

Athena SWAN: Bronze and Silver department applications



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Athena SWAN Bronze Department Awards

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

Athena SWAN Silver Department Awards

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

Completing the form

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form.

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

Word Count

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	De Montfort University	
Department	The School of Applied Social Science	
Focus of department	AHSSBL	
Date of application	January 2022	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2018	Level: Bronze
Contact for application	Dr Cathy Herbrand	
Must be based in the department	The Leicester School of Nursing and Midwifery De Montfort University The Gateway Leicester LE1 9BH	
Email	cathy.herbrand@dmu.ac.uk	
Telephone	01162506422	
Departmental website	https://www.dmu.ac.uk/about-dmu/professional-services/equality-and-diversity/equality-charters/athena-swan-hls.aspx	

Table of Abbreviations

AHoS	Associate Head of School
AP	Associate Professor
AS	Athena SWAN
CCJ	Community and Criminal Justice
CCR	Centre for Reproduction Research
CPD	Continuing Professional Development
CPE	Continuing Professional Education
DC	Doctoral College
DMU	De Montfort University
DTP	Doctoral Training Programme
E&D	Equality and Diversity
ECAF	Early Career Academic Fellow
ECR	Early Career Researcher
EDC	Equality and Diversity Committee
EDI	Equality, diversity and inclusion
F	Female
FD	Foundation Degree
FDO	Faculty Director of Operations
FT	Full time
GDPR	General Data Protection Regulation
GU	Gender Undisclosed
HESA	Higher Education Statistics Agency
HLS	Faculty of Health and Life Sciences
HoD	Head of Division
HoS	Head of School
HPL	Hourly Paid Lecturer
IRCCESJ	Research in Criminology, Community, Education and Social Justice
LBR	Learning Beyond Registration
LTG	Learning and Teaching Group
M	Male
MRes	Masters by Research
MSc	Master of Sciences
PDP	Personal development plan
PECRN	Psychology Early Career Researchers Network
PGR	Postgraduate Research
PGT	Postgraduate Taught
PhD	Doctor of Philosophy
PL	Programme Leader
PLC	Practice Learning Committee
PS	Professional Services
PT	Part-time
RA	Research Assistant
REF	Research Excellence Framework
RIA	Research and Innovation Allowance

RIT	Researcher in Training
RPG	Research Planning Group
SASCS	School Athena SWAN Student Culture Survey
SEC	School Executive Committee
SHWG	School Health and wellbeing group
SLT	Senior Leadership Team
SoASS	School of Applied Social Sciences
SPQ	Specialist practice qualification
SSCS	School Staff Culture Survey
SWYCD	Social Work and Youth and Community Development
TL	Teaching and Learning
TR	Teaching and Research
UG	Undergraduate
VC	Vice Chancellor
WP	Widening Participation

Data notes

Staff Data Benchmark: HESA Social Studies (Politics and International Studies, Social Work and Social Policy, and Sociology)

Student Data Benchmark

School Division	HESA Subject Area	HESA Principal Subject	HESA Benchmark group
Social Work and Youth & Community Development	Social Studies	Social Work	Post 92
Psychology	Biological Sciences	Psychology	Post 92
Education Studies	Education	Broadly-based programmes within education	Post 92
Community and Criminal Justice	Social studies	Broadly-based programmes within social studies, Politics, Sociology, Social policy, Anthropology, Human & social geography, Development studies, Others in social studies	Post 92
All student population	Social studies	Broadly-based programmes within social studies, Politics, Sociology, Social policy, Social work, Anthropology, Human & social geography, Development studies, Others in social studies	Post 92

Staff and student data time period

As a result of University reporting systems census points the time period presented differs for staff and student data. Four years' worth of student data is presented spanning 2016/17 to 2019/20 academic years, with 2019/20 being the most up-to-date year presented that was reasonable to obtain in time for submission based largely on HESA data returns. Staff data presented spans 2017/18 to 2019/20. Staff data covering 2016/17 and before was not available as a result of the implementation of a new staff records reporting system at that point.

Student recruitment data

The detailed nature of the analysis of student recruitment data for departmental Athena Swan submissions highlighted some data anomalies of which the University was previously unaware. DMU have recently implemented a new student records system, for which student recruitment was the final element to go live - recruitment data for the 2019/20 session onwards sits within this new system. As a result, analysis of student recruitment which would support the Athena Swan process is currently in its scoping and development stages.

Gender and sex terminology and data statement

We recognise that throughout the application the presentation of data by gender as binary does not adequately reflect diversity in gender identity and expression, or the experiences of people who do not identify in this way (e.g., staff who identify as non-binary). With regards to categorising and presenting staff and student data as 'female' and 'male', where data were sourced from HR and student records systems, we have been limited to sex identification. With regards to survey data, participants were provided with the opportunity to self-identify using the categories 'Female', 'Male', 'Transgender', 'Another gender identity' (with the option to specify), or 'I'd rather not say'. No survey participants selected 'Another gender identity', and where participants selected 'I'd rather not say', these were too few in number to include in our analysis and data presentation as a distinct group. As an institution and a School, we are committed to gender inclusivity in all forms and aim to embed this within the work set out in our action plan. De Montfort University has a policy on supporting all staff and students and welcomes the commitment from the Advance HE Athena Swan Charter Team in their "openness for these important conversations" to better integrate diversity in gender expression into national Athena SWAN work.

Word count extension

A word count extension has been granted based on the following:

- Up to 500 additional words in order to address the changes regarding the Head of School
- Up to 1000 additional words in order to analyse and reflect on any discipline-specific differences given the size of the department and the number of taught programmes.

1. Letter of endorsement from the head of department

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Advance HE

First floor

Napier House 24 High Holburn

London

WC1V 6AZ

I am pleased to endorse this Athena SWAN (AS) Bronze application for the School of Applied Social Sciences (SoASS), just the third School in De Montfort University (DMU) to make a submission. We are a School that fosters inclusivity in all that we do, which is reflected in our ethos of interdisciplinary working and our belief that our staff and students, regardless of their background and personal characteristics, should be supported to achieve their potential.

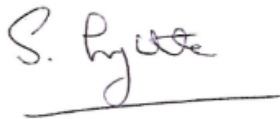
Since becoming Head of School (HoS) in 2017, I have prioritised embedding the principles of equality, diversity, and inclusion (EDI) in the School's culture. Indeed, supporting the career development of our female staff exemplifies the operation of these principles. For example, I am delighted that in 2018 all four successful promotions to Professor in my School were women (prior to that men formed the professoriate majority). I am also proud that women are well represented in a number of key leadership roles; two out of four subject Division Heads who hold significant management and strategic development responsibilities are female, two of our three cross-Faculty Research Institutes are led by female staff, five of our eight Professors are female, and female Associate Professors (AP) now form the majority in the School too (8F:7M). However, I am not complacent and recognise existing barriers for female staff; although women occupy a number of senior School roles, they do so disproportionately, compared with men considering the gender profile of many of our student programmes, and School staff. Indeed, analysis conducted for this submission clarified that more must be done to support women aspiring to become a professor and as such I have personally extended an offer to individually support each of our female APs in the School who have this aspiration (section 5a.iii, Action 12).

We began planning our submission in early 2019, forming our AS self-assessment team (SAT) in the July, led by Dr Cathy Herbrand. When I moved into an interim senior Faculty role in July 2019, Dr John Song became interim HoS until January 2021. During this period of change and juggling of priorities, now a feature of working life due to the pandemic, I continued to collaborate closely with Dr Song, and engaging with the AS charter remained a key commitment throughout. Dr Song continues to actively participate in SAT activity, working hard to engage the wider School with the Charter's aims and principles, and obtain input from all staff on developing AS actions. For example, Dr Song hosted a School-wide webinar, where he and other members of the SAT facilitated discussion on how AS can be operationalised throughout the School. Since resuming as HoS, I have recommenced my role as an active SAT member, which I believe has enhanced the SAT's ability to not just document the School's position with regards to gender equality, but to further advance it with our rigorous action plan, which I fully endorse. I believe implementing the action plan will support us in achieving key strategic School aims. For example, by improving how we share information with staff across the School and by monitoring how staff engage in key activities, such as recruitment to vacant posts, we will help to create a culture in which staff are provided with equitable access to opportunities, and a collegial and stimulating work environment.

I hope this application conveys that this School values the diversity of its people and believes this diversity enriches all our lives. Indeed, DMU holds these values close to its heart evidenced by the appointment in January 2021 of a Pro Vice Chancellor for EDI to the University's senior leadership team, and the Sunday Times award for University of the Year for Social Inclusion in 2019.

I can confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

Yours sincerely,

A handwritten signature in dark ink that reads 'S. Lyttle'. The signature is written in a cursive style and is underlined with a single horizontal line.

Dr Steven Lyttle
Head of School of Applied Social Sciences

Word count: 617

2. Description of the department

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The SoASS is the largest School within the Faculty of Health and Life Sciences (HLS) (Figure 1), with 161 staff and over 2500 students. Our portfolio encompasses a broad range of undergraduate and postgraduate degrees, as well as development opportunities for experienced practitioners in social science professions. School staff generate internationally recognised research, which directly informs our teaching, in the disciplines of Reproductive Health, Criminology, Education, Psychology, Social Work, and Youth Work and Community Development. Whilst our disciplines are diverse, we share a drive to improve the lives of individuals, groups, and communities through the application of social science knowledge.

The School is based on DMU's city centre campus in Leicester, one of the UK's most diverse cities where no one ethnic group forms the majority, and located in four buildings in close proximity, facilitating School meetings, collaborations, and easily accessible to city based external partners/stakeholders.

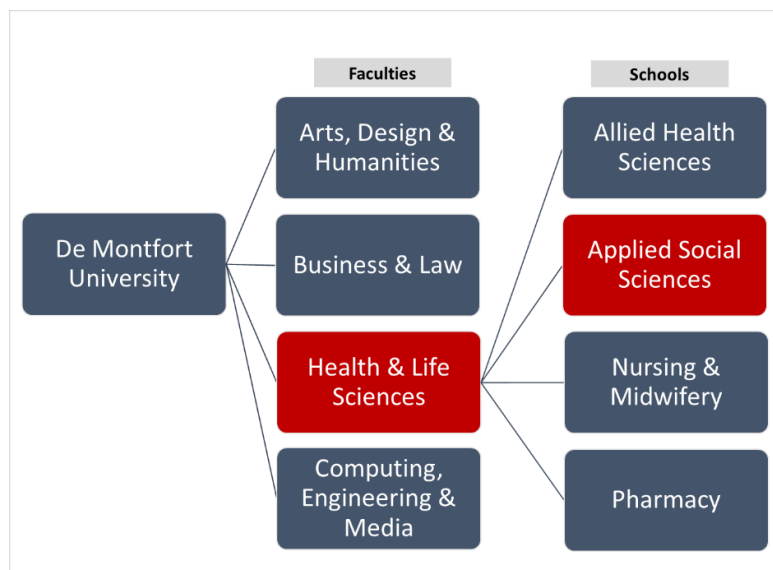


Figure 1: University Faculty structure

Led by the HoS (1M) and Associate Head of School (AHoS) (1M), the School is organised into four teaching Divisions, each headed up by an Associate Professor (AP) (2F:2M) (Figure 2):

- Psychology
- Community and Criminal Justice (CCJ)
- Education
- Social Work, Youth Work and Community Development (SWYWCD)

Each Head of Division (HoD) line-manages staff within their Division, sometimes with the support of other Division-based APs. Professorial staff, HoDs and the AHoS are line managed by the HoS (Figure 2), who reports to the Faculty Dean.

Administrative/technical support comes from Faculty-based professional services (PS) and technical staff who also support the four respective Faculty-based Schools.

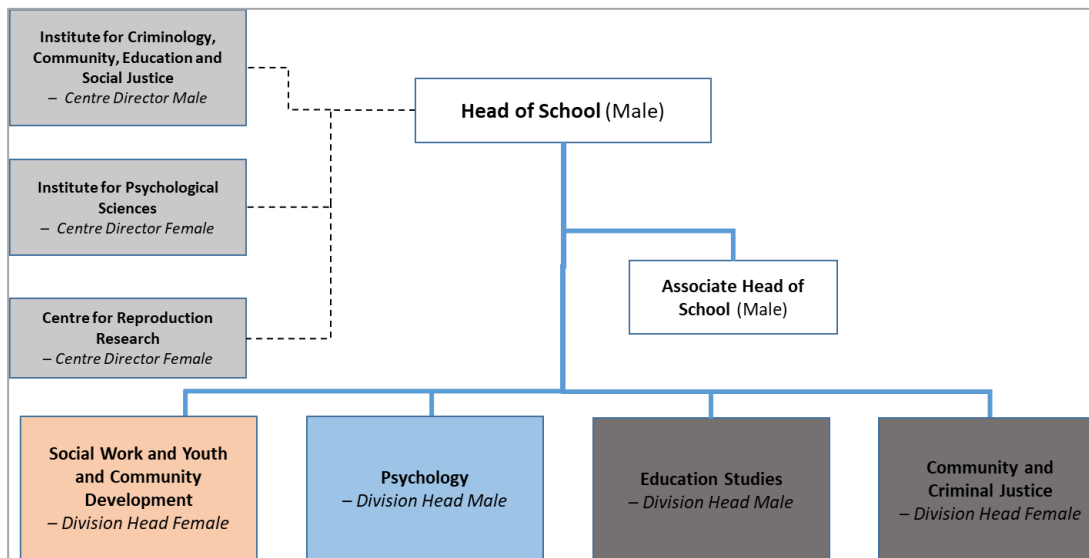


Figure 2: School Division structure (research institutes are indicated in light grey, connected by dotted lines)

Multidisciplinary School research is organised through three cross-Faculty Institutes/Centres:

- The Institute for Research in Criminology, Community, Education and Social Justice (IRCCESJ)
- The Institute for Psychological Science
- The Centre for Reproduction Research (CCR)

Each led by School Professorial staff (2F:1M) (Figure 2), research institutes/centre operate under a structure different from the School's; membership can be cross-Faculty, with staff members aligned to an institute/centre based on their research expertise. Most School staff are members of one of the three cross-Faculty institutes/centres led by a School staff member with a small number belonging to an institute/centre led by a staff member from another Faculty-based School e.g. Mary Seacole Research Centre (Figure 3).

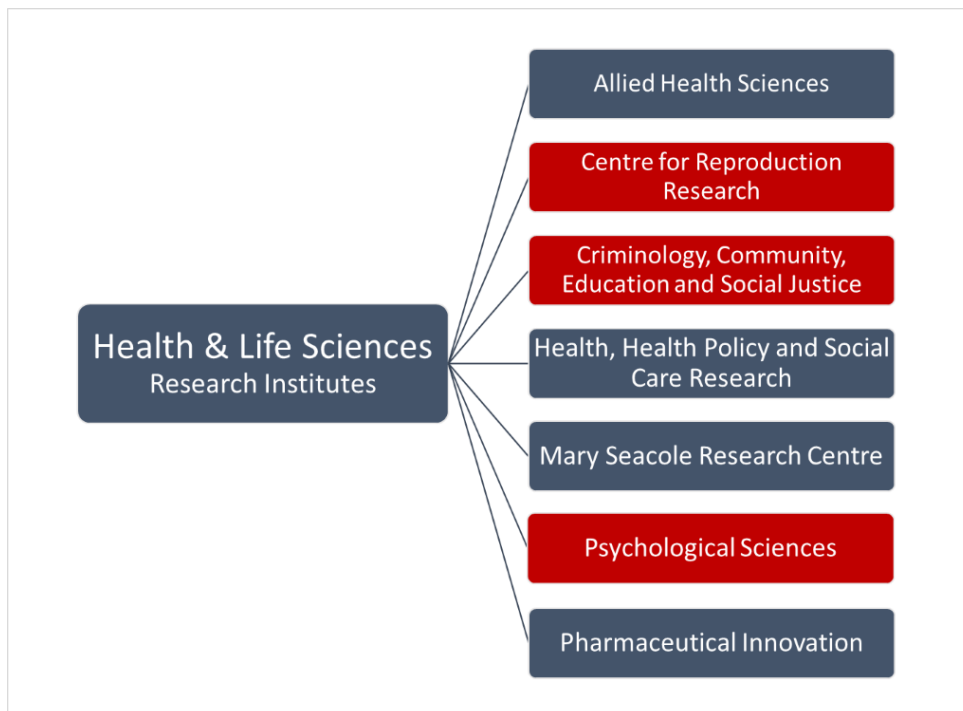


Figure 3: Faculty Research Institutes

The School staff gender profile is approximately 2/3 female and 1/3 male (Figure 4). The proportion of female School staff (65%) is slightly higher than the sector benchmark of staff aligned with social studies where 58% are women. The School and benchmark gender profile remained stable between 2017/18-2019/20.

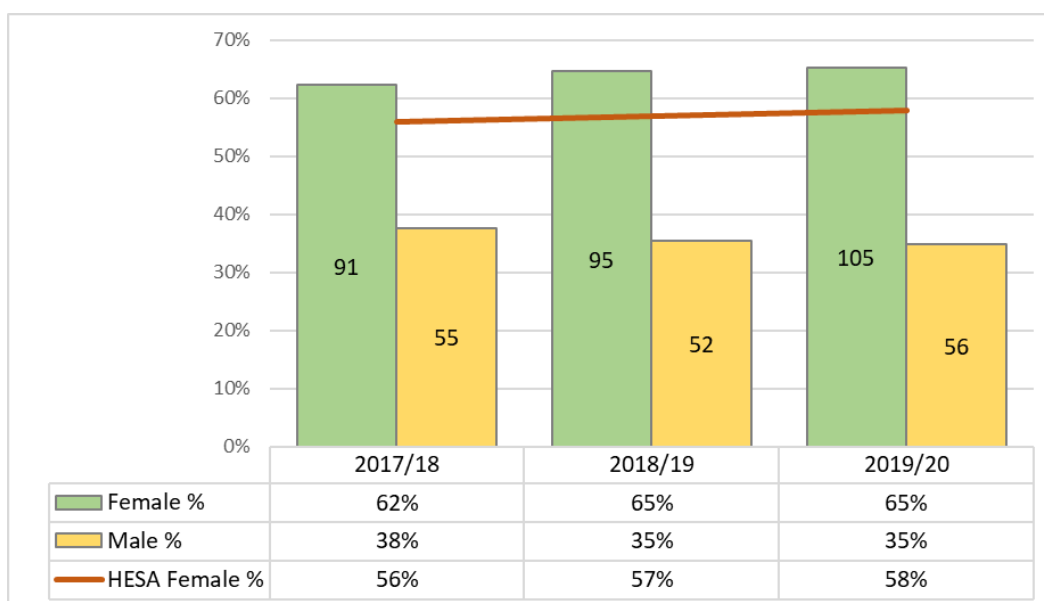


Figure 4: School staff population

The School's student gender profile (79%F:21%M) (Figure 5) reflects the benchmark. Taught School students are enrolled in undergraduate (UG) or postgraduate taught (PGT) programmes. PGT programmes are traditional MSc/MA, continued professional development (CPD) programmes, or research focused (MRes). A number of programmes carry professional accreditation, enabling students

to progress to further study leading to professional registration, or in some cases to apply for registration directly following completion: the British Psychology Society accredits four School UG programmes, Health Psychology MSc, and Psychological Wellbeing Practitioner (PWP); the Social Work BA and MA are approved by Social Work England, enabling students to apply for registration as a social worker; the provision in youth work is accredited by the National Youth Agency, enabling graduates to work as professional youth workers. PGR training is aligned to Faculty-wide research institutes, with the University's Doctoral College (DC) providing administrative and educational support/training.

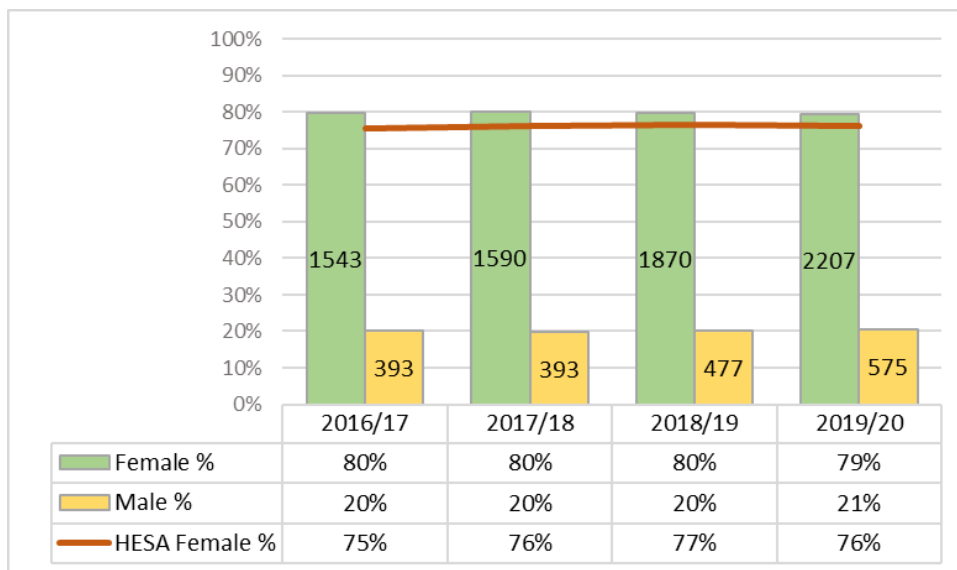


Figure 5: School student population

Word count: 551

3. The self-assessment process

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team;

The SAT membership (8F:5M) represents the School well in terms of staff roles/grades, caring-responsibilities, and part-time/full-time (Table 1). Constituting 38% of the SAT and 35% of the wider School staff population, men are well represented. Specific steps were taken to ensure SAT male representation was achieved: a male PhD student was targeted and recruited from a female majority division (psychology); the HoS and interim HoS (both male) are leading by example, prioritising SAT meeting attendance, participating in drafting the staff survey, results analysis, and co-

presenting the survey results via a webinar to School staff. Engaging men in the School has been a specific SAT goal, particularly exploring and addressing male participation in gender equality initiatives; the SAT hosted an action planning webinar (section 3.ii) where male School staff were encouraged to share their views and experiences on this theme, with staff (any gender) mooted action ideas.

Each School Division has SAT representation. Faculty representation comes from staff holding Faculty based academic and PS roles, facilitating School/Faculty communication and Faculty support for School AS activity. We recognise the importance of broad student voices in the SAT process and aim to better engage UG and PGT students in the future (Action 1).

Action 1: Introduce UG and PGT student representation to the SAT.

SAT membership (Table 1) is determined by role and/or staff interest; members volunteered following an open call or were directly approached to ensure broad representation. The Chair and SAT members receive 150 and 30 workload hours respectively. The Faculty's AS Project Officer (ASPO) coordinated the application process, and conducted primary research and data analysis. Members were appointed as section/co-section leads based on the application themes. The SAT Chair, section leads, and ASPO met regularly to discuss drafting progress, analyse data, and identify data gaps.

Table 1: SAT membership profiles

Name	Position	Gender	SAT Role	Work-Life Balance Experience	PT/FT
Vicki Aldridge	School Role: VC2020 Senior Lecturer in Psychology, UG Psychology Programmes Leader, Division of Psychology	Female	5a. Key career transition points: academic staff	Vicki relies on the flexibility to work from home some days to balance the demands of her role and commuting from outside of Leicester.	FT
Daniel Carter	Faculty Role: Faculty Athena SWAN Project Officer, Faculty of Health and Life Sciences	Male	3. The Self-Assessment Process; 4a. Picture of the Department: Academic staff data; data collection & primary research; application co-editor	Daniel currently works two days a week from home; with a new-born son, 6-year-old daughter and working partner, this affords flexibility and facilitates a healthy work-life balance.	FT
Rajvir Gill	School Role: School Role: Lecturer in Education, Division of Education	Female	5b. Career development: academic staff	Raj is currently working as a full-time staff while managing her PhD part-time. She can work flexibly during non-teaching days.	FT
Richard Hall	School Role: Professor of Education and Technology, Director of the Institute for Research in Criminology, Community, Education and Social Justice, and Head of	Male	5d. Organisation and culture	Richard has the flexibility to work from home if necessary to support a work-life balance	FT

	Health and Life Sciences Faculty Research Ethics.				
Cathy Herbrand	School Role: Reader in Medical Sociology, Centre for Reproduction Research - Centre Deputy Director	Female	SAT Chair; 2. Description of the department; application co-editor	Cathy can work flexibly during non-teaching days to support commuting from outside of Leicester.	FT
Nicky Hudson	School Role: Professor of Medical Sociology. Centre for Reproduction Research - Centre Director	Female	5.c Flexible working and managing career breaks, submission reviewer	Nicky has the flexibility to work from home if necessary to support a work-life balance.	FT
Benjamin Lond	School Role: PhD student	Male	4a. Picture of the Department: Student Data	Benjamin has worked from home since starting his PhD and has the flexibility to manage his studies around his homelife and part-time role as a research assistant.	FT
Jane Rutty	Faculty Role: Associate Professor in Research and Innovation; Faculty Athena Swan Champion	Female	Qualitative data analysis, submission reviewer	Jane has the flexibility to work from home.	FT
Zoe Palfreyman	School Role: Senior Lecturer in Psychology, Division of Psychology	Female	5a. Key career transition points: academic staff	Zoe has the flexibility to work from home.	FT
John Song	School Role: Interim Head of School; Sep 2019-Dec 2021. Associate Professor in Psychology, Division of Psychology	Male	Submission reviewer; facilitating application drafting, SAT meetings and data-gathering	John has the flexibility to work from home if necessary to support a work-life balance.	FT
Christina Weis	School Role: Research Fellow, Centre for Reproduction Research	Female	5b. Career development: academic staff	Christina currently works flexibly and part-time.	PT
Amanda Wilson	School Role: Lecturer in Psychology, Division of Psychology	Female	5d. Organisation and culture	Amanda works flexibly to balance exercise and appointments with work so she can maintain her psychological well-being and physical health.	FT
Steven Lyttle	School Role: Head of School; Jan 2021 onwards	Male	Submission reviewer; facilitating application drafting and data-gathering	Steven makes use of flexible working and sometimes is based at home which helps him manage his Head of School role as well as undertaking voluntary work for a professional body.	FT

(ii) an account of the self-assessment process;

Meetings

Formed in July 2019, the SAT meets monthly, first face-to-face and then exclusively online since the pandemic. Meeting topics include:

- Embedding AS principles in the School
- Application drafting/reviewing
- Staff/student consultation
- SAT membership recruitment

Staff consultation

The School's first AS themed School staff culture survey (SSCS) was conducted in December 2019. The profile of survey respondents by gender was 72.5%F:22.5% and the overall response rate by gender was 28%F:16%M (Table 2). Efforts to publicise the survey included a poster and email campaign (Figure 6), including HoS announcements, however, the response rate was low. Actions 2 and 31 aim to address this low participation rate, particularly from men at follow up surveys.

Action 2: Hold a promotional event at the launch of the next staff survey highlighting the importance of all staff engagement, regardless of gender, in Athena Swan consultation.

Action 31: Organise series of ongoing themed panel events and discussion seminars as part of the Faculty Athena Swan lecture series covering: the role of men in promoting gender equality.

Table 2: School staff survey response rates

	Respondents by gender	School Staff response rate	Staff population
Female	72.50% (29n)	28%	65% (105n)
Male	22.50% (9n)	16%	35% (56n)
Gender undisclosed	5% (2n)	-	-
Total	-	25% (40n)	100% (161n)

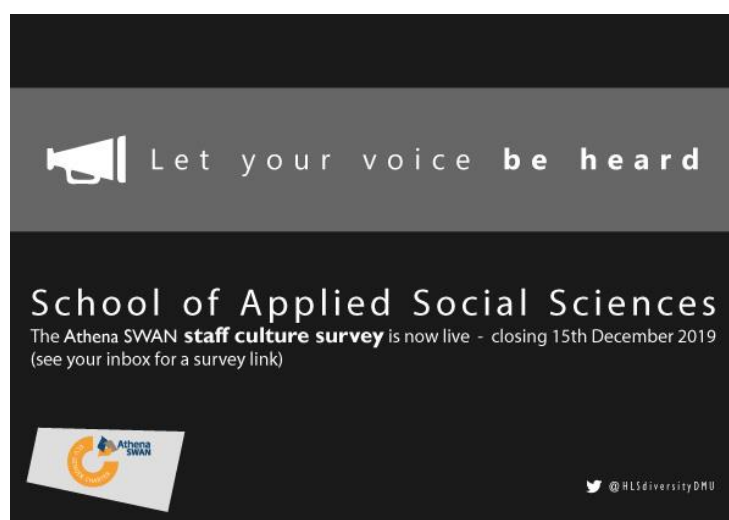


Figure 6: 2019 School staff culture survey promotion poster

In June 2020 all School staff were invited by the HoS to attend a webinar hosted by the SAT Chair, HoS, and ASPO. Here the survey results, and the AS aims and principles were presented followed by an open discussion. The SAT had initially planned to invite all School staff to an “on-campus” workshop to discuss the results and plan actions, however due to COVID-19 this was not possible.

A second webinar was hosted by the SAT in June 2021 where all School staff were invited to discuss and share “action planning” ideas on pre-selected salient themes that emerged from the self-assessment. Findings on each theme were presented by a different SAT member who then facilitated discussion; webinar participants had the opportunity to share ideas and help shape the submission action plan. Slides from the webinar were circulated to all School staff accompanied by a simple web-based survey giving all staff the opportunity to anonymously comment on the themes and contribute action ideas. 19% (31n/105n) of staff attended the webinar (23% of female staff and 13% male staff). The themes presented were:

1. Practical support for staff with caring responsibilities
2. Harassment and bullying
3. Male involvement in gender equality initiatives

Student consultation

A survey exploring School student experiences of gender equality was conducted in November 2020. This was promoted to all students by programme leaders via email and blackboard programme shells. Table 3 displays survey respondents by gender (78%F:22%M) and the overall student response rate (3%F:3%M). This low response rate may in part be a result of the pandemic which meant fewer opportunities to promote the survey e.g. physical poster campaign, and the possibility that the pandemics ensuing restrictions negatively influenced student engagement with consultations; indeed, survey fatigue is recognised as a sector-wide issue.

Table 3: School student survey response rates

	Respondents by gender	Overall student response rate
Female	76.7% (59n)	3%
Male	22.0% (17n)	3%
Another/Gender undisclosed	1.3% (1n)	-
Total	77n	3%

Critical Reviews

A critical friendship was formed with the University of Leicester and an invaluable external review was provided by Dr Georgina Barnett from the EDI Strategy Team, College of Life Sciences. Internally, the ASPO has been an AS panellist, a member of DMU’s SAT and represented DMU at regional AS meetings. An internal review was conducted by the University’s EDI Leads, and the Faculty Dean.

SAT Communication Flow

Figure 7 shows the clear information flow between the SAT and University Executive Board, via the School and Faculty Executive Committees, and the Faculty and University EDI Committees. The Faculty AS Champion is a SAT member and regularly updates the Faculty Dean and Deputy Faculty Dean, who is Interim Deputy PVC EDI at DMU. The SLT (Senior Leadership Team) (formally SEC) have actively participated in drafting the action plan and reviewing the application. Both the ASPO and SAT lead are invited to attend the SLT where AS is now a standing agenda item.

