

SCHOOL OF AGRICULTURE, POLICY & DEVELOPMENT WELLBEING, EQUALITY, DIVERSITY ACTION PLAN 2019 TO 2023

	Priority/new action for 2019-20		Less urgent; requiring time to generate data, plan, design and/or implement
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OBJECTIVE 1: TO ENSURE ACTIONS ARE TAKEN ON DIVERSITY AND INCLUSION, INCLUDING ON GENDER EQUALITY, AND TO MONITOR AND REFLECT ON THESE PROCESSES
OBJECTIVE 2: TO PROMOTE GENDER EQUITY AND INCLUSIVE PRACTICE AND SUPPORT WOMEN'S CAREERS, AND WHERE FEMALE-BIASES ARE IDENTIFIED MEN'S CAREERS, THROUGH TEACHING AND LEARNING AT UNDERGRADUATE LEVEL
OBJECTIVE 3: TO PROMOTE GENDER EQUALITY AND SUPPORT WOMEN'S CAREERS THROUGH TEACHING AND LEARNING AT TAUGHT POSTGRADUATE LEVEL
OBJECTIVE 4: TO ENSURE SUPPORT FOR STUDENTS AT RESEARCH POSTGRADUATE LEVEL IS DELIVERED TO ACHIEVE GENDER EQUITABLE ATTAINMENT
OBJECTIVE 5: TO ATTRACT MORE FEMALE APPLICANTS TO NEW ACADEMIC POSTS
OBJECTIVE 6: SUPPORT FEMALE EARLY CAREER STAFF TO BE RETAINED IN THE ACADEMIC PIPELINE
OBJECTIVE 7: TO PROMOTE AN INCLUSIVE SCHOOL CULTURE IN WHICH WOMEN ARE SUPPORTED TO PLAY EQUAL ROLES IN LEADERSHIP AND RETAINED IN THE ACADEMIC PIPELINE
OBJECTIVE 8: INCLUDE ON THE SAPD EQUALITY, DIVERSITY AND WELLBEING WEBPAGE 'SIGNPOSTING' TO UNIVERSITY POLICIES RELEVANT TO DIVERSITY AND INCLUSION

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1.1	Implement the AS Action Plan.	Requirement of AS process and compliance with SAPD policy priorities and ambition.	<p>Dean of D&I invited to give summary of University D&I policy to school-wide meeting on annual basis. An AP implementation time-plan, including target milestones for 2018/19 – 2021/22 is presented to the SDIC by the Chair SDIC/ Diversity Champion in Autumn 2018/19, with annual update and revision.</p> <p>At termly SDIC meetings, Action Plan implementation is a standing agenda item.</p> <p>D&I continues to be standing item on SAPD committees, as evidenced by committee minutes which are used to inform the SDIC of relevant D&I actions and any new emerging D&I issues.</p>	2021 & ongoing	Chair SDIC / Diversity Champion	<p>Actions identified here are implemented in a manner that continues to embed the Athena Swan Principles within SAPD processes and practices, contributing to increased gender equality and the retention of women within the academic career pipeline.</p> <p>AS Co-ordinator continues as Diversity Champion on the SDIC with oversight of Action Plan implementation (until 2020/21).</p>

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1.2	Conduct staff / student CAT surveys in 2021/22.	Will facilitate measurement of success of a number of action points and identify any new or outstanding D&I issues.		31/03/22	Diversity Champion	<p>CAT survey responses provide perspective on staff / student perceptions of work and study in SAPD, including how AS Action Points are making a difference.</p> <p>Staff and student CAT Survey implemented.</p> <p>Response rate improved from 65% to 70% through activities including: refreshed communication strategy through student representatives and programme directors; use of tablets (e.g. in lectures / meetings) to facilitate response; vouchers or comparable incentives.</p>

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1.3	<p>Appoint a new AS Co-ordinator and SAT twenty four months prior to the next AS submission, including student representatives:</p> <p>HoS invites expressions of interest from all-staff for AS Co-ordinator position and membership of SAT via all-staff email.</p> <p>Diversity Champion gives presentation for staff & students on responsibilities involved in AS and leading D&I strategy in SAPD.</p> <p>Student representatives on SDIC and programme directors to invite students to apply for SAT membership via all-student and programme specific emails.</p>	Ensures job roles rotate and opportunities given to all; allows for fresh insight.		AS coordinator 01/07/21 SAT team 31/12/21	Chair SDIC / HoS	<p>A new AS Coordinator and SAT members are appointed and take forward the AS process and submission to the Equalities Challenge Unit in 2022/23.</p> <p>New AS Coordinator and SAT members have AS recognised in workloads.</p> <p>Attention is given to time burden for students e.g. by seeking to link input to a paid University Research Opportunities Project (UROP) in summer months.</p>

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1.4	Communicate to SAPD staff and students on key annual milestones for the AS Action Plan implementation: to staff via School-wide meetings (annual) and all-staff emails (regarding specific actions, when appropriate); up-date students via SSLCs (annual).	Ensures all staff are part of Athena Swan process and can provide feedback and input; ensures actions being delivered	Update at School-wide meeting in October 2018. Action Plan timeline created and presented to SDIC. Update in HoS email in April 2019. Established Teams shared working space for D&I issues and updates in SAPD (Feb 2020) Contacted all staff with specified roles in action plan to request updates and remind of actions required (July 2021)	School-wide meetings in October: 2019/20, 2020/21, 2021/22, 2022/23 2023/24	Diversity Champion / Student SDIC member	Staff and students are aware of, and engage with, implementation of the SAPD Action Plan, contributing to realisation of key annual milestones, as appropriate. 2022 CAT Survey measures staff engagement and sense of inclusion in the process.

