

8. IMPERIAL COLLEGE SCHOOL OF PUBLIC HEALTH ACTION PLAN

School of Public Health Athena SWAN Action Plan 2018						
Section 1: Baseline data and supporting evidence						
Ref	Objective	Prior actions	Actions 2018	Timeframe	Responsible	Success measure
1.1	Increase awareness of key measures of diversity on SPH website	Periodic receipt of data from Imperial College and subsequent review	Identify 3 key charts from this application and maintain local copy of accurate data in SPH office	September 2018 and then monthly	Athena Administrative Assistant, SPH office	Increased traffic to Opportunities Committee web pages.
1.2.1	Solicit high quality feedback from staff and students	Focus group approach has been used since 2010.	Group discussion sessions, supported by anonymous phone app data collection, to be conducted annually. 2019 focus and bullying and harassment.	Annually	SPH office, OC	At least 40 attending in 2019 and at least 15 academic staff.
1.2.2		Summer 2015 – career progression Spring 2016 – PRDP				
1.2.3		Summer 2017 - AS action plan	Conduct on-line survey focusing on bullying and harassment.	Winter 2018	DirSPH and OC	50% response rate across all staff
1.2.4		SPH results from College-wide surveys in 2014 (33% response rate), and 2017 (64% response rate) have been analysed	Publish data from annual consultation on SPH website to increase transparency and to encourage participation in future consultations	Winter 2018	SPH Office	This page gets high traffic for at least 1 week
			Encourage participation in College 2019 Survey and analyse SPH results	Survey runs Feb to March 2019	SPH Office	Response rate of 85% in College survey

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Section 1: Baseline data and supporting evidence

Ref	Objective	Prior actions	Actions 2018	Timeframe	Responsible	Success measure
1.3.1	Increase PRDP completion rates even further	Data collected and examined yearly 2017/18 PRDP completion rate 80%	Strong advocate and support from DirSPH for expectation of PRDP completion by email to all staff and newsletter. All senior managers to check that those they manage complete PRDPs with their managing staff.	May 2019 and every May before June PRDP cycle starts	DirSPH and HoDs	90% completion rates across Departments in SPH by 2019
1.3.2	Increase relevance of PRDP to all staff		Move annual appraisal to June to improve timing with promotion cycles	June 2019 and then annually	School Office, HoDs	>80% staff find PRDP useful tool by 2021, as reported in staff survey
1.4	Describe flexible working needs related to non-child related caring	Parental Voices survey provided rich data on parents and their experiences, but need to go beyond this	Collect baseline data on broader caring responsibilities	Survey staff Autumn 2020. Actions in place by 2021.	Athena Administrative Assistant / SPH office, OC, DMs	Accurate estimates and forecasts of broader caring responsibilities 2020 - 2024

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Section 2: Undergraduate and Postgraduate Students

Ref	Objective	Prior actions	Actions 2018	Timeframe	Responsible	Success measure
2.1.1	Improve career opportunities for progression for PGT and PhD students	Career days held for PGT and PhD students, and increase engagement with a broader variety of external partners and companies since sept 2017	Survey of all postgraduate students at the start of each academic year about their career objectives and link to post-degree career survey for comparison and review	Annually from October 2019	SPH Director of Education, Director of Postgraduate Taught/Research studies , OC champion for students	Response rate of 50%, with analysis of survey results lead to further actions
2.1.2			Proactively signpost mentoring and other development opportunities with feedback from career survey	Annually from November 2017	Education Committee, OC	Increased utilization of student mentoring (50% students by 2019).
2.1.3			Organise student social and careers event with SPH alumni.	Started with BSc Global health alumni in 2017, now held across PGT programmes	Individual course directors	Increased response rate to alumni communications Event successfully organised since 2017 annually and positive feedback from attendees received. >90% of our graduates positive about their career progression.
2.2	Explore reasons for why PGT courses attract more women than men		SPH Education committee to discuss and explore reasons for smaller percentage of male students especially for MPH and launch	Education committee meeting Summer 2019 actions in place by	SPH Director of Education. SPH Director of Postgraduate Taught Studies, OC champion for students.	Improved gender balance (~55%F) on PGT courses by next Athena application in 2021.

