

1. Academic Promotion and Career Development					
Reference	Planned action/objective	Rationale	Timeframe and key milestones	Person/people responsible (including job title)	Success criteria and outcome
1.1	Highlight the academic promotion success rates and the changes we have made to improve the academic promotion process.	To improve staff's perception of fairness of the academic promotion process and to increase transparency; in 2014 46% of academic staff did not think that the process is fair.	Summer/Autumn 2017 (ahead of the next promotion round): Publicise NHLI academic promotion success rates and changes we have made to the process, e.g. all eligible staff considered, promotions panel composition changed, feedback to unsupported applicants. 2018/2019: Consult academic staff regarding their perception of fairness of the process.	Athena Administrative Lead (Dr Maija Maskuniitty) and Institute Lead for Equality (Prof Sian Harding)	Improved staff perception of the fairness of the academic promotion process in 2018/19; >75% of academic staff agree the process is fair in 2019 Staff Survey.
1.2	Help staff understand the academic promotion criteria better.	2016 Focus Groups: Lack of clarity within academic and research staff regarding what is needed for progression and promotion.	Summer/Autumn 2017 (ahead of the promotion round) and annually thereafter: Organise an informal Q&A session for academic and research staff; involve people who have been on the promotions panel and people who have recently been promoted; produce indicative guidelines and/or example CVs.	Hol (Prof Kim Fox) in collaboration with Division Heads (Prof Sian Harding , Prof Wisia Wedzicha, Prof Clare Lloyd , Prof Stuart Cook, Prof Sir Anthony Newman Taylor)	>10 people attend the Q&A session; Improved understanding of promotion criteria by academic and research staff as reported in surveys and focus groups.
1.3	Develop a shadowing scheme for postdoctoral research associates to give them an opportunity to shadow academic staff.	2016 Focus Groups: Lack of clarity regarding what is needed to progress from a postdoc to an academic; shadowing would give insight into an academic career.	Spring 2018: Discuss in SAT meetings; invite academics to take part. Spring 2019: Roll out the scheme; review after first 5 cases. 2019-2020: Develop scheme as necessary.	Institute Lead for Postdocs (Prof Miriam Moffatt) together with postdoc representatives in SAT (Dr Mike Cox , Dr Olga Archangelidi)	More clarity within postdocs about what is needed for an academic career by 2020, as reported in surveys and focus groups; >5 postdocs annually use the scheme.
1.4	Organise a speed mentoring session for early career researchers.	2016 Focus Groups: increased support needed for postdocs' career development; lack of clarity regarding what is needed to progress from a postdoc to an academic.	Spring 2018: Discuss in FoM Athena Committee and explore options (e.g. Faculty-wide event). Spring 2019: Organise the first speed mentoring session; consult Postdoc Development Centre. 2020 onwards: Organise speed mentoring session annually if pilot event is successful.	Institute Lead for Equality (Prof Sian Harding) in collaboration with SAT, FoM Athena Committee, Institute Lead for Postdocs (Prof Miriam Moffatt) and Postdoc Development Centre	More clarity within postdocs about what is needed for an academic career and postdocs feel more supported by 2020, as reported in surveys and focus groups.
1.5	Further develop the NHLI Fellowship scheme to give the fellows a more structured training and development programme.	Need to offer the NHLI Fellows the best possible support to help them obtain external funding and prepare them for an academic career.	Ongoing: Start developing the training and development scheme and trial on current NHLI Fellows. Autumn 2018: Review and gather feedback on the scheme from current fellows; finalise scheme and roll out to new NHLI Fellows.	NHLI Research Manager (Dr Alun Owen) in collaboration with NHLI Operations Trainees	Positive feedback from NHLI Fellows; NHLI Fellows successful in obtaining external funding.
1.6	Review grant application success rates and support offered to applicants; review rates by gender.	Need to improve grant application success rates and ensure there are no gender differences; ensure female junior academics particularly get optimal support.	Ongoing: Offer grant application peer review to all staff applying for funding. August 2017: Review grant application success rates for 2016/17 financial year. Spring 2018: Review support offered to people applying for funding. Annually: Review grant application success rates in August.	NHLI Research Manager (Dr Alun Owen)	Percentage of awarded grants increased by >10% by 2018; no gender differences.
1.7	Gather feedback from academics on probation on the probation review process and further improve the process.	Changes to the academic probation review process have been introduced in recent years to strengthen the process; need to understand if that has helped the staff going through the probation process.	Spring 2019: Gather feedback from academics on probation and their managers and academic advisers. By end of 2019: Implement any necessary changes to the academic probation process.	Athena Administrative Lead (Dr Maija Maskuniitty) in collaboration with NHLI Operations Trainees	All NHLI academics on probation are in a strong position to be confirmed in their academic post when they reach the end of their probation period; measured by positive feedback from the final probation review panel and the academic on probation.
2. Recruitment					
Reference	Planned action/objective	Rationale	Timeframe and key milestones	Person/people responsible (including job title)	Success criteria and outcome
2.1	Have a minimum of one female and one male panel member in <i>all</i> recruitment panels with three or more members.	Single sex panels might discourage applicants of the opposite sex; mixed-gender panels already part of policy for academic recruitment.	Oct 2017: Inform all managers and the appropriate administrative/HR staff of the new policy. Jan 2018: Implement the policy. Summer 2018: Review the policy.	Institute Manager (Dr Jane Evers)	All recruitment panels with three or more members are mixed-gender in >90% of cases by end of 2018.

