Athena Swan renewal application form for departments

Applicant information

Name of institution	De Montfort University
Name of department	Leicester School of Pharmacy
Date of current application	September 2024
Level of previous award	Bronze
Date of previous award	April 2019
Contact name	Daniel Carter
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Contact telephone	

Section	Words used
An overview of the department and its approach to gender equality	1365
An evaluation of the department's progress and issues	4109
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5474

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 5500 words

Table of Contents

Section 1: An overview of the department and its approach to gender equality

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

1. Letter of endorsement from the head of the department

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the department.

DE MONTFORT UNIVERSITY LEICESTER

Dear Advance HE,

As recently appointed Head of School (HoS), it fills me with pride to endorse the Athena Swan (AS) renewal application for the Leicester School of Pharmacy (LSoP). Our School was the first School across the whole institution to achieve an AS award back in 2018 and assembling this renewal submission has given me and the wider School the opportunity to reflect on our achievements over this period and to look to the future with ambition and enthusiasm to build on these successes.

Our AS action plan has been central to our School's gender equality progress, and whilst the challenges and level of change in recent years have been considerable, our action plan objectives remained a priority which I hope this submission conveys well. For example, we have worked hard to raise the value of academic citizenship (AC) in the School and showcase this good practice to the wider University, and to good effect. Within the School we introduced AC as a mandatory appraisal point and staff now point to AC contributions as helping progress their career. Members of our AS Self-Assessment Team (SAT) presented on our School AC approach at the University Learning and Teaching conference, and my predecessor directly discussed the University adopting our School approach with the Vice Chancellor (VC), which was well received. Since being appointed permanent HoS (May 2024) I have strived to build on these successes and further impart fairness in areas where gender inequalities have persisted. For example, I recently launched a review of the workload model with outcomes including a fairer distribution of AC activity across the School, and a more equitable marking and moderation system for part-time staff. Another observed success is the increased promotion of women to senior posts and our professorial staff gender profile; since 2018 4/7 professorial appointments have been women, and a woman was appointed as Director of the School's Research Institute, reflecting our efforts to introduce greater levels of support for staff aiming for promotion.

I am confident this submission not only presents the contemporary challenges we face in our pursuit of embedding the AS principles but also sets-out how we will achieve a more equitable School for all staff and students. Facilitated by a comprehensive self-assessment, we have reflected on the barriers that persist for women that we must continue to strive to dismantle by resourcing and applying a reinvigorated action plan. We still have gender disparities relating to AC and workload distribution, and greater support must be in place for those taking maternity leave. The underrepresentation of women in senior roles also stubbornly persists and we must go further to address the issues behind this. For example, our data reveals women feel less able than men to designate time to career development opportunities.

I am proud of our strong School culture where across the board staff consistently approach tasks in a collegiate and symbiotic manner. Our monthly staff meetings and annual away days are forums for exchange and collaboration, and I personally strive to ensure I hear the voice of every staff member; this culture will indeed drive the implementation of our action plan.

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I confirm the information and data presented in our application is a truthful and accurate representation of the School.

Yours sincerely,

Ahmed Aboo
Head of School
Leicester School of Pharmacy

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2. Description of the department and its context

In operation for over one hundred years, teaching in the centre of one of the UK's most culturally diverse cities, the LSoP is one of the country's most established pharmacy Schools. It combines teaching, professional development training, and world leading research.

The School faced significant challenges and changes during the 2018 action plan implementation period stemming from the COVID-19 pandemic, the broader UK HE financial landscape, and a two-year period where the HoS was held on an interim basis. The now permanent HoS has been in post since May 2024 following an eight-month spell as interim HoS.

The School is one of four Schools in the Faculty of Health and Life Sciences (HLS) (Figure 1). The School staff gender profile has moved from a 50:50 split in 2017/18 to the current profile of 54% female (49F:42M), in line with the sector benchmark (Figure 52). School research falls under the Leicester Institute of Pharmaceutical, Health and Social Care Innovations (LIPHSCI) which comprises seven research groups (Figure 1).

Figure 1. Faculty and School structure including Research and Innovation Institute
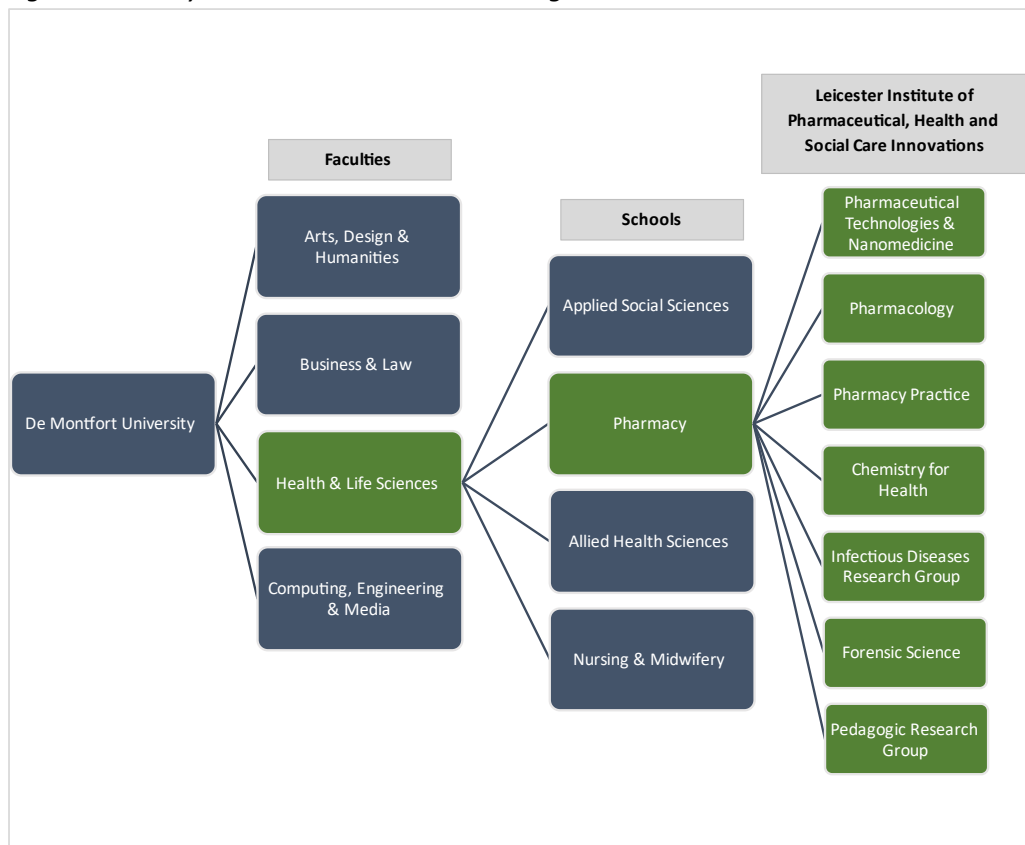
The School's links with industry are strong and our global partnerships enrich our teaching and research. For example:

- The Forensic Science Research Group collaborates with the Ministry of Defence, Home Office and other industrial collaborators such as Honeywell Solvents and a UKRI KTP funded project with WEST Technology.

- Pharmaceutical and Cosmetic Science BSc students have the opportunity to go out on a twelvemonth placement with industrial partners including Reckitt, Quotient Science, Superdrug and BCM Fareva.
- The Pharmaceutical Quality by Design MSc has industrial contributors including Astra-Zeneca, GSK and Pfizer.

Led by the HoS (1M) and Associate Heads of School (AHoS) (1M,1F), the School is organised into five divisions; every academic staff member is in one of these. Each division lead (3F:2M) is an Associate Professor (AP), line managing staff in their section. The HoS line manages the Professoriate. Administrative and Technical support is provided by Faculty and University aligned Professional Services (PS) staff.

3. Athena Swan self-assessment process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the department's future gender equality work.

Description of the self-assessment team

SAT membership (9F:5M) represents the School in terms of staff roles/grades (Table 1). Male representation is 36% compared with 46% in the wider School staff population. Each School Division is represented and Faculty representation comes from members holding Faculty based roles, facilitating School/Faculty communication flow and ensuring Faculty support. SAT membership is determined by role and/or staff interest; members volunteered following open calls or were approached facilitating diverse representation regarding gender and caring responsibilities. Co-Lead's and SAT members receive 75 and 30 workload hours respectively.

Table 1. SAT membership profiles

Name	Role	Gender	SAT Role/submission activity
Ahmed Aboo	Head of School	Male	Evaluating progress against the previous action plan. Reviewing core and survey data, and action setting.
Daniel Carter	Faculty Athena SWAN Project Officer	Male	Project management; data collection & analysis; submission narrative writer and editor; Athena Swan self-assessment process; Key priorities for future action. Action setting.
Chloe Swinfield	Senior Lecturer in Forensic Biology	Female	Student sub-group: reviewing core and survey data and action setting.
Emma Johnston	Senior Lecturer in Forensic Biology	Female	SAT Co-Lead; submission editor; Evaluating progress against the previous action plan. Action setting.
Federico Brucoli	Senior Lecturer in Medicinal Chemistry	Male	SAT Co-Lead; submission editor; Evaluating progress against the previous action plan. Action setting.
Helen Root	Associate Professor in Pharmacy Practice	Female	Student sub-group: reviewing core and survey data, and action setting.
Kevin Farrugia	Associate Professor Forensic Chemistry	Male	Description of the department Action setting.
Leisa Nichols-Drew	Associate Professor in Forensic Biology	Female	Staff sub-group: reviewing core and survey data, and action setting.
Manisha Dattani	Senior Lecturer in Clinical Pharmacy	Female	Staff sub-group: reviewing core and survey data and action setting.
Rahmi Yusuf	Lecturer in Pharmaceutical Microbiology	Female	Student sub-group: reviewing core and survey data, and action setting.
Sangeeta Tanna	Professor of Pharmaceutical Analysis	Female	Evaluating progress against the previous action plan; submission reviewer.
Sarah Hall	Associate Professor in Forensic Analytical Chemistry	Female	Student sub-group: reviewing core and survey data, and action setting.
Tarsem Sahota	Senior Research Fellow	Male	Staff sub-group: reviewing core and survey data, and action setting.
Urszula Krzeminska Ahmadzai	Senior Lecturer in Biology	Female	Staff sub-group: reviewing core and survey data, and action setting.

An account of the self-assessment process

SAT activity summary

Following the 2018 submission the SAT has evolved and remained active in the School, meeting bi-monthly to oversee the action plan implementation. AS is a standing agenda item at the monthly School staff meeting, enabling SAT co-leads to provide updates on AS activity, recruiting SAT members, and present data such as survey findings. The SAT returned to meeting monthly in March 2023 in preparation for resubmission.

Figure 2. School Self-Assessment Team meeting and lunch, March 2024

Staff consultation

Two AS themed School staff culture survey's (SSCS) have been conducted to monitor the progress of the 2018 action plan and inform this submission's priorities. A 2021 SSCS achieved a response rate of 46% overall, and 47% and 30% for female and male staff respectively. The response rate for a 2023 SSCS increased to 51%, and 55% and 33% for female and male staff respectively. The HoS and SAT encouraged participation using email and announcements at staff meetings.

The SAT co-leads presented the 2023 SSCS results and the emerging priority themes agreed by the SAT to the wider School staff at an all-staff meeting. These themes were:

1. AC
2. Bullying and harassment response
3. Staff career progression
4. Staff wellbeing support
5. Workload concerns

Student consultation

Two AS themed student culture surveys (SCS) conducted in the School have informed this submission. Programme leaders promoted these surveys to all students via email and virtual learning programme shells. Table 2 shows a decreased response rate with each consecutive survey conducted with the largest decrease is observed amongst female students. Action will be taken to understand and address this concern (Section 2.2).

Table 2. School student culture surveys response rates

	2018		2020		2023	
	n	%	*n*	%	*n*	%
Female	63	72	54	68	20	53
Male	24	27	20	25	17	45
Not disclosed	1	1	5	6	1	3
Total	**88**	**100**	**79**	**100**	**39**	**100**
% of female school students	-	11	-	5	-	2
% of male school students	-	7	-	3	-	2
% of total school students	**-**	**9**	**-**	**5**	**-**	**2**

Critical Reviews

The ASPO has been an AS assessment panellist, is a member of the DMU (De Montfort University) AS SAT, and has represented DMU at regional AS meetings. The Faculty Dean, who previously chaired the University AS SAT and led the 2018 successful AS application, reviewed this submission. Rakhee Patel (EDI Officer in Sex, Gender and Sexual Orientation) from Loughborough University acted as a critical friend by reviewing the submission and providing valuable feedback.

SAT Communication Flow

Figure 3 illustrates a clear information flow between the SAT, School Leadership Board (SLB), Faculty Leadership Board, and the Faculty and University Equality, Diversity and Inclusion Committees (EDIC). Members of the SLB have actively participated in shaping the action plan and reviewing the submission.

Figure 3. SAT information flow
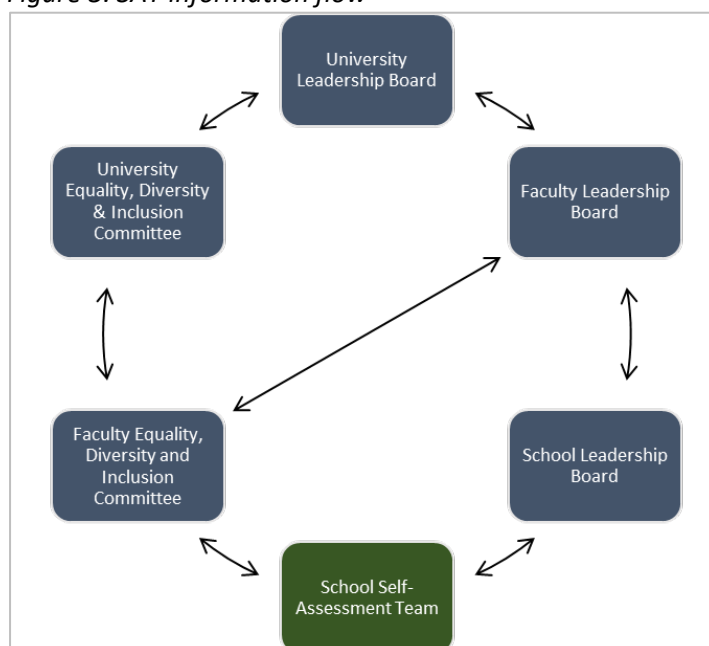
Supporting future gender equality work

The School's AS working group will monitor the action plan implementation, sharing good practice with, reporting progress to, and requesting resources from the SLB and Faculty EDIC. Email circulations, a standing agenda at the monthly School all staff meetings, and webinars will be utilised to disseminate activity and progress to the School.

Action 1: Review and manage the implementation of the post submission action plan, allowing for continued development and growth to encompass new areas of gender equality.

Section 2: An evaluation of the department's progress and issues

In Section 2, applicants should evidence how they meet Criteria B and D:

- *Progress against the applicant's previously identified priorities has been demonstrated*

- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3000 words

1. Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

No.	Application Section	Action Lead and Key Contacts	Objective	Action	Rationale	Success Measure	Timeframe	Post Submission progress/notes - RAG rating
1.	**3.2 THE SELF-ASSESSMENT PROCESS** an account of the self-assessment process	**Action Lead:** Daniel Carter **Key Contact:** Daniel Carter	Increase Athena SWAN staff and student consultation engagement.	**Conduct School staff and School student culture surveys with follow up focus groups on a biennial basis by holding AS themed events and sessions to increase awareness of the initiative's importance.**	Although improving, staff culture survey response rates need to be improved upon - School academic staff response rate 22%, 24%, and 57% for 2014, 2016, and 2018 respectively.	Achieve a response rate of 75% and 30% for School academic staff and School students respectively	Dec 2020 - Jan 2024	**Jan 2021:** Student survey response rate 5% or 79n (F=54n, M=20n, t/a=5). **Jan 2024:** Student survey response rate 2% or 39n/1728n (F=20n, M=17n). **June 2021:** Staff survey response rate 47% (46% F / 30% M). **Jan 2022:** Staff survey response rate 45.5%. **Jan 2024**: Staff survey response rate 51% (55% F / 33% M). Target not met. CONSIDER RESPONSE RATE TARGET - may be overambitious.
2.	**3.3 THE SELF-ASSESSMENT PROCESS** plans for the future of the self-assessment team	**Action Lead:** Daniel Carter **Key Contact:** Emma Johnston (SAT Co-Chair), Federico Brucoli (SAT Co-Chair)	Establish SAT representation for all student levels of study.	**Work with the School's Student Rep Committee to introduce UG and PGT representation to the SAT at an appropriate level, taking into account the sensitive topics on the SAT's agenda.**	Currently only PhD students have SAT representation.	UG, PGT, PGR students all have some form voice/input in the SAT process.	UG, PGT and PGR reps established - Jan 2024	**December 2019:** UG and PGT reps appointed. All student levels now represented (UG, PGT, PhD). **June 2021:** UG, PGT and PGR representation needs appointing due to all current student SAT members graduating in summer 2021. **March 2022:** No appointment to date. SAT to explore further avenues following lack of student interest recieved. **June 2023:** Emma Johnston and Leisa Nichols-Drew were selected as representatives due to their PhD studies. After discussion with SAT, it was decided not to extend membership to general UG/PG students' population due to the sensitivity of matters discussed in the SAT meetings, and problems arising with sharing confidential data.

No.	Application Section	Action Lead and Key Contacts	Objective	Action	Rationale	Success Measure	Timeframe	Post Submission progress/notes - RAG rating
3.	**3.3 THE SELF-ASSESSMENT PROCESS** plans for the future of the self-assessment team	**Action Lead:** Daniel Carter **Key Contact:** Emma Johnston (SAT Co-Chair), Federico Brucoli (SAT Co-Chair)	Maintain a living aims and objectives document for the SAT, allowing for continued development and growth to encompass new areas of equality, diversity and equality.	**Manage post submission SAT membership including role rotation and chair succession planning. Ensure a substantial shadowing period is undertaken by the incoming chair. Ensure the aims and objectives of the committee continue to grow and develop to reflect the changing nature of gender related equality, diversity and inclusion in HE.**	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	Annual review in January of committee aims and objectives, as well as membership	Dec 2020 - Jan 2024	**December 2018**: CHAIR SUCCESSION - Sangeeta (Chair) circulates internal SAT call for shadow chair expressions of interest. Open call for new SAT members sent to all School staff. Shadow co-chairs appointed Jan 2019. Job share by female and male co-chairs highlights progressive culture and flexible approach to leadership roles. **July 2019:** Co-chairs assume role. **November 2019:** SAT EDI champions advertised to all School by HoS. Roles: Carers Champion, Disability Champion, LGBT Champion, BAME Champion. **November 2020:** Federico Brucoli appointed as a new Co-Chair **February 2021:** Annual review undertaken by SAT with plan for 2021 priorities put in place. **March 2021:** School SLT reviewed and updated the action, to ensure actions remain relevant realistic, responding to changes, particularly ushered in by the covid-19 pandemic. **June 2022:** Co-chair recruitment required following Sejal's departure and appointment of Emma Johnston as co-chair.