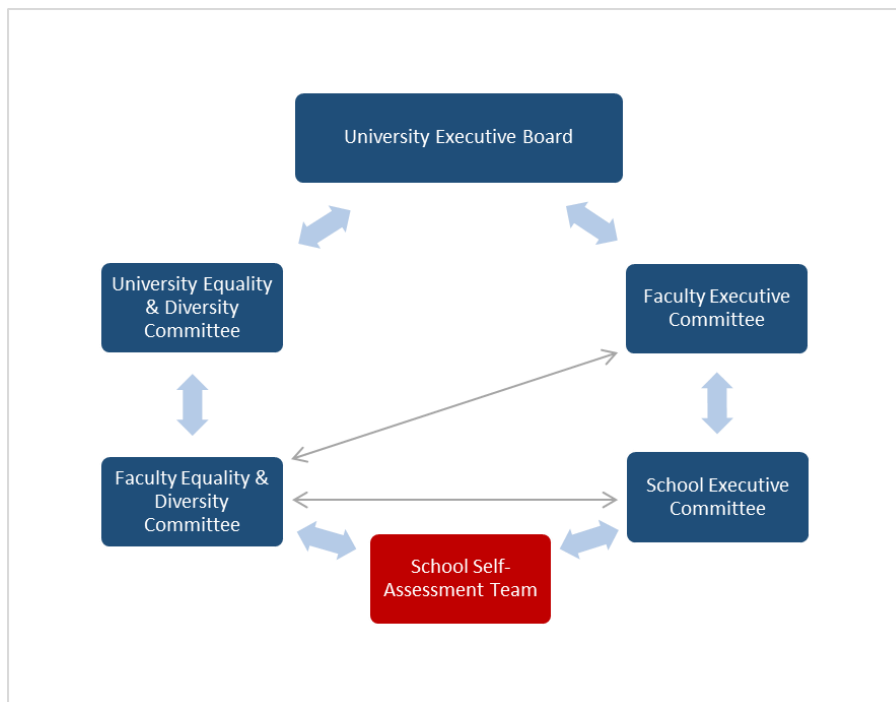


Figure 7: SAT information flow

(iii) plans for the future of the self-assessment team.

The SAT will meet bi-monthly, monitoring the action-plan implementation and reporting to the SLT. Newsletters, email circulations, staff meetings, and webinars will be utilised to disseminate activity and progress to the School. Membership rotation, including chair, will be considered annually and openly in collaboration with current membership ensuring due consideration to members' current roles (Action 3).

Action 3: Review and manage post submission SAT membership and agenda on an ongoing basis, including role rotation and chair succession planning, allowing for continued development and growth to encompass new areas of equality, diversity and inclusion. Ensure a substantial shadowing period is undertaken by the incoming chair.

WORD COUNT: 898

4. A picture of the department

Recommended word count: Bronze: 2000 words | Silver: 2000 words

A. Student data

If courses in the categories below do not exist, please enter n/a.

(i) Numbers of men and women on access or foundation courses;

N/A

(ii) Numbers of undergraduate students by gender. Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

UG Population

During 2016/17-2018/20 UG student numbers increased with women regularly accounting for 80%, consistently exceeding the benchmark (Figure 8). Data has not been disaggregated by part-time/full-time due to part-time UG students being very small in number, sitting within the CCJ Division.

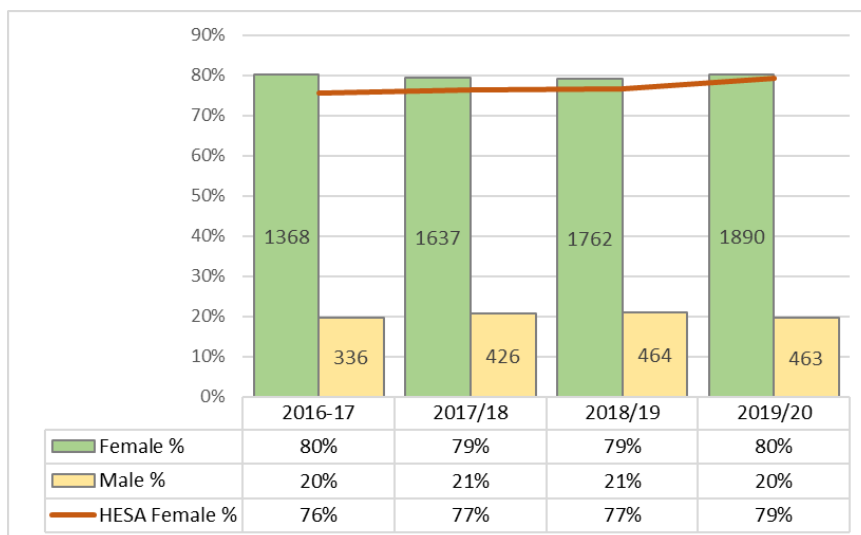


Figure 8. UG student population

Women form the majority and meet or exceed the benchmark in all UG programmes in CCJ with the exception of Policing related programmes. Here it is encouraging to observe the proportion of women increasing from 56% to 66% and 23% to 44% for 'Policing Studies' and 'Criminal Investigation with Policing Studies' respectively between 2016/17-2018/20 (Figure 9).

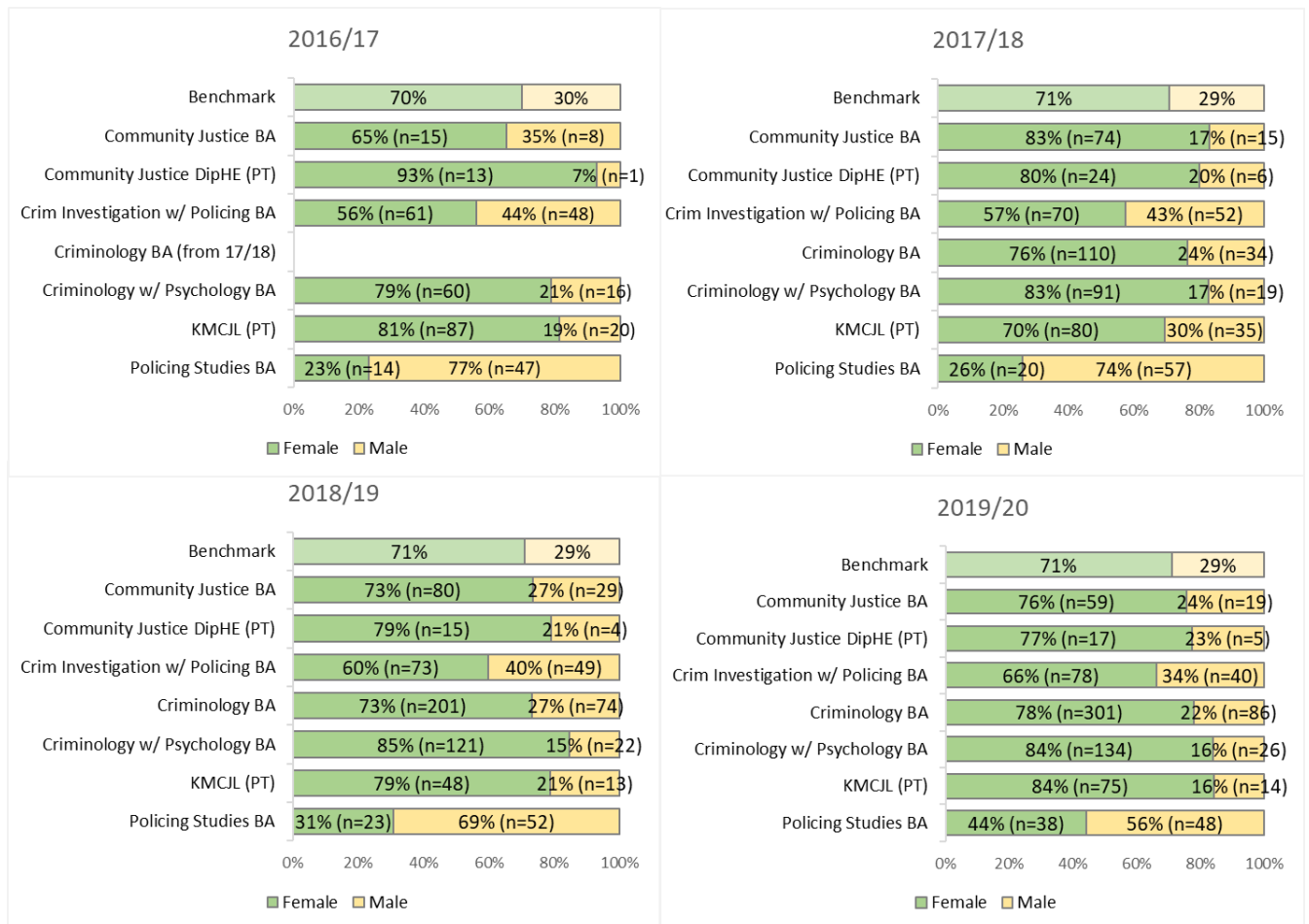


Figure 9. Division of Community and Criminal Justice UG student population by programme

Female UG students in the Division of Education proportionally reflect the benchmark with the exception of 'Education Studies with Languages' where absolute numbers are small making proportions prone to variability (Figure 10).

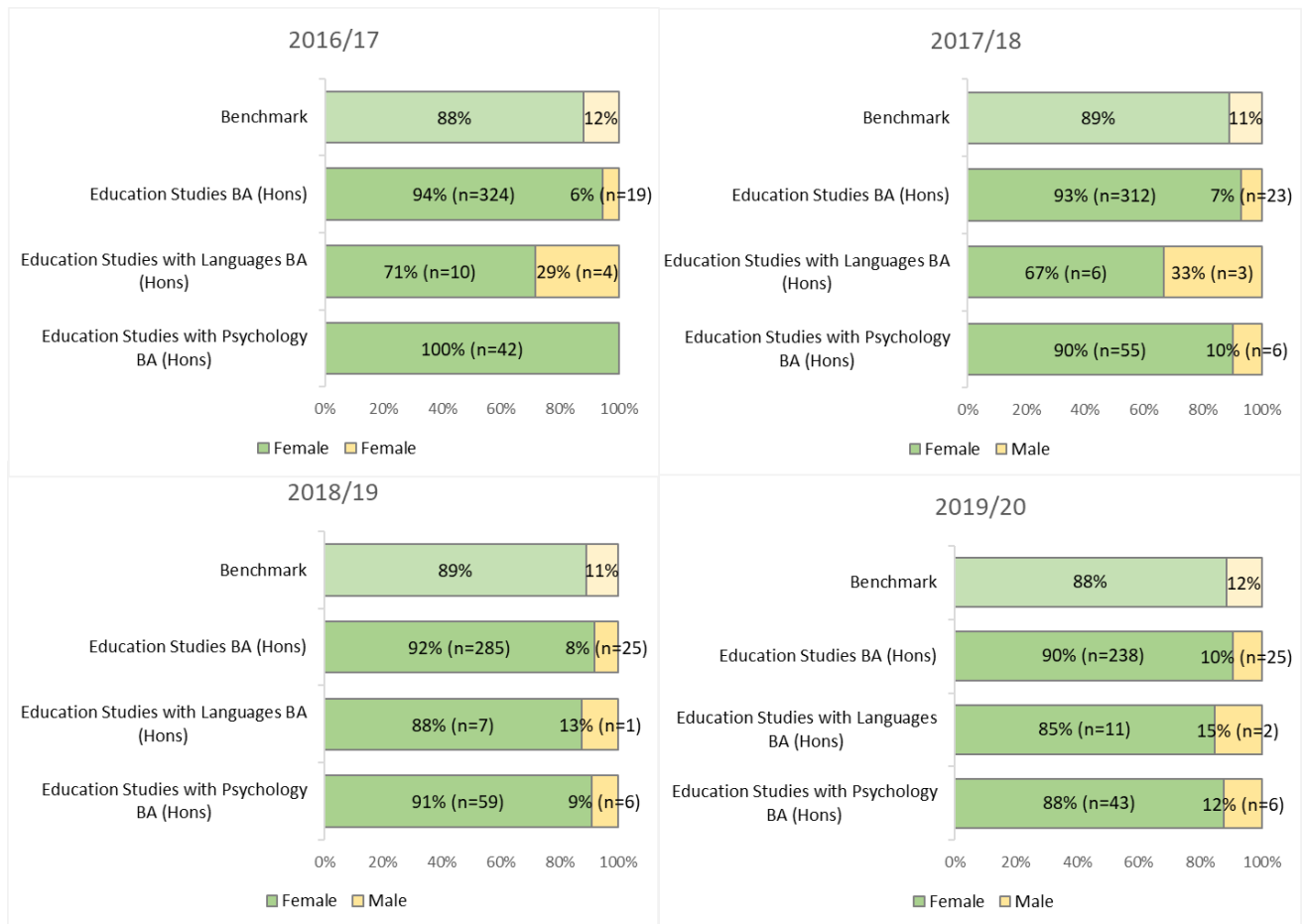


Figure 10. Division of Education UG student population by programme

Proportionally female UG students in the Divisions of Psychology and (SWYCD) have consistently exceeded their respective benchmarks across all programmes (Figure 11 and 12), with the exception of 'Work with Communities and Young People' due to a reduction in female students in 2019/20.

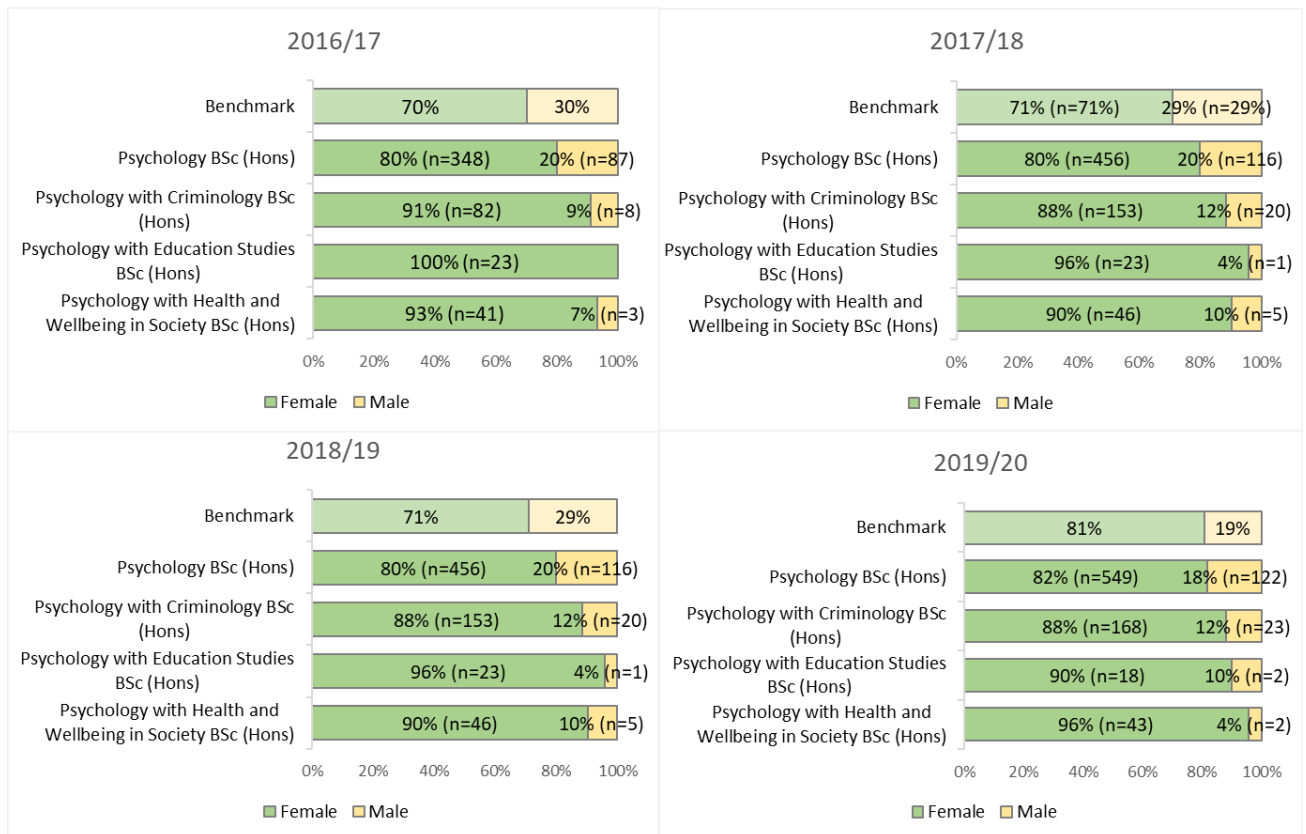


Figure 11. Division of Psychology UG population by programme student population by programme

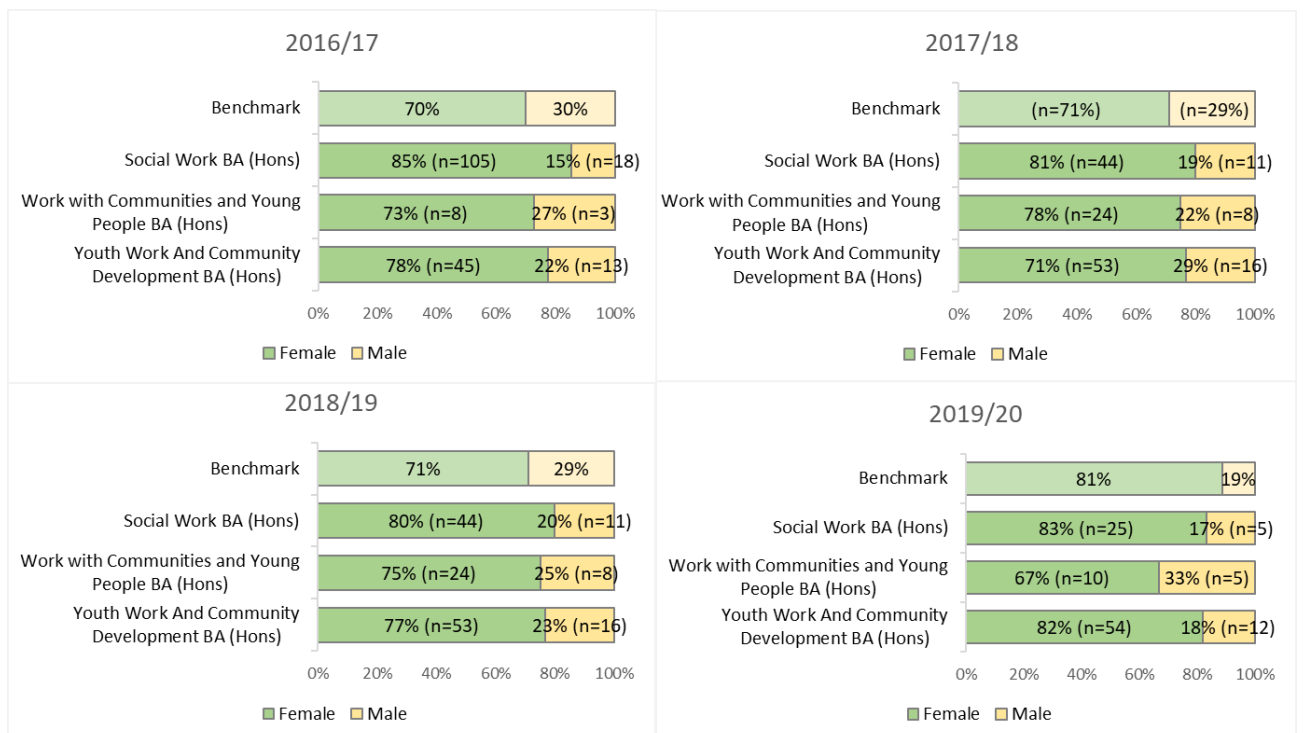


Figure 12. Division of Social Work and Youth and Community Development UG population by programme student population by programme

UG Applications, Offers and Acceptances

UG recruitment data issue

Student recruitment data was not obtainable for 2019/20 due to University level reporting issues (see *data notes*). The SAT will analyse this data when it is available (Action 4).

Action 4: Collect and monitor 19/20 student recruitment data for UG, PGT and PGR once data reliability issues are rectified.

Between 2016/17-2018/19, about 80% of all UG applicants, offers and acceptances were from or went to women (Figure 13). The proportion of applications converting into offers and acceptances comparing men and women differed by no more than 4% (Figure 14).

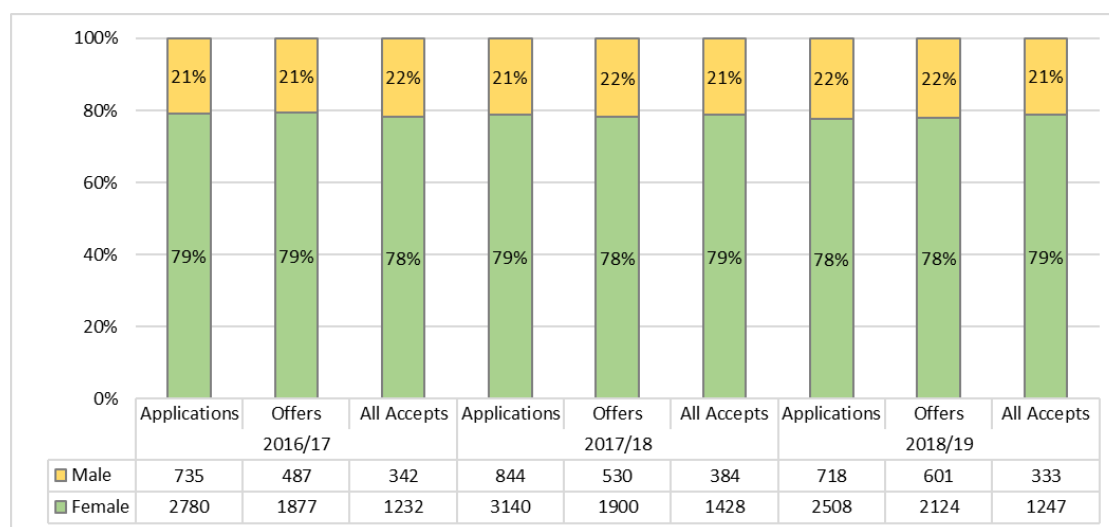
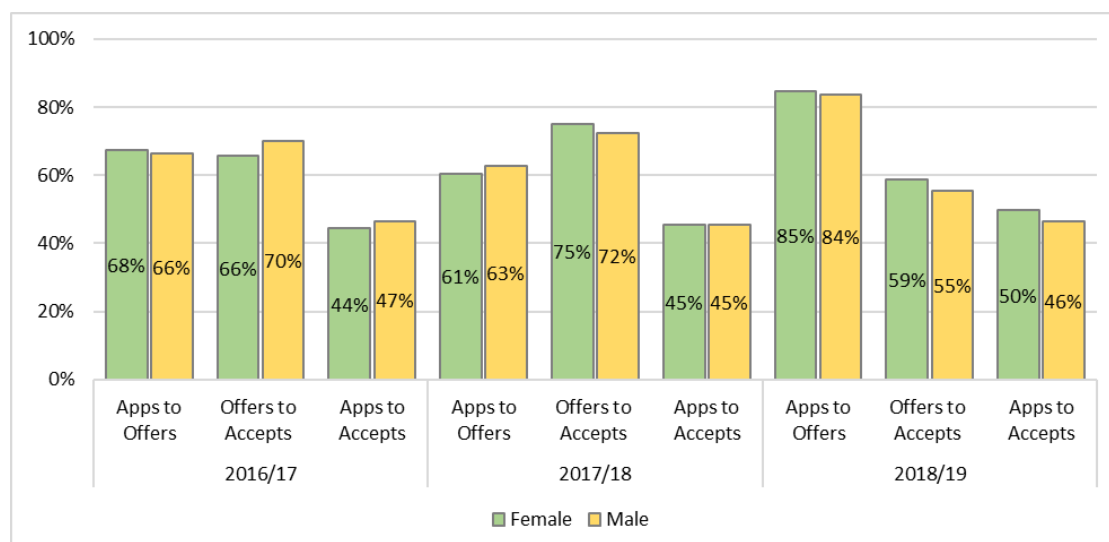


Figure 13. School UG student applications, offers, and acceptances



**Absolute numbers are not provided as the graph is intended to show relative proportions*

Figure 14. School UG conversion rates of applications, offers, and acceptances

At Division level, men are best represented in CCJ, constituting a third of all applications, offers and acceptances between 2016/17-2018/19 (Figure 15). Men are least represented in Education; in 2018/19

just 9% of applications and offers, and 7% of acceptances were from or went to men (Figure 17). These figures reflect common occupational gender role stereotypes, e.g. policing is masculine; teaching is feminine (Joyce C. He et al. 2019).

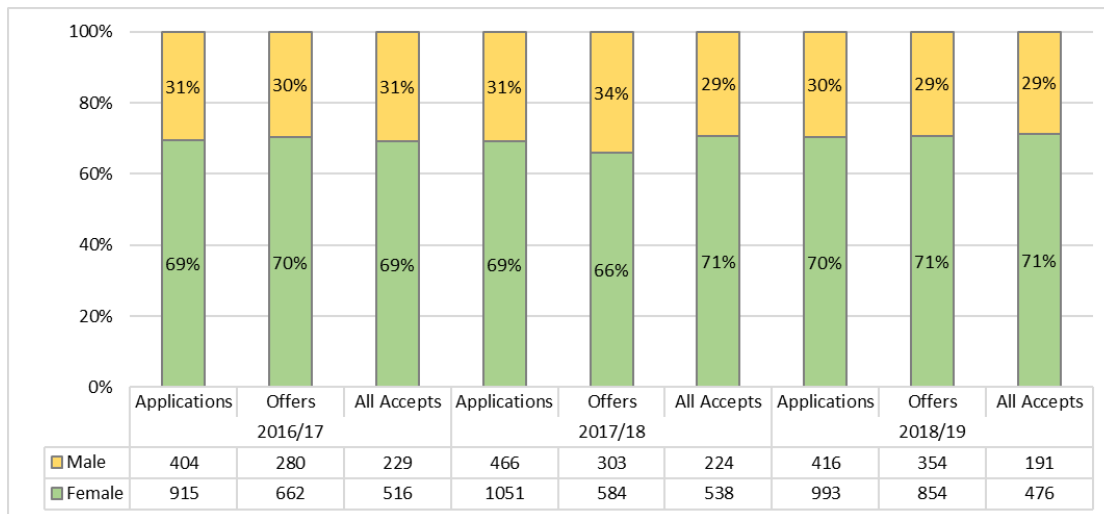


Figure 15. Division of Community and Criminal Justice, UG student applications, offers, and acceptances

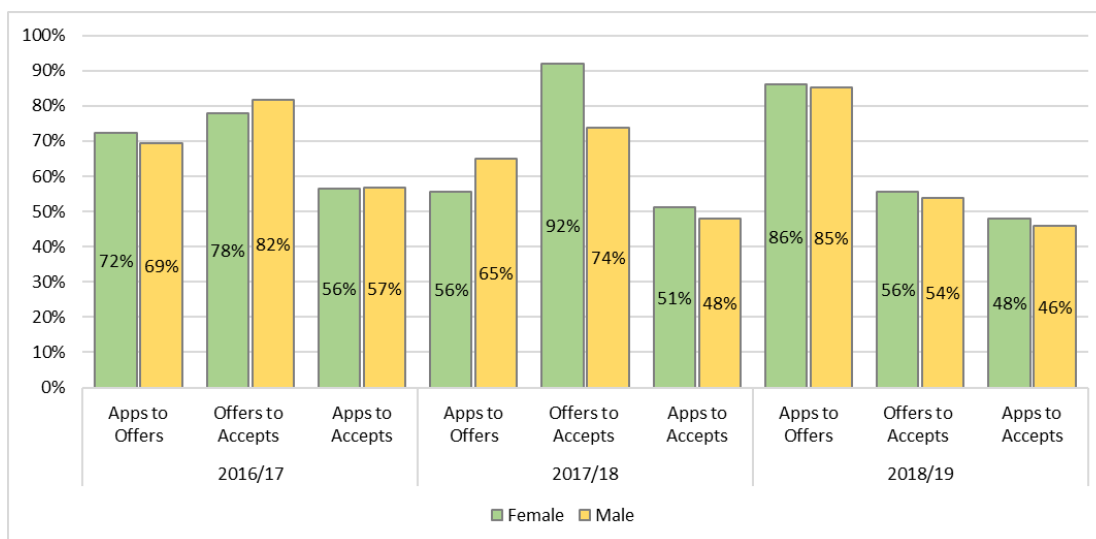


Figure 16: Division of Community and Criminal Justice, UG conversion rates of applications, offers, and acceptances (Absolute numbers are not provided as the graph is intended to show relative proportions)

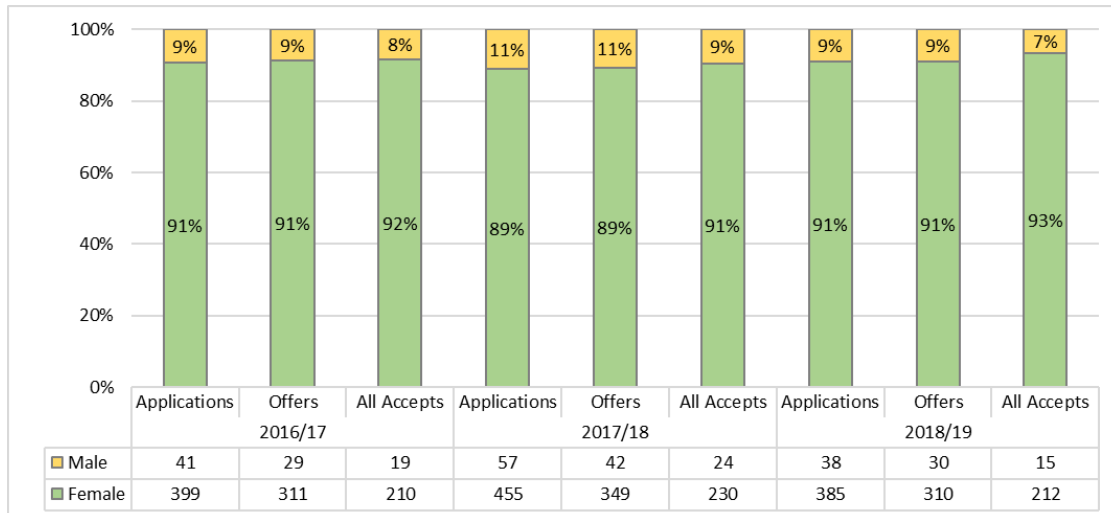
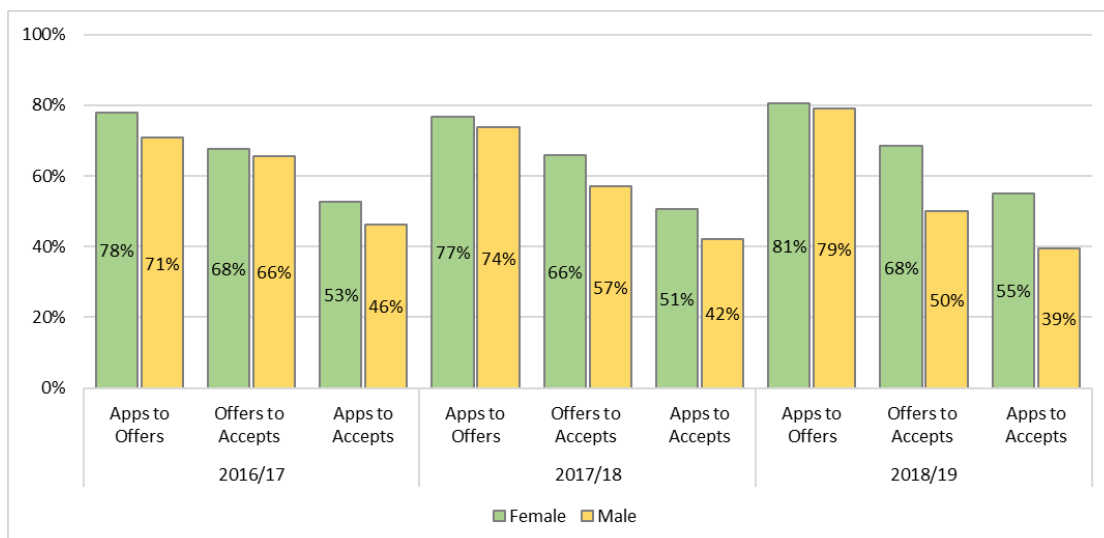


Figure 17. Division of Education, UG student applications, offers, and acceptances



**Absolute numbers are not provided as the graph is intended to show relative proportions*

Figure 18. Division of Education, UG conversion rates of applications, offers, and acceptances

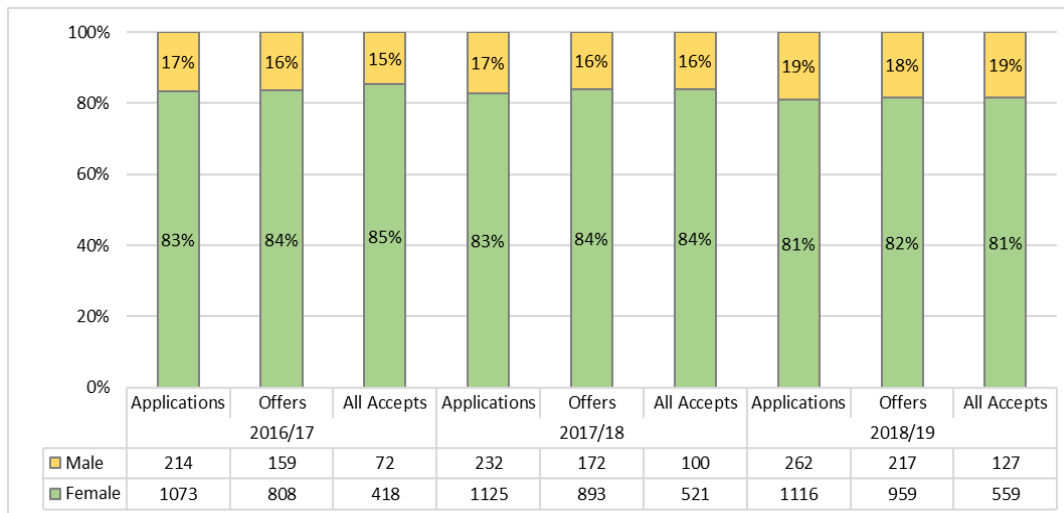
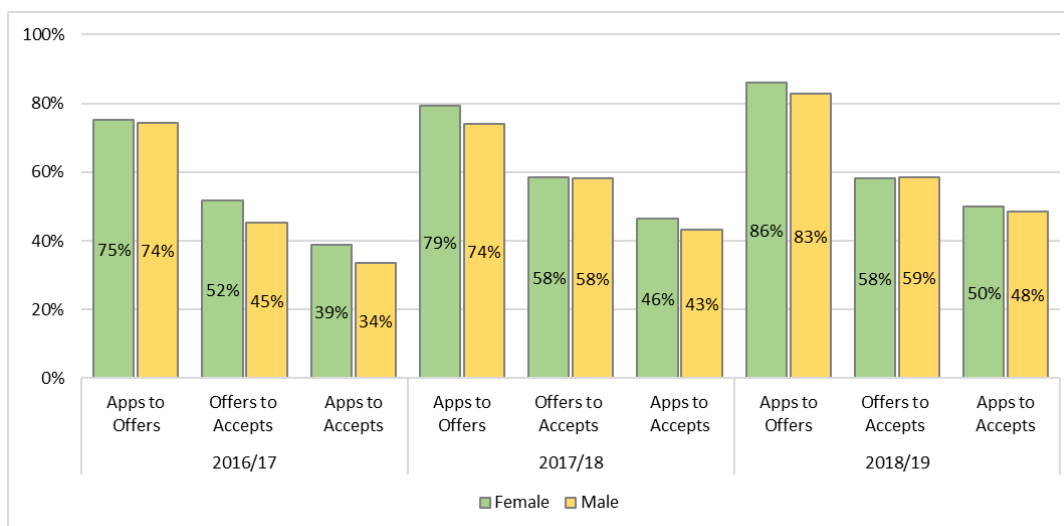


Figure 19. Division of Psychology, UG student applications, offers, and acceptances



*Absolute numbers are not provided as the graph is intended to show relative proportions

Figure 20. Division of Psychology, UG conversion rates of applications, offers, and acceptances

Data irregularities observed in Figures 21-22, where acceptance rates outpace offers, is because a number of students took an alternative progression route e.g. foundation degree students progress directly to Year 3.