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2.1	Continue to implement the University Policy (2017/19) on Inclusive Practice in Teaching and Learning, which states that "A student's background, race, religion, gender, sexuality, age, marital status or disability should not impact on their opportunity to learn and to evidence that learning." Requirements to be incorporated into module design and delivery by 2021/22.	University requirement and School ambition; ensures a diverse and inclusive learning environment and curricula.	<p>Undergraduate and Postgraduate Board of Study have tabled agenda point to discuss and action proposed amendments to module descriptions consistent with inclusive practice.</p> <p>Staff engaging with ALLY for Blackboard, which focuses on making digital course content more accessible to students, particularly those with learning disabilities. A number of staff have attended training courses with the University Teaching Enhanced Learning team, where ALLY highlighted an issue with course documents.</p> <p>School adopted 'Six Steps Assessment and Feedback Checklist' to ensure that assessment setting and feedback is clear and transparent for students and can support students in understanding what is expected of them, in addition to providing them with feedback that enhances their learning.</p> <p>Oct 20 - discussed at school wide meeting & demonstrated at T&L showcase.</p> <p>Follow up email sent including TALIS review.</p> <p>Decolonising curriculum work undertaken.</p>	2021-22 plus annual monitoring	School Director of Academic Tutoring (SDAT) / Programme Directors / Teaching Forum leads / Chairs SSLCs	<p>All students are able to fulfil their learning potential irrespective of background, including gender.</p> <p>Programme Directors conduct check in 2021/22 and 2022/23 (with module co-ordinators via Teaching Forums) that programme compulsory modules incorporate inclusive practice requirements.</p> <p>Programme Directors report to the School Board of Teaching and Learning (Autumn 2021/22) on how University policy on "Inclusive Practice in Teaching and Learning" is being realised within core programme modules, identifying any issues that need to be addressed with action subsequently taken (2021/22).</p> <p>Undergraduate and Postgraduate Student Staff Committees include annual update on implementation of the University's "Policy on Inclusive Practice in Teaching and Learning" for student feedback within standing agenda item on D&I.</p>

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2.2	Continue to act upon outcomes of 2017-20 Curriculum Review – specifically embedding Graduate Attributes related to diversity and inclusion in the curriculum for 2022/23 entry.	Requirement of the University and School ambition.	Review outcomes of Internationalisation of the Curriculum project (June 2019) and present resulting action plan to Boards of Study. There is a set of curriculum resources that has been created - reading lists for agriculture, international development, applied economics and decolonizing the curriculum more broadly.	03-2021/22	SDTL / Programme Directors / Director of GIIDAE	Teaching and Learning is informed by Graduate Attributes related to D&I. Graduate Attributes embedded in the curriculum for 2022/3 entry – resulting programme changes submitted to Boards of Study for approval.

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2.3	<p>Implement a programme of activity to address male bias on Agricultural Business Management (ABM) (29%) and Agriculture (AG) (25%) compared to the sector average (67% female to male ratios) with view to achieving gender balance within next 4 years from 19 /20 entry:</p> <p>Focus group undertaken with current AG/ABM female students to ascertain their views on the gender imbalance at Reading.</p> <p>External examiners for AG and ABM are asked to provide a reflection on student gender composition and recruitment strategies on comparable programmes in their institutions.</p> <p>Alumni employers in agriculture and related industries contacted requesting their assistance in raising the profile of female role models in agriculture within the student community(e.g. activity at SAPD annual careers fair; alumni sign-up to THRIVE mentoring scheme; targeted farm/business visit).</p>	<p>Recruitment data identified a male gender bias that is not reflective of sector averages.</p>	<p>Marketing messaging and promotional material reviewed, including but not exclusively related to AG and ABM, to ensure gender balance.</p> <p>For AG and ABM female role models incorporated to achieve a 50/50 gender balance.</p> <p>Review good practice at 3 competitor universities where there is a better balance between male and female recruitment.</p> <p>Open Days in 09 and 10/2018 had gender balance of ambassadors; FGDs</p>	<p>2022/23</p> <p>Review 03/2022.</p>	<p>Programme Directors / Marketing Media and Communications Manager / SDTL</p>	<p>Intake data shows proportion of female students on ABM and AG shifts to gender balance within four years, reflective of sector averages, moving towards approximately equal numbers of male and female students.</p> <p>Balanced gender profile of student ambassadors and staff at Open and Visit Days continues to be achieved.</p> <p>Female role models (including students) are visible and demonstrate ethnic and cultural diversity.</p>