No.	Application Section	Action Lead and Key Contacts	Objective	Action	Rationale	Success Measure	Timeframe	Post Submission progress/notes - RAG rating
4.	4.1 PICTURE OF THE DEPARTMENT Student Data	**Action Lead:** Rahmi Yusuf, Chloe Swinfield, Helen Root, Sarah Hall **Key Contact:** Daniel Carter (HLS AS Project Officer), Emma Johnston	To address the gender imbalances in UG, PGT and PGR applications.	**Build on primary research conducted (2018 student survey) and follow up with student focus group, to inform outreach and marketing. Identify degree programme attraction; establish where wider cultural and societal influences may impact student recruitment e.g. how much is the CSI effect theory a factor? A new survey has been conducted and the sub-group is currently evaluating the data**	2016/17 gender imbalance across all UG programmes: MPharm 59%f; PCS 59%F; Forensic Science 74%F; 2016/17 gender imbalance found in the following PGT programmes: QbD for Pharmaceutical Industry 81%m; Clinical Pharmacy (multi-sector) 59%F; Pharmaceutical Bio 67%F.	See both MPharm and PCS population imbalance decrease to no more than 5% and FS to no more than 10% by 2022/23	Conduct focus groups during 2018/19 with report produced for marketing. Conduct webinar / publish 2024 student survey results key data	**April 2019**: Dan Carter organised a student focus group with School based input from Emma Johnston & Tarsem Sahota - production of: ethics form, participation info sheet, consent form, focus group questions. December 2020: Due to pandemic and change of stragergy, focus group format changed to survey. Survey conducted in December 2020. **June 2021**: Survey to feed into previous SAT co-chair WP work, but no actions taken. **April 2024**: Key data were extrapolated from survey although caution should be taken when analysing the results and comparing female and male respondents' data given the overall participation rate (2%) of the Jan 2024 survey.
5.	**4.1 PICTURE OF THE DEPARTMENT** Student Data	**Action Lead:** Rahmi Yusuf, Chloe Swinfield, Helen Root, Sarah Hall **Key Contact:** Sara Cordeiro and Alexandra Russell (School outreach leads)	To address the gender imbalances in UG, PGT and PGR applications.	**Introduce an effective method of evaluating school/college outreach activity, by embedding robust data collection of staff engaged and user experience into all activity. Outreach Leads monitored M/F ratio of staff engaged in the process.**	2016/17 gender imbalance across all UG programmes: MPharm 59%f; PCS 59%F; Forensic Science 74%F; 2016/17 gender imbalance found in the following PGT programmes: QbD for Pharmaceutical Industry 81%m; Clinical Pharmacy (multi-sector) 59%F; Pharmaceutical Bio 67%F.	Goal A) To achieve a decrease of both MPharm and PCS population imbalance to no more than 5% and FS to no more than 10% by 2022/23 Goal B) To have a gender balanced staff team to promote and conduct outreach activities by 2023/24	Achieve near gender balance for outreach activities in terms of Staff involved in the process by 2023/24.	**Nov 2019:** Awaiting appointment of new School outreach lead **June 2021:** New School outreach lead was appointed but subsequently left the School. **Mar 2023:** New School outreach lead was appointed Goal (B) was achieved but goal (A) is still a work in progress.

No.	Application Section	Action Lead and Key Contacts	Objective	Action	Rationale	Success Measure	Timeframe	Post Submission progress/notes - RAG rating
6.	4.1 PICTURE OF THE DEPARTMENT Student Data	**Action Lead**: Rahmi Yusuf, Chloe Swinfield, Helen Root, Sarah Hall [formerly, Tarsem Sahota, Federico Brucoli, Sangeeta Tanna (support)] **Key Contact**: Emma Johnston	To close the gender attainment gap across UG and PG programmes. Particularly focus on MPharm, PCS and PGT professional development programmes where attainment gap is most pronounced.	**Via personal tutoring system, encourage higher student participation in DMU student mentoring programme 'Dare to be', especially for male UG students.**	A consistent attainment gap exists across all UG and PGT professional development courses. At PGT level 25% of men achieved a distinction between 2012/13 and 2016/17 compared to 37% of women. The proportion of male UG students achieving a 1st or a 2.1 is consistently less than the proportion of female students (25% difference in 2016/17).	Action 2.1 success measure - and increase uptake of programme by 10% with the majority being men.	Begin January 2019 - with success measure target reached by close of 2021/22 session.	**April 2019**: • Athena SWAN will be included as a standing agenda item on the SLTG agenda. • Nicola Ward to email all personal tutors at the start of the 2019/20 academic year to ask them to encourage their tutees to engage with the Dare to be mentoring programme. **June 2021:** Student connect groups set-up by Helen Root and Nicole Ward for facilitate student community for students with regards to International students, Mature students, Students with children, Working students (students working on >2 days/week, LGBTQA+. Leisa has set-up wellbeing wednesday support sessions for Forensic UG students to discuss wellbeing issues, beyond studies.
7.	4.1 PICTURE OF THE DEPARTMENT Student Data	**Action Lead:** Rahmi Yusuf, Chloe Swinfield, Helen Root, Sarah Hall [formerly, Tarsem Sahota, Federico Brucoli, Sangeeta Tanna (support)] **Key Contact:** Tania Webb (Learning & Teaching Chair)		**Organise student tutorial groups, aiming for a gender make-up that is as close to parity as is practically possible bearing in mind degree programme gender splits and timetabling constraints. Ensure no students are isolated by gender in group tutorial settings to aid an inclusive learning environment.**		In biennial School student survey, students report diverse make-up of tutorial groups.	In place by start of 2019/2020 term 1 with success measure target reached in 2020 student survey.	**April 2019**: Athena SWAN will be included as a standing agenda item on SLTG agenda. • Nicola Ward to liaise with the programme leaders/timetabling officer regarding the composition of student tutorial groups for 2019/20. **June 2021:** Action in place as of 19/20.

No.	Application Section	Action Lead and Key Contacts	Objective	Action	Rationale	Success Measure	Timeframe	Post Submission progress/notes - RAG rating
8.	**4.1 PICTURE OF THE DEPARTMENT** Student Data	**Action Lead:** Rahmi Yusuf, Chloe Swinfield, Helen Root, Sarah Hall [formerly, Tarsem Sahota, Federico Brucoli, Sangeeta Tanna (support)] **Key Contact:** Tania Webb (Learning & Teaching Chair)		**Ensure, via appraisals, 100% of staff engaged with teaching, learning and assessment are employing UDL methods monitored via appraisals. Conduct annual analysis starting at the close of 2018/19 session to identify correlations between higher UDL method engagement and improved degree outcomes, particularly for male UG and professional development PGT male students.**		See the proportion of male students obtaining a 1st or 2.1 (UG), or distinction (PGT) rise by 10%. All teaching staff applying UDL methodology where appropriate.	Compliance with UDL teaching methods made an appraisal target for all staff by July 2019 with success measure target reached by close of 2021/22 session.	**April 2019**: • Athena SWAN will be included as a standing agenda item on the SLTG agenda. Dan Carter & Nicola Ward to meet in May 2019 to produce a plan of action for measuring UDL engagement and improved degree outcomes corrilation by utilising the UDL audit guide to assess compliance with UDL via Blackboard shells. • Nicola Ward to contact all appraisers of academic staff to ask them to reinforce via staff appraisals and development targets as appropriate regarding utilisation of UDL methods within teaching. **November 2019:** Tania and Kim a joint AIP bid to upskill students in Maths and Biology for Mpharm Forensic students. May start in 2019/20. Dan Carter emailed Bernie Gregory for audit options - 11/11/2019 **June 2021: Action now** Business as usual. Academic peer mentoring being introduced in 2021/22 to help develop teaching practice and ensure inclusive best practice.
9.	**5.1.1 Key career transition points: academic staff** Recruitment	**Action Lead:** Leisa Nichols-Drew, Urszula Krzeminska Ahmadzai, Manisha Dattani **Key Contact:** (Head of School)	Achieve a consistent level of gender balanced School interview panels.	**Monitor data of all School interview panels from the previous academic year on an annual basis to ensure that where parity is not being reached, steps can be taken to broaden the pool of interview panellists. This will contribute towards monitoring DMU's Athena SWAN action to achieve gender balanced panels via a trained pool of panellists.**	Data is not currently captured and monitored resulting in difficulties in assessing impact for actions relating to achieving gender balanced interview panels.	Aggregating annual panel gender make-up data, achieve a gender balance with a gap that is no greater than 10%.	Conduct first review when 2018/19 data is available. - **UPDATE in 2020 when first full year of data review was completed.**	**November 2019:** HR unable to provide any historical data. School co-ordinator supplied 2019 data. **June 2021:** Business as usual. Dan Bailey (school co-ord) to pull off data to review at request. **January 2024**: gender balance in interview panels was achieved

No.	Application Section	Action Lead and Key Contacts	Objective	Action	Rationale	Success Measure	Timeframe	Post Submission progress/notes - RAG rating
10.	5.1.3 KEY CAREER TRANSITION POINTS Promotion	**Action Lead:** Leisa Nichols-Drew, Emma Johnston **Key Contact:** Simon Oldroyd (Faculty Dean)	All staff to demonstrate academic citizenship participation including engagement in activities such as Athena SWAN, pastoral, open days and outreach.	**Lobby the University to include AC as essential criteria for all academic promotion applications and to be evidenced during appraisals. HoS to work with Faculty Dean to present action to the University, increasing awareness of the causal effects of AC on staff progression particularly for women.**	Academic citizenship (AC) is not currently an essential criteria item for promotion applications, which are assessed at University level. School staff feedback suggests that women are more likely to engage in School AC activity (2018 School culture survey open text responses) supporting published research pertaining to this existing across HE sector. 30% (n=4f:6m) of staff reported that AC is not valued by the School.	Lobbying in place with University wide awareness raised (collaborate on DMU wide staff survey to measure awareness level) and DMU essential promotion criteria specifying AC.	Commence lobbying in January 2019, achieved in 2021.	**November 2020**: Leisa designed Academic Citizenship poster that was presented at the HLS Athena SWAN themed conference. **June 2021:** HoS discussed this with the VC and SAT co-chair promoted at Faculty EDI committee. **Since 2021:** Academic citizenship was a beacon activity in our School, and it is now adopted at Faculty level. Trailblazers
11.	5.1.3 KEY CAREER TRANSITION POINTS Promotion	**Action Lead:** Leisa Nichols-Drew, Emma Johnston **Key Contact:** Steve Barrow (HLS HR Partner)	Create a culture where all staff feel adequately supported to apply for promotion. Provide an opportunity for all staff, including new starters, to have a discussion with senior members of staff to discuss career pathway options.	**Regularly brief all staff on promotion assessment criteria at all staff meetings. Deliver an annual promotion workshop. Embed these activities by creating a School Staff Review and Development Group. Is being well-promoted as business as usual. Activities are now embedded into appraisals, and promotion bids are reviewed by School exec team, with feedback delivered by Line managers and via appraisals. SEC culture is to support.**	35% of respondents (2018 School staff culture survey) indicated that they were only slightly or not supported at all with regards to promotion.	2020 survey indicates high level (90%) feel encouraged and supported to apply for promotion.	First session in place leading up to 2019/20 academic promotion round. Action outcome monitored throughout the 2023 academic year.	**June 2021:** Teaching Fellow and Associate Professor (A. P.) in Research and Innovation roles promoted to all staff by Leisa who has also offered one-to-one support to staff with the application process. **Mar 2022:** Annual round of promotion suspended by DMU for 2022. **Mar 2022:** A.P. promotion information was linked with seminar / workshop. In house support is provided to staff willing to become SFHEA as this is a requirement for at least one of the three academic promotion paths (e.g., teaching, research, KTP). Becoming a SFHEA is expected to be mandatory for all three A. P. promotion routes.
12.	5.3.1 CAREER DEVELOPMENT: ACADEMIC STAFF Training	**Action Lead:** Leisa Nichols-Drew, Emma Johnston **Key Contact:** Steve Barrow (HLS HR Partner)	Establish a training log on the utility of training accessed by staff and determine whether higher quality/rated training is being accessed more by a particular gender group.	**Build training utility review into development conversation of the appraisal process with appraisers reporting data to HoS with any gender disparities between utility gained from training identified. If higher quality training is being accessed more by a gender group use data (provided by the University) to inform an appropriate intervention.**	A gender gap of training access (academic staff) has also been noted (the average female member of staff accesses over 6 hours more training than men). The utility of training and any disparities between high quality training being accessed by gender is not currently monitored i.e. although women are accessing more training, is	Annual review embedded into School operation with no gender disparities noted for utility of training gained.	Commence data collection September 2019 with first review of training utility data September 2023.	**June 2021:** Upcoming 2021 staff survey will be used to collect data on staff training access and utility gained. **Mar 2022:** Raise with University via Steve Barrow. **April 2024**: Data were gathered in relation to mandatory training courses accessed by male/female population. It was found that 72% of male staff and 68% of all female staff have completed all of their mandatory training.

| No.	Application Section	Action Lead and Key Contacts	Objective	Action	Rationale	Success Measure	Timeframe	Post Submission progress/notes - RAG rating
					the quality of training attended developmentally useful?			
13.	5.3.3 CAREER DEVELOPMENT: ACADEMIC STAFF Support given to academic staff for career progression	**Action Lead:** Leisa Nichols-Drew, Emma Johnston, **Key Contact:** Head of School	Support Research Assistants, a role subject to grant funding, with securing a permanent role internally or externally.	**Ensure all Research Assistants are offered teaching experience, have access to a research mentor (assigned at induction) and are aware of pathways to ECAF roles via inclusive access for such staff to staff away days, all staff meetings and career workshops. Although ECAF role no longer exists, research assistants have good access to opportunities such as mentoring regarding research and career progression, committee role/membership.**	Research assistants (n=8F:2M) do not currently have a career pathway beyond fixed term, grant related contract.	Monitor destination of all Research Assistant's at contract end to establish if permanent academic roles are being secured (either internally or externally).	In place by October 2021.	**Mar 2022:** Progress has been made in this section and research assistants (RAs) have now access to opportunities aimed career progression, including professional development in teaching related activities. Examples of RAs engaged in teaching activities include Dr Rawaz Ahmed (Daphne Jackson Trust Research fellow) and Tarsem Sahota (DMU Senior Research Fellow), who, aside from being active researchers, were involved in curriculum development and teaching material delivery. Further, RAs can take advantage of mentorship activities to support their professional development.
14.	5.3.3 CAREER DEVELOPMENT: ACADEMIC STAFF Support given to academic staff for career progression	**Action Lead:** Leisa Nichols-Drew, Emma Johnston **Key Contact:** Head of School	Ensure all staff receive encouragement and mentoring to prepare for the annual accelerated increments and contribution points round.	**Widely publicise annual round well in advance of submission deadline, offering staff one to one support with application drafting. Utilise appraisal meetings to support and encourage staff to apply.**	8:1 male to female ratio for applications submitted for annual accelerated increments and contribution points between 2014 and 2017.	See no gender disparities for applications submitted with 10 applications submitted in 2019 round.	In place by September 2019 in time for November 2019 submission round date. On track - Business as usual.	Publicise DMU opportunities to School for DMU TF, NTF selection, CATE. LJND to facilitate workshops for colleagues to help signpost these opportunities and mentor colleagues with applications.

No.	Application Section	Action Lead and Key Contacts	Objective	Action	Rationale	Success Measure	Timeframe	Post Submission progress/notes - RAG rating
15.	**5.3.3 CAREER DEVELOPMENT: ACADEMIC STAFF** Support given to academic staff for career progression	**Action Lead:** Leisa Nichols-Drew, Emma Johnston **Key Contact:** Nicoleta Moisoi (Research Institute Lead)	Ensure all staff have equal access to a research specific mentor. Create and maintain a pool of research mentors, putting an annual call out for potential mentors. Aspiring mentees can register their interest in acquiring a research mentor on an annual basis. Mentee activity will be part of the academic workload model.	**Offer the option of a research mentor to all staff at induction and appraisal. Publicise the option of a research mentor on the RIA application at all staff meeting and via email leading up to RIA application submission date on an annual basis.**	The 2018 AS School Staff survey evidenced that gender may well be factor for staff accessing research specific mentoring; the male to female ratio of respondents who have access to a research mentor is 5:1, and of the 5 respondents who do not currently have a research mentor but would like one, all were female. The action to address this concerning issue will be prioritised in our action plan given the vital role research mentorship can play in such an important area of academic career development.	Higher uptake identified for female staff - close to 50:50 gender ratio for staff with a research mentor. Measured by the biennial School staff survey.	Action steps in place by July 2019	**April 2019:** Contacts been made Nicoleta, awaiting response. **November 2019:** Look at RIA data - number of mentor requests vs outcomes by gender 2018/19. Tarsem liaising with Nicoleta regarding data collection method for RIA. Find out whether this is now offered at Induction and appraisal? **June 2021:** SLT confirmed this action is now business as usual. **An overview document was prepated by and Leisa** Nichols-Drew
16.	**5.6.1 ORGANISATION AND CULTURE** Culture	**Action Lead:** Helen Root, Sangeeta Tanna (support) [formerly Nicola Ward (co-lead)] **Key Contact:** Emma Johnston (School Staff Social Lead)	Ensure an accessible and inclusive selection of staff social events are organised that takes into consideration personal characteristics of staff e.g. religious beliefs.	**Established a gender balanced staff social committee that maximises inclusion values by varying the type and timing of the events. Virtual meetings during covid? Coffee and lunchtime groups are taking place ad-hoc/informally virtually weekly/every two weeks. New staff being introduced at staff meeting. HoS drop-in session. Session times and days are varried for drop-in sessions. Collect data on how well accessed by gender. Wellbeing sessions also took place.**	3 open text comments pertained to a proportion of social events not being inclusive for some staff based on cultural/religious reasons.	Positive feedback received in 2020 biennial School staff culture survey with regards to diversity and inclusivity of past events reported. No comments referring to events being exclusive reported.	Committee established by 2018/19 session end. 2020 School staff survey	**April 2019:** HoS has arranged meeting to establish committee and plan events. **Nov 2019:** New staff social lead was appointed **Mar 2022:** Covid has been a big hinderance - pick up with new head. **Dec 2022**: More inclusive Staff events were organised. An example is constituted by the 2022 and 2023 Christmas parties, which were held in an inclusive environment (i.e., not in a pub, but in the School premises) with ample choice of meal and flexible time for Staff to attend. **Jan 2024**: Emma Johnston was appointed as a social lead.

