

Action point (priority L, M, H)	Planned action/objective	Rationale	Detailed actions	Timeframe		Person responsible	Success criteria and outcome
				Start	End		
<b>THE SELF-ASSESSMENT PROCESS</b>							
<b>AP1.1 (H)</b>	Review SAT membership to reflect the equality and diversity of the IAHS.	Currently the ratio of men to women (7:12) of our SAT reflects the gender ratio in the IAHS.	(a) Introduce an annual review of the SAT membership, Open advertising and appointment of new members as they arise.		By Jan 2017	DoI	Annual review established. SAT membership balanced in terms of equality and diversity in IAHS.
		Currently we only have 1 professional and support staff on SAT.	(b) Recruit one new professional and support staff member onto SAT.		By Jan 2017	SAT co-leads	An additional professional and support staff member recruited onto SAT.
<b>AP1.2 (H)</b>	Annual review of progress against Action Plan and revise accordingly.	Regular meetings of our SAT and SAT working groups are required to drive delivery and monitor progress of our Action Plan.	(a) Establish a pattern of three SAT meetings (Jan, Apr, Sep) annually. Working groups will be encouraged to meet once in intervals between SAT meetings.		By Jan 2017	SAT co-leads	Twelve meetings to have taken place by Jan 2020, minutes to be placed on IAHS website.
			b) Set up the action plan as a diary of actions and establish an annual cycle of business and published on IAHS web page and circulated to all staff.		By Jan 2017	SAT co-leads	Annual cycle of business published on IAHS web page and circulated to all staff.
<b>AP1.3 (H)</b>	Develop and conduct an annual survey of current PG students.	The SAT are concerned that the views of PG students have been under-represented in the process of preparing this application.	(a) Short-term PG studies working group to be identified to design the survey.		By Jun 2017	IAHS PG teaching co-ordinator	Annual PG student survey established and resultant actions identified and implemented.

		In addition, we have no data on barriers to part-time PG study.	(b) IAHS PG student survey developed.  (c) IAHS PG student survey conducted.  (d) Analysis of PG student and actions identified.  (e) Establish survey process as an annual event in the annual cycle of business.	Mar 2018	By Dec 2017  Apr 2018  By Jul 2018  By Mar 2019	IAHS PG teaching co-ordinator  IAHS PG teaching co-ordinator  IAHS PG teaching co-ordinator SAT wrkgrp 1  IAHS PG teaching co-ordinator	
<b>AP1.4 (H)</b>	Establish an annual IAHS staff survey.	Need to monitor progress against our Action Plan. Survey questions will need to be revised annually to pick up issues arising from previous survey.	(a) IAHS staff survey revised and issued to IAHS staff.  (b) Survey analysed and appropriate actions planned.  (c) Publication of survey results to IAHS staff.	May 2017	Mar 2017  May 2018  Sep 2018	SAT co-leads  SAT co-leads  SAT co-leads	Staff survey conducted with at least a 80% response rate (baseline 60%). Identified gaps in HR policy and practice will inform new ALM training and/or new topics for the seminar series.
<b>AP1.5 (H)</b>	Form a new professional and support staff working group within the IAHS SAT.	Our aspiration is to work toward our Athena SWAN silver application. This will require close consideration of gender-balance issues amongst IAHS professional and support staff.	Establish a professional and support staff work group within our SAT		May 2017	SAT co-leads	Professional and support SAT workgroup in place by May 2017 meeting of IAHS SAT.
<b>A PICTURE OF THE DEPARTMENT</b>							