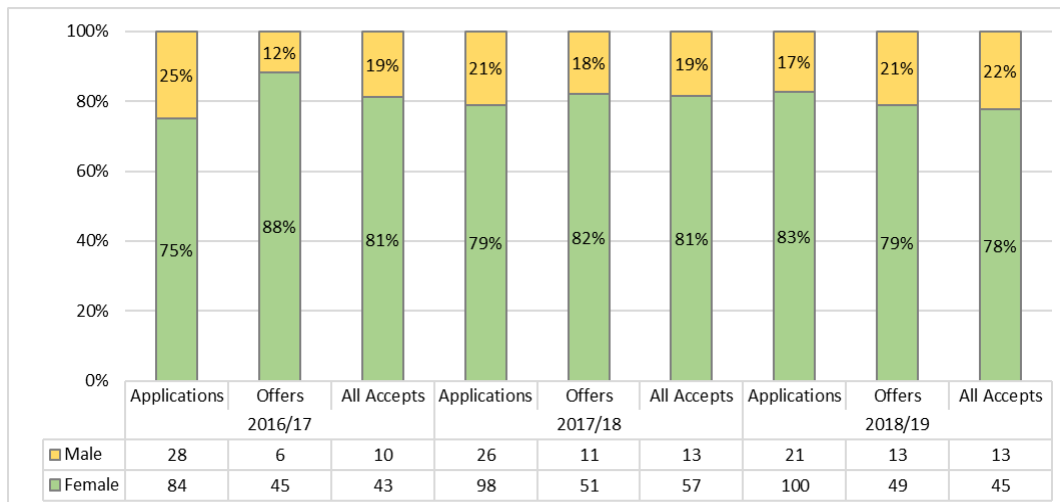
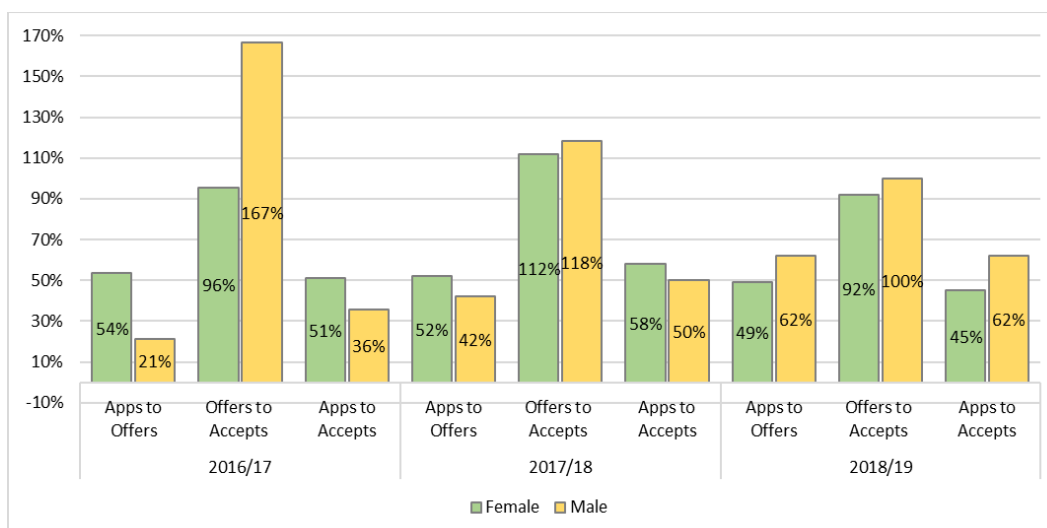


Figure 21 Division of Social Work & Youth and Community Development, UG student applications, offers, and acceptances



*Absolute numbers are not provided as the graph is intended to show relative proportions

Figure 22: Figure 22 Division of Social Work & Youth and Community Development, UG conversion rates of applications, offers, and acceptances

UG Degree Attainment

Only 2% or less failed their degree across all cohorts, in line with or better than the benchmark. Gender disparities in the data are not clear with fluctuations occurring in attainment for both male and female UG students (Table 4).

Table 4. UG School degree attainment

	2016/17				2017/18				2018/19				2019/20				HESA 2019/20	
	Female		Male		Female		Male		Female		Male		Female		Male		Female	Male
1st	35	12%	10	16%	55	15%	12	13%	65	15%	14	13%	85	18%	29	24%	25%	22%
2.1	136	46%	33	52%	168	45%	42	46%	198	45%	55	51%	219	45%	51	42%	49%	51%
2.2	93	31%	15	23%	114	30%	28	30%	140	32%	25	23%	138	29%	32	26%	20%	22%
3rd	32	11%	5	8%	39	10%	10	11%	33	7%	13	12%	30	6%	7	6%	4%	4%
U/Fail		0%	1	2%		0%		0%	6	1%		0%	10	2%	3	2%	2%	2%
Total	296	100%	64	100%	376	100%	92	100%	442	100%	107	100%	482	100%	122	100%	100%	100%

At Division level in Education, Psychology and SWYC male absolute numbers are small (Tables 6, 7, 8) and degree classification attainment rates for men fluctuate from year to year, making proportional gender comparisons in these data challenging. In CCJ, where men are better represented, the proportion of men and women obtaining a good degree (1st/2:1) in 2019/20 was 62% and 65% respectively, with considerably higher proportions of men and women obtaining a 1st in 2019/20 compared to each previous year (Table 5).

Table 5. Community & Criminal Justice Division UG attainment

	2016/17				2017/18				2018/19				2019/20				HESA 2019/20	
	Female		Male		Female		Male		Female		Male		Female		Male		Female	Male
1st	13	19%	5	15%	15	13%	6	11%	24	17%	11	11%	44	25%	23	30%	25%	22%
2.1	28	41%	23	70%	52	45%	26	48%	61	44%	28	48%	71	40%	25	32%	49%	51%
2.2	20	29%	3	9%	35	30%	17	31%	42	30%	15	31%	49	27%	23	30%	20%	22%
3rd	7	10%	1	3%	13	11%	5	9%	7	5%	9	9%	11	6%	5	6%	4%	4%
U/Fail		0%	1	3%		0%		0%	4	3%		0%	4	2%	1	1%	2%	2%
Total	68	100%	33	100%	68	100%	33	100%	115	100%	54	100%	179	100%	77	100%	100%	100%

Table 6. Education Division UG attainment

	2016/17				2017/18				2018/19				2019/20				HESA 2019/20	
	Female		Male		Female		Male		Female		Male		Female		Male		Female	Male
1st	14	14%	1	13%	16	14%	2	29%	20	18%		0%	13	15%	4	44%	29%	27%
2.1	49	48%	2	25%	54	49%	2	29%	39	35%	3	75%	37	42%	3	33%	46%	43%
2.2	23	23%	3	38%	28	25%	1	14%	38	35%	1	25%	28	32%	1	11%	21%	24%
3rd	16	16%	2	25%	13	12%	2	29%	12	11%		0%	10	11%	1	11%	4%	5%
U/Fail		0%		0%		0%		0%	1	1%		0%	0	0%	0	0%	0%	1%
Total	102	100%	8	100%	111	100%	7	100%	110	100%	4	100%	88	100%	9	100%	100%	100%

Table 7. Psychology Division UG attainment

	2016/17				2017/18				2018/19				2019/20				HESA 2019/20	
	Female		Male		Female		Male		Female		Male		Female		Male		Female	Male
1st	7	6%	4	19%	18	13%	4	14%	18	11%	3	9%	23	13%	1	3%	29%	23%
2.1	51	47%	7	33%	55	41%	12	43%	86	51%	18	56%	91	51%	18	62%	54%	51%
2.2	43	40%	8	38%	50	37%	9	32%	51	31%	9	28%	54	30%	7	24%	15%	22%
3rd	7	6%	2	10%	12	9%	3	11%	12	7%	2	6%	7	4%	1	3%	2%	3%
U/Fail		0%		0%		0%		0%		0%		0%	4	2%	2	7%	1%	1%
Total	108	100%	21	100%	135	100%	28	100%	167	100%	32	100%	179	100%	29	100%	100%	100%

Table 8. Social Work & Youth and Community Development Division UG attainment

	2016/17				2017/18				2018/19				2019/20				HESA 2019/20	
	Female		Male		Female		Male		Female		Male		Female		Male		Female	Male
1st	2	6%		0%	8	25%		0%	5	10%	1	10%	5	14%	1	14%	25%	23%
2.1	18	50%	2	67%	14	44%	2	40%	25	49%	7	70%	20	56%	5	71%	44%	41%
2.2	12	33%	1	33%	8	25%	3	60%	16	31%		0%	7	19%	1	14%	21%	25%
3rd	4	11%		0%	2	6%		0%	4	8%	2	20%	2	6%	0	0%	5%	7%
U/Fail		0%		0%		0%		0%	1	2%		0%	2	6%	0	0%	5%	5%
Total	36	100%	3	100%	32	100%	5	100%	51	100%	10	100%	36	100%	7	100%	100%	100%

(iii) Numbers of men and women on postgraduate taught degrees.

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

PGT Population

Largely as a result of an increase in female students, the PGT population grew steadily between 2016/17-2019/20, which may in part be a result of the documented increase of senior female School staff (see 4a.v). The PGT population gender profile has closely reflected the benchmark during this period (Figure 23).

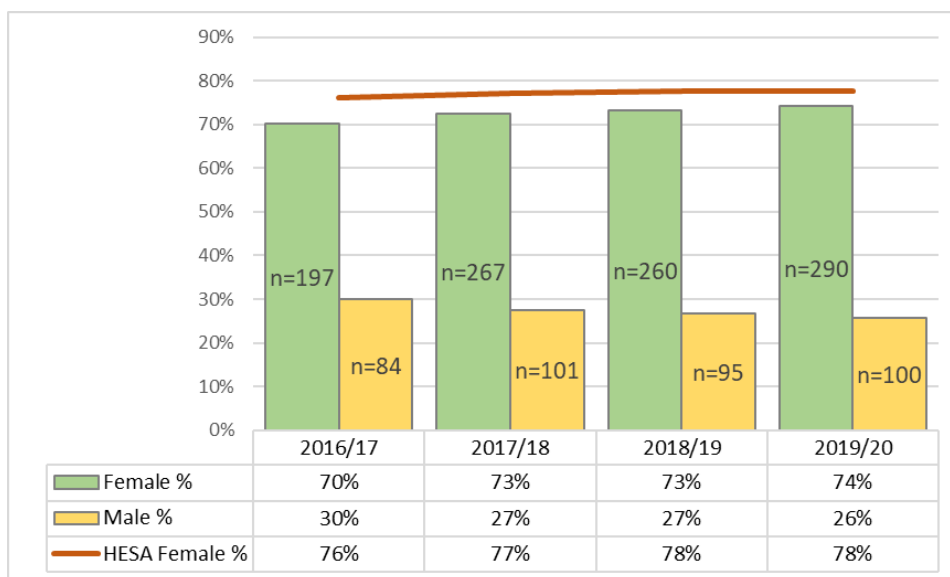


Figure 23. PGT Population

Whilst most female PGT students study full-time, male PGT students tend to pursue part-time study (Figure 24). The sizable number of part-time students here (both male and female) is due to programmes being undertaken for professional development purposes, with students studying alongside professional roles. The introduction of the Academic Practice (AP) programme in 2019/20 resulted in a substantial increase of male PT students. This is a programme open to new lecturers across DMU only for professional development purposes as either a PGCert or an apprenticeship.

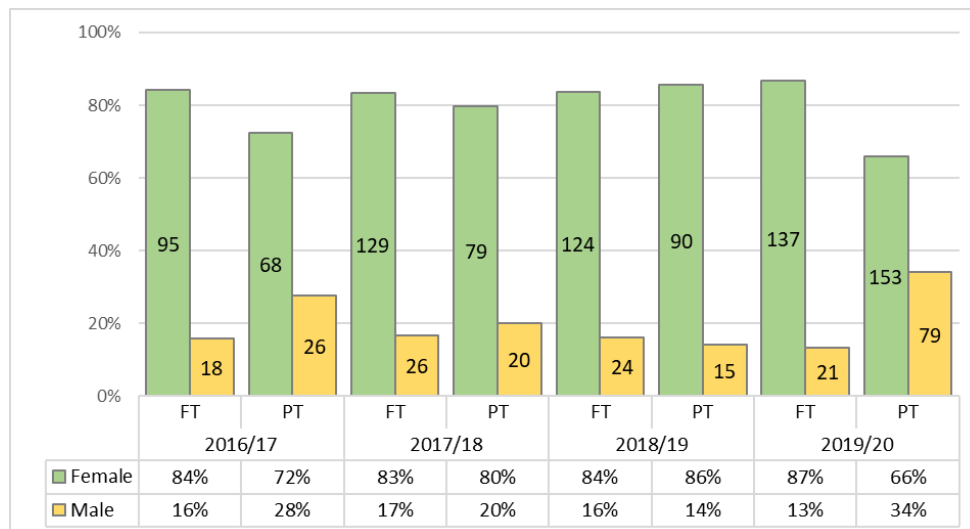


Figure 24. PGT Population by Part-time/Full-time

Although the ratio of male to female PGT students by programme has generally adhered to the benchmark, small absolute numbers of male students creates the observed year to year data fluctuations. Exceeding all other programmes from 2017/18 onwards in terms of male representation, the MRes may attract more men due to the programmes technical research skills content, often drawing applicants studying alongside a professional role; other PGT programmes tend to attract recent UG graduates.

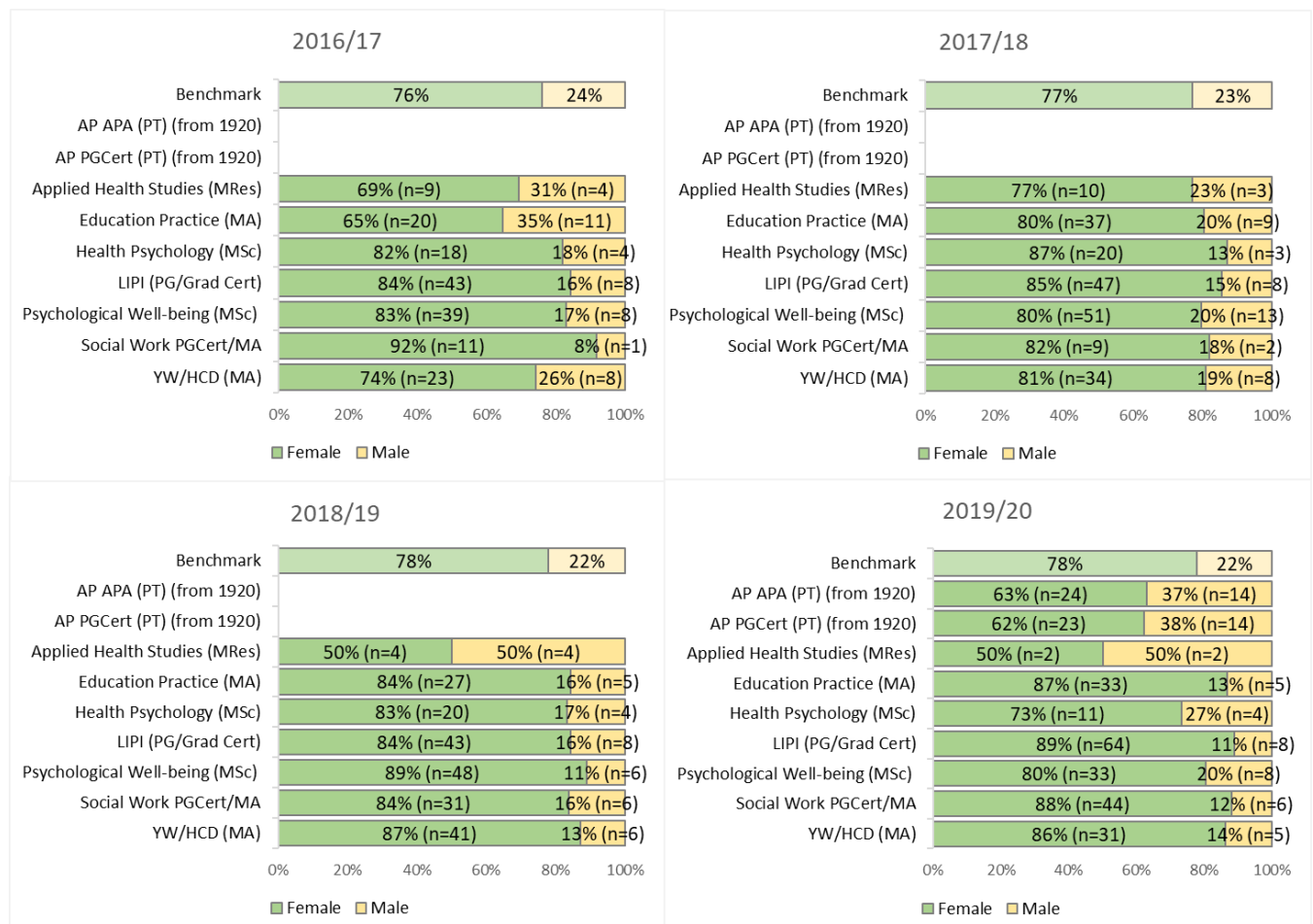


Figure 25. PGT population by programme

PGT Applications, Offers and Acceptances

PGT recruitment data issue

Student recruitment data was not obtainable for 2019/20 due to University level reporting issues (see *data notes*). The SAT will analyse this data when it is available (Action 4).

Applications, offers and acceptances for women increased proportionally by 7%, 9% and 3% respectively between 2016/17-2018/19 (Figure 26). When considering the applications/offers to acceptances conversion rates during this time (Figure 27), women fare better than men, possibly due to increased visibility of senior female School staff involved in recruitment (section 4a.v). Although women form the majority of applicants for each programme (Table 9), the conversion rate gap between men and women for applications to acceptances has however closed by 9% over the period analysed. There are data irregularities at programme level: students are recruited through the NHS for Low-intensity Psychological Interventions and the number of offers are not recorded; for the MRes and Social work programmes, deferrals from previous intakes have skewed these data.

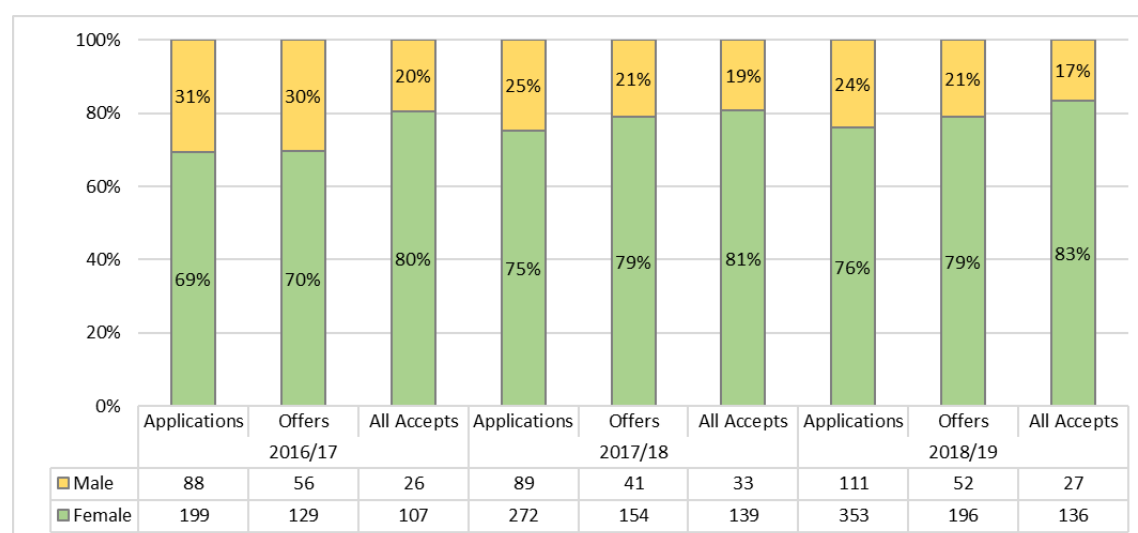
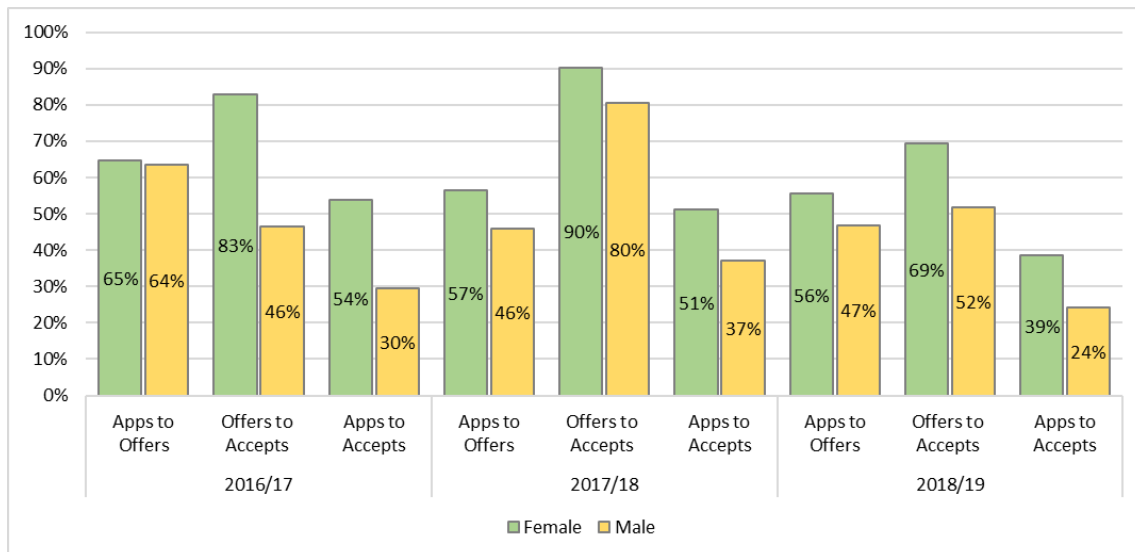


Figure 26. PGT conversion rates of applications, offers, and acceptances



*Absolute numbers are not provided as the graph is intended to show relative proportions

Figure 27. PGT student applications, offers, and acceptance

Table 9. PGT recruitment by programme

		Female			Male		
		Apps	Offers	Accepts	Apps	Offers	Accepts
2016/17	Applied Health Studies (MRes)	4	3	4	3	1	2
	Education Practice (MA)	34	24	18	29	20	7
	Health Psychology (MSc)	33	23	14	11	10	2
	Low-Intensity Psychological Interventions (PG/Grad Cert)	8	0	8	3	0	3
	Psychological Well-being (MSc)	56	48	38	11	6	7
	Social Work PG Cert/MA	14	2	3	1	0	
	Youth Work/ Health & Community Development (MA)	50	29	22	30	19	5
2017/18	Applied Health Studies (MRes)	4	1	3	2	1	
	Education Practice (MA)	62	48	28	17	10	6
	Health Psychology (MSc)	33	28	20	8	6	2
	Low-Intensity Psychological Interventions (PG/Grad Cert)	17	0	17	3	0	3
	Psychological Well-being (MSc)	67	53	38	19	12	10
	Social Work PG Cert/MA	44	0	11	16	0	3
	Youth Work/ Health & Community Development (MA)	45	24	22	24	12	9
2018/19	Applied Health Studies (MRes)	4	1	1	3	2	3
	Education Practice (MA)	57	47	21	29	14	2
	Health Psychology (MSc)	38	25	20	12	5	5
	Low-Intensity Psychological Interventions (PG/Grad Cert)	0	0		0	0	
	Psychological Well-being (MSc)	87	60	43	13	9	6
	Social Work PG Cert/MA	89	18	21	28	5	4
	Youth Work/ Health & Community Development (MA)	78	45	30	26	17	7

PGT Degree Attainment

The proportion of men obtaining a Merit/Distinction rose from 68% in 2016/17 to 86% in 2019/20 whilst the proportion of women fell from 77% to 59% for the same measure during this period (Table 10); the fall in 2019/20 may be a result of the pandemic due to an increase in caring responsibilities for women. At programme level (Table 11) attainment fluctuates for both men and women due to small absolute numbers.

Table 10: PGT classification attainment proportions by gender - columns total 100%

	2016/17				2017/18				2018/19				2019/20			
	Female		Male		Female		Male		Female		Male		Female		Male	
Dist.	38	35%	18	35%	12	12%	5	12%	35	30%	21	36%	30	28%	18	41%
Merit	46	42%	17	33%	50	49%	14	34%	43	36%	20	34%	33	31%	20	45%
Pass	26	24%	17	33%	40	39%	22	54%	40	34%	17	29%	44	41%	6	14%

Table 11: PGT attainment by programme

		Pass		Merit		Distinction	
		Female	Male	Female	Male	Female	Male
2016/17	<i>Applied Health Studies (MRes)</i>	1	1	1			
	<i>Education Practice (MA)</i>	4	2	1	1		
	<i>Health Psychology (MSc)</i>	3		3	1		1
	<i>Low-Intensity Psychological Interventions (PG/Grad Cert)</i>	3		7		2	
	<i>Psychological Well-being (MSc)</i>	5	1	1	1		
	<i>Social Work PG Cert/MA</i>	1		3	1		
	<i>Youth Work/ Health & Community Development (MA)</i>	5	3	7	1		
2017/18	<i>Applied Health Studies (MRes)</i>	3	1	1			
	<i>Education Practice (MA)</i>	4	1	7		2	3
	<i>Health Psychology (MSc)</i>	3	1	4	1	2	
	<i>Low-Intensity Psychological Interventions (PG/Grad Cert)</i>	10	3	17	2	2	
	<i>Psychological Well-being (MSc)</i>	8	2	7	2	3	1
	<i>Social Work PG Cert/MA</i>	3		3		1	
	<i>Youth Work/ Health & Community Development (MA)</i>	3	1	5	1		
2018/19	<i>Applied Health Studies (MRes)</i>				1		
	<i>Education Practice (MA)</i>	9	3	6	2	2	1
	<i>Health Psychology (MSc)</i>	6		6		3	2
	<i>Low-Intensity Psychological Interventions (PG/Grad Cert)</i>	9		4			
	<i>Psychological Well-being (MSc)</i>	11	3	6	2	3	
	<i>Social Work PG Cert/MA</i>			7	2		
	<i>Youth Work/ Health & Community Development (MA)</i>	2		3			
2019/20	<i>Applied Health Studies (MRes)</i>	1					
	<i>Education Practice (MA)</i>	9	1	4	1	3	1
	<i>Health Psychology (MSc)</i>	2	2	9	1	3	1
	<i>Low-Intensity Psychological Interventions (PG/Grad Cert)</i>	16	2	6	1	3	
	<i>Psychological Well-being (MSc)</i>	11	1	7		2	1
	<i>Social Work PG Cert/MA</i>	2		1			
	<i>Youth Work/ Health & Community Development (MA)</i>	2			2	2	

(iv) Numbers of men and women on postgraduate research degrees.

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

PGR Population

The PGR student population increased from 25n to 39n between 2016/17 and 2019/20 with the growth coming exclusively from women; as a proportion of the PGR population, women rose from 48% to 69% during this period, above the benchmark as of 2017/18 (Figure 28). There may be a combination of

explanations for this increase of female PhD students: in 2017, the number of female professors and associate professors increased by three and four respectively and these staff are active in recruiting PhD students; an increase in female lecturers have joined the School who are also studying for a PhD alongside their role. Subjects studied at PhD level may also be more attractive to women e.g. School psychology is more focussed on health, which tends to be more attractive to women, than neuro-psychology which tends to attract more men.