No.	Application Section	Action Lead and Key Contacts	Objective	Action	Rationale	Success Measure	Timeframe	Post Submission progress/notes - RAG rating
17.	5.6.3 ORGANISATION AND CULTURE Representation of men and women on committees	**Action Lead:** Helen Root, Sangeeta Tanna (support) [formerly Nicola Ward (co-lead)] **Key Contact:**	Achieve consistent and fair representation of the School's gender make-up on School committees that is robustly monitored annually.	**Provide opportunities for all staff to participate in School committees through open calls presented at School all staff meeting. Review all committees for gender representation that reflects the School annually, encouraging staff from underrepresented gender groups to participate when underrepresentation is noted.**	The close to gender balance 2017/18 median (54%M:46%F) for aggregated committee membership is not evenly distributed across all committees. Data collection and monitoring has not been systematic, resulting in data gaps between 2012/13 - 2016/17.	No data gaps detected moving forward. Committee membership across all committees reflects the School's overall gender make-up.	Implementation already in motion. School committees representative of School by 2022.	**Mar 2022:** All posts are openly advertised as business as usual. Monitoring not currently embedded. **April 2024**: Observation of the composition of School committees relvealed a balanced distribution of M and F members with School committees being populated with 46% male staff and 54% female staff overall.
18.	5.6.5 ORGANISATION AND CULTURE Workload Model	**Action Lead:** Helen Root, Sangeeta Tanna (support) [formerly Nicola Ward (co-lead)] **Key Contact:** Kevin Farrugia (formerly, David Armitage) (School Staff Loading Lead)	Establish a School culture and workload model that is realistic to achieve for the individual, transparent and values all academic tasks, including academic citizenship activity.	**Work towards a workload model where all staff's maximum capacity is at 80%, supporting staff work life balance and giving staff greater flexibility to engage in all required areas of academic activity.**	A sub-analysis revealed that staff with children under 18 were more likely to perceive that academic citizenship activities are not valued. High levels of stress reported due to workload burden despite a workload model being in place - very common comment from 2018 School staff culture survey.	2020 School staff culture survey indicates that a minimum of 90% of staff agree that the workload model is transparent and that citizenship contributions are valued with no disparity between those with caring responsibilities and those without. Significant reduction in stress related open text comments.	80% capacity achieved by 2021	**June 2021:** SLT confirm this is a business-as-usual goal. **Mar 2022:** Data from relevant currently not available or accessible to undertake action.
19.	5.6.5 ORGANISATION AND CULTURE Workload Model	**Action Lead:** Helen Root, Sangeeta Tanna (support) [formerly Nicola Ward (co-lead)] Key Contact: Kevin Farrugia (formerly, David Armitage) (School Staff Loading Lead)	All staff to demonstrate academic citizenship participation including engagement in activities such as Athena SWAN, pastoral, open days and outreach.	**Analyse School workload model, identifying any gender disparities for engagement with academic citizenship activities, publicising the results on an annual basis to the School.**	School staff feedback suggests that women are more likely to engage in School AC activity (2018 School culture survey open text responses) supporting published research pertaining to this existing across HE sector. 30% (n=4f:6m) of staff reported that AC is not valued by the School.	Workload model shows no significant disparities between male and female engagement with academic citizenship activities (taking into account the gender make-up of the School). Staff feedback that both men and women are equally engaged in Academic citizenship activity in 2020 SSCS.	Achieve close to gender balance of allocation by 2022.	Hours for academic citizenship roles are now being publicised to the School. 2018 School culture survey - of staff the 70% staff (15F:14M) who indicated that the School values such work, no disparity between genders was noted. **Mar 2022:** Actions were taken and 30h of academic citizenship were included in Staff workload.

No.	Application Section	Action Lead and Key Contacts	Objective	Action	Rationale	Success Measure	Timeframe	Post Submission progress/notes - RAG rating
20.	5.6.7 ORGANISATION AND CULTURE Visibility of role models	**Action Lead:** Helen Root, Sangeeta Tanna (support) [formerly Nicola Ward (co-lead)] **Key Contact:** Daniel Carter (HLS AS Project Officer)	Encourage broad future supply for student and academic pipeline is diverse.	**Capture diverse student experiences and deliver online case studies of former UG/PGT/PGR graduates, showcasing those who have progressed to PGR level study and those now working in an academic role, highlighting support given, particularly to those who have taken any study breaks (e.g. maternity/paternity leave) or not taken the traditional route (mature student, PT study alongside caring or employment responsibilities etc.).**	Male students underrepresented, female professors underrepresented.	Case studies well accessible to potential students/staff online.	Begin data capture in Sept 2019. 5 online case studies in place by Sept 2020	**June 2021:** Frontrunner (i.e., a salaried undergraduate student) to support the action **Mar 2022:** A frontrunner supported the action
21.	5.6.7 ORGANISATION AND CULTURE Visibility of role models	**Action Lead:** Helen Root, Sangeeta Tanna (support) [formerly Nicola Ward (co-lead)] Key Contact: Daniel Carter (HLS AS Project Officer)	Increase visibility of female role models in Pharmacy from a historical perspective.	**Produce a poster series showcasing historical women and figures from minority groups who have been influential contributors to Pharmacy and other School subject groups, to display around the School. As part of a faculty wide project, the AS project officer will work with the School AS Champion to obtain nominations of relevant, inspirational figures to produce imagery to display around the School.**	Historical women and figures from minority groups who have significantly contributed to School subject areas may be little known, but represent the School's diverse staff and student make-up. **November 2019:** Utilise staff survey and focus groups to collate image ideas	Staff and students respond positively when ask whether they feel represented in the imagery on display around the School.	Series completed and on display, with feedback obtained from staff and students by 2020.	**February 2019**: 2x Forensic Science posters produced and on display. **June 2021:** Frontrunner to support and case studies were produced highlighting and promoting the values of Athena SWAN. **March 2022**: With the aid of a Frontrunner case studies were produced and posters prepared focused on member of Staff representing Athena SWAN values. **February 2024**: A poster titled "Academic Citizenship: Agent for Change" was presented at the DMU 2024 Teaching and Learning Conference on 7th February 2024 outlining the importance of Academic Citizenship within the School.
22.	5.6.7 ORGANISATION AND CULTURE Visibility of role models	**Action Lead:** Helen Root, Sangeeta Tanna (support) [formerly Nicola Ward (co-lead)] Key Contact: Daniel Carter (HLS AS Project Officer)	Engage staff and students with gender equality evidence and initiatives.	**Organise annual events such as student and staff led debates, and bi-annual guest speaker events.**	Gender equality issues need broad promotion and engagement via ongoing initiatives whilst gender-based inequalities persist in HE.	Events in place, with staff and student engagement well documented (data collection). Students and staff respond positively in culture survey when asked about gender related EDI initiatives in place.	Two annual events in place by close of 2019/20 session. Four by close of 2021/22 session.	**March 2019**: Participation in Faculty IWD 2019 student women role models event. Student submissions co-ordinated by the SAT Chair and HLS Athena SWAN PO. **March 2020** Nicola Ward talk. **March 2021** Nicola Ward talk and Women in Leadership discussion panel. WELL ON TRACK. **June 2021:** Frontrunner to support **Mar 2022:** In conversation event with Joan Taylor took place

No.	Application Section	Action Lead and Key Contacts	Objective	Action	Rationale	Success Measure	Timeframe	Post Submission progress/notes - RAG rating
23.	**5.6.7 ORGANISATION AND CULTURE** Visibility of role models	**Action Lead:** Helen Root, Sangeeta Tanna (support) [formerly Nicola Ward (co-lead)] Key Contact: Daniel Carter (HLS AS Project Officer)	Support the progression of female staff to the level of professor.	**Contribute to the Faculty wide project of capturing School staff experiences to deliver online case studies, showcasing senior women, support accessed (flexible working, maternity/paternity leave advice etc.), and career pathways.**	Female professors are underrepresented with the 2018 male to female ratio at professor level standing at 5M:3F.	Diverse set of case studies online with staff reporting utility via biennial School staff survey.	Two School based case studies online by January 2020. 6 by 2022.	**June 2021:** Frontrunner to support **Mar 2022:** Frontrunner case studies in production - transcripts produced.

Significant progress has been made against the 2018 action plan despite the challenges of COVID-19 pandemic and a substantial period without a permanent HoS during this period. In addition to the progress against each action presented in the final column of the 2018 action plan, key outcomes are highlighted throughout this section. Figure 4 shows the proportion of actions complete, ongoing or outstanding, with 20/23 actions completed.

Figure 4. Previous Action Plan Progress by RAG rating proportions

Actioned   Ongoing   Not actioned
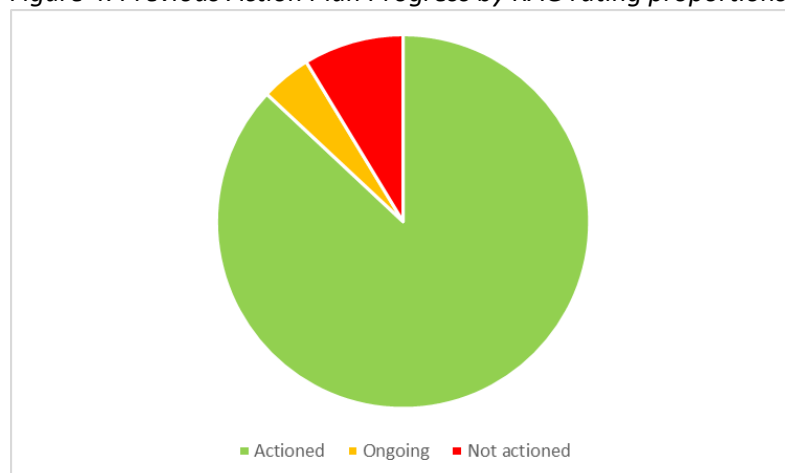
*Red (not actioned) = 2/23, Amber (ongoing) = 1/23, Green (actioned) = 20/23

Academic Citizenship

The School's 2018 submission placed high value on AC, referring to the then proposed AC related actions as a 'progressive beacon of good practice'. These actions reflected the School leadership's ambition to grow a culture where AC is an integral element of any academic role, and something that enhances career development rather hinders it. The 2018 action plan captured the School's intention to influence the University with embracing AC as an essential criterion for academic promotion and job descriptions, to be evidenced at appraisals, and accounted for in workload models institutionally wide (Actions 11, 19 & 20). Progress on these actions includes the following:

- The HoS worked with the Faculty Dean to present this action to the University, increasing awareness of the causal effects of AC on staff progression particularly for women. The HoS also raised AC, in terms of the University adopting the School's approach, directly with the VC (2018-21).

- Led by SAT member Leisa Nichols-Drew, the SAT designed AC posters which were presented at the HLS Athena Swan conference, and at the university-wide Teaching & Learning conference in 2020 and 2024.

- The SAT co-leads promoted the School's approach to AC at the Faculty EDIC (2021).

In 2021 the University added AC as an essential criterion for all academic promotions. The work of the SAT and School has been pivotal in influencing this early adoption of AC and the institution-wide roll-out for academic promotions. The School is credited with being an institutional trailblazer in this respect. Additionally, guidance has been issued to School staff that they should each be engaging in 30 hours of AC activities per academic year, with a corresponding allowance on the workload planner (actions 19-20) with staff development funding being prioritised for staff contributing to the School via AC.

The value placed on AC by the School has driven this beacon activity and helped raise the issue on the University agenda. Operationalising AC with fairness and opportunity in mind is fundamental to creating an equal culture for any academic department and we acknowledge there is still work to be done in the School and as such AC will remain a priority for the School (Section 2.2).

School Equality Culture

The 2018 submission presented issues requiring attention relating to the School's culture of equality. The 2018 action plan aimed to address concerns raised by staff over the inclusivity of social events (action 17), the prominence of EDI and Athena Swan activity within the School (action 23), and the gender balance of School committees (action 18). In terms of social activities, results from the 2018 SSCS indicated that social events were not always inclusive to staff based on cultural or religious reasons or for staff with caring responsibilities. Concerted efforts have been made in this area. Examples are the 2022 and 2023 Christmas staff parties, which were held at an inclusive time in an inclusive environment on University premises with a diverse choice of food. The 2023 SSCS results indicated improvements here with 79% of participants agreeing/strongly agreeing that School events are inclusive of members of staff with caring responsibilities and 88% of participants agreeing/strongly agreeing that School events are inclusive of members of staff with regards to religion and beliefs. Monthly School staff lunches and walks have been introduced, and the successful HoS drop-ins for tea/coffee continue. Session times and days are varied for these drop-ins to be as inclusive as possible. During the COVID-19 pandemic, online "remote buddies" sessions ran which combined discussions of work topics and the opportunity to socialise with colleagues during lockdowns.

Data from the 2024 SSCS indicates a supportive and open culture where staff feel valued with little in the way of gender disparities. A good majority of participants agreeing/strongly agreeing that:
- they feel part of a supportive School community (83%);
- their voice is heard (80%);
- their contributions are valued in the School (80%).

Monthly School meetings and an annual away day were introduced in 2016, where all School staff come together and where activities that promote equality for all are presented. For example, annual academic career pathways presentations are delivered, EDI, and in particular AS, are standing agenda items, and at the upcoming 2024 staff away day an afternoon session dedicated to wellbeing and mindfulness will take place.

The School have organised a number University wide events, raising the profile of gender equality issues and the AS principles. These include "Gender Inequalities in Health" lecture by Nicola Ward (former SAT member), 'In Conversation' with Prof. Joan Taylor on her inspirational career journey, and "Dismantling the barriers - women in leadership" featuring five School colleagues sharing their experiences navigating HE. School colleagues Emma Johnston (SAT co-lead) and Katie Laird recently established a "Negotiating parenting roles and careers in Higher Education" group within the University's Women's network aiming to support mothers across DMU.

Finally, for opportunities to join School committees, a more transparent process (announced via School meetings and email) has been introduced, leading to fairer representation of women: in 2018 women comprised 46% of the membership across all School committees, this now stands at 54%, reflecting the current wider School gender profile.

Despite these positive progress indicators for the School's culture of equality, this submission's action plan addresses the evidence presented in the most recent data assessed by the SAT that work on this theme must continue. For example, there are a significant number of part-time colleagues in the

School, a higher proportion of whom are women, and data from the 2023 SCSS indicates that more action is needed to improve inclusivity for these colleagues (Section 2.2).

SAT Process

Several actions (2018) focussed on the SAT process relating to succession planning for SAT membership (action 3), student representation on the SAT (action 2) and increasing awareness of Athena Swan in the School (action 1).

To encourage role rotation the SAT lead was changed after the 2018 submission. Succession planning enabled co-leads to be appointed in 2019 via an open expression of interest. A seven-month shadowing period aided the transition for the incoming leads. This job share arrangement with a female and male co-lead continues to this day (despite a change in personnel) and highlights the School's progressive culture and flexible approach to leadership roles. This succession process allows for staff development and a diversity of voices to be heard, while maintaining continuity. The 2018 submission SAT chair remains a SAT member, providing valuable support and guidance for AS activity and in particular preparation for this renewal.

Since 2018 various discussions have taken place about the role of student representation on the SAT. The post-graduate student experience has been well represented by staff who fulfil dual roles as both staff and students. Whilst UG representation did occur between 2018 and 2021, there are some concerns about the presence of students at this level due to the sensitive nature of the discussions had and the data presented at SAT meetings. That said, improving student consultation and engagement will be a priority in this submissions action plan, in particular exploring ways in which to engage with more students on the topic of gender equality (Section 2.2).

Awareness of AS activity and its impact within the School remains high on the SAT agenda following feedback in the 2021 SSCS that AS should be made more visible to colleagues *e.g.*, "what is the bronze award and why did we get it?". In response to this feedback AS is now a standing item on the agenda at the monthly School all staff meeting. When asked to cite any impact or progress achieved by the implementation of the 2018 action plan, respondents to the 2023 SCSS referenced indicators such as an improved school culture, a perception that the professoriate is more gender balanced, and that the research culture has improved. Whilst progress has been made on the aim to improve staff engagement with SSCSs (Action 1, 2018), further improvement will be sought to ensure a broader range of voices are heard regarding AS maters (Action 10).

Promotion

The promotion process is a key component of the School's overarching strategy to create and retain a diverse and motivated staff community who make an excellent teaching and research environment. The School's leadership team has regularly embodied diversity; the School's Research Institute (RI) Director is female (2018-present) and our Faculty's first female AHoS was appointed in the School (2017-present). The School has taken action to achieve more equitable promotions rounds by introducing support for staff aiming for promotion. For example, with Senior Fellowship of the Higher Education Academy (SFHEA) mandatory for promotion to AP, in 2021 in house support has been introduced via seminars and workshops for staff applying to SFHEA. Also, during a University wide freeze on external travel spending, exceptions were prioritised by the School for permitting travel for the purpose of promoting and supporting women's leadership training (Aurora).

The School's Professoriate gender imbalance has decreased since the previous submission with the female professorial population now standing at 43% compared with 25% in 2016/17 (Appx 2, Figure 55), a mark of firm progress considering two female professors left the School in 2021/22. This

compares favourably to the HESA benchmark where just 28% of professors are female (2021/22). Between 2019-2023, a total of 10n School staff were promoted to AP with a 4F:6M ratio (Appx 2, Table 11), and seven to full Professor with a 4F:3M ratio (Appx 2, Table 12). These figures are caveated by the decision for DMU to suspend the 2021/22 promotion round due to financial constraints. In the 2022/23 promotions round 4n out of 7n applications to AP within the School were from female staff members, although only 1n out of 2n successful applicants were women.

2. Key priorities for future action

Please describe the department's key issues relating to gender equality, and explain the key priorities for action.

Staff Priorities

1. Academic Citizenship

Academic citizenship and staff wellbeing
Good progress has been made against AC related actions (Section 2.1); comments from the 2023 SSCS show AC contributions aid staff career progression and enhance student wellbeing. Promoting the value of AC will remain a School priority. The 2023 SSCS results show proportionally fewer male respondents agreeing that AC contributions benefit career progression. Comments reveal some staff felt AC contributions aided their career progression, some were unsure, whilst others felt these were either unhelpful or ignored. Comments cited AC activities as those related to student experience and wellbeing, peer support, and the wider institutional agenda. Some staff would like to contribute more and develop areas of their AC performance but struggle to designate enough time to this. Other staff felt unsure if contributions have supported their career progression having not yet applied for promotion, or having yet to receive feedback following a recent promotion application. Some staff commented that AC contributions are not incentivised because they are not valued by the University, and ultimately detract from time spent on research. Comments expressed the view that AC contributions aid the pursuit of an administrative career but not an academic one. Actions therefore need to be strengthened to enable for better communication to staff with how AC is both valued and aids career progression (Action 2A).

It is our view that wellbeing must be central to all School activities if a sustained School wide AC ethos is to be maintained (Action 2B). Our aim is to further develop a programme of formal and informal social activities at varied days and times, offering multiple and varied opportunities in and out of the work setting. Staff wellbeing is also a concern for those staff members consistently engaging in AC activities and as a result taking on an unfair share of the School's AC work (2023 SSCS). Working towards a fair engagement with AC activities for all colleagues must be achieved to tackle this issue (Actions 2C).

Action 2:
A. Communicate to colleagues at the School all staff meeting and as part of staff induction the range of activities and levels of academic citizenship (hierarchy to include: Student Related, Collegiate (School, Faculty), Institutional, Discipline Based (our professional AC) and Public Service (knowledge exchange) as a visual model/poster or graphic.

B. Regularly include academic citizenship in team and School meetings as a focal point for transparent conversations and communications of such contributions, including promoting the benefits of academic citizenship for increasing the wellbeing of all staff, and students, by everyone for everyone as in the awareness of Health and Safety style activities.

C. Integrate the requirement for academic citizenship with a set contribution of time – 30 hours = 1 FTE, that is transparent via a central publicised list of AC tasks and assigned members of staff. Annual engagement by staff with tasks analysed by gender at the close of each academic year.