<b>AP2.1 (M)</b>	Improve process for monitoring the gender balance of our PG students.	The IAHS currently has a good gender balance amongst its PG students. Obtaining the data to establish this was labour intensive, we believe it can be improved.	(a) Identify the IAHS PG student data that we need collecting annually.  (b) Improve the system for collection of student and collect data.  (c) Analyse the PG data and compare to relevant HESA benchmarks. Actions planned as appropriate.		By Feb 2017  By Jun 2017  By Sep 2017	IAHS PG teaching co-ordinator in consultation with Graduate School	Streamlined system for collection of student data established.  Data analysed and actions taken accordingly.
<b>AP2.2 (M)</b>	Improve the system for collection of PG student completion data.	We were unable to robustly analyse degree completion rates for any of our PG taught or research degrees.	(a) Improve the system for collection of completion data.  (b) Collect and analyse PG degree completion rates.	Mar 2017  May 2017	May 2017  July 2017	IAHS PG teaching co-ordinator in consultation with PG registry	Streamlined system for collection of student completion data established.
<b>AP2.3 (M)</b>	Understand the barriers and facilitators to part-time PGT study.	Many more men than women apply for part-time postgraduate study. We do not know why.	A purposive sample of postgraduate students will be recruited and two focus groups conducted.	Sep 2018	Mar 2019	IAHS PG teaching co-ordinator, SAT wrkgrp 1	Clearer understanding of why more men than women apply for part-time postgraduate taught courses.
<b>AP2.4 (L)</b>	Understand why applicants turn down our offer for taught postgraduate study.	Women are under-represented amongst applicants who accept our offer for taught postgraduate study.	A brief on-line survey will be designed and sent to applicants who have been offered a place on a taught postgraduate course, but have turned it down.	Jan 2018	Nov 2020	IAHS PG teaching co-ordinator, SAT wrkgrp 1	Clearer understanding of why fewer women accept our offer for taught postgraduate study.

<b>AP2.5 (M)</b>	Perform an annual analysis of staff career trajectory.	We currently do not know how long staff members are on a particular grade before applying to a higher grade through the promotion process or by applying for higher grade post.	(a) HR to produce an annual report on movement of staff (those applying for promotion and/ or for internal higher grade posts).		Sep 2017	DoI , SAT wrkgrp 1	Report produced and analysis performed.
			(b) Perform annual analysis of this data.		Nov 2017	DoI, SAT wrkgrp 1	Annual analysis completed.
<b>AP2.6 (M)</b>	Gather more data on career pipeline and staff transitions.	Preparation of this application revealed our HR systems do not currently provide information about staff transitioning between P/T and F/T, and between contract types and so we are unable to monitor an individual's career progression over time.	HR to provide promotion outcomes, anyone appointed to an internal IAHS vacancy, change in FTEs and/or contract type.		Sept 2017	SAT wrkgrp 1	Detailed data on staff transitions to allow monitoring of the career pipeline.
<b>AP2.7 (H)</b>	Improve the understanding of why staff leave the IAHS.	We have scant data on reasons why people have left IAHS. HR report a low completion rate of the current exit questionnaire.	Introduce a new exit interview with the ALMs and ensure completion of the exit questionnaire by IAHS leavers.		By Mar 2017	ALMs, HR	Improved understanding of why IAHS staff leave
<b>AP2.8 (H)</b>	Explore barriers and facilitators in the clinical academic career track for women.	Our "Picture of the department" reveals fewer women in senior clinical academic grades.	(a) Clinical academics working group to be established.  (b) Focus group of clinical academics conducted and analysed.		By Aug 2017  By Dec 2017	SAT wrkgrp 2,  Clinical academics working group chair	Clinical working group established and barriers and facilitators for women clinical academics identified and actions put in place.

