

**Table 8.1 Athena SWAN Action plan - Aston University School of Engineering & Applied Science REVISED 5th April 2017**

Page numbers refer to the application form submitted in November 2016

**PRIORITY (HIGH, MEDIUM, LOW)** – We assign priority based on urgency; LOWER priority actions remain important but may be done after others

Action reference number	Rationale	Planned actions / objectives	People responsible	Timeline	Milestones and success criteria
<b>A1.0</b>	<b>Assuring fairness and opportunity</b>				
A1.1 (page 14) <b>HIGH</b>	<p>EAS staff are increasingly involved in more diverse activities and new initiatives. Accurate, open and fair activity allocation and tracking for all staff is essential for managers and team members, to ensure that contributions are recognised and rewarded</p> <p>The previous workload model is being replaced by “ARMS”; this will be improved progressively in response to emerging needs and user feedback, with appropriate training for staff and managers</p> <p>Including occasional activities in “ARMS” will enable allocation and quantification of activities undertaken without duplicate record keeping</p>	<p>Set up and maintain an improved “workload model” that includes all staff</p> <p>Hold training / updating workshops for staff and managers in use of “ARMS” after each version release</p> <p>Expand “ARMS” to accommodate new delivery modes, roles and activities, whether occasional, infrequent or longer term</p> <p>Include new features to improve user experience and data retrieval for managers (version 2)</p>	<p>“ARMS” Working Group and Software Development team reporting to SMT quarterly</p>	<p>Sept – Dec 2015 - Initial planning</p> <p>Jan – July 2016 - Development begun with staff consultation and scoping studies</p> <p>Sept 2016 – March 2017 - Software development and trials</p> <p>April – July 2017 - Wider “roll-out”, with training for all staff in version 1, ready for new academic year</p>	<p>Quarterly Working Group progress meetings</p> <p>Quarterly management reports facilitate identification of staff availability and risks of overload</p> <p>Two workshops each year for staff and managers, with 20-30 staff from different job roles at each, 3 months after each release</p> <p>Feedback analysed after each workshop and EAS staff surveys to identify improvements for successive versions</p> <p>Annual version release each September, with interim minor changes each spring</p>

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		Survey all EAS staff annually to assess user experience		March – July 2018 – preparation of version 2  Annual version releases, addressing staff feedback and new requirements	Improved scores in Aston biennial staff survey in response to statement “I have to neglect some tasks because I have too much to do” [2015 - 57% (101 male staff) and 68% (45 female staff)]. 2017 results due in May
A1.2 (page 14, 75)  <b>MEDIUM</b>	Staff comment that activities, such as outreach, are very variable and can be time-consuming, but are not always considered in PDRs  Managers are not able to ascertain easily who is contributing to such activities and encourage wider participation	Ask at School meetings and in EAS Newsletter for volunteers to pilot using data from “ARMS” during their PDR discussion with their manager  Encourage all staff to use “ARMS” data in their PDR  Assess level of adoption and staff satisfaction with discussion of “ARMS” data in PDRs	“ARMS” Working Group requests volunteers, collates feedback from pilot and wider usage  Individuals with their manager	May – July 2017 - Pilot  Sept – Oct 2017 – revise approach if required, from feedback  May - July 2018 – Open for all staff  Sept 2018 - Survey of those managers and staff involved	More than 10 volunteer pairs (staff with their manager) pilot use of “ARMS” data in PDRs  75% of the staff who take part in the pilot agree that they have received enhanced recognition of all aspects of their work (staff) and that it was easier to be aware of an individual’s activity (manager)  “ARMS” data used by more than 50% of EAS staff in their PDRs in 2018, with good spread by gender and grade  Survey shows 60% agree that “ARMS” data assists PDRs, report key findings to SMT

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				Sept 2019 – Survey after 2019 PDRs	80% of the participants (managers and staff) report in EAS staff survey that they are satisfied with the system, with no significant gender differences
A1.3 (page 14, 75) <b>LOW</b>	To identify any bias and report on the diversity of people participating in specific activities (eg outreach), requires “ARMS” data to be analysed for staff personal characteristics, (suitably protected)	Analyse “ARMS” data for diversity of staff involved  Develop management reports that indicate staff activities mapped by diversity, particularly occasional and irregular activities such as outreach  Enhance reports to include all activities for all staff, with all characteristics reported  Assess potential for roll-out elsewhere in University	“ARMS” Working Group with School HR Adviser providing analysis, suitably anonymised	March 2018 – First reports on teaching – related activities by gender  Sept 19 – first reports on research-related activities by gender  May 2019 – first reports on activity data related to professional staff  Sept 2019 – EAS staff survey of views on “ARMS” capability  June - July 2019 – analyse and report to SMT on benefits and further actions for “ARMS”	Quarterly reports produced for managers show fairer workload and increased diversity of staff contributing to outreach  EAS Staff survey indicates 70% of staff are satisfied there is a fairer distribution of workload than data gathered in 2015-16  EAS Managers and Schools Liaison & Recruitment Office report that it is quicker to identify volunteers for ad hoc events