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2. Staff Working Culture and Wellbeing

Workload fairness

Whilst the 2023 SSCS indicated concerns amongst all respondents relating to the transparency of workload allocation, a gender disparity in the results was observed in terms of the fairness of workload allocation: only 30% of female respondents, compared with 57% of male respondents agreed/strongly agreed that workloads are allocated fairly (p = .01). As such action will be taken to further tackle the issues driving the perceived lack of transparency and fairness to further embed a system that ensures all staff in the School experience a system that is equitable (Action 3).

Action 3:

A. All staff to have sight of their personal workload plan followed by discussion with line manager where issues or queries can be discussed. Marking and moderation to form part of this plan which will more fairly distribute this workload, taking into consideration part-time contracted staff hours.

B. Review distribution of tasks and hours (pro-rata) by gender at the close of each academic year and publicise results at group level by gender to all staff.

Supporting staff: caring responsibilities and extended leave

There is a positive response in the 2023 SSCS regarding respondents' perception of the School's support for their caring responsibilities and access to flexible working (Appx 2, Figures 4-6). Positive open-text comments described line managers as being "generally very supportive and understanding of personal circumstances" and that staff are supported to make adjustments when specific personal situations may be impacting work performances. In particular comments referred to the Head of School and line managers, and HR as being supportive leading up to, during, and returning from taking maternity or extended leave. Working from home was found to be beneficial for those breastfeeding and one respondent was able to secure a place on the Aurora programme soon after returning from maternity leave.

Issues were raised however. HR were said to be not well informed about shared parental leave, and maternity leave cover began too late, putting pressure on other team members. It was suggested that keeping the cover post for a period beyond when the leaver returns would allow for the returning staff to focus on catching up with research and not feel overloaded by teaching and admin tasks. Developing a structured programme or staff going on and returning from leave will therefore be implemented (Action 4).

Action 4: Develop and roll out a structured programme for staff going on and returning from extended period of leave e.g., maternity/shared parental, taking inspiration from the induction plan in terms of format (Action 9). Include in the programme a process for staff taking leave to feedback experiences. Evaluate and share at Faculty level via EDIC and WWG. Include guidance for line managers on keeping in touch with staff whilst on leave, and regarding research time and teaching on return from leave.

Currently there is no forum that brings staff together to share experiences and support each other going into and returning from periods of extended leave and also for those with different types of caring responsibilities. A staff group will therefore be created for all staff (regardless of gender) with caring responsibilities and for those taking or have taken extended leave, bringing colleagues together to support each other and share experiences (Action 5). The group will particularly be one where male staff are invited to attend who may for example have caring responsibilities or be considering or have taken shared parental leave.

Action 5: Create a staff group for all staff with caring responsibilities together (regardless of gender) to support each other and share experiences, advise SLB on guidance, and feedback on policy. Encourage male staff members with caring responsibilities to attend the group.

Bullying and harassment impact and response

SSCS results highlight bullying and harassment as an issue requiring a robust set of actions to address, with evidence that women have been particularly effected, particularly regarding how issues are dealt with in the School:

2.1. 46% of female compared to 82% of male respondents agree/strongly with the statement "I am satisfied with how bullying and harassment are addressed in my department" (Appx 1, Figure 43).

2.2. 67% of female compared to 50% of male respondents agree/strongly with the statement "If you have experienced any forms of bullying and/or harassment within the School in the past five years, were you able to speak to someone within the School to seek support?" (Appx 1, Figure 44).

In response, the School will promote a zero-tolerance and transparent approach towards bullying and harassment (Actions 6-8).

Action 6:

a) Conduct a specific survey on staff's experience of unacceptable behaviour. Use an open text/qualitative approach that provides staff with the opportunity to feedback personal experiences of unacceptable behaviour, and views on the School's wider culture that may be driving incidences of bullying and harassment. Report findings to both the School Senior Leadership Board and the Faculty Equality, Diversity and Inclusion Committee (EDIC).

b) Guided by the survey data and advice from the Faculty EDIC, develop a guidance document explaining the processes action to follow for staff experience or witness any forms of harassment and bullying.

c) Conduct follow-up short survey on staff's experience of unacceptable behaviour to monitor any culture change regarding bullying and harassment interventions.

d) In collaboration with the School's People Services representative, explore and develop a reporting/case management system for unacceptable behaviour through line management conversations and HR processes.

Action 7: School EDI Lead/Wellbeing Lead to lead an annual discussion regarding harassment and bullying held at both a regular Senior Leadership Board Meetings and a School all staff meeting, with HoS/EDI Lead presenting what procedures to follow should staff experience or witness any forms of harassment and bullying.

Action 8: Add point to new starter induction checklist (Action 9) covering the correct procedures for staff to follow should they experience or witness any forms of harassment and bullying.

Induction

Induction is an important step in affirming the School's culture and promoting inclusion and community to all new staff. It is an opportunity to promote the principles of Athena Swan and priorities outlined in this submission. Results from the SSCS highlight a need a more structured induction programme that better supports and meets the needs and expectations of new staff joining the School (Appx 1, Figure 40). SSCS results indicate a number of staff are conducting inductions informally and very few formally, which may reflect the demographics of the SCSS respondents in terms of role and grade. Comments call for a more formalised process with more structure and guidance, more face-to-face activities and less online, and role specific mentoring for example that for teaching and research and therefore a new programme will be introduced in the School (Action 9).

Action 9:

Introduce a more structured Transition Programme for new staff members to include:

1) An induction booklet to help signpost staff through some of the requirements of the new role over the first twelve months, with a mentor assigned to support this.

2) A timetable of sessions that new staff are invited to explore more deeply some of the priorities in their new role focused around: teaching and learning, recruitment and selection, personal tutoring, IT systems, and academic practice.

Good practice from the School of Nursing and Midwifery can be drawn upon to guide the development of a new induction programme.

Staff culture ethos

Progressing the actions related to the themes discussed in this Staff Working Culture and Wellbeing subsection will benefit from whole School staff discussion and input on an ongoing basis. By creating a forum where all staff have the opportunity to share their own experiences as well as gain a deeper understanding of issues other staff face, the School will develop a stronger ethos of collaboration, awareness, open communication, and academic citizenship (Action 10).

Action 10: Introduce an interactive discussion forum in the monthly School all staff meetings, moving away from the traditional "newsletter" type format. Discussion themes to include part-time staff experiences, caring responsibilities, bullying and harassment, and academic citizenship.

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3. Support for part-time staff

There are a number of issues highlighted by the results from the SSCS that relate to part-time staff within the School. The issues relating to part-time staff concern career progression, workload allocation, and having a voice within the school. With 37% of staff occupying a part-time contract, these issues impact a considerable number of School staff, furthermore over the five-year period analysed a higher proportion of female than male staff have occupied part-time contracts (Appx 2, Figs. 60-61).

Career progression

Only 44% of participants agree/strongly agree that School staff working part-time receive the same career progression opportunities as their full-time colleagues. Action 11 will extend to part-time staff career opportunities previously more accessible to full-time staff.

Action 11: School to promote developmental opportunities and leadership roles as being open to PT staff, with line managers clearly emphasising this to staff they manage. Examples include shared leadership roles such as programme leader, part time study opportunities, and research supervision or advisory roles. Reiterate approach during expressions of interest phase.

A voice for part-time staff
Concerns are expressed in comments made in the SSCS that part-time staff members do not have a voice in the School, and whilst things have improved regarding the inclusivity of School events, further improvements must be made here to extend representation and a voice to those staff in the School on part-time contracts. This will be done by using the School all-staff meeting as a discussion forum for a variety of issues, as presented in Action 10.

Workload
In the SSCS part-time staff are described as experiencing unique challenges in relation to workload allocation. Part-time staff are reported as working beyond the hours allocated in order to fulfil tasks and that assessment marking workloads allocated to part-time staff have been the same as full-time staff. Part-time staff are also said to be working beyond their contracted hours, and for part-time staff occupying practice sector split posts there is no allocated study time. Action 3 will be implemented to introduce a fairer, more transparent workload distribution system, accounting for the issues faced by part-time staff.

4. Career progression and development

AC is a crucial feature in levelling the field for staff in terms of the time they have to develop their career, as is the role the University plays with ensuring AC is recognised and rewarded by career progression mechanisms. The SAT process also identified other issues relating to women accessing senior School roles proportionally and it's clear from the analysis that supporting the progression of women to senior roles must remain a priority within the School. SSCS data provides evidence for where interventions can be targeted in order to further a culture where career development is accessed by staff more equitably.

Underrepresentation of women in senior roles
Female staff remain underrepresented at AP (female = 36%) and Professor (female = 42%) compared to less senior roles including Lecturer (83%) and SL (58%) (Appx 2, Figure 53), and with the School student population (female = 67%) (Appx 2, Figure 46). Clear progress has been made regarding women reaching professorial level; between 2019-2023 4/7 professorial promotions were women with a 50% success rate for female applicants compared to 30% for male applicants (Appx 2, Table 12). However, only four women compared to six men were promoted to AP during this period with just a 29% success rate for female applicants compared to 43% for male applicants (Appx 2, Table 11). This is despite women forming the majority of the School staff population (54%), and the staff profile at lecturer and senior lecturer grades as previously discussed. We build on our aim that no staff are left behind in terms of career aspirations, and work to continue to close the gender gap observed in senior School roles (Action 12).

Action 12: Introduce a scheme involving tailored 1:1 discussions with line managers and higher hierarchy Faculty members to create a roadmap for each individual willing to undergo the promotion process with defined milestones and timelines. Monitor scheme engagement by gender.

Support mechanisms

Whilst SSCS results indicate staff feel encouraged to participate in career development opportunities, more female (48%) than male (31%) respondents disagree/strongly disagree the time allocated to participate in such opportunities is sufficient (Appx 1, Figures 14-15). The School will also utilise appraisals and the workload system to provide staff with protected time for development opportunities (Action 13). Moreover, comments referred to promotion needing to be more transparent and that the criteria are said to be a moving goalpost. Whilst this is acknowledged as an external, university level issue, action will be taken to better prepare staff for promotion, and to feedback to the University issues faced at School level (Action 14).

Action 13: Introduce a time allocation on Workload Planner for accessing staff development opportunities and ensure that it is part of all appraisal conversations.

Action 14:

A. Hold a School based promotion event/meeting for colleagues when the promotion criteria are announced each year give present colleague the opportunity to develop a deeper understanding of what is required for that round and what further support is available across the university. Consider outcomes in tandem with Action 12.

B. Feedback staff queries to the University to effect University level understanding of up-to-date issues felt at School level by promotion criteria and process.

The value of mentorship

There is demand for improving staff access to mentoring: 35% of SCSS participants do not have a general or research mentor but would like one (Appx 1, Figures 23, 25); 13% accessing general mentoring (Appx 1, Figure 23) and 11% research specific mentoring (Appx 1, Figure 25) do so on an informal basis. The utility of mentoring is clear, particularly from female SSCS respondents; 80% of women agree/strongly agree meetings with their mentor are useful compared with 43% of men (Appx 1, Figure 24); 86% of women agree/strongly agree meetings with their research mentor are useful compared with just 20% of men (Appx 1, Figure 26). Comments called for a more prominent and long-term role of mentors assigned when staff join the School during induction (Action 15).

Action 15:

A. Introduce academic mentoring (both mentors and mentees) as an item of discussion at all annual appraisals.

B. Develop role specific mentoring assigned when staff join the School to in line with career progression evaluation and opportunities e.g., teaching, research, management, *etc.*

Student Priorities

5. Student engagement and capturing EDI good practice

An evidence-based submission relies on robust consultation if key issues are to be identified. It is therefore of concern that decreased engagement with the School's SCS has been observed: 2% of students responded in 2023, compared with 5% and 9% in 2020 and 2018 respectively, with the largest decrease observed amongst female students (Table 2). The SAT therefore exercised caution when making inferences regarding gender disparities observed in the SCS data and generalising results to

the wider School student population. Action will be taken to understand why engagement has decreased and to increase future engagement (Action 16).

Action 16:
A. Consult with School Student Voice group leads from each programme and year regarding low engagement with student culture consultations to examine:
1. What may be contributing to a reduced response rate for past culture questionnaires?
2. What might incentivise students to engage more with future questionnaires and other forms of consultation?

B. Implement a new plan to engage students in future student's survey including the participation in the Athena Swan consultation questionnaire that will be strongly encouraged as part of the professional portfolio activities and assessed during personal tutor meetings.

Reviewing the EDI structures within the School has highlighted that there is no formal system for identifying, collating and sharing EDI good practice and areas for development from across our student programmes. Action 17 will create a mechanism where programme leaders can identify and share EDI related good practice and areas for development with the wider School and Faculty.

Action 17: Introduce an EDI audit and report annually of recent and current Annual Enhancement Reviews (AER), students voice logs and the relevant Programme Management Boards (PMB). Present reports to Programme management boards and Faculty EDIC, feeding into the Faculty EDIC's objective to "advance EDI, and sharing and promoting good practice within Schools". Good practice from the School of Allied Health Sciences can be drawn upon as guidance.

6. Degree programme belonging

Inconsistent timetabling disadvantaging certain groups
SCS data indicates a perception that there is equality for students to succeed regardless of their gender and sexual orientation with 89% and 84% respectively agreeing/strongly agreeing so. Slightly fewer respondents perceive students as having equal opportunity to succeed regardless of their ethnicity, disability status, age, or religion with around three quarters of participants agreeing/strongly agreeing so for each of these characteristics.

Results do highlight a need to do more to further a sense of belonging for students; only 62% of respondents agree/strongly agree that they feel like they belong on their degree programme. This is supported by open text comments highlight concerns that inconsistent timetables from one week to the next for seminars disadvantages mature, disabled, and religious. This will be reviewed as a matter of urgency to uncover which students are impacted, how they are impacted, and to what extent (Action 18).

Action 18:
A. Introduce a detailed questionnaire and create programme-level discussion groups to gain a better understanding of the challenges students have with irregular timetabling.

B. Use student feedback to formulate recommendations to improve inclusion in timetabling.

7. Further study and future career confidence

Female SCS respondents were observed feeling less confident about their future career or potential further study:

- 75% of female compared to 94% of male respondents agreed/strongly agreed that they will pursue a career related to their degree;

- 65% of female compared to 82% of male respondents agreed/strongly agreed that they feel confident in their ability to study for a more advanced degree;

- 50% of female compared to 76% of male respondents agreed/strongly agreed that in the future it is likely that they will study for a more advanced degree (*e.g.*, Masters or PhD);

- 55% of female compared to 65% of male respondents agreed/strongly agreed they felt confident in their ability to pursue a career in academia, even if they were not planning to do so;

- 40% of female compared to 53% of male respondents agreed/strongly agreed that in the future it is likely that they will pursue a career in academia.

Comments revealed a contrast between male and female respondents regarding confidence pursuing a degree related career. The clear majority of comments by male students referenced feeling confident, either because they felt supported, prepared, or due to the experience gained from their degree programme. Contrastingly, the clear majority of comments from female students referred personal confidence lacking, either because they lacked confidence "as a person", felt incapable or miss-understood because of a personal disability, or because of placement issues. Placement issues referenced included a deficit of opportunities, planning and guidance from the University. We will therefore take action to better support female students by examining where specific support needs are currently not being met and implement better support around confidence for academic and career prospects (Action 19).

Action 19:
A. Create case studies from female students who were/are able to progress to more advanced degrees (PGT/PGR) to identify specific support needs.
B. Create a support session for final students to help address the identified issues for students interested in pursuing further studies and when entering the graduate job market.

Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

1. Action plan

Please provide an action plan covering the five-year award period.

No.	Action Theme	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe	Post Submission progress
1	Athena Swan self-assessment process	School Athena Swan Lead/School EDI Lead/Faculty Athena Swan Project Officer	AS Lead, EDI Lead and Faculty ASPO monitor and report to SLB and SLB resource the implementation of the Athena Swan submission action plan, sharing good practice with and reporting progress to the SLB and Faculty EDIC.	The Athena Swan submission action plan requires ownership, oversight and resourcing from the School and Faculty.	**Review and manage the implementation of the post submission action plan, allowing for continued development and growth to encompass new areas of gender equality.**	Individual actions RAG rated in line with timescales.	Ongoing for the duration of the action plan.	
2	Academic citizenship	Head of School/ Line Managers	Develop a strong academic citizenship ethos and culture where wellbeing is central to all School activities by creating a fairer system of engagement with AC activities for all colleagues.	Just 25% of male respondents compared to 62% of female respondents (p = .02) agree/strongly agree AC activities, including those related to student experience and wellbeing, career progression, peer support, and the wider institutional agenda, are useful to their career progression. Some staff still feel (2023 SCS): • feel limited time restricts their ability to make AC contributions; • are still unsure how contributions help their career; • feel their AC contributions are ignored; • see AC activity as detracting from time that could be spent on research.	**A. Communicate to colleagues at the School all staff meeting and as part of staff induction the range of activities and levels of academic citizenship (hierarchy to include: Student Related, Collegiate (School, Faculty), Institutional, Discipline Based (our professional AC) and Public Service (knowledge exchange) as a visual model/poster or graphic.** **B. Regularly include academic citizenship in team and School meetings as a focal point for transparent conversations and communications of such contributions, including promoting the benefits of academic citizenship for increasing the wellbeing of all staff, and students, by everyone for everyone as in the awareness of Health and Safety style activities.** **C. Integrate the requirement for academic citizenship with a set contribution of time – 30 hours = 1 FTE, that is transparent via a central publicised list of AC tasks and assigned members of staff. Annual engagement by staff with tasks analysed by gender at the close of each academic year.**	First list of AC tasks published for 2024/25 academic year. See an even distribution by gender of AC tasks, based on hours engaged, in report for 2025/26 academic year. Data from report to be made available to staff as evidence of time engaged in AC activity for the purposes of promotion applications. Follow-up staff survey in 2028 shows no gender discrepancy in perception of usefulness of AC to career progression.	First report of analysis of engagement by gender presented to School at the start of 2025/26 session.	

No.	Action Theme	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe	Post Submission progress
3	Staff working culture and wellbeing: Workload fairness	Head of School/ School Workload Lead	Implement a transparent, fair and equitable workload allocation system including the allocation of intermittent 'ad hoc' tasks such as moderation so that these are accounted for.	A gender disparity in the results (2023 SSCS) was observed in terms of the fairness of workload allocation: only 30% of female respondents, compared with 57% of male respondents agreed/strongly agreed that workloads are allocated fairly. Part-time staff are reported as working beyond the hours allocated in order to fulfil tasks and that assessment marking workloads allocated to part-time staff have been the same as full-time staff.	**A. All staff to have sight of their personal workload plan followed by discussion with line manager where issues or queries can be discussed. Marking and moderation to form part of this plan which will more fairly distribute this workload, taking into consideration part-time contracted staff hours.** **B. Review distribution of tasks and hours (pro-rata) by gender at the close of each academic year and publicise results at group level by gender to all staff.**	No gender disparities reported proportionally at group level for distribution of task. At follow up survey minimum of 80% staff report that fairness of workload allocation is perceived, with no gender disparities. 80% satisfaction recorded at follow-up survey in 2028.	First report of analysis of distribution by gender presented to School at the start of 2025/26.	
4	Staff working culture and wellbeing: Supporting staff: caring responsibilities and extended leave	School Wellbeing Lead	Embed practical support for staff, and guidance for managers regarding staff taking and returning from care-related leave.	A structured programme ensuring consistency in experience of taking extended leave is not currently in place. Open text survey data revealed women who have returned from leave needing support so they can focus on research and not feel overloaded with teaching and administration tasks.	**Develop and roll out a structured programme for staff going on and returning from extended period of leave *e.g.*, maternity/shared parental, taking inspiration from the induction plan in terms of format (Action 9). Include in the programme a process for staff taking leave to feedback experiences. Evaluate and share at Faculty level via EDIC and WWG. Include guidance for line managers on keeping in touch with staff whilst on leave, and regarding research time and teaching on return from leave.**	Feedback from staff taking care-related leave report consistent positive experiences regarding support and guidance received from the School.	Introduce system ready for 2025/26 session.	
5	Staff working culture and wellbeing: Supporting staff: caring responsibilities and extended leave	Emma Johnston and Katie Laird	Ensure all staff, regardless of gender feel supported by the School with their personal caring responsibilities.	Men perceive the School to be less supportive of their caring responsibilities than women do (88% of women agree, 67% of men agree).	**Create a staff group for all staff with caring responsibilities together (regardless of gender) to support each other and share experiences, advise SLB on guidance, and feedback on policy. Encourage male staff members with caring responsibilities to attend the group.**	No gender disparities reported on for issues in follow up staff culture survey, with a minimum of 80% of all participants feeling supported by the School with their personal caring responsibilities.	Introduce group ready for 2025/26 session.	

