Ref. No.	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible +job title	Success criteria and outcome
				Start	End		
A. Training							
A1 (Section 5.3 (i) and Section 5.3 (v))	Continue to promote available training courses and opportunities (e.g. SPIRAL, STEP, RDP, Grant Writing Challenge, Publication Challenge, AURORA)	Apparently less engagement with training for women at grades 7 and 8 for research-only and research/teaching staff	Regular posting in eNewsletter, by email, at relevant staff meetings (including quarterly Researchers' meeting)	Jan-17	continual	HoI (all); DoT (teaching); DoR (research); DoE&D (other)	Staff attend relevant sessions; increase in training engagement from women at Grades 7 and 8; survey feedback confirms staff recognise their value/efficacy
A2 (Section 5.3 (i))	Promote new Faculty workshops (that focus on recruiting female staff to under represented University areas) to academic staff	Transition of staff from senior lecturer to reader is poor	Regular posting in eNewsletter, by email, at relevant staff meetings	Jan-17	continual	HoI	Increased numbers of staff (particularly female) attend relevant sessions; promotion cases for transition from senior lecturer to reader received

A3 (Section 5.3 (i))	Invite OSDU to provide 'in house' focussed training	Time pressures may be affecting uptake of available training for some staff	Identify relevant topics for training (in consultation with staff focus groups); consult OSDU and arrange content/delivery	Jan-17; Jun-17; Jan-18;	Apr-17 (focus groups); Aug-17 (consult OSDU); Ongoing (rolling programme of delivery by OSDU)	DoT (teaching); DoR (research); DoE&D (other)	Sessions delivered; increased numbers of staff engaging in training as evidenced by staff surveys
B. Career Support							
B1 (Section 5.3 (ii))	Implement follow-up meetings for staff after annual appraisal and development reviews (ADR)	Staff satisfaction rate with ADR process is only 75% for men and 50% for women	HoI instructs ADR reviewers to arrange follow-up meeting (6 months after the ADR completion)	Jan-17	annual	HoI, ADR reviewers	Meetings held; male and female staff more confident that the ADR process is useful for career progression as evidenced in staff surveys; female staff as confident as male staff
B2 (Section 5.3 (v))	Consolidate SIPBS-specific support for writing and peer-reviewing fellowship/grant applications	Few research-only staff acquire independent funding	Raise awareness of available support at research group and Researchers' Community meetings	Jan-17	continual	DoR; Heads of research groups	More research-only staff obtain independent funding (Fellowships/small project grants)
B3 (Section 4.2 (i))	Encourage grant applicants to cost for salary increments or promotion	Promotion prospects compromised if salaries budget fully committed	Strategy disseminated to grant applicants and implemented	Jan-17	continual	HoI	Evidence of promotion of female researchers on fixed-term contracts

B4 (Section 4.2 (i) and Section 5.3 (i))	Increase support available for female staff progression to reader/professor	Transition from senior lecturer to reader and reader to professor has proven to be difficult	Female staff (2 per year) supported on Aurora programme or other relevant external courses	Sep-17	annual	HoI	Female success in securing senior academic positions
B5 (Section 4.2 (i) and Section 5.3 (iii))	Establish more mentor/mentee pairings for SIPBS research-only staff	Transition of research-only staff to research/teaching staff is point of attrition in female academic career pipeline	Raise awareness of available mentoring opportunities (eNewsletter, emails); Mentoring session to explain process and advantages with 'ice breaker'	Jan-17; Jul-17;	Quarterly; Annual;	Research Administrator; Athena group;	Increased number of research-only staff mentored; quantify effect of mentoring in staff survey
B6 (Section 5.4 (iii))	Establish more mentor/mentee pairings for professional and support staff	Professional and support staff not aware that SIPBS mentoring available to them	Identify additional mentors (from professional and support staff); raise awareness; mentoring session to explain process and advantages	Jan-17; Jun-17; Jan-18	annual; quarterly; annual	DoE&D; PA to HoI; Athena group	Evidence of mentor/mentee pairings of professional and support staff; quantify effect of mentoring in staff survey
B7 (Section 5.1 (ii) and Section 5.3 (iii))	Extend SIPBS mentoring to teaching-only staff	Support the growing cohort of SIPBS teaching-only staff	DoT to promote to teaching staff	Apr-17	annual	DoT	Mentor/mentee pairings established; effectiveness measured by satisfaction in future staff surveys