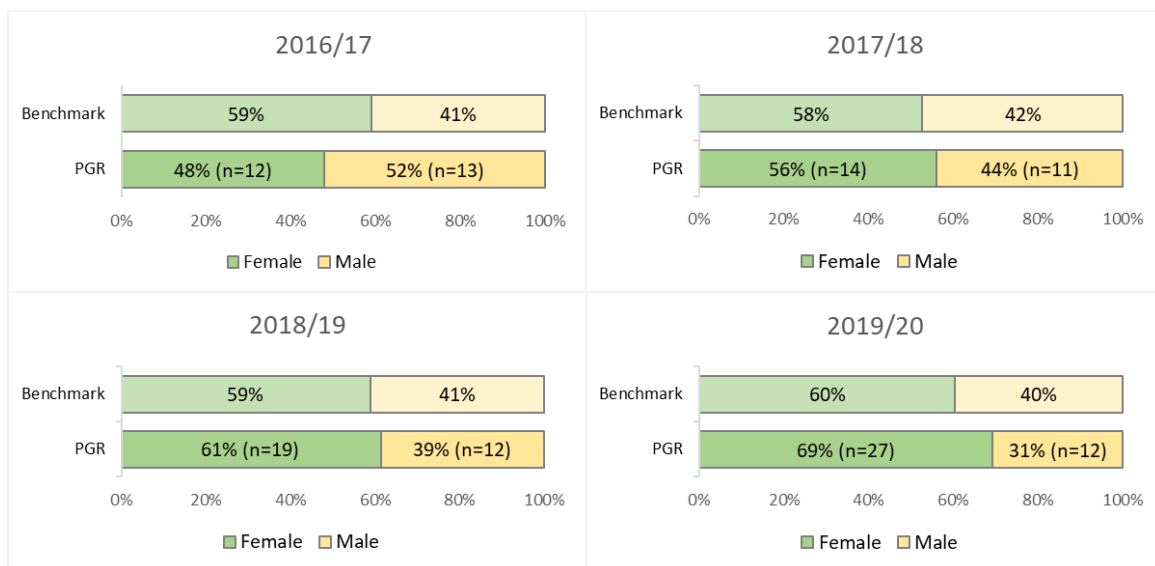


Figure 28: PGR student population

PGR students (both male and female) tend to study part-time (Figure 29); this may be due to students studying alongside occupying a professional role or to balance studies with caring responsibilities.

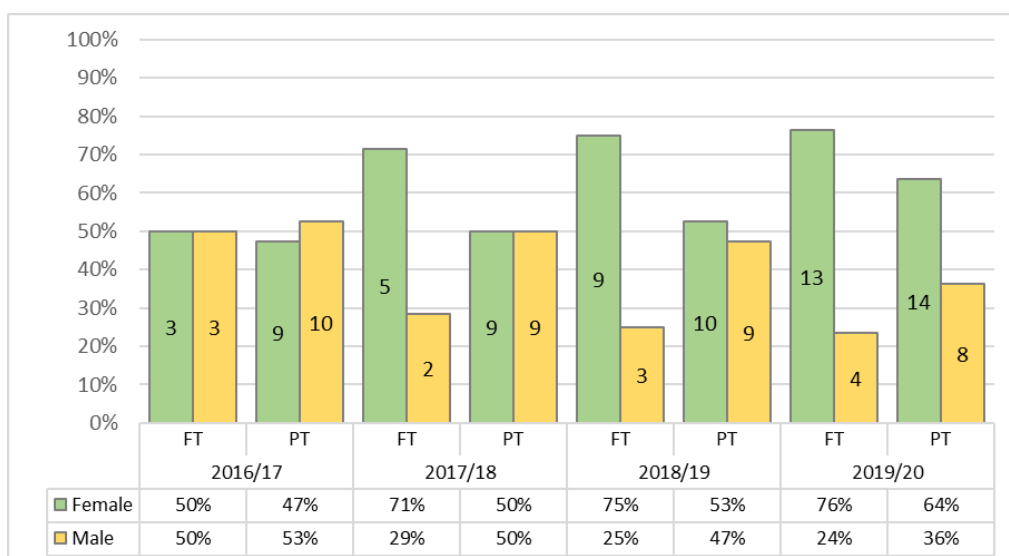


Figure 29: PGR Student Population by Part-time/Full-time

PGR recruitment data issue

Student recruitment data was not obtainable for 2019/20 due to University level reporting issues (see *data notes*). The SAT will analyse this data when it is available (Action 4).

While the number of female PGR applicants remained relatively stable between 2016/17 and 2018/19, male PGR applicants significantly decreased in number during this time (Figure 30). The proportion of male applicants fell from 42% in 2016/17 to 19% in 2018/19 with no men receiving an offer in 2018/19. With such small numbers, looking for bias in the conversion rates for applications is not possible, however it may be that the increase in female senior academic staff, and the topics of School research e.g. health-psychology, reproductive research, etc. may be having an effect here (Figure 31).

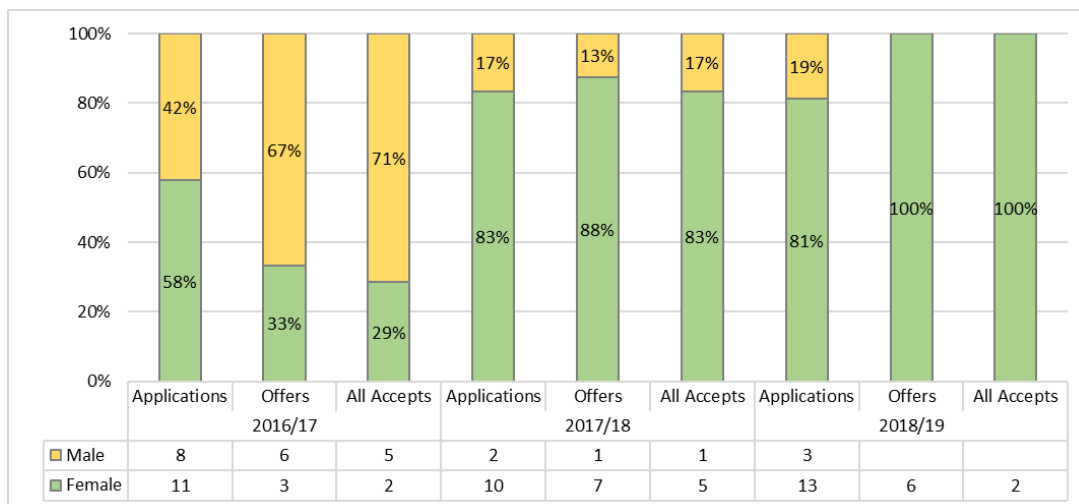
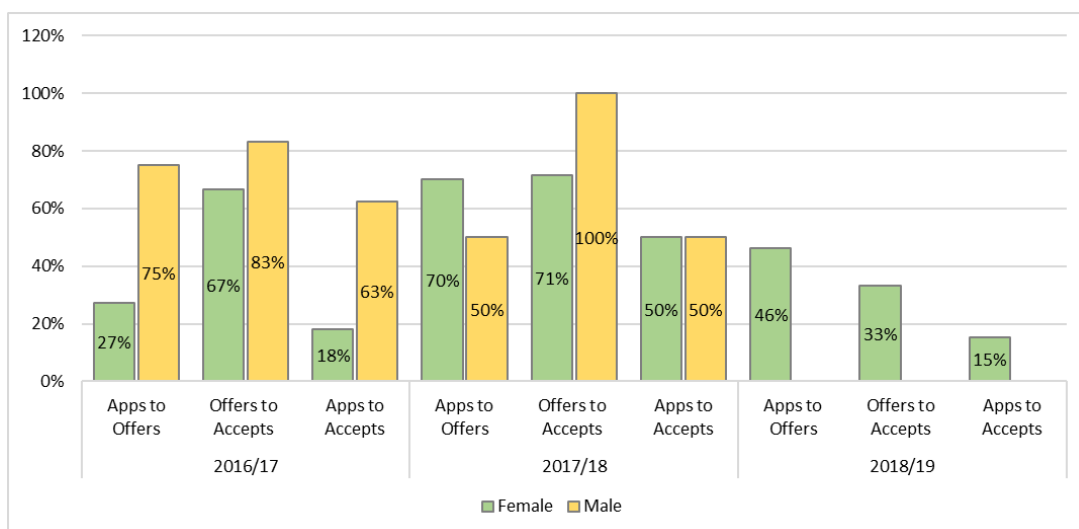


Figure 30: PGR student applications, offers, and acceptances



*Absolute numbers are not provided as the graph is intended to show relative proportions

Figure 31: PGR conversion rates of applications, offers, and acceptances

PGR Completion

The gender profile of students awarded a PhD between 2016/17-2019/20 reflects the profile of the wider PhD population resulting in no bias being detected (Table 12). On average, between 2009/10-2019/20, men and women took 4.4 years and 6.5 years respectively to obtain their PhD (Figure 32). In cases where students require a registration extension due to external factors e.g. caring responsibilities, then continued support is provided by supervisors to facilitate completion.

Table 12: PGR student awards from 2016/17 – 2019/20

Gender	Mode	Awards
Female	Part-time	7
	Full-time	3
Male	Part-time	1
	Full-time	2
Total		13

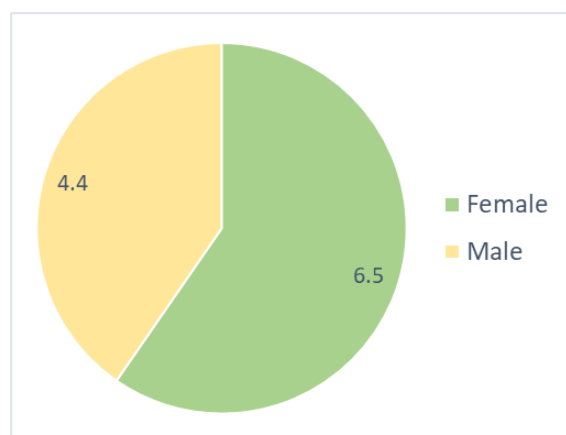


Figure 32: PGR average years taken to complete a PhD for students beginning and finishing between 2009/10 - 2019/20

- (v) Progression pipeline between undergraduate and postgraduate student levels.

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The School recognises that ingrained societal stereotypes, that may affect male underrepresentation across many programmes, must be tackled particularly at UG level (Action 5.1) (see section 5d.i, Action 32).

Action 5.1: Capture diverse male student experiences that break gender stereotypes and present these as case studies of former UG/PGT/PGR graduates. Work with DMU marketing department to strategically engage potential student recruits with case studies e.g. open days and widening participation activities. Utilise a DMU Frontrunner student internship to support case study production.

That said, we are proud to observe that our female PhD student population is increasing and recognise that women being well represented at PGT level is a positive thing, particularly when the broader pipeline issue of female representation is considered. In 2019/20 women comprised 80% of all students, and although still the majority female representation then falls to 74% at PGT level and again to 69% at PGR level (Figure 33). Beyond UG-PG progression, this trend in female representation continues; in 2019/20 65% of School staff were women. This incremental decline mirrors the national picture for women in related subject areas in the UK for both students and staff, as observed in benchmark data presented throughout sections 4a and 4b. It may be that men are firmer in their pursuit of an academic

career at this point in their studies, which may help explain why proportionally more men progress onto a more advanced degree and an academic career.

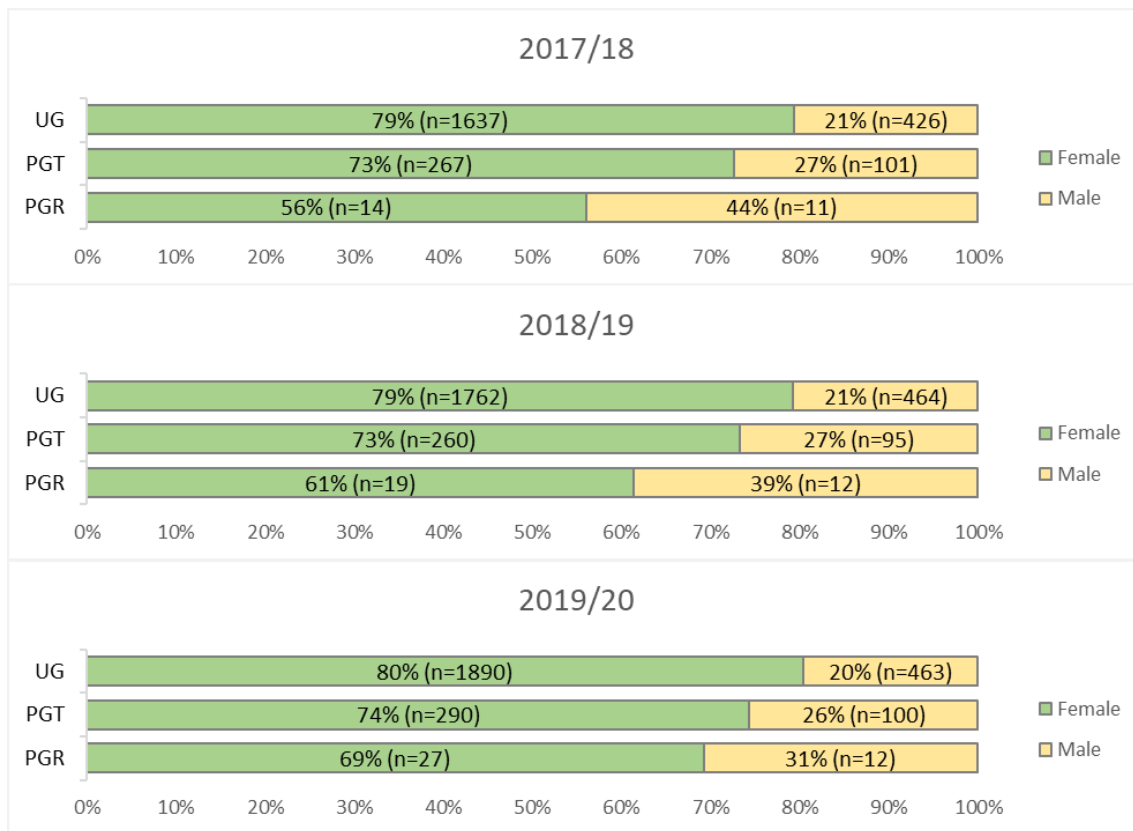


Figure 33: Student UG, PGT, PGR population pipeline

In order to increase our understanding of this observed decline in female representation, elements of our 2020 taught student culture survey explored:

- confidence levels of students in their ability to study for a masters/PhD;
- how likely it is that students will study for a masters/PhD;
- confidence levels of students in their ability to pursue an academic career;
- how likely it is that students will pursue an academic career.

Survey data exhibited encouraging signs regarding student confidence and plans to pursue both a higher degree and an academic career (Tables 13-16). Around two thirds of respondents reported confidence in their ability to study for a more advanced degree, and that it is likely that they will do so in the future and although women were less confident and less likely this was not of statistical significance (alpha level $p > .05$). Just over half of respondents indicated confidence in their ability to pursue an academic career and just under half indicated it is likely that they will do so and although 11% and 14% more women were less confident and less likely respectively, this was not of statistical significance (alpha level $p > .05$).

These results reflect DMU's mission to "create a supportive environment which supplies a diverse set of research students" and the School's strong culture of research development where students at all levels

are encouraged to and provided with opportunities to develop research skills. For example, all UG and PGT students have the option of undertaking a research project, providing them with a flavour and experience of conducting research. These opportunities may help explain why the number of women pursuing a PhD within the School are increasing; it is hoped that these higher levels will help address the pipeline leak observed for women entering an academic career in the medium to long-term.

"I joined DMU via an unconventional route as a mature student and single mum. Without the ongoing support, encouragement, and opportunities from my faculty and school staff throughout my undergraduate and postgraduate studies, I would not have had the confidence, self-belief, or skillset, to pursue and undertake my PhD." — Louise Cunliffe, female PhD Student (former UG-PGT School Student)

The School must however explore methods to break gender stereotypes and capture diverse student and academic staff experiences that promote the diverse academic career pathways to student populations (Action 5), particularly given open text comments from the student survey suggested students:

- may not be sure how to pursue an academic career;
- may still be clarifying their career goals at UG and PGT level;
- perceive academia as being too competitive;
- who are women face additional obstacles entering the profession, and progressing once in.

Action 5.2: Capture diverse female student experiences and present these as case studies of former UG/PGT/PGR graduates who progressed to PGR study, and possibly now work in academia. Highlight different career pathways that allow for career breaks, part-time study, child rearing, and/or balance of care responsibilities, etc. Utilise a DMU Frontrunner student internship to support case study production.

Table 13: "I feel confident in my ability to study for a more advanced degree (e.g. Masters or PhD), even if I am not planning to do so" respondents' extent of agreement – student culture survey 2020

	Disagree (1,2)	Neutral (3)	Agree (4,5)	Total
Male N	2	3	12	17
Female N	7	15	36	58
Total N	9	19	49	77
Male %	11.8%	17.6%	70.6%	100%
Female %	12.1%	25.9%	62.1%	100%
Total %	11.8%	25.0%	63.2%	100%

Table 14: "In the future it is likely that I will study for a more advanced degree (e.g. Masters or PhD)" respondents' extent of agreement – student culture survey 2020

	Disagree (1,2)	Neutral (3)	Agree (4,5)	Total
Male N	2	2	13	17
Female N	8	9	38	55
Total N	11	11	52	74
Male %	11.8%	11.8%	76.5%	100%
Female %	14.5%	16.4%	69.1%	100%
Total %	15.1%	15.1%	69.9%	100%

Table 15: “I feel confident in my ability to pursue a career in academia, even if I am not planning to do so” respondents’ extent of agreement – student culture survey 2020

	Disagree (1,2)	Neutral (3)	Agree (4,5)	Total
Male N	1	5	11	17
Female N	10	17	31	58
Total N	11	23	43	77
Male %	5.9%	29.4%	64.7%	100%
Female %	17.2%	29.3%	53.4%	100%
Total %	14.5%	30.3%	55.3%	100%

Table 16: “In the future it is likely that I will pursue a career in academia i.e. teaching and conducting research in a University such as DMU” respondents’ extent of agreement – student culture survey 2020

	Disagree (1,2)	Neutral (3)	Agree (4,5)	Total
Male N	4	3	10	17
Female N	20	11	25	56
Total N	25	15	35	75
Male %	23.5%	17.6%	58.8%	100%
Female %	35.7%	19.6%	44.6%	100%
Total %	32.4%	20.3%	47.3%	100%

WORD COUNT: 1798

B. Academic and research staff data

- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only. Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

75% of School staff occupy teaching and research (TR) contracts (Table 17), with women on TR contracts comprising half of the School’s staff population (Figure 34). All teaching only (25%) contracts are hourly paid lecturers (HPL) and are utilised when there is a short-term shortfall in teaching staff due to sickness, to support staff during intensive teaching periods, research/project buy-out, or retirees wanting to continue teaching. Proportionately, this figure has remained static over the period analysed. Research only contracts (0.6%) are all Research Assistant (RA) roles subject to grant funding. Staff on research only contracts have been converted to permanent contracts or successfully applied for advertised permanent posts, although low numbers make it difficult to identify any trends.

Table 17: Proportion of staff by contract type

	Research Only	Teaching & Research	Teaching Only	Total
2017/18	2 (0.7%)	111 (76%)	34 (23%)	147 (100%)
2018/19	2 (0.7%)	110 (75%)	35 (24%)	147 (100%)
2019/20	1 (0.6%)	121 (75%)	40 (25%)	162 (100%)

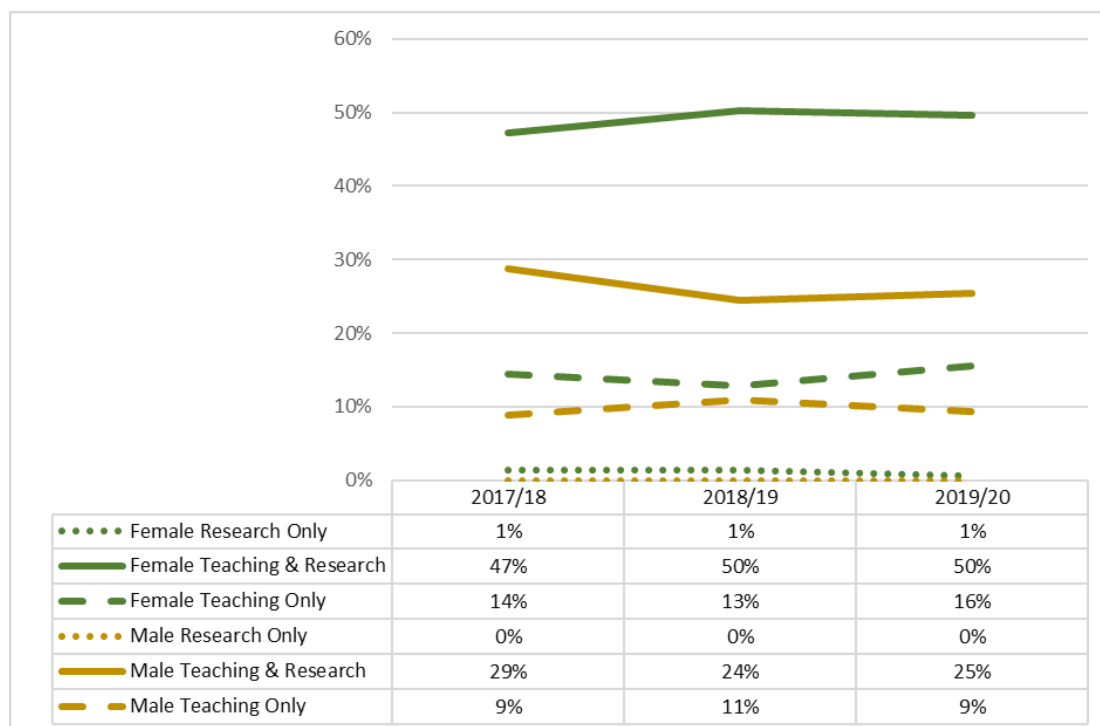


Figure 34: Staff composition by contract type and gender - Columns total 100%

66% of TR staff are women (Table 18), a proportion that has grown by 4% since 2017/18. TR staff receive a 10% workload allowance for research and scholarly activities and can apply for more via the Staff Innovation Allowance (see Section 5b.iii).

Table 18: Staff contract type gender composition

	Research Only		Teaching & Research		Teaching Only	
	Female	Male	Female	Male	Female	Male
2017/18	100%	0%	62%	38%	62%	38%
2018/19	100%	0%	67%	33%	54%	46%
2019/20	100%	0%	66%	34%	63%	38%

Disparate School subject groups means benchmarking the staff population as a homogenous group is not suitable. In each School Division women form the majority of staff (Figure 35). CCJ has around 10% above the benchmark for female staff. Education moved to a female majority in 2018/19 (58% in 2019/20) but remaining closer to gender parity than the benchmark. In Psychology, the largest division, women form the majority (67%), a figure that is closer to gender parity than the benchmark. SWYCD has a consistent female majority (69% in 2019/20) close to the benchmark.

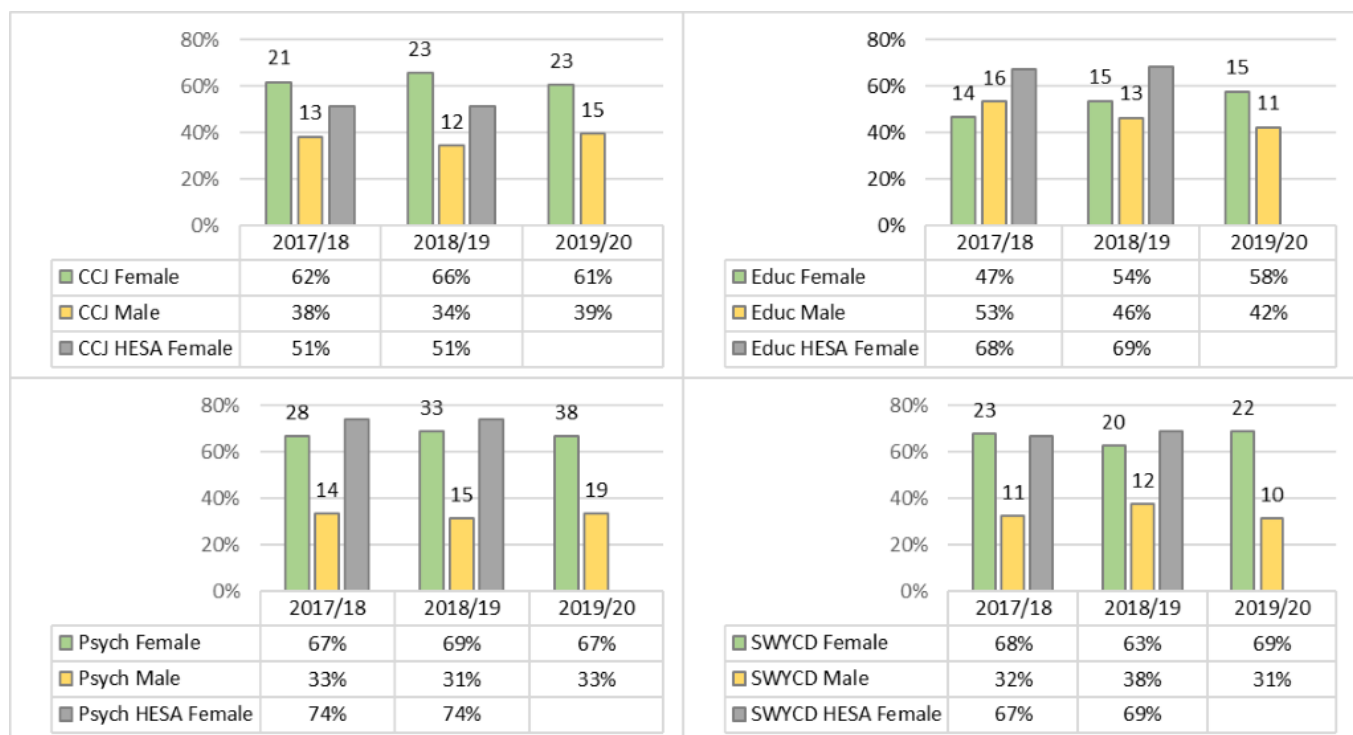


Figure 35: School staff population by Division

The School recognises a dual challenge: breaking ingrained societal gender stereotypes affecting low male representation on most taught School programmes; dismantling barriers that perpetuate the disproportionate loss of women through the career pipeline, from UG level (section 4) through to senior roles as observed in Figure 36.

Women form the clear majority of the staff population (although a much-reduced majority compared to women at UG student level), from early career academics (grade E and F), up to Senior Lecturer/Research Fellow posts (grade G). However, a significant shift towards a male majority is observed for senior posts at grade H/I in 2017/18 (67%M) and 2018/19 (64%M), before moving back towards parity in 2019/20 (56%F:46%M). These signs of progress for women at grade H/I in 2019/20 are encouraging. The introduction of the AP role (see section 5a.iii) at DMU in 2017 has been beneficial for the progression of women within the School; female AP's have increased from 1 to 5 over the last three years (Figure 37).

Although a balanced gender profile is observed for Professorial staff, women are underrepresented compared to both the wider School staff and student population. This is evidence that women are not progressing as easily as men to the role of professor via internal promotion or external recruitment. Support for women to reach senior roles must be clearly accessible, both at Grade H/I and Professorial level (see section 5a.iii).

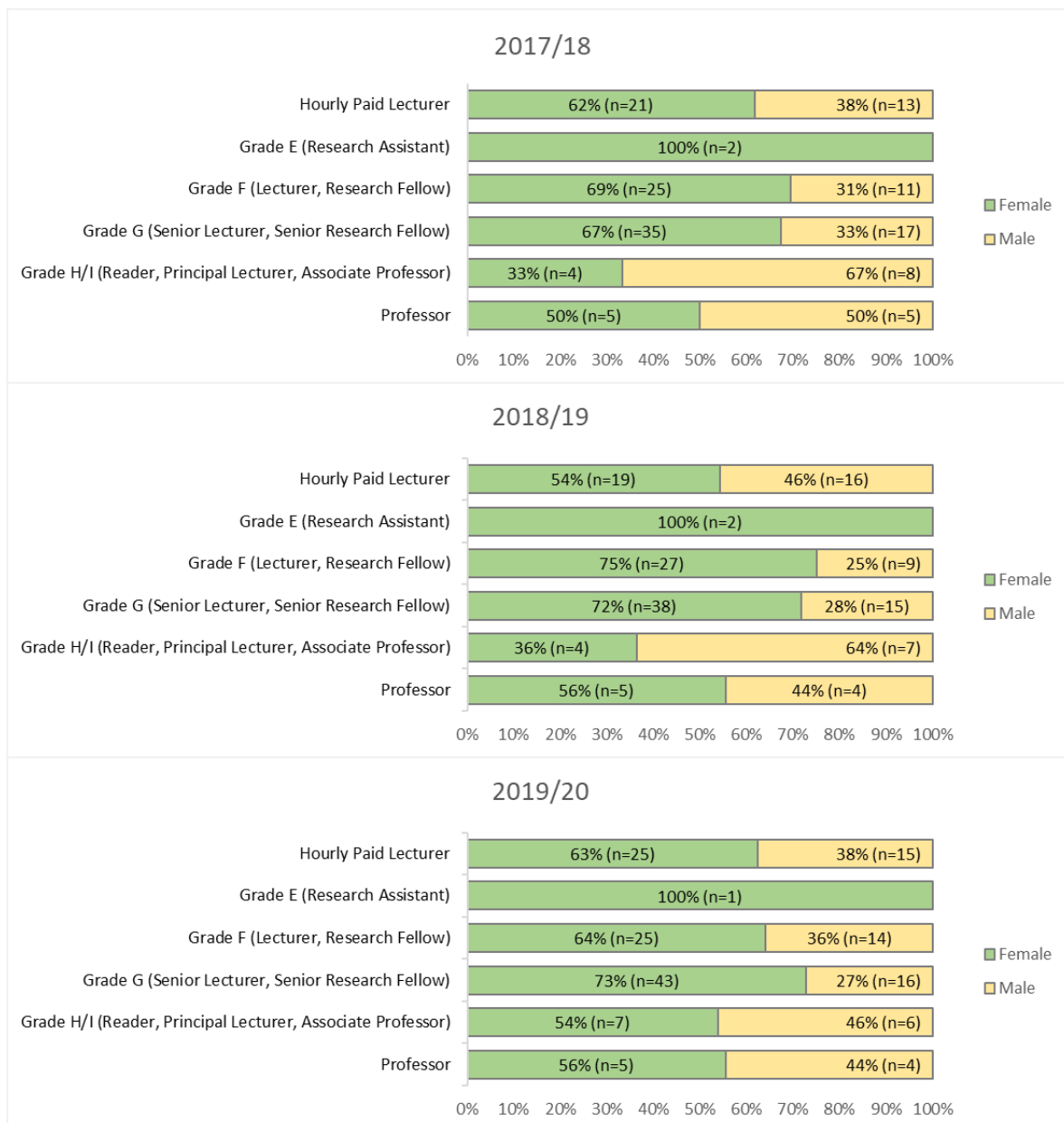


Figure 36: Staff population by grade

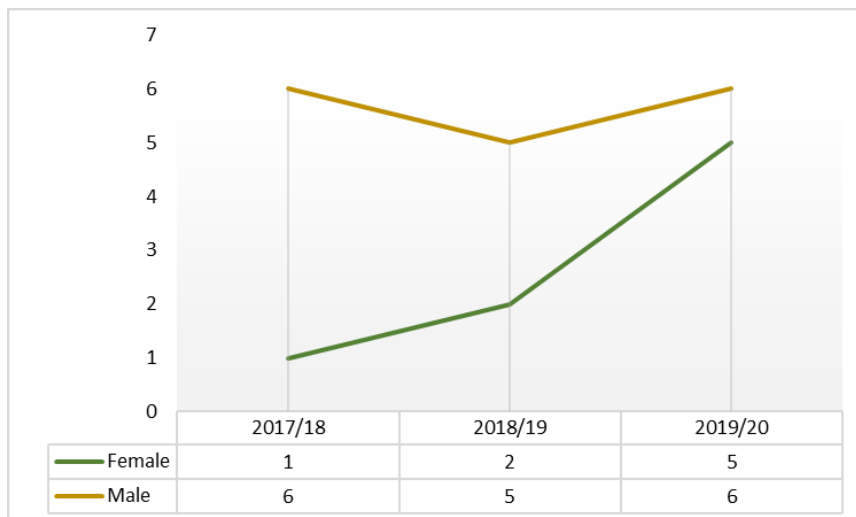


Figure 37: School staff Associate Professor population

- (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender.