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2.4	<p>Implement a programme of activity to address female bias on International Development (ID) (78%), Animal Science (ANSC) (87%), Food Marketing & Business Economics (FMBE) (70%), and Consumer Behaviour and Marketing (CBM) (71%) with a view to increasing the proportion of male students in each intake to a minimum of 60% per programme by 2022/23:</p> <p>Good practice reviewed at 3 competitor universities where there is a better balance between male and female recruitment.</p> <p>External examiners for ID, FMBE, CBM and ANSC provide a reflection on student gender composition and recruitment strategies on comparable programmes in their institutions.</p>	<p>Recruitment data identified a female gender bias that while reflective of sector averages merits attention.</p>	<p>Marketing messaging and promotional material reviewed, including but not exclusively related to ID, FMBE, CBM and ANSC, to ensure gender balance; Male role models incorporated to achieve a 50/50 gender balance.</p> <p>Balance of female and male student ambassadors and staff at Open and Visit Days continues to be used with aim for 50/50 balance achieved.</p>	<p>External examiners reflection 06/2020;</p> <p>Review 03/2021.</p> <p>Review 03/22</p>	<p>Programme Directors / Marketing Media and Communications Manager / SDTL</p>	<p>Uplift in proportion of male students on ID, ANSC, FMBE, CBM to achieve approximate parity (minimum 40% male) with females inline with ratios on degree programmes and reflected in in-take data.</p> <p>Male role models (including students) are visible with move to ensure ethnic and cultural diversity.</p>

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2.5	Create safe and respectful relationships, particularly for AG and ABM students and PGT students;	Result of internal look at gendered cultural behavioural issues, particularly with small minority of students in Agricultural Society; PGT FGD	<p>Diversity and inclusion talks now included in induction sessions; female students are made aware of mentoring opportunities provided by the University by their Programme Directors; Good Lad initiative (GLI) – funding for 2019-20 approved.</p> <p>Agricultural club have made positive progress in raising their profile and professionalism e.g. by well-received conferences and events attended by female industry role models in 2018 and 2019.</p> <p>Induction for PGT students - a session has been added to IDM089 about intercultural communication and working in an international environment. A number of sessions were introduced to this module at the outset to reinforce this discussion about diversity and inclusion. Community building activities will resume once face to face interaction is permitted.</p>	ongoing	School Director of Academic Tutoring (SDAT) / Programme Directors / Diversity Champion / Academic Tutors	<p>Good evaluation from GLI workshops: female students feel sense of fairness and respect. (Should funding cease after 2019-20 - signpost students towards opportunities for similar initiatives through Student Union sports clubs or central services and/or investigate other funding streams).</p> <p>IDM098 has positive evaluation in this area.</p> <p>Student FGDs do not report a continuing problem.</p>

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2.6	<p>Address gender imbalance in degree classification:</p> <p>Undertake a review of marks at module level over the last five years to see if there are any potential links with female or male achievement and assessment type at each part; if patterns are identified reflect on whether they have a negative impact on degree attainment; adopt measures identified in Action Plan to address.</p> <p>Ensure that there is an exit interview with any student leaving higher education at Parts 1 or 2 to gauge issues and form solutions for support for future students.</p> <p>Undertake a focus group of Part 1 students to gain an understanding of the transition to higher education in terms of their learning and achievement and the support required to achieve success.</p>	<p>Analysis of results data highlighting that males do not achieve as highly as females.</p>	<p>Module mark data collected – awaiting analysis.</p>	<p>Annual reviews needed.</p> <p>ongoing</p>	<p>SDAT / Examinations Officer / Programme Directors</p>	<p>Parity of male and females student marks at each part and overall degree outcomes.</p> <p>Review of marks used to provide a health check on parity of attainment by gender and potential links with assessment type at each part.[Review to be repeated annually to monitor parity going forward.]</p> <p>Outcomes incorporated into Curriculum Review with a view to changing assessment to better support any groups (female or otherwise) where there is an attainment deficit (e.g. careful consideration given to reducing examinations or increasing weighting of coursework assessed elements, providing more support in form of tutorials or signposting to support mechanisms in the University i.e. Maths Support).</p>

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2.7	<p>Improve intelligence on the role 4 year degree programmes (e.g. based on year-long industrial placement/professional experience) play in student degree attainment in SAPD and career progression beyond university; include monitoring of gender ratios to check that gender balance in 4-yr placement cohort reflects gender ratios on 3 year degree programmes; where information is available add details on D&I credentials of organisations to placement database; implement actions if either male or female students are found to be disadvantaged in final degree results:</p> <p>Gender monitoring tab added to SAPD placement database and information monitored. Analysis of data presented to Undergraduate Board of Studies by Placements Officer.</p> <p>Systematic student feedback to be collected (within programme swap forms signed by Programme Directors) over why students swap between 4 and 3 year degree programmes (i.e. with and without placements) to identify any gender related patterns e.g. are more female 4 year programme student likely to switch to a 3 year degree.</p> <p>Review learning gain for placement students and use data to identify actions to address issues for any group found to be disadvantaged in relation to final degree results and/or career progression.</p> <p>Engage male role models using the Peer Assisted Learning approach to encourage male engagement.</p>	<p>Result of data suggest that students going out on placement achieve higher classification</p>	<p>Placement talk in the summer term highlights the benefits of placements both for career development and academic achievement.</p> <p>Placement Officer gives a talk to all new students at Welcome Week – those enrolled on 3 year programmes as well 4 – highlighting benefits and ease of switching to 4 year programme.</p> <p>Placement Officer has created a hard copy subject specific Placement Handbook – outlining support and benefits – given to all new Part 1 students and available online.</p>	<p>Requires Annual review</p>	<p>Chair SDIC / Placements Officer / Examinations Officer</p>	<p>Balanced gender take up of opportunities for year-long placements, without either male or female groups being disadvantaged in final degree results.</p> <p>New placement opportunities added to database incorporate information on diversity and inclusion credentials of placement providers where available.</p> <p>Male placement returners act as mentors for students considering placement year.</p> <p>Careers destination data shows higher proportion of students in management roles after 18 months of graduation.</p>

