

New Action Point	Objectives and <i>Rationale</i>	Actions	Responsible School Member or Working Group	Measures of Success (MoS) and Final Outcomes/Deliverables (FODs)	Implementation and review timescales – based on SAT ranking
<b>Key Priority Area 1: Member Development, Onboarding, Induction, &amp; Workload</b>					
1.1	Our Induction Process needs a clear overhaul for academic staff. We have an urgent need to improve +Technical and H&S Guidance/Inductions + Practical Information (e.g. room booking, key policies, expectations).	Create a navigable, responsive, and relevant induction pack for all new academic staff (LTS included). Covering key policies, arrangements, guidelines, School structure, WLB, UofG level support, social activities, governance, EDI/PE.	Head of School (Helen Walden), Head of Professional Services (Nikki White), EDI Lead, WIDO Working Group (Workload, Induction, Development, Onboarding)	MoS: If >70% acad F/M agree/strongly agree the induction process meets their needs for H&S induction/guidance, introduces relevant members of school, and informative practical information by 2025.  FoDS: A clear, navigable, and relevant induction document containing key information listed in objectives.	Draft underway at time of writing.  Finalise May 2024, assess with SCS 2025.  Yearly review: March.
	2023 SCS: 41% acadF, 23% acadM found induction process did not introduce relevant members of staff. 24% acadF, 25% acadM found induction process did not provide satisfactory health & safety guidance. 47% acadF, 42% acadM found induction process did not provide enough practice information.				
1.2	Our WLAM currently only focuses on LTS staff and is administered at a MVLS level. We have a clear need to improve in-school WL allocation and transparency.	Develop formalised and SMB specific WLAMs for R & R&T staff, LTS staff, technical & MPA staff job families. Improve understanding/transparency of PGR workload expectations. Allow for intersectional analysis	HoS, HoPS, EDI Lead, WIDO Working Group	MoS: If >70% agree/strongly agree WLA is transparent and fairly assigned across all job families in SMB. >90% PGRs view WLA transparent and fairly assigned by full release.  FoDS: A pilot WLAM across SMB by job family covering time spent on teaching, admin, PE, EDI, active research hours, external committees, conferences.	Begin exploration from April 2024. Test pilot model from Jan 2025. Refine through 2025. Full release 2026/2027.
	2023 SCS: 24% acadM, 11% acadF – 43% PSSF, 22% PGRF view workload allocation as assigned unfairly. 34% acadF, 24% acadM, 29% PSSF view workload allocation as non-transparent.				

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1.3	There is a gender and job family disparity considering P&DR satisfaction, outcomes, and relevant. We need to improve the P&DR process to mitigate this disparity.	Conduct survey: Ask for feedback via survey 'comments box' – e.g. inappropriate line manager, negative relationship with line manager, incomplete PDR, inappropriate PDR questions? To be fed to WG for redevelopment based on feedback.	HoS, HoPS WIDO WG.	<p>MoS: If &gt;70% across all job families feel their P&amp;DR meets their needs for contribution discussion, progression opportunities, and personal development.</p> <p>FODs: An updated P&amp;DR process which accurately reflects the needs of SMB members, with a specific focus on PSS (MPA &amp; technical) staff.</p>	Begin development January 2025. Pilot through 2025 rounds. Implementation from Jan 2026.
	2023 SCS: 16% acadF, 57% PSSF, 33% PSSM <i>do not feel they are able to discuss their contributions at P&amp;DR</i> , 29% PSSF <i>felt unable to discuss their career progression or personal development at P&amp;DR</i> .				
1.4	We will develop and implement exit surveys for all staff. This is a continuation of AP4.3 from 2020. Contact employees 6 and 12 months after leaving to capture more detailed next destination information.	We will continue to develop survey to accurately capture leaver destinations, attitudes, and additional feedback. This will be provided to line managers and to the exiting staff member.	HoPS, WIDO WG	<p>MoS: If 80% of leavers next steps are recorded.</p> <p>FODs: Creation of specific actions regarding to leaver's attitudes, feedback, and responses if required.</p>	Currently in development. Implement from June 2024.
	75% of staff leavers destinations were unknown between (2015-2023).				

