stage of selection to increase to 50% in both W/M in the next 2 years.
AP11 **M**	To continue to maintain diversity in IAHS seminar speakers.	Of the 18 seminars since July 2020, 67% were delivered/led by women.	Record gender profiles of IAHS seminars/training events.	Ongoing from July 2020-	IAHS seminar coordinator to update EDI implementation	Annual analysis of the seminar speakers to show

					and evaluation group annually	gender balance has been maintained.

AP12 H	To take a proactive and objective role in identifying suitable candidates for promotion, especially women.	Numbers applying for promotion are generally low; 2W, 5M in 2020 and 3W, 1M in 2021. Free text data from the 2021 survey suggests women don't apply due to perceived barriers around part-time working, lack of empowerment to put themselves forward and perceived opaqueness of the promotion process.	During annual reviews, LMs to identify anyone at top of their grade, or who has been in post for numerous years to discuss gaps in CV and potential promotion application. Once promotion round launched, hold open Q/A sessions with DoI, HR and role analysts.	Sept 2023 June 2023 and thereafter annually	LMs, DoI LMs, DoI, role analysts	70% of women at the top of their grade to have had a discussion around promotion in the previous year and at least 30% of them to subsequently apply for promotion in next 3 years.
AP13 M	To ensure our part-time workers feel valued and their contribution is recognised.	Two focus groups (6W) in 2017 suggest negativity around part-time working including lack of recognition of their contribution compared to FT staff. Number of PT women staff applying for promotion in 2019 was 3 (2 successful) and 2 in 2020, both successful.	Senior staff to ensure PT staff and the value of their contribution to the Institute is made clear when speaking about staff (e.g. at open meetings, discussions about promotion processes). LMs undertake recruitment training and reminded to consider job share options for new full-time posts.	Sept 2022 Dec 2022-Dec 2023 Jan 2023	HR, LMs	2024 survey to show increase in perceived recognition around PT working.

			2024 staff survey to include questions around recognition of PT working.			
			A PT role model will be showcased as part of the IAHS pre-promotion information sessions	July 2023		Two PT women to apply for promotion in next two years.
			The promotions review will provide transparent guidance as to how PT working is recognised and taken into account during decision making.	Review likely complete Dec 2022		
AP14 M	To improve awareness of ways to support staff taking FF leave.	2018 survey 80% (4W) of those returning from FF leave had 'return to work' meetings with LM. In 2021 survey, only 2 (both W) had a period of FF leave during the last 2 years; one of which (50%) met with their LM on return.	We will remind staff and LMs about the pro-formas and formally monitor the uptake of these meetings going forwards.	End 2023	DoI, Group leads, LMs	LMs to report all staff who have taken FF leave in 2022/23 to have had support meetings.
AP15 M	To increase awareness and uptake of UoA Parental Coaching Programme.	In 2020, 5 members of the University Parents and Carers Network were trained as Parental mentors.	The new mentors will be invited to an open meeting to discuss their role, take questions and to make staff aware.	Oct 2022	IAHS seminar coordinator, UoA Parental mentors	Open meeting taken place and staff awareness of the parental coaching scheme in 2024 staff survey to be 50% in W/M.
AP16 M	To further increase the number of female clinical academics in IAHS.	We have fewer women in clinical academic roles than men.	Run a role model session for female trainees of 2/3 speakers describing their role and why it is satisfying, how	End 2025	Clinical academic representatives on EDI implementation	Two new female clinical academics to be appointed in next 3 years.

			they achieve work-life balance etc. Academics in each specialty to ensure that these are advertised widely to trainees in their area and they are encouraged to attend.		and evaluation group	
AP17 H	To do an in-depth exploration of perceptions around project limited contracts.	2021 staff survey explored perceptions around project limited contracts, 39%(38) W and 29%(7) M were on such contracts.	Open text comments to undergo an in-depth qualitative analysis on how these staff felt. List of recommendations around ways in which Universities might reduce their number will be summarised and presented to the UoA SMT.	Dec 2022	EDI implementation and evaluation group, DoI, EC	Results fed to EC to be diseminated at appropriate UoA committees.
AP18 H	To continue to fund attendance to the Aurora women's leadership development programme.	Investment in this leadership programme will benefit individuals in terms of upskilling for future promotion, but also support succession planning in women's leadership roles.	Annual call for interest in the Programme and a minimum of 1 place funded. We will invite past Aurora members to a focus group to elicit their help in ways we can enable them to put into practice their training and further support their and other women's careers.	Nov 2022 Summer 2023	SDC, DoI	Minimum of 1 IAHS attendee on programme annually. Focus group data analysed and future action points agreed.
POSTGRADUATE STUDENTS						
AP19 M	To increase awareness of EDI challenges among	Currently no PGR student on SAT. We currently have little data on the EDI	Recruit new PhD student onto EDI group.	Dec 2022 Spring 2023	EDI lead	PhD to join EDI group. PGT student also joined.

	postgraduate students.	beliefs and views of our PG students. 2016 student survey had 20% response rate after 2 reminders and informal feedback suggested survey fatigue.	Focus group(s) and online group(s) with the 2022/3 PGT intake to discuss EDI issues and choice of full/part time study. We will introduce EDI issues into PGT induction and include material on EDI remit at the start of all PGT programmes. This will be supported by the University 'Decolonsing the curriculum' initiative.	Sept 2023	Student reps, Programme and course coordinators, PGR advisors, EDI and teaching leads	Data analysed and action points developed. Awareness of EDI issues evaluated at the future PGT focus group.
		Important that PG students are aware of the importance of equality and diversity in the workplace.	Make the University EDI e-training module mandatory for PGR students.	Sept 2022	Monitored by PGR advisor	Access to EDI training module in place by Sept 22. All new PGR students to complete EDI training within 3 months of starting study.
<mark>**IMPACT OF COVID**</mark>						
AP20 H	To monitor the effects of COVID pandemic on staff wellbeing and academic performance.	2021 survey indicates Covid period increased workload (58% both W/M), will impact publications (44%(27) W, 45%(9) M), affect promotion, particularly in women	Annual review form will include the section "Impact of lockdown on research output and career progression" for 3 years to ensure this issue is part of the discussion.	Nov 2023-	EC, HR, EDI implementation and evaluation group	60% of staff to indicate support has been discussed during AR (2023-). By end 2024, reported impact of disruption on publications to be <20% and on

		(34%(21) W, 25%(5) M). Important that support is offered to abate the potential negative impact of the COVID pandemic on wellbeing and career progression.	Staff survey will include question on support and the impact to monitor the longevity. The effects of Covid on staff performance, workload and promotion success will be monitored and reported to EC for action.			promotion prospects to be <20% in all genders.

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