			<p>(c) On-line survey designed, conducted and analysed of NHS and University clinical trainees to discover if they have considered an academic career and their perceptions of barriers and facilitators.</p> <p>(d) Plan actions.</p> <p>(e) Review progress towards and modify actions.</p>		<p>By Mar 2018</p> <p>By Jun 2018</p> <p>Aug 2019</p>	<p>Clinical academics working group chair,</p> <p>Clinical academics working group chair, SAT wrkgp 2</p> <p>Clinical academics working group chair, SAT wrkgp 2</p>	
<b>AP2.9 (M)</b>	Gain insight into why women are more likely to be on project-limited contracts.	Women are more likely to be on project limited contracts than men, the reasons are not clear.	Questions to explore reasons for, and attitudes to, project limited contracts to be included in next biennial IAHS staff survey.	Jan 2017	Mar 2017	SAT wrkgp2	Data on reasons for, and attitudes, to project limited contracts to enable greater understanding of the corresponding issues.
<b>SUPPORTING AND ADVANCING WOMEN'S CAREERS</b>							
<b>AP3.1 (M)</b>	Ensure gender representation of IAHS interview panels.	The gender composition of recruitment panels is currently informally monitored by HR. We need to formalise this process.	(a) Design a recruitment panel spreadsheet and save on the IAHS sharepoint.		By Dec 2017	HR, IAHS administrator	Spreadsheet is designed and stored on IAHS sharepoint.

			<p>(b) Recruiting managers to be sent an e-mail from HR partner asking them to complete the spreadsheet with names and gender of their panel members.</p> <p>(c) Analyse recruitment panel data to ensure gender balance.</p>	From Jan 2017		<p>HR, Recruitment managers</p> <p>SAT wrkgrp 2</p>	Annual analysis from the recruitment spreadsheet shows gender representation on each recruitment panel.
<b>AP3.2 (H)</b>	Raise staff awareness of the AS ethos and embed a culture of respect and awareness of equality and diversity issues across the IAHS staff and students.	<p>We had a 60% response rate to 2016 staff survey and only 60% reported an awareness of AS.</p> <p>A dedicated IAHS AS webpage will provide an opportunity to bring together key information about AS activities and progress.</p>	<p>(a) AS Action Plan to be introduced at inaugural AS seminar (see sub action d) and circulated by e-mail to all IAHS existing staff and students and issued to new staff at induction.</p> <p>(b) Design IAHS AT web page with visible Action Plan and notifications when key milestones completed.</p> <p>(c) Produce Athena SWAN posters and display at prominent locations throughout IAHS.</p> <p>(d) Introduce a triennial Athena SWAN seminar series:</p>		<p>By Jan 2017</p> <p>By June 2018</p> <p>By Jan 2017</p> <p>By May 2017</p>	<p>SAT co-leads, SDC chair</p> <p>SAT co-leads consulting with IT</p> <p>SAT co leads consulting with medical illustration</p> <p>SAT co-leads, SDC chair</p>	<p>Improved awareness of AS in 2017 staff survey to at least 75%. (baseline 60%). All staff/students notified of our Action Plan.</p> <p>IAHS AS web-page live by Jan 2018.</p> <p>AS posters displayed at five locations. Posters to be updated annually going forward.</p> <p>Seminar series positively evaluated by at least 75% of staff/students in the 2017 annual surveys.</p>

		<p>There is a predominance of women in IAHS. This raises the possibility that there are unperceived issues for men in IAHS.</p> <p>The numbers of people taking optional forms of family friendly leave, designed to promote shared responsibility for a child's welfare, were found to be low.</p> <p>A recognition by senior management that a fair and transparent workload model is required to ensure fair and equitable distribution of work tasks and responsibility.</p>	<p><b>Seminar 1</b> <i>"Our Action Plan"</i>.</p> <p><b>Seminar 2</b> <i>"Gender Issues in IAHS careers"</i> to include discussion of gender issues and potential biases within IAHS.</p> <p><b>Seminar 3</b> <i>"Family Friendly Policies and Procedures"</i>.</p> <p><b>Seminar 4</b> <i>"IAHS Workload Model"</i> to be held in Jan 2018 and used to promote and publicise Workload model to IAHS staff.</p>	Dec 2016	By Nov 2017	SAT wrkgp 3, SDC chair	Seminar 1 delivered and evaluated.
					By Jan 2018	SAT wrkgp2, SDC chair	Seminar 2 delivered and relevant actions included in updated Action Plan.
						DepDoI, HR	Seminar 3 delivered and relevant actions included in updated Action Plan.
						DoI, HR	Seminar 4 delivered and relevant actions included in updated Action Plan.
<b>AP3.3 (M)</b>	Review and standardise the IAHS induction process.	Induction procedure varies across IAHS research groups. In 2016 staff survey, 36% reported having a SMD level induction, 41% did not and	(a) Develop new induction pro-forma (adapting current HR checklist where relevant) and implement for all new staff and revise biannually.		By May 2017	SDC chair, HR, ALMs	In 2018 staff survey, at least 80% of new IAHS staff to report having received an IAHS induction and found it useful.