No.	Action Theme	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe	Post Submission progress
6	Staff working culture and wellbeing: Bullying and harassment impact and response	Head of School and EDI Lead	a) Improve understanding of cultural drivers and reporting mechanisms of staff experiences of bullying and harassment, particularly amongst women. b) Create a zero-tolerance culture regarding harassment and bullying, where staff are clear on what procedures to follow should an incident occur or be witnessed.	Results from the 2024 SSCS highlight bullying and harassment as an issue require a robust set of actions to address, with evidence that women have been particularly effected, particularly regarding how issues are dealt with in the School: • 46% of female compared to 82% of male respondents agree/strongly with the statement "I am satisfied with how bullying and harassment are addressed in my department". • 67% of female compared to 50% of male respondents agree/strongly with the statement "If you have experienced any forms of bullying and/or harassment within the School in the past five years, were you able to speak to someone within the School to seek support?".	**a) Conduct a specific survey on staff's experience of unacceptable behaviour. Use an open text/qualitative approach that provides staff with the opportunity to feedback personal experiences of unacceptable behaviour, and views on the School's wider culture that may be driving incidences of bullying and harassment. Report findings to both the School Senior Leadership Board and the Faculty Equality, Diversity and Inclusion Committee (EDIC) with a view to taking a Faculty wide approach with this issue.** **b) Guided by the survey data and advice from the Faculty EDIC, develop a guidance document explaining the processes action to follow for staff experience or witness any forms of harassment and bullying.** **c) Conduct follow-up short survey on staff's experience of unacceptable behaviour to monitor any culture change regarding bullying and harassment interventions.** **d) In collaboration with the School's People Services rep, explore and develop a reporting/case management system for unacceptable behaviour through line management conversations and HR processes.**	Follow-up survey on staff experience of unacceptable behaviour shows clear evidence that interventions are effective both quantitatively and qualitatively: no more than 10% of staff disagree with the statement "I am satisfied with how bullying and harassment are addressed in my School" from the survey with no gender disparities observed in the data; qualitative comments suggest a clear positive shift in culture regarding bullying and harassment with no gender disparities observed in the data. Data has been reported to the Faculty EDIC and an open and ongoing dialogue has been established on the effectiveness of the actions with the EDIC.	Introduce during 2024/25 session.	

No.	Action Theme	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe	Post Submission progress
7	Staff working culture and wellbeing: Bullying and harassment impact and response	Head of School and EDI Lead	As above	As above	**School EDI Lead/Wellbeing lead to lead an annual discussion regarding harassment and bullying held at both a regular Senior Leadership Board Meetings and a School all staff meeting, with HoS/EDI Lead presenting what procedures to follow should staff experience or witness any forms of harassment and bullying.**	More than 90% of staff report awareness of where support and policy regarding bullying and harassment can be accessed with no gender disparities observed in the data; and qualitative comments suggest a clear positive shift in culture regarding bullying and harassment with no gender disparities observed in the data.	Introduce during 2024/25 session.	
8	Staff working culture and wellbeing: Bullying and harassment impact and response	Head of School and EDI Lead	Ensure all new staff are aware of the procedures to follow should any harassment and bullying witnessed or experienced.	As above	**Add point to new starter induction checklist (Action 9) covering the correct procedures for staff to follow should they experience or witness any forms of harassment and bullying.**	All new starters report awareness of where support and policy regarding bullying and harassment can be accessed.	Introduce during 2024/25 session.	
9	Staff working culture and wellbeing: Induction	Associate Head of School/ Line Managers	Introduce an induction programme that better supports new staff to integrate and transition to their new role.	Open text comments from the SCS highlight the need for a more structured induction programme that better supports and meets the needs and expectations of new staff joining the School. Current inductions tend to be informal.	**Introduce a more structured Transition Programme for new staff members to include: 1) An induction booklet to help signpost staff through some of the requirements of the new role over the first twelve months, with a mentor assigned to support this. 2) A timetable of sessions that new staff are invited to explore more deeply some of the priorities in their new role focused around: teaching and learning, recruitment and selection, personal tutoring, IT**	Induction programme in place with a minimum 90% of staff who joined since its introduction reporting a positive experience and feeling integrated at follow up staff culture survey.	Introduce induction programme in 2025/26 and use follow up staff culture survey to evaluate effectiveness.	

No.	Action Theme	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe	Post Submission progress
					systems, and academic practice.

Good practice from the School of Nursing and Midwifery can be drawn upon to guide the development of a new induction programme. | | | |
| 10 | Staff working culture and wellbeing | Head of School and School Athena Swan lead | Create a forum where issues effecting particular staff groups can be discussed in an open manner, creating an strong School ethos of collaboration, awareness, and open communication. | A number of issues have been identified from the SAT process that would benefit from whole School staff discussion and awareness, including: experience of unacceptable behaviour; issues affecting staff on PT contracts; workload issues; academic citizenship School wide approach; impact of caring responsibilities on staff. | **Introduce an interactive discussion forum in the monthly School all staff meetings, moving away from the traditional "newsletter" type format. Discussion themes to include part-time staff experiences, caring responsibilities, bullying and harassment, and academic citizenship.** | Discussions on themes have taken place with positive feedback from a range of staff. | Introduce during 2024/25 academic year. | |
| 11 | Support for part-time staff: career progression | Head of School | Better extend leadership and career progression opportunities to part-time staff. | Part-time staff do not feel they have been offered the same career progression opportunities as full-time staff with just 44% of participants agree/strongly agree that staff who work part-time in the School are offered the same career progression opportunities as their full-time colleagues. | **School to promote developmental opportunities and leadership roles as being open to PT staff, with line managers clearly emphasising this to staff they manage. Examples include shared leadership roles such as programme leader, part time study opportunities, and research supervision or advisory roles. Reiterate approach during expressions of interest phase.** | PT staff report in line with FT staff that progression opportunities are open to them at follow up staff culture survey. Open text comments from PT staff testify positively to opportunities being open to them. | Have system ready to roll out for 2025/26 academic year. | |

No.	Action Theme	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe	Post Submission progress
12	Career progression and development: Underrepresentation of women in senior roles	Line managers	Improve representation of women in senior School roles.	Female staff remain underrepresented at AP (female = 36%) and Professor (female = 42%) compared to less senior roles including Lecturer (83%) and SL (58%), and with the School student population (female = 67%). Only four women compared to six men were promoted to AP during this period with just a 29% success rate for female applicants compared to 43% for male applicants. This is despite women forming the majority of the School staff population (54%) and the staff profile at lecturer and senior lecturer grades as previously discussed.	**Introduce a scheme involving tailored 1:1 discussions with line managers and higher hierarchy Faculty members to create a roadmap for each individual willing to undergo the promotion process with defined milestones and timelines. Monitor scheme engagement by gender.**	See an increase in the success rate for women applying to AP, in line with that of males (>40%). Also, a continuation of the trajectory of the data for women obtaining professorial roles.	Identify staff keen to engage in the scheme and put in place in time for February 2026 promotion round.	
13	Career progression and development: Support mechanisms	Head of School/ Line Managers	Ensure that all staff (but particularly female colleagues) have the time to pursue career development and progression activities.	Whilst both female and male respondents indicate feeling actively encouraged to take up career development progression opportunities, 48% of female compared to 31% of male SSCS respondents disagree/strongly disagree that sufficient time is allocated to them to participate in opportunities for career development.	**Introduce a time allocation on Workload Planner for accessing staff development opportunities and ensure that it is part of all appraisal conversations.**	<10% of staff they have the time to access career development and progression opportunities and close the gap between male and female survey respondents.	Introduce induction programme in 2024/25 and use follow up staff culture survey to evaluate effectiveness.	

No.	Action Theme	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe	Post Submission progress
14	Career progression and development: Support mechanisms	Head of School	Enable colleagues to better understand the promotion criteria and process at each round.	Comments referred to career progression needing to be more transparent and that the criteria for promotion is said to be a moving goalpost, although this is acknowledged as an issue external to the School and is set at a university level.	**A. Hold a School based promotion event/meeting for colleagues when the promotion criteria are announced each year give present colleague the opportunity to develop a deeper understanding of what is required for that round and what further support is available across the university. Consider outcomes in tandem with Action 12.** **B. Feedback staff queries to the University to effect University level understanding of up-to-date issues felt at School level by promotion criteria and process.**	Staff report qualitatively that the session enables them to better understand the promotion process. Concerns reported to the University.	Introduce induction programme in 2024/25 and use promotion application data to evaluate effectiveness.	
15	Career progression and development: The value of mentorship	Head of School/ Line Managers	Ensure all staff mentoring receives formal workload recognition and is embeded into the academic calender for all staff to consider in terms of access and quality.	35% of participants do not have a mentor but would like one, and 35% do not have a research mentor but would like one; 13% accessing non-specific mentoring and 11% accessing research specific mentoring do so on an informal basis. 80% of women agree/strongly agree that meetings with their mentor are useful compared with 43% of men. 86% of women agree/strongly agree that meetings with their research mentor are useful compared with just 20% of men. Comments called for a more prominent and long-term role of mentors assigned to staff joining the School as part of the induction programme.	**A. Introduce academic mentoring (both mentors and mentees) as an item of discussion at all annual appraisals.** **B. Develop role specific mentoring assigned when staff join the School to in line with career progression evaluation and opportunities e.g., teaching, research, management, etc.**	Decrease in number of staff who would like a mentor but do not have one, to <20% with no gender disparity.	Introduce induction programme in 2025/26 and use follow up staff culture survey to evaluate effectiveness.	

No.	Action Theme	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe	Post Submission progress
16	Student culture, inclusion and belonging	School Athena Swan Lead / Athena Swan Project Officer / Student Voice Group Leads	Improve student engagement with culture consultations.	Student surveys have low response rate, a rate that has reduced since the 2018 submission resulting in data that is not as robust data.	**A. Consult with School Student Voice group leads from each programme and year regarding low engagement with student culture consultations to examine:** **1. What may be contributing to a reduced response rate for past culture questionnaires?** **2. What might incentivise students to engage more with future questionnaires and other forms of consultation?** **B. Implement a new plan to engage students in future student's survey including the participation in the Athena Swan consultation questionnaire that will be strongly encouraged as part of the professional portfolio activities and assessed during personal tutor meetings.**	Report on student views on consultation and see SCS response rate return a minimum of 9% equalling the level recorded in 2018.	Conduct consultation during 2025/26 with recommendations in place ready for follow up culture survey.	
17	Student culture, inclusion and belonging	School Teaching and Learning Group Lead	Identify/capture examples of good practice and areas of development focusing on EDI across all School programmes and students.	Currently there is no mechanism for collating EDI good practice and areas for development from School student Programme Self-Assessment Reports and Programme Quality Improvement Plans.	**Introduce an EDI audit and report annually of recent and current Annual Enhancement Reviews (AER), students voice logs and the relevant Programme Management Boards (PMB). Present reports to Programme management boards and Faculty EDIC, feeding into the Faculty EDIC's objective to "advance EDI, and sharing and promoting good practice within Schools". Good practice from the School of Allied Health Sciences can be drawn upon as guidance.**	Report routinely produced by programme leads and collated by EDI lead with annual report produced and presented to School's Senior Leadership Board (SLB) and Faculty EDIC in 4th Quarter.	First report of annual collations from 2024/25 session produced, and disseminated during 2025/26 session.	
18	Student culture, inclusion and belonging	Programme Lead, School EDI Lead	Create more consistent student timetables by understanding the challenges and impact on certain student groups.	Several open text comments from the student culture survey referred to the challenges of inconsistent timetables disadvantaging mature, religious and disabled groups.	**A. Introduce a detailed questionnaire and create programme-level discussion groups to gain a better understanding of the challenges students have with irregular timetabling.** **B. Use student feedback to formulate recommendations to improve inclusion in timetabling.**	Challenges and impact on student groups of timetables identified, and recommendations to increase timetable consistency produced.	Report and recommendations produced 2025/26.	

No.	Action Theme	Person/Committee responsible and key contact	Objective	Rationale	Action	Success Measure	Timeframe	Post Submission progress
19	Student culture, inclusion and belonging	Year Heads (final year)	Create a support system specifically targeted to help students who wish to gain more confidence in their pursuit of a more advanced degree and entering the job market following graduation.	Open text comments on the student culture survey stated that barriers in pursuing a more advanced degree are finances and mental health. Some comments referred to students not feeling confident when graduating and in relation to a highly competitive job market.	**A. Create case studies from female students who were/are able to progress to more advanced degrees (PGT/PGR) to identify specific support needs.** **B. Create support sessions for final students to help address the identified issues for students interested in pursuing further studies and when entering the graduate job market.**	Support needs identified and support plan made accessible to students with qualitative data highlighting usefulness of support sessions	Report from 2024/25 session and support plan produced and rolled out during 2025/26.	-

Appendix 1: Culture survey data

Please present the results of the core culture survey questions, and if desired, the results of any additional survey questions or consultation.

Table 1. School staff culture survey 2023 participant demographics

		N	%
School staff response rate	Total/proportion of School staff	46/91	51%
	Total female/proportion of School female staff	27/49	55%
	Total male/proportion of School male staff	14/42	33%
Gender	Female	27	59%
	Male	14	30%
	I'd rather not say	5	11%
Ethnicity	Asian/Asian British	8	18%
	Mixed/Multiple	2	4%
	White/White British	25	56%
	Another ethnicity	1	2%
	I'd rather not say	9	20%
Disability	Yes	3	7%
	No	37	80%
	I'd rather not say	6	13%
Length of service in the School	Less than 1 year	3	7%
	1-3 years	16	36%
	4-7 years	7	16%
	More than 7 years	9	20%
	I'd rather not say	10	22%
Job title	Professor	1	2%
	Associate Professor/Reader	6	13%
	Senior Lecturer/Senior Research Fellow	21	46%
	Lecturer/Research Fellow	5	11%
	Research Assistant	1	2%
	I'd rather not say	12	26%
Contracted weekly hours	16 hours or less	4	9%
	17-34 hours	6	13%
	35 hours + (full time)	27	59%
	I'd rather not say	9	20%
Contract type	Permanent	36	78%
	Fixed term	2	4%
	I'd rather not say	8	17%
Caring responsibilities	Children under 18	15	33%
	Adult dependants	3	7%
	No caring responsibilities	23	50%
	I'd rather not say	6	13%
Taken career break	Yes	6	13%
	No	40	87%

Figure 1. "Workloads in the School are allocated transparently" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	62%	8%	31%	100%
Male %	29%	36%	36%	100%
Total %	48%	18%	34%	100%

Figure 2. "Workloads in the School are allocated fairly" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	44%	26%	30%	100%
Male %	7%	36%	57%	100%
Total %	29%	33%	38%	100%

Figure 3. "My current workload is manageable" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	37%	15%	48%	100%
Male %	21%	14%	64%	100%
Total %	30%	14%	57%	100%

Figure 4. "The School is supportive of the caring responsibilities I have" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	6%	6%	88%	100%
Male %	11%	22%	67%	100%
Total %	7%	14%	79%	100%

Figure 5. "My line manager is aware of my caring responsibilities" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	11%	0%	89%	100%
Male %	11%	22%	67%	100%
Total %	10%	10%	80%	100%

Figure 6. "The School promotes flexible working e.g. work from home, compressed hours, etc." respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/ strongly agree	Total
Female %	15%	4%	81%	100%
Male %	0%	0%	100%	100%
Total %	9%	2%	89%	100%

Figure 7. "My mental health and/or wellbeing are supported in the School" respondents' agreement levels
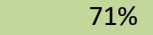
	Strongly disagree/disagree	Neutral	Agree/ strongly agree	Total
Female %	15%	19%	65%	100%
Male %	7%	21%	71%	100%
Total %	13%	22%	64%	100%

Figure 8. "I know where to seek support for mental health and/or wellbeing support at work" respondents' agreement levels
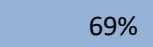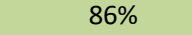
	Strongly disagree/disagree	Neutral	Agree/ strongly agree	Total
Female %	19%	12%	69%	100%
Male %	0%	14%	86%	100%
Total %	11%	11%	77%	100%

Figure 9. "I feel confident asking for mental health and/or wellbeing support at work" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/ strongly agree	Total
Female %	15%	23%	62%	100%
Male %	21%	21%	57%	100%
Total %	20%	20%	60%	100%

Figure 10. "How often do you find yourself working beyond the hours expected during evenings?" respondents' frequency indication

	Never/seldom	Sometimes	Often/very often	Total
Female %	7%	30%	63%	100%
Male %	7%	29%	64%	100%
Total %	9%	33%	59%	100%

Figure 11. "How often do you find yourself working beyond the hours expected during weekends?" respondents' frequency indication

	Never/seldom	Sometimes	Often/very often	Total
Female %	22%	30%	48%	100%
Male %	14%	36%	50%	100%
Total %	20%	35%	46%	100%

Figure 12. "How often do you find yourself working beyond the hours expected during periods of annual leave?" respondents' frequency indication

	Never/seldom	Sometimes	Often/very often	Total
Female %	30%	44%	26%	100%
Male %	29%	14%	57%	100%
Total %	30%	33%	37%	100%

Figure 13. "How often do you find yourself working beyond the hours expected during study leave periods?" respondents' frequency indication

	Never/seldom	Sometimes	Often/very often	Total
Female %	17%	33%	50%	100%
Male %	17%	17%	67%	100%
Total %	23%	23%	54%	100%

Figure 14. "I feel actively encouraged by the School to take part in career progression opportunities" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	11%	15%	74%	100%
Male %	21%	14%	64%	100%
Total %	15%	20%	65%	100%

Figure 15. "Sufficient time is allocated to me for my career development activities" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	48%	20%	32%	100%
Male %	31%	23%	46%	100%
Total %	42%	21%	37%	100%

Figure 16. "My line manager supports my career development" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	4%	8%	88%	100%
Male %	7%	43%	50%	100%
Total %	7%	22%	71%	100%