			appropriate actions if needed	2020/21 if required.		
2.3			Work with College postgraduate support services to publicise and promote access to mindfulness training for SPH PGR students		SPH Director of Education. SPH Director of Postgraduate Taught/ Research Studies, OC champion for students.	Reduced incidence rate of stress related in SPH PGR students.
2.4	Strive for gender balanced degree outcomes	Anonymised marking where possible and anonymised examiner meetings	Review admission data on quantitative ability for men and women then proactively encourage students of both genders who may be weaker at maths to attend optional refresher courses in first term.	Spring 2019	Teaching team	Balanced rates of distinctions between men and women.

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Section 3: Key Career Transition Points, Appointments and Promotions

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
3.1.1	Increase proportion of women applying for academic positions	Formal search committee used for one large multi-person appointment in 2016 Pilot encouragement by DirSPH and HoDs for internal candidates	Recruitment for all academic posts to gather data and to report statistics on suggested candidates to SPH	Starting Spring 2019	Chair of each appointment committee	45% female applications for lecturer / senior lecturer, 40% for professors
3.1.2			Recruitment for all large multi-position calls to use a formal search committee going forwards	Started 2015 and ongoing	HoDs and DirSPH	As above
3.1.3			Advertise internally all externally advertised academic positions for senior lecturer or above and remind staff in open-ended contracts of their eligibility	Rolling out from Autumn 2018	School office at time of advert	100% of open-ended posts senior lecturer or above are advertised internally
3.2.1	Recruitment panels balanced and trained	Encourage unconscious bias training for those participating in recruitment panels.	Mixed gender panels for all academic appointments: at least one male and one female in all recruitment panels with 3 or more members. All members should have had recent equality and diversity training.	Inform new policy by June 2019. Implement new policy by summer 2020.	DMs	All recruitment panels with three or more members are mixed-gender in >90% of cases by end of 2019. 100% members trained on equality and diversity by 2019.

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Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
3.3.1	Improve retention of SPH women	Ad hoc data collection on reason for leaving	Informal exit interviews for all academic staff to better understand reasons of leaving, including unattributed answers to small set of free form questions recorded by "interviewer". Interviewers from OC and senior staff.	Autumn 2018 and ongoing	DMs, OC chairs	Comparison of reasons and destinations between female and male leavers. New actions for 2021 application
3.3.2		Trial of exit interviews, with good willingness to participate	Actively monitor funding provisions for those about to go on maternity leave via the SPH Career Continuity Scheme	May 2018. Review and revise Summer 2019.	DMs, DirSPH, HoDs	Percentage of immediate returns still employed at 6 month return after maternity >80% by 2020

3.4.1	Ensure SPH academic promotions process is free from gender bias	Promotions champions for support and guidance throughout the process.	Promote and use short promotion form for rapid consideration and feedback.	Autumn 2016 and then annually	DMs, HoDs, OC chairs	Equal rates (50:50) of supporting female and males for academic promotion in SPH from eligible SPH pool
3.4.2		Automatic consideration of all eligible staff without application	Elect a pool of academic and PTO staff to be available for one academic year for appointments and promotions.	Starting June 2019	DMs, DirSPH, HoDs	Next staff survey (2021) shows >60% staff agree that the system of Promotion and Reviews is applied fairly and consistently within my Department.
3.4.3		Ad hoc election of panel members	Improve monitoring of promotions and gender bias by longitudinal tracking of individuals using a cohort analysis. Ensure that unsuccessful applicants work with a promotion champion or mentor for subsequent applications. Review reasons for unsuccessful promotions.	Next academic promotions 2018/19 and then annually. Review data after 2019/2020 academic promotions round. Inform new policy – Summer 2019	OC chairs, promotion champions	Time to promotion equal between genders.
3.4.4			Additional unconscious bias training for all academic promotions committee members. Provide courses at different campuses to maximize uptake	Courses available at different sites in Spring 2019	School office, DMs	100% of panels to be trained by 2019-2020 promotions cycle
3.5	Increase proportion of		Work with other departments and join Faculty of Medicine wide Clinical	Inform and invite staff by Summer 2019. Launch working group early	OC in collaboration with other	New actions towards increasing female clinical academic