		21% were unsure. Only 24% reported it useful.	(b) Responsibility for induction moved to ALMs who will now be trained in induction process by June 2017 (see AP1.1).  (c) Academic group leads to include confirmation of new inductees in annual research governance returns by Jan 2018.		By Mar 2017  By Jan 2018	IAHS HR, ALMs  Academic group leads	ALM trained in how to conduct an effective induction.  Annual research governance returns to confirm number of new staff and number where induction is completed by Jan 2018.
<b>AP3.4 (H)</b>	Implement annual core ALM training programme including update for existing ALMs to include issues arising from staff survey.	Not all current ALMs completed the core training in 2015. Much of the action plan impacts on the duties of ALMs, they need to be trained accordingly.  Informal staff feedback suggests variation in the current annual reviews, plus a lack of understanding by the ALMs of current HR policies.	(a) Introduce annual training for ALMs which includes update sessions as additional topics arise. For example, 2016 update will include 'How to perform a structured annual review' (eg discussion on promotion, career development, training etc), plus training on HR policies such as those relating to family friendly.  (b) Use 2017 staff survey to check staff members' perceptions of their annual review and ensure that promotions and training have been discussed.		By Jan 2017  By Mar 2017	DoI, SDC chair  DepDoI, IAHS HR ALM training co-ordinators	Process in place to review and update ALMs training on an annual basis.  By 2018 staff survey, at least 75% of staff agree that their annual review was structured and promotions/training were discussed.



<b>AP3.5 (H)</b>	Improve the promotions guidance, information sessions and level of support around the promotion process.	In 2016 survey, only 54% of women and 59% of men agree they have a clear understanding of the promotions process.	(a) Promotions guidance and information sessions to be reviewed and expectations for all staff to be clarified.		By Dec 2016	DepDol, HR Partner	Promotion guidance revised and information sessions run.
			(b) Encourage staff to attend promotion information sessions. Dol to send e-mail to staff encouraging attendance.		By Dec 2016	Dol	Promotion sessions well attended.
		2016 staff survey indicated that only 32% of women and 21% of men feel they have been well-supported in applying for promotion. One respondent to the 2016 staff survey commented <i>“support and guidance from my line manager at annual review would be good, it didn’t really happen in my case.”</i>	(c) Level of support enhanced by structured annual reviews including documented discussion on promotion and career progression. ALMs will receive supplementary training in this (see AP1.1).		By Mar 2017	ALMs	Target for 75% of staff to have a clear understanding of the promotions process and 60% of staff report being well supported in their promotion application in the Mar 2018 survey.
		2016 staff survey noted only 3 (2%) reported receiving useful feedback after a promotion application, whereas 17 (13%) reported that the feedback was not useful.	(c) Develop individual feedback to applicants following unsuccessful promotion applications. Head of College/ALMs to use in meeting with unsuccessful applicants.		By June 2017	Dol and Promotions Committee, HR Partner, ALMs	At least 60% of men and women to reporting feeling well-supported in making a promotion application in 2018 staff survey.

