Reference	Priority	Rationale	Proposed Action	Time frame		Responsibility	Success Criteria
				Start	End		
			1.UNDERSTANDING THE ISSUES				
1.1	3	**Investigate experiences among undergraduates.** It is three years since we last surveyed our undergraduates on Equality and Diversity matters and response rates were low.	We will hold a focus group with interested undergraduates, design an updated survey and coordinate its distribution via teaching sessions to improve response rates.	05.18	12.22	E&D committee (Dong-Hyun Kim) UG student E&D group and the Teaching and Learning Committee.	Achieve a 40% response rate in an UG equality and diversity survey. Analyse the data and identify any issues and required actions.
1.2	3	**Investigate intersectionality in undergraduate attainment between gender, ethnicity and campus of origin.** Our analysis of attainment indicated that non-BME females and males registered in Malaysia campus do better than other groups. This is a complex multifactorial matter.	Explore data to understand trends and devise actions to address any concerns. Liaise with the Education and Student Experience team (University level) programme on BME attainment.	01.19	12.22	E&D committee (Franco Falcone).	Report to the EDC and the Teaching and Learning committee.
1.3	1	**Understand the needs of PGR students** Postgraduate surveys undertaken in 2015 indicate some dissatisfaction amongst some females with career guidance and pessimism about influence of gender and maternity on career prospects. We organised multiple events aimed at career advice and inspiration. However, attendance has largely been low and our 2018 survey did not show improvements in this area.	Liaise with the PGR committee and the Graduate School to define a list of actions. This will include an evaluation of career support, increased EDI training, events aimed at increasing awareness on how to raise issues.	12.18	12.22	E&D committee (Pavel Gershkovich) and PGR committee (Chair: Jon Aylott).	List of completed actions.

		Promote survey and collect EDI survey responses during seminars and divisional meetings to improve response rates.	12.18	03.22	E&D committee (Cornelia de Moor, PhD student E&D group)	An increase in survey response from 12% to 40% of PGR students.
		Explore the reasons why a small number of female postgraduate research students do not complete their studies within five years or leave without a degree using the new student records system to track progress.	12.18	12.22	PGR committee (Mischa Zelzer) and PG researchers forum.	Maintain gender balance in completion rates. Determine if actions are required to provide additional help to students who interrupt their studies.
		Reorganise how PGRs and ECRs are represented in the School and ask the relevant forums to bring forward ideas for career and work-life balance events that include positive role models.	12.18	12.22	PGR committee (Mischa Zelzer) and PG researchers forum.	Reduce the % of female PhD students that think that gender or pregnancy and maternity leave are barriers to their career progression from 33% to <10% (survey data).

Reference	Priority	Rationale	Proposed Action	Time frame		Responsibility	Success Criteria
				Start	End		
			2. POLICY AND STRATEGY				
2.1	1	**Ensure awareness of maternity, paternity provision for PGR students:** PGR students generally suspend their studies during maternity leave and their stipends cease. The School provides paid maternity leave for home and EU PGRs to redress this. Arrangements for support are generally made through the supervisor.	Improve information dissemination through inclusion in the induction booklet and the PGR Moodle page, presentation in seminars and an annual reminder to supervisors.	02.19	12.22	Head of School, Head of Operations and E&D committee.	>80% PGRs aware of maternity and paternity provision (survey data).
			Review procedures for PGR applications for maternity and paternity leave to ensure stream-lined, open procedures. Publicise these amongst supervisors.	10.18	12.22	E&D committee and PGR committee (David Scurr).	At least 80% of academics are aware of the maternity and paternity provision for PhD students (survey data).
2.2	1	**Ensure awareness of support for dignity issues:** In addition to their supervisors, PGRs are supported in the School by the PG committee, PG tutors and the Student Welfare Officer. Our recent survey (January 2018) showed that a significant minority of PhD students did not know how to report issues such as discrimination, harassment or bullying.	Improve information dissemination through inclusion in the induction booklet, PGR Moodle page and presentation in seminars.	10.18	12.22	E&D committee, PGR committee (Mischa Zelzer) and researchers forum.	Survey to show >80% PGRs aware of how to report a dignity issue.
			Identify and train a University Dignity Advisor for the School.	10.18	09.19	Head of School and Head of operations.	Have a trained Dignity Advisor within the School by September 2019.