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<b>Key Priority Area 2: Collaboration, Communication, Community</b>					
<b>2.1</b>	<p>Peer-peer mentoring is an important part of supporting career and research trajectories. We want to ensure everyone can access mentoring who wants it, and want to continue to ensure our mentoring programme is relevant and responsive. We relaunched our mentoring scheme in 2023 but are keen to improve and learn.</p> <p>2023 SCS: 50% of students <i>do not</i> feel their mentoring experience has been beneficial. 50% of students <i>do not</i> feel they have been given the opportunity to find out more about mentoring.</p>	<p>Targeted re-promotion of our opt-out mentoring scheme when students join, at their annual reviews, and within School communications. Encourage successful mentorship partners to discuss their experiences at seminars.</p>	<p>EDI Lead, CCC (Collaboration, Communication, Community) WG.</p>	<p>MoS: If 90% of students are aware of mentoring opportunities within SMB. If &gt;70% participants find it useful.</p> <p>FODs: Continuation of useful, responsive, and relevant mentoring scheme which pairs mentors/mentees based on ethnicity and gender requests where appropriate.</p>	<p>Already underway, continue to check in with participants annually. Review success 2025.</p>
<b>2.2</b>	<p>We are keen to tackle the sometimes-siloed nature of our research areas and geographical separation across buildings. We want to improve opportunities for collaboration where possible.</p> <p>2023 SCS comment: “There are few... systems in place that actually encourage and incentivise collaboration.” 5% acadF, 10% acadM disagree that the school encourages outside collaboration.</p>	<p>Develop and delivery of termly collaboration cafés over lunchtime in rotating locations. No fixed points, just drop in discussions for problem solving from new perspectives. Introduction of collaboration corner intra- and inter-school collaboration activity bulletins (e.g. grants, events, training) on weekly newsletter.</p>	<p>EDI Lead, CCC WG</p>	<p>MoS: If &gt;70% of SMB members of all genders feel there is enough scope for collaboration in SMB (new SCS question).</p> <p>FODs: Termly collaboration café discussion lunch in rotating buildings. New collaboration corner section in newsletter.</p>	<p>Develop from March 2024. Implement from July 2024. Embed from December 2024.</p>

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2.3	<p>We believe PE/KE/PPI is key to improving understanding and engagement in STEM subjects. We are aware of the need to improve our outreach awareness within SMB, and improve opportunities for involvement. There is a key gender disparity of awareness in this area. This is a continuation of AP5.16 in our 2020 application.</p>	<p>Encourage all SMB members to add recurring PE/KE/PPI events to our calendar. Encourage and reward PGRs for idea development. Provide a particular focus on supporting development of activities for Glasgow Science Festival. Arrange workshops with new MVLS public engagement manager.</p>	<p>EDI Lead, CCC WG</p>	<p>MoS: If &gt;90% of all SMB members are aware of PE/KE/PPI activities in 2025 SCS.</p> <p>FODs: A termly update of upcoming PE/KE/PPI activities in newsletter. Formalised calendar of yearly SMB outreach days and types of activity. Annual ideas lab for new PE/KE strategies &amp; events lead by PE manager &amp; SMB EDI members.</p>	<p>Continue development. Assess impact in 2025 SCS.</p> <p>Formalisation of calendar within 2024.</p>
	<p>SCS 2023: 25% <i>acadF</i>, 12% <i>PGRF</i> <i>strongly/disagree</i> with their awareness of PE/KE/PPI activities within SMB.</p>				
2.4	<p>Our ECR community is often siloed by research areas and our School's multi-building and campus location. We want to improve ECR cohesion, community, and research awareness.</p>	<p>Work with ECR Committee to develop an annual away day for ECRs, showcasing each research area with examples of high impact projects and ideas. Invite internal senior staff to discuss their experiences, and external keynote.</p>	<p>CCC WG collaborating with ECR committee.</p>	<p>MoS: If &gt;90% attendees feel the event is valuable, builds community cohesion, and improves understanding of SMB's different flagship research areas.</p> <p>FODs: An annual ECR away day sharing ECR's research in SMB's flagship research areas, allowing building of community cohesion and better collaboration opportunities.</p>	<p>First event to run in December 2023, assess and implement annually thereafter.</p>
	<p><i>SMB is split across 6 different buildings, with different research areas in each one. We believe this contributes to a relatively siloed research culture.</i></p>				