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2.8	<p>Appoint Outreach and Widening Participation Lead and develop a plan for a more systematic approach to gathering data on our outreach activity and to engaging outreach on a wider scale, ensuring diversity and inclusivity is taken into account with respect to gender and to other dimensions.</p>	<p>Seeks to address issues with gender bias highlighted by recruitment data by providing role models and reaching out to young people who may not otherwise engage; ensures outreach activities monitored and fully recognised in workload model.</p>	<p>Summer School in Sept 2019 for current undergraduate students across the country interested in Agriculture but not on an Agriculture-related programme/without Agriculture-related background</p>	<p>Appoint 2021 A Plan to be developed for January 2022 Board of Studies – and first programme implemented for 2022-23.</p>	<p>HoS</p>	<p>Outreach and Widening Participation activities in SAPD are strategically driven and conducted on a wider scale, contributing successfully to student recruitment and public engagement.</p> <p>Outreach and Widening Participation Plan gives attention to gender issues.</p> <p>The plan is presented at a Schoolwide meeting and actions identified.</p> <p>Workload model includes outreach activities.</p>

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3.1	<p>Capitalise on actions envisaged for AP#2.1 (i.e. "Implement a programme of activity to address male bias on BSc Agriculture & BSc Business Management (ABM) and Agriculture (AG))" to promote female role models in agriculture to PGT students, both through SAPD marketing to potential students and to students at Reading on MSc Agriculture and Development.</p> <p>Promotion of networking skills in careers training.</p> <p>Female role models in agriculture promoted via female alumni sign-up to THRIVE mentoring scheme to mentor PGT students (take up is already high);</p> <p>Targeted farm/business visits with female role models for PGT students and profiles on Facebook.</p>	<p>Student recruitment data highlights small gender imbalance (in MSc Agriculture and Development), which merit attention to ensure a trend does not develop.</p>	<p>PGT MSc Agriculture and Development marketing messaging and promotional material reviewed to ensure gender balance. Incorporates female role models to achieve a 50/50 gender balance.</p> <p>Continue profiles in the GIIDAE newsletter and social media about "where are they now" (we have one alumni profile per GIIDAE newsletter)</p> <p>Grow the alumni "Wall of Fame" and continue to ensure it is gender balanced, with representatives from the agricultural sector.</p> <p>Thrive promoted through alumni sign-up scheme and the GIIDAE newsletter.</p> <p>Annual series of alumni and/or professional speakers related to (a) agricultural economics, (b) food marketing and (c) international development at separate events, with Q&A opportunities available after a more formal talk.</p>	<p>Review of marketing and promotional material and School noticeboards, by start of 2018-19 academic year.</p> <p>Work with Careers Partner June – September 2019 to implement plan of action for 2019-20 entry. COMPLETE D</p>	<p>Director of GIIDAE / Careers Partner</p>	<p>PGT female students taking MSc Agriculture and Development have good exposure to female role models, reinforcing the value of masters-level study in Agriculture and Development as a career for women.</p> <p>Action Point Completed. The Wall of Fame will be reviewed again in 2021/22. Criteria of representation of diversity by gender, ethnicity, degree programme and industry are criteria in expanding the Wall of Fame. All GIIDAE material were reviewed in 2019/20, and will be reviewed again in 2021/22, with the same criteria.</p>

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3.2	<p>Monitor gender ratios in taught postgraduate degree attainment, particularly to assess whether weaker male attainment of distinction level degrees and higher male failure rate identified in 2014/15 and 2015/16 data are a “blip” or whether they are trends that continue in 2016/17, 2017/18 and 2018/19; if a trend is identified, make recommendations to address weaker male attainment at the Postgraduate Board of Studies in November 2019.</p> <p>Review academic practice issues, to highlight where there are challenges (i.e. plagiarism and cheating, non-completion), to identify specific topics for information sessions or lunch-time talks with relevant University departments (i.e. careers, study support).</p> <p>Monitor engagement with IDM089 Personal and Professional Development Programme for International Students</p>	<p>Data suggests males achievement not lower than that of females; high percentage of overseas students who may also be mid-career professionals present barriers to success.</p>	<p>IDM089 (Personal and Professional Development Programme for International Students) already provides specific support to international students for whom the Masters course will be their first experience of living and studying in the UK. The course is designed primarily to further academic, personal and professional development in a friendly, relaxed and informal setting but also aims to ensure that international students learn about UK culture, develop a sense of ‘place’ by learning about Reading and its environs and provide support with the English language.</p>	<p>Data analysis July – September 2019; present to October BoS and agree action timeline. Support mechanism in place by January 2020. Review needed 2021/22</p>	<p>Director of GIIDAE / Examinations Officer</p>	<p>Taught PG Degree attainment, including distinction level performance, is gender balanced or in line with University average (relative to ratios on the degree programmes) by 2020-21.</p> <p>Effective mechanisms are in place to support students – male and female – to prevent failure.</p> <p>Monitoring results to be cross tabulated by gender and degree. Through this, we can identify areas where specific study support could be made available through extra tutorial sessions and workshops. Findings and recommendations presented to Postgraduate Board of Studies (November 2020).</p> <p>Postgraduate Board of Studies agrees actions to address issues, if and where necessary:</p>