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

6-8% of School staff occupied fixed-term contracts between 2017/18 and 2019/20 (Table 19), with no clear gender bias identified; any disparity varies by no more than 4% during this period. This is very favourable compared with the national benchmark and reflects DMU's culture and policy of favouring permanent employment contracts; in 2019/20 fixed-term contracts accounted for 21% (24%F:17%M) of subject related academic staff contracts in the UK. School-based fixed-term contracts are used primarily to increase teaching and assessment resources and affords both flexibility and forward planning; staff can agree the number of hours and when they are included in programme delivery. Fixed-term contracts are also utilised for time-limited projects dependent on finite funding, with staff on such contracts encouraged to apply for open-ended positions. The University redeployment scheme is accessible to all staff, regardless of contract type, and has enabled fixed-term research staff within the School to be redeployed to other research projects. Zero-hour contracts are strictly prohibited in the University.

Table 19: Staff by grade and contract type

	2017/18		2018/19		2019/20		HESA 2019/20	
	Fixed-term	Open-ended	Fixed-term	Open-ended	Fixed-term	Open-ended	Fixed-term	Open-ended
Female proportion	8%	92%	7%	93%	9%	91%	24%	76%
HPL		21	1	18	4	21		
E (RA)	2	1	2	1	1	1		
F (Lecturer, RF)	3	22	3	24	5	20		
G (SL, SRF)	2	33	1	37		43		
H/I (Reader, AP)		4		4		7		
Professor		5		5		5		
Male proportion	6%	94%	4%	96%	5%	95%	17%	83%
HPL		13	1	15	2	13		
E (RA)								
F (Lecturer, RF)	3	8	1	8	1	13		
G (SL, SRF)		17		15		16		
H/I (Reader, AP)		8		7		6		
Professor		5		4		4		
Total	7%	93%	6%	94%	8%	92%	21%	79%

(iii) Academic leavers by grade and gender and full/part-time status.

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

An increase in staff leaving is observed, rising from 5n to 14n between 2017/18 and 2018/19, before falling slightly to 12n in 2019/20. With the exception of 2018/19, where a slightly higher proportion of male staff left the School (13%M:7%F), there is no significant gender bias for School staff leavers (Table 20). Each year the most common reason for leaving the School is for a new role (Table 21), and the majority of staff leaving are staff occupying roles at grade G, regardless of gender; this may suggest that staff are leaving for personal progression reasons. It is also noted that a significant number of leavers in 2018/19 were women on part-time contracts (5n) (Table 22). Exit interviews are conducted by line managers, however we will implement a system that enables the reasons for staff leaving, referenced in Table 21, to be monitored and understood in more depth by School leadership (Action 6).

Action 6: Collate exit interview data for review by the Head of School.

Table 20: Staff leavers by grade: % = proportion of population

	2017/18	2018/19	2019/20
Female (% of total female)	3 (3%)	7 (7%)	8 (8%)
Hourly Paid Lecturer			
E (RA)			
F (Lecturer, RF)		1	4
G (SL, SRF)	2	5	3
Grade H/I (Reader, AP)	1	1	
Professor			1
Male (% of total male)	2 (4%)	7 (13%)	4 (7%)
Hourly Paid Lecturer			
E (RA)			
F (Lecturer, RF)		1	1
G (SL, SRF)	2	5	1
H/I (Reader, AP)		1	2
Professor			
Total	5 (3%)	14 (10%)	12 (7%)

Table 21: Staff leavers by reason

	Female	Male	Total
2017/18	3	2	5
Multi-contract - End a Contract			
Resignation - Lifestyle change			
Resignation - New Job			
Retirement			
Voluntary redundancy			
Voluntary severance			
2018/19	7	7	14
Multi-contract - End a Contract			
Resignation - Lifestyle change			
Resignation - New Job			
Retirement			
Voluntary redundancy			
Voluntary severance			
2019/20	8	4	12
Multi-contract - End a Contract			
Resignation - Lifestyle change			
Resignation - New Job			
Retirement			
Voluntary redundancy			
Voluntary severance			

Table 22: Staff leavers by part-time/full-time

	Female	Male	Total
2017/18	3	2	5
Part-time			
Full-time	3	2	5
2018/19	7	7	14
Part-time	5		5
Full-time	2	7	9
2019/20	8	4	12
Part-time	1	2	3
Full-time	7	2	9

WORD COUNT: 798

5. Supporting and advancing women's careers

Recommended word count: Bronze: 6000 words | Silver: 6500 words

A. Key career transition points: academic staff

(i) Recruitment.

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

The HoS, HoDs and line managers identify recruitment needs. Person specifications and advertisements are constructed, avoiding gendered language, and placed on sites such as Jobs.ac.uk. Recruitment processes are managed centrally by the University. To encourage candidate pool diversity, recruiting material highlight DMU's:

- diverse staff base
- commitment to EDI and AS principles
- flexible working
- staff development

Those who meet the person specification criteria are shortlisted; essential criteria are used initially, with desirable criteria only used to achieve a manageable shortlist. Vacancies are normally advertised both internally and externally to reach a diverse field, although in some cases recruitment is restricted to internal applicants e.g. for acting up, job share, redeployment, temporary to permanent. All staff recruiting and selecting undertake mandatory EDI, and recruitment and selection training, which covers unconscious bias, and conduct of equitable and merit-based assessments.

Shortlisting is conducted by a selection panel comprising 2-4 (typically 3) DMU-trained recruiters with a nominated chair. The School aims for gender-balanced panels and diversity in terms of race/ethnicity, however a small ethnic minority staff pool means this is not always achievable (Action 7). Panel composition is managed locally with compliance reported by recruiting managers. The selection process also includes a role-dependent assessment (e.g. presentation). All School staff are invited to attend interviewee's presentations, promoting a welcoming and transparent environment for current staff and potential recruits; attendees' presentation feedback, using a scored system, informs the decision-making process, broadening the recruitment process beyond the panel. All unsuccessful candidates are offered feedback.

Action 7: Monitor panel composition data for diversity in terms of gender and ethnicity annually and utilise the University's now established pool of trained panel members to ensure all panels for interviewing have a wide gender and ethnicity representation.

Due to a University level reporting error recruitment data is only available for 2019 and 2020 rounds. The proportion of women applying for roles (Table 23) and progressing at each recruitment stage is higher than men over the 2-year period (Table 24), reflecting the majority female recruitment pool. Women were also more likely to receive an offer in both years.

Table 23: School staff recruitment stage proportional rates by gender ND = gender not disclosed

	Applications			Interview			Offer		
	Female	Male	ND	Female	Male	ND	Female	Male	ND
2019	50%	40%	10%	53%	29%	18%	68%	18%	14%
2020	43%	37%	19%	53%	44%	3%	52%	43%	4%
2-year mean	47%	38%	15%	53%	37%	10%	60%	31%	9%

Table 24: School staff recruitment stage conversion rates

	App to Int		Int to Off		App to Off	
	Female	Male	Female	Male	Female	Male
2019	17%	12%	63%	31%	11%	4%
2020	28%	27%	32%	31%	9%	8%
2-year average	22%	20%	44%	31%	10%	6%

Table 25: School staff recruitment by grade. ND = gender not disclosed

		Applications			Interview			Offer		
		Female	Male	ND	Female	Male	ND	Female	Male	ND
2019	Grade F	102	71	18	18	9	2	11	4	1
	Grade G	30	27	9	6	4	4	4	0	1
	Grade H	7	12	2	0	0	2	0	0	1
	Total	139	110	29	24	13	8	15	4	3
2020	Grade F	122	99	54	35	24	0	12	9	0
	Grade G	12	15	4	3	7	0	0	1	0
	Grade H	4	4	4	0	1	2	0	0	1
	Total	138	118	62	38	32	2	12	10	1
2-year Total		277	228	91	62	45	10	27	14	4

(ii) Induction.

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

A DMU standard induction exists for all new starters alongside a local School induction, both supported by documentation. Inductions cover information on DMU's EDI initiatives (including AS), and staff networks (BAME, Disabled, Faith, LGBTQ+, Women's).

DMU inductions include:

- Staff development, appraisals, policies, procedures/guidelines.
- Introduction to the VC and/or EB members.
- Formal introduction to the School by email and at monthly Division/Institute/Centre staff

meetings.

- Being assigned a mentor.
- Welcome meeting with the SLT where the School vision is highlighted and a direct platform to raise issues/questions is provided.

A mandatory induction checklist must be completed within specified timeframes and returned to HR. All new staff members are offered a mentor from the local academic staff team and, where possible, given a physical tour of the working environment with the opportunity to meet colleagues. Since the pandemic most staff are working remotely with the implication that induction procedures are completed virtually resulting in restricted opportunities for new staff to meet colleagues and settle into the physical working environment. Greater delays are also likely experienced for formal opportunities (e.g. staff meetings) for introducing new colleagues. Promoting an equitable and collegial culture for all new staff is an aim for the School and a review of the pandemic's impact here will be undertaken (Action 8).

Action 8: Review the potential effects of virtual working on the induction process, and whether new staff members are fully and equitably introduced to colleagues and their working role and environment. Explore ways to encourage connections between colleagues to form via regular all School staff social core hour events, subject to the impact of COVID-19.

The School staff culture survey (SSCS) results show 79% of respondents recall going through a formal induction when joining the University (Figure 38) and although 15% more female than male respondents went through this process, small absolute male respondent numbers make comparisons by gender here difficult to make. Most respondents reported that their induction met their needs and expectations either to an extent (71%) or very much so (18%) (Figure 39).

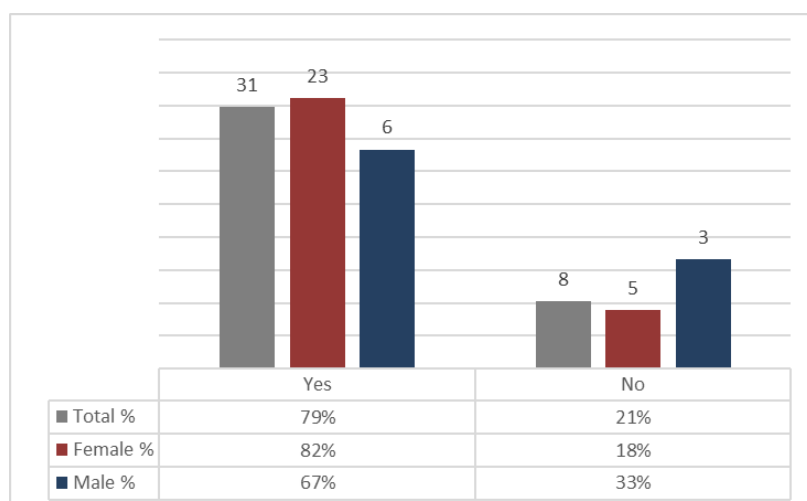


Figure 38: School Staff Culture Survey staff induction uptake - SSCS 2020

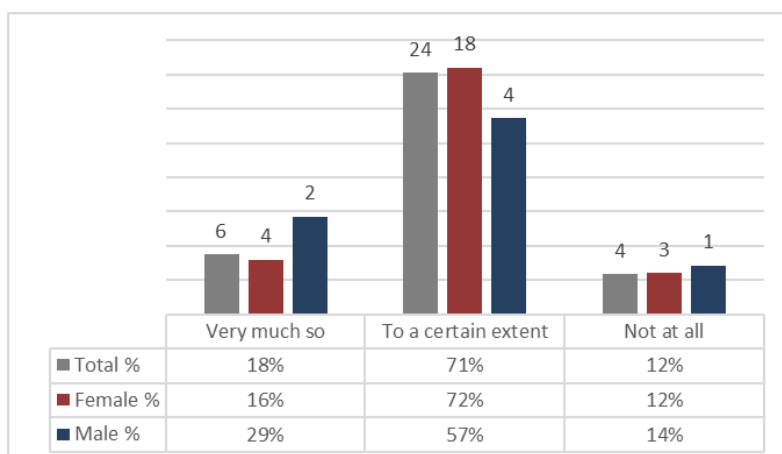


Figure 39: “Did your induction meet your needs and expectations?” - SCS 2020

Division Heads (2F:2M) conduct School-based inductions. Research inductions, conducted by Institute/Centre Directors, are now undertaken by 2F:1M having solely been done by women until 2021. Informal office-based inductions are usually done by a more established staff member e.g. module/programme leader. 41% of female staff survey respondents report conducting informal inductions compared to 33% of males (Figure 40), although the small sample size for male respondents means caution must be taken when interpreting these results. The data does not however determine if informal inductions are self- or manager-assigned (see section 5b.iv). Whilst induction is reflected on relatively positively by survey respondents, feedback suggested that the School introduces a central hub of information for new staff (Action 9).

Action 9: Lobby for the re-introduction of School based webpages that provide centralised School resources needed to support new staff and provide an ongoing reference point for all staff. To include informational resources such as policies, school structure and key personnel, processes undertaken at School level (e.g. conference funding bid), support and mentoring opportunities, etc.) scholarly groups/events, mentorship, Athena Swan, key contacts etc.

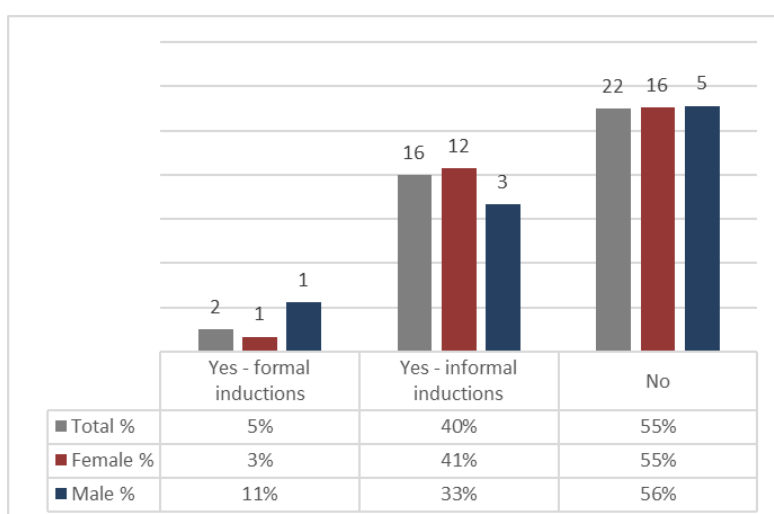


Figure 40: “Do you conduct inductions for colleagues in your area?” - SCS 2020

(iii) Promotion.

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Early Career Academic Fellows (ECAAF) automatically progress to Lecturer after one year and Lecturers to Senior Lecturer after five years. In 2017 DMU introduced the leadership AP role, replacing Principal Lecturer and Reader roles (although some staff retain the title of Reader historically). AP establishes a clearer promotion pathway that importantly staff at any level can apply for, via the annual promotions process, enabling merit driven career progression. AP promotion routes are: research; teaching and learning (TL); commercial and enterprise.

Following a concerted effort by the School to raise the AP role profile via staff drop-in sessions and applicants being encouraged to share draft applications with senior colleagues (including the HoS), we are pleased to observe that applications to AP increased from 5n to 10n between 2019-2020 with the majority of applicants being women (Table 25). Despite this progress, success rates remain low. SSCS data suggest that the criteria against which promotion applications are assessed are opaque, particularly for female respondents (Figure 41). The HoS has now begun work with the Faculty Dean to lobby the University with regards to maintaining consistent promotion criteria from year-to-year/round-to-round. To better support staff around promotions the School will better publicise annual promotion rounds and increase support available to staff making an application (Action 10.1-10.2). The School will also increase support to staff who have applied unsuccessfully (Actions 10.3). Concerningly, applications to Professor remain low (Tables 26) with no applications for promotion to Professor between 2018/19-2020/2021 which will be addressed as a priority, particularly given the disproportionate level of female representation in senior School positions. Here the HoS has extended a personal offer to individually support all female APs in the School who aspire to become a professor with Action 11 embedding this support.

Action 10.1: Ensure annual promotion round, as well as the criteria and assessment method are publicised well in advance of submission deadline. Lobby university with regards to maintaining consistent promotion criteria from year-to-year/round-to-round in order to improve ability for applicants to prepare in a manner that is informed and timely.

Action 10.2: Utilising the WISSH staff network (which targets female staff), to develop and implement workshops on promotion decision making procedures and politics e.g. successful applicants share their experiences and offering staff one to one support with application drafting.

Action 10.3: Introduce the option for unsuccessful promotion and future applicants to be assigned up to 50 hours on the workload plan to shadow a more senior colleague e.g. a researcher, manager, senior staff member, to gain insight and improve their future applications i.e. develop an action plan/goals to develop in preparation for future opportunities.

Action 11: Identify potential female professorial applicants through annual review of Associate Professor's CV's; offer one-to-one meeting with the HoS to discuss future career plans and support needs.

Table 26: School Associate Professor promotions rates

		Female	Male	Total
2019	Applied	2	3	5
	Successful	1	0	1
2020	Applied	7	3	10
	Successful	2	0	2

Table 27: School Professor promotions rates

		Female	Male	Total
2017	Applied	3	0	3
	Successful	3	0	3
2018	Applied	0	0	0
	Successful	0	0	0
2019	Applied	0	0	0
	Successful	0	0	0
2020	Applied	0	0	0
	Successful	0	0	0

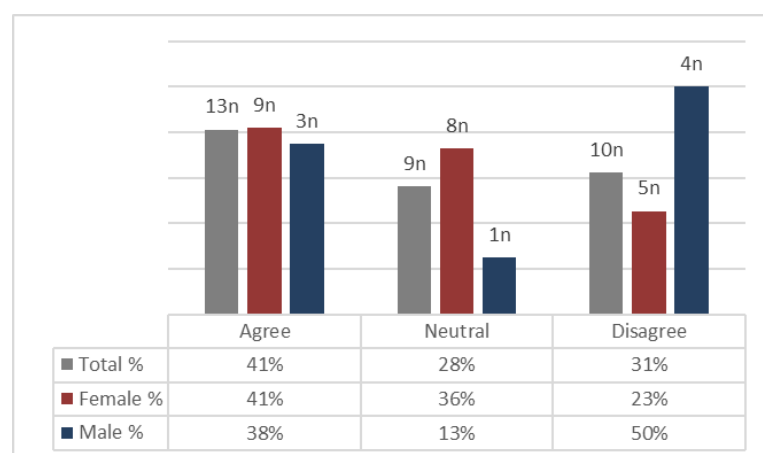


Figure 41: "The criteria against which promotion applications are assessed are transparent" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

The proportion of women who agree (56%) is almost equal to the proportion of men who disagree (57%) that academic citizenship contributions help staff to address career progression criteria (Figure 42). A third of respondents were either undecided or of no opinion. SSCS open text comments reported a need for promotion criteria to be diversified and consider the value of other roles and responsibilities undertaken by academic staff (Action 12).

Action 12: Identify a broader range of roles and responsibilities considered as criteria for promotion and pay progression and lobby the University to integrate these defined criteria into the assessment process.

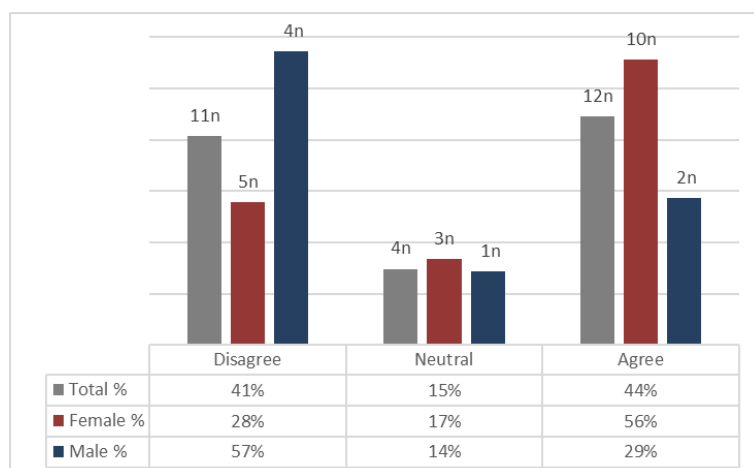


Figure 42: "My academic citizenship contributions within the School have helped me address the criteria for career progression" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

In addition to promotion, staff demonstrating strong performance can apply for accelerated increments via the pay progression process (for increased pay within a grade) or contribution points (if the applicant is at the top of their grade). Applications are evidence-based, using the appraisal system, and assessed by a panel. In 2019 a more pronounced gender difference is seen; 9n women compared to 4n men applied, though success rates were around half for both men and women. Over the three years, 43% of women (9/21) were successful compared to 33% of men (5/15), suggesting greater success for female staff (Table 27). The University did not run the pay progression process in 2020 at the height of the pandemic.

Table 28: School staff pay progression award

		Female	Male	Total
2017	Applied	5	5	10
	Successful	3	2	5
2018	Applied	7	6	13
	Successful	2	1	3
2019	Applied	9	4	13
	Successful	4	2	6
Total Applied		21	15	36
Total Successful		9	5	14

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

Table 29 depicts 70n or 43% of all staff as eligible, and therefore submitted to REF2021. Eligibility is defined as all staff who have a RIA (section 5b.iii) of 320 hours or more on the REF census date. 46% of female staff compared to 39% of male staff from the School were submitted to the REF2021. In 2014, although more women than men were submitted (14F:11M), due to the gender profile of School staff from 2014 not being available, we cannot present a proportional comparison of submission rates by gender between the REF2014 and REF2021. Comparisons are further hindered by changes to the eligibility criteria for REF2014 and REF2021 submissions.

Table 29: School Staff eligible and submitted to REF

	REF 2014	REF 2021	REF 2021 - Proportion of School staff
Female	14	48	46% (48/105)
Male	11	22	39% (22/56)
Total	25	70	43% (70/161)

WORD COUNT: 1291

b. Career development: academic staff

(i) Training.

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Training needs are identified at induction and appraisal. All staff have access to DMU's online portal where they can book on to available training/development courses with additional opportunities:

- disseminated in weekly DMU all-staff updates
- discussed with line managers
- promoted at School staff meetings and regular HoS emails

Divisional Staff meetings are a platform to discuss specific local training requirements. Training specific to a new staff member's role is identified at induction and followed up by line managers at scheduled probation meetings. Bespoke sessions can be arranged to fit individual schedules. Mandatory training courses are available as e-learning packages with uptake and effectiveness monitored at Faculty level.

Updates and feedback are disseminated to Schools quarterly. A database rollout in 2021/22 will see all DMU HoS's gain direct access to training review data.

Female staff are slightly more likely than male staff to undertake training (Table 29); whilst women comprised 64% of the staff population between 2017/18-2019/20, 70% of all training accessed during this period was done so by women. 'Academic Development and Professional/Personal Development' themed courses are the most well attended. The gender profile of attendances at 'Leadership and Management' programmes (50%F) is close to that of the staff profile for staff in senior/professorial roles (55%F). Some training courses are only offered in person and may have had limited participation during the pandemic.

Table 30: 2017-2020 School staff training attendance by theme

	Female	Male	Total
Academic Development	86	40	126
	68%	32%	
Leadership and Management	8	8	16
	50%	50%	
Learning Through Technology	34	12	46
	74%	26%	
Professional and Personal Development	38	16	54
	70%	30%	
Research	55	18	73
	75%	25%	
Student Health and Wellbeing	5	1	6
	83%	17%	
Total %	70%	30%	

Mandatory EDI training uptake is 66% and 50% for female and male staff respectively. Mandatory 'Introduction to Bias' training uptake is 16% and 23% of female and male staff respectively (Table 30). The School will aim for 100% completion rates for EDI and Bias training (Action 13).

Action 13: Develop a mechanism for line managers to receive notification with regards to staff who have not completed mandatory training, particularly with regards to EDI and unconscious bias.

Table 31: School staff equality, diversity and inclusion training

		Female	Male	Total
EDI	Count	75	28	103
	Staff proportion	66%	50%	64%
Intro to Bias	Count	17	13	30
	Staff proportion	16%	23%	19%

(ii) Appraisal/development review.

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

An online system/checklist guides the appraiser appraisee conversation through DMU's annual mandatory "MyAppraisal" process, consisting of:

- objectives that define outputs for the appraisal period
- A personal development plan (PDP) to support needs of current, future roles and career aspirations
- A mid-year review that identifies progress, realigning objectives where necessary
- An end-of-year discussion identifying achievements and contributions

Table 31 shows that the vast majority of School staff have participated in the annual appraisal process between 2017/18-2020/21 with no obvious gender disparities observed.

Table 32: School Staff appraisal proportional completion rates

	2017/18	2018/19	2019/20	2020/21
Female %	90%	89%	90%	95%
Male %	94%	91%	92%	93%
All staff %	94%	90%	91%	94%

Although "career aspiration" is a mandatory appraisal discussion point, only 53% of SSCS respondents (61%F:38%M) indicated having such discussions as part of their appraisal (Figure 43), and only 39% of respondents (46%F:29%M) rated the career progression advice they received at their last appraisal positively (Figure 44). Open text comments also indicated:

- some staff have not discussed career progression with their line manager/appraiser;
- the appraisee/appraiser ratio is too high resulting in appraisers lacking the required time and knowledge to undertake an appraisal specific to the appraisees' needs;
- progression opportunities need diversifying.

In order to promote equitable access to quality PDP discussions for staff at appraisals the School will review and rebalance the appraisee/appraiser ratio in order to increase time and knowledge available to appraisers to conduct appraisals more effectively (Action 14).

ACTION 14: Review and rebalance the appraisees/appraiser ratio. Clarify the criteria i.e. rank, role, for becoming an appraiser with a view of increasing the number of senior staff who can undertake an appraisal.

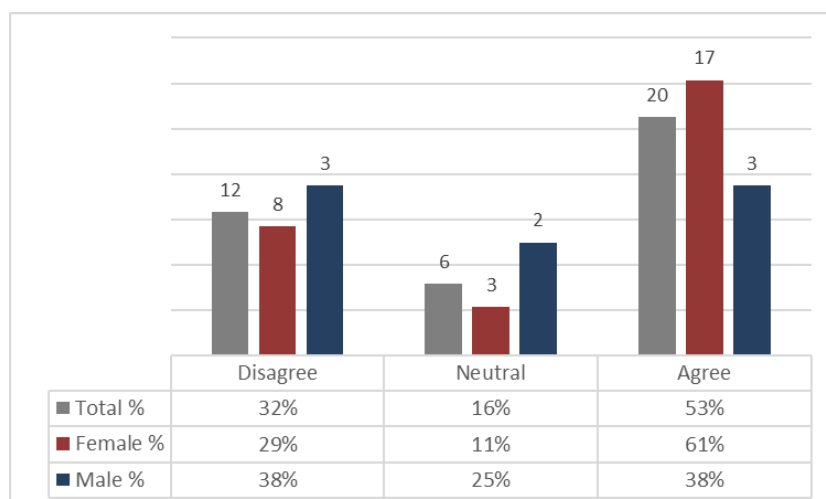


Figure 43: “I have had career progression discussions as part of my appraisal” respondents’ level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SCS 2020

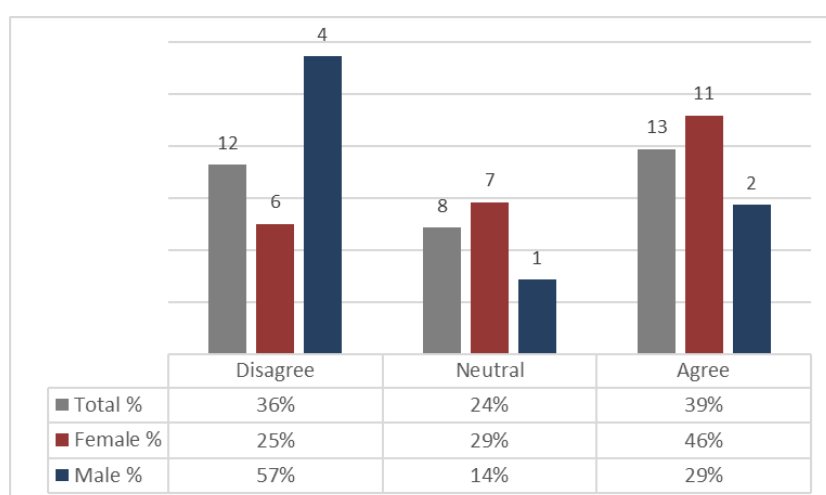


Figure 44: “I am satisfied with the advice I received with regards to my career progression at my last appraisal” respondents’ level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SCS 2020

(iii) Support given to academic staff for career progression.

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Up to 2021, DMU academic staff could apply annually (biennially prior to 2020/21) for a Research and Innovation Allowance (RIA), which allocated protected time to develop research careers, in addition to 10% research/scholarship time available to all staff on TR contracts (TR staff constitute 75% of all School staff). RIA allocations were 320 hours, 480 hours or 640 hours per annum as determined by the University, and were adjusted where circumstances required a review e.g. as a result of the pandemic. Between 2018-2020 43% of School staff were allocated a RIA (Table 32) and during this period no significant gender disparities were observed in the allocation of RIAs. SCS respondents did indicate

dissatisfaction with the time they have been allocated for conducting research with just 35% and 29% of female and male respondents respectively reported satisfaction with their RIA (Figure 45).

Table 33: School staff RIA allocation 2018-2020

	Average RIA hours per person	Staff with RIA count	Proportion of staff with RIA
Female	459	48	46% (48/105)
Male	450	22	39% (22/56)
Total	454.5	70	43% (70/161)

Table 34: School staff RIA allocation by hours 2018-2020

	320 hours staff count	320 hours staff proportion	480 hours staff count	480 hours staff proportion	640 hours staff count	640 hours staff proportion
Female	13	12%	25	24%	7	7%
Male	6	11%	13	23%	2	4%
Total/Average	19	12%	38	24%	9	5%

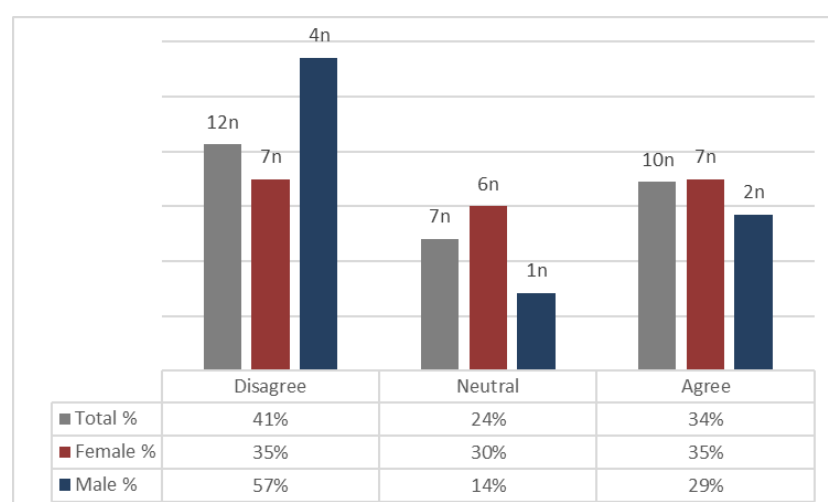


Figure 45: "I am satisfied with my Research and Innovation Allowance (RIA)" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SCS 2020

Staff new to research e.g. have completed a PhD but are yet to have outputs, are encouraged to apply to become a "Researcher-in-Training" (RIT), receiving 320-hours of protected time to develop research. Staff on this 12-month developmental programme of activities also gain access a structured mentorship programme with a designated research professor, with a research plan and key intended outcomes, and access to a research training bursary to support research development activities. The number of early career staff in the School accessing the RIT programme recently rose significantly, increasing from 5n (4F:1M) in 2019/20 to 23n (19F:6M) in 2020/21 (Table 34).

