School of Sport, Exercise & Rehabilitation Sciences (SportExR), University of Birmingham

Abbreviations: DoR = Director of Research, E&D = Equality and Diversity, HoE = School Director of Education, HoS = Head of School, HoS PA = Head of School's Personal Assistant, NSS = National Student Survey, PGT/PGR = post-graduate taught/researcher, PI = Principal Investigator, POD = People and Organisational Development, SAT = Athena SWAN Self Assessment Team, UG = undergraduate,

Athena Silver Action Plan, Nov 2014-Oct 2017

Action no.	Description of action	Action already taken and outcome at time of application	Further actions planned from application onwards	Start date	Responsibility	Success measure
1	**Student Recruitment**					
1.1	Student recruitment materials actively promote women in Sport, Exercise & Rehabilitation Sciences	• Filming and collecting information to ensure female student representation is strong in UG student recruitment materials online e.g., http://www.birmingham.ac.uk/schools/sport-exercise/our-students/hannah-sport-exercise.aspx	1. As access/foundation students come through to our degrees, collate female profiles to use in recruitment materials 2. Formally collate further female profiles and success stories from across the School at UG and PG level to update the website and recruitment materials	June 2015 Oct 2015	1. UG admissions officer and lead A2B tutor with HoE 2. UG admissions tutor, PGT and PGR admissions tutors with HoE	50% of role models visible in all recruitment materials are female Aim for 5%* increase in offers to A2B female students by 2017 Aim for 5%* increase in applications by females to UG and PG courses by 2017
1.2	Student outreach includes female-centred initiatives	• Appointed Access 2 Birmingham (A2B) and Birmingham Foundation Academy tutors who are both male and female. • Have female A2B students as student advocates at open days and applicant visitor days. • Ensured strong female leadership in	1. Include examples of how SportExR is a great place to study for women in open day/ applicant visitor day talks at UG and PG level and promote Athena SWAN 2. Promote male and female representation in Outreach	Sept 2015 June 2015	1. UG admissions tutor and PGT Programme Leads and PGR admissions tutors with HoE and DoR 2. SAT	Aim to increase female UG and PG applications and offers by 5% by 2017, larger for PGR if possible *We believe 5% is

		UG admissions and female visibility at open days and applicant visitor days. • Appointed female PGT Programme Leads and PGR admissions tutors • Promoted on website alternative study routes which may be helpful to those wanting more flexibility e.g. Distance Learning PGT and PGR courses that are available from Sept 2013	activities e.g. Thinktank, British Science Festivals etc. including female Alumni visiting A2B partner schools 3. Use current female MSc students to convert the interest of female students in 2nd year UG to applications for PGT places via short presentations 4. Survey current PGT and PGR students to understand what might make PG positions more attractive to females	May 2015 Jan 2015	3. PGT Programme Leads 4. PG reps on SAT	*a realistic target over 3 years in terms of what we can influence (offers and grade tariffs) and will bring our data more in line with the national average*
1.3	Equality monitoring	• Data are monitored on gender balance in student application, offer and acceptance rates annually	1. Continue to collect data and monitor gender balance in UG, PGT and PGR application, offer and acceptance rates 2. Examine why more offers are given to males than female students – check grade differences 3. Monitor BAME balance in UG, PGT and PGR application, offer and acceptance rates	Sept yearly Oct yearly Sept yearly	1. UG, PGT and PGR admissions tutors with SAT, HoE, HoS PA to collate 2. UG, PGT and PGR admissions tutors with SAT, HoE, HoS PA to collate 3. As above	Increase female UG and PG applications, offers and acceptances by 5%* by 2017 Increased awareness of any BAME equality issues in student numbers to inform actions if necessary
2	**Current Student Support**					
2.1	UG and PG maternity/ paternity leave procedures	• Ensured welfare tutors (male and female) are available for advice on maternity/paternity leave • Publicised mitigating circumstances forms / leave of absence procedures and made forms available to all	1. Hold regular Keep in Touch sessions with any students on maternity leave 2. Add formalised PG maternity/ paternity procedures into PG	from Dec 2014 Dec 2014	1. School HoE and Senior Welfare Tutor 2. PG Admin Lead with HR	100% return rate to their degree after maternity/ paternity leave – if lower, then due to informal feedback