<b>AP3.6 (L)</b>	There is a low number of staff in Readership roles.	No Readers in IAHS in last 2 years of data collection.	Examine the results of the Sept 2016 University-wide Readership survey and propose future action points.	Jan 2017	Feb 2017	University SAT Chair, SAT wrkgp 1	Develop action points to address low number of Readers.
<b>AP3.7 (H)</b>	Ensure all staff to complete "Equality and Diversity" and new on-line "Unconscious Bias" training within two years.	These important activities are mandatory for all IAHS employees, but the proportion of staff completing the training is low (baseline 64% women, 74% men).	(a) DoI to e-mail staff reminding that this training is mandatory.  (b) ALMs to discuss completion at annual reviews. If not complete, set as a 4 week objective.		By Nov 2016  By Nov 2018	DoI  ALMs	All staff will have completed the required training modules by Jan 2018.
<b>AP3.8 (M)</b>	Support the Aurora women's leadership development program.	To date, only 1 woman has attended this program, limited competitive spaces offered by the University.	(a) SDC to fund 1 place per annum on this program.  (b) IAHS attenders to complete short questionnaire on high/low lights to feedback to SDC.  (c) Progression of attenders into leadership roles monitored over time on spreadsheet.	Dec 2017	Dec 2020	SDC	One woman to attend program annually and to complete a short post training questionnaire. Progression into leadership roles monitored.
<b>AP3.9 (L)</b>	Promotion of the Staff Development Committee's (SDC) fund.	26% of women and 15% of men responding to 2016 staff survey had felt constrained from attending training events/courses in preceding two years. Free text comments indicated financial constraints are important.	(a) SDC funding to be publicised to IAHS staff and PhD students with application guidance and electronic form.  (b) SDC to administer application, review and feedback.	Jan 2017	Dec 2020  As applications come in	SDC  SDC	SDC to report to SAT on number and gender balance of applications and funds awarded in Nov 2017 with aspiration to increase funding if successful.  2018 staff survey to indicate reduction in proportion of staff feeling constrained to attend training.

<b>AP3.10 (H)</b>	Monitor uptake and effectiveness of Annual Reviews.	Currently, there is no formal monitoring of mandatory annual review uptake. There is also little data on effectiveness and satisfaction of annual reviews.	(a) IAHS administrator to monitor uptake of annual reviews.  (b) SAT to design staff survey questions about Annual Review, including uptake, satisfaction and effectiveness.	Mar 2017	June 2017  By Nov 2017	IAHS administrator SAT wrkgp 2	100% uptake of annual reviews by June 2017.  At least 70% satisfaction with Annual Reviews to be demonstrated in 2018 staff survey.
<b>AP3.11 (M)</b>	Embed mentoring within IAHS via appointment of a new mentoring champion.	2016 staff survey indicated that Only 27% of IAHS staff currently have mentors. Of these 71% agreed it was useful to have a mentor compared to 17% who did not. This suggests mentoring could benefit more IAHS staff.	(a) Appoint an IAHS mentoring champion.  (b) ALMs, EC, MC, each to encourage their staff to sign up as mentors. Encourage all staff to consider having a mentor.		By Jan 2017	EC  ALM, EC, MC	Champion appointed.  At least 15% of staff are active mentors. At least 40% uptake of mentors reported in 2018 staff survey.
<b>AP3.12 (M)</b>	Enhance support offered to unsuccessful grant applicants.	Unsuccessful grant applications are demoralising. A meeting with a supportive senior colleague enables the experience to be put in perspective and learning gained.	RFS to alert SDC of unsuccessful applications; SDC to offer feedback meeting with appropriate colleague and monitor uptake for reporting to SAT.		By June 2017	RFS, SDC, Research & Innovation	2017 staff survey to include questions on grant applications, feedback meetings and their effectiveness.
<b>AP3.13 (H)</b>	Improve the knowledge of existing and new ALMs about Family Friendly policies (page 60)	A recent college-wide focus group indicated a lack of awareness of some key aspects of Family Friendly policies.	DepDoI and IAHS HR ALM training co-ordinators to include instruction on key aspects of Family Friendly policies into ALM training and updates		By Jan 2017	DepDoI, IAHS HR ALM training co-ordinators	By 2018 staff survey over 75% of staff to be aware of key aspects of Family Friendly policies
<b>AP3.14 (M)</b>	Embed parental coaching programme within IAHS.	Only eight staff from the whole School including the IAHS participated in the	Parental coaching scheme to be promoted to all those taking Family Leave via ALMs.		By Jan 2017	SAT wrkgp 2, ALMs	2018 staff survey to show that 80% of women taking maternity leave from Jan 2017 to indicate they had