“The RIA mentor scheme has been very useful in providing support and guidance...My mentor has provided feedback on drafts and provided guidance on how to publish as a new researcher...and advise on other research related activities such as how to look out for funding opportunities” - Female staff with RIT allocation

Table 35: School staff RIT allocation

	Female	Male
2018-20	4	1
2020-21	19	6

The School’s Psychology Early Career Researchers (ECR) Network (PECRN) (co-chaired by 1F:1M) holds ongoing workshops open to all School ECRs. Workshop themes include:

- grants/funding;
- motivating staff to do research during COVID-19;
- reviewing grants.

A female School ECR (chair of the School PECRN and SAT member) sits on the Faculty Mentoring Group where they access mentoring good practice from senior Faculty staff and relays this back to the PECRN. This is also a career development network for ECRs providing peer support where ECRs meet regularly to discuss research challenges and hear from invited speakers.

Any staff member can apply for additional ‘staff development’ funding for supporting career progression activities e.g. conference attendance (national and international), networking. 26 School staff (20F:6M) successfully applied in 2019/20. Due to a lack of formal data collection, previous years’ data are not available, however the School will collect and monitor all funding applications going forward (Action 15).

ACTION 15: Routinely collect data on funding applications and outcomes by gender, analysing and reporting on annually.

Mentorship schemes accessible to School staff include:

- DMU Mentor Matching Platform (generic i.e. not research specific), offered to all new staff at induction;
- School based formal research mentorship;
- Faculty research mentorship scheme for staff aligned with a research institute/centre;
- RIT scheme for staff new to research;
- Informal mentoring - staff approach colleagues for ongoing informal advice or guidance.

58% (19F:2M) of survey respondents have a formal mentor (Figure 46) and 74% report gaining utility from having a mentor (Figure 47). SSCS open text comments and SAT discussions also highlighted a lack of clarity for mentoring opportunities. For example, a number of mentoring programmes are currently available in the school and wider institution, but these appear to be poorly recognised and differentiated. We are committed to promoting the value gained from mentoring and improving access to it for School staff (Action 16).

ACTION 16: Promote mentoring schemes and their usefulness. Collate information on mentoring schemes and their usefulness in one place e.g. School webpages, and promote schemes and their usefulness well with staff e.g. School wide/Divisional staff meetings, email, School webpages.

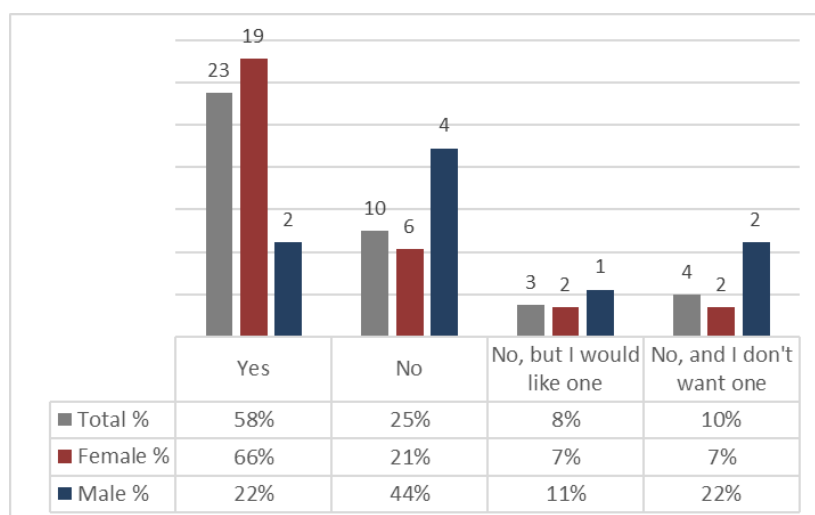


Figure 46. "Do you have a formal mentor?". Rows add up to 100% - SSCS 2020

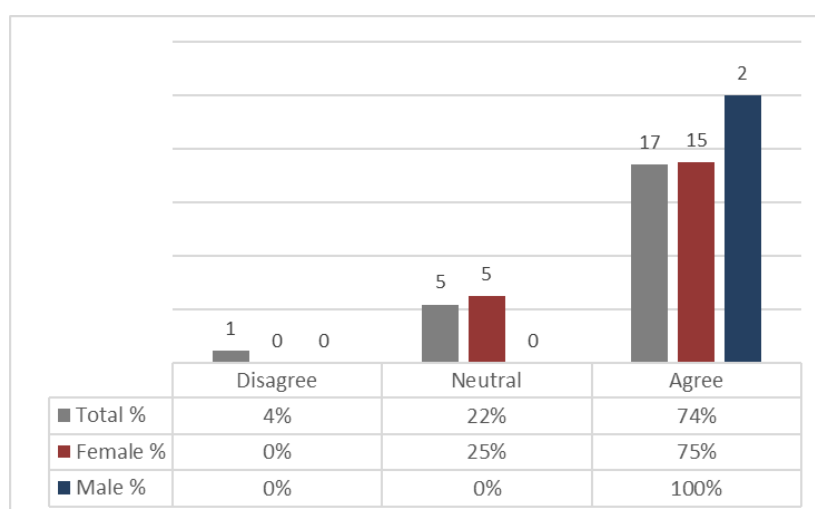


Figure 47: "To what extent do you find meetings useful with your mentor?" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

Results from the SSCS show that the gender split of respondents conducting informal staff inductions (41%F:33%M) (section 5a.ii, (Figure 40) and respondents providing mentorship to colleagues are relatively consistent (45%F:25%M) (Figure 48). Conversely, when respondents who are not already a mentor were asked to indicate interest in becoming one the gender split was 34%F:62%M. This may suggest that men in the School are not being approached to provide mentorship as frequently as women. Qualitative survey feedback identified the provision of a mentor to new staff as a positive part of induction, but also noted the absence of formal recognition of this work on staff loading. This could suggest that by supporting new colleagues more than their male counterparts, female staff may

be engaging in more work that is not formally recognised and cannot be used in appraisals and promotion applications (Action 17).

Action 17: Clarify and monitor all School mentoring schemes (formal and informal) that School staff are engaged in. Lobby the University for the inclusion of all forms of mentoring in the workload model.

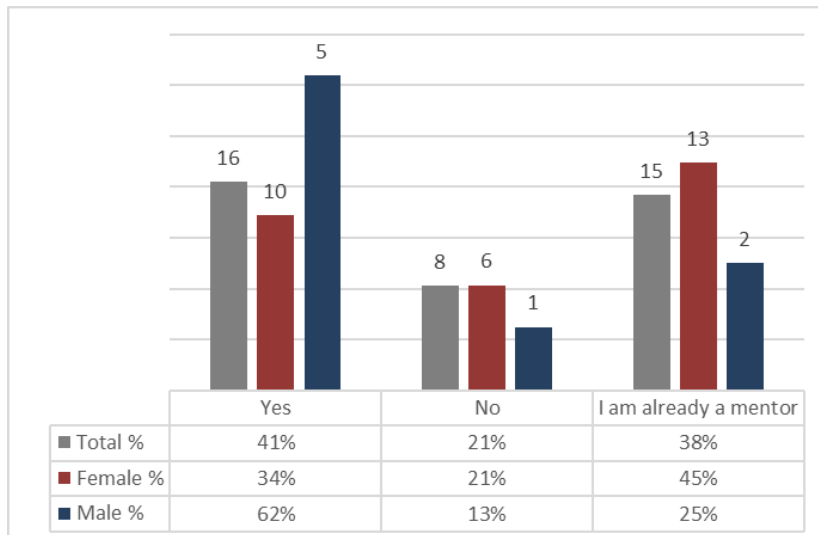


Figure 48: “Based on your experience, would you be interested in becoming a mentor?”. Rows add up to 100% - SCSS 2020

DMU’s VC2020 Lecturer/Senior Lecturer roles, that ran from 2015 to 2020/21, came with protected research time and reduced teaching as part of the University’s strategic goal of increasing research excellence. Over the three years assessed VC2020 roles were well utilised by the School (11F:4M occupied VC2020 roles in 2019/20) (Figure 49) and did well in attracting women interested in developing a research career.

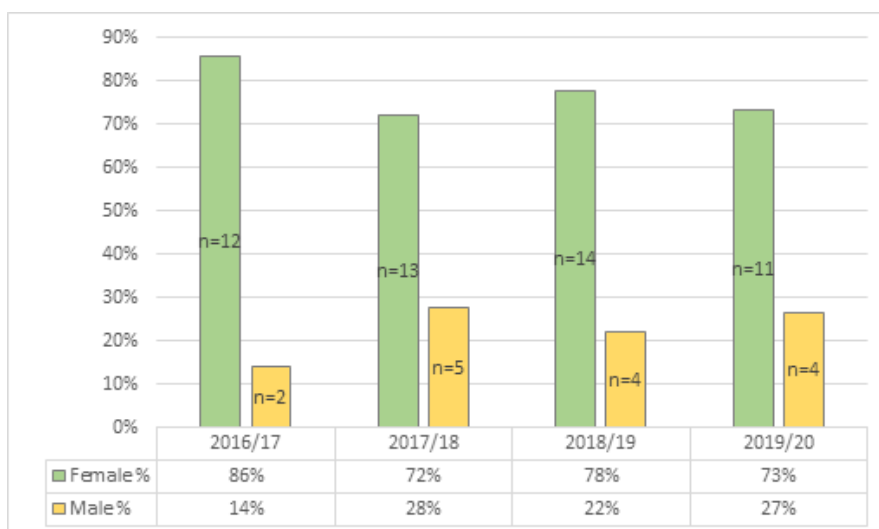


Figure 49: School staff by VC2020 Lecturer/Senior Lecturer

Staff from the School are actively encouraged to access DMU based development programmes including:

- 'Aspiring Female Academics' - 7F from the School have participated;
- 'Leadership Matters' aimed at addressing low representation of women in senior roles - 2F from the School completed between 2018-20;
- 'Future Research Leaders' aimed at raising the strategic research competence of researchers identified as future research leaders - 7F:5M School staff have completed since 2018.

"Leadership Matters proved to be such a positive and fulfilling experience. It enabled me to gain a better understanding of the university governance and financing, while developing leadership and management skills. Hearing about the experiences from more senior academic women taught me a lot and prepared to take up new roles in the coming years, alongside developing helpful professional and personal relationships" – Female School staff participant

The Faculty's 'Women in Science, Society and Health Network' (led by SAT Chair Cathy Herbrand) encourages women's career development through themed workshops e.g. promotion, assertiveness, etc. where women exchange knowledge and develop skills in a trustful and constructive environment. Workshops are successful in terms of feedback and attendance, with over 20 women at some sessions.

Open to all staff, DMU's internal coaching service supports staff with identifying tangible routes to achieving personal development goals and overcoming workplace challenges via focussed conversations with a trained coach matched from a network of internal coaches. Uptake across DMU has been low with just 11 staff accessing the scheme between April (when data collection began) and December 2020; no staff from the School have participated to date. The SSCS however indicates that some staff do not feel positively supported to participate in career advancing opportunities, with 46% of respondents either neutral (21%) or disagreeing (26%) that their line manager/School colleagues encourage for them to do so (Figure 50). Furthermore, survey comments suggested that there is a need to create:

- a systematic career progression dialogue between staff and management, keeping staff informed of opportunities e.g. Future Leaders Programme, Aurora;
- accessible career progression mechanisms outside of the appraisal process that are as accessible to part-time staff as those who work full-time.

It is a concern that both the Aurora programme and DMU's coaching scheme has not been utilised to date by School female staff. The School will work to better publicise and encourage women to participate in key developmental opportunities, such as Aurora (Action 18).

ACTION 18: Encourage a higher rate of female staff applications to development opportunities, such as Aurora, and DMU's internal coaching scheme, by promoting and including conversations of relevant programmes as mandatory at appraisals, and an agenda item at monthly all staff division/School meetings, and via all staff emails.

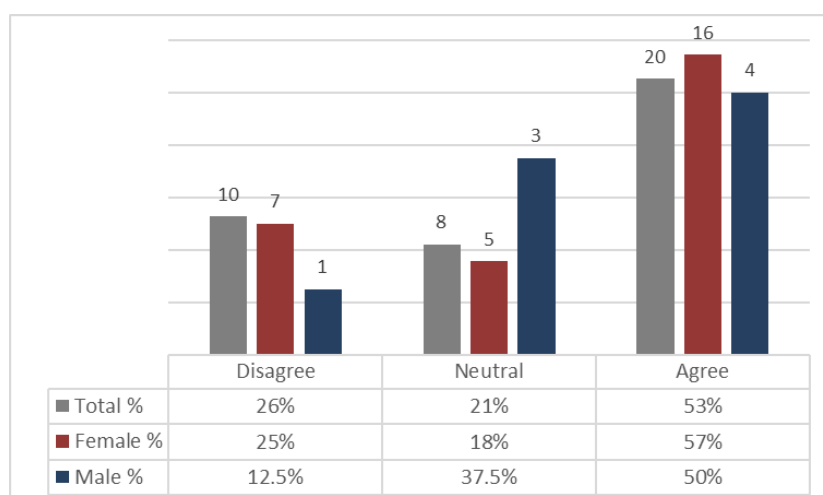


Figure 50: "I feel actively encouraged to take part in career progression opportunities by managers/colleagues within the School " respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

(iv) Support given to students (at any level) for academic career progression.

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

The School is a key participant at the Faculty's annual PAVE conference where students can:

- career plan
- increase their sector knowledge
- acquire work experience
- network with employers regarding placements/internships

18% of all School students attended PAVE2020 (Table 35), with female students slightly more likely to attend (Table 36).

Table 36: PAVE conference School student participation

	Female	Male	Female %	Male %	Total
2018	303	53	85%	15%	356
2019	221	44	83%	17%	265
2020	447	63	88%	12%	510
Total	971	160	86%	14%	1131

Table 37: PAVE conference - proportion of School students participating

	Female %	Male %	Total %
2018	19%	13%	18%
2019	12%	9%	11%
2020	20%	11%	18%

A range of projects and placements, including DMU Local (see section 5d.viii), DMU Global, and Frontrunners, support School students with gaining practical career development experience.

DMU Global establishes international level links between Universities for students, broadening career horizons and first-hand experience of global issues. Recent trips for School students include:

- Culture and Psychology - Malaysia
- Data Science for Psychologists - Madrid
- Community Development - Gujarat, India
- Exploring the Bosnian Genocide and Social Action
- The History of Mental Health and Neuropsychology - Paris, France

267n UG School students have participated in DMU Global trips since 2018/19 (Table 37) with the gender profile of participants in line with the School's UG population. Due to the pandemic, trips in 2019/20 were greatly reduced and then suspended.

Table 38: DMU Global School student participation

	Female	Male	Female %	Male %	Total
2018/19	178	51	78%	22%	229
2019/20	33	5	87%	13%	38
Grand Total	211	56	79%	21%	267

The Frontrunners scheme allows current students to gain high quality work experience within DMU's professional and academic departments. Between 2017-2020 the School employed 8 (7F:1M) Frontrunners.

'My Frontrunner post was invaluable in providing me with a real insight into the job of a research-active academic and has helped me develop key skills in qualitative research, networking and working in an interdisciplinary research group. I am confident that the experience I gain as part of the Frontrunner programme has made me more employable' - Female School student

The DC provides workshops, such as a thesis bootcamp and writing workshops, designed to enhance research skills and aid career development for PhD students. In addition, Faculty Research Centres/Institutes support PhD students to progress their careers via networking opportunities, presenting their work to an academic audience, attendance at, and involvement in, conference planning. In 2017 and 2019 the Faculty winners of the DC annual doctoral thesis prize were female doctoral researchers from the School.

PhD students can apply to the DC for a travel bursary to attend conferences and conduct research. 8n (5F:3M) School students accessed this bursary between 2017-2019, a gender profile in line with the wider School PhD student population (Table 38).

“The DMU DC travel bursary played an enormous role in advancing my doctoral research as it contributed to covering my overseas data collection expenses and enabled me to network and showcase my work at two international conferences.” - Female, PhD School student

Table 39: PhD student number of travel bursaries by Faculty school 2017-2019

	Female	Male	Total
Applied Social Sciences	5	3	8
	63%	38%	1
Allied Health Sciences	3	0	3
	100%	0%	1
Nursing and Midwifery	2	0	2
	100%	0%	1
Pharmacy	15	12	27
	56%	44%	1
Faculty Total	25	15	40
Total %	63%	38%	100%

(v) Support offered to those applying for research grant applications.

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Research funding application support provided by DMU’s Research Services Directorate (RSD) includes:

- Peer Review College (PRC) system;
- support seeking out and realising funding opportunities;
- research data management support;
- ECR support.

Recently launched as part of a University wide objective of improving the quality of grant applications submitted, DMU’s PRC supports researchers seeking to apply for grants, offering mentoring throughout the process. Alongside training sessions, participants are assigned two peer reviewers who support an application from start to finish, facilitating the production of a proposal that meets a high-quality standard before submission.

Calls for funding schemes are advertised in the Faculty bulletin, as are events aimed at supporting research e.g. guest lectures and workshops. The School’s Research Planning Group (RPG), which includes objectives around supporting staff research careers, collates information relating to funding schemes and research services in a central repository on Blackboard which all staff have access to. Staff participating in the School mentoring scheme can specifically request support for making funding

applications. ECRs receive grant/funding support as part of the RIT programme (section 5b.iii).

At research Institute/Centre level, tailored support and peer mentoring is available for staff progressing funding applications. ECRs are provided with encouragement and tailored support and mentoring for applying for research funding. For example, the School-based Institute for Psychological Science and the Centre for Reproduction Research (CRR) run workshops on specific funders in their field. Opportunities to discuss feedback from funders are given for unsuccessful applications by Institute/Centre leads and mentors.

Word count: 2321

c. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately.

- (i) Cover and support for maternity and adoption leave: before leave.

Explain what support the department offers to staff before they go on maternity and adoption leave.

University maternity, paternity and adoption leave policy uses inclusive language e.g. refers to 'employees who give birth'. Staff preparing to take maternity leave are encouraged to speak to their line manager or HR representative as soon as possible in order to complete any necessary health and safety processes and to ensure any reasonable adjustments are made to their working practices e.g. reduced hours. Line managers in the School promote flexible working, with changes to working patterns and tasks encouraged where appropriate. School practice includes regular one-to-ones ensuring support during pregnancy and for planning purposes e.g. taking annual leave prior to maternity leave. Staff are entitled to time off for antenatal appointments which can include time to attend relaxation classes and parent craft classes. Employees in a qualifying relationship are eligible for time off to accompany a pregnant person to an antenatal appointment.

During the School action planning webinar, it was raised that clarity lacks around policy and local arrangement possibilities, creating hesitancy amongst staff to raise issues with line managers regarding maternity leave, flexible working, and work-life balance matters leading to staff feeling ill-equipped or unconfident navigating these sensitive issues. The School will implement Action 19 to encourage a culture where conversations regarding leave and work-life balance matters are normalised, well informed and held with confidence.

Action 19: Introduce a School Work-life Balance Champion who will signpost and support staff to access advice and guidance regarding maternity leave, shared parental leave, etc. and matters relating to broader work-life balance issues. Utilise the (soon to be introduced) all School staff meeting as a platform for the Champion to promote guidance, clear definitions and support covering a range of relative scenarios e.g. caring responsibilities, returning from mat/parental leave, health issues, disability.

Line managers submit maternity cover applications to the University staff review group. If approved, the post is usually advertised as a 1 year fixed-term appointment or until the return of the post holder, whichever is sooner, allowing flexibility for those taking leave. Advertisements are first matched against candidates on the redeployment register before being advertised externally. SSCS comments suggest the time that cover posts are advertised and appointed could speed up; delays lead to disruption with completion of responsibilities for both the cover post holder, and returning post holder. Slow appointments also burden the rest of a team, potentially creating negative feelings towards maternity leave.

Action 20: Lobby the University to improve timeliness of adverts for maternity cover by ensuring they are processed as soon as someone indicates they will take leave. Ensure in-school processes are timely.

(ii) Cover and support for maternity and adoption leave: during leave.

Explain what support the department offers to staff during maternity and adoption leave.

DMU maternity policy covers anyone who experiences a birth, a miscarriage or still birth (with defined parameters for maternity pay eligibility). Annual leave entitlements accrue at the rate provided under the contract of employment during maternity or adoption leave. Pension contributions by DMU continue during any period of leave. Maternity, paternity and adoption leave policy applies to staff on both open-ended and fixed-term contracts.

Maternity/adoption pay is 6 weeks full-pay, 12 weeks half-pay and statutory pay, higher than the statutory amount. HR contact staff when a MATB1 form is received, detailing a full breakdown of entitled pay and any other benefits. Feedback from School staff suggests experiences here differ amongst staff; where staff receive this breakdown based on their respective salary, this is very helpful however, when a generic schedule of entitlements is used financial planning is more challenging.

Action 21: Lobby HR to publicise a full breakdown of maternity leave payments for staff including the provision of an individualised schedule of pay.

Staff are entitled to 10 Keeping in Touch (KIT) days, which can be used for a range of purposes. Arrangements for using KIT days are discussed with staff before their leave commences. KIT days can be used to attend team meetings, PhD student supervision, teaching preparation prior to return, or for project work continuation.

“revising papers which had been submitted to journals and come back from peer review – so important to be able to do this in a timely manner so using KIT days for these was brilliant” - School member, KIT days experience.

University policy states that KIT days can only be worked and claimed as full days, disadvantaging staff on maternity leave with small babies who may not be in a position to work full days, meaning they cannot organise the time on a pro rata basis. The School will lobby for a University level review here (Action 22) and improve local monitoring of KIT day use (Action 23).

Action 22: Lobby HR for increased flexibility on policy for KIT days usage, particularly pro-rata/part day usage.

Action 23: Improve monitoring of the use of KIT days within the school by setting up a central database (held by the School Co-ordinator) to log KIT days.

(iii) Cover and support for maternity and adoption leave: returning to work.

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Prior to returning to work, the returning staff member and line manager discuss any need for training, flexible working or a phased return to work. School practice is to facilitate a handover process whereby the returning staff member is updated by their line manager about any changes within the team. This is communicated in a one-to-one meeting and in writing, something which staff welcomed. To aid a returning staff member's transition back to work, some School areas use a buddy system i.e. matching a returning staff member with someone who has previously taken maternity leave. This positive practice provides staff with an experienced point of contact, support, advice and guidance and will be introduced School-wide (Action 24).

Action 24: Implement a School-wide return to work buddy system for those returning from maternity leave or other periods of extended leave.

On return, a staff member can request to change their hours or working arrangements e.g. part-time or flexible. As an example, a recent returning staff member requested to amend their working days to two longer and one shorter day to accommodate childcare arrangements. A government-led salary sacrifice childcare voucher scheme is available to staff who enrolled on the scheme prior to October 2018 though is now closed to new entrants (due to withdrawal of government funding).

Breastfeeding rooms and safe milk storage facilities are available should an employee wish to breastfeed or express milk on campus. However, staff feedback highlighted that:

- pressures on School building space means that one of the breastfeeding rooms is attached to a disabled toilet which some staff found unhelpful and potentially discriminatory towards disabled staff members;
- the risk assessment required for staff who are breastfeeding is unnecessary and intrusive.

Action 25: Conduct a School review of breastfeeding spaces and processes, and make recommendations to the Faculty (due to spaces being shared with other Faculty Schools) with regards to improve facilities.

(iv) Maternity return rate.

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

The School's maternity leave return and retention rate between 2017 and 2020 was 100% with all 8n staff still in post 5 months after returning. This very positive outcome reflects that staff feel supported and able to return to their duties following leave.

(v) Paternity, shared parental, adoption, and parental leave uptake.

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Staff are entitled to the statutory minimum two weeks' paternity leave, however consultation revealed that some School staff feel this is insufficient. The University's Shared Parental Leave (SPL) policy is accessible to all staff via the staff intranet pages. This policy is designed to enable eligible parents to choose how to share the care of their child during the first year following birth or adoption, affording parents more flexibility in considering how to best care for, and bond with, their child. Uptake remains low (across the institution) and consultation has revealed that amongst some staff there is a sense that this may be complicated to administer. Limited awareness or uptake of SPL may be negatively impacting women's agency with regards to when they return to work e.g. earlier for those that wish to do so, or for partners to choose to take off a longer period of time with their baby. Work to understand the cause of uptake levels (see section 5d.i, Action 32), improve awareness of SPL and the length of paternity pay is recommended (Action 26) – however these are University and not school-based policies.

Action 26: Propose/lobby for a University wide review of shared parental leave, particularly with regards to the policies impact on: women's careers; whether or not men are incentivised to take shared parental leave, and what barriers exist for men given the low uptake of shared parental leave.

Between 2017-2020 two members of staff, both grade F (Lecturer/Research Fellow), took paternity leave. No incidences of adoption or SPL were recorded in the School during this period. The School recognises the need to assist staff in managing parental and adoption responsibilities alongside work commitments. Line managers encourage staff to take family leave as relevant to them.

Action 27: Raise awareness of shared parental leave policy within the School via School staff meetings, induction packages, and appraisals via case studies/testimonies, as well as during the Faculty's AS workshop on 'male participation/engagement in gender equality initiatives' (see action 31).

(vi) Flexible working.

Provide information on the flexible working arrangements available.

All School staff can access flexible working including part-time, job share, staggered hours, compressed hours, home working and flexible time. Line managers deal with formal requests, adhering to University flexible working policy. Formal decisions consider diverse cultural and personal needs and are reached using pragmatism and transparency.

Informal flexible working arrangements are managed by Division/Centre/Institute heads, thus limiting Division/Centre/Institute level inconsistencies. Arrangements are discussed based on individual circumstances resulting in diverse arrangements. Informal flexible working requests can also be made in order to manage ad-hoc requirements (e.g. teaching around parental responsibilities). The HoS informs the central timetabling office annually, detailing individual staff availability ensuring caring responsibilities or a specific disability are considered. In one School example, the teaching timetable was amended to accommodate the needs of someone solo parenting, demonstrating a collaborative approach to supporting parents in the School. Using mobile and digital technology is actively encouraged to enable informal flexible arrangements. Usual School practice is to schedule meetings late morning or early afternoon to allow staff more flexibility around caring responsibilities.

Good access to flexible working for School staff is evidenced in the SSCS; 90% of respondents, with no gender disparity, indicated that they are able to work flexibly (Figure 51). However, comments from survey respondents suggested that more could be done with regards to making meetings more accessible; to be more accommodating, the School has recently established core hours of 09:30-15:00 (previously 09:30-16:30) for events/meetings. Comments from the action planning webinar also indicated a need for staff to better communicate their availability to other colleagues thus aiding a culture where flexible and part-time working is both normalised and well-supported (Action 28). SSCS comments also indicated that international travel/conference attendance was a particular issue for women with small children although it remains to be seen what the long-term effect of the pandemic will have here (Action 38).

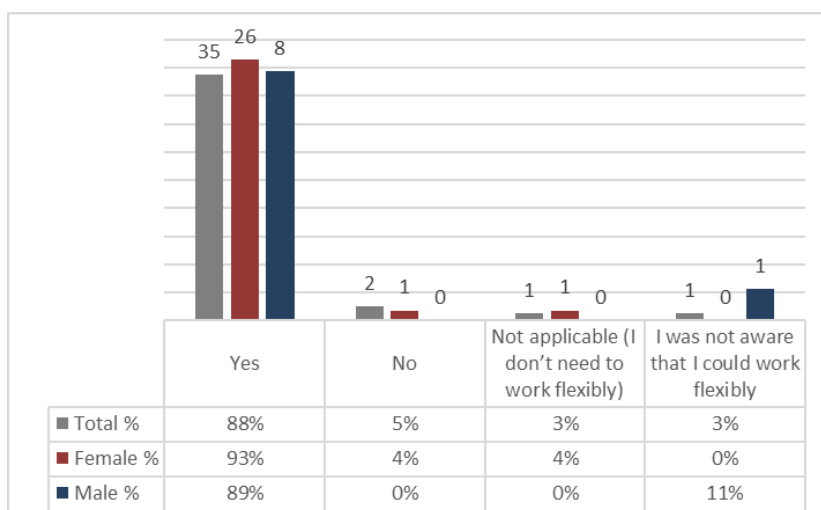


Figure 51: “Do you feel able to work flexibly?” - SCS 2020

SSCS respondents reported that a stigma is attached to working flexibly, and that there is a personal cost to home-working e.g. IT needs. The impact of COVID-19 however may have changed this picture; most staff now mostly work from home, and the majority of teaching was conducted online during lockdowns. There is a concern that the move to home working during the pandemic negatively impacted more women staff members who may have taken on a bigger role in childcare and home schooling. Another concern, raised at the 2021 School action planning webinar, regarding flexible working is that it is seen as a panacea yet may result in an increase in demands being made on staff, with a healthy work-life balance being more challenging to reach with home working.

Whilst the University has a policy and the School has a process, for academic staff the ability to work flexibly is provided for as part of the nationally negotiated academic contract. Survey comments suggested that this has caused some confusion about whether an academic staff member would need a formal flexible working agreement with their line manager. Confusion also arose with flexible arrangements for care regarding definitions and parameters. Data are not currently collected regarding informal flexible working patterns and this needs to be improved in order to look at how we manage this in the School.

Action 28: Review the long-term impact of the pandemic, particularly home working, by inviting staff to feedback at Division and Centre/Institute meetings and in the next School Culture survey. Review feedback at School exec meetings.

Action 29.1: A) Set-up a School based task-and-finish group to compile both formal and informal flexible working arrangements and patterns, clarifying definitions and parameters of the University flexible working policy. B) Create a clear written guide/document that is available to all staff in the School, which includes a process where staff can better communicate their availability e.g. staff add their core hours to their email signature with the HoS and Division Heads validating a respect for out of office hours. C) Deliver a workshop communicating the findings to the School and beyond via the Faculty Athena Swan conference/lecture series in Spring 2023.

Action 29.2: Lobby the University to introduce tiles on staff intranet pages for childcare and flexible working policy, guidelines and DMU support.

(vii) Transition from part-time back to full-time work after career breaks.

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

University policy allows staff to request:

- a reduction in working hours following a career break;
- an increase to full-time hours depending on availability of vacancies;
- using a period of accumulated leave to reduce working hours after a period of lengthy leave.

All staff in the school are offered a research mentor and this includes any staff returning from a career break. SSCS open text comments indicated that a phased return was found to be helpful for staff in the transition back to work, and that staff felt well supported by the School when returning to work.

Word count: 1797

d. Organisation and culture

(i) Culture.

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

School gender equality and inclusion culture is enhanced through: regular communications regarding AS activity; HoDs and HoS reiterating mandatory EDI training; promoting DMU initiatives such as Decolonising DMU, Women's Network; institutional resources for health, mental health and wellbeing, and safety. Inclusion is promoted within the School through a series of events such as an 'endometriosis café', 'menopause café, and School contributions to the ongoing Faculty AS lecture/seminar series.

In 2020, Prof. Nicky Hudson delivered a lecture on imposter syndrome as part of the Faculty's AS themed lectures/seminars (Figure 52).