		students at least annually e.g. in tutorials • Included formalised procedures for UG maternity/paternity leave procedures in UG handbook online	handbook online			that staff are happy with this choice, not that they feel their job prevents their return.
2.2	Awareness of Athena SWAN aims and ethos	• Ensured no gender bias in teaching staff balance • Appointed strong female leadership into key School roles • Made Athena SWAN details accessible from School webpage • Included details on Athena SWAN in UG handbook online	1. Continue to update Athena SWAN activity details on webpage and in online student handbook 2. Measure Athena SWAN awareness in the UG survey currently being explored 3. School seminar programme to include Athena SWAN/female academic careers talks with open invite to UGs	From Sept 2014	1. SAT with Academic Admin team 2. SAT – UG survey representatives 3. Seminar Lead and SAT	>70% awareness of Athena SWAN in UG student population UG attendance at whole School Athena SWAN events
2.3	Equality monitoring	• Data are monitored on degree classification by gender split for evidence of unconscious bias	1. Continue to monitor full-time/part-time, overseas/home and gender balance in current UG, PGT and PGR students 2. Continue to monitor gender balance in degree classifications 3. Design and implement UG equality survey including finding out what would make PG study attractive to females 4. Conduct short presentations by PGs to MSc students to raise awareness of PhD opportunities 5. Start to monitor BAME balance in UG and PG students and their degree	Sept yearly Sept yearly Sept yearly Nov yearly Sept yearly	1. UG, PGT and PGR admissions tutors with SAT and HoE, HoS PA to collate 2. UG & PGT Programme Leads with HoE and SAT 3. SAT 4. SAT PG reps 5. UG, PGT and PGR admissions tutors with SAT and HoE, HoS	Increase in applications, offers, and acceptances of female UG and PG aiming for 5%* by 2017 Female:male split equal at each degree classification in line with the gender split in student intake. Is clear to all that males and females have equal chance to achieve at each level.

			classifications		PA to collate	
2.4	Student career development	• Careers Tutor appointed within the School (male). • Careers and Employability Centre and network available within the university – mainly female advisors • Appointed welfare tutors of both gender available for advice • Promoted national seminars on personal/career development to PGTs and PGRs • Run annual in-School PGT/R training on careers and career development with visiting speakers who are strong female and male success stories from the School and externally	1. Run seminars by strong female leads on academic career development open to PGT, PGR and UGs 2. Ensure gender balance in careers talks provision for UGs embedded into UG modules 3. Develop and conduct UG and PG surveys/focus groups to see whether gender-specific support would be welcomed at UG and PG levels.	Dec 2015 and yearly Sept 2016 Nov 2015	1. Careers Tutor & Seminars lead with SAT 2. Careers Tutor & University careers service and HoE 3. SAT PG reps	Increase in female PG applications, offers and acceptances, and Fellow/Lecturer level applications, offers, and acceptances – aiming for 5%* increase by 2017 (as far as we are able to influence this e.g. factors such as equal offer criteria for males and females, and equal support given prior to and during application)
3	**Recruitment and selection of staff**					
3.1	Promote equality in recruitment	• Ensured all selection panels include males and females • Ensured 100% completion of online diversity training by all staff involved in selection and promotion from 2013 • Ensured 'unconscious bias' training is undertaken by all staff involved in selection and promotion from 2014 • Ensured recruitment and selection training is undertaken by all senior staff involved in this from 2014 • Regularly take part as a School in attempting to recruit Birmingham Fellows as a more secure career path for	1. Encourage female, BAME, and other minority group applications in carefully worded advertisements for all level posts 2. Formally collate and promote successful female profiles and success stories from across the School on the School website to show how the School is a good environment for women to work in and be successful e.g. RCUK Fellows	ongoing June 2015	1. HoS with Head of HR 2. DoR and SAT	5%* increase in applications and offers from all minority groups by 2017