2.2	Employ the 'Search Committee' approach and the 'Know Your Pool' approach in order to target female candidates for recruitment, especially at the more junior academic levels and clinical professor level.	More women than men have been recruited to NHLI academic posts in recent years; need to increase the number of female academic appointments, especially at the more junior levels and clinical professor level.	Summer 2017: Discuss in the MAC meeting and consult other departments in FoM. Autumn 2017: Roll out to all new academic vacancies; track hits on job adverts on different advertising media to find the best sites for advertising our academic vacancies. Autumn 2018: Review.	Division Manager (Ms Emma Bowman) together with the chairs of recruitment panels	An increase in the percentage of female academics at NHLI, especially at junior levels and clinical professor level.
2.3	Check job descriptions and adverts for all academic posts for gender specific language.	More women than men have been recruited to NHLI academic posts in recent years; need to increase the number of female academic appointments and also attract the best male candidates.	Sept 2017: Explore options and resources available. Nov 2017 - Summer 2018: Scrutinise all adverts for academic posts. Summer 2018: Produce guidelines and circulate to all academic staff and other staff involved in academic recruitment.	Division Manager (Ms Emma Bowman) together with the chairs of recruitment panels	Language in all academic job adverts will be gender neutral by the end of 2018; an increase in female percentage of applicants for academic posts.
2.4	Explore the potential reasons why more men than women have been appointed to academic posts by nomination in recent years.	To uncover further measures that could be effective regarding academic appointments.	Spring 2018: Discuss in SAT meetings. Summer 2018: Develop new actions. 2019: Implement actions.	NHLI Research Manager (Dr Alun Owen) and all SAT members	New actions to increase female academic appointments successfully developed and implemented by 2019.
2.5	Improve data collection and record keeping for NHLI recruitment to non-academic research posts.	Gaps in recruitment data for non-academic research posts.	2017: New online recruitment system launched College-wide. 2017-2018: NHLI staff trained in the new system as appropriate. 2018 onwards: Complete recruitment data for all academic and research posts recorded.	NHLI Athena Administrative Lead (Dr Maija Maskuniitty) and NHLI Section Administrators	Full recruitment data at all levels of academic and research posts gathered from 2018 onwards for next Athena application in 2021.