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3.3	<p>Work with Study Advice, to find tailored ways of reaching out to male students, particularly overseas mid-career professionals from background where cultural expectations make it hard to acknowledge need for support, regarding available support – implement via IDM089 (Personal and Professional Development Programme for International Students) module for international students.</p> <p>Include questions relating to tailored support on IDM089 module evaluation form.</p>	<p>Identified potential trend in low achievement in male PGT students compared to females – award data.</p>		<p>Meet with Study Advice Team in July 2019</p> <p>Review of University support services needed – by end 2022</p>	<p>Director of GIIDAE / SDAT</p>	<p>Male students feel that they are supported by GIIDAE and are able to apply tools gained through Study Advice to improve their learning.</p> <p>IDM089 incorporates well-being and study advice sessions targeting male students, with particular attention to cultural and gender sensitivities of overseas mid-career professionals, highlighting the value of taking up the service.</p> <p>Communication to all programme directors regarding the support to be provided by the recently initiated Student Engagement Group, overseen by the SDAT, initiated to support students identified as struggling.</p> <p>IDM089 Student evaluation of Study Advice sessions is positive and engagement high – at least 60% of identified students in attendance.</p>

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3.4	SAPD Dissertation Working Group (Dec 2018 – June 2019) to examine consistency in MSc supervision practice and grading of dissertations at MSc level; also to make recommendations regarding new innovation in the supervision process; recommendations incorporated into delivery of IDM071 and IDM072 for 2019-20.	Identified potential trend in low achievement in male PGT students compared to females via awards data.	<p>The Dissertation Working Group is currently reviewing all aspects related to undergraduate and PGT dissertations in SAPD; it includes 2 members of the SAT.</p> <p>The dissertation WG met several times and has revised guidance given to supervisors and students from 2019/20 (advisory) onwards (mandatory)</p>	<p>By June 2019, implementation on 2019/20 academic year</p> <p>COMPLETE</p>	<p>Chair SAPD Dissertation Working Group / Director of GIIDAE / Module Convenor IDM071 and IDM072</p>	<p>PGT students, both male and female, are able to realise their potential in the dissertation process and marks achieved.</p> <p>Dissertation Working Group provides recommendations on MSc dissertation supervision and dissertation grading, with appropriate changes made to IDM071 and IDM072 for 2019/20.</p>

OBJECTIVE 3: TO PROMOTE GENDER EQUALITY AND SUPPORT WOMEN'S CAREERS THROUGH TEACHING AND LEARNING AT TAUGHT POSTGRADUATE LEVEL

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3.5	<p>Conduct PGT induction on appropriate behaviours and importance of diversity, inviting the Dean for Diversity and Inclusion, or appropriate facilitator, to lead students through case studies and role play exercise of situations they may encounter when studying at UoR, which have been identified as potentially difficult.</p> <p>Continue to look for new tools that we can use to educate our students in diversity and inclusion.</p>	<p>Student CAT survey identified issue with female students feelings of discomfort due to their gender.</p>	<p>Diversity and Inclusion Dean addressed PGT students via IDM089.</p> <p>Posters in all bathrooms in the Agriculture building signposting avenues of support.</p> <p>Pocket sized 'Look after yourself' cards issued to all students with details of support for, amongst other things, personal safety and harassment and bullying.</p> <p>#NeverOK campaign against bullying, harassment and discrimination on campus, launched April 2019.</p>	<p>By 2018-19 have clear signposting to support services;</p> <p>COMPLETE D Sept 2021</p> <p>Improve induction talk to include case study and role play exercise by start of 2021/22</p> <p>Use March 2020 CAT survey and FGDs to assess success and act accordingly To be developed 2021/22</p>	<p>Director of GIIDAE / Chair SDIC</p>	<p>Findings of CAT Survey in Spring 2020 have no identification of "frequently feel uncomfortable because of my gender" and <2% "sometimes feel uncomfortable because of my gender."</p> <p>PGT students demonstrate awareness of appropriate behaviour and the value of diversity.</p> <p>No reports of inappropriate behaviour are received by the Director of GIIDAE or Harassment Officer.</p>

OBJECTIVE 4: TO ENSURE SUPPORT FOR STUDENTS AT RESEARCH POSTGRADUATE LEVEL IS DELIVERED TO ACHIEVE GENDER EQUITABLE ATTAINMENT

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible?	How will we measure success?
4.1	Continue to assess annual monitoring procedures used to identify students falling behind in production of outputs and to provide support.	Attainment data shows some fluctuation in attainment; AP#4.1 seeks to avoid development of any trend for either males or female PGR students.	Monitoring reports are more frequently completed within prescribed timescales in accordance with Graduate School policy.	Improvement in completion rate of monitoring forms by 2017-18 Assess data for 2018-19 for improvement to completion rate by September 2019 Needs to be reviewed 2021	Director of Postgraduate Research Students	Men and women consistently complete PGR degrees in 48 months Monitoring reports are completed within prescribed timescales.