		PDRFs • Ensured that flexible working opportunities are promoted in all interviews, job offers, and in online School handbook • Emphasise equality and flexible working policies in all staff/PG advertisements and offer letters from Oct 2014	3. Include specific options for flexible working in information in job advertisements 4. Include Athena SWAN logo in job advertisements if successful in award 5. Promote post-doctoral researcher and fellowship positions to current PGRs, particularly females via emails and encouraging career talks from successful female academics	Oct 2015 Jan 2015 Dec 2015	3. HoS PA and HR team with SAT 4. HoS PA 5. HoR and College Research Support Team	
3.2	Equality monitoring	• Equality assessments of staff selection data is conducted by SAT annually for evidence of unconscious bias	1. Continue to monitor gender balance in offers, appointments, and resignations 2. Monitor gender balance of our PG students who then enter an academic career 3. Keep written notes from interviews to ensure the decision making process is as transparent as possible 4. Start to monitor BAME balance in offers, appointments, and resignations 5. Start to monitor BAME balance of our PG students who then enter an academic career	Sept yearly Sept yearly Ongoing Sept yearly Sept yearly	1. SAT and HoS, HoS PA to collate 2. Alumni services & SAT 3. HoS and interview panel staff 4. SAT and HoS, HoS PA to collate 5. Alumni services & SAT	Aim for 5%* increase in female applications and offers by 2017 Equitable female:male balance in resignations. Increased understanding of any equality issues for BAME staff/PGs to develop into specific actions if needed
4	**Current Staff Support**					
4.1	Promotion procedures	• Ensured that Personal Development Reviews (PDR) with all staff include	1. Promotion training not just for early career staff but all	June 2016	1. University Diversity	Equitable numbers of female and male

		career progression and promotion plans by having PDR review training for staff running these. • Developed written progression pathways for staff on teaching-only grades; our School has highest number of these contracts in the University • Developed pathways to Reader band for teaching only staff • Provided clear up to date written guidelines for promotion for main academic roles. • Have developed and integrated progression pathways and required targets for teaching-only staff into PDR • Ensured exit planning meetings and arrangements for job transfer for those whose fixed-term contracts are ending are in place in all cases. • Publicised and encouraged attendance at university-wide promotion training for early career staff. • Ensured 'unconscious bias' training is undertaken by all staff involved in selection and promotion	stages and clear publication of guidelines and checklist. 2. Ensure senior female representation on promotion panels at School and University level. 3. Provide support for those women who have not been successful at applying for promotion to senior levels 4. Continue to monitor staff perceptions about promotions procedures through the annual survey 5. Monitor time to promotion among males/females who have taken on major admin/leadership roles versus those who have not	Jan 2015 Jan 2015 - Yearly Yearly	Advisor & POD 2. HoS & DoR 3. HoS to give specific feedback and encourage to speak to Head of College 4. SAT 5. SAT	applications for promotion and successful promotions annually.
4.2	Equality monitoring	• Equality assessments of staff selection data by SAT annually to determine if there is any bias	1. Continue to monitor female applications for promotion (successful and unsuccessful) and champion female promotion training 2. Monitor BAME applications for promotion (successful and unsuccessful)	Sept yearly Sept yearly	1. SAT, HoS PA to collate 2. SAT, HoS PA to collate	Equitable numbers of female and male applications for promotion and successful promotions annually. Increased awareness of BAME equality ready to action if needed

| 4.3 | Formal mentoring procedures | • HoS, with Executive Committee input, has assigned mentors to particular members of staff, e.g., to develop staff in certain areas, or where requested
• Mentoring training by POD is available to staff new to this role | 1. Make mentoring a system available for all staff not just new staff, and not line manager.
2. Promote staff awareness of current mentoring request system at University level
3. Develop informal transition mentoring e.g. for return from maternity leave or post-doc -> early career | June 2015