B8 (Section 4.2 (i))	Consider outcome of professorial zoning by gender	New University-led process in place	Provide feedback to Dean of Science and University E&D Manager; consider potential appeals	Jan-17	Jul-17	HoI, DoE&D	Gender balance among professorial zones for SIPBS staff achieved
B9 (Section 4.2 (i) Section 5.1 (i))	Target advertisement of research posts at women using specific STEM and Women in STEM websites; invite applications directly	Evidence of gender imbalance in research-only staff	Identify relevant websites; inform recruiting staff; apply strategy	Jan-17; Mar-17; *Ad hoc*	Mar-17; continual; continual	Athena group HoI; SIPBS staff	Proportion of female applications increases; sustain proportion of female applicants to Chancellor's Fellows programme
B10 (Section 4.2 (iii))	Follow up with HR for exit interview/survey information. Promote completion of exit interviews by SIPBS line managers and exit survey by leaving staff	Incomplete information from HR on exit interview/survey completions	Acquire information from HR; analyse information to better track destinations	Dec-17	annual	PA to HoI; Athena group	Capture reasons for majority of leavers; actions to mitigate, if required

B11 (Section 5.3 (iii) and Section 5.4 (iii))	Extend interest and improve participation in monthly SIPBS drop-in	Limited up-take to date	Include senior professional and support staff as facilitators (to better engage this group of staff); continue to hold drop-in sessions	Jan-17; monthly	continual	DoE&D; PA to HoI; Athena group	Increase number and range of staff attending; staff report high awareness of opportunity to attend drop-ins in future staff surveys and find them useful (if used)
C. Student-focussed							
C1 (Section 4.1 (iii))	Investigate and monitor PGT completion rates by gender	Proportion of males completing PGT courses is less than that for females	Investigation of SIPBS PGT student records; evidence based review of further actions required	Sep-17	Dec-17	PGT Co-ordinator	Increased proportion of males completing PGT courses
C2 (Section 4.1 (iv))	Investigate and monitor PGR completion rates by gender	Proportion of females completing PGR courses is less than that for males	Investigation of SIPBS PGR student records; evidence-based review of further actions required	Sep-17	Dec-17	DoGS	Increased proportion of females completing PGR courses

C3 (Section 5.3 (iv))	Improve networking between PGR students, supervisor, assessor and counsellor	PGR students appear aware of support mechanisms available but would not necessarily make use of them	Introductions at PGR induction; better networking at other opportunities (such as PGR research day, social events)	Oct-17; Nov-17 (PGR research day); Social events as timetabled	annual;	DoGS; PGR organisers (PGR students); social committee	Increase positive responses around PGR support mechanisms in PGR survey with no gender imbalance
C4 (Section 4.1 (iii))	Attract more part-time females to PGT courses/increase PGT female numbers	Part-time female numbers have decreased since 2012	Consider course structure and suitability for part-time study; promote part-time study option in relevant literature and web pages	Jul 17; Sep 17	Sep 17; annual	PGT Co-ordinator	More part-time PGT students recruited; increase in percentage of female part time students
C5 (Section 4.1 (iv))	Better promote PGR degrees to prospective female students	Less applications from females than males	Review publicity, including web pages; enhance female-friendly content, including testimonials and role models	Sep-17	Dec-17	DoGS	Increased proportion of females applying for PGR courses