3. Clinical Academics

Reference	Planned action	Rationale	Timeframe and key milestones	Person/people responsible	Success criteria and outcome
3.1	Set up an FoM-wide Clinical Academic/Research Staff Working Group to drive initiatives that support these staff groups.	A significant portion of clinical academics at NHLI are men; aim is to improve gender balance; need for better support for clinical staff (2016 Focus Groups).	Autumn 2017: Discuss in FoM Athena Committee and invite staff to join the working group. Spring 2018: Organise a meeting for the working group; collaborate with the College Clinical Academic Training Office (CATO). By end of 2018: Develop and implement actions; incorporate actions into Athena Action Plan.	Institute Lead for Equality (Prof Sian Harding) and Female Clinical Senior Lecturers in SAT (Dr Amanda Natanek, Dr Sonya Babu-Narayan, Dr Jenni Quint) in collaboration with other departments in FoM and Clinical Academic Training Office (CATO)	Generation and implementation of actions towards increasing female clinical academic career prospects by end of 2018; increase in the number of Intermediate Clinical Research Fellowships by 2020; increased awareness of Athena within clinical staff.
3.2	Continue the collaboration and strengthen our links with Academy of Medical Sciences (AMS) and Royal College of Physicians (RCP) to work on clinical academics' career development.	Athena principles not widely endorsed by NHS Trusts; clinical academics and research fellows need support beyond the university.	Ongoing 2017-2020: Meetings with AMS, RCP and NHS Trusts; speaking engagements and high level committee places on key organisations which can advance policy and practice.	Institute Lead for Equality (Prof Sian Harding) and Hol (Prof Kim Fox) in collaboration with a female clinical representative in SAT (Dr Amanda Natanek)	Increased engagement with influential organisations to advance the Athena agenda in NHS Trusts; increased awareness of Athena in NHS Trusts.
3.3	Promote support and development opportunities available to clinical staff, particularly women.	2016 Focus Groups: Clinical academics need better support. Discussions with female clinical research and academic staff at NHLI and FoM.	Autumn 2017: Discuss in SAT and FoM Athena Committee; compile a list of training and development opportunities and publicise to clinical staff; e.g. College's Clinical Academic Training Office (CATO), SUSTAIN Programme by AMS, MBPhD studentships.	Clinical representatives in SAT (Dr Amanda Natanek, Dr Sonya Babu-Narayan, Dr Jenni Quint, Prof Simon Thom)	Greater awareness of training opportunities for all clinical career stages within clinical staff; as reported in focus groups.

4. Professional and Technical Staff

Reference	Planned action/objective	Rationale	Timeframe and key milestones	Person/people responsible (including job title)	Success criteria and outcome
4.1	Have termly meetings for the NHLI Professional and Technical Staff Working Group (PTSWG).	To drive and monitor Athena initiatives related to professional and technical staff; to improve support documentation and processes for this staff group so that they are equivalent to the academic track.	April - June each year: Hold a PTSWG meeting. Oct - Dec each year: Hold a PTSWG meeting. Jan - March each year: Hold a PTSWG meeting. April 2018: Review progress and meeting frequency.	Athena Administrative Lead and Chair of NHLI PTSWG (Dr Maija Maskuniitty)	New initiatives for professional and technical staff successfully rolled out, e.g. induction packs, mentoring scheme.

4.2	Develop secondment and/or shadowing opportunities for professional and technical staff at NHLI.	Discussed in the NHLI PTSWG group and in 2016 Focus Groups.	Spring 2018: Explore secondment/shadowing opportunities through informal interviews with staff and discuss in SAT and PTSWG meetings. Autumn 2018 onwards: Offer specific opportunities to staff and review after 3-5 cases.	Institute Manager (Dr Jane Evers)	>5 staff will have taken part by end of 2020: Improved skill set for professional and technical staff; judged by feedback from staff who have taken part.
4.3	Promote College and external training and development opportunities to technical staff.	Staff not always aware of opportunities available; technical staff training is more focussed on acquiring new techniques.	Summer 2017: Start compiling a list of training and development opportunities (e.g. by HEaTED network, Imperial Technicians' Network). Autumn 2017 onwards: Publicise opportunities regularly via e-mail and NHLI Newsletter; update list of opportunities available.	Technical staff representative in SAT (Mr Peter O'Gara) in consultation with the NHLI PTSWG	Increased staff awareness of training and development opportunities; extended skill set for technical staff; judged from feedback at focus groups.
4.4	Increase communication on training and development opportunities for professional staff.	Discussed in the NHLI PTSWG and in 2016 Focus Groups; there are numerous training and development opportunities available to professional staff but they are not always aware of them; especially male staff's training uptake relatively low (4 career development courses attended in 2016).	Autumn 2017: Start compiling a list of training and development opportunities. Spring 2018 onwards: Publicise opportunities regularly via e-mail and NHLI Newsletter; update list of opportunities available.	Professional staff representative in SAT (Ms Jinata Subba)	Increased staff satisfaction regarding training opportunities; increased uptake by male staff by >50% from current level by end of 2019 .
4.5	Collect case studies of NHLI professional and technical staff – highlighting their career paths and the support they have received – and put them up on the NHLI website.	Need to promote and support career development of professional and technical staff; discussed in NHLI PTSWG.	2018: Prepare 4-5 case studies of staff with different backgrounds and seniority levels. Annually: Collect new case studies.	NHLI Communications and Website Officer (Ms Helen Johnson)	Positive feedback from Professional and technical staff in surveys / focus groups.
4.6	Investigate reasons for why there have been no job level review applications from male professional and technical staff since 2012.	To improve gender balance for staff progression in the predominately female professional and technical staff groups.	2018: Discuss in the NHLI PTSWG and develop necessary actions. 2018-2019: Implement any actions developed.	Athena Administrative Lead (Dr Maija Maskuniitty)	Any necessary new actions incorporated into the Athena Action Plan.