Dec 2014

Dec 2015 | 1. HoS with Diversity Advisor and POD
2. E&D Lead & SAT
3. College DoR is championing this e.g. PERCAT project for post-doctoral researchers | All staff who want a mentor have one by 2017. Positive feedback on mentoring at PDRs and in future Athena SWAN surveys |
| 4.4 | Career development and training | • HoS and PIs regularly support staff to attend central university training courses available to staff through POD e.g. research management, dealing with conflict, etc.
• New PDR scheme running since 2012 and staff conducting PDRs receive training on this
• Integrated PDR at least annually now for all PDRFs | 1. In-house School training courses on leading on complex multi-disciplinary grants currently being developed
2. Promote training on professionalism, meeting management and communication
3. Training on integrating Athena SWAN Charter into grant applications.
4. Formalise further career development opportunities for fixed contract PDRFs
5. Integrate informed careers talks into School seminar programme by key female academics
6. Continue to support female staff in nominations for leadership training e.g. Aurora and Emerging Leadership courses | Jan 2015

Jan 2015

Jan 2016

May 2015

Sept 2015

annually | 1. DoR

2. E&D Lead and POD

3. College Research Support team

4. College DoR and PERCAT project
5. Seminar lead with E&D lead & SAT

6. HoS | High uptake and positive informal feedback on in-house training. Increased successful applications for large bids. Increased uptake of staff development courses generally. Standardised phrasing available for use in applications. Increased satisfaction reported from PDRFs. At least 1 careers guidance seminar per year |

4.5	Induction and training	• Ensured 100% uptake in the School of health and safety and fire safety induction for new and existing staff through monitoring attendance records • Ensured uptake of central induction programme by all new staff through clear automatic procedures and meeting all new staff individually • Have included School-based induction information on procedures and forms in Intranet Staff handbook	1. Update Intranet Staff Handbook to include specific support/useful information for international staff 2. Formally promote the flexible working policy in the staff handbook and in offer letters to new staff 3. Ensure all new staff are aware of career progression opportunities and banding	Sept 2015 Sept 2015 Sept 2015	1. HoS PA – with HR team & International office 2. HoS PA with SAT 3. HoS PA with HR	High access of School Intranet Staff Handbook. Significant improvement in ratings of induction procedures in future surveys. Include careers pathways information links in induction for all staff
4.6	Personal development	• Mentoring training for PGs starting Winter 2014 • Time management, Assertiveness, Bully and Harassment open programme training across university • University Senior Leadership programme, 6 cohorts completed including 2 female senior staff in the School, next cohort started in Sept 2014 • University Emerging Leaders programme, 2 female senior staff in School completed. • UoB launched "Advancing Equality in Employment" Nov 13 • UoB signed up to Aurora LHFE project and promoted and supported within the School • £250 per member of staff research support fund plus School travel funds for personal development e.g. conferences are available to apply to throughout the year	1. Provide a series of development opportunities such as confidence building, assertiveness, chairing meetings, senior women's leadership programme, attending conferences etc. 2. Agree on reasonable amount of time for individual development and communicate this to all line managers and PIs	Ongoing Sept 2015	1. HoS with Executive Committee & individual staff can sign up to courses via POD and CLAD 2. Workload model group and PDR leads	Courses continue with uptake by at least one third of School All staff undertake some development training or CPD within each Athena SWAN period of 3 years
4.7	Equality in workload	• HoS has provided opportunities for all to serve on School committees	1. Continue to monitor gender balance and workload of	yearly in Sept	1. SAT with HoS, HoS PA to	Equitable workload across males and