C6 (Section 4.1 (v) and Section 5.3 (iv))	Establish an undergraduate careers event	Undergraduates have expressed interest in this through Student-Staff Committee; Early promotion of academic career options could strengthen the academic career pipeline, particularly for females	Date set; event being planned; implement	Nov 16; Dec 16; Jan 17	annual; annual; annual	DoBioscience programmes and Yr 4 Co-ordinator	Event held with good attendance; positive feedback to Student-Staff Committee; students report high levels of awareness of career options, including academic careers, in future student surveys, with no gender imbalance
C7 (Section 5.3 (iv))	Establish views on a PGR careers event; hold the event if interest is evident	Some PGR do not think they receive enough career support (but only 20% of PGR responded to survey)	Establish PGR focus group/consultation; if sufficient interest: date set; event planned; implement	Apr 17; Nov 17; Dec 17; Jan 18	May 17; annual; annual; annual	DoGS (in coordination with DoBioscience programmes and Yr 4 Co-ordinator)	Evidence of interest in PGR careers event; event held with good attendance; positive feedback to Graduate School Student-Staff Committee; students report high levels of awareness of career options, including academic careers, in future student surveys, with no gender imbalance

C8 (Section 5.3 (iv))	Conduct PGR survey; award 1 credit for completion	Low response rate in former PGR survey	Establish mechanism for anonymous feedback yet award of credit; conduct survey; award credits	Jun-17; Oct-17; Dec-17	n/a; annual; annual;	SIPBS IT; Athena Group; DoGS/supervisors	Increase PGR survey response rate; any further actions required to support PGR students are established
D. Data-monitoring and feedback							
D1 (Section 5.4 (ii))	Survey of professional and support staff	No current data available	Develop survey; implement (with timescale for responses); analyse data and identify actions	Aug 17; Oct 17; Jan 18	Oct 17; Jan 18; Jul-18	Athena Group	Quantifiable data available to assess views/experiences of professional and support staff; any further actions required to support staff are established
D2 (Section 4.1 (ii))	Monitor effects of implementation of new Biosciences curriculum on attainment, including by gender	New curriculum (teaching materials, approaches and assessments) implemented; personal development scheme revised and enhanced	Obtain feedback through Student-Staff Committee; monitor results after Exam Board; feedback from staff; acquire final student data set; analyses and interpret final data set	Nov-16; Jun-17; Aug-17	annual	Student-Staff Committee; TLAC; DoT; University Gender Equality Officer; Athena group	Evidence of positive student and staff feedback; better attainment (gender balanced)

D3 (Section 4.1 (ii))	Assess impact of new assessment strategies on male undergraduate performance (MPharm)	Improved attainment for females is better than that for males	Refer evidence and analysis to TLAC; TLAC to consider/consult with Student-Staff Committee; review practice	Jan-17; Apr-17; Jul-17	Feb-17; Jun-17; Sept-17	Athena group TLAC Student-Staff Committee	Evidence considered; assessment strategy reviewed; no difference in attainment by gender
D4 (Section 4.1 (ii) and Section 4.1 (v))	Monitor and report on UG/PGT/PGR intake, applications/offers, retention and degree performance by gender; identify appropriate action, if required	Need to maintain student numbers and attainment, with regard to gender balance; proportion of female Bioscience students is lower than national average	Annual update of data from central data from University Gender Equality Officer; analysis and interpretation; relay information to TLAC/Graduate School for their action, if required	Mar-17; May-17; Jul-17;	annual; annual; annual;	University Gender Equality Officer; Athena group; Graduate School	Maintain numbers and gender balance; bring proportion of female Bioscience students closer to national average
D5 (Section 4.1 (ii))	Monitor gender balance of China Pharmaceutical University cohort of Bioscience students	Proportion of female CPU students is less than that of non-CPU students	Acquire data from CPU/Student Experience	Jul-17	annual	CPU Co-ordinator	Develop evidence over time of gender balance for CPU students; review and implement strategies to increase female participation, if required