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<b>Key Priority Area 3: Creating Equitable Upward Momentum for SMB Members</b>					
<b>3.1</b>	<p>We are especially keen to address the leaky pipeline of higher-grade F academic staff. We need a sustained, multi-pronged approach to help this happen – involving all members of SMB's management. We are especially keen to support our LTS-F staff to apply for professorship where appropriate.</p> <p><i>22/23 data: We lose our gender parity in staffing from G8 (40%F) through reader (41%F) to Prof (25%F). We are aware this is a systemic problem, but we still need to increase F representation at higher grades. 66% ECR PPR applications unsuccessful 22/23.</i></p>	<p>Develop a PPR buddy scheme – similar to our mentoring scheme but peer-peer support for the PPR process. Members successfully regraded can share their experiences with others hoping to achieve the same.</p>	<p>HoD, HoPS, EDI Lead, EUM (Equitable Upward Momentum) WG.</p>	<p>MoS: If 75% of academic staff are successful when applying for PPR regardless of grade.</p> <p>FODs: Development and delivery of PPR buddy – matched on grade and experience where possible. Liaise with line managers and embed in P&amp;DR. A targeted education campaign for F/GNC staff to bring them at least to parity with male respondents.</p>	<p>Begin development with HR from March 2024. Begin pilot PPR buddies from Sept 2024, assess &amp; refine as appropriate. Finalise for Sept 2025.</p>
<b>3.2</b>	<p>There is a gender disparity in staff members feeling like they receive enough support for PPR. We need to improve our PPR process to better support our members to ensure they are properly rewarded for their work and achievements.</p> <p><i>2023 SCS: 20% acadF and 15% acadM, 25% PSSF, 20% PSSM do not receive enough support for promotion/regrading. Comment: "I do not work full time and as such feel I am often overlooked when assigning work which would be criteria for promotion"</i></p>	<p>Develop PPR workshops running once yearly to demystify the PPR process. Develop alongside existing HR PPR strategies. Improve provisioning for PSSF/M with 1-1 discussions with CoTS or HoPS as appropriate. Align with APs 3.1 and 3.5.</p>	<p>HoS, HoPS, CoTS (Chief of Technical Services), WIDO &amp; EUM WG.</p>	<p>MoS: If &gt;85% feel supported for PPR activities where appropriate and relevant by 2025.</p> <p>FODs: Annual PPR workshops for different job families administered by head of relevant family. Open discussion of PPR &amp; upward trajectory with a view to attend PPR workshops at each P&amp;DR.</p>	<p>Begin development with HR from Sept 2024. Begin pilot workshops from Sept 2025, assess &amp; refine as appropriate. Finalise for Sept 2026.</p>

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3.3	Despite our best efforts, we still see a lower satisfaction rate of school culture aspects with F-GNC members of SMB. We need to provide targeted support with peer-peer discussion seminars, and safer-spaces.	Create anonymised support/advice digital reporting inbox to allow members to receive advice. This can include any aspect of PPR, support, or disputes. Create peer-led discussion spaces and seminars.	EDI Lead, EUM WG	MoS: If M and F responses and sentiment are $\pm 10\%$ equal within future SCS. If F% increases for 'finding school generally welcoming'  FODs: Anonymous digital reporting inbox – answered by a school member with experience in specific issue. Escalated if necessary. Development of informal peer-led discussion spaces and seminars to discuss issues impacting: menopause, ageing, systemic issues in academia, navigating MAPFC.	Begin development in 2024/2025 academic year. Monitoring and refine as appropriate.
	SCS: <i>On average, F more likely to have a more negative response to any Q answered than M respondents. F less likely to feel welcomed (84%F, 93%M).</i>				
3.4	We want to ensure all members feel supported in developing their career. This is especially important for staff on fixed-end contracts and our technical staff, and our ECRs. We currently do not hold centralised school-specific career development information.	Develop an annual career development bulletin, supplemented with an online staff development opportunities portal. Work with UofG Researcher's Development Network. Encourage Tech & Ops to engage with TALENT programme.	EDI Lead, EUM WG	MoS: >70% all SMB members feel supported in their career development, can access available resources, are aware of relevant resources and support, and feel supported in applying for/accessing career development opportunities.  FODs: Development of annual career development bulletin outlining available resources for all job families. Collate UofG and wider resources into online portal. Ensure included in induction pack.	Begin resource collation in 2024/2025 academic year. Pilot run with EDI team, full roll out 2025/2026 academic year.
	SCS: <i>50% PSSM felt their line manager does not support their career development.</i>				