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Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
	female clinical academics		Academic/Research Staff Working Group to drive initiatives that support these staff groups. SPH specific and faculty wide meetings will be scheduled. Collaborate with the College Clinical Academic Training Office (CATO) to develop and implement actions.	2020. Propose new actions by end of 2020	departments in FoM and Clinical Academic Training Office (CATO)	career prospects by end of 2019; increase the percentage of female Clinical Readers and Professors by 2021
3.6	Enhance awareness of progression opportunities for PTO staff		Create skills profiles for a range of indicative PTO posts and provide pen portraits of successful moves	Spring 2019 and onwards	SPH office, OC	PTO perceptions on progression (measured through focus groups / consultation). Successful job level reviews and successful job moves to other higher profile roles
3.7	Increased proportion of females in senior PTO positions	Gathering of routine data shows a trend of decreased proportion of women with increasing seniority	Ensure job adverts reach as wide an audience as possible to elicit a diverse set of applicants.	Summer 2019	SPH office	Increased number of women applicants for senior PTO roles (level 4 and above).

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3.8	Job level review committee membership transparent	Ad hoc membership by nominations	Create elected pool from PTO staff as well for appointments and job level reviews	Spring 2019	School office, HoDs	Next staff survey (2019) shows >50% PTO staff agree that the system of Promotion Reviews is applied fairly and consistently within my department
3.9	Increase preparedness of postdocs for their next steps	SPH Mentoring scheme established 2016 and continuing	Regular signposting of training courses, advisory sessions and events at PFDC via school and departmental emails and postdoc reps on OC	Beginning Autumn 2018 and ongoing	Athena Administrative Assistant, postdoc reps	Increased utilization of PFDC by SPH postdocs and fellows

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Section 4: Career advice and support

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
4.1	Foster career development with a special emphasis on women	High profile roles within the SPH are advertised to all staff (e.g. Board of examiners, Teaching director etc.) A School-wide mentoring program (2013 Action)	Provide a wider pool of mentors to School mentees via the Faculty-wide mentoring program, with emphasis on senior women in all job families	Ongoing, annual reviews starting Winter 2018	OC Mentoring Champion, OC Administrative Assistant	90% of women seeking mentors successfully matched by June 2019. Staff survey (2019) shows >60% female staff satisfied with career and promotion prospects in SPH
4.2	Facilitate career development and networking among PTO staff	Pilot PTO away day held June 2018. Included personal resilience training.	Hold annual summer PTO away day with personal development opportunities and team building	Summer 2019 and then annually	SPH office, OC PTO champion.	> 90% of PTO core staff attend at least one away day over 3 years
4.3	Improve PRDP quality	Staff consultation on appraisal processes	Sample 40 PRDP forms per year from different job grades and assess quality of PRDP. Report results and recommendations to all staff	June 2020 and then annually	DSM and DirSPH	Staff consultation on appraisals shows satisfaction, >70% reply in that annual appraisal with my line manager is very useful by 2021

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Section 4: Career advice and support

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
4.4	Increase number of large awards held by women	Monitoring of grant application and success rates for awards of different sizes.	Focus groups for academic staff presenting these data and generating specific strategies to encourage women to consider applying for larger grants, then work with HoDs as required through PRDPs	Winter 2020	Research Manager, HoDs	Greater than 10 grant applications of >£1M by women each academic year 2021-22 and 2022-23
4.5	Achieve balanced rates of participation in College-sponsored talent programmes for male and female PTO staff	Monitored rates of attending training for female and male PTO staff	Actively encourage and support men to submit high quality applications for PTO training opportunities via PRDP and line management	June 2019 PRDP round then ongoing	DMs in collaboration with PTO line managers	Balanced annual rates of participating in College-sponsored talent programmes between men and women
4.6	Increase postdoc uptake of training opportunities	All postdocs are encouraged to use their contractually entitled 10 days for personal development activities	Monitor how many days are used yearly by postdocs for training and development and draw actions to support their uptake	June 2019	DirSPH, line managers	80% uptake of 10 days per year for training by 2019, 100% by 2021

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Section 4: Career advice and support