OBJECTIVE 4: TO ENSURE SUPPORT FOR STUDENTS AT RESEARCH POSTGRADUATE LEVEL IS DELIVERED TO ACHIEVE GENDER EQUITABLE ATTAINMENT

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible ?	How will we measure success?
4.2	<p>Ensure male students with childcare responsibilities are aware of relevant support currently in place;</p> <p>Work with the Graduate School regarding messaging and support;</p> <p>Develop case studies of diverse people who have caring responsibilities (including men) and highlight via the SAPD D&I webpage and Facebook;</p> <p>Ensure all SAPD supervisors are aware of the issue.</p>	<p>FGD highlighted issue with recognition of male students' childcare responsibilities</p>	<p>Findings of Athena Swan FGD with male and female PGR students were communicated to the Graduate School, namely that male PhD students who come to the UK with children perceive support / acknowledgement of caring roles as being exclusively targeted towards women.</p> <p>Information regarding childcare circulated by the Graduate School are gender sensitive, acknowledging that men as well as women have caring responsibilities.</p> <p>Graduate School website provides clear links to childcare options, school placement and connecting students with other families in Reading.</p>	<p>Ensure support easily available by 2018-19;</p> <p>Prepare case studies for D&I webpage – July – September 2019 In preparation for upload 2021</p> <p>Review in March 2020 via CAT Survey and FGD. To be reviewed 2021/22</p>	<p>Director of Postgraduate Research Students / Dean of Postgraduate Research Studies / Diversity champion</p>	<p>Male students feel supported in their caring roles while studying for PhDs at UoR.</p> <p>Two FGD to be conducted with mixed gender PGR students in 2020 to assess whether both men and women feel supported by SAPD and the Graduate School with regard to childcare responsibilities.</p>

OBJECTIVE 5: TO ATTRACT MORE FEMALE APPLICANTS TO NEW ACADEMIC POSTS

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible?	How will we measure success?
5.1	Head of School/Heads of Departments ensure that specification for any new posts includes only essential criteria that really are essential (recognising that women are less likely to apply if they do not meet all the criteria – see Mohr, 2014)	Data on academic posts reflects national picture regarding to appointment of females in senior roles.	Academic female headcount and FTE has increased from 29.3 to 38.4% from 2014-2018 while the proportion of men employed by SAPD during the same period has remained static.	From 2018 and monitored regularly	Head of School / Executive Administration Manager / Heads of Departments	Increased numbers of female applicants apply for academic jobs in SAPD. Breadth of job specification is considered by responsible parties (HR partner) prior to advertisement.

OBJECTIVE 5: TO ATTRACT MORE FEMALE APPLICANTS TO NEW ACADEMIC POSTS

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible?	How will we measure success?
5.2	Encourage good quality applications by women through communications that “signpost” applicants towards the University’s formal flexible working arrangements, including through direct approaches to individuals, stating policies are supported by SAPD.	Data on academic posts reflects national picture regarding to appointment of females in senior roles.	<p>“Working at Reading” documentation is provided to candidates (e.g. part time working, condensed hours).</p> <p>Academic female headcount and FTE within SAPD has increased from 29.3 to 38.4% from 2014-2018.</p>	<p>From 2018 and whenever new open-ended posts are advertised.</p> <p>Case studies of flexible working on Diversity & Inclusion webpage July 2019. In preparation for upload 2021</p>	Executive Administration Manager or their delegate in liaison with HR / Diversity Champion	<p>Increased numbers of women gain academic jobs in SAPD.</p> <p>Statement on flexible working arrangements added to job description for all new posts.</p> <p>Case studies of flexible working on Diversity & Inclusion webpage.</p>

OBJECTIVE 5: TO ATTRACT MORE FEMALE APPLICANTS TO NEW ACADEMIC POSTS

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible?	How will we measure success?
5.3	<p>Require all staff to undertake 'unconscious bias' training (at present recommended but non-mandatory).</p> <p>In addition, for shortlisting and interview panels provide 'refresher' unconscious bias sheet included within interview documentation for panel members.</p>	<p>Data on academic posts reflects national picture regarding to appointment of females in senior roles.</p> <p>Data on recruitment process highlights imbalance in recruitment pipeline for female applicants.</p>	<p>All interview questions are agreed by gender-balanced panel in advance of interview in accordance with HR policy and same questions asked of each candidate.</p>	<p>July 2019 – July 2020 To be reviewed 2021/22</p>	<p>Executive Administration Manager or their delegate in liaison with HR</p>	<p>Unconscious bias does not influence decisions of selection panels for new staff.</p> <p>Training logs reveal on-line training has been completed.</p> <p>Unconscious bias sheet developed, including video link on how bias plays out in interviews for academics:</p> <p>https://www.youtube.com/watch?v=g978T58gELo&feature=youtu.be</p>