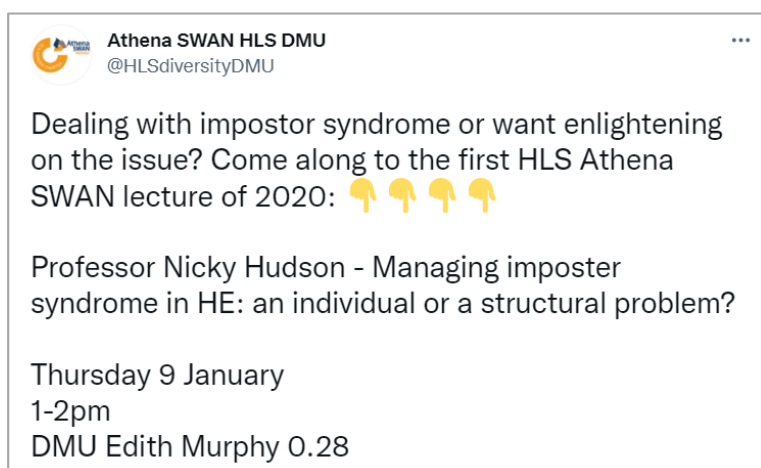


Figure 52: Tweet promoting impostor syndrome lecture

The School has demonstrated a culture of inclusion and advocacy for part-time staff (18F:6M) who face specific challenges. For instance, annual leave entitlements for part-time staff have been amended institutionally because of action taken to overcome disadvantage in the School. Here an escalation from a female member of staff to the HoD led to discussions between UCU and DMU management, with a positive outcome for all part-time staff members across the University.

Broadly, staff reported in the SSCS that they feel part of a supportive community (Figure 53), and that their voice is heard within the School (Figure 54). Although there are gender disparities between the responses from men and women, a relatively low response rate from male School staff means that the observation cannot be said to reflect the wider School population, or indeed that the gender difference is significant. Open text survey comments referred to Divisions as strong and supportive of their staff, and that this would be further enriched by developing a stronger sense of whole School community. As a result, the School will introduce a regular all staff meeting as a way of bringing everyone together, creating a platform for voices to be broadly heard, and facilitating cross divisional communication (Action 30).

Action 30: Introduce regular all School staff meeting.

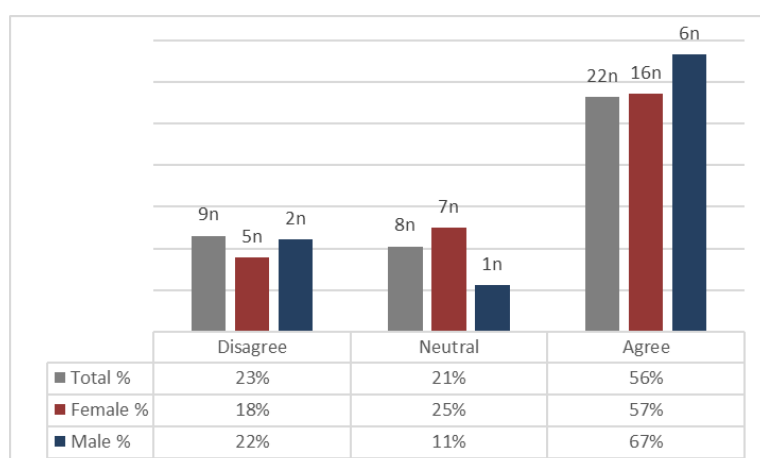


Figure 53: "I feel part of a supportive/collegiate community in the School" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) -

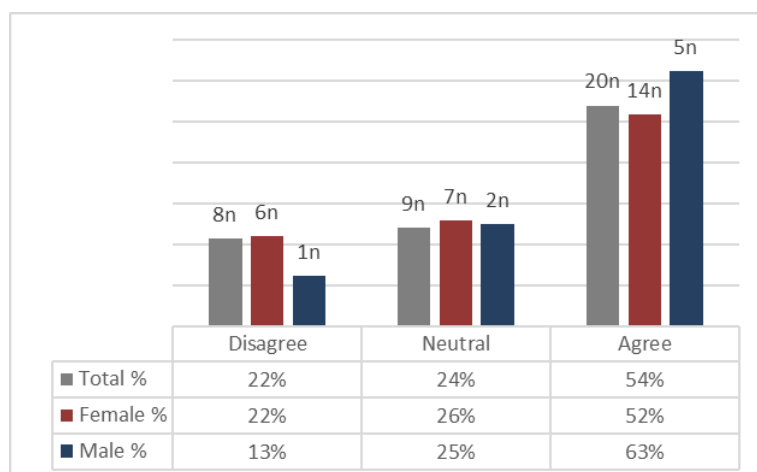


Figure 54: "My voice is heard within the School" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5)

Throughout the SAT process, a need for increasing male participation (staff and students) in School gender equality initiatives has become apparent based on: lower proportional participation from male staff and students in AS consultation e.g. surveys and webinars; a need to better engage men with regards to addressing issues of societal stereotypes that may be affecting male underrepresentation within certain School subjects such as psychology and education, as discussed throughout this application. This theme of male participation was a topic presented for discussion at the School action planning webinar hosted by the SAT in June 2021. Consultation here revealed that there is certainly no quick fix to these issues and further engagement with the School, Faculty and University on an ongoing basis is clearly required to promote the necessary cultural and systemic changes.

Action 31: Organise series of ongoing themed panel events and discussion seminars as part of the Faculty Athena Swan lecture series covering: A) the role of men in promoting gender equality. B) why is male uptake of shared parental leave so low? C) why are School courses still so gendered e.g. psychology, education, etc?

(ii) HR policies.

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The HoS and HoDs receive and action regular HR reports regarding policy compliance. Reports are scrutinised by the SLT ensuring consistency in relation to practice, with issues addressed as necessary with individual staff. Managers routinely involve HR partners to promote a fair and reliable policy application. New policies/amendments are disseminated via all staff emails and highlighted to staff at Division level. Staff are encouraged to report any issues experienced or witnessed that are related to EDI.

It was concerning to observe 25% of SSCS participants reporting experiencing some forms of harassment, and 8% had witnessed this (Figure 55). Proportionally, more female (28%) than male (11%) participants reported experiencing harassment. Open text comments articulated a need for School leaders to be trained and developed in relation to harassment issues, and for the creation of harassment officers to promote a transparent and fair process with regards to dealing with harassment, subtle bullying, misconduct and discrimination. In response to these challenging findings, harassment was a key discussion theme at the SAT hosted AS action planning webinar (June 2021) (see section 3), where importantly these related survey findings were presented. This enabled the SAT to engage the wider School in transparently addressing this serious issue. The School will fervently promote a culture of zero tolerance with clear and accessible support put in place for staff experiencing and/or witnessing harassment (Action 31.1-31.2).

Action 32.1: Launch an anti-harassment campaign in the School that involves:

- a) AS SAT chair to lead an annual discussion regarding harassment at the (soon to be introduced) School all staff meeting, with HoS presenting what procedures to follow should staff experience or witness any forms of harassment.
- b) producing and raising awareness of particular examples and issues of harassment;
- c) clear and accessible harassment policy;
- d) clear and accessible guidelines of what to do and the support available for staff experiencing or witnessing other staff experiencing harassment;
- e) Add point to new starter induction checklist covering the correct procedures to follow.

Action 32.2: Lobby HR to introduce and promote training for harassment prevention, identification, and support, with pathways available promoted clearly on the DMU intranet (DMU Connect).

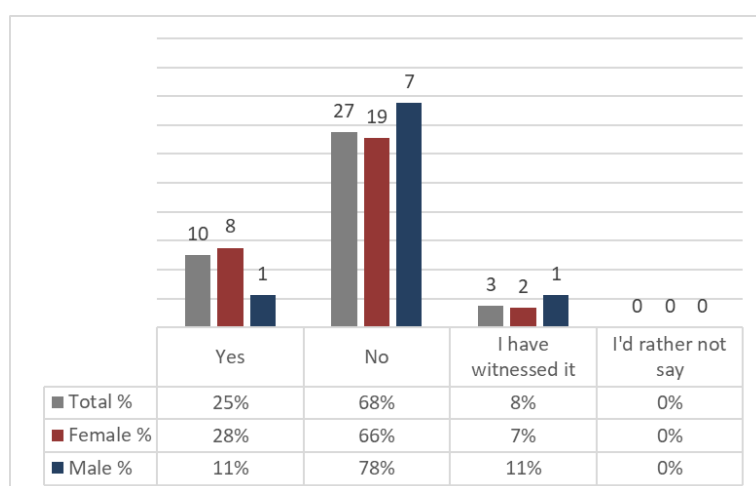


Figure 55: "Have you experienced any forms of harassment within the School and/or University in the past five years?" - SSCS 2020

(iii) Representation of men and women on committees.

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

The School Executive Committee membership is defined by roles and tends towards gender balance (HOD's=2F:2M, HoS=1M) (Table 38). In a deliberate attempt to link Divisions and Research Institutes/Centre, Institute/Centre Heads (2F:1MF) attend the meeting monthly. The Subject Learning and Teaching Group (female chair) is open to all staff to attend. There is strong participation by women in key School roles, however this is not always reflected in School leadership committees; the School's aim is for committees to reflect the gender profile of the wider School and it is envisioned that our actions aimed at (Actions 10-11) supporting women to better access senior roles will diversify gender representation here in the medium term.

Table 40: School Executive Committee membership gender profile

	Female	Male	Female %
2017/18	2	4	33%
2018/19	3	3	50%
2019/20	2	3	40%

The Research Planning Group (RPG) membership is defined by roles, reflecting recruitment, reward and recognition in the School. Whilst the gender composition of the group has been static between 2017-20 (Table 39), in 2018 a female ECR was invited to intentionally diversify the voices involved in School decisions.

Table 41: Research Planning Group membership gender profile 2017-2020

	Female	Male	Female %
2017-20	9	8	53%

More recently the RPG has been planning how to be more inclusive and has invited DMU's EDI Lead to participate in this transformational project. This ongoing project aims to broaden representation, particularly with regards to gender, ethnicity and ECRs within the group.

(iv) Participation on influential external committees.

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

School-based mentoring is in place to help staff identify and engage with committee participation opportunities, which are actively encouraged through appraisal and workload allocation. The HoS and line managers encourage staff to express interest to calls for participation in both Faculty/DMU and external-to-the-University committees. Where role or subject expertise is a determining factor, all eligible staff, regardless of grade, are encouraged to apply. The School's REF Environment statement highlights:

- the role of 8F:3M staff in 20 international journal editorial boards
- 7F staff engaging in significant consultancies and contributions to society
- impact case studies (3F:1M) included ECRs as leaders.

School staff have taken up influential external-to-the-University roles with women well represented, occupying the following roles:

- member of the Belgian Consultative Committee on Bioethics.
- member of the NIHR funding committee.
- member of the Church of England, Safeguarding and Risk Assessment Group.
- member of the All-Party Parliamentary Group on Prevention of Genocide and Crimes Against Humanity.

(v) Workload model.

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The Institution-wide workload allocation model (introduced in 2016/17) is co-ordinated by HoDs. Workload discussions are integral to appraisals. The model incorporates:

- Teaching (including preparation and assessment);
- Research/scholarship/commercial activity;
- Academic citizenship (including AS, outreach);
- Leadership and management;
- International engagement;
- Student recruitment;
- Student learning support (pastoral responsibilities, employability);
- Staff development.

Aiding system transparency, all staff can access all School records and monitor allocation consistency. The system supports timetabling requests, ensuring due regard is paid to those with caring responsibilities e.g. no teaching before 10am or after 4pm. Regular requests to schedule teaching with minimal impact on child care responsibilities (e.g. school-runs) are collated for the Timetabling office; largely these are accommodated.

SSCS open text comments did however highlight that staff feel that the system often allows for bias, whether intentional or unintentional, to be present. Comments specified a need for action to be taken in relation to:

- workloads being spread more equally across the year;
- personal tutoring and pastoral care not always being fairly accounted for in the workload model.

Workload allocation was also raised at the AS action planning webinar where participants commented that allocated hours are unrealistic; tasks often take longer to complete than the workload model accounts for and presently the model is not monitored for gender disparities in terms of tasks allocated and undertaken. The SSCS results may suggest a gender disparity; the majority of men (57%) compared to just a quarter of women (27%) felt that personal unforeseen circumstances have been considered in workload allocation (Figure 57). Although the male response rate for the survey is low, this will be monitored in order to establish whether or not there is a trend to be identified here (Action 34).

Action 33: Analyse School workload model, identifying any gender disparities, publicising the results on an annual basis to the School.

Action 34: Monitor possible gender disparity with regards to staff feeling that personal unforeseen circumstances have been considered in workload allocation.

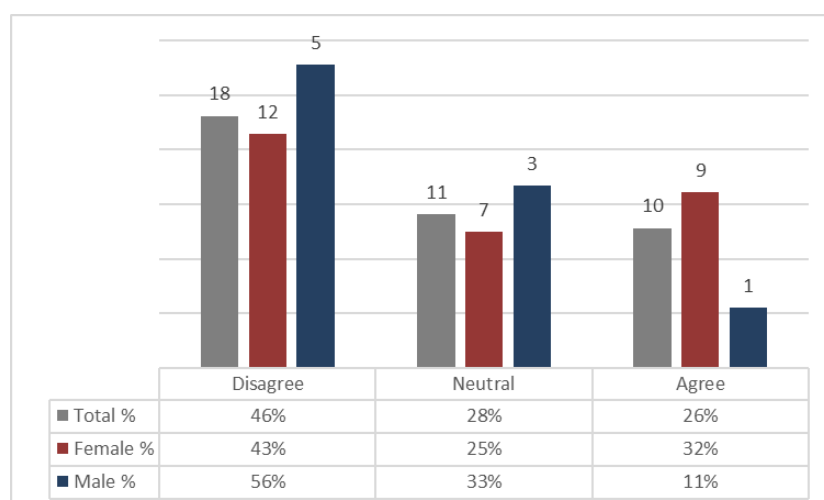


Figure 56: " Across the academic year I am satisfied with my work-life balance" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

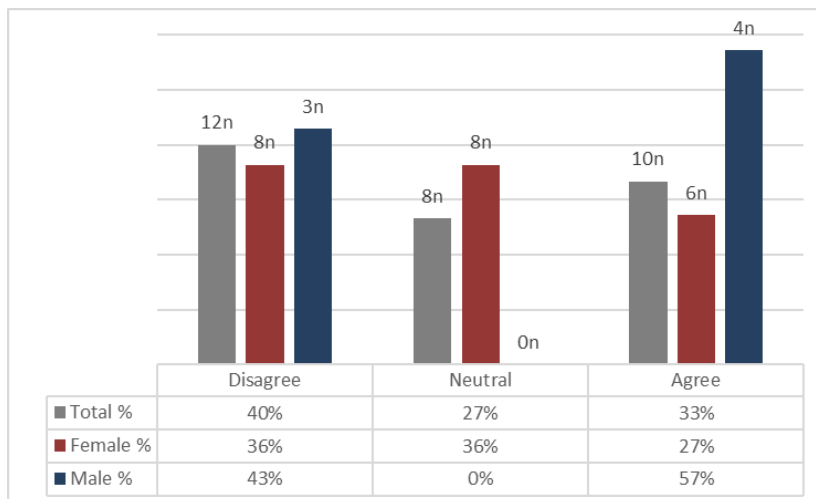


Figure 57: "I have experienced personally or am aware that staff workload allocation has been adjusted appropriately to accommodate for personal unforeseen circumstances" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SCS 2020

(vi) Timing of departmental meetings and social gatherings.

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

In light of open text survey comments reporting that part-time staff struggle to participate in events, the School has recently established local core hours of 09:30-15:00 (previously 09:30-16:30) for events/meetings as a way of operationalising Athena Swan principles. SLT, SLTG and research meetings are held within core hours with the day rotated to facilitate attendance by part-time staff and around teaching commitments, with dates set at the beginning of the year. Full minutes and any accompanying slide presentations are promptly sent to all staff after each meeting. Divisional meetings involving a high number of people are scheduled late mornings or early afternoons. HoDs also take into consideration the needs of part-time staff and those with caring responsibilities.

Social gatherings (in person before the pandemic) are a regular occurrence at division and research centre/institute level. For instance, the CCR holds regular social events, such as celebrating birthdays/baby showers/religious and cultural events etc. During the pandemic the Education Division held regular informal team meetings and social events. Elsewhere, informal activities have emerged, like 'coffee and chat' in the divisions of CCJ and Psychology.

Amongst SCS participants, a considerably higher proportion of women (41%) than men (17%) disagree that events are inclusive of part-time staff (Figure 58). It is also observed that only 43% of respondents (both male and female) agree that School events are inclusive for staff with caring responsibilities (Figure 59).

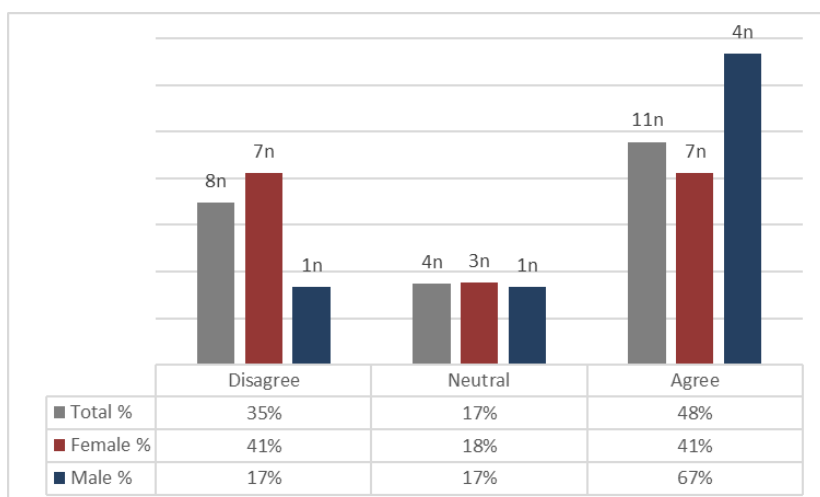


Figure 58: "School events are inclusive of part-time working members of staff" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SCS 2020

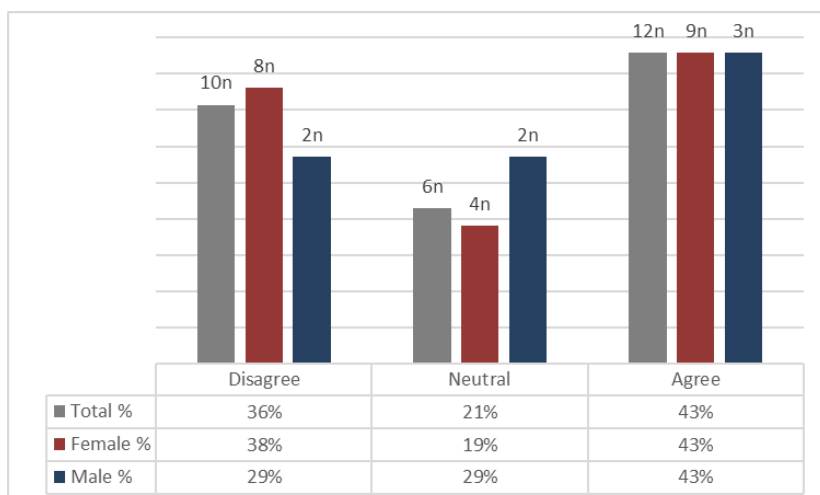


Figure 59: "School events are inclusive of members of staff with caring responsibilities" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SCS 2020

(vii) Visibility of role models.

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

Staff and student achievements are regularly publicised in Divisional/Institute/Centre meetings and newsletters, with a focus upon EDI. The Education Division has a research newsletter celebrating outputs, contribution to environment and impact. The Psychology Division circulates publications or news stories of staff. The Psychology ECR Network (Co-Chairs=1F:1M, membership=19F:7M) shares member achievements through group emails, including with senior staff from the School and Faculty e.g. HoDs, HoS, Deputy Dean, and Associate Dean of Research and Innovation, etc. Women, who have

significant School middle management roles including division/institute/centre heads and committee chairs, are visible through a range of research and teaching activities.

For International Women's Day (IWD) 2021 the CRR used Twitter to highlight work from its female PhD students and ECRs (Figure 63).

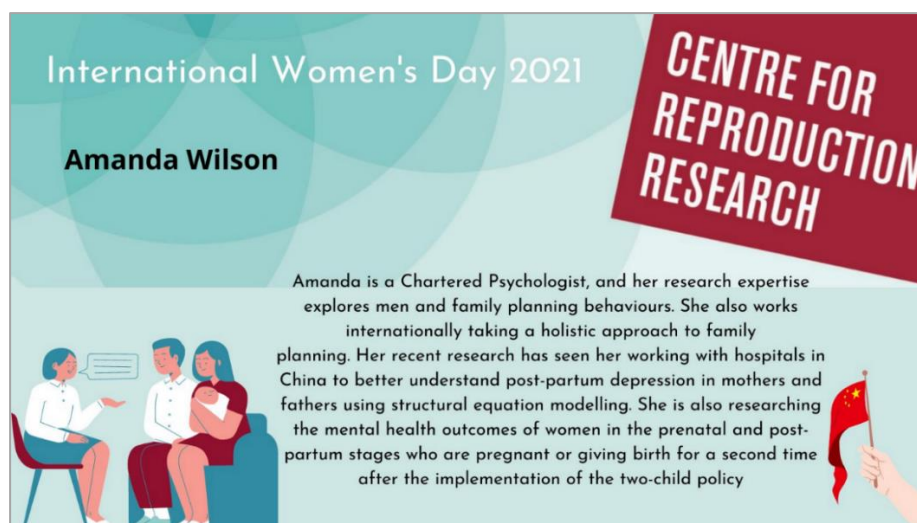


Figure 60: IWD 2021 Centre for Reproduction Research Twitter poster campaign example

For IWD 2019, the School participated in a poster event showcasing outstanding female UG, PGT, and PGR School student role models (Figure 64).

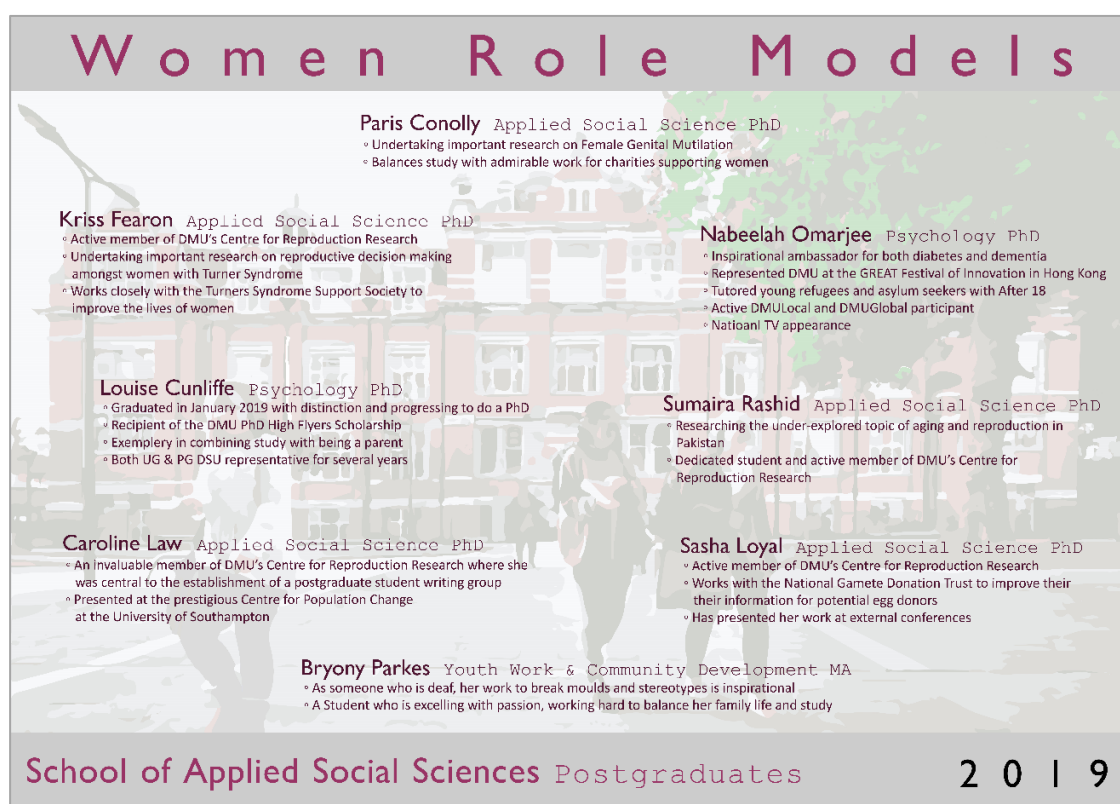


Figure 61: IWD 2019 School student women role model's poster example

National Teaching Fellowships and DMU Teacher Fellowships are held by 2F:1M School staff, and 1F:1M were awarded a VC's Distinguished Teaching (student-nominated) award between 2018-19. The gender profile for School-based DMU OSCAR nominees is close to balanced (Table 40).

Table 42: University "Oscars" teaching awards nominations for School staff

	Nominated		Shortlisted		Winners	
	2018	2019	2018	2019	2018	2019
Female	2	1	2	0	0	0
Male	3	1	1	0	0	0
Total	5	2	3	0	0	0

Staff perceptions of role model visibility is however varied according to SSCS results: only 36% of women, compared to 63% of men, agree that there is gender balance, although 52% of women responded neutrally (Figure 63).

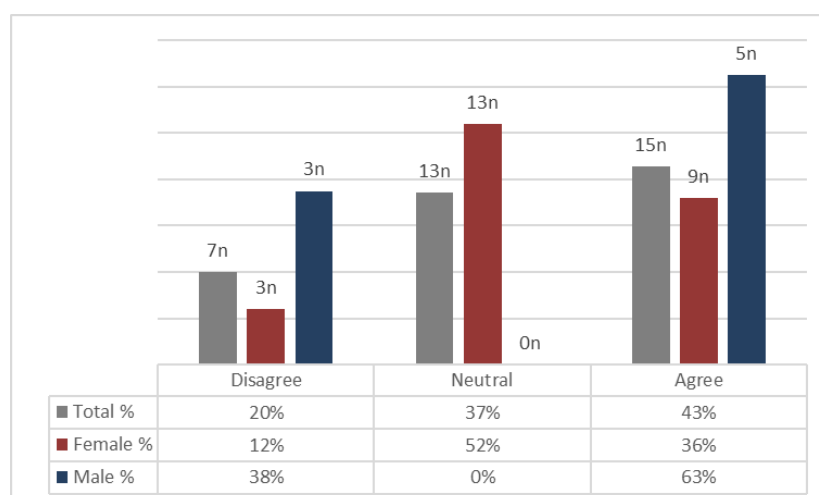


Figure 62: "Visible role models in the School are balanced with regards to gender" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

HoDs recognised a good mix of identities represented based on protected characteristics in marketing material, however they would like to be consulted more here before future revisions.

Data on the gender profile of speakers and chairpersons in seminars and workshops is not routinely collected; the School will introduce data collection and monitoring here and ensure diversity is promoted and representative of the School's wider population (Action 34).

Action 35: Collect data on and monitor the gender profile of speakers and chairpersons in seminars and workshops within the School and ensure sufficient diversity for these roles based on representation.

(viii) Outreach activities.

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Coordinated by the School WP lead (female), outreach/widening participation (WP) activities are a central School feature, with all activity captured by the workload model. School WP is supported by DMU's Societal Impact and Engagement Directorate, which coordinates DMULocal activity and the University's partnership with Leicester City Council on BuildBackBetter where School staff actively work with young people, community and adult education, and community health. Students also undertake outreach activities to support their Higher Education Achievement Report.

As a way around the significant reduction in WP opportunities as a result of the pandemic, in 2020 the WP lead co-designed an online placement project in collaboration with DMULocal, where School Education Studies placement students (22F:5M) designed work packs for local schools in order to help schools in the community whilst also ensuring that students acquired placement experience.

Other outreach project examples include:

- 1F:1M from CCJ led 'Learning Together', engaging students in co-creation with local prisoners;
- 3F Education staff members are secondary school governors, and 1M is a Governor of a Primary Pupil Referral Unit;
- 1F Psychology Lecturer does regular community outreach with street sex workers including meeting with the Police Sex Work Team.

Monitoring School staff and student outreach/WP activity participation is not routine for the School and in the future these data will be captured, with participation by gender monitored regularly (Action 35).

Action 36: Introduce data collection and monitoring of staff and student participation for all outreach and widening participation activity.

At University open days, usually hosted on Saturdays, male School staff have been more likely to participate (Table 41). This gap may be explained by women having more caring responsibilities on weekends however, this gap is closing; in 2019/20 the proportional gender participation gap was 9%, compared with 11% and 14% in 2017/18 and 2018/19 respectively. The gap may be explained by women having more caring responsibilities on weekends.

Table 43: School staff open day participation

	Female	Proportion of Total Female Staff	Male	Proportion of Total Male Staff
2017/18	26	29%	22	40%
2018/19	23	24%	20	38%
2019/20	24	23%	18	32%

DMU Local is a public-good engagement programme, giving students the opportunity to participate in over 100 local community projects. Examples of School student-led DMU Local projects include:

- visiting female prisoners and engaging in sociological themed discussions such as ‘family’;
- setting up a pop-up café for local elderly residents with activities e.g. crafts;
- supporting refugees in the local area to access donations;
- ‘Storybook Dads’ – recording local male prisoners reading story books which are then sent to their children.

Between 2018-2020, 10% of the 246n DMU Local participants were male students despite men constituting 20% of the wider School student population. The School is a passionate advocate for local outreach and will encourage more male students to engage here (Action 36).

ACTION 37: Increase features of male participants in DMU Local and other extra-curricular community outreach activities e.g. marketing/images/stories showcasing volunteering opportunities. Utilise induction sessions to promote widely to new, particularly male, students.

Word count: 2217

6. Further information

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

Pandemic reflections

The pandemic has provided the opportunity to reflect in-depth on a number of issues including: cross-divisional School culture; flexible working; staff work-life balance. Prior to the pandemic, it was identified that School culture required attention in terms of bringing divisions together as a whole School. Exacerbated by the pandemic, this issue will now be a particular focus, indeed action is already being taken: pandemic permitting, introducing more all School social events, face-to-face lunches and workshops, and creating a warmer and expansive environment for new and well-established staff is a School aim. The pandemic has required us to review both the positives and drawbacks of flexible working, resulting in work to begin addressing these issues with sustainable actions.

We are immensely proud to have maintained SAT momentum and motivation throughout the pandemic, despite the additional pressures faced by the whole sector. Indeed, engaging with the wider School throughout the pandemic has added an extra layer of complexity and often frustration, however creatively using technology enabled us to succeed here with two successful and well attended AS themed webinars. It is also of note that despite there being a role transition for the HoS’s during the SAT process, both Steven and John have remained present, fully engaged and supportive from start to finish.