Reference	Priority	Rationale	Proposed Action	Time frame		Responsibility	Success Criteria
				Start	End		
**3. EQUALITY IN RECRUITMENT**
3.1	2	**Ensure gender balance in recruitment to undergraduate programmes** Female students were 67 - 72% of the Pharmacy cohort. This is higher than the sector average which rose from 63% to 64% over the same period. We need to ensure that male students are not deterred from commencing study on our taught programmes.	Re-review recruitment processes to ensure gender balance in (i) photographs in promotional materials and case studies and (ii) role models at recruitment events to be male inclusive.	02.19	12.22	Head of Operations. Programme Directors of UG Courses	Achieve a gender balance of male UG students in line with sector-wide statistics.
3.2	2	**Ensure gender balance in recruitment to taught postgraduate programme** Applications to our PGT programme have a low % females compared to the sector. Despite higher numbers of offers and acceptances, fewer females register on the course.	Improve recruitment processes to ensure gender balance in (i) photographs in promotional materials and case studies and (ii) role models at recruitment events to be female inclusive. Investigate reasons for female applicants not taking up accepted offers.	02.19	09.22	Head of Operations. Programme Director of PGT course	Achieve a gender balance of female PGT students in line with the gender balance of UG degrees of registered students.
3.3	2	**Ensure gender balance in recruitment to postgraduate research programmes**	Further stimulate the interest in research degrees in our largely	10.18	12.22	E&D committee and academic staff (Cristina de	Achieve a gender balance of female PGR students in line

	47% of PGRs are female. Since 2015 there has been an increase in the proportion of offers and acceptances for female students, leading to a 2017 acceptance rate of 58%. By 2018/2019 the proportion of female PhD students submitting theses is projected to be 56%.	female undergraduate student population, through continued activities such as the "Come into our research labs" project and promoting research degrees during undergraduate research projects and School of Pharmacy reunion events.			Matteis and Snow Stolnik).	with sector wide statistics.
		Consider including a few female-only summer scholarships in order to boost the number of applications by females.	10.18	12.22	Research Committee, E&D committee	Uptake of summer projects by female UGs and their application for PhDs
		Investigate if overseas female postgraduate research students are less likely to receive funding to study. If necessary initiate actions such as specific scholarships for female overseas students.	10.18	12.22	E&D committee, PGR Committee (David Scurr)	Gender balance of uptake of overseas PGR offers in line with gender balance of overseas applications

Reference	Priority	Rationale	Proposed Action	Time frame		Responsibility	Success Criteria
				Start	**End**		
			**4. CONTINUING PROFESSIONAL DEVELOPMENT**				
4.1	2	**Support the personal and professional development of PGRs** A two day career symposium is held annually for PGR students and postdocs organised by the postgraduate committee. In addition, the Researcher's Forum (joint PGR and postdoc forum) organised career events that brought in speakers from academia, industry and publishing, alongside opportunities to practice presentation skills. Uptake of training opportunities fluctuates from year to year; this is in part due many PGRs being part of doctoral training programmes, which provide their own career advice.	Highlight career activities specifically for PGRs, e.g. CV writing, letter writing, job hunting techniques, using University Career's service	10.18	12.22	PGR committee (Chair: Jon Aylott), EDC committee members (Chair, PGR members) and researchers forum.	Increase positive survey responses from female PGR students with relation to career advice from 25% to at least 60%.
			Emphasise to supervisors that career development is core to the PhD and encourage them to highlight events in this area at formal recorded monthly supervision meetings.	10.18	12.22	E&D committee and academic staff.	Increase positive survey responses from female PGR students with relation to career advice from 25% to at least 60%.
			Gather data on career paths of our PGR students so we can give relevant advice and tailor our training to realistic goals.	10.18	12.22	Head of Operations and PGR committee (Chair: Jon Aylott).	Increase positive survey responses from female PGR students with relation to career advice from 25% to at least 60%.