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3.5	We want to ensure support for PSS-MPA PPR and continued professional development, ensuring our MPA/PSS feel able to progress through their career as desired.	Support applications for more senior roles and PPR where appropriate: boost leadership skills in PSS, including: encouraging attendance on UofG leadership courses, rotating chair of team meetings; co-team training of new members.	EDI Lead, EUM WG	<p>MoS: &gt;70% PSSF &amp; PSSM feel their line manager supports their career development in future SCS, &gt;70% feel their line manager gives opportunity for overall contribution discussion.</p> <p>FODs: At least one MPA staff member enrolls/engages with the Career Pathways Project offered by UofG. MPA staff feel confident in co-training new team members, and feel integrated into SMB.</p>	Begin in 2024/2025 academic year. Assess in 2025 SCS, full release 2026
	<p><i>22/23 Staff data: None of our MPA staff have applied for internal PPR over the last 5 years. 30% PSSF, 50% PSSM felt their line manager <u>does not</u> support their career development. 57% PSSF, 33% PSSM feel their line manager <u>does not</u> give them space to discuss their overall contributions to SMB. 29% PSSF <u>did not</u> feel able to discuss career development at P&amp;DR.</i></p>				
3.6	We need to embed School-wide structures to reduce the gendered 'leaky pipeline' by supporting CPD for grades 7&8 – especially OEwFED. We need to implement personalised CPD approaches. This is a continuation of AP 5.3 from our 2020 Action Plan.	<p>Map in-house and university-wide training opportunities and increase uptake of internal career development events, and training sessions.</p> <p>Develop 1-1 CPD sessions and personalised routes.</p> <p>Encourage PPR-forward grant costings.</p>	HoS, HoPS, EDI Lead, EUM WG	<p>MoS: &gt;70% G7&amp;8 OEwFED feel they've benefited from new CPD opportunities implemented as a result of this AP – using specific survey. Include new question about job security in 2025 SCS. FODs: 30% eligible engagement with UofG EC Development Programme, development of informal mentoring opportunities, shadowing senior meetings, informal mentoring, PIs to add increased salary costings in new grants.</p>	Begin development and promotion in 2024 academic year, integrate into P&DR and informal mentoring.
	<p><i>22/23 Staff Data: 54% of OEwFED or FED G7&amp;8 are F, but 75% OE 7&amp;8 are F. Comments: "lack of opportunities for senior grade 7 research staff"</i></p>				

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<b>Key Priority Area 4: Supporting our Learning, Teaching, &amp; Scholarship Staff</b>					
<b>4.1</b>	<p>There remains issues about staff workload and fair and appropriate spread of teaching workload across the SMB, with staff in the two career tracks of R&amp;T and TLS. SMB agreed to be the pilot School within the College of MVLS for developing a Teaching Allocation Model (TAM). The model is in development, with further details, e.g. assessment, still to be included.</p> <p><i>Using the MVLS agreed teaching workload % (LTS = 70%, RT = 30% &amp; R only = 5%) and adjusting for staff on less than 1 FTE contracts, the WLAM as of 18.10.2023, shows that SMB staff are contributing a significant amount of teaching beyond this agreed capacity. The model shows we are approximately 10.7 RT staff short, or 4.5 LTS staff short. As assessment is not fully captured in the current WLAM this understaffing is even more pronounced.</i></p>	SMB staffing levels need to be planned using the evidence derived from a fully developed WLAM.	LTS (Learning, Teaching, Scholarship) WG	MoS: complete a fully developed TAM which allows staff workloads to be quantified, and appropriate actions to reallocate teaching responsibilities across the School. FODs: balance teaching workload across the school and ensure the process is transparent and fair.	Begin in 2024/2025 academic year. Assess in 2025 SCS.



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4.2	A central aspect of the College Education Strategy is to encourage and support academic staff to complete scholarship, both to enhance their teaching capabilities and delivery, but also an essential part of their career development at the University. To further support staff develop scholarship funding support is needed to cover specific costs.	Apply for £12k to allow 1) primer funding for staff to apply for small amounts of money to start projects before aiming to apply for larger funds available through the University; 2) to cover publication costs for scholarship articles and 3) to support staff to attend LTS focussed conferences.	LTS WG	MoS: A quantifiable increase in the amount of scholarship completed by staff within the School, leading to improved teaching practice and academic promotions. FODs: Advertise funds across the School and encourage staff to utilise these resources.	Begin in 2024/2025 academic year. Assess in 2025 SCS.
	<i>We are aware that LTS staff are often unsure about the rationale behind scholarship, and require additional support/guidance to succeed in this area.</i>				
4.3	LTS Staff have a distinct promotion pathway compared to R&T Staff. As a department, we are new to supporting LTS Staff through UofG's promotional pathways. We are keen to address the gendered promotion balance throughout SMB's LTS Track.	We need to assess current understanding and satisfaction of the MVLS-wide LTS Promotions scheme. We need a clear gender-based understanding of our LTS Staff's decisions to opt for promotion, or not.	LTS WG	MoS: 100% of LTS Staff are successfully promoted, regardless of gender, with a focus on F-F peer support.  FODs: An improved understanding of F-LTS Staff's PPR experiences and aspirations; an increase in the number of successful LTS promotions across all grades, a rebalancing of gender disparities across grades.	Begin in 2024/2025 academic year. Assess in 2025 SCS.
	<i>We note that while 75% of grade 7&amp;8 lecturers are F, 83% of teaching professors are M, demonstrating a clear leaky pipeline. We need to better support our F LTS Staff through PPR.</i>				