5. Personal Review and Development Plan (PRDP)

Reference	Planned action/objective	Rationale	Timeframe and key milestones	Person/people responsible (including job title)	Success criteria and outcome
5.1	Carry out the PRDP Survey again in 2019 and aim to increase the response rate.	To monitor improvement in staff satisfaction and impact of PRDP actions since the 2016 PRDP Survey; 2016 PRDP Survey response rate = 30%; 60% of respondents found the PRDP process valuable.	Summer 2019: Request all staff to complete the PRDP Survey. Autumn 2019: Analyse survey results and develop new actions as necessary; incorporate actions into the Athena Action Plan; report on survey results to all staff.	Athena Administrative Lead (Dr Maija Maskuniitty) in collaboration with Imperial Learning and Development Centre Manager	Improved staff satisfaction regarding PRDPs as reported in PRDP Survey; new actions related to PRDPs developed; survey response rate >50%; >80% find the PRDP process valuable.
5.2	Carry out the PRDP form sampling exercise again in 2019 to monitor any improvement in PRDP forms.	To monitor improvement in PRDP form completion and impact of actions since the 2016 exercise; people tend to list work responsibilities rather than objectives on the forms.	Summer 2019: Carry out PRDP form sampling exercise. Autumn 2019: Report on results to all staff.	Athena Administrative Lead (Dr Maija Maskuniitty) in collaboration with Imperial Learning and Development Centre Manager	Improved use of PRDP forms in 2019 compared to 2016; objectives (rather than responsibilities) clearly stated on >90% PRDP forms sampled.
5.3	Produce NHLI PRDP guidelines based on the outcomes of the PRDP Quality Control Project.	To feed back results from PRDP survey and form monitoring exercise to improve the PRDP process; to incorporate guidance discussed in focus groups, NHLI PTSWG and SAT meetings.	Autumn 2019: Start developing guidelines; discuss in MAC and SAT meetings and NHLI PTSWG. Spring 2020: Finalise guidelines with the College Learning and Development Centre; consider producing online training materials.	Institute Lead for Equality (Prof Sian Harding) and Athena Administrative Lead (Dr Maija Maskuniitty) in collaboration with Imperial Learning and Development Centre Manager	>80% of NHLI staff find the PRDP a useful development tool by end of 2019.
5.4	Encourage staff to complete the College's PRDP online training course and monitor uptake.	60% of respondents found the PRDP process valuable in 2016 PRDP Survey; people tend to list work responsibilities rather than objectives on the PRDP forms.	Autumn 2017 onwards: Encourage staff to complete the online PRDP training course; send reminders at least twice a year.		>80% of staff will have completed the online training by end of 2019; >80% of NHLI staff find the PRDP a useful development tool by end of 2019.
5.5	Staff and managers to discuss workload issues as part of the annual PRDP, including external committee roles.	To encourage staff input into the development of a useful workload model.	Autumn 2017: Remind all staff to discuss workload issues as part of their PRDP. May 2018: Gather feedback from staff on workload discussions.	Head of Institute (Prof Kim Fox)	Understanding of key workload concerns for staff at each level: what they think are main claims on their time which might reduce their career progression or affect work/life balance.