OBJECTIVE 6: SUPPORT FEMALE EARLY CAREER STAFF TO BE RETAINED IN THE ACADEMIC PIPELINE

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible ?	How will we measure success?
6.1	Hold a pilot workshop for at least 6 PIs and 6 PDRAs focusing on PDRA career aspirations and appreciating one another's perspective.	Key Informant Interview highlighted the need to share and develop information on career enhancing activities with female PDRAs.	Early Career Workshop for Biosciences held in SAPD 2017-18. Early Career Workshop on Grant Applications held in SAPD 2019.	May 2020 Ongoing	People Development	PDRAs and Principle Investigators gain improved appreciation of each other's perspectives and priorities; the career aspirations of PDRAs are supported, including 20% roles outside their projects (e.g. to attend conferences; supervise PhDs; publish articles). Workshop held in 2020/21 and repeated in 2021/22 if successful.

OBJECTIVE 6: SUPPORT FEMALE EARLY CAREER STAFF TO BE RETAINED IN THE ACADEMIC PIPELINE

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible ?	How will we measure success?
6.2	<p>Monitor turnover at Grade 6 for evidence of 'leaky' pipeline where female staff leave for promotion elsewhere.</p> <p>Ensure Personal Development Reviews are used effectively to include specific discussion on career development and opportunities at Reading.</p>	<p>Staff turnover is relatively low but evidence of higher staff wastage at Grade 6 for female staff prompted action point</p>		<p>Review data on annual basis from 2019 onwards Ongoing</p>	<p>HoS / Executive Support Manager / PDR reviewers</p>	<p>Where possible PDRAs are re-deployed</p>

OBJECTIVE 6: SUPPORT FEMALE EARLY CAREER STAFF TO BE RETAINED IN THE ACADEMIC PIPELINE

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible?	How will we measure success?
6.3	Monitor satisfaction with PDR process using Staff CAT survey in 2019-20. Monitor compliance with PDR training for both reviewer and reviewee. The SMB will review the current workload model to include mechanisms to ensure completeness and accuracy of workload measurement, including whether it is an appropriate level of resolution.	CAT survey identified issue around dissatisfaction with PDR process.	CAT surveys couldn't run in 2020 so planned for 2022	End 2022	HoS / SMB	CAT survey in 2022 will demonstrate higher levels of satisfaction with the PDR process. Minimised potential for over or underreporting workloads and activities.

OBJECTIVE 7: TO PROMOTE AN INCLUSIVE SCHOOL CULTURE IN WHICH WOMEN ARE SUPPORTED TO PLAY EQUAL ROLES IN LEADERSHIP AND RETAINED IN THE ACADEMIC PIPELINE

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible ?	How will we measure success?
7.1	<p>Remove barriers to promotion by raising the profile and confidence of women academics by:</p> <p>Holding a workshop for female academics at all levels to discuss barriers to promotion i.e. self-promotion and self-citation (Coate and Howson, 2016).</p> <p>Encouraging existing Aurora alumni to become Aurora role models and UoR-level Aurora mentors by including these roles in the workload plan.</p> <p>Conducting a survey of promotions mentors and mentees to ascertain whether mentoring is effective for women under the new promotion system; address issues identified in survey.</p>	<p>To continue to build on recent success in the promotion of women and address career progression issues identified by part-time staff.</p>	<p>Three women successfully promoted to Professor and Associate Professor under the new Personal Titles procedure.</p> <p>An additional place funded per annum on the Aurora Leadership Foundation for Higher Education Programme in each application round (or equivalent, e.g. StellarHE and Diversifying Leadership or Stonewall Role Model and Leadership courses, recognising some female staff may benefit more from a different course).</p>	<p>Include mentor roles in workload plan by November 2019; conduct survey by July 2022</p>	<p>HoS / HoDs / SDIC Diversity Champion / People Development</p>	<p>More women are successfully appointed to senior levels within SAPD.</p> <p>More proactive discussion of promotion opportunities and barriers to achieving a strong promotion case within PDR framework. HoS monitors this to ensure continued engagement with this point.</p> <p>Greater staff awareness of promotion process, as measured through University Staff Survey.</p> <p>More women become Aurora role models and mentors.</p> <p>Participation in the Aurora Women in Leadership Scheme (or equivalent) to be recognised in workload model.</p> <p>Women feel confident in leadership roles, having received appropriate training and exposure.</p>

OBJECTIVE 7: TO PROMOTE AN INCLUSIVE SCHOOL CULTURE IN WHICH WOMEN ARE SUPPORTED TO PLAY EQUAL ROLES IN LEADERSHIP AND RETAINED IN THE ACADEMIC PIPELINE