4.2	1	**Increase applications from females for early career researcher (ECR) positions.** While our selection procedures somewhat favours female R&T-R4 applicants, the % applying is lower than expected from our PhD population	Analyse and improve the wording of our standard job adverts and role profile forms.	03.19	12.22	Head of Operations.	Increase female applicants for postdoctoral positions from 38% to 50%.
			Hold further 'Ways of Working' sandpit with the postdocs to find out what they would want from the School.	03.19	09.19	Head of school; postdoctoral staff on Researchers forum and E&D committee.	Produce plan based on postdoc recommendations, implement and seek feedback.
4.3	1	**Ensure ECR awareness of key provisions** Our surveys indicate that particularly our female postdoctoral researchers have concerns regarding career and life-work balance and expect that maternity and marriage will negatively impact their career. Many are unaware of maternity provisions and promotion applications are very low. There is a lack of awareness of how to report unfair treatment or discrimination.	Increase awareness of maternity and paternity provisions for postdocs and in the different career options by events that are co-organised by postdocs.	03.19	12.22	Head of Operations. E&D committee: postdoctoral members, Cornelia de Moor Researcher's Forum	Reduce the % of female postdocs that think that pregnancy and parenthood is a barrier to career progression from 36% to <10% (Survey data).
			Increase the awareness of how to report dignity issues by training a Dignity Advisor for the School, including it in induction and flagging it up at research events. Access support at University level to achieve this.	10.18	12.19	Postdoctoral staff on the Researchers Forum and E&D committee.	Reduce the % of postdocs indicating they don't know how to report unfair treatment or discrimination to <15% for both males and females (currently 33% and 50% respectively) (Survey data).
			Have conversations about promotion with all postdocs that achieve the highest rating in	10.18	12.22	Head of School and Line managers.	Have similar numbers of promotion applications from

			their performance review				male and female postdoctoral fellows, in line with the gender balance in the population.
			Investigate the career progress of postdocs who have left us including success rates of the University redeployment programme for postdoctoral researchers.	10.18	10.22	Head of School, Head of Operations and E&D committee (Peter Fischer).	Produce report & disseminate widely to all postdocs and supervisors.
4.4	1	**Encourage female ECRs to progress their careers** Very few female ECRs apply for promotion and a significant minority are not positive about their career prospects.	Inform postdocs and their supervisors of the career paths of their predecessors, not just by highlighting successful individuals, but by collecting and reporting data on the whole ECR population. Encourage postdocs to present their work at School-wide events.	05.19	12.22	E&D committee (Head of School, postdoctoral members) and Research committee (Director of Research)	Have 70% positive responses for all genders to the question "I am confident that my postdoctoral experience will lead to a rewarding career" (new survey question).
			Participate in and promote the University's pilot 'return to work' scheme and report the progress of participants.	10.18	12.22	Head of Operations, E&D committee	Uptake of scheme by eligible ECRs.
			PDPR update training to highlight the mentoring programme and raise awareness that female	12.18	12.22	Head of Operations, Line managers	Increase % of postdoctoral fellows with a mentor from 20%

				staff members are unlikely to apply for promotion unless asked.				to 40% for both females and males (Survey data).
4.5	2	**Improve the gender balance of academic staff.** There is still a gender imbalance at levels 5, 6 and especially 7 in our school when compared to our postdoc population, in part because the gender balance amongst our postdocs has improved. This will take time and constant vigilance to redress.	Provide promotion workshops and individual consultations by Head of School, with promotions to level 7 a priority.	05.19	12.22	Head of School.	Increase % females in all academic staff groups.
			Identify staff who could fulfil the promotion criteria in the next 2 years and assign a promotions mentor. Evaluate workload of promotion candidates.	10.18	12.22	School Management Committee and line managers	RT 5-R&T from 6F:9M (40%F) to 8F:8M (50%F) (=parity by 2022). RT 6-R&T from 8F:14M (36%F) to 8F:12M (40%F) parity by 2024. RT 7 R&T from 2F:12M (14%F) to 4F:12M (25%F). parity by 2028.
			PDPR update training to highlight the promotion mentoring programme and raise awareness that female staff members are unlikely to apply for promotion unless asked.	02.19	12.22	Line managers	Have similar numbers of promotion applications from male and female staff, in line with the gender balance in the population.
			Calls for national committee members on national committees to be forwarded by the	10.18	12.22	Director of Research, other senior members	At least 1 more female member of staff on a national committee

			Director of Research to all members of staff and line managers to encourage female staff to apply.			of academic staff, line managers	(currently 3F:6M) to increase the visibility of women in our department.
			Use lessons learned from analysis of postdoc adverts to improve adverts for academic positions.	10.18	12.22	Head of Operations	Have similar numbers of applications from male and female applicants for academic posts, in line with the gender balance in the postdoctoral population, over the next 10 years.
			Extend the application period for positions for which there are only single gender (male or female) applicants.	10.18	12.22	PA to head of Operations	Have no single gender candidate lists.
			Ensure we evaluate research outputs in a fair and transparent manner and track gender balance. Keep track of staff by gender meeting the expected research quality threshold.	10.18	12.22	Head of School, Director of Research	Have proportional gender balance in high quality REF returns.
			Provide support through Grant Academy, School Research Fund, sabbatical arrangements for staff who struggle to	10.18	12.22	Head of School, Director of Research	Research output success of those identified as struggling.