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4.4	<p>To support integration, Scholarship, and best teaching practice, SMB hosted its first LTS-Research/Teaching integrated away day, for all staff members with teaching focus or interest in late 2023. We are keen to expand this pilot programme to further develop our degree programmes and staff integration/collegiality.</p>	<p>Expand on pilot away/integration day and solidify bi-annual schedule. Conduct survey across School to better understand what preferred outcomes of LTS Integration awaydays. Acquire £500 incidental funding to cover refreshments and meal for attendees. Record talks and make available digitally.</p>	<p>LTS WG, Directors of Education, UPPs WG.</p>	<p>MoS: &gt;60% SMB members feel aware of LTS roles and functions, aware of the types of teaching being undertaken, and aware how to contribute to teaching, learning, and scholarship if interested.</p> <p>FODs: A robust integrative bi-annual away day with an LTS focus, including talks, posters, LTS best practice examples, and success stories from the previous years. Sessions to integrate and share novel SMB research into current teaching curricula. A discussion of UGT &amp; PGT outcomes.</p>	<p>Survey members in 2024 for outcome actions before 2025 full away day session.</p>
	<p><i>LTS Staff joining SMB have felt less integrated within the School than pre-existing members, although some feel more comfortable in SMB compared to their previous department. Existing members felt slightly less informed about the integration of previous departments into SMB. (free-text comments, redacted for anonymity).</i></p>				

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<b>Key Priority Area 5: Supporting our UGs, PGTs, PGRs</b>					
<b>5.1</b>	We do not currently have access to high-level intersectional data or protected characteristic data for our UGs, PGTS, or PGRs. This may be preventing us from identifying factors preventing engagement, access, or higher-award classification aspirations.	Being analysing and interrogating high-level protected characteristic data of our taught Students at time of enrolment, and end of studies. This will allow us to assess 'leaky pipelines' based on intersectional criteria.	UPPs WG (Undergraduate, Postgraduate Taught, Postgraduate Research)	MoS: Key data will be reviewed for the 24/25 cohort. and where appropriate, action plan development to encourage/support participation from a broader range of students if appropriate.	Begin data review from September 2024, develop action from 2025 where appropriate.
	<i>Data is collected but analysis at an SMB-level is required, this will provide us with enough granularity to action meaningful change.</i>			FODs: Identification of student's key characteristics, understanding of potential leaky pipeline based on intersectionality, implementation of specific support to ensure student success.	
<b>5.2</b>	We do not currently collect or analyse data considering gendered requests of PT PGR research. PT study choices could be gendered and we need to better understand motivations to support these students. PGRs researching PT may also be more likely to be experiencing health difficulties.	Ensure all PGRs are aware of PT options when they apply to join SMB. If PT switch requested, collect data or 1-1 discussion with PGR to better understand motivations.	UPPs WG	MoS: If 100% of PT PGRs record their motivations for choosing PT over FT/ data is adequately collected.	Begin data review from September 2025, develop action from 2026 where appropriate.
	<i>We do not currently have a formalised understanding of why PGRs choose to study PT.</i>			FODs: Identification of any motivating trends for PT study, e.g. disability/health, MAPFC responsibilities, work/life imbalance, bullying/harassment. Address as appropriate, allow outcomes to inform student support.	

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5.3	<p>We started surveying PGTs and UGs in 2023 to understand their experiences of discrimination in SMB, if any. We need to action and investigate these outcomes and continue a yearly survey.</p> <p><i>~95% students surveyed had never experienced any discrimination, however we need to better understand and support those who have. 35% of students surveyed <u>were not</u> confident in accessing support if they faced discrimination.</i></p>	<p>Improve signposting to support resources for students throughout their courses – including emails, in-lecture/lab announcements. Follow up with students who shared specific comments and integrate best practice language choices for lecturers. Allow gender recording within survey.</p>	UPPs WG	<p>MoS: &gt;90% students are confident in accessing support resources if required.</p> <p>FODs: Running the EDI for taught students survey annually, integrating comments and actions as required. Including gender options for responses allows us to better understand and support potentially gendered discrimination.</p>	Continue from 2024, repeat annually and action throughout each academic year.
5.4	<p>We have begun running lunchtime lecture series for UGs and PGTs called 'Science Stories' in the first quarter of semester one in 2023, running alongside the student-run G-Gnomes Society. SMB researchers share their research with taught students, who are provided with networking opportunities/refreshments. We believe these types of events are key to build community, collegiality, and retain a diverse student cohort.</p> <p><i>We need to ensure this important and useful series has long-term support from LTS and R&amp;T/R-only staff in SMB as it directly builds community and collegiality within our taught cohort.</i></p>	<p>Provide support for SMB research staff to engage with ongoing science stories talks for UGs &amp; PGTs. Monitor and promote ongoing talks and integrate evaluation and engagement monitoring.</p>	UPPs WG	<p>MoS: 50% more SMB researchers sign up to speak at a Science Stories event in the 2024/2025 academic year to ensure session longevity.</p> <p>FODs: Ensuring the Science Stories series of talks is sustainable and that SMB members understand the importance of supporting UG/PGT learning. An improved understanding of who is attending and who is benefiting from these talks, and how to make them more representative in the future.</p>	Begin recruiting speakers July 2024 for next series of talks.