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<p>A1.4</p> <p>(page 12, 25, 59)</p> <p><b>HIGH</b></p>	<p>Extensive sets of data for Athena SWAN applications about staff and students are essential for analysis of selection, pipeline, progression etc. These require further automation and standardisation. This began in 2015, but still requires manual intervention. Improvements in some data areas are also required</p>	<p>Identify specific data sets in HR (staff) and Registry (students) that require further automation in acquisition and reporting</p>	<p>Head of Administration with EDWG Team</p>	<p>Jan – April 2017</p>	<p>Data set agreed by HR, Registry and EDWG</p>
		<p>Define / revise data collection and reporting formats within each system initially by gender, then all personal protected characteristics with intersections</p>	<p>HR and Registry teams EDWG Team</p>	<p>April – June 2017</p>	<p>Systems set up to deliver data routinely, at defined intervals (most quarterly or annually)</p>
		<p>Develop reports for EAS, train staff and share systems across the University</p>	<p>Head of Administration with HR &amp; Registry data teams</p>	<p>Jun - Aug 2017</p>	<p>First sets of reports produced without manual collation</p>
		<p>Implement regular quarterly reporting to EAS SMT for tracking of specific trends related to gender</p>	<p>Head of Administration with HR &amp; Registry (Reporting)</p>	<p>Sept 2017 – refined reports available to demonstrate potential capability to other Schools</p>	<p>Key staff and student data for Athena SWAN applications obtained as routine outputs from HR or Registry systems. Frequency determined by nature of the data, eg student enrolments annual, staff turnover quarterly</p>
			<p>Heads of Group &amp; SMT (Actions)</p>	<p>Oct – Nov 2017 – revised reports after feedback</p> <p>Jan - July 2018 – full reports in use systematically</p>	<p>All Athena SWAN applications from Aston through to 2020 draw baseline data routinely from data systems</p>

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				Continued use in following academic years	Easy visibility and review of staff and student diversity trends for managers and staff
<b>A2.0</b>	<b>Continuing to develop a diverse engineering student pipeline</b>				
<b>A2.1</b> (page 13, 20) <b>HIGH</b>	<p>The long-standing widespread lack of women in engineering, means that PR images and text still feature mainly men and male dominated interests (eg fast cars and traditional mechanical machines). Imagery needs further updating to ensure that it is current and bias free but without misrepresentation and include more female dominated interests eg medical engineering</p> <p>Annual redesign of recruiting literature, linked to the student recruiting cycle, plus “Background to Aston” material used in staff recruitment, other literature and materials</p>	<p>Previously established working group to analyse and amend proposed website programme descriptions annually in summer period, using experience of initial group who undertook previous analysis</p> <p>New image and text compilation for inclusion in student prospectus (UG and PG) and web, to ensure diverse representation. Removal of bias in programme descriptions</p> <p>Creation of image bank that is more representative</p> <p>Add further relevant, authentic and internationally</p>	<p>School Marketing Manager in conjunction with Programme Directors</p> <p>School Marketing Manager</p> <p>School Marketing Manager with Aston Head of Digital Media</p>	<p>Jan – Feb 2016 – 1<sup>st</sup> iteration for prospectus for 2017/18 entrants</p> <p>Oct 2016 - Aug 2017</p> <p>Throughout 2017 – to capture 12 months of seasonal images</p>	<p>Progressive increase in diversity in student enrolment and staff, from current levels (pages 19 &amp; 9) to 35% female students and 40% female staff by 2025</p> <p>Tally of gender and diversity featured is close to that of typical student cohorts in EAS</p> <p>Student enrolment survey annually indicates high level of agreement that the prospectus and web content is diverse</p>

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		<p>diverse student photographs and testimonials to EAS web-based programme summaries</p> <p>Capture portrait photographs and testimonials at graduation ceremonies</p> <p>Advise on changes to university-level publications to ensure that the balance is appropriate</p>	<p>School Marketing Manager , in coordination with Athena Swan working group</p> <p>Aston Head of Brand Reputation and School Marketing Manager</p> <p>School Marketing Manager , in coordination with Athena Swan working group</p>	<p>Annually at April PG graduations, annually at July UG graduations</p> <p>Jan – Feb - annually at design stage of UG and PG prospectuses</p> <p>Initial assessment July 2017, updates</p> <p>Sept 2017 and annually thereafter</p>	
<p>A2.2 (page 75) <b>HIGH</b></p>	<p>EAS is very active in a wide range of outreach activities. Currently outreach records are scattered and incomplete so systematic tracking of activities is limited to time-consuming manual analysis and impact is generally not available</p>	<p>Extend existing Aston central outreach database to include EAS records</p> <p>Define roles for Subject Group Outreach Champions, announce in School Newsletters and Group meetings, then appoint</p>	<p>Schools Liaison &amp; Recruitment Office (SRO)</p> <p>SMT</p>	<p>During 2015/16, central database established</p> <p>Sept 2016 – start of central records</p> <p>Sept 2017 – start adding EAS records</p>	<p>Central recording of outreach enables generation of accurate reports, showing who is involved, schools and children participating and most effective activities</p> <p>Clear points of contact provide clear messages and ease of</p>