			meet the research quality threshold. Examine effectiveness of support measures.				
			Ensure that female academic staff are well represented on committees while avoiding overburdening them with academic housekeeping.	10.18	12.22	Head of School, Director of Operations.	Have approximate proportional representation of female academics on School committees.
			Make adequate provision for committee membership in the workload plan (also see action 4.7).	10.18	12.22	Head of School, Director of Operations.	Survey to show this is adequately provisioned for at least 80% of respondents (new question).
4.6	3	**Continue to improve and evaluate the PDPR process** In the review period we standardised the performance review and introduced continuous training for line managers.	Provide annual PDPR update training for reviewers. Encourage reviewees to take up PDPR training courses. Highlight the promotion mentoring programme.	10.18	12.22	Head of Operations, line managers.	Survey response to new question "The current PDPR process is effective in 1. evaluating performance, 2. Monitoring training needs and 3. Planning my career progression" with at least 70% positive responses in all 3 aspects.
4.7	2	**Improve satisfaction with the workload planning system.** In our January 2018 survey 61% of staff disagreed that the workload plan (WLP) broadly reflects the time they spend on different	Implement the Faculty allocations and principles. Engage with staff to better understand the	03.19	03.21	Academic staff and independent fellows.	Decrease the negative response to this survey question from 61% to 30%.

Reference	Priority		Proposed Action	Time frame		Responsibility	Success Criteria
		activities. This is a potential problem as the WLP is sometimes used to assign tasks and it may obscure gender differences in workload.	reported discrepancies in allocations. Determine if there are gender differences in workload.				
4.8	2	**Improve engagement with personal and professional development.** Of all staff groups, female APM & Technical are least satisfied with their training opportunities.	Continue to run Staff Development Lunches for professional and support staff (food and drink provided) as an opportunity for networking and to support development through the delivery of training and peer support.	10.18	12.22	Head of Operations, APM and technical members of the E&D committee.	Increase the positive response by female professional and support staff to the Survey question "I am encouraged to undertake activities which contribute to my personal and professional development" from 68% to 80%.
			Emphasise the importance of development for all staff in PDPR update training.	10.18	12.22	Head of Operations in consultation with APM and technical members of the E&D committee.	Increase the positive response by female professional and support staff to the Survey question "I am encouraged to undertake activities which contribute to my personal and professional development" from 68% to 80%.

		Rationale		Start	End		
**5. Culture**						
5.1	2	**Engage with all staff and students to ensure their voices are heard**	Continue to hold sandpits and implement the recommendations	10.18	12.22	E&D committee, all staff and all students.	Maintain or improve positive responses to "I feel I have the opportunity to influence decision making in the school". Current numbers: Academic staff: 70% Postdoctoral staff: 40%. APM and technical: not included in survey, will do this time.
			Conduct surveys, feedback the results and take relevant actions.	10.18	12.22	E&D committee and all staff.	Comprehensive dataset obtained, presentations to staff and students held, actions based on the survey identified or initiated.
5.2		**Improve completion of mandatory EDI training by staff**	Follow-up with new starters on completion of all mandatory EDI training and report to	02.18	12.22	Head of Operations and PDPR reviewers.	Maintain or improve the positive responses to "I feel the School is effective in

			line managers where it has not been completed. Check completion for current staff through PDPR requirement.				raising awareness of equality and Diversity". Current numbers: Academic staff: 80% 90% of new starters to complete EDI training with the first year.
5.3	1	**Ensure the visibility of role models** We improved the gender balance of our seminar speakers in the review period and organised several events. As the number of events around International Women's day at University and Faculty level is increasing, we will aim to coordinate our efforts with other Schools.	Continue to ensure an appropriate gender balance in honorary appointments and seminar speakers.	10.18	12.22	Head of School, Academic staff.	Maintain 50% female seminar speakers.
			Participate in the organisation of events featuring successful women at faculty and University level.	10.18	12.22	E&D committee, Faculty liaisons (Chair of the EDC, Head of Operations).	Good attendance at events highlighting careers of women.