		irrespective of gender, based on ability and reviews this annually with Executive Committee • Ensured that lead roles in the School are not gender biased, and regularly review roles based on ability not gender • Developing transparent workload model through workload model working group	staff and rotate roles regularly to make sure female senior staff do not become overburdened with administration tasks 2. Collect workload information at PDRs	yearly	collate 2. PDR leads	females and high satisfaction levels regarding workload balance in future Athena SWAN surveys and informally through PDR discussions in the context of data on workload
4.8	Carer-friendly School policies	• Formal meetings to be held in child-friendly school hours 9.30-3.30 to allow sufficient time and flexibility for staff who may need to pick up and drop off children • Where formal School meetings/committees need to run beyond 3.30pm, advance warning of at least 3 months is ALWAYS given to allow for arrangement of childcare/pick up • Made flexible working available informally and by formal arrangement with very positive staff feedback • Have a culture where flexible teaching/specific teaching hours/part-time working can be agreed on a case by case basis with HoS, publicised e.g. during PDR • Developed a culture where 2-legged rather than standard 3-legged contracts can be requested and negotiated with HoS, as we appreciate the diversity of staff talent • Publicised the university parents and carers group to all staff and students via email and website	1. Hold social events within child-friendly school hours where possible, and ensure that meeting times are varied to accommodate the individual needs of different staff; 2. Informal social events to be held at varying times, including lunchtimes, to ensure that across a year events are accessible by all staff 3. Make arrangements for support staff to be free for these work-hours events 4. Formally promote flexible working opportunities to PGs and PDRFs through PG and staff handbooks 5. Benchmark data on number of parents and carers in the School compared to similar Schools and monitor progress compared to non-carers.	Dec 2014 Oct 2014 Sept 2015 August 2015 Dec 2015 By Sept 2017	1. DoR with HoS agreement 2. HoS to get College Operations manager agreement for this 3. SAT and UG/PG Academic Admin teams and HoS PA 4. SAT, HoS PA to collate 5. HoS and HoE with SAT	>60% attendance by staff with caring responsibilities at seminars and social events held in core hours. High attendance from support staff as well as academics. Increase in positive feedback and improvement in staff positivity on next staff survey. Increased in membership of parents and carers network.

		• Gathered data on number of parents and carers in the School • Varied the times of School research seminars to ensure no groups of staff are excluded (e.g. some seminars held at lunchtime (child-friendly hours) and others later in the day (to ensure teaching-focussed staff or admin-heavy staff are not excluded by their other commitments).				
4.9	Promotion of work-life balance	• Citizenship roles e.g. Equality & Diversity Champion, Outreach, etc. are in the new workload model 2014 • Discussed ways to work more efficiently e.g. tutorials and responses to student emails, at School Meetings • Flexible working can be formally agreed but the School has a culture of most staff informally working flexibly • Made all meetings 1hour limited (Whole School Meeting is 1hr plus 1hr activities, but scheduled in advance to allow flexibility in arrangements). • Flexibility of timing of School seminars, see 4.8 above.	1. Hold School training sessions on work-life balance 2. Raise awareness of College level resilience training 3. Investigate the potential for College and University level meetings that School staff attend to be 1hr limited	Dec 2014 Dec 2014 Dec 2016	1. SAT 2. SAT and E&D Lead 3. E&D Lead	>60% attendance by staff with caring responsibilities at non-compulsory events e.g. seminars, socials, and positive informal feedback Improved staff positivity in focus groups
4.10	Maternity/ paternity & adoption leave	• Guidelines, actions needed, etc. are available from HR and are now also published in Intranet Staff Handbook. • Discussions with HoS are arranged as standard before staff leave and staff are also recommended to discuss options with HR in person • Made use of the university fund available for HoS to apply for teaching cover for maternity leave • 'Keep in touch' days in practice within the School, including face to face	1. Promote useful information more widely and in Intranet Staff Handbook, e.g. information on childcare vouchers 2. Investigate options to secure university funding for teaching cover for maternity leave for fixed-term staff 3. Update adoption leave information in Staff Handbook and promote	Sept 2015 Sept 2015 Jan 2015	1. SAT maternity rep and HoS PA 2. HoS and Teaching committee 3. HoS PA with info from HR	All formal leave agreements made in advance. >80% awareness of procedures indexed through next Athena SWAN survey.