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	Improved metrics are needed to show the quantity of outreach activity by staff, and also diversity of pupils participating and the consequences for enrolment at Aston and elsewhere	University purchase of "HEAT" (Higher Education Access Tracker) in 2017 to report longitudinal impact of outreach (university destinations nationally for outreach participants)	SRO	Mar - Jun 2017 Appointment of Champions  Dec 2017 – first annual "HEAT" report  Sept 2018 – first annual analysis of outreach activity using Database data  Dec 2019 - trends mapped over several years	access to Aston outreach in key communities  Analysis of "HEAT" data shows relative effectiveness of various forms of outreach (lectures, visits, hands-on, mentoring etc) enables improved focus for what best encourages students to progress to STEM programmes in HE
A2.3 (page 14, 20, 26) <b>MEDIUM</b>	Some EAS courses accept students without A-level physics if they have other acceptable qualifications, especially through clearing, but the prospectus stresses the need for physics. This inevitably deters less confident potential applicants without physics, of which (it is anticipated) a disproportionately large number may be girls. Revision of the wording in the prospectus should encourage	Amend undergraduate prospectus and web pages to remove inappropriate barrier(s) to entry included in entry requirements  Compare annually applicant numbers in all groups  Test hypothesis initially in EEPE as a pilot  Extend to all groups, if appropriate	Programme Directors and EAS Marketing Manager  Schools Liaison & Recruitment (SRO)  EEPE Programme Directors  Programme Directors in all Groups	By Dec 2016 - Entry requirements, web and prospectus complete for publication  Jan – Feb 2017 Annual UG prospectus updating  Dec 2017 – Applicant numbers in EEPE	Number of applications by females in EAS subjects increases annually  Pilot: EEPE female applications to increase by 10% for 2019 entry  Applications and acceptances from females in all Groups increased by >10% annually after modification of webpages and

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	more applicants, hopefully more girls. It should also reduce the reliance on clearing	Check for correlation between ultimate degree classes and A-level results	AD Teaching and Learning, with Programme Directors	<p>compared with previous years</p> <p>Jan 2018 – Report to other Programme Directors and amend prospectus for all Subject Groups, as appropriate</p> <p>Jan – Feb 2018 – New UG prospectus prepared</p> <p>2018/19 Repeat the cycle for revisions for PG programmes, and correlation with UG degree class and UG subject specialisms</p>	<p>prospectus for all Groups to target level of 35%</p> <p>Similar improvement in PG programmes</p>
<p>A2.4 (page 20, 38, 39)</p> <p><b>HIGH</b></p>	<p>Aston has an ethnically diverse student population but the underlying reasons for how this is achieved is more anecdotal than measured</p> <p>In addition, PG cohort diversity is different from UG cohorts</p>	<p>Extract more detailed reports about students, without disclosing sensitive information</p> <p>Develop reports that may indicate consistent themes contributing eg</p> <ul style="list-style-type: none"> <li>• Gender</li> </ul>	EAS Admissions team to lead with Registry team and EDWG, involving Programme Directors as necessary	<p>Dec 2016 – identify key questions and initial data required</p> <p>May 2017 draft initial reports prepared</p>	<p>Increase Degree Apprenticeship take up by females by 5% per year from 2016 level for 3 years, and then to match full-time UG population</p> <p>Increase Degree Apprenticeship take up by ethnic minorities by 5% per annum from 2016 level</p>



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	<p>It is becoming apparent that new programme formats (eg part-time work based) attract rather different student populations. It is therefore vital to understand better the backgrounds of students and hence enable optimum focus on outreach and recruitment activities</p>	<ul style="list-style-type: none"> <li>• Ethnicity</li> <li>• Disability</li> <li>• Previous study</li> <li>• Grades achieved</li> <li>• Entry points</li> <li>• School / college type</li> <li>• Languages spoken</li> <li>• Work experience</li> <li>• Socio economic background</li> </ul> <p>Pilot reports for EAS and consider extending University-wide</p> <p>Produce annual report after each major recruiting cycle</p> <p>Quarterly reports by Heads of Group to SMT identifying diversity discrepancies and proposed actions that may assist more diverse enrolment</p> <p>Identify appropriate recommendations for Admissions team and industry partners for work-based students</p>		<p>June - July 2017 – refined reports</p> <p>Nov 2017 – first full report with new intake</p> <p>During 2017/18 – work with industry partners through Group Industry Advisory Boards meeting quarterly, and key partners</p> <p>Nov 2018 – annual report produced for SMT</p>	<p>for 3 years, and then to match full-time UG population</p> <p>Achieve progressively more consistent levels of the different diverse characteristics in each student population and cohort type. Share the insights with other parts of the University and relevant HE subject networks</p>

