

# Athena Swan Bronze application form for departments

## Applicant information

|                             |  |
|-----------------------------|--|
| Name of institution         | De Montfort University   |
| Name of department          | Leicester School of Allied Health Sciences                           |
| Date of current application | -  |
| Level of previous award     | -  |
| Date of previous award      | -  |
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| Section   | Words used |
|---|------------|
| An overview of the department and its approach to gender equality | 2009       |
| An assessment of the department's gender equality context         | 3264       |
| Future action plan*   |            |
| Appendix 1: Culture survey data*                                  |            |
| Appendix 2: Data tables*  |            |
| Appendix 3: Glossary*   |            |
| <b>Overall word count</b>   | 5958       |

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

**Overall word limit: 6000 words**

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## 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.

I am enormously proud to recommend the Leicester School of Allied Health Sciences (LSAHS) Athena Swan (AS) application. Since becoming Head of School (HoS) in 2015 I have prioritised building an inclusive culture where all can realise their potential. This is exemplified by the development and progression of women in the School that this submission documents.

In 2019 we introduced a new structure comprising HoS, Associate Head of School (AHoS), Professors, Associate Professors (AP) and Programme Leads to the School Leadership Board (SLB), with the School Professoriate electing a female Professor onto SLB. 7/11 successful AP applicants and 2/2 successful professor applicants since 2018 have been women. All staff promoted to AP in 2021 (3 female, 1 male) are from a Black, Asian and ethnically minoritised (BAEM) background, as is our AS lead who recently completed the Aurora leadership programme. I am proud that women are well represented in key leadership roles; 9/11 Programme Leads with significant management and strategic responsibilities are women, and a female School staff member leads one of the Faculty Research Institutes. Furthermore, our Programme Management Boards (PMBs) are chaired by women, our Learning and Teaching Group (LTG) is co-chaired by women, and three School Academic Practice Officers are women.

However, I am not complacent and recognise existing barriers for women. Whilst women occupy a number of senior School roles they do so disproportionately compared to men. Indeed, analysis conducted for this submission clarified that more must be done to support women aspiring to become Professors.

The Self-Assessment Team (SAT), of which I am an active member, have worked hard to engage the whole School with the AS principles, and obtain input from all staff with developing the action plan. For example, the SAT hosted a School-wide webinar to present survey data and facilitate discussion on operationalising AS principles throughout the School.

I believe that implementing the action plan will support us in achieving key strategic School aims. For example, by improving communication across the School, monitoring how staff engage in key activities, and by furthering a culture in which all staff are provided with equitable access to opportunities, and a collegial and stimulating work environment. We have annual School away day, and individual programmes are encouraged to have regular team meetings and their own planned away day days. These, together with the School Learning and Teaching Group (SLTG), creates opportunities to bring the whole School together and share activity. Additionally, I hold monthly informal drop-in sessions where staff can discuss any issues with me.

I hope this application conveys that this School values diversity and how it enriches all our lives. Indeed, these values are at the heart of DMU: each University Leadership Board (ULB) member holds an Equality, Diversity and Inclusion (EDI) Network Champion role (including gender equality), and in 2019 DMU received the Sunday Times University of the Year award for Social Inclusion.

I confirm the information and data (both qualitative and quantitative) presented in our application is a truthful and accurate representation of the School.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'P. Illingworth', with a stylized flourish at the end.

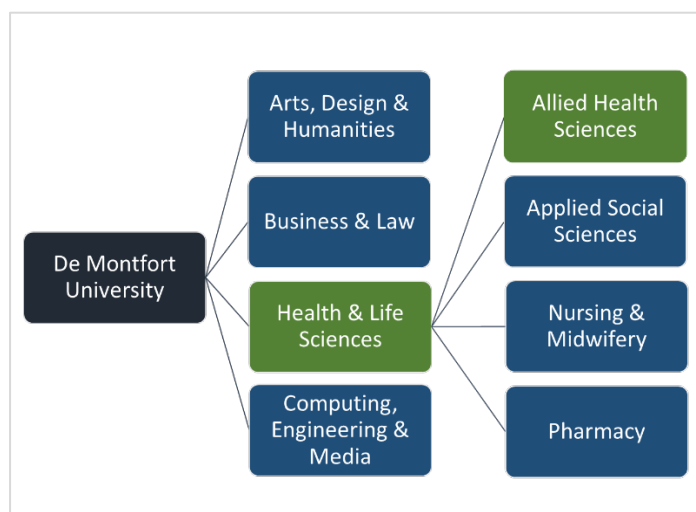
Paul Illingworth  
*Head of School*  
*Leicester School of Allied Health Sciences*

**Word count:** 503

## 2. Description of the department

Please provide an introduction to the department.

The LSAHS is one of four schools in the Faculty of Health & Life Sciences (HLS) (Figure 1) with 95 staff and close to 1500 students (2020/21). Women comprise 66% (2020/21) of the School's staff population, a proportion that has gradually increased from 61% since 2018/19, and 71% (2020/21) of the student population, a slight decrease from 74% in 2018/19.