6. Mentoring					
Reference	Planned action/objective	Rationale	Timeframe and key milestones	Person/people responsible (including job title)	Success criteria and outcome
6.1	Develop the NHLI mentoring scheme as part of the FoM mentoring scheme.	To streamline the mentor-mentee matching process and to allow inter-department matching; discussions in the FoM Athena Committee; we currently have approximately 50 mentors and 50 mentees.	Autumn 2017 onwards: Combine departmental mentoring databases; streamline mentor-mentee matching process; arrange mentor workshops; publicise the scheme.	Chair of FoM Athena Committee and Vice Dean (Institutional Affairs) (Prof Clare Lloyd)	Increase the number of mentors and the uptake of mentoring by at least 20% by the end of 2019.
6.2	Encourage junior clinical staff, especially women, to get mentors.	2016 Focus Groups: Clinical academics need better support. Currently only 5 female clinical staff have mentors (formally through the mentoring scheme).	Spring 2018: Promote the mentoring scheme to clinical staff, highlighting the benefits of mentoring. Annually: Promote mentoring scheme to clinical staff, highlighting the benefits of mentoring.	Chair of FoM Athena Committee and Vice Dean (Institutional Affairs) (Prof Clare Lloyd)	Increased take-up of mentoring by female clinical academics and clinical research staff; at least triple the number of formally recorded mentees by end of 2018.
6.3	Encourage clinical academics, especially women, to take on mentor roles.	2016 Focus Groups: Clinical academics need better support. We currently have 6 female and 10 male clinical staff formally signed up as mentors.	Autumn 2017: Discuss in FoM Athena Committee; invite clinical academics, especially women, to sign up as mentors. Annually: Invite clinical academics, especially women, to sign up as mentors.	Chair of FoM Athena Committee and Vice Dean (Institutional Affairs) (Prof Clare Lloyd)	Increased pool for female clinical academic mentors by >50% from present level.
6.4	Encourage professional and technical staff to sign up as mentors and to get mentors from their own staff group to discuss career development and to prepare them for PRDP meetings.	Discussed in the NHLI PTSWG; none of our professional and technical staff currently have formal mentors.	Spring 2018 onwards: invite professional and technical staff to sign up as mentors; encourage professional and technical staff to get mentors.	Vice Dean (Institutional Affairs) and Chair of FoM Athena Committee (Prof Clare Lloyd) and Athena Administrative Lead (Dr Maija Maskuniitty)	Increased number of professional and technical staff mentors (>15); increased uptake of mentoring by professional and technical staff (>15) by 2020.
7. Induction Materials for New Staff					
Reference	Planned action/objective	Rationale	Timeframe and key milestones	Person/people responsible (including job title)	Success criteria and outcome
7.1	Review the induction pack for new postdocs, including gathering feedback from the NHLI Postdoc Committee.	The latest postdoc induction letter has not yet been reviewed.	Autumn 2017: Discuss in NHLI Postdoc Committee meetings. By end of 2017: New induction materials finalised. From Jan 2018 onwards: All new postdocs receive updated induction pack. 2019: Review new induction materials.	Postdoc representatives in SAT (Dr Mike Cox and Dr Olga Archangelidi) and Institute Lead for Postdocs (Prof Miriam Moffatt)	All new postdocs receive updated induction materials from Jan 2018; positive feedback from new postdocs who have received the induction letter and NHLI Postdoc Committee members.
7.2	Expand the induction pack for new postdocs to all non-academic research posts (i.e. research fellows and research assistants).	Induction packages specific to research fellows and research assistants do not currently exist.	2018: Develop new induction materials based on the new postdoc induction letter and roll out to all new research assistants and research fellows. Jan 2019: Review induction materials.	Senior research staff representatives in SAT (Dr Tanya Tolmachova , Dr Pank Bhavsar)	All new research assistants and fellows receive tailored induction packs from Jan 2019 onwards; positive feedback from staff who have received new induction packs.
7.3	Develop induction packages specifically tailored to new professional and technical staff.	Induction packages specific to professional/technical staff do not currently exist.	Autumn 2017: Discuss in NHLI PTSWG. 2018: Finalise new induction materials and start sending to all new professional and technical staff; include information on PRDP, mentoring scheme, training and development opportunities etc. 2020: Gather feedback from staff and review induction materials.	Technical staff representative in SAT (Mr Gareth Hyde) in consultation with the NHLI PTSWG	By the end of 2018 all new professional/technical staff receive the new induction pack; positive feedback from staff who have received it.
8. Training					
Reference	Planned action/objective	Rationale	Timeframe and key milestones	Person/people responsible (including job title)	Success criteria and outcome
8.1	Review managers' recruitment training and make (re-)training compulsory when appropriate and ensure new managers attend.	To ensure staff who recruit new staff are up-to-date with the latest policies, procedures and best practice related to recruitment; anecdotal evidence suggests some staff would benefit from refreshment training.	Jan 2018: Review training records and inform staff of training requirements; all staff who have not attended recruitment training since 2011 will be required to take part. 2018: Send reminders as appropriate; organise local NHLI training sessions if necessary. August 2019: All managers will have attended recruitment training; new managers to attend training within one year of starting at NHLI.	Athena Administrative Lead (Dr Maija Maskuniitty)	All current managers will have attended recruitment training by Aug 2019; all new managers to attend within one year of arrival.