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<p>A2.5 (page 63) <b>HIGH</b></p>	<p>Research and anecdotal experience shows that one factor which discourages female engineering students from pursuing a career in engineering is the lack of suitable role models and /or mentor. To address this, a pilot was carried out in Computer Science (CS) in June 2016 in which 5 female CS UG and PhD students were sponsored by the Subject Group to attend the first Grace Hopper London Conference (GHC/1). This was designed to provide an opportunity for women in technology at all career stages and in industry leading companies to build relationships, learn, and advance careers</p> <p>The conference has inspired all 5 female CS students to pursue a career in IT/Computing. One of them has decided to go on a CS</p>	<p>Appoint and train Networking Champions in Subject Groups</p> <p>Set up and announce (on BlackBoard) Student Networking Scheme, to facilitate access to opportunities, particularly by under-represented groups (eg through sponsoring conference attendance, mentoring, etc)</p> <p>Expand Student Networking scheme to include mentors in industrial partners for female students in EAS, with tracking of participants (students and company staff)</p> <p>Extend sponsorship of UG and PG students to attend subject-related conferences that aim to promote diversity (in addition to successful sponsorship and hosting of annual WES student conference at Aston)</p>	<p>Subject Group Heads appoint Champions in all groups, to work with Careers+Placements team</p> <p>Subject Group Champions</p>	<p>Mar - June 2017 – CS champion appointed</p> <p>July - Sept 2017 – Champions appointed in all Groups</p> <p>Jan – March 2018 - Run (re)training workshop for mentors, then annually</p> <p>During 2017/18 year - Pilot professional mentoring scheme for female CS students</p> <p>During 2018 – Expand to other Groups</p>	<p>5 mentors signed up for initial CS scheme</p> <p>5 mentors signed up in each Subject Group</p> <p>Mentors trained and matched to mentees, considering specific requests and balance in m:m, f:f and m:f pairings</p> <p>10% of students participate in external networking in 2017/18, 30% in 2018/19, and 50% in 2019/20</p> <p>&gt;75% of participants each year agree in feedback that the professional mentoring and / or conference attendance scheme has helped encourage continuation of their career in their subject</p>

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	work placement after attending the conference	<p>Subject Group Heads allocate £1500 each year for sponsoring conference attendance by students</p> <p>Champions plan and advise students on networking opportunities</p> <p>Track career destinations to detect any detectable differences between participants and non-participants</p> <p>Collate and use feedback and testimonials from students who have used networking, to optimise future participation</p>	<p>Group Heads with Dean</p> <p>Group Heads</p> <p>Group Heads with Careers+Placements team</p>		
A2.6 (page 75) <b>MEDIUM</b>	It is important to involve a diverse range of staff in outreach to provide suitable role models. It is also important to ensure the workload of outreach is distributed equitably, not	Lead Technician appointed to collate materials available (hardware demos, software demos, talks, exhibits etc) in EAS and compile initial sets	Technician with Outreach Champions in each Subject Group	<p>During 2015 - First sets developed in MED &amp; EEPE</p> <p>Nov 2016 - Sept 2017 - Further sets developed in all groups</p>	At least 2 defined "Activity in a Box" sets per Subject Group with instructions for use with little preparation

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	<p>dominated by one group, typically women</p> <p><i>“Activity in a Box”</i> - people new to outreach may be unsure what and how to prepare for outreach activities. Pre-prepared kits to support such activities with appropriate training in their use and maintenance, enable more people to become involved</p> <p>Several have already been developed in MED and EEPE, resulting in additional people (staff and students) delivering outreach activities</p> <p>Links with external organisations, such as <i>“STEM Ambassadors”</i>, WES, WISE etc also enable access to training, CRB checks, best practice and events locally and nationally</p>	<p>customised for each Subject Group</p> <p>Invite staff, some UGs and PG students new to outreach to practice using the sets, with regular outreach participants</p> <p>Extend sets of materials using feedback from participants (eg school children) and external best practice</p> <p>Budget annually for purchase of additional items for refresh of sets and all consumables required</p> <p>Outreach participants encouraged to join external organisations of their choice</p>	<p>Outreach Champions</p> <p>Lead Technician with SRO</p> <p>Group Heads with Dean</p>	<p>End of each term – check functionality and repair all sets</p> <p>Each Sept - Annual addition of new and deletion of expired activities</p>	<p><i>“ARMS”</i> indicates an improving diversity of people contributing to outreach, with PDR recognition</p> <p>50:50 split in gender of staff involved in outreach delivery by Sept 2019</p> <p>Present <i>“Activity in a Box”</i> to external audiences eg conferences / events, through STEM Ambassadors or similar</p> <p>EAS / Aston receives external recognition for outreach using <i>“Activity in a Box”</i> by mid 2020</p>