D6 (Section 4.1 (i))	Monitor number and gender balance of undergraduates enrolling through access routes	Few students currently enrolling through this route; potential to increase recruitment	Acquire data each year and analyse	Jan-18	annual	Academic selector	Increase number (and monitor gender balance) of undergraduates enrolling through access routes
D7 (Section 4.2 (i) and Section 5.1 (i))	Monitor number and proportion of female applicants to research-only (and research/teaching or teaching-only) posts	Evidence of gender imbalance in research-only staff	Annual update of data from central data from University Gender Equality Officer; analysis and interpretation; relay information to HoI/recruiting staff for their action, if required	May-17; Jul-17;	annual; annual;	University Gender Equality Officer; Athena group; HoI/academic staff	Gauge proportion of female applications, short-listing and appointments; develop evidence-based actions
D8 (Section 5.6 (iii))	Monitor gender balance of SIPBS committees	Some SIPBS committees require better gender balance; refer to HoI	annual assessment	Oct-17	annual	Athena group/HoI	Committees managed with gender balance but without committee overload

D9 (Section 5.6 (viii))	Monitor Outreach contributors and engagement, by gender	Lack of robust outreach data (facilitators and attendees), by gender	Identify outreach coordinator to SIPBS staff; coordinator to capture information and liaise with coordinators of University-wide events (such as *Engage* and *Explorathon;* collate information)	Jan-17; quarterly call for information; bi-annual liaison with other coordinators	Feb-17; quarterly May and Sep annually	HoI; Outreach coordinator	Outreach data acquired for analysis by Athena group
E. Organisation & Culture							
E1 (Section 5.3 (ii))	HoI/ADR reviewers to collectively identify SIPBS-wide problems and provide solutions	Staff satisfaction rate with ADR process is 75% for men and only 50% for women.	HoI to meet ADR reviewers for feedback	Sep-17	annual	HoI	SIPBS staff more satisfied with work environment, as reported in future staff surveys
E2 (Section 5.3 (iii))	Continue regular meetings for research-only staff to garner their views on SIPBS provision to support their career progression	Researchers' Community is dispersed across SIPBS; provides a networking opportunity and forum for feedback	Timetable of meetings established, involving HoI, DoR and DoE&D	Oct 16; Jan 17; Apr 17; Jul 17	continual	PA to HoI	Meetings held and researchers attend; staff survey evidence that researchers feel better supported (at next survey)

E3 (Section 5.3 (i))	Identify inefficient use of time/activities with poor cost/benefit ratio with respect to staff time and resources	Time and workload pressures are precluding participation in training and, in the longer term, potential promotion	Programme of review to be established for administration, teaching, research	Jan-18; Jan-19; Jan-20	Dec-18; Dec-19; Dec-20	HoI (admin); DoT (teaching); DoR (research) and delegated staff	Efficiencies of time made; evidence of better work-life balance in staff surveys; more staff able to engage with training and career development activities (as evidenced in staff surveys)
E4 (Section 3 (i))	Expand the Athena Swan Working Group to include technical staff; rotate other members	To have representation of all SIPBS job families on Athena SWAN group	Plans in place to rotate this position to have 2 members of staff in 2017 and a different 2 members for the 2018 period.	Jan-17	continual	Athena Group	All staff represented; Athena group sustained long term
E5 (Section 4.1 (ii), Section 5.1 (i) and Section 5.6 (i))	Introduction of *Unconscious Bias* e-module to SIPBS staff and students	To promote better understanding of unconscious bias and protect against bias in decision making and interactions with staff and students, including with regard to recruitment and career progression	E-module becomes available; enrol SIPBS staff and require completion; enrol SIPBS students and require completion	Jan-17; Apr-17; Sep-17	Mar-17; Jul-17; Jan-18	University E&D Manager; DoE&D; SIPBS administrator	*Unconscious Bias* training completed by all staff and students; repeated annually (to capture new students); required of new staff (at induction); repeated every 3 years for established staff (refresher)