8.2	Make unconscious bias training compulsory for targeted staff groups and encourage others to attend; organise local NHLI training sessions.	To ensure our recruitment practices are not gender biased; also to ensure other processes are not gender biased, e.g. promotion, pay review, student assessment.	2018-2020: Organise local NHLI training sessions and make training compulsory for certain staff groups; encourage others to attend. End of 2020: All SAT members, all academic staff and everyone with staff management responsibilities will have attended.	Athena Administrative Lead (Dr Maija Maskuniitty)	All SAT members, all academic staff and everyone with staff management responsibilities will have attended unconscious bias training by end of 2020.
8.3	Continue to hold local NHLI training sessions at NHLI campuses when appropriate and combine these with popular events.	Combining events improves use of staff time and reduces inter-campus travel; local departmental training sessions are easier for our staff to attend.	Ongoing	Athena Administrative Lead (Dr Maija Maskuniitty)	Successful completion of other training-related actions.
8.4	Promote training related to PRDP, equality/diversity, and harassment/bullying to technical staff.	Technical staff typically do not attend as much College training as other staff groups.	2017-2018: Promote training to technical staff via e-mail and NHLI newsletter. End of 2018: Analyse training records to monitor effectiveness of action.	Athena Administrative Lead (Dr Maija Maskuniitty)	Increased take-up of College training courses by technical staff.
8.5	Explore reasons why men attend fewer training courses compared to women.	Uptake of training by male staff lower compared to female staff across several staff groups.	2017-2018: Discover reasons for relatively low engagement by male staff through informal interviews and examination of survey results. 2018: Develop appropriate actions if necessary.	Male SAT members (Dr Pank Bhavsar, Dr Mike Cox, Mr Peter O'Gara, Prof Simon Thom)	Actions generated to redress situation, if necessary e.g. protected staff time for external training.

9. Organisation and Culture

Reference	Planned action/objective	Rationale	Timeframe and key milestones	Person/people responsible (including job title)	Success criteria and outcome
9.1	Take a proactive approach to tackle issues related to bullying.	20% of 2014 Staff Survey respondents said they have experienced bullying; we have already addressed this but want to do more to tackle the issue.	Autumn 2017: A statement to all staff and students from Hol saying that bullying, harassment and inappropriate behaviour will not be tolerated. Ongoing: Promote staff support schemes and initiatives (Have Your Say, Staff Supporters, Mental Health First Aiders, Confidential Care) regularly; have a dedicated section on NHLI website for these.	Head of Institute (Prof Kim Fox), Division Heads, Section Heads, MAC members	Reduced rates of bullying, as reported in surveys and focus groups; 0% report having experienced bullying in 2019 Staff Survey.
9.2	Explore mechanisms for developing an extended workload model for academic staff.	A comprehensive workload model does not currently exist; 32% of female academic staff were satisfied with their workloads in 2014 (64% for male academic staff).	Autumn 2017: Discuss in SAT and FoM Athena Committee meetings. 2018: Produce a workload model proposal and review proposal in SAT, MAC and FoM Athena Committee meetings; trial the model. 2019: Amend the model as necessary.	Institute Lead for Equality (Prof Sian Harding) and non-clinical academic representative in SAT (Dr Charlotte Dean) in collaboration with SAT	Improved staff satisfaction regarding workloads, as judged by survey results and focus groups (>70% satisfied with their workload); more accurate assessment of gender-based contribution to non-research citizenship roles.
9.3	Have more time for informal networking sessions at Institute events.	To increase integration of people from different campuses; discussed in 2016 Focus Groups.	2017 and thereafter: Extend time of events with longer refreshment breaks both during and after the event. (Key Institute events: New Scientists Day, Head of Institute Open Meetings, Paul Wood and Margaret Turner Warwick Lecturers)	Athena Administrative Lead (Dr Maija Maskuniitty) and event organisers; Head of Institute (Prof Kim Fox) to endorse the measure	General improvement of culture and staff satisfaction as judged by surveys and focus groups.
9.4	Put up profiles of staff members – from different staff groups – on the NHLI website and in the newsletter.	To reduce divisions between different staff groups within NHLI and to increase understanding of different roles (2016 Focus Groups).	Ongoing. By end of 2018: All different staff groups will have been covered by profiles.	Female non-clinical academic representatives in SAT (Dr Vania Braga, Prof Anna Randi)	Profiles of people from all different staff groups will have been done by end of 2018; reduction in divisions between staff groups as reported in focus groups.
9.5	Improve outreach/PE data collection and maintain a database of activities; encourage staff and students to report their outreach/PE activities.	A lot of outreach/PE involvement not organised by the NHLI outreach team currently goes unrecorded; need info to maintain database and to publicise activities.	Jan 2018: Gather information on outreach/PE activities from staff and students; update database. 2018 and biennially thereafter: Repeat the Outreach/PE Survey.	Institute Lead for Outreach and Public Engagement (Prof Sara Rankin) and NHLI Public Engagement Officer (Ms Ellen Dowell)	NHLI outreach/PE database to include activities not organised by NHLI; improved workload model.
9.6	Encourage more male staff to take part in outreach/PE.	Currently a significant proportion of outreach/PE work is done by female staff; only one third of activities in 2014-2016 were by men.	Autumn 2017: Remind all staff to discuss outreach/PE activities as part of their PRDP; male staff encouraged to take part in outreach/PE by managers.	Institute Lead for Outreach and Public Engagement (Prof Sara Rankin), NHLI Division Heads and Section Heads	Increased participation of male staff in outreach by >10% by 2020.