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<p>A2.7 (page 27)</p> <p><b>MEDIUM</b></p>	<p>EAS does not recruit strongly to PGT programmes and the female enrolments are particularly low</p> <p>EAS has started restructuring the PGT programme; one aim is to attract more female students</p> <p>As part of this, a new conversion programme MSc in Computer Science is being developed, aiming to draw capable students from different UG degree disciplines where the proportion of females is considerable higher than in engineering</p> <p>Use market research to establish potential for other new PGT programmes that will preferentially attract female students</p>	<p>Conduct market research on demand for PGT programmes in EAS Subject Groups amongst female applicants and other UG cohorts</p> <p>Identify and develop new PGT programmes that will attract more female applicants, including with collaborating institution</p> <p>Launch the new MSc programme in Computer Science for students in full-time employment in 2018/9</p> <p>Evaluate the effect of the new PGT programmes in improving the female:male ratio in EAS PGT programmes and report to AD Teaching and Learning</p>	<p>AD Learning and Teaching leading with PGT Programme Directors</p> <p>New Programme Directors appointed in appropriate areas by Subject Group Heads</p> <p>Programme Director</p> <p>EAS Admissions team</p>	<p>Nov 2015 – Start of PGT Programme restructuring</p> <p>Sept 2017 – April 18 – Market research</p> <p>Sept – Dec 2018 - Incorporate findings as part of School strategic planning</p> <p>By Dec 2017 - Develop specification for new MSc</p> <p>By March 2018 - Obtain internal approval for the programme, and announce for recruitment</p> <p>Oct - Dec 2108 - Programme specification for another new MSc developed</p> <p>By March 2019 - Obtain internal approval for 2<sup>nd</sup></p>	<p>First intake to new CS MSc programme in autumn 2019</p> <p>Second conversion / expansion programme in another Subject Group by 2020</p> <p>Female applications for each new EAS PGT programme is 25% higher than EAS norms prior to its existence</p>

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				conversion programme with first students enrolled in autumn 2019  Annual statistics produced for diversity of enrolments	
<b>A3.0</b>	<b>Achieving and sustaining greater diversity in senior positions</b>				
A3.1 (page 9, 70) <b>HIGH</b>	<p>Programmes such as “LFHE Aurora” and Aston Women’s Leadership Programme are offered to support the development of women for senior leadership positions</p> <p>Previous EAS participants are already progressing to new / higher roles and report confidence and value derived from their participation</p>	<p>Continue to offer intensive women’s leadership programmes to female EAS staff with the potential to achieve more senior roles, including PST, teaching and research staff.</p> <p>Notify staff who may be interested of other shorter external programmes as they become available</p> <p>Encourage female staff to exploit other external networking events for</p>	<p>HR Organisational Development to notify Aston programmes to staff</p> <p>All Managers with female staff, in particular, to plan in PDRs</p>	<p>Each autumn - Aston Programme launched</p> <p>May – July 2017 - Inclusion in PDRs, and annually thereafter</p>	<p>2013/14 – 2 participants from EAS</p> <p>2014/2015 – 0</p> <p>2015/2016 – 5 participants from EAS</p> <p>2016/2017 – 1 participant</p> <p>Next 4 years – average 2 per year participating</p> <p>Over 50% of female staff in managerial / supervisory roles to have participated in one more major programmes by end 2020</p>