Figure 17. "The criteria against which promotion applications are assessed are transparent" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	17%	17%	67%	100%
Male %	31%	15%	54%	100%
Total %	24%	19%	57%	100%

Figure 18. "Staff who work part-time in the School are offered the same career progression opportunities as those who work full-time" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	17%	33%	50%	100%
Male %	15%	46%	38%	100%
Total %	18%	38%	44%	100%

Figure 19. "I have had career progression discussions as part of my appraisal" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	15%	4%	81%	100%
Male %	15%	0%	85%	100%
Total %	18%	5%	77%	100%

Figure 20. "I am satisfied with the advice I received with regards to my career progression at my last appraisal" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	12%	16%	72%	100%
Male %	15%	23%	62%	100%
Total %	17%	19%	64%	100%

Figure 21. "My academic citizenship contributions within the School have helped me address the criteria for career progression" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	10%	29%	62%	100%
Male %	33%	42%	25%	100%
Total %	19%	33%	47%	100%

Figure 22. "Has the School provided you with the opportunity to undertake a postgraduate degree e.g. PhD, MA?" respondents' indication

	Yes	No, but I would like to	No and I do not want to	Total
Female %	35%	8%	58%	100%
Male %	7%	21%	71%	100%
Total %	24%	13%	62%	100%

Figure 23. "Do you have a mentor?" respondents' indication

	Yes - a formal mentor	Yes - an informal mentor	No, but I would like one	No, and I don't want one	Total
Female %	11%	26%	41%	22%	100%
Male %	21%	21%	29%	29%	100%
Total %	13%	24%	35%	28%	100%

Figure 24. "I find meetings with my mentor useful" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	0%	20%	80%	100%
Male %	14%	43%	43%	100%
Total %	6%	28%	67%	100%

Figure 25. "Do you have a mentor specifically to help you develop your research?" respondents' indication

	Yes - a formal mentor	Yes - an informal mentor	No, but I would like one	No, and I don't want one	Total
Female %	7%	15%	41%	37%	100%
Male %	14%	7%	36%	43%	100%
Total %	11%	13%	35%	41%	100%

Figure 26. "I find meetings with my research mentor useful" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	0%	14%	86%	100%
Male %	20%	60%	20%	100%
Total %	7%	29%	64%	100%

Figure 27. "Based on your own experience, would you be interested in becoming a research mentor?" respondents' indication

	Yes	When I have sufficient experience	I am already a mentor	No	Total
Female %	11%	52%	4%	33%	100%
Male %	14%	29%	21%	36%	100%
Total %	11%	43%	11%	35%	100%

Figure 28. "I am satisfied with my Research Innovation and Scholarship Allowance (RISA)" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	50%	17%	33%	100%
Male %	18%	55%	27%	100%
Total %	35%	35%	30%	100%

Figure 29. "I am supported by the School to fully utilise my allocated research time" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	41%	24%	35%	100%
Male %	45%	18%	36%	100%
Total %	41%	19%	41%	100%

Figure 30. "I am satisfied with the level of expectation placed on me regarding my research output/activities" respondents' agreement levels
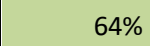
	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	24%	19%	57%	100%
Male %	9%	27%	64%	100%
Total %	19%	19%	61%	100%

Figure 31. "I feel part of a supportive/collegiate community in the School" respondents' agreement levels
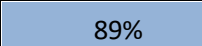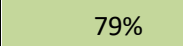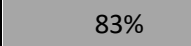
	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	4%	7%	89%	100%
Male %	7%	14%	79%	100%
Total %	7%	11%	83%	100%

Figure 32. "My voice is heard in the School" respondents' agreement levels
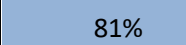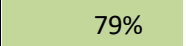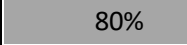
	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	4%	15%	81%	100%
Male %	7%	14%	79%	100%
Total %	4%	16%	80%	100%

Figure 33. "My contributions are valued in the School" respondents' agreement levels
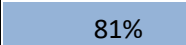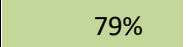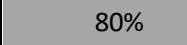
	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	7%	11%	81%	100%
Male %	0%	21%	79%	100%
Total %	4%	15%	80%	100%

Figure 34. "School events are inclusive of members of staff with caring responsibilities" respondents' agreement levels
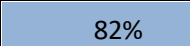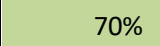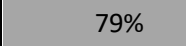
	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	5%	14%	82%	100%
Male %	0%	30%	70%	100%
Total %	3%	18%	79%	100%

Figure 35. "School events are inclusive of members of staff with regards to religion and beliefs" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	4%	8%	88%	100%
Male %	8%	8%	85%	100%
Total %	5%	8%	88%	100%

Figure 36. "My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	18%	35%	47%	100%
Male %	0%	11%	89%	100%
Total %	11%	26%	63%	100%

Figure 37. "Before participating in this survey, I was aware of the Athena Swan initiative within the School" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	11%	0%	89%	100%
Male %	7%	0%	93%	100%
Total %	11%	0%	89%	100%

Figure 38. "School leadership actively supports gender equality" respondents' agreement levels

	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	4%	21%	75%	100%
Male %	0%	15%	85%	100%
Total %	2%	21%	76%	100%

Figure 39. "Did you go through an induction process when you joined the University?" respondents' indication

	Yes	No	Can't remember	Total
Female %	78%	7%	15%	100%
Male %	79%	7%	14%	100%
Total %	78%	7%	15%	100%

Figure 40. "My induction met my needs and expectations" respondents' agreement levels
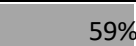
	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	29%	10%	62%	100%
Male %	30%	20%	50%	100%
Total %	29%	12%	59%	100%

Figure 41. "Do you conduct inductions for colleagues in your area?" respondents' agreement levels

	Yes - formal inductions	Yes - informal inductions	No	Total
Female %	7%	33%	59%	100%
Male %	0%	50%	50%	100%
Total %	4%	41%	54%	100%

Figure 42. "Have you experienced any forms of bullying and/or harassment within the School in the past five years?" respondents' indication

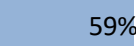|	Yes	No	I have witnessed it	I'd rather not say	Total
Female %	11%	26%	41%	22%	100%
Male %	21%	21%	29%	29%	100%
Total %	13%	24%	35%	28%	100%

Figure 43. "I am satisfied with how bullying and harassment are addressed in my department" respondents' agreement levels
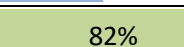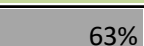
	Strongly disagree/disagree	Neutral	Agree/strongly agree	Total
Female %	15%	38%	46%	100%
Male %	9%	9%	82%	100%
Total %	15%	22%	63%	100%

Figure 44. "If you have experienced any forms of bullying and/or harassment within the School in the past five years, were you able to speak to someone within the School to seek support?" respondents' indication
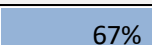
	Yes	No	Total
Female %	33%	67%	100%
Male %	50%	50%	100%
Total %	38%	63%	100%

Figure 45. "If you or a colleague experience bullying and/or harassment within the School, do you know what procedures to follow?" respondents' indication

	Yes	No	Total
Female %	75%	25%	100%
Male %	77%	23%	100%
Total %	72%	28%	100%

Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

Student data benchmarking

Where benchmarking data are available, these have been included on the respective charts/tables. A number of data items were not possible to benchmark as a result of this data not forming part of annual HESA data returns. Table 1 presents benchmarking data classification for School student degree programmes. Degree programmes been grouped by programme level, forming a programme level wide benchmark group *e.g.*, foundation, undergraduate, postgraduate taught, postgraduate research.

Table 2. School student benchmarking source

Study level	HESA Subject classification benchmark
Total student population	2017/18, 2018/19: JACS B2 (Pharmacology, toxicology & pharmacy), JACS F4 (Forensic & archaeological sciences) 2019/20, 2020/21, 2021/22: CAH02-02-03 (Pharmacy), CAH07-04-02 (Forensic & archaeological sciences)
Undergraduate	2017/18, 2018/19: JACS B2 (Pharmacology, toxicology & pharmacy), JACS F4 (Forensic & archaeological sciences) 2019/20, 2020/21, 2021/22: CAH02-02-03 (Pharmacy), CAH07-04-02 (Forensic & archaeological sciences)
Postgraduate taught	2017/18, 2018/19: (Pharmacology, toxicology & pharmacy), JACS C7 (Molecular biology, biophysics, and biochemistry) 2019/20, 2020/21, 2021/22: CAH02-02-01 (Pharmacology), CAH02-02-03 (Pharmacy), CAH03-01-08 (Molecular biology, biophysics, and biochemistry)
Postgraduate research	2017/18, 2018/19: JACS B2 (Pharmacology, toxicology & pharmacy), JACS F4 (Forensic & archaeological sciences) 2019/20, 2020/21, 2021/22: CAH02-02-03 (Pharmacy), CAH07-04-02 (Forensic & archaeological sciences)

Student population
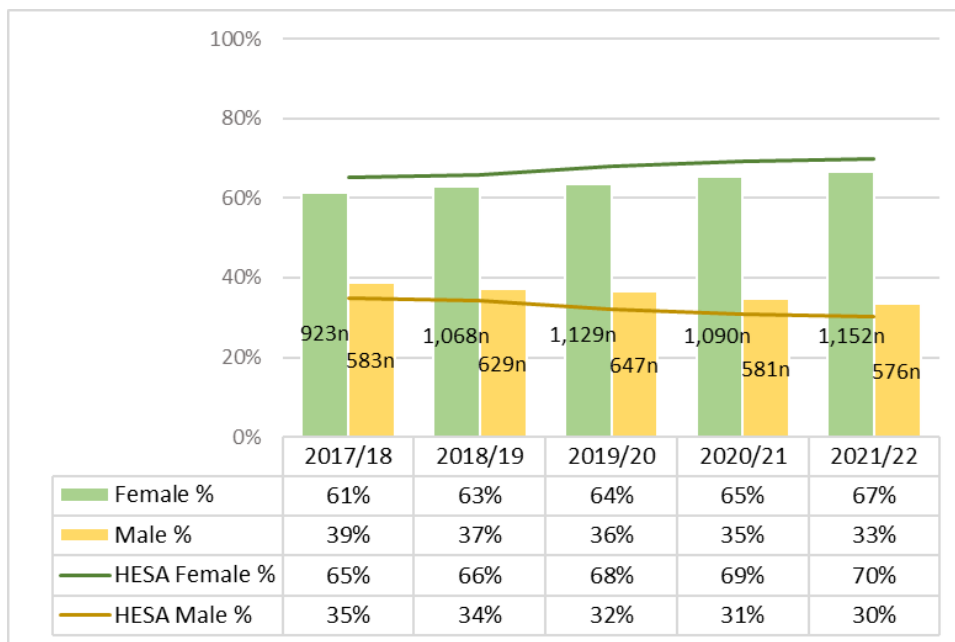
Figure 46. *Total School student population by gender*

	2017/18	2018/19	2019/20	2020/21	2021/22
Female %	61%	63%	64%	65%	67%
Male %	39%	37%	36%	35%	33%
HESA Female %	65%	66%	68%	69%	70%
HESA Male %	35%	34%	32%	31%	30%
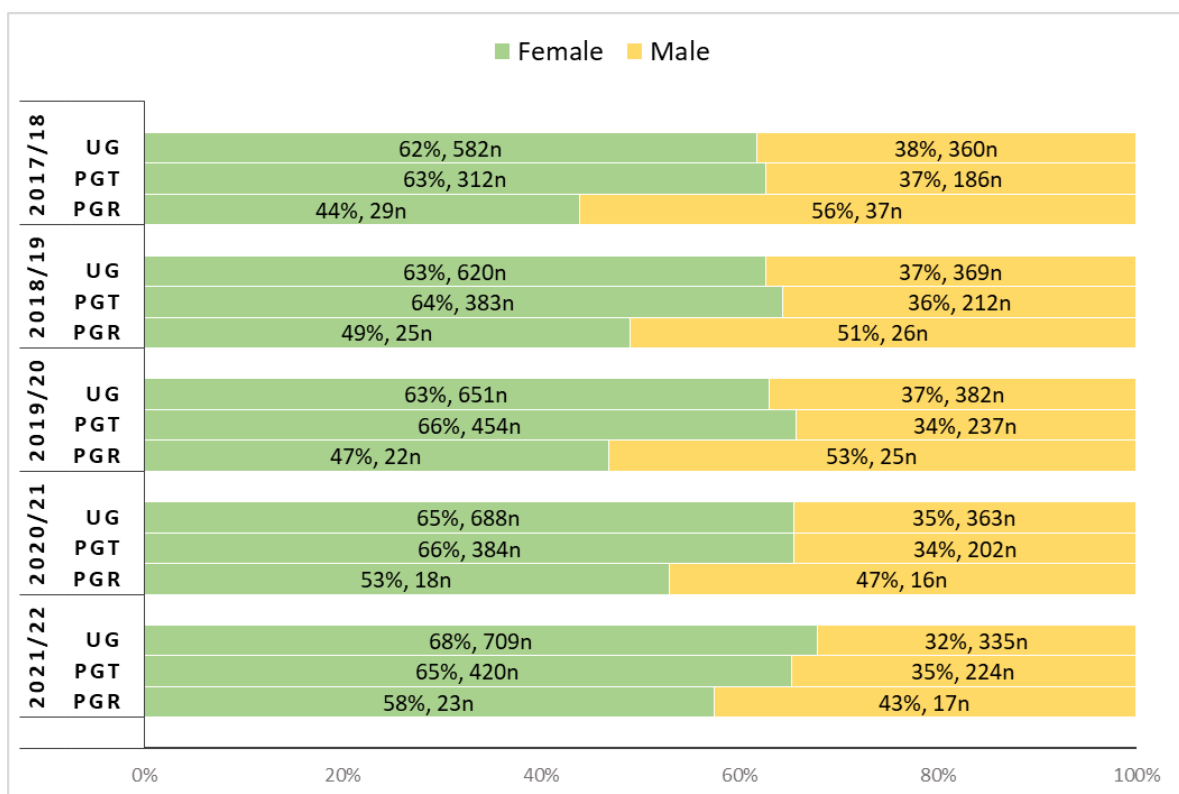
Figure 47. *School student population by level of study and gender*

	2017/18	2018/19	2019/20	2020/21	2021/22
Female UG %	62%	63%	63%	65%	68%
Male UG %	38%	37%	37%	35%	32%
HESA Female %	65%	66%	68%	69%	70%
HESA Male %	35%	34%	32%	31%	30%
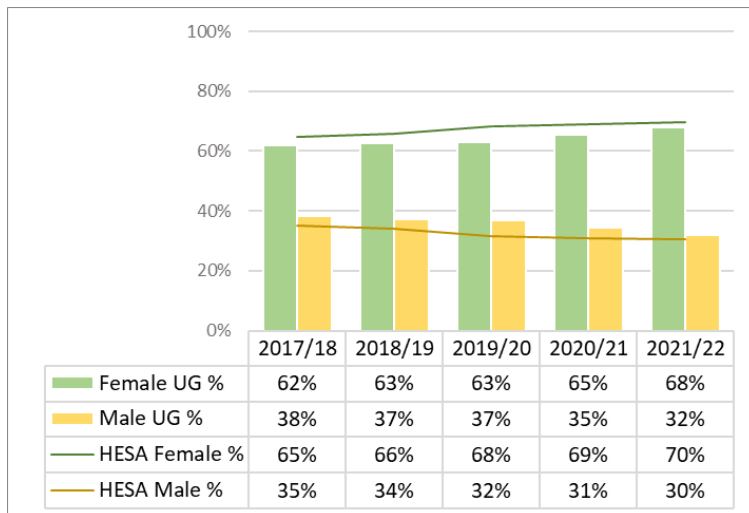
Figure 48. Undergraduate degree student population by gender

	2017/18	2018/19	2019/20	2020/21	2021/22
Female PGT %	63%	64%	66%	66%	65%
Male PGT %	37%	36%	34%	34%	35%
HESA Female %	63%	65%	67%	66%	67%
HESA Male %	37%	35%	33%	34%	33%
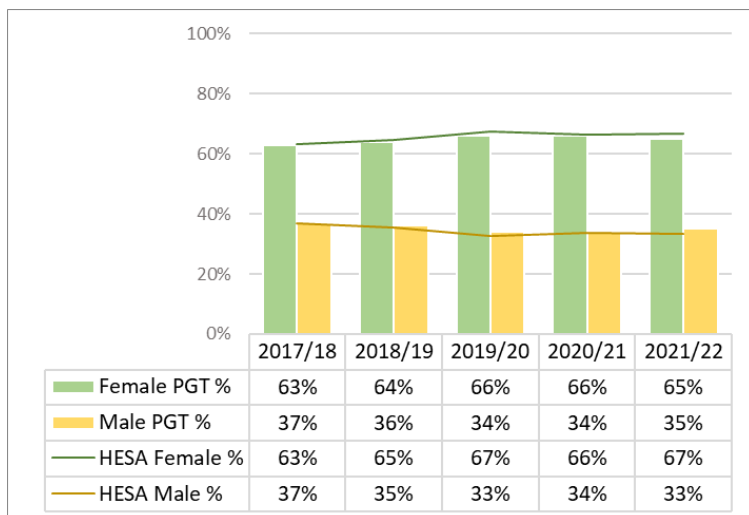
Figure 49. Postgraduate taught degree student population by gender

	2017/18	2018/19	2019/20	2020/21	2021/22
Female PGR %	44%	49%	47%	53%	58%
Male PGR %	56%	51%	53%	47%	43%
HESA Female %	55%	56%	56%	57%	59%
HESA Male %	45%	44%	44%	43%	41%
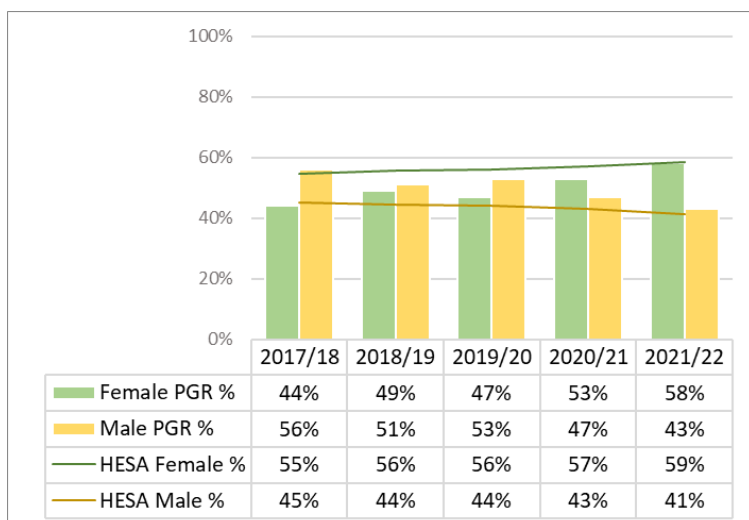
Figure 50. Postgraduate research degree student population by gender