9.7	Review the NHLI Postdoc Committee structure and gender balance and take any appropriate action; ensure representation from all NHLI campuses.	NHLI Postdoc Committee currently highly female dominated (5F:1M); discussed with Institute Lead for Postdocs.	Sept 2017 onwards: Invite male postdocs and postdocs from under-represented NHLI campuses to join the committee. Oct 2018: Review committee structure to monitor improvement.	Institute Lead for Postdocs (Prof Miriam Moffatt) in collaboration with NHLI Postdoc Committee	Improved gender balance and campus representation of Postdoc Committee by 2018; gender balance of committee in line with gender balance of NHLI postdocs (currently 55% female).
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10. Visibility of Athena and Female Role Models

Reference	Planned action/objective	Rationale	Timeframe and key milestones	Person/people responsible (including job title)	Success criteria and outcome
10.1	Write a new role description for the Institute Lead for Equality role.	To define the responsibilities of the Institute Lead for Equality. (This role used to be called Institute Lead for Women but was changed in line with the Post May 15 Athena scope.)	May 2017: Write the role description and get it approved by NHLI MAC; consult College Athena Committee. Summer 2017: Include a piece on Institute Lead for Equality in the NHLI Newsletter.	Hol (Prof Kim Fox) and Institute Lead for Equality (Prof Sian Harding)	Role description approved by MAC and College Athena Committee; role description more fully reflects evolving Athena brief.
10.2	Increase the percentage of female speakers and chairs for Margaret Turner Warwick and Paul Wood Lectures.	Present percentages of female speakers for these lecture series are low; 5 out of 21 speakers in 2006-2016 were female; all chairs were male.	Jan 2018 and annually thereafter: Contact Chairs of selection committees with the reported gender balance of speakers and request for plans to redress.	Head of Institute (Prof Kim Fox)	Gender balance of speakers and chairs >33% female.
10.3	Set targets for gender split of speakers for all NHLI seminar organisers to ensure a reasonable gender balance and to increase the proportion of external female speakers.	Need to ensure visibility of female role models; female percentage has been declining since 2012 and is currently at 29%.	Jan 2018 and annually thereafter: Gather data on gender balance of speakers from seminar organisers and request plans to redress as necessary; each seminar series will be looked at individually.	Institute Lead for Equality (Prof Sian Harding)	Gender balance of speakers >33% female on average over all events.
10.4	Continue to increase profile of female academics via Athena podcasts, Athena Lecture series, NHLI Twitter and NHLI website.	To maintain high visibility of Athena and female role models; to increase perception of NHLI as a place where women can thrive.	Ongoing. Jan-Feb 2018 and annually thereafter: Athena Lecture. Autumn 2017 and biannually thereafter: Publish new Athena podcast	Female non-clinical academic representatives in SAT (Dr Vania Braga, Prof Anna Randi) and NHLI Website and Communications Officer (Ms Helen Johnson)	Good attendance (>90 audience) at NHLI Athena Lecture maintained; high number of video/website views; high number of reactions to tweets; increased number of female applicants for academic posts.