Word count: 211

Total submission word count: 12,499

7. Action plan

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Landscape page



If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

Application Section	SAT member action monitoring sub groups	Assigned Actions
The Self-Assessment Process	Cathy Herbrand, Daniel Carter	1, 2, 3
4a. Picture of the Department: student data	John Song, Benjamin Lond, Rajvir Gill	4, 5.1, 5.2
4b. Picture of the Department: Academic staff data	Daniel Carter	6
5a. Key career transition points: academic staff	Vicki Aldridge, Zoe Palfreyman, Nicky Hudson	7, 8, 9, 10.1, 10.2, 11, 12
5b. Career Development Academic Staff	Rajvir Gill, Christina Weis, Richard Hall	13, 14, 15, 16, 17, 18
5c. Flexible Working and Managing Career Breaks	Nicky Hudson, Zoe Palfreyman, Christina Weis	19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29.1, 29.1
5d. Organisation and Culture	Richard Hall, Cathy Herbrand, Vicki Aldridge	30, 31.1, 31.2, 32, 33, 34, 35, 36

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
1	3. THE SELF-ASSESSMENT PROCESS	Responsible: SAT Chair, HLS AS Project Officer Key Contact: Student Voice School Leads	Establish representation on the SAT from students at all levels of study.	Currently only PhD students have SAT representation.	Introduce UG and PGT student representation to the SAT.	UG, PGT, PGR students all have some form of voice/input in the SAT process.	UG and PGT reps introduced in 2022/23 session.
2	3. THE SELF-ASSESSMENT PROCESS	Responsible: SAT Chair, HLS AS Project Officer	Encourage higher participation in AS staff consultation process, especially amongst male staff.	Staff survey response rate low (25%) and unrepresentative of the broader School population gender profile, particularly for male staff; 22.5%M:77.5%F response rate compared to population gender profile of 35%M:65%F.	Hold a promotional event at the launch of the next staff survey highlighting the importance of all staff engagement, regardless of gender, in Athena Swan consultation.	See an increased response rate of 20% at follow up survey, with the male staff response rate close to the male population proportion.	Hold first session in 2022/23. Follow up survey to be conducted in 2023.
3	3. THE SELF-ASSESSMENT PROCESS	Responsible: SAT Chair, HLS AS Project Officer	SAT membership and scope is representative of the School and kept under review.	The nature of the SAT role will change with time, and it is vital that the nature, membership and organisation of the committee reflect this.	Review and manage post submission SAT membership and agenda on an ongoing basis, including role rotation and chair succession planning, allowing for continued development and growth to encompass new areas of equality, diversity and inclusion. Ensure a substantial shadowing period is undertaken by the incoming chair.	Annual review conducted of committee aims and objectives, as well as membership. Incoming chair shadows outgoing chair.	Ongoing

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
4	4.b PICTURE OF THE DEPARTMENT Student Data	Responsible: HLS AS Project Officer Key Contact: Planning Lead - University Strategic Planning Services	Identify any gender based bias in the student recruitment data.	It has not been possible to obtain recruitment data for 19/20 due to systems issues at a University level (see application data notes for detailed explanation).	Collect and monitor 19/20 student recruitment data for UG, PGT and PGR once data reliability issues are rectified.	19/20 data analysed for gender disparities by SAT with any subsequent actions developed and added to the action plan.	Dependent on central University services timescale - unknown to date.
5.1	4.b PICTURE OF THE DEPARTMENT Student Data	Responsible: AP Psychology Key Contact: Faculty Marketing & Recruitment Mgr.	Encourage male students to consider programmes traditionally stereotyped as traditionally over represented by female students.	Significant male underrepresentation observed at student level, particularly UG.	A) Capture diverse male student experiences that break gender stereotypes and present these as case studies of former UG/PGT/PGR graduates. B) Work with DMU marketing department to strategically engage potential student recruits with case studies e.g. open days and widening participation activities. C) Utilise a DMU Frontrunner student internship to support case study production.	See an increase in male student enrolment on programmes perceived as traditionally feminine and dominated by women e.g. psychology, education, etc. Case studies prepared and promoted to potential applicants.	Begin case study capture and development in 2022/23 with a diverse series developed and being showcased in 2023.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
5.2	4.b PICTURE OF THE DEPARTMENT Student Data	Responsible: AP Psychology Key Contact: Faculty Marketing & Recruitment Mgr.	Help advertise and encourage opportunities for future career development and pathways within academia to female students, so they feel able to pursue further study and careers if they wish.	There is an attrition of women at each stage of the academic career e.g. UG to PGT to PhD to academic roles. Qualitative data from the student School culture survey also highlights that women perceive that additional obstacles are faced when entering the academic profession and progressing once in.	Capture diverse female student experiences and present these as case studies of former UG/PGT/PGR graduates who progressed to PGR study, and possibly now work in academia. Highlight different career pathways that allow for career breaks, part-time study, child rearing, and/or balance of care responsibilities, etc. Utilise a DMU Frontrunner student internship to support case study production.	See a further reduction in the 'leak' of women between the levels (e.g. UG-PGT-PhD-academic roles). Case studies prepared and promoted to School students. Female students report high levels of awareness with regards to diverse academic career pathways in follow-up survey.	Begin case study capture and development in 2022/23 with a diverse series developed and being showcased in 2023.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
6	4.b PICTURE OF THE DEPARTMENT Staff Data	Responsible: Head of School Key Contact: HR Partner	Understand better the reasons for staff leaving the School.	Each year the most common reason for leaving the School is for a new role, and the majority of staff leaving are staff occupying roles at grade G, regardless of gender; this may suggest that staff are leaving for personal progression reasons. It is also noted that a significant number of leavers in 2018/19 were women on part-time contracts (5n). Exit interviews are conducted by line managers, however currently there is no system in place that enables reasons for staff leaving to be monitored and understood by School leadership.	Collate exit interview data for review by the Head of School.	Qualitative data of reasons for staff leaving regularly reviewed by School exec, informing School staff retention strategy.	Implemented in 2022 and reviewed on an ongoing basis.
7	5.a KEY CAREER TRANSITION POINTS: Recruitment	Responsible: Associate Head of School Key Contact: School Coordinator	Ensure panels for interviewing have diversity in terms of gender and ethnicity.	The School aims for gender-balanced panels, ideally including diversity in terms of race/ethnicity, however a small ethnic minority staff pool means this is not always achievable. This has not been routinely monitored in terms of gender and ethnicity representation.	Monitor panel composition data for diversity in terms of gender and ethnicity annually and utilise the University's now established pool of trained panel members to ensure all panels for interviewing have a wide gender and ethnicity representation.	Process implemented in terms of a regular review of data. Establish benchmark through data collection and engagement with wider University	Monitor annually, beginning with data from 2021/22.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
						data by close of 2022/23 and monitor at this point with a view to updating objective.	
8	5.a KEY CAREER TRANSITION POINTS: Induction	Responsible: SAT Chair Key Contact: Heads of Division	Provide an improved induction experience for new colleagues, adding to the collegial whole School culture.	In the current COVID-19 environment the majority of staff members are working remotely. The implication is that induction procedures are completed virtually and opportunities to meet new colleagues and settle in to the new physical working environment are more restricted.	Review the potential effects of virtual working on the induction process, and whether new staff members are fully and equitably introduced to colleagues and their working role and environment. Explore ways to encourage connections between colleagues to form via regular all School staff social core hour events, subject to the impact of COVID-19.	Qualitative survey records a similar level of satisfaction for inductions for both pre and post covid staff starters.	Conduct review in 2023/24, assessing data available e.g. survey and other qualitative sources.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
9	5.a KEY CAREER TRANSITION POINTS: Induction	Responsible: Associate Head of School Key Contact: MarComms partner	Improve staff access to key School based information e.g. scholarly groups/events, mentorship, Athena Swan, key contacts etc.	Qualitative survey feedback suggested that the School: introduces a central hub of information for new staff; creates more ongoing opportunities for staff to interact with a range of colleagues e.g. dedicated time to attend scholarly groups/events, better mix of new and more experienced staff in office spaces.	Lobby for the re-introduction of School based webpages that provide centralised School resources needed to support new staff and provide an ongoing reference point for all staff. To include informational resources such as policies, school structure and key personnel, processes undertaken at School level (e.g. conference funding bid), support and mentoring opportunities, etc.) scholarly groups/events, mentorship, Athena Swan, key contacts etc.	Record of lobbying in place. Discussions taking place with MarComs in terms of access to support and resources.	Lobbying to begin in 2021/22 academic year with MarComs support determined by close of year. Pending support/resources, see webpages launched in 2022/23.
10.1	5.a Key career transition points: Promotion	Responsible: Centre Director CRR Key Contact: HR Partner, Head of School	Improve success rates for promotion applications to AP, particularly for female staff.	Applications to AP roles increased from 5n to 10n between 2019-2020 with the majority of applicants (60%) being women, however, success rates remain low. Survey data also suggested a perceived lack of transparency in promotion criteria and assessment amongst staff, particularly for women.	Ensure annual promotion round, as well as the criteria and assessment method are publicised well in advance of submission deadline. Lobby university with regards to maintaining consistent promotion criteria from year-to-year/round-to-round in order to improve ability for applicants to prepare in a manner that is informed and timely.	Staff made aware of annual round (including criteria, assessment, and deadlines) at least 4 months in advance of promotion deadline with lobbying of the University in place.	In place by close of 2022/23 academic year.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
10.2	5.a Key career transition points: Promotion	Responsible: WISSH Coordinator	Improve success rates for promotion applications to AP, particularly for female staff.	Applications to AP roles increased from 5n to 10n between 2019-2020 with the majority of applicants (60%) being women, however, success rates remain low. Survey data also suggested a perceived lack of transparency in promotion criteria and assessment amongst staff, particularly for women.	Utilising the WISSH staff network (which targets female staff), to develop and implement workshops on promotion decision making procedures and politics e.g. successful applicants share their experiences and offering staff one to one support with application drafting.	Regular WISSH workshops in place. Staff report feeling well prepared and supported, particularly female staff (via School staff survey). An increase in success rates of AP promotions for female staff observed.	See an increase by 2025/26
10.3	5.a Key career transition points: Promotion	Responsible: Head of School, Heads of Division			Introduce the option for unsuccessful promotion and future applicants to be assigned up to 50 hours on the workload plan to shadow a more senior colleague e.g. a researcher, manager, senior staff member, to gain insight and improve their future applications i.e. develop an action plan/goals to develop in preparation for future opportunities.		See an increase by 2025/26
11	5.a Key career transition points: Promotion	Responsible: Centre Director CRR Key Contact: Head of School	Increase applications made to the role of Professor, particularly by female staff.	Applications for Professor roles remain low with no applications for promotion to Professor between 2018/19-2020/2021; female representation in senior School positions is disproportionate to their	Identify potential female professorial applicants through annual review of Associate Professor's CV's; offer one-to-one meeting with the HoS to discuss future career plans and support needs.	Process in place for identifying prof applicants. An increase in application data and female staff promoted to the	See an increase by 2025/26

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
				representation in the wider School population.		role of professor observed.	
12	5.a Key career transition points: Promotion	Responsible: Head of School Key Contact: HR Partner	Improve recognition within promotion and pay progression criteria of the range of roles and responsibilities undertaken by staff, especially those more likely to be undertaken by female staff e.g. citizenship tasks.	Staff survey comments reported a need for promotion criteria to be inclusive of non-teaching and research responsibilities undertaken by academic staff.	Identify a broader range of roles and responsibilities considered as criteria for promotion and pay progression and lobby the University to integrate these defined criteria into the assessment process.	Additional roles and responsibilities identified with lobbying in place. Collaborate with other Faculty School's (build a shared action) to raise University wide awareness, utilising the Faculty EDI committee as an avenue.	Lobbying report submitted during 2023/24
13	5.b Key career transition points: academic staff training	Responsible: Head of School, Heads of Division	Achieve close to 100% completion rates for both EDI and Introduction to Bias training.	Mandatory EDI training has been undertaken by 66% and 50% of female and male staff respectively, whilst mandatory Introduction to bias training has been undertaken by 16% and	Develop a mechanism for line managers to receive notification with regards to staff who have not completed mandatory training, particularly with regards to EDI and unconscious bias.	All line managers routinely notified with close to 100% of staff population recorded as	Achieved by close of 2022/23.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
				23% of female and male staff respectively.		having completed said training.	
14	5.b Key career transition points: academic staff appraisal/development review	Responsible: Head of School	Increase time and knowledge available to appraisers to conduct appraisals more effectively.	Staff survey comments suggested that the appraisees/appraiser ratio is too high resulting in appraisers lacking the required time and knowledge to undertake a detailed appraisal specific to the appraisees needs.	Review and rebalance the appraisees/appraiser ratio. Clarify the criteria i.e. rank, role, for becoming an appraiser with a view of increasing the number of senior staff who can undertake an appraisal.	Reduce the number of appraisees per appraiser with future staff survey reporting increased satisfaction regarding quality career progression conversations at appraisal meetings that are appropriate to their level of ambition and career goals. No gender disparity observed in satisfaction data.	In place by 2025/26

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
15	5.b CAREER DEVELOPMENT: ACADEMIC STAFF Support given to academic staff for career progression	Responsible: Head of School Key Contact: School Coordinator	Ensure equitable access to staff development funding allocations by gender on an ongoing basis.	Formal data collection for 'staff development' funding has not been routine resulting in no data prior to 2019/20 available for analysis.	Routinely collect data on funding applications and outcomes by gender, analysing and reporting on annually.	Business as usual annual review of data report produced.	First report issued following 2023/24.
16	5.b CAREER DEVELOPMENT: ACADEMIC STAFF Support given to academic staff for career progression	Responsible: School Research Mentoring Scheme Lead	Improve access to mentoring for staff in the School.	Staff survey results indicate that a number of staff who would like a mentor do not currently have one and those who do have a mentor indicate valued gained.	Promote mentoring schemes and their usefulness. Collate information mentoring schemes and their usefulness in one place e.g. School webpages, and promote schemes and their usefulness well with staff e.g. School wide/Divisional staff meetings, email, School webpages.	Staff indicate in the staff survey (2023) increased satisfaction and uptake with regards to mentoring.	Information in place during 2022/23 with survey data reviewed in 2023/24 session.
17	5.b CAREER DEVELOPMENT: ACADEMIC STAFF Support given to academic staff for career progression	Responsible: SAT Chair Key Contact: School Research Mentoring Scheme Lead, Head of School	A) Ensure the gender profile of mentors reflects the wider School staff gender profile. B) All mentor work is captured in the workload model.	Respondents who are not already a mentor were asked to indicate interest in becoming one the gender split was 34%F:62%M. This may suggest that men in the School are not being approached to provide mentorship as frequently as women. Qualitative survey feedback identified the provision of a mentor to new staff as a positive part of	A) Clarify and monitor all School mentoring schemes (formal and informal) that School staff are engaged in. B) Lobby the University for the inclusion of all forms of mentoring in the workload model.	Mentor roles clarified with lobbying in place. Collaborate with other Faculty School's (build a shared action) to raise University wide awareness, utilising the Faculty EDI	Review conducted during 2023/24 with lobbying in place during 2024/25.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
				induction, but also noted the absence of formal recognition of this work on staff loading.		committee as an avenue.	
18	5.b CAREER DEVELOPMENT: ACADEMIC STAFF Support given to academic staff for career progression	Responsible: SAT Chair Key Contact: Head of School, Heads of Division	Encourage a higher rate of female staff to apply for development opportunities e.g. Future Leaders Programme, Aurora.	Survey open text comments suggest that there is a need to: create a systematic career progression dialogue between staff and management, keeping staff informed of internal and external wider opportunities e.g. Future Leaders Programme, Aurora.	Encourage a higher rate of female staff applications to development opportunities, such as Aurora, and DMU's internal coaching scheme, by promoting and including conversations of relevant programmes as mandatory at appraisals, and an agenda item at monthly all staff division/School meetings, and via all staff emails.	Observe an increase in women applying for development opportunities such as Future Leaders Programme, Aurora. See a higher level of satisfaction in the survey for women regarding accessing conversations on career development opportunities.	Increase observed by 2024/25.

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19	5.c Flexible working and managing career breaks: Cover and support for maternity and adoption leave: before leave	Responsible: Centre Director CRR Key Contact: Head of School, Heads of Division	Define flexible working and work-life balance in relation to caring responsibilities, and widely and regularly disseminating clear examples to all staff.	During the 2021 School action planning webinar, attendees suggested a lack of clarity regarding policy and possible local arrangements which created a hesitancy for staff to approach/discuss issues with local line managers regarding maternity leave, flexible working, and work-like balance matters with staff not feeling equipped or confident navigating these sensitive issues.	Introduce a School Work-life Balance Champion who will signpost and support staff to access advice and guidance regarding maternity leave, shared parental leave, etc. and matters relating to broader work-life balance issues. Utilise the (soon to be introduced) all School staff meeting as a platform for the Champion to promote guidance, clear definitions and support covering a range of relative scenarios e.g. caring responsibilities, returning from mat/parental leave, health issues, disability.	Work-life balance champion role specified with School staff member assigned the role. Staff report utility gained from accessing advice and guidance from the champion (survey 2023).	Introduce role during 2023/24 year.
20	5.c Flexible working and managing career breaks: Cover and support for maternity and adoption leave: before leave	Responsible: Centre Director CRR Key Contact: Head of School, Line Managers, signatories in HLS and SRG members	Improve process of maternity leave cover appointments.	Comments from the School staff survey suggests that the speed at which cover posts are advertised and appointed could be improved. Delay in appointing cover leads to disruption with completion of responsibilities for the cover post holder, and for the post holder when they return. Significantly, slow appointments also place additional burden on the rest of a team and has the	Lobby the University to improve timeliness of adverts for maternity cover by ensuring they are processed as soon as someone indicates they will take leave. Ensure in-school processes are timely.	Lobbying in place with staff reporting (survey 2023) an increase in staff confidence levels regarding maternity leave cover process. Submissions for leave cover are made within 2 weeks of when	Measures in place by start of 2023/24.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
				potential for the creation of negative feelings around maternity leave in general.		maternity leave notification is received.	
21	5.c Flexible working and managing career breaks: Cover and support for maternity and adoption leave: during leave	Responsible: Centre Director CRR Key Contact: HR partner, HR advisor	Create a consistent experience amongst School staff with regards to advice about maternity pay.	There seemed to be a different experience of receiving information about mat leave pay amongst staff in the school. Some staff had received a detailed breakdown based on their own individual salary, which they very much welcomed. For those who received a generic schedule of entitlements, this was felt to be less helpful in financial planning around their leave.	Lobby HR to publicise a full breakdown of maternity leave payments for staff including the provision of an individualised schedule of pay.	2023 staff survey reports consistent staff confidence levels regarding maternity leave financial advice from School/HR.	Lobbying in during 2022/23.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
22	5.c Flexible working and managing career breaks: Cover and support for maternity and adoption leave: during leave	Responsible: Centre Director CRR Key Contact: HR Partner	Improve flexibility around how KIT days can be used by staff on mat leave.	University policy states that KIT days can only be worked and claimed as full days, rather than part days. A disadvantage of this is that staff on maternity leave with small babies may not be in a position to work full days whilst on leave, meaning they cannot organise the time on a pro rata basis.	Lobby HR for increased flexibility on policy for KIT days usage, particularly pro-rata/part day usage.	Lobbying in place with University.	Lobbying in place during 2022/23.
23	5.c Flexible working and managing career breaks: Cover and support for maternity and adoption leave: during leave	Responsible: Centre Director CRR Key Contact: Line managers, School Co-ordinator	Increase understanding and monitoring in the school regarding the level of uptake of KIT days and their use.	Feedback from line managers and staff indicate that KIT days can be beneficial for staff on maternity leave for keeping in touch with their team, being involved in on-going projects, progressing publications etc. Currently little is known about the rate of update of KIT days, how KIT days are used and when they are used and for what purpose.	Improve monitoring of the use of KIT days within the school by setting up a central database (held by the School Co-ordinator) to log KIT days.	Existence and use of data base to log KIT days. Annual review in place to review use	Monitoring in place by 2022/23 with review of data conducted in 2025/26.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
24	5.c Flexible working and managing career breaks: Cover and support for maternity and adoption leave - returning to work	Responsible: Centre Director CRR Key Contact: Head of School, Line managers	Facilitate a smoother and informed transition for staff returning to work from maternity leave.	Some areas of the school use a buddy system (matching up a returning member of staff with someone who has previously taken maternity leave) for aiding an individual's transition back to work. This was reported to be a positive practice which provides staff with a single point of contact and support where they can go for advice and guidance.	Implement a School-wide return to work buddy system for those returning from maternity leave or other periods of extended leave.	Buddy system in operation and use	Introduce system during 2022/23.
25	5.c Flexible working and managing career breaks: Cover and support for maternity and adoption leave - returning to work	Responsible: Centre Director CRR Key Contact: Director of Faculty Operations, Faculty Operations Manager	Improve experiences of staff who are breast feeding.	Pressures on space in the buildings in which the school is based mean that one of the breastfeeding rooms is attached to a disabled toilet which some staff found unhelpful and potentially discriminatory towards disabled staff members. One member of staff fed back that they found the risk assessment required for breastfeeding staff members unnecessary and intrusive.	Conduct a School review of breastfeeding spaces and processes, and make recommendations to the Faculty (due to spaces being shared with other Faculty Schools) with regards to improve facilities.	2023 staff survey provides evidence of improved satisfaction with breastfeeding facilities	Conduct review during 2022/23.

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26	5.c Flexible working and managing career breaks: Paternity, shared parental, adoption, and parental leave uptake	Responsible: SAT Chair Key Contact: HR Partner, HLS AS Project Officer, Faculty Athena Swan Champion	Raise awareness with HR and the University of the need to assess the current Shared Parental Leave policy with regards to its impact on women's careers and how men are incentivised to choose to take a longer period of time off.	It is unknown how the uptake of the Shared Parental Leave scheme impacts women and their ability to choose an earlier return to work (for those that wish to do so) or for men to choose to take off a longer period of time (than statutory paternity leave) with their baby.	Propose/lobby for a University wide review of shared parental leave, particularly with regards to the policies impact on: women's careers; whether or not men are incentivised to take shared parental leave, and what barriers exist for men given the low uptake of shared parental leave.	Discussions with HR to request review of SPL have taken place.	Lobbying in place during 2022/23.
27	5.c Flexible working and managing career breaks: Paternity, shared parental, adoption, and parental leave uptake	Responsible: SAT Chair Key Contact: HLS AS Project Officer, Faculty Athena Swan Champion	Raise awareness of shared parental leave policy within the school.	Uptake of shared parental leave (SPL) remains low across the institution and in general there is a sense amongst some staff that this may be complicated to administer - no incidents of male staff taking up shared parental leave were recorded between 2017-2020.	Raise awareness of shared parental leave policy within the School via School staff meetings, induction packages, and appraisals via case studies/testimonies, as well as during the Faculty's AS workshop on 'male participation/engagement in gender equality initiatives' (see action 31).	2023 staff survey reports increased understanding from staff regarding SPL policy	Introduce measure during 2022/23 with data reviewed 2023/24.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
28	5.c Flexible working and managing career breaks: Flexible working	Responsible: Professor of Education and Technology Key Contact: Line managers and Centre leads; School Leadership Team	Establish if a particular gender staff group has been impacted more than another by a greater move to home working.	The move to home working during the pandemic may have negatively impacted more women staff members particularly with regards to possible reduced networking opportunities, increased caring responsibilities and the blurring of the lines in relation to work-life.	Review the long-term impact of the pandemic, particularly home working, by inviting staff to feedback at Division and Centre/Institute meetings and in the next School Culture survey. Review feedback at School exec meetings.	Report produced on the long-term home working and its affects. Item introduced as a regular agenda item at the school exec committee meetings with actions developed based on findings to address inequitable impacts identified.	Report produced by 2025/26.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
29.1	5.c Flexible working and managing career breaks: Flexible working	Responsible: SAT member Key Contact: HR Partner	Destigmatise/norm alise flexible working and increase awareness in the School and wider University about the definition of flexible working, including the broad scope of flexible working arrangements and requests.	Whilst the University has a policy and the School has a process, for academic staff the ability to work flexibly is provided for as part of the nationally negotiated academic contract. This has caused some confusion about whether an academic staff member would need a formal agreement with their line manager to work flexibly. There was also some confusion about flexible arrangements for care givers and some concerns about how flexible working was viewed e.g. stigma attached. Comments from the action planning webinar indicated that there is a need for School system that enables staff to be able to better communicate their availability with other colleagues.	A) Set-up a School based task-and-finish group to compile both formal and informal flexible working arrangements and patterns, clarifying definitions and parameters of the University flexible working policy. B) Create a clear written guide/document that is available to all staff in the School, which includes a process where staff can better communicate their availability e.g. staff add their core hours to their email signature with the HoS and Division Heads validating a respect for out of office hours. C) Deliver a workshop communicating the findings to the School and beyond via the Faculty Athena Swan conference/lecture series in Spring 2023.	Tasks and finish group established with guidance document made available to all staff and workshop delivered. 2025 staff survey reports increased understanding from staff regarding flexible working.	Set-up group in 2022/23 with interventions rolled out 2024/25.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
29.2	5.c Flexible working and managing career breaks: Flexible working	Responsible: SAT member Key Contact: HR Partner	Destigmatise/normalise flexible working and increase awareness in the School and wider University about the definition of flexible working, including the broad scope of flexible working arrangements and requests.	Whilst the University has a policy and the School has a process, for academic staff the ability to work flexibly is provided for as part of the nationally negotiated academic contract. This has caused some confusion about whether an academic staff member would need a formal agreement with their line manager to work flexibly. There was also some confusion about flexible arrangements for care givers and some concerns about how flexible working was viewed e.g. stigma attached. Comments from the action planning webinar indicated that there is a need for School system that enables staff to be able to better communicate their availability with other colleagues.	Lobby the University to introduce tiles on staff intranet pages for childcare and flexible working policy, guidelines and DMU support.	Lobbying in place by close of 2022/23 academic year. Staff report good awareness of how to access resources.	Lobbying in place during 2022/23.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
30	5.d ORGANISATION AND CULTURE: Culture	Responsible: Head of School	Bring all staff together, creating a platform for voices to be broadly heard, and facilitating cross divisional communication.	Open text survey comments referred to Divisions as strong and supportive of their staff, and that this would be further enriched by developing a stronger sense of whole School community.	Introduce regular all School staff meeting.	All staff meeting introduced and staff report an improved perception of all School community (follow up staff survey).	Launch at the beginning of 2022/23 academic year.
31	5.d ORGANISATION AND CULTURE: Culture	Responsible: Professor of Education and Technology Key Contact: HLS AS Project Officer, Faculty Athena Swan Champion	Build a School culture where men engage in issues relating to gender equality.	The SAT process has highlighted a need for the School to increase the participation of men in School gender equality initiatives. This is based on lower proportional participation from male staff and students in Athena Swan consultation e.g. survey's and webinars, and to engage men better when addressing of issues of male underrepresentation that may stem from societal stereotypes within certain School subjects such psychology and education.	Organise series of ongoing themed panel events and discussion seminars as part of the Faculty Athena Swan lecture series covering: A) the role of men in promoting gender equality B) why is male uptake of shared parental leave so low? C) why are School courses still so gendered e.g. psychology, education, etc?	Panel events take place, organised and led by male staff with at least 50% of attendees being men.	Hold first event in 2022/23 academic year.

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32.1	5.d ORGANISATION AND CULTURE: HR policies	Responsible: Professor of Education and Technology Key Contact: Director of Health Policy Research Unit, Head of School, Heads of Division, SAT Chair	Widely promote a School culture of zero tolerance and clear and accessible support with regards to staff experiencing/witnessing harassment.	25% of participants from the School staff culture survey had experienced some forms of harassment, and another 8% had witnessed some. Proportionally, more female (28%) than male (11%) participants reported experiencing harassment. Survey open text comments articulated a need for leaders in the School to be appropriately trained and developed in relation to harassment, and for the creation of harassment officers to enable a transparent and fair process to deal with subtle bullying, and discrimination.	Launch an anti-harassment campaign in the School that involves: a) AS SAT chair to lead an annual discussion regarding harassment at the (soon to be introduced) School all staff meeting, with HoS presenting what procedures to follow should staff experience or witness any forms of harassment. b) producing and raising awareness of particular examples and issues of harassment; c) clear and accessible harassment policy; d) clear and accessible guidelines of what to do and the support available for staff experiencing or witnessing other staff experiencing harassment; e) Add point to new starter induction checklist covering the correct procedures to follow.	Campaign launched with School staff survey reports high levels of policy and process awareness, indicating a positive culture in this regard. Staff report utility gained from campaign, a zero-tolerance culture being promoted by School leadership.	Plan campaign and launched in 2022/23 with campaign running on an ongoing basis.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
32.2	5.d ORGANISATION AND CULTURE: HR policies	Responsible: Professor of Education and Technology Key Contact: HR Partner	Widely promote a School culture of zero tolerance and clear and accessible support with regards to staff experiencing/witnessing harassment.	25% of participants from the School staff culture survey had experienced some forms of harassment, and another 8% had witnessed some. Proportionally, more female (28%) than male (11%) participants reported experiencing harassment. Survey open text comments articulated a need for leaders in the School to be appropriately trained and developed in relation to harassment, and for the creation of harassment officers to enable a transparent and fair process to deal with subtle bullying, and discrimination.	Lobby HR to introduce harassment training for identification, support, and pathways available promoted clearly on DMU intranet (DMU Connect).	Lobbying in place. Collaborate with other Faculty School's (build a shared action) to raise University wide awareness, utilising the Faculty EDI committee as an avenue.	Lobbying in place during 2022/23.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
33	5.d ORGANISATION AND CULTURE: Workload model	Responsible: Associate Head of School Key Contact: Faculty Staff Loading Review Group School Representative, Head of School, Heads of Division	All staff to demonstrate academic citizenship participation including engagement in activities such as Athena Swan, pastoral, open days and outreach.	The workload model is not currently monitored for gender disparities and open text comments from the survey suggested there needs to be further action taken in relation to: supporting staff to understand the workload model in terms of what it accounts for; workloads being spread more equally across the year; personal tutoring and pastoral care not always being fairly accounted for in the workload model.	Analyse School workload model, identifying any gender disparities, publicising the results on an annual basis to the School.	Workload model monitored annually, showing no significant gender disparities in terms of engagement with academic citizenship activities (considering the gender make-up of the School). Staff feedback that staff, regardless of gender, are equally engaged in Academic citizenship activity staff culture survey.	Introduce review during 2023/24 with any significant gender disparities eliminated by 2025/26.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
34	5.d ORGANISATION AND CULTURE: Visibility of role models	Responsible: Athena Swan Project Officer	Establish whether or not there is a trend to be identified here given the low male staff survey response rate.	The SSCS results may suggest a gender disparity; the majority of men (57%) compared to just a quarter of women (27%) felt that personal unforeseen circumstances have been considered in workload allocation (Figure 57).	Monitor possible gender disparity with regards to staff feeling that personal unforeseen circumstances have been considered in workload allocation.	Data from follow up survey analysed and reported on with regards to whether or not a trend has emerged.	Monitor at consecutive staff culture survey.
35	5.d ORGANISATION AND CULTURE: Visibility of role models	Responsible: SAT Chair Key Contact: School Coordinator	Ensure the gender profile of speakers and chairpersons of seminars and workshops is representative of the School's wider gender profile.	With regards to the gender balance of speakers and chairpersons in seminars and workshops, data here is not currently routinely collected and monitored.	Collect data on and monitor the gender profile of speakers and chairpersons in seminars and workshops within the School and ensure sufficient diversity for these roles based on representation.	Data collection and monitoring process in place with gender profile of speakers and chairpersons in seminars and workshops over the course of the year is close to that of the School's profile with regards to gender.	First annual report produced following the close of 2022/23.

No.	Application Section	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe
36	5.d ORGANISATION AND CULTURE: Outreach activities	Responsible: School Widening Participation Lead Key Contact: MarComms Partner, DMU Local	Ensure participation in outreach and WP activity reflects the School's gender balance.	Monitoring staff and student participation in outreach/WP activity by gender has not been routine for the School.	Introduce data collection and monitoring of staff and student participation for all outreach and widening participation activity.	Data collection and monitoring process in place with gender profile of staff participating in outreach and WP activity over the course of the year is close to that of the School's profile with regards to gender.	First annual report produced following the close of 2022/23.
37	5.b CAREER DEVELOPMENT: ACADEMIC STAFF Support given to students for academic career progression	Responsible: School Widening Participation Lead Key Contact: MarComms Partner, DMU Local	Encourage male students to participate in DMU Local initiatives.	Out of 246 School students that participated in a DMU Local project from 2018 to 2020, 222 were female and 23 were male (90%F:9%M), which shows that male students are proportionately less likely to take part given that they constitute 20% of the School's wider student population.	Increase features of male participants in DMU Local and other extra-curricular community outreach activities e.g. marketing/images/stories showcasing volunteering opportunities. Utilise induction sessions to promote widely to new, particularly male, students.	See an increase of male students participating in DMU local and outreach activity, reflecting male representation of the wider student School population.	See measures in place during 2022/23 with proportional gender disparity eliminated by 2025/26.