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<b>Key Priority Area 6: Celebrating and Supporting Intersectionality</b>					
<b>6.1</b>	<p>We currently have LGBTQIA+, Disability, BAME/GEM, and MAPFC representatives on the EDIC. We do not currently have representatives for: Older Workers, Menopause Support. We do not currently have a Faith Network.</p>	<p>Gauge interest in developing additional voluntary posts for intersectional/protected characteristic groups. Implement and recruit if need within SMB. Re-advertise yearly as membership evolves.</p>	<p>CSI (Celebrating and Supporting Intersectionality) WG</p>	<p>MoS: If need for additional intersectional representatives is assessed and action taken appropriately. Ensure representatives are properly recognised &amp; rewarded.</p> <p>FODs: If appropriate, representatives for Older Workers, Menopause, development of a Faith Network. Expand to other representatives if appropriate.</p>	<p>Gauge interest from January 2024 onwards. Advertise recruitment termly.</p>
	<p><i>It's vital that all SMB members feel they can discuss their experiences as appropriate and feel represented at School level. After the success of our current representatives, we want to gauge interest for expansion.</i></p>				
<b>6.2</b>	<p>We do not currently collect protected characteristic data beyond gender. In order to ensure we are adequately supporting our intersectional community, we need to improve intersectional granularity</p>	<p>Develop an anonymous survey covering PCs and intersectional experiences; e.g. race &amp; ethnicity, LGBTQIA+ experiences, parent/caring, age, marital status. Monitor emerging trends &amp; SWOT analysis for additional information.</p>	<p>CSI WG</p>	<p>MoS: If 40% existing SMB members fill out equalities monitoring survey. If 2 relevant actions/events/outcomes occur as a response (e.g. better advertising for LGBTQIA+ events)</p> <p>FODs: SWOT analysis of emerging issues from equalities survey. Action suggested outcomes as feasible.</p>	<p>Begin developing survey with MVLS Athena SWAN data manager in January 2024. Roll out survey yearly from June 2024.</p>
	<p><i>Collecting this data will allow us to ensure our School adequately supports our members based on their PCs. This will allow us to retain talent by supporting an inclusive working environment for people of all identities.</i></p>				

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6.3	We currently only ensure members sitting on recruitment panels take unconscious bias training. We need to expand this training to encompass other protected characteristics. UofG offers several suitable resources.	Embed EDI online training modules into new starter induction packs (Unconscious Bias, Bystander Intervention, Gender Equality at Work, Talking about Race in the Workplace). Promote uptake of these courses across existing SMB members.	CSI WG	MoS: If 80% new members take at least two courses – monitored by induction completion. If at least 40% existing members take at least one course. If >70% respond positively to the new 2025 SCS question: ‘SMB take a proactive approach towards EDI training and resource access’	Integrate with restructuring of induction pack – outline resources in email from September 2024.
	<i>Creating a safer and welcoming academic environment is critical for positive HE outcomes. We want to foster a culture of proactive EDI engagement across all student levels and all job families to create a continuous culture of learning and improvement.</i>				
6.4	We need signposting resources available for members to support bullying or harassment based on protected characteristics (e.g. gender based violence, race motivated bullying). We want to ensure members understand microaggressions and harmful behaviour	Collate available resources on EDI webpage. Include UofG specific resources and external resources where appropriate. Share in School Bulletin and include in induction packs.	CSI WG	MoS: If >70% SMB members are aware of collated resources and their use, if >60% would feel confident accessing or using the collated resources if appropriate.  FODs: A collated resource outlining intersectional/protected characteristic policy, modes of reporting, and potential outcomes. Seminar series outlining the importance of intersectional incident reporting if enough interest garnered.	Underway December 2023, review due March 2024.
	<i>Everyone needs be able to report inappropriate behaviour – especially considering protected characteristics. We need to foster an accessible and accountability-driven environment with a zero-tolerance policy.</i>				