11. Staff Consultation

Reference	Planned action/objective	Rationale	Timeframe and key milestones	Person/people responsible (including job title)	Success criteria and outcome
11.1	Ensure reasonable rotation of SAT members while making sure there is a good balance of staff groups, grades, campuses, backgrounds and student representation, and review working methods.	SAT needs to reflect the department to harness diverse viewpoints; need to refresh committee to stimulate new ideas.	Oct and April each year: Review SAT membership and invite new members as appropriate; have a standard 2-year term for SAT members; assign actions to members.	Institute Lead for Equality (Prof Sian Harding) in consultation with all SAT members	Continued engagement with Athena at all levels and contemporaneous reflection of NHLI culture; SAT composition reflects the department.
11.2	Analyse the 2017 College Staff Survey results and put in place appropriate actions; incorporate these actions into the NHLI Athena Action Plan as appropriate	To address current concerns rather than relying on historical data; to assess impact of previous Athena actions.	May 2017: First review of survey result as they become available. May - July 2017: Action planning. Aug 2017: Finalise and publicise action plan (College-wide action plan also published), and incorporate into Athena action plan. Aug 2017-2019: Implement and complete action plan. (The next College Staff Survey will be in 2019.)	Institute Lead for Equality (Prof Sian Harding) in consultation with all SAT members	NHLI Athena Action Plan updated according to the Staff Survey results by Sept 2017.

12. Flexible Working and Family-Related Leave

Reference	Planned action/objective	Rationale	Timeframe and key milestones	Person/people responsible (including job title)	Success criteria and outcome
12.1	Promote the Managing Family Related Leave online course to staff and make it compulsory to all NHLI managers.	Little awareness of this new course; some managers unclear about policy related to maternity/paternity/parental leave.	2017 and thereafter: Promote regularly via e-mails, NHLI newsletter and meetings (Athena SAT, MAC, Division Meetings). Jan 2018: Review training completion by NHLI managers and remind staff to take up training as necessary.	Dr Mark Paul-Clark and NHLI Communications and Website Officer (Ms Helen Johnson)	Increased awareness of family related leave and policies amongst managers; all NHLI managers will complete the course by end of 2018.
12.2	Encourage male staff and students to take and report paternity leave.	Not all staff report their paternity leave; in 2013-2016 15 instances of paternity leave were recorded.	2017 and thereafter: Division and Section Heads to remind their staff regularly in meetings and via e-mail.	NHLI Division Heads and Section Heads	Improved uptake and more accurate reporting of paternity leave by the next Athena application.

12.3	Gather information on informal flexible working arrangements within NHLI.	Anecdotal evidence suggests that a significant number of NHLI staff have informal flexible working arrangements.	Summer 2019: Create a flexible working survey and send out to all staff. Autumn 2019: Analyse survey results and develop actions if necessary.	Dr Mark Paul-Clark and Athena Administrative Lead (Dr Maija Maskuniitty)	Improved understanding of staff accessing flexible working arrangements and possible barriers; >60% survey response rate.
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13. Students

Reference	Planned action/objective	Rationale	Timeframe and key milestones	Person/people responsible (including job title)	Success criteria and outcome
13.1	Organise a PGR student social and careers event with NHLI alumni.	To support PGR students and to increase awareness of different career paths.	Summer 2017: Contact alumni to invite them to take part. By end of 2017: Organise the event; gather feedback from attendees and consider making this an annual event.	NHLI Education Manager (Ms Eleanor Tucker) and student representatives in SAT (Ms Faith Uwadiae , Mr Dhiren Patel)	Event successfully organised in 2017 and positive feedback from attendees received.
13.2	Explore new strategies to attract more women onto Cardiovascular Sciences and Respiratory Sciences BSc courses.	Female percentage of students on BSc courses delivered by NHLI is <40%. We have ongoing actions to increase female visibility and our marketing materials are female inclusive, but we also want to explore other means; e.g. engaging with medical schools, outreach for first and second year medical students.	Spring 2018: Start discussions between Education Manager and Clinical Academic Sub-Group of SAT. Autumn 2019: Develop new actions and incorporate them into the Athena Action Plan.	NHLI Education Manager (Ms Eleanor Tucker) and the Clinical Academic Sub-Group of SAT.	New actions developed and incorporated into the Athena Action Plan by autumn 2019; female percentage of students on BSc courses delivered by NHLI increased to 50% by next Athena application in 2021.
13.3	Explore reasons for why NHLI PGT courses attract more women than men and why offer rates for female applicants have been higher than offer rates for male applicants.	In 2016/17 73% of NHLI PGT students were women and 57% of applications were from women; offer rates for women and men were 36% and 25%, respectively.	Spring 2018: Discussions start in the NHLI Education team. Autumn 2019: New actions developed and incorporated into the Athena Action Plan.	NHLI Director of Education (Prof Sue Smith) and NHLI Education Manager (Ms Eleanor Tucker)	Improved gender balance (~50:50) on NHLI PGT courses by next Athena application in 2021.