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		women, available through professional institutions etc  Budget allocated for such events (fees and travel) annually	Dean, Team Leaders and Group heads to budget for these programmes annually	Jan – Mar - Annual budget setting	Maintain a rate of >30% of participants progressing to a more influential role / promotion within 2 years of completing programme
A3.2 (page 75) <b>HIGH</b>	It is recognised that people in leadership roles are inevitably seen as typifying the role. Greater diversity in such positions is vital, but taking the first steps into leadership positions is perceived as a significant block  Naming “Champions” in Subject Groups and Institutes to lead specific activities, will both enhance the activity concerned and expand the number of “first step” opportunities for individuals to gain experience prior to considering more senior roles	Generate short descriptions for specific roles eg impact, outreach and recruitment, with 3 year terms, briefing each person appointed on their new role  Report to SMT, the benefits of the roles to the School and the individuals annually  Consult with school teachers and Industry Advisory Board members on their opinions of having key points of contact (ie Champions)	Impact – AD Enterprise  Outreach and recruiting - AD Teaching & Learning  HR Adviser - analyse PDRs in 2018, and annually, report to SMT  Admissions Team with Industry Advisory Board Chairs and key school staff identified by SRO	March 2017 - Maths group has made appointments  Mar - June 2017 – all new roles filled  June - July 2017 – briefings held  During 2018 – consultation at events with schools and companies  By June 2020 – Champions have envisaged their next Leadership steps, and successors appointed	At least 30% of Champions are female / other diversity  External organisations eg schools and companies, report that single points of contact for outreach and impact aid their engagement with EAS  Over 50% of Champions have progressed to a higher / different leadership role by 2020
A3.3	Committees in EAS tend to be served by more senior staff	Refresh membership of School committees annually,	SMT and Heads of Institutes and Groups	July - Sept 2016 – first new appointments	Committee compositions overall progressively move to >30%

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(page 69) <b>MEDIUM</b>	holding specific posts, hence with an inherent male dominance. Without intervention, this perpetuates a low level of diversity  (see also A4.3)	<p>focusing on how nominations / volunteers / appointments are made (eg open announcement, realistic role descriptions attractive to all, flexibility in times of meetings and events)</p> <p>Empower senior staff in EAS to delegate, where appropriate, committee positions to other staff to help them advance their careers</p> <p>Introduce appropriate fixed terms of office for key positions so that opportunities become available more frequently</p>	<p>SMT</p> <p>SMT</p>	<p>July - Sept 2017 - second set of new appointments</p> <p>By Jun 2018 – consider whether numerical targets should be introduced for diversity of each committee</p>	female, with ethnic diversity approaching that in the School staff population by 2020
<b>A4.0</b>	<b>Supporting Academic and Professional Staff Career Progression</b>				
A4.1  (page 58, 59, 62)	Some staff feel that their PDR does not address all the aspects intended in as comprehensive a manner as they hope. In particular, focus on targets for	Advise all managers that PDRs should include and record discussion of every individual's longer term	Dean to brief Group Heads and Team Leaders, and notify all staff in EAS Newsletters	April - June 2017 - managers briefed in EAS Management meetings, full	Staff surveys show progressively greater satisfaction with PDR process in relation to longer term career development [2015 – “I feel that pathways for my



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HIGH	the forthcoming year appear to dominate over consideration of their longer term career goals	career aspirations and developmental needs	Organisational Development Team	guidance reissued to all staff	<i>development are clear" 46% males agree, 29% females agree]</i>
		PDR training and updating for all staff, must reinforce discussion of both short and longer term plans		March – May 2017	
		Extend manager's manager reviews of PDRs to verify that records indicate meaningful discussion occurred about short term activities and longer term aspirations, with appropriate actions for individuals and managers	Dean to verify by sampling to demonstrate the importance of PDRs	Nov 17 - All PDR forms reviewed by manager's manager, with sampling by Dean	
		Implement the Talent Management module on CORE (HR system) to enable online induction, training and PDRs records	HR Systems Team	April – Sept - for use in 2017/2018	Online system eliminates PDR "paper chase" and enables automated collation and analysis of completion rates, forwarding of training needs to trainers etc
		Reports disseminated as part of standard management information pack include stats of completed inductions and PDRs	HR Managers & SMT	Nov 2018 onwards	

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<p>A4.2 (page 58)</p> <p><b>MEDIUM</b></p>	<p>Good induction is recognised as critical for setting the career of new recruits onto a firm foundation. Feedback from some leavers and new recruits is that induction is rather variable in content, timeliness and volume</p>	<p>Extract common concerns, along with other feedback from new starters from completed induction checklists</p> <p>Extend the use of the recently introduced “CEAC Induction Handbook” throughout the School and to the University</p> <p>Complement Institute of Leadership &amp; Management level 3 and 5 programmes already available, with further Aston programmes to update staff managers</p>	<p>HR Organisational Development Lead</p> <p>CEAC working group</p> <p>HR OD Lead</p>	<p>Jan – July 2017 - Newly formed HR Organisational Development Team plans new programme of staff development</p> <p>Sept 2017 - Revised university wide induction programme launched, with EAS sections integrated</p> <p>By Sept 2018 – Training “dashboard” developed for all staff for all career stages from induction to leavers</p>	<p>Improved staff satisfaction in EAS staff surveys, baselines to be established</p> <p>Aston staff surveys show progressive improvement in staff satisfaction in questions related to their induction, training and development from 2015 levels</p>
<p>A4.3 (page 70, 78)</p> <p><b>MEDIUM</b></p>	<p>Committee positions and other more senior roles are often designated to existing senior, often academic, post-holders, thus reducing the diversity of thought, adding to workload of key individuals and not enabling others to gain experiences</p>	<p>Introduce additional roles eg deputy leaders and job-shares, aiming to increase opportunities for on-the-job experiences and wider recognition, particularly for PST staff. Announce each position widely and select against open criteria</p>	<p>SMT, Team Leaders and Heads of Groups</p>	<p>By start of 2017/18 academic year - define set of new roles and make appointments</p> <p>May – July 2019 - assess in PDRs whether additional roles support the defined function and facilitate new</p>	<p>Aim for all key roles in EAS to have deputies by mid 2018, with strong encouragement and support for appointments to females</p> <p>Initial deputy appointments overall, show greater diversity than in the more senior appointments</p>