New Action Point	Objectives and <i>Rationale</i>	Actions	Responsible School Member or Working Group	Measures of Success (MoS) and Final Outcomes/Deliverables (FODs)	Implementation and review timescales – based on SAT ranking
6.5	<p>We do not currently offer specific times/spaces for members to informally discuss their life experiences, worries, or issues. This is currently organised on an ad-hoc basis with representatives.</p>	<p>Create formalised 'Intersectional Office Hours (IOH)' – where members willing to discuss intersectional experiences share their availability online and on their office door for those conversations (e.g. 1-2 hours per term, in line with current UofG Rainbow Office Hours)</p>	CSI WG	<p>MoS: If representatives or other intersectional SMB members agree to host termly intersectional office hours. If members are aware of IOHs, feel they can access if required, and receive adequate support or signposting.</p>	<p>Begin surveying potential participants from January 2024. Implement from June 2024.</p>
	<p><i>We want to foster a welcoming and accessible environment for our members to discuss their intersectional and protected-characteristic based concerns. We want to create a School where support and conversations are prioritised to allow our members to succeed.</i></p>			<p>FODs: A functional &amp; responsive IOH pilot running across SMB. Ensure adequate recognition is provided for those willing to act as signposters or micro-mentors.</p>	

New Action Point	Objectives and <i>Rationale</i>	Actions	Responsible School Member or Working Group	Measures of Success (MoS) and Final Outcomes/Deliverables (FODs)	Implementation and review timescales – based on SAT ranking
<b>Key Priority Area 7: Fostering a Healthy Whole-Life Balance</b>					
<b>7.1</b>	<p>We are especially keen to better understand the uptake of leave for staff and students with additional caring responsibilities, for themselves or for dependents. This role is often hidden, particularly for women.</p> <p><i>22/23 data: 50% acadF and 36%acadM; 57% PSSF 50% PSSM, 11% PGRF have additional caring responsibilities. Despite this, only 5 staff members (40%F) have used carers leave in the past 3 years.</i></p>	<p>SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of current caring leave policy and uptake through a bioscience specific lens. Improve awareness of policy.</p>	<p>FWLB cFostering a Healthy Work Life Balance) WG</p>	<p>MoS: If &gt;70% SMB members are aware of carer policy, feel confident in accessing and requesting leave through the policy if required in SCS 2025.</p> <p>FODs: Development and delivery of SWOT analysis, 1-1 discussions with those who've used carer's leave. Implementation of awareness campaign, inclusion in induction pack. Examples of successful carer's leave.</p>	<p>Begin SWOT analysis 2024/2025, continue implementation of outcomes 2025 onwards.</p>
<b>7.2</b>	<p>We offer a formal hybrid working policy, but would like to better understand formal versus informal approaches to hybrid working. WFH often best impacts those with additional caring responsibilities, and can foster a better WLB.</p> <p><i>SCS: 33% acadF, 33% PSSF, 33% PGRF have used our formal hybrid working policy. We are unsure if these figures accurately reflect formal/informal WFH/hybrid working uptake</i></p>	<p>Embed flexible working practices, for all staff including professional services including being able to work from home; compressed hours; and flexible/hybrid working, where role permits. Develop examples of successful hybrid working patterns to share.</p>	<p>FWLB WG</p>	<p>MoS: If M and F responses both 100% aware of formal/informal hybrid working policies. If &gt;80% have discussed hybrid/WFH policies with their LM where appropriate. SCS 2025 survey.</p> <p>FODs: An online example pack of different ways to work (e.g. compressed, hybrid, WFH, flexible) and real-world SMB specific examples. Include laboratory based examples where possible. Include WFH/flexi/hybrid discussion in P&amp;DR.</p>	<p>Ensure managers discussing WFH/flexible options as standard from 2024/25 academic year start.</p>



New Action Point	Objectives and <i>Rationale</i>	Actions	Responsible School Member or Working Group	Measures of Success (MoS) and Final Outcomes/Deliverables (FODs)	Implementation and review timescales – based on SAT ranking
7.3	<p>We want to embed a healthy whole-life balance into our School ethos. We appreciate this is a long-standing issue in HE, especially in primarily laboratory-based departments like SMB. This requires a multi-targeted approach, so we want to start developing small changes to School culture.</p>	<p>To embed a healthy WLB into our School culture, we will develop an awareness campaign, 1-1 informal support/idea generation sessions with an EDIC member, and a 'design my WLB' sheet for new starters. Better signposting of UofG based WLB support events.</p>	FWLB WG	<p>MoS: If &gt;70% SMB members, regardless of job family, agree that SMB promotes a healthy WLB. If &gt;60% feel they have control/influence over their WLB (New Q for 2025 SCS).</p> <p>FODs: A WLB checklist/planner provided to all new starts. Introduce WLB drop-in sessions to problem solve and generate new ideas with FWLB working group. Demonstrate WLB successes with poster campaign.</p>	<p>Begin 25/26 Academic year. Implement fully from 26/27 academic year or earlier if appropriate.</p>
	<p>SCS 2023: Acad: 47%F, 45%M, PSS: 43%F, 33%M, PGR:33%F, 11%M are either <u>neutral</u>, <u>disagree</u>, or <u>strongly disagree</u> that SMB promotes a healthy WLB.</p>				