		parental coaching programme.					been offered parental coaching.
<b>AP3.15 (H)</b>	We will support staff with their Family Friendly leave by introducing pre-leave, return and follow-up meetings.	2016 staff survey revealed that staff support upon return from leave could be improved, only 37% had meeting with either Head of School or line manager to ensure adequate support was provided on return.	(a) To develop a pro-forma for pre-leave, return and follow-up meeting for Family Friendly leave returnees.  (b) ALMS to hold pre-leave, return and follow-up meeting with staff member using the pro-forma.		By Nov 2017	SAT wrkgp 3, ALMs	Pro-forma developed.  ALMs conducting the series of meetings.  80% of those returning from Family Friendly leave indicating that they have had a meeting with ALM on return in 2018 staff survey.
<b>AP3.16 (M)</b>	In the 2018 staff survey, we will include items specific to Family Friendly leave.	2016 staff survey did not specifically ask about reasons for career breaks and thus it was assumed career breaks were due to maternity leave. The survey did not ask about paternity, shared parental, adoption or parental leave.	Include items specific to Family Friendly leave in 2017 IAHS staff survey.		By Mar 2017	SAT wrkgp 3, CLSM AS co-ordinator	2017 staff survey to provide information about staff experiences of Family Friendly leave.
<b>AP3.17 (M)</b>	Increase awareness of KIT days.	Low awareness of KIT days in CLSM focus group.	(a) Increase awareness of staff via IAHS seminar 3 on family friendly policies.  (b) Include KIT days in the ALM training (see AP1.1)		Nov 2017  By Jan 2017	SAT wrkgp 3, ALMs, HR  DoI, HR, ALMs	Increased awareness of KIT days.  KIT days included in ALM training.

			(c) Assess awareness of KIT days in 2017 staff survey.		Mar 2017	SAT wrkgp 3,	Awareness of KIT days increased.
<b>AP3.18 (M)</b>	Increase the awareness of, and the budget allocated to “Family Support Award for Scientific Conferences” scheme.	Free-text comments from 2016 IAHS staff survey indicated that child care requirements constrained their attendance at conferences. Current School budget is £1000.	a) Increase awareness of staff via IAHS seminar 3 on “Family Friendly Policies”.  (b) Assess awareness of scheme in 2017 staff survey.  (c) Write business case to increase School budget.		Nov 2017	SAT wrkgps 3/4, SDC   CLSM AS co-ordinator	2017 staff survey to demonstrate awareness of scheme.  Business case supported for an increase in the School budget.
<b>AP3.19 (L)</b>	IAHS guidance developed to allow staff short-term flexible working to accommodate conference travelling and attendance.	Evidence from 2016 IAHS staff survey that conference attendance is difficult for those with family or caring commitments – <i>“Family commitments make it difficult to go to conferences – might be easier if we [partner] could rejig things.”</i>	IAHS guidance on flexible working to accommodate conference travelling and attendance produced.		By Jan 2018	DoI	All staff emailed new guidance.
<b>AP3.20 (M)</b>	Develop and introduce IAHS “Working from Home” guidance.	2016 IAHS staff survey revealed a lack of consistency across the IAHS regarding working from home arrangements. <i>“I have agreed with my line manager to work from home one day per week” “ Working from home was denied.”</i>	IAHS working from home guidance developed and disseminated to IAHS.		By Jan 2018	DoI, HR partner,	IAHS guidance introduced.