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		Define duration of roles (eg 3 years) so that opportunities are available periodically and those interested can prepare		experiences to be gained	Record succession in 70% of cases for deputies to a leadership role within 4 years
A4.4 (page 60) <b>LOW</b>	Unlike academic staff promotion, there is no linear route for progression of PST staff. One of the barriers to progression for PST staff is the lack of formal qualifications. EAS has therefore been supporting several PST staff through Foundation Degree and BSc Hons Degrees	Track career mobility of PST staff within Aston and elsewhere (if they leave, through exit questionnaires) after they have achieved formal qualifications	EAS HR Adviser with Team Leaders	July 2017 – analyse graduation successes to date  June - July 2017 – offer degree courses to further PST staff	Identify evidence of how investment in qualifications for PST staff supports career mobility and benefits the University (small numbers and many year timescales mean statistics may not be meaningful)
A4.5 (page 60) <b>LOW</b>	The benefits of “acting up” for more senior team members have already been observed. Recognising such opportunities as a means of career development is particularly important for PST staff to gain experience and demonstrate their capabilities	Notify opportunities to “act up” to more PST staff so that more of them are able to expand their horizons, using staff newsletter and announcements at Group meetings	EAS Team Leaders, and with their counterparts in other Schools	Aug 2017 – first set of positions announced  Further positions announced and filled as they become available	“Acting up” is seen in EAS by PST staff as a positive move rather than a burden  As opportunities become available, they are filled with shorter gaps and better handover

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A4.6 (page 50) <b>HIGH</b>	It is particularly marked in EAS that female PST staff at grades 6, 7 and 8 are not progressing to higher grades (9 &10)	<p>Ascertain barriers impacting career progression for female PST staff at grades 6-8 through discussion groups with them</p> <p>Hold workshops to explain the HERA regrading process to PST staff especially females in the affected grades, including experiences from previously successful applicants</p> <p>Training Needs Analysis for PST staff as part of PDRs – identify common themes emerging and provide focused training and other opportunities</p> <p>Encourage and support PST staff to pursue opportunities that support their progression</p>	<p>EAS Team Leaders</p> <p>Aston Organisational Development Team</p> <p>Aston OD Team</p> <p>Team Leaders</p>	<p>May - Aug 2017 – Hold discussion groups and prepare plan to address issues identified</p> <p>By Sept 2017 – common themes extracted from PDRs</p> <p>Sept 2017 – first analysis of PDRs</p> <p>In line with timings in A4.3 and 4.5</p>	<p>Improved satisfaction in Aston staff surveys of opportunities for progression amongst female PST staff (surveys biennial from 2017 base to 2019 etc)</p> <p>2 workshops held a year until 90% of PST staff have participated then 1 per year for new staff and updating</p> <p>Numbers of female PST staff applying for and gaining higher grades, increases gradually from 2016 levels</p>
A4.7 (page 51, 64)	Preliminary manual analysis of research grant awards showed that females lag their male counterparts in bidding for grants and success rate (numbers and	Set up systematic analysis of grant applications and success rates by gender and diversity	Associate Dean Research with data from Research & Knowledge Exchange Office	Jan - April 2017 – updated analysis	<p>First systematic analysis of grant awards by gender and ethnicity</p> <p>Higher number and larger grants applied for and awarded to</p>