		meetings with HoS • All staff are aware of maternity/paternity leave allowance via up to date contracts for all and information/links on the website • Secured university funding for teaching cover for academic staff on maternity leave as standard practice for 3 years now • Maternity pay is held centrally by the university to ease the financial burden from individual Schools	awareness of this 4. Monitor data on maternity/paternity /adoption leave	yearly in Sept	4. HoS PA with SAT	
4.11	Supporting maternity/ paternity & adoption leave returners	• Regular meetings are arranged with HoS during 'keep in touch' and following return to work to discuss flexibility of workload, paced return to work, flexible teaching, etc. • Phased return to work with teaching relief initially in order to build up research portfolio including a central funding pot for teaching cover for 6 months after return to work • Bookable breastfeeding room with lock and locked fridge available for staff/students with shared offices (146a)	1. Update staff information to promote the availability of phased return to work options	Nov 2016	1. HoS and Teaching committee with SAT	Increased flexibility and cover available for returning staff where needed
4.12	Establish support networks for all staff	• Set up of Athena SWAN SAT/working group in Oct 2013 • Started taking minutes of SAT meetings as a quick form of updating the School on progress, issues, and support available from Sept 2014 • Have staff support fund for applications for financial support to go on conferences etc.	1. Establish a link to the developing parents and carers university network 2. Establish whether a women only or mixed gender, BAME, or disability support network might be helpful for sharing and understanding pressures and support one another by integrating as a question in subsequent surveys	Jan 2015 Nov 2014	1. E&D Lead 2. SAT – person responsible for annual survey with HoS PA	Increase in membership of networks already available Potential start-up of new support networks if needed Publish SAT updates on Intranet

	Equality and Diversity Awareness					
5.1	Athena SWAN awareness	• We regularly feed Athena SWAN SAT outputs in to all committees and groups in the School e.g. Executive committee, School meetings • School survey and focus groups are implemented annually since 2013 • Organise Athena SWAN seminars to share good practice from outside of the School, e.g. Una Martin visit • Gave 'unconscious bias' training to all staff involved in selection and promotion • Athena SWAN School Lead has joined University-wide Athena committee • Promoted Biochemical Society's new Diversity in Science grants to all staff and PGs and similar opportunities as they arise • Promoted Athena SWAN actions through a briefing flyer • University launched "Advancing equality in Employment" on 2nd October 13 • Encouraged staff to attend the Equality and Diversity Conference 16 Sept 14 to discuss challenges and issues regarding equality • Ensured leaders and managers visibly support Athena SWAN and Equality and Diversity principles by making Athena SWAN a standing item at all committees and regular SAT input to School Executive Committee	1. Continue with SAT meetings and feedback to School committees. 2. Social events to raise awareness of the Charter 3. Continue to have annual surveys to monitor improvements and any further need for change 4. Special seminars and training related to Athena SWAN 5. Athena SWAN page on School website updated regularly 6. Promote current Athena SWAN actions through a briefing e-flyer 7. Support early career level women to attend Aurora project training	yearly Dec 2014 yearly yearly Oct yearly Sept yearly yearly	1. SAT rep 2. SAT 3. SAT 4. SAT 5. E&D Lead 6. E&D Lead & SAT 7. HoS	100% awareness of Athena SWAN in future surveys (in 2013 was 67%) and attendance at events by at least 50% of School Increased attendance at awareness training programmes such as Aurora
5.2	Data monitoring	• Encouraged high (>70%) uptake in	1. Monitor staff positivity on	yearly	1. SAT and	10% increase in

		School of the annual university staff satisfaction survey and address results at School meetings	university staff survey and add in questions on satisfaction to the School Athena SWAN survey 2. Address recent School survey and focus group issues at regular School meetings	Mar 2015	Survey lead 2. HoS & E&D lead &SAT	staff positivity on next university survey on School-specific questions and on School Athena SWAN survey