<b>AP3.21 (M)</b>	To obtain clearer understanding of apparent negativity around P/T working.	2016 IAHS staff survey indicated negativity toward P/T, e.g. only 80% of men and 72% of women felt P/T work hinders career progression. Comments included <i>"I would consider P/T work were it not that my career would suffer"</i> and <i>"The expectation would be I did my F/T work in my P/T hours."</i>	(a) Focus group convened to explore apparent negativity to P/T work and associated career progression.  (b) Qualitative data analysed and appropriate actions planned.		By June 2017  By Dec 2017	SAT wrkgp2	Focus group conducted to understand apparent negativity around P/T working.  Data analysed and appropriate actions initiated.
-------------------	--	---	--	--	---------------------------------	------------	---

## ORGANISATION AND CULTURE

<b>AP4.1 (H)</b>	Introduce a tailored IAHS Workload model.	A fair and transparent workload model is required to ensure fair and equitable distribution of work tasks and responsibility.  2016 survey that expectations on staff do not sufficiently recognized part-time working or NHS workload of clinical staff. One respondent <i>"As a clinical academic I effectively work part-time in academia. For some reason though, I am regarded as full-time with respect to REF and expectations."</i>	(a) Workload model tailored to IAHS will be designed.  (b) Workload model to reflect expectations of staff based on their pro-rata time commitment and/or clinical workload.	Jan 2017	Aug 2017  Aug 2017	DoI, MC, SAT, ALMs  DoI, MC, SAT, ALMs	Workload model designed and introduced by Jan 2018.  Workload model includes recommendations on pro-rata commitments by Jan 2018.
------------------	---	---	--	----------	--------------------------	--	---

		<p>There has been no explicit IAHS directives to monitor or indeed encourage participation in influential external committees (except in promotion applications where such esteem indicators are actively encouraged). This is concerning, one woman commented <i>"I feel completely undervalued and underutilised by the University. Despite high level of involvement in prestigious external committees I have never been asked to join any University committees."</i></p> <p>Workload model doesn't currently specifically mention AS.</p>	<p>(c) Workload model to also recognise external committee membership. Note that this will include School, College and University committees and not just those outside Aberdeen.</p> <p>(d) Workload model to recognise AS champion and SAT membership</p> <p>(e) IAHS workload model publicised during Seminar 4 <i>"IAHS Workload Model"</i></p> <p>(f) Workload model to be used during annual reviews by ALMs (see AP1.1).</p>		<p>Aug 2017</p> <p>Aug 2017</p> <p>Jan 2018</p> <p>Mar 2018</p>	<p>DoI, MC, SAT, ALMs</p> <p>DoI, MC, SAT, ALMs</p> <p>DoI, SAT</p> <p>DoI, ALMs</p>	<p>Workload model to also recognise external committee membership by start of 2018.</p> <p>AT champions and SAT included in workload model.</p> <p>AS seminar 4 delivered and evaluated. 2019 IAHS staff survey to include questions to gauge awareness and acceptability of model.</p> <p>ALMs using and recording workload model discussions during Annual Reviews by Jan 2018.</p>
--	--	---	---	--	---	--	---

<b>AP4.2 (H)</b>	Ensure equality is evident across all IAHS committees.	SAT review of IAHS committee membership showed evidence of gender imbalance.	(a) IAHS administration team to collect data from committee Chairs on membership, length of tenure.		By Feb 2017	IAHS administrator	IAHS committee data summarised on a database. Improved gender balance on IAHS key committee by Jan 2018.
		2016 staff survey indicated 79% of men responding, compared to 47% of women responding had been on an IAHS committee in the past two years.	(b) Database to be updated annually and put on IAHS AS web page.		By Feb 2017	IAHS administrator	Database visible on IAHS website and updated annually.
		2016 staff survey showed 47% of men and 20% of women have been invited to join an IAHS committee.	(c) Annual review of IAHS committee membership and introduction of new, renewable 3 year terms across all committees.		By April 2017	SDC, SAT, Committee Chairs	SDC to report that all key IAHS committees are operating three-year renewable tenures by Jan 2018 and beyond.
		Currently the RC comprises 7 men and 1 woman. RC currently has no deputy.	(d) Vacancies on key IAHS committees to be advertised throughout IAHS with interviews where appropriate.		By Mar 2018	SDC, SAT, Committee Chairs	2018 staff survey to report increased percentages of staff been invited to join IAHS committee.
			(e) RC to review membership to consider better gender balance and report to SAT.		By Feb 2017	RC Chair, SAT	RC to have better gender balance by Feb 2019.
			(f) Appointing an RC deputy would be good practice and an opportunity towards better equality.		By June 2017	RC Chair, SAT	Deputy RC to be appointed.
		SDC composition currently 1005 (n=8) women.	(g) Chair of SDC to advertise for two male members of staff to join the SDC.		By Apr 2017	SDC Chair	Gender balance to be 25% M to 75% F by June 2017.