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
4.7	Provide support to junior academic and research staff applying for grant funding	Ad hoc peer review and feedback for line manager Pilot pre-award currently taking place in the Department of Engineering, will be rolled out College wide.	Watch engineering pilot closely. Initiate a peer review system for applications to provide further support to new academic staff applying for grant funding and work with Research Manager to co-ordinate and support cross – Departmental grant proposals.	Autumn 2019,	DMs, SPH Research Manager	80% of grant applications submitted by postdoc, fellows, Lecturers and Senior Lecturers receiving formal peer review from this process at least 7 days before the stated deadline
4.8	Increase exposure of PTO staff to other working environments	SPH has had secondees in the past, but the practice has become less common	Actively seek inwards and outwards secondments of PTO staff, including use of College's "Outside Insights"	Starting spring 2019 then ongoing	DMs, School Office	At least 1 new inbound secondee and 1 new outbound secondee by Winter 2020

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Section 5: Organisation, Culture and Communications

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
5.1.1	To improve the visibility of female academics	Positive representation of female staff profiles on web pages and newsletters (Action plan 2013)	Continuous monitoring of invitations for women for panels, showcase, SPH leadership meetings, and away days. Feedback given to organizers where gender balance not planned	Ongoing for each individual event starting Winter 2017.	Athena Administrative Assistant	Female representation in panel discussions at SPH events at 50:50 or good evidence of declined invitations
5.1.2		Athena SWAN lecture Male: Female balance in major SPH events Senior role of women (e.g. Chair) in high profile SPH events SPH travel awards increase visibility of women at overseas conferences				
5.2.1	Celebrating female success in all job families	We celebrate academic success well through faculty newsletters, SPH newsletter and webpages and pilot awards at showcase	Showcase each year to include talks from all job families	Annually starting Spring 2019	DMs, SPH office	Continued good feedback from all job families
5.2.2		Trial of SPH awards in 2018 Trial of turbo talks from all job families in 2018	Annual SPH awards to be presented at the showcase	Annually starting Spring 2019	DMs, SPH office	2 – 4 awardees per year, some of whom would be female

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Section 5: Organisation, Culture and Communications

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
5.3.1	Measure instances of bullying and harassment more accurately and then reduce them	Review the Gender Equality and Institutional Culture Project Report led by researchers from the University of Sussex	Help shape formal response to the Phipps report from Faculty of Medicine Launch SPH-specific questionnaire on topics such as bullying and harassment	Winter 2019	HoDs, SPH office, OC, DirSPH OC, School Office, DirSPH	Bring online a more sensitive bullying and harassment reporting system
5.3.2		Institutional culture report has been discussed twice in open sessions during away day and staff consultation in 2017.	Pilot anonymous reporting of potential bullying and harassment with clear signposting to existing processes for formal complaints	Winter 2019	OC, School Office	Utilization of anonymous reporting system
5.4	Reduce bias for seminar participation	Study in IDE shows greater participation by males than females in seminars	Roll out seminar participation monitoring across SPH and targeted actions to encourage female participation where necessary.	Ongoing in IDE. Rolling out to other departments in 2019	OC and seminar series leads	Sustained absence of bias in measured seminar participation

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Section 5: Organisation, Culture and Communications

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
5.5.1	Speed up integration of new staff	Consultation revealed induction may not raise profile of new staff sufficiently	Line managers to introduce all new staff across SPH by email with brief profile	Ongoing since summer 2016	SPH office, line manager	All new academic staff introduced
5.5.2		Introduction of Academic staff by email since 2016	Roll out buddies system to all SPH where new academic staff are assigned 2 "buddies" to help over first few months. Request confirmation emails and feedback from buddy meetings.	Ongoing from Autumn 2019	SPH office, HR,DMs	90% of new academic staff have 2 or more meetings with buddies by Summer 2020
5.6.1	Increase already high levels of training related to improved	Unconscious bias and mentoring training has been offered and encouraged up to present time	Require evidence of PRDP, unconscious bias, active bystander, mentoring and management training as part of the academic promotions process.	Publicised Autumn 2018, required from summer 2019	SPH office, HoDs	100% promoted / passed probation academic staff have completed training package
5.6.2			Provide active bystander training to all attendees at the 2019 academic away day.			
5.7	Improve overall attitude to appraisal	Staff survey and 2016 consultation suggest sub-optimal buy-in from senior staff for appraisal process	Implement a custom 360 degree appraisal and feedback program for readers and professors	Management team complete by spring 2019, then expanded to all professors and readers	OC, SPH office	90% of readers and professors have completed a 360 degree appraisal before next AS application