New Action Point	Objectives and <i>Rationale</i>	Actions	Responsible School Member or Working Group	Measures of Success (MoS) and Final Outcomes/Deliverables (FODs)	Implementation and review timescales – based on SAT ranking
<b>Key Priority Area 8: Acceptable Behaviour, Inclusive Intervention &amp; Leadership</b>					
<b>8.1</b>	We need to improve confidence in the reporting process, and how bullying/harassment are addressed within SMB. The more people that see successful behavioural intervention and outcomes, the more likely we are to improve how bullying is handled. It may also decrease incidences of bullying.	Implement an anonymous online whiteboard style transparency page to monitor SMB-level data on informal grievance raised with HoS and HoS and publishing (anonymous) results to demystify the reporting-outcome pipeline	ABII (Acceptable Behaviour, Inclusive Intervention) WG	MoS: If >75% are satisfied with how bullying and harassment are handled within SMB. If >75% agree (in 2025 SCS) that the school-level B&H handling process is transparent.  FODs: An online reporting tracker (e.g. Padlet) showing anonymised data of initial report, the intervention, and the outcome.	Develop within semester of 24/25 academic year using locally held data.
	<i>SCS 2023: 'Neither agree/disagree, disagree/strongly disagree: acad: 61%F, 26%M, PSS:43%F, 67%M, PGR: 33%F, 44%M are satisfied with how B&amp;H are addressed in the School.</i>				
<b>8.2</b>	Any B&H is cause for concern. We talk a zero tolerance approach, and are concerned that a small but persistent number of our School have experienced unwanted behaviour. We are aware this increase may be a result of successful awareness campaigns	Hold 1-1 interviews/focus groups to understand emerging issues around acceptable behaviour, harassment, and behavioural intervention including intersections with gender (e.g., ethnicity, sexual orientation or identities, culture and social background, caring responsibilities). Continue implementation of Inclusive Leadership Resource.	ABII WG	MoS: If % feeling they have experienced bullying/harassment decreases, combined with an improvement in reporting transparency. If 100% of new starts have engaged with ILR within first year  FODs: A deeper understanding of potential bullying, discrimination, and harassment causes specific to SMB. Development of SMB specific acceptable behaviour policy.	Develop over 2025/26academic year. Implement suggested outcomes 2026/2027 academic year.
	<i>SCS 23: 'Have you felt bullied in the last year?' Yes: acad: 3%F, 7%M, PSS: 14%F, 0%M, PGR: 22%F, 11%M</i>				

New Action Point	Objectives and <i>Rationale</i>	Actions	Responsible School Member or Working Group	Measures of Success (MoS) and Final Outcomes/Deliverables (FODs)	Implementation and review timescales – based on SAT ranking
8.3	The process for reporting B&H, or what to do if you are experiencing discrimination, is not clear enough. We need to improve transparency and deconvolute the reporting process.	Create a transparent, accessible, and easy to understand guide to the bullying, harassment, and discrimination reporting process. Include in yearly policy update reminder, and induction. Create poster awareness campaign and continue to highlight microaggressions, gender based violence.	ABII WG	MoS: If >80% SMB members are aware of what to do if they experience or witness bullying in SCS 2025.	Begin guide development over summer 2024. Disseminate September 2024.
	SCS 2023: Acad: 34%F, 24%M, PSS:33%M, PGR: 33%F, 11%M are <u>unsure</u> of what to do if they experience or witness bullying.			FODs: Creation of a transparent, accessible, guide to reporting B&H within SMB, including UofG policy, reporting lines, and escalation.	
8.4	We are pleased that our ILR has been met with praise, and is now in use at other departments and Universities. We are keen to push for an increase in usage, awareness, and recommendation – with hopes that embedding inclusive leadership principles will reduce unacceptable behaviour.	Continue promotion of ILR across SMB and MVLS by including in induction process, with posters, and with inclusion in seminar series and careers development.	ABII WG	MoS: If >90% new starts engage with the ILR, if >40% SMB members without line management/formal supervisory roles engage, if >60% SMB members with formal supervisory/LTS roles engage. If >60% SMB members are aware of SMB's commitment to inclusive leadership in 2025 SCS.  FODs: A continually evolving ILR which accurately reflects the needs of a developing SMB.	Begin embedding in yearly bulletin from September 2024.