Student attainment

Table 3. Undergraduate degree attainment by classification and gender

	2017/18		2018/19		2019/20		2020/21		2021/22		HESA 2021/22	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	*Female*	*Male*
1st	*38%*	*10%*	*25%*	*16%*	*42%*	*28%*	*41%*	*21%*	*31%*	*20%*	*41%*	*26%*
	62	18	34	13	69	28	78	23	57	16		
2.1	*42%*	*51%*	*53%*	*44%*	*49%*	*55%*	*46%*	*46%*	*49%*	*33%*	*46%*	*50%*
	69	43	72	35	80	56	88	50	91	27		
2.2	*16%*	*29%*	*18%*	*38%*	*7%*	*14%*	*12%*	*29%*	*17%*	*34%*	*11%*	*20%*
	27	24	25	30	11	14	22	31	31	28		
3rd	*4%*	*11%*	*4%*	*1%*	*2%*	*3%*	*1%*	*4%*	*3%*	*13%*	*2%*	*4%*
	6	9	6	1	4	3	2	4	5	11		

	2017/18	2018/19	2019/20	2020/21	2021/22
Female	80%	78%	91%	87%	80%
Male	61%	60%	83%	67%	53%
HESA Female	76%	77%	86%	89%	87%
HESA Male	75%	74%	80%	83%	75%
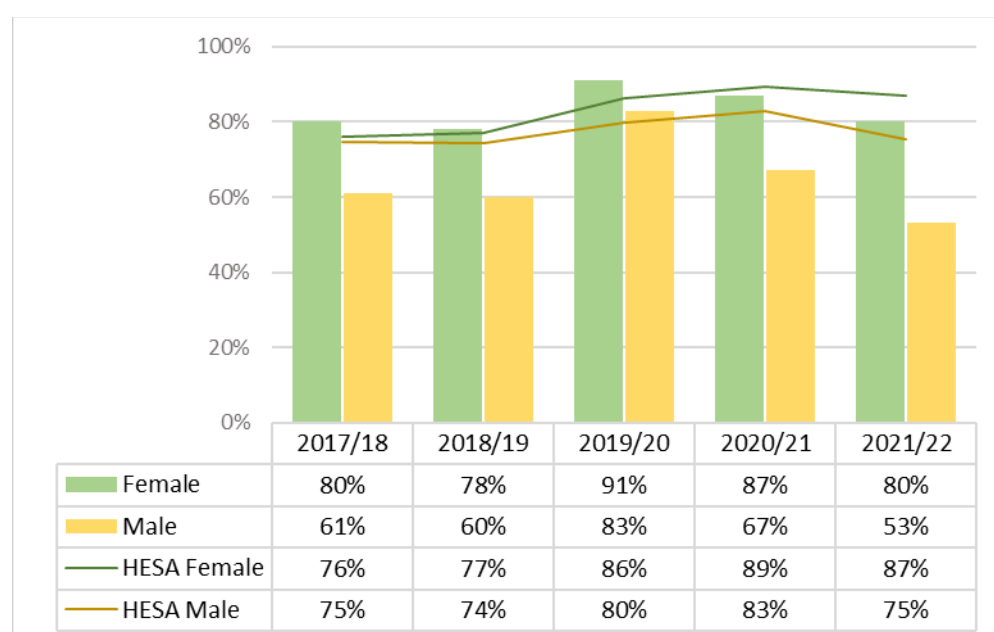
Figure 51. Undergraduate degree student good honours (1st and 2.1) attainment by gender

Table 4. Postgraduate degree student attainment by award type

	2017/18		2018/19		2019/20		2020/21		2021/22	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Masters Degree	39%	61%	51%	49%	68%	32%	50%	50%	66%	34%
	13	20	18	17	28	13	10	10	27	14
PGDip/ Cert/ other PDQ	64%	36%	65%	35%	69%	31%	67%	33%	64%	36%
	79	44	68	36	86	39	135	67	106	60
Total	**59%**	**41%**	**62%**	**38%**	**69%**	**31%**	**65%**	**35%**	**64%**	**36%**
	92	**64**	**86**	**53**	**114**	**52**	**145**	**77**	**133**	**74**

Table 5. Postgraduate degree student attainment by classification and gender

	2017/18		2018/19		2019/20		2020/21		2021/22	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Distinction	62%	38%	68%	32%	79%	21%	78%	22%	76%	24%
	34	21	39	18	53	14	49	14	45	14
Merit	69%	31%	57%	43%	65%	35%	65%	35%	60%	40%
	50	22	34	26	49	26	70	37	61	40
Pass	28%	72%	59%	41%	50%	50%	50%	50%	57%	43%
	8	21	13	9	12	12	26	26	27	20
Total	59%	41%	62%	38%	69%	31%	65%	35%	64%	36%
	92	64	86	53	114	52	145	77	133	74

Table 6. Postgraduate research degree number of awards per year by gender

	2017/18	2018/19	2019/20	2020/21	2021/22	Total	Total %
Female	3	5	7	3	9	27	46%
Male	9	5	9	6	3	32	54%
Total	12	10	16	9	12	59	100%

Table 7. The average (mean and median) number of years taken to gain a PGR qualification for students starting and finishing a period of PGR study within 2012/13 - 2021/22

		N	Mean years	Median years
PhD	Female	23	5.3	5
	Male	28	5.5	5
MRes	Female	3	2.7	3
	Male	2	2.5	2.5

Staff data benchmarking

Where benchmarking data are available, these have been included on the respective charts/tables. A number of data items were not possible to benchmark as a result of this data not forming part of annual HESA data returns. School staff have been benchmarked against the following HESA cost centre:

- (107) Pharmacy and pharmacology

Staff population by grade, function, mode and terms

Table 8. University academic staff role by grade

Grade	Role
HPL	Hourly Paid Lecturer
E	Research Assistant
F	Lecturer, Research Fellow
G	Senior Lecturer, Senior Research Fellow
H/I	Associate Professor
Prof	Professor
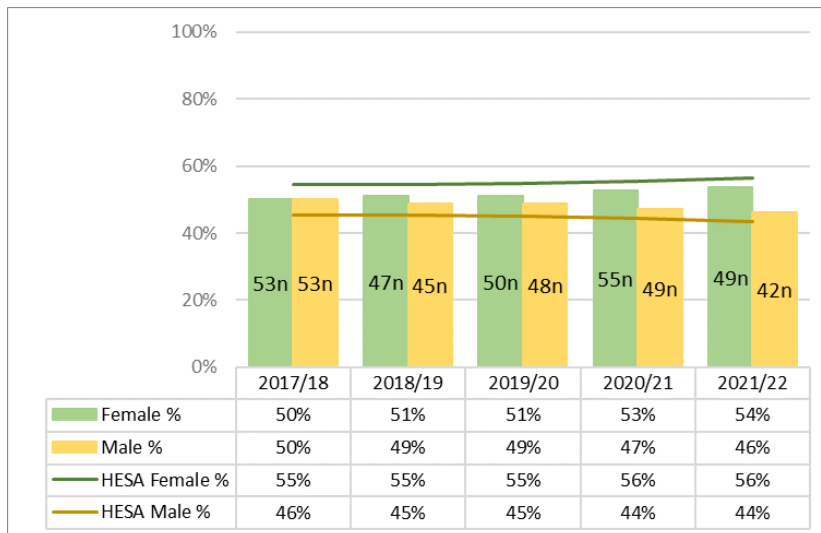
Figure 52. School staff population by gender

	2017/18	2018/19	2019/20	2020/21	2021/22
Female %	50%	51%	51%	53%	54%
Male %	50%	49%	49%	47%	46%
HESA Female %	55%	55%	55%	56%	56%
HESA Male %	46%	45%	45%	44%	44%
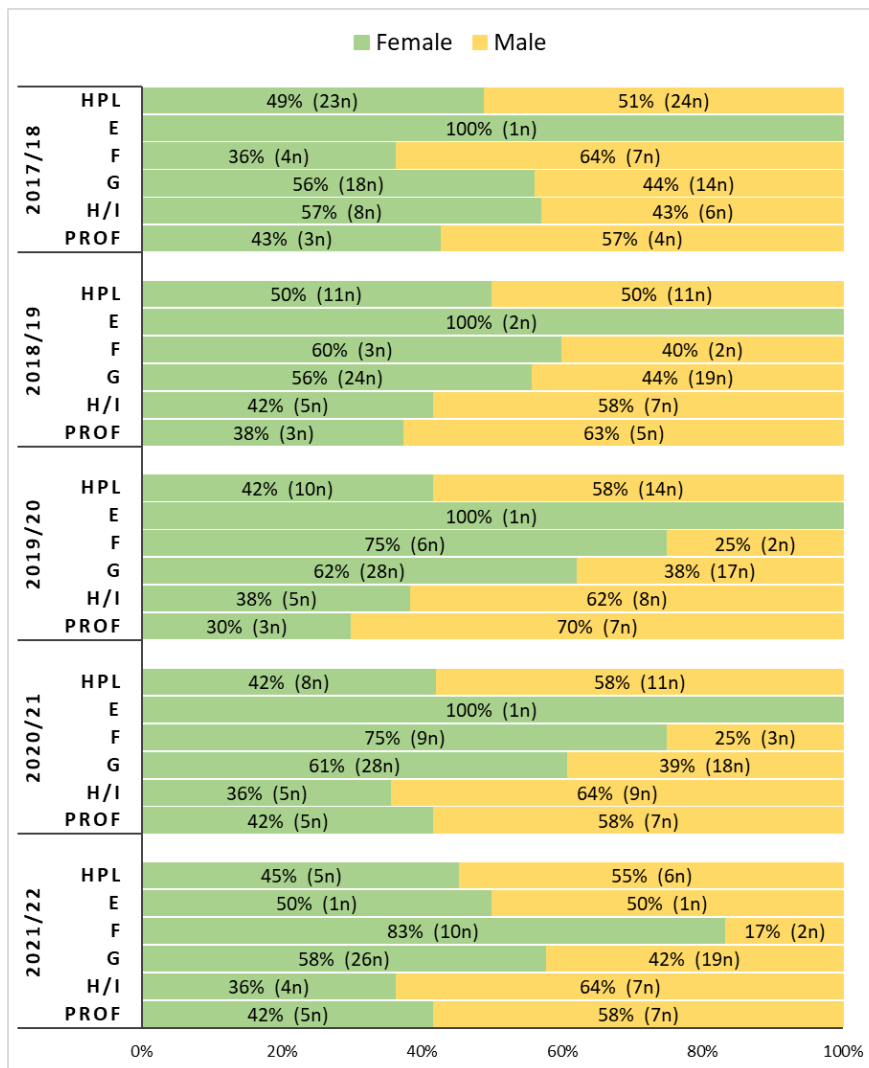
Figure 53. School staff population by grade and gender
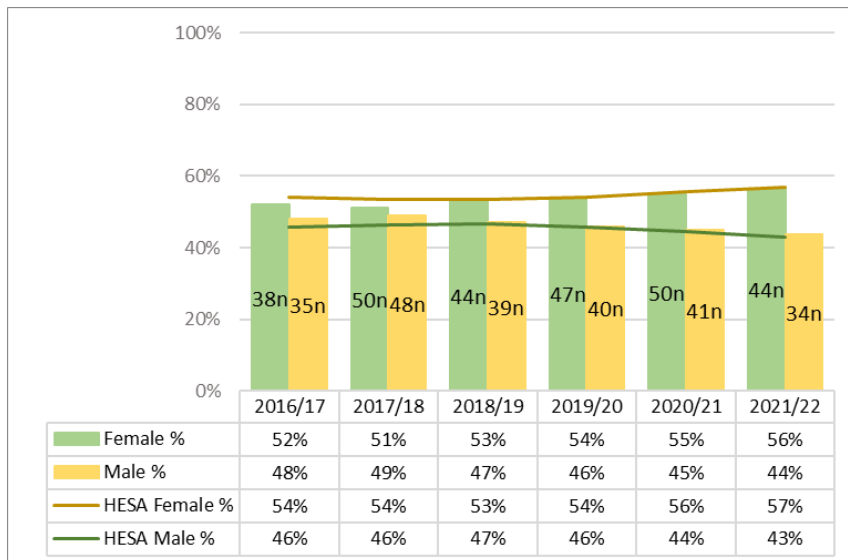
Figure 54. School staff non-professorial population by gender

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Female %	52%	51%	53%	54%	55%	56%
Male %	48%	49%	47%	46%	45%	44%
HESA Female %	54%	54%	53%	54%	56%	57%
HESA Male %	46%	46%	47%	46%	44%	43%
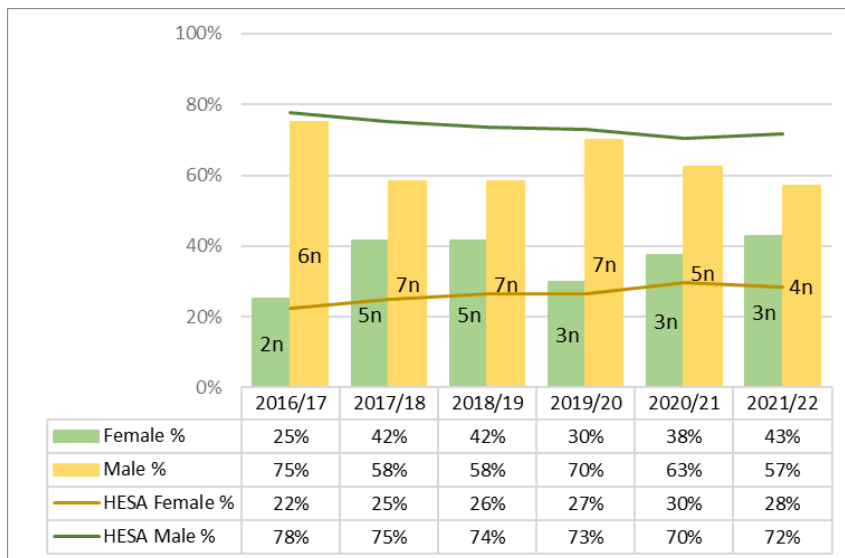
Figure 55. School staff professorial population by gender

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Female %	25%	42%	42%	30%	38%	43%
Male %	75%	58%	58%	70%	63%	57%
HESA Female %	22%	25%	26%	27%	30%	28%
HESA Male %	78%	75%	74%	73%	70%	72%

	2017/18	2018/19	2019/20	2020/21	2021/22
T&R %	57%	72%	74%	76%	81%
T %	41%	24%	24%	18%	12%
R %	3%	4%	3%	6%	7%
T&R % HESA	47%	47%	46%	48%	46%
T % HESA	24%	27%	26%	26%	29%
R % HESA	30%	27%	28%	26%	25%
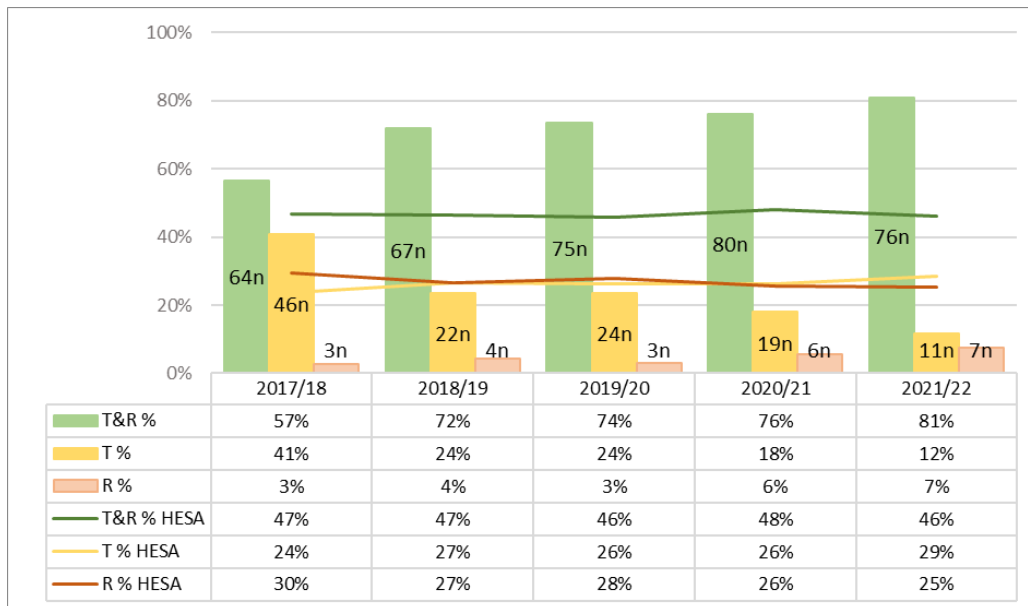
T&R = Teaching and Research, T = Teaching, R = Research

Figure 56. All School staff by contract function.

	2017/18	2018/19	2019/20	2020/21	2021/22
T&R %	58%	71%	77%	77%	82%
T %	39%	23%	19%	16%	10%
R %	4%	6%	4%	7%	8%
T&R % HESA	39%	40%	39%	41%	38%
T % HESA	30%	33%	33%	33%	36%
R % HESA	32%	27%	28%	26%	25%
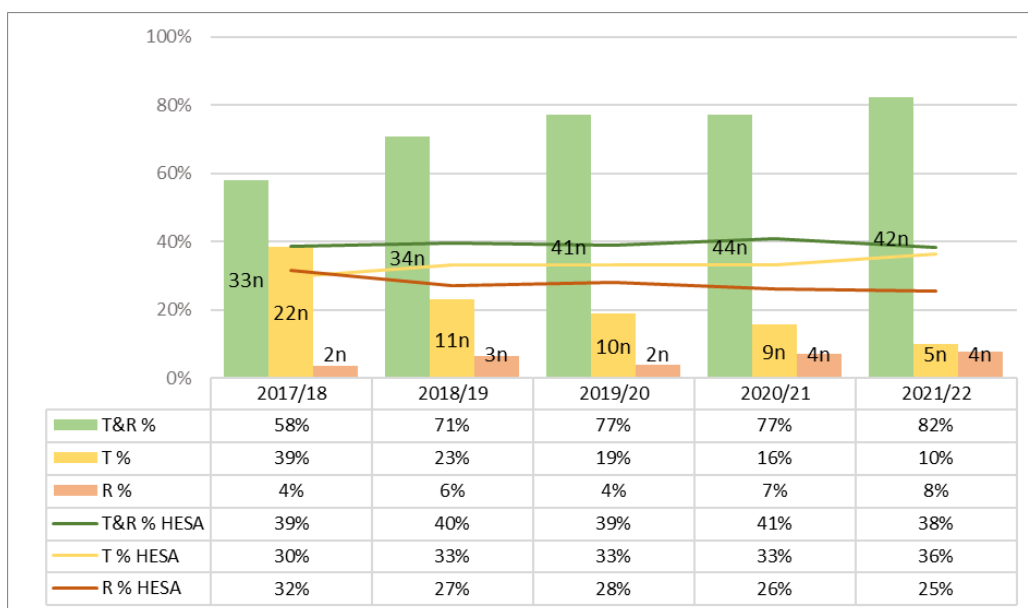
T&R = Teaching and Research, T = Teaching, R = Research