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible ?	How will we measure success?
7.2	<p>To tackle feeling of pressure identified by staff and particularly by part-time women related to workload:</p> <p>Ensure PDR reviewers undertake relevant training to support open and honest conversations during PDRs by mini-workshop;</p> <p>Monitor attendance at PDR central training;</p> <p>Via Curriculum Review ensure colleagues review their assessment practice and fully utilise opportunities for making use of teaching support including the use of a pool of Student Demonstrators.</p>	<p>Identified in CAT Survey and FGDs and in University Staff Survey; raised by ECU in feedback</p>	<p>Head of School meets with HoDs regularly to review colleagues who either self-identify work related pressures or are identified as needing support.</p> <p>SDTL meets regularly with module convenors to review module descriptions and assessment. Each member of staff has a Module Supporter and is encouraged to undertake peer review as required by the University.</p> <p>All staff requested to complete their Transparency Review Returns accurately over a set period of time so that this can be compared to the workload model.</p>	<p>December 2019; Module and programme updates presented to BoS by February 2022.</p>	<p>HoS / HoDs / PDR Reviewers / All staff</p>	<p>AS Staff CAT Survey 2023/24 and AS FGD responses and University Staff Survey, highlight improved perceptions of workload model.</p> <p>Full attendance at PDR reviewer training; mini-workshop held for SAPD staff.</p> <p>Assessment load is cut reducing workload burden for students and staff.</p>

OBJECTIVE 7: TO PROMOTE AN INCLUSIVE SCHOOL CULTURE IN WHICH WOMEN ARE SUPPORTED TO PLAY EQUAL ROLES IN LEADERSHIP AND RETAINED IN THE ACADEMIC PIPELINE

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible ?	How will we measure success?
7.3	Encourage women to put themselves forward for Head of Department positions when posts become open for new post-holders.	To continue to build on recent success in the promotion of women.	Three new female HoD in 2018-19 including a job-share to support child-caring responsibilities.	Ongoing	HoS / HoDs / PDR reviewers	Senior Management Board moves towards a gender balance. Women apply to be Heads of Department and for other leadership roles (e.g. Director of GIIDAE / Director of Teaching & Learning / Director of Postgraduate Studies/Head of School) when posts become available.

OBJECTIVE 7: TO PROMOTE AN INCLUSIVE SCHOOL CULTURE IN WHICH WOMEN ARE SUPPORTED TO PLAY EQUAL ROLES IN LEADERSHIP AND RETAINED IN THE ACADEMIC PIPELINE

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible ?	How will we measure success?
7.4	Encourage more female visiting professors by actively inviting identified individuals to Reading; and improve gender balance in SAPD support for applications by visiting academics both by inviting people and through Heads of Departments and School giving support for applications by women.	To raise the profile of female role models		Between 2018/19 and 2023	Head of School / HoDs	<p>Women in leadership roles visit SAPD and act as additional role models for female staff.</p> <p>At least 4 female visiting professors / associate professor takes up invitation to visit SAPD (by 2019/20)</p> <p>List of visiting academics held by Executive Support Manager demonstrates improved gender balance by 30% (2023).</p>

OBJECTIVE 7: TO PROMOTE AN INCLUSIVE SCHOOL CULTURE IN WHICH WOMEN ARE SUPPORTED TO PLAY EQUAL ROLES IN LEADERSHIP AND RETAINED IN THE ACADEMIC PIPELINE

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible ?	How will we measure success?
7.5	Collate details of our staff who are members of influential external committees (or equivalent) for research and teaching & learning to identify if there are gender imbalances and act to encourage either male or female staff to apply for positions if necessary.	To monitor gender balance and support self-promotion for female academics.	Included in workload model.	From July 2019	Executive Support via Workload model.	<p>Numbers of women and men taking up opportunities for appointment to influential external committees is gender balanced.</p> <p>Intelligence is held on membership of influential external committees by inclusion in workload model; if significant gender imbalances are revealed during annual monitoring actions are taken to address this (e.g. through the PDR).</p>

OBJECTIVE 8: INCLUDE ON THE SAPD EQUALITY, DIVERSITY AND WELLBEING WEBPAGE ‘SIGNPOSTING’ TO UNIVERSITY POLICIES RELEVANT TO DIVERSITY AND INCLUSION

Action point	What do we have planned?	Why are we doing it?	What have we done so far?	When will we do it by?	Who is responsible ?	How will we measure success?
8.1	<p>To consolidate work on School Equality, Diversity and Wellbeing webpage:</p> <p>Include case studies on flexible and part-time working, and on the new University Policy on Inclusive Practice in Teaching and Learning, on School webpage.</p> <p>Hold a ‘myth busting’ seminar about flexible working and other gender equality polices.</p>	<p>To ensure that staff can easily access important information relating to flexible working – highlighted at KIIIs as a source of confusion.</p>	<p>SAPD Equality, Diversity and Wellbeing webpage updated to ‘signpost’ staff and students to University policies relevant to diversity and inclusion; a statement included on Blackboard main-page to make people aware of where this information is available.</p>	Dec 2021	Diversity Champion People Development	<p>Staff and students have good access to information on inclusivity and diversity-relevant policies on SAPD webpage, and via Blackboard portal are aware this information is available. In addition, awareness of the content of the policies is improved.</p> <p>CAT Survey 2022 responses demonstrate staff/student awareness of (i) availability of information; (ii) content of policies on diversity and inclusion.</p>