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Section 5: Organisation, Culture and Communications

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
		360 degree feedback completed for DirSPH awaiting debrief meeting				
5.8	Improve communications and culture	Lunchtime discussion within DIDE and with some participation from other groups at St Mary's Campus	Expand lunchtime diversity-related discussion groups to other SPH campuses to improve communication and team building across SPH	Starting in other campuses in Winter 2019	OC	Good participation (>10 participants) and willingness from members to launch topics to discuss

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Section 6: **Career breaks/flexible working**

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
6.1.1	Practical support and information for new parents and those with caring responsibilities	Workshops for parents to be (college wide)	Repeat Parental leave survey to measure impact and to identify further actions	Spring 2019	SPH office, OC Flexible Working Champion	Responses from 80% of staff who have taken parental leave that year
6.1.2		100% Update of Elsie Widdowson by eligible staff (2013 Action). Post docs seminar on paternity leave	Promote new College fund to help cover caring costs when staff attend conferences or training and monitor uptake.	Plan active promotion Winter starting 2018	SPH office, OC Flexible Working Champion	>5 people use fund first year
6.1.3		SPH specific parental leave packs Flexible handover of workload and return to work	Take a cohort approach to track individuals after return from parental leave and collect data for reasons of leaving and compare with similar staff who have not taken parental leave	Winter 2019	SPH office, OC	Complete data on staff who have taken parental leave from Winter 2017
6.2	Practical facilities for breastfeeding	Parental voices survey showed dissatisfaction with poor facilities Provided breastfeeding information in website, parental leave packs and departmental newsletters.	Identify, commission and promote breastfeeding room at the currently under construction White City site	At building completion in 2022	SPH office, OC	Breastfeeding room available to staff at White City
6.3	Understand parental leave durations and	SPH has provided additional support for women taking maternity	Via parental voices survey understand if and how current	Winter 2018, following parental voices survey	SPH office, OC Flexible	Successful examples of female and male academic staff transition to part time

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Section 6: **Career breaks/flexible working**

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
	choices of FTE commitment on return.	leave that will allow a flexible handover of workload and return to work.	arrangements for flexible working influence choices of duration of parental leave, and FTE commitment on return.		Working Champion	from full time working and vice versa.
6.4	Encourage uptake of Shared Parental Leave, and normalise men taking time off for parental leave.		Increase awareness of Shared Parental leave through proactive advertisement of the scheme in SPH newsletters, website, and other means of communication.	Ongoing, articles in newsletter Summer 2019	OC Flexible Working Champion, SPH office	Uptake of shared parental leave increased from current 2 instances to >4 instances by 2019.
6.5.1	Ensure high uptake of paternity leave	Anecdotally, many men take paternity leave but it is not recorded or monitored	Via the Newsletter and ad hoc reminders to DMs, encourage all men to record parental leave.	Winter 2018	SPH office, DMs, OC Flexible working champion.	90% of men known to have had new babies to have formally applied for paternity leave.
6.5.2			Monitor on an ongoing basis, via very short ad hoc electronic survey, numbers of men with new babies or adopted children and their rates of formally taking paternity leave			

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Section 6: **Career breaks/flexible working**

Ref	Objective	Prior actions	Action 2018	Timeframe	Responsible	Success measure
6.6	Increase satisfaction with flexible working options	Parental voices survey Flexible working survey Public debate at 2018 Showcase with live vote Survey of DMs	Coordinate with College HR to write fully transparent guidance document, including flowcharts and questionnaires so that decisions by line managers to allow or not allow particular modes of flexible working are transparent.	Winter 2019	OC, DMs, School Office	Greater satisfaction with flexible working options in the free response to a repeat of the flexible working questionnaire.