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LOW	<p>values), particularly at the ECR stage</p> <p>Reasons for people leaving EAS need to be collected comprehensively and any systematic patterns explored in more detail, followed by improved support where necessary</p>	<p>Expand quarterly research management reports to include appropriate diversity statistics</p> <p>Extend training for “first-time” Principal Investigators with guidance on “what makes a winning bid” from PIs with high success rates. Encourage appointment of female PIs, each with an experienced adviser / mentor</p> <p>Encourage leavers to complete the leavers questionnaire</p> <p>Link support for researchers, particularly PDRAs and ECRs, more clearly with the areas identified as weak</p> <p>Exploit Vitae Concordat Principles, associated framework and guidance materials comprehensively</p>	<p>Professional Development Adviser (Researchers)</p> <p>Heads of Group</p> <p>HR Adviser with each leaver</p> <p>Professional Development Adviser (Researchers)</p> <p>Professional Development Adviser (Researchers)</p>	<p>May – July 2017 – modify reporting structure ready for new academic year</p> <p>Biannual grant writing workshops</p> <p>On resignation</p> <p>June annually – in individual PDRs</p> <p>April - Sept 2017 – Vitae Framework is introduced to all new ECRs and PDRAs in their induction</p>	<p>female staff; within 4 years parity is achieved</p> <p>Ethnicity data available routinely; statistics may be too granular to show trends</p> <p>70% of post-docs and PDRAs participate and report that improved understanding now gives them confidence to write their first grant proposal. Female proportions are commensurate with male:female balance in the whole cohort</p> <p>Reasons for staff leaving expose specific areas for more focussed staff development and support</p> <p>Improved scores in PIRLS and CROS surveys of researchers (managed by Vitae) in 2017 compared with 2015, and again in 2019, with scores for males and females converging</p>

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<b>A5.0</b>	<b>Sharing, disseminating best practice</b>				
A5.1 (page 12, 58, 60, 66, 67, 69) <b>LOW</b>	<p>As part of its Athena SWAN actions, EAS has set up new policies and practices aiming to improve gender and other diversity. EAS is therefore supporting their dissemination across the Groups within EAS and the University</p> <p>Other Schools and the University Self-Assessment Team are increasingly sharing ideas and information as they build their Athena SWAN activities</p> <p>Team working and encouraging engagement at all levels improves the working environment and supports the embedding of the Principles of Athena SWAN throughout the University. It also exposes opportunities for collaboration and new career opportunities</p>	<p>Share appropriate approaches, policies and practices to accelerate embedding of gender equality and wider diversity across the School and University</p> <p><b>Specific policies and practices for which this is underway include:</b></p> <p>A. School office professional staff flexible working scheme to be introduced, where possible, to Professional Technical Staff</p> <p>B. EAS Committee composition policy approved for University adoption</p>	<p>EDWG with SMT for School level</p> <p>EDWG Lead with University Gender Equality Management Group for other Schools and University Centre to propose adoption of policies, followed by the Departments / teams planning adoption appropriately</p> <p>School Technical Manager</p> <p>Aston Exec agreed principle in Jan 2017, now with respective School SMTs</p>	<p>Jan - Dec 2017 – Timescales and Success Criteria to be planned individually by those involved in EAS with appropriate colleagues across Aston in other Schools and Centre</p> <p>June - Sept 2017</p> <p>Jan - Sept 2017</p>	<p>Success will be progressive improvement in relevant measures in the Aston biennial staff survey, along with Athena SWAN awards in all Schools and the University</p> <p>Technical staff briefed and where feasible, interested individuals signed up</p> <p>Other Schools decide on local adoption</p>

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		<p>C. EAS central funding of maternity cover approved for University adoption</p> <p>D. Promotion pathways for professional staff better aligned with other staff</p> <p>E. Induction materials and processes developed in CEAC/EBRI used throughout EAS</p> <p>F. Existing school policies shared from other Schools</p> <p>G. Academic “handbook” drafted and available on-line, with annual updating. This will build on a new handbook designed jointly for ECRs and postdocs by their respective committees during 2016</p>	<p>Aston Exec agreed principle in Dec 2017</p> <p>Aston Organisational Development Team</p> <p>CEAC Working Group with Group Heads and Team Leaders</p> <p>EAS Head of Administration</p> <p>CEAC Working Group</p>	<p>Feb 2017</p> <p>June 2017 – June 2018</p> <p>Oct 2017 – March 2018</p> <p>During 2017/18</p> <p>Mar - Oct 2017 - Initial draft completed with request for feedback</p> <p>December 2017 – revised edition, then updated annually for</p>	<p>Budgets set for central funding for 2017/18 academic year</p> <p>Proposals drafted on feasibility for discussion with Unions, and potential changes in University Regulations, with plan for implementation</p> <p>Common approach results in improved team working and communication in EAS</p> <p>At least 3 policies / practices / approaches adopted in EAS from other Schools / University Centre</p> <p>Handbook announced to all staff in Sept 2017, in Newsletter and School meeting</p>

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		<p>H. Hold “Away Days” in all Groups, and EAS wide, each for specific staff groupings, to improve “collegiality”, knowledge of activities and successes in EAS, communications and team working</p>	<p>Heads of Groups and Section Leaders</p>	<p>each new academic year</p> <p>Annual<sup>[HA1]</sup> cycle established for each Group and EAS</p>	<p>EAS Exec, CEAC and EEPE Away Days held in 2017/18, other Groups hold away days in 2018/19</p> <p>Over 80% of staff have participated in an away day by July 2020</p> <p>A. – H. Improved scores in EAS and Aston staff surveys in response to related questions</p>