E6 (Section 5.5 (v) and Section 5.5 (vi))	Update SIPBS webpages relating to E&D (including links to HR and training opportunities) and Athena SWAN	Web pages lost in University-led overhaul of website	Develop materials; relay to IT staff; IT staff to make webpages live	Jan-17; Apr-17;	Apr-17; Aug-17	DoE&D and Athena SWAN group; SIPBS IT staff	Comprehensive E&D and Athena SWAN materials on SIPBS webpages
E7 (Section 5.1 (i))	*Recruitment and Selection* e-module completed by all relevant SIPBS staff	To promote better understanding of best practice in recruitment, including with regard to equal opportunities	Enrol SIPBS research/teaching and senior professional and support staff and require completion	Jul-17	Sep-17	DoE&D; SIPBS administrator	*Recruitment and Selection* e-module required of new staff (at induction); repeated every 3 years for established staff (refresher)
E8 (Section 5.6 (v))	Annual review of workload and workload model	Ensure staff given credit for all types of work undertaken; monitor staff workloads	Workload model is up-to-date	Aug-17	annual	HoI and delegated staff	Staff survey results support effective use of workload model and acceptable workloads, with no gender imbalance
E9 (Section 5.1 (i))	*Diversity in the Workplace* e-module completed by SIPBS staff and students	To promote better understanding of equality and inclusive practice	Enrol SIPBS staff and require completion; enrol SIPBS students and require completion	Sep-17	Jan-18	DoE&D; SIPBS administrator	*Diversity in the Workplace* training repeated annually (to capture new students); required of new staff (at induction); repeated every 3 years for established staff (refresher)

E10 (Section 4.2 (iii) and Section 5.1 (ii))	Establish SIPBS-specific induction pack/process	Incomplete information from HR on induction completions	Induction pack to be developed and distributed, as required; SIPBS staff to be informed of this and implementation	Apr-17; Jul-17	Jul-17	PA to HoI; Research Administrator	Staff induction completion with comprehensive SIPBS-relevant informationn as evidenced by staff survey
E11 (Section 5.6 (vii))	Initiate an Athena SWAN-themed lecture as part of the Institute seminar series.	Engage female role models; promote Athena SWAN agenda	Identify potential speakers/invite; host	Apr 17; Sep 17 (induction week)	annual	Athena Group	Lecture held annually with good attendance from females and males
E12 (Section 5.1 (ii))	Annual update of SIPBS Handbook, detailing working practices and staff roles etc.	Ensure all staff have a reference guide with easily accessible information on SIPBS core activities/contacts	Annually revised Handbook	Sep-17	annual	HoI and delegated staff	Analysis of Handbook in surveys of staff and PGR, with results showing high awareness and satisfaction rates
E13 (Section 5.6 (vii))	Initiate an Athena SWAN-themed departmental event (at/around International Women's Day)	Engage female role models; debate/consider challenges for progression; promote Athena SWAN agenda	Conceive event; identify principal participants; plan/organise/implement	Sep 17; Nov 17; Mar 18	annual	Athena Group	Event held annually with good attendance from females and males

E14 (Section 3 (iii))	Share best practice relating to Athena SWAN initiatives within and outside the Institute/University and introduce new ideas to SIPBS	Promote effective Athena SWAN practice; regularly review and update action plan to assess and improve impact	Attend University level Athena SWAN meetings and any relevant external events	Apr-17	quarterly, on invitation	Athena SWAN group convener	Information relayed to/from University Athena SWAN meetings and external events; action plan regularly updated and assessed based on any new best practice information obtained
E15 (Section 5.6 (i))	Employ Equality Impact Assessments (EIA) when introducing or reviewing policy and practice	Better embed equality considerations in SIPBS business; assist University in meeting public sector equality duty requirements	EIA introduction by University; training of DoE&D; training of relevant SIPBS staff; implementation	Mar-17; Jun-17; Sep-17; Dec-17	continual	University E&D Manager; DoE&D; SIPBS staff;	Inclusive practices adopted, evidenced in staff and student surveys (high levels of awareness of E&D issues and initiatives, agreement that staff/students are treated equally regardless of protected characteristics etc)