<b>AP4.3 (L)</b>	Provide a forum to discuss the importance of committee membership in an academic career.	30% of women compared to 73% of men respondents to 2016 IAHS staff survey had sat on external committee within the past two years.	Present AS seminar 5 (May 2018) – <i>“The Role of Committees in My Career.”</i>		By May 2018	SDC, senior staff of IAHS	AS seminar 5 held and evaluated by staff.  Higher proportion of staff reporting internal and external committee membership in 2018 IAHS staff survey.
<b>AP4.4 (H)</b>	Data on committee membership to be collected as part of IAHS Annual Review process.	Limited data is available on what committees (internal and external) IAHS members are on.	IAHS Annual Review forms to be supplemented with committee form.	Jan 2017	Nov 2019	SAT, HR partner, ALMs	Committee membership discussion included in Annual Review.
<b>AP4.5 (M)</b>	Biennial review of the IAHS workload model.	A workload model is being introduced to enable staff to manage their workload more effectively	Questions about workload and use of the workload model will be included in the next staff survey and will inform a revision by the DoI and DepDoI		By Jun 2018	DoI, DepDoI	Workload model revision completed by mid-2018, two years after introduction.  >60% of IAHS staff to report in staff survey that workload allocation is clear and transparent.
<b>AP4.6 (M)</b>	Staff have concerns about their workload.	In 2016 staff survey there was evidence that 34% of staff are concerned about their workload	Staff will be invited to participate in focus groups about causes and potential solutions to workload concerns		By Dec 2018	SAT wrkgrp 4	Focus groups completed and analysed. Findings to inform revisions to workload model and Action plan.
<b>AP4.7 (M)</b>	Enhance profile of IAHS senior women role models.	One respondent to the 2016 IAHS staff survey commented <i>“There is a lack of female senior role models and this can give a perception of challenges for people.”</i>	(a) Three senior women academics (including a clinical academic) to provide a brief biography. These will be placed on the IAHS website.	Feb 2017	Nov 2017	SAT wrkgrp 4	Biographies on IAHS AS website.

		Although IAHS is generally gender-balanced, there is an under-representation of women at higher clinical academic grades.	(b) AS seminar 2 “ <i>Celebrating Women’s Careers</i> ” facilitated by women role models.  (c) Measure perceptions of female role models during 2019 staff survey.		By May 2018  Mar 2019	Female role models  SAT	AS seminar 2 held and evaluated by attendees.  2019 survey to report increased visibility of IAHS women role models.
<b>AP4.8 (L)</b>	Promote participation in outreach activities and monitor participation from staff’s PURE records and data from PERU	46% of men compared to 25% of women responding to 2016 IAHS staff survey indicated they had participated in outreach activities in the past two-years.	(a) PERU to give presentation on outreach activities at a future IAHS Open meeting, to include advice on how all outreach activity should be recorded by individuals on PURE.  (b) PERU to provide data to SAT on IAHS staff outreach participation biannually		By Nov 2018	PERU	PERU delivers presentation and promotes outreach activities by Nov 2018.  PERU providing SAT with bi-annual outreach data by Nov 2018.

**Note:** All abbreviations used are listed on page 5 of the main application