Figure 57. Female School staff by contract function

	2017/18	2018/19	2019/20	2020/21	2021/22
T&R %	54%	73%	69%	73%	79%
T %	44%	24%	29%	22%	14%
R %	2%	2%	2%	4%	7%
T&R % HESA	55%	54%	53%	56%	55%
T % HESA	18%	20%	19%	19%	19%
R % HESA	27%	26%	28%	25%	25%
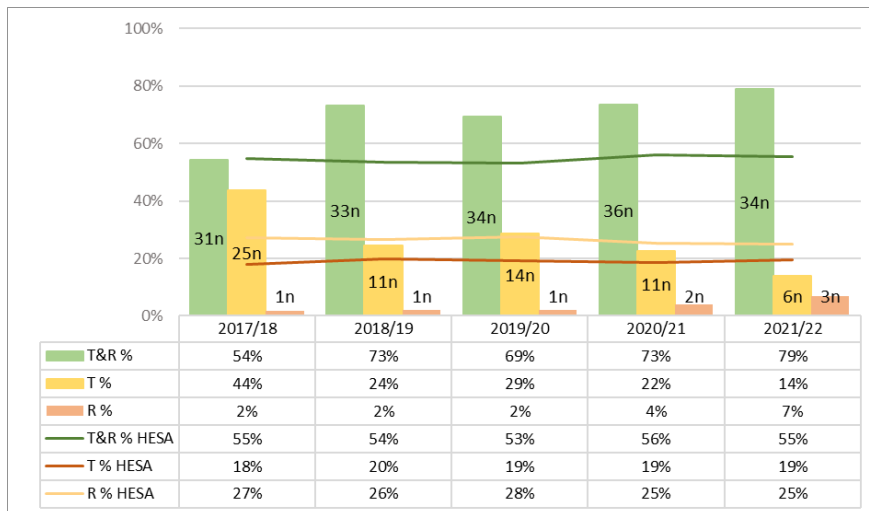
T&R = Teaching and Research, T = Teaching, R = Research

Figure 58. Male School staff by contract function

	2017/18	2018/19	2019/20	2020/21	2021/22
Full-time %	43%	56%	54%	59%	63%
Part-time %	57%	44%	46%	41%	37%
Full-time % HESA	71%	69%	70%	70%	69%
Part-time % HESA	29%	31%	30%	30%	31%
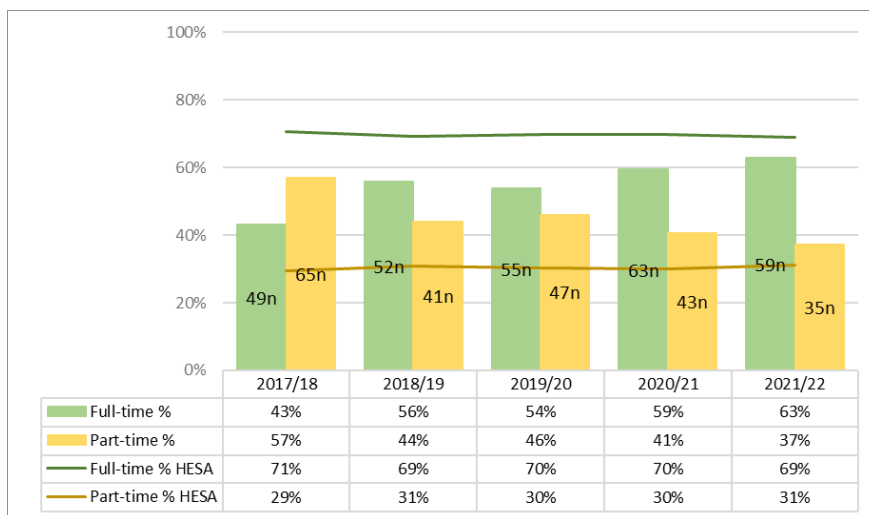
Figure 59. All School staff by contract mode

	2017/18	2018/19	2019/20	2020/21	2021/22
Full-time %	39%	50%	53%	58%	61%
Part-time %	61%	50%	47%	42%	39%
Full-time % HESA	61%	59%	60%	59%	59%
Part-time % HESA	39%	41%	40%	41%	41%
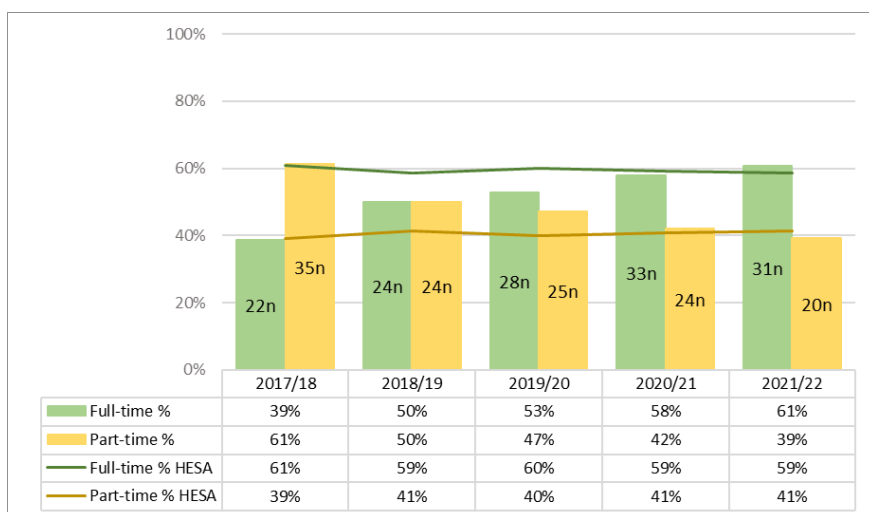
Figure 60. Female School staff by contract mode

	2017/18	2018/19	2019/20	2020/21	2021/22
Full-time %	47%	62%	55%	61%	65%
Part-time %	53%	38%	45%	39%	35%
Full-time % HESA	80%	80%	80%	82%	81%
Part-time % HESA	20%	20%	20%	18%	19%
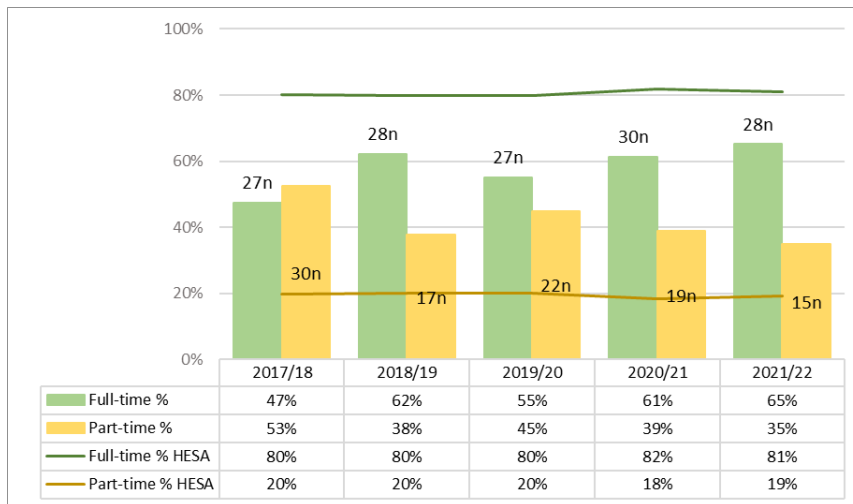
Figure 61. Male School staff by contract mode

	2017/18	2018/19	2019/20	2020/21	2021/22
Perm %	92%	95%	94%	90%	87%
Fixed %	8%	5%	6%	10%	13%
Perm % HESA	65%	67%	66%	67%	65%
Fixed % HESA	35%	33%	34%	34%	35%
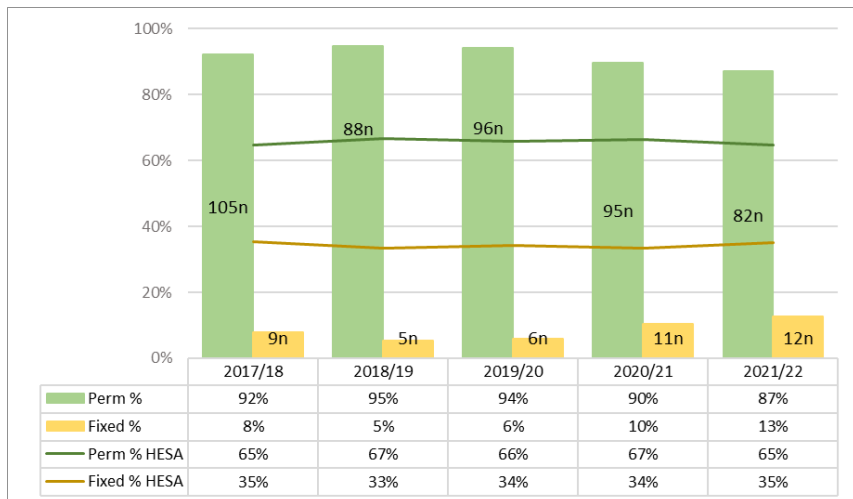
Figure 62. All School staff by contract terms

	2017/18	2018/19	2019/20	2020/21	2021/22
Perm %	91%	94%	92%	86%	84%
Fixed %	9%	6%	8%	14%	16%
Perm % HESA	59%	62%	61%	62%	59%
Fixed % HESA	41%	38%	39%	38%	41%
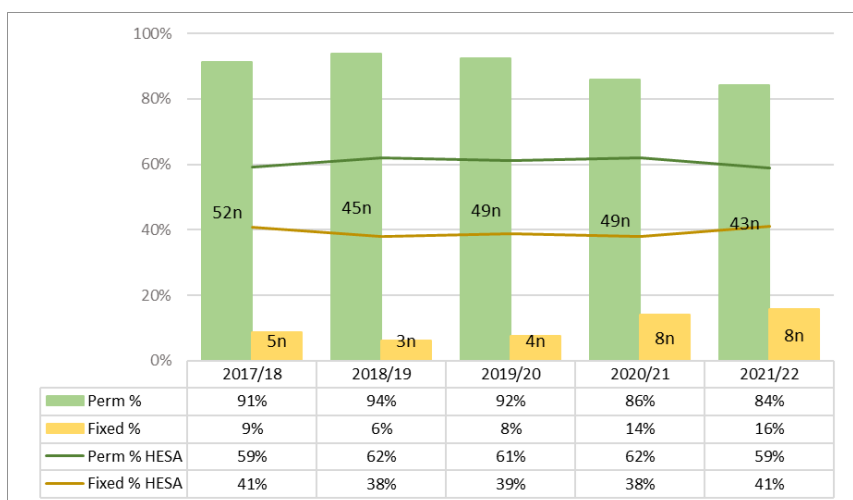
Figure 63. Female School staff by contract terms
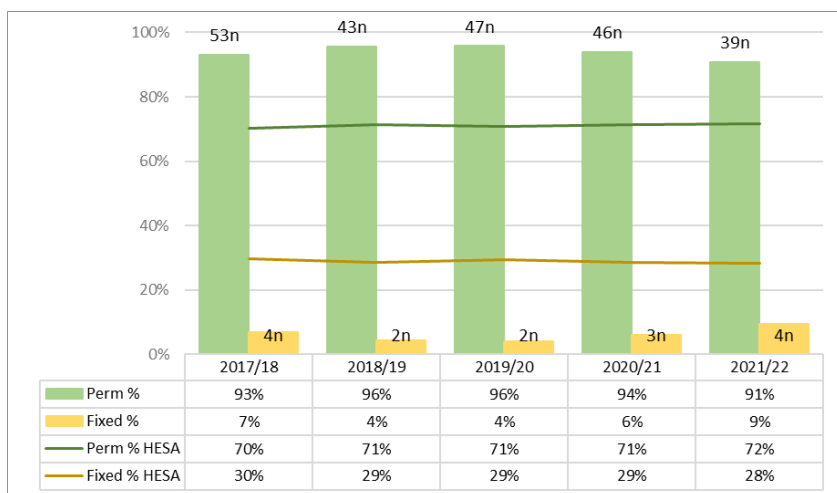
Figure 64. Male School staff by contract terms

	2017/18	2018/19	2019/20	2020/21	2021/22
Perm %	93%	96%	96%	94%	91%
Fixed %	7%	4%	4%	6%	9%
Perm % HESA	70%	71%	71%	71%	72%
Fixed % HESA	30%	29%	29%	29%	28%

Staff recruitment, promotion, appraisal and leavers

Table 9. School staff recruitment applications, interviews and offers

		Applications			Interview			Offer		
		Female	Male	ND	Female	Male	ND	Female	Male	ND
2018	Grade E	2	2	1						
	Grade F	27	30	22	7	9	1	2		1
	Grade G	43	36	26	33	27	7	1	1	
	Prof/Senior									
	Total	**72**	**68**	**49**	**40**	**36**	**8**	**3**	**1**	**1**
2019	Grade E									
	Grade F	18	23	20	8	12	2	1		2
	Grade G	70	83	55	28	34	5	10	2	
	Prof/Senior	3	9	4	2	1			1	
	Total	**91**	**115**	**79**	**38**	**47**	**7**	**11**	**3**	**2**
2020	Grade E	5	5	7	1	1	1			1
	Grade F	19	23	14	3	2		1		1
	Grade G	70	90	47	13	12	4	6	5	
	Prof/Senior	9	31	9	2	3	1	0	4	
	Total	**103**	**149**	**77**	**19**	**18**	**6**	**7**	**9**	**2**
2021	Grade E	1	1	2	1					1
	Grade F	4	9	7				1	1	1
	Grade G	25	23	8	7	9	1	2		1
	Prof/Senior									
	Total	**30**	**33**	**17**	**8**	**9**	**1**	**3**	**1**	**3**
2022	Grade E									
	Grade F	7	5	3	2	2		1		
	Grade G	32	28	25	9	6	2	5	3	
	Prof/Senior									
	Total	**39**	**33**	**28**	**11**	**8**	**2**	**6**	**3**	

Table 10. School staff recruitment applications, interviews and offers 5-year total

	Applications			Interview			Offer		
	Female	Male	ND	Female	Male	ND	Female	Male	ND
2018 to 2022	335	398	250	116	118	24	30	17	8
2018 to 2022 %	34%	40%	25%	45%	46%	9%	55%	31%	15%

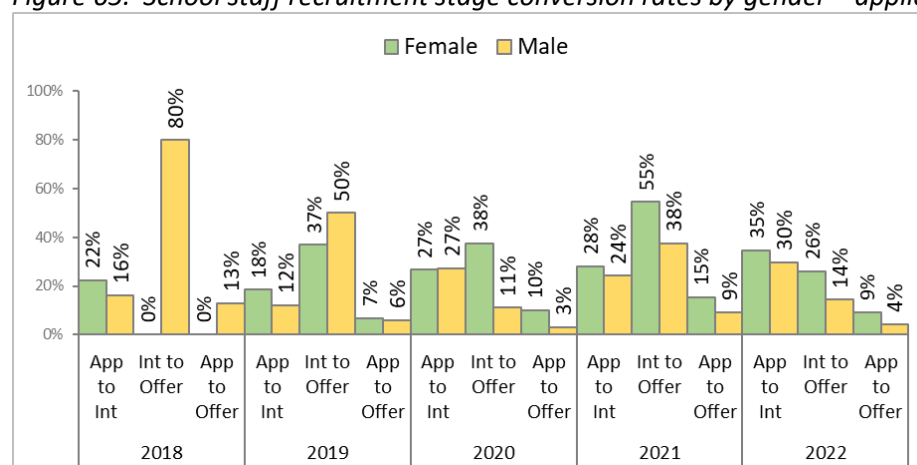*Figure 65. School staff recruitment stage conversion rates by gender – application, interview, offer*

Figure 66. School staff recruitment stage conversion rates by gender – application, interview, offer 2018 to 2022 mean
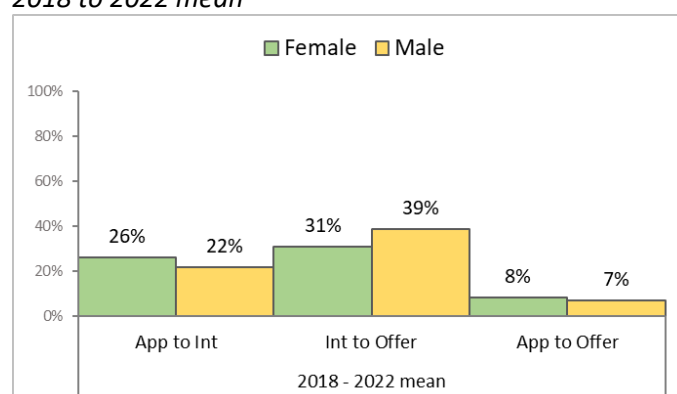
Table 11. School staff promotion to Associate Professor by gender

		Female	Male	Total
2019	**Applied**	3	5	8
	Successful	1	4	5
2020	**Applied**	3	4	7
	Successful	2	0	2
2021	**Applied**	4	2	6
	Successful	0	0	0
2022	**Applied**	*Promotion process suspended*		
	Successful			
2023	**Applied**	4	3	7
	Successful	1	2	3
Total	**Applied**	14	14	28
	Successful	4	6	10
Proportion by	***Applied***	*50%*	*50%*	*100%*
gender	***Successful***	*40%*	*60%*	*100%*
Proportion of	***Applied***	*6%*	*6%*	*6%*
School staff	***Successful***	*2%*	*3%*	*2%*
Application success rate		*29%*	*43%*	*36%*

HR Notes: the annual Academic Promotions process started in 2019 (for promotion to Associate Professor) although the role was introduced before that and staff could apply for specific roles. There was no promotion round in 2022 across the Institution.

Table 12. School staff promotion to Professor by gender

		Female	Male	Total
2017	Applied	1	4	5
	Successful	0	0	0
2018	Applied	3	4	7
	Successful	1	1	2
2019	Applied	0	2	2
	Successful	0	2	2
2020	Applied	2	0	2
	Successful	2	0	2
2021	Applied	2	0	2
	Successful	1	0	1
2022	Applied	*Promotion process suspended*		
	Successful			
2023	Applied	1	0	1
	Successful	1	0	1
Total	Applied	8	10	18
	Successful	4	3	7
Proportion by gender	Applied	44%	56%	100%
	Successful	57%	43%	100%
Proportion of School staff	Applied	3%	4%	4%
	Successful	2%	1%	1%
Application success rate		50%	30%	39%

HR Notes: There was no promotion round in 2022 across the Institution.

Table 13. School staff appraisal completion rates by gender and % of School staff total

	Female	Male	Total	% of Female staff	% of male staff	% of total staff
2017/18	27	19	46	51%	36%	43%
2018/19	28	20	48	60%	44%	52%
2019/20	30	21	51	60%	44%	52%
2020/21	19	16	35	35%	33%	34%
2021/22	29	20	49	59%	48%	54%

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

Table 14. Abbreviations used throughout this document

Abbreviation	Meaning
AC	Academic Citizenship
AER	Annual Enhancement Reviews
AHoS	Associate Heads of School
AP	Associate Professor
AS	Athena Swan
ASPO	AS Project Officer
DMU	De Montfort University
EDI	Equality, Diversity and Inclusion
EDIC	Equality, Diversity and Inclusion Committee
FLB	Faculty Leadership Board
HLS	Health and Life Sciences
HoS	Head of School
LIPI	Leicester Institute of Pharmaceutical, Health and Social Care Innovations
LIPHSCI	Leicester School of Pharmacy
PGR	Post-Graduate Research
PGT	Post-Graduate Taught
PS	Professional Services
RI	Research Institute
SAT	Self-assessment team
SCS	Student culture survey
SFHEA	Senior Fellowship of the Higher Education Academy
SL	Senior Lecturer
SLB	School Leadership Board
SSCS	School staff culture survey
VC	Vice Chancellor