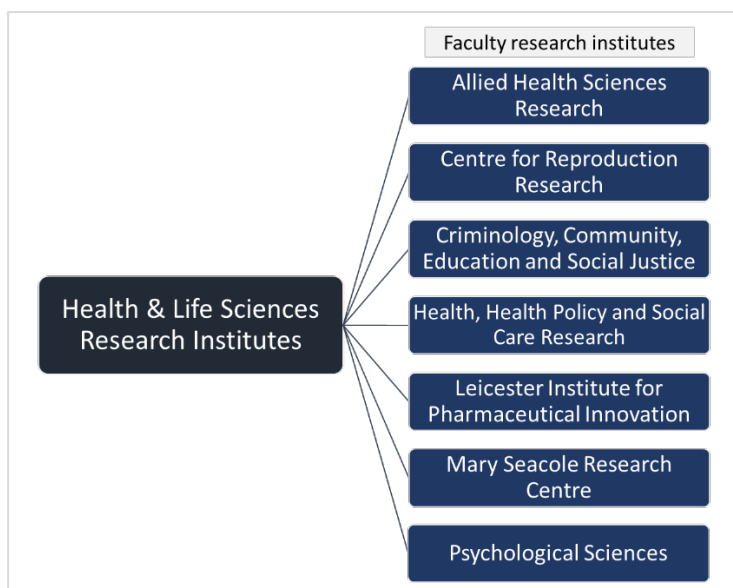
**Figure 1: University Faculty structure**

The LSAHS combines teaching, professional development, enterprise and research in a broad range of subjects. Whilst our disciplines are diverse, we share a drive to improve the lives of individuals, groups, and communities through the application of social science knowledge.

The School's links with practice and commercial partners enriches the diversity of the student experience. For example, all practice-based programmes work with NHS Trusts and GP practices. Our Speech and Language Therapy (SALT) programme works with a range of schools and independent practitioners. As well as the NHS, our Audiology programme have several commercial partners including Specsavers and independent audiologists. We also partner local charities and other organisations such as the Sharma Women's Centre. We have made several DMUGlobal trips with students overseas, including to Spain, Hong Kong, India, Zimbabwe and Bermuda and further international experiences include attendance at EXPO 2020 in Dubai, Sierra Leone (Ebola crisis and also Sickle Cell/Thalassaemia work), and partnership in validating our programmes in China, and Dubai. We also utilise international honorary posts who deliver sessions giving their diverse perspective on health. Our staff undertake collaborative research internationally.

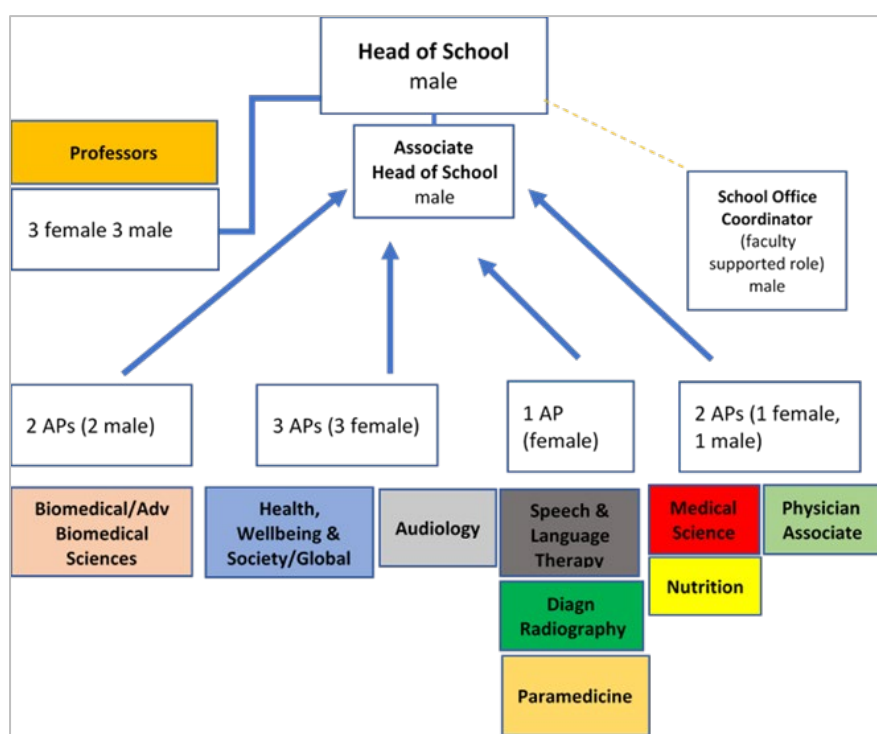
School research spans several cross-Faculty Institutes/Centres (Figure 2) due to the varied subjects in the school, including:

- Mary Seacole Research Centre,
- Centre for Reproductive Research,
- Allied Health Sciences,
- Health, Health Policy and Social Care Research,
- Psychological Sciences,
- Leicester Institute for Pharmacological Innovation.



**Figure 2: University Faculty structure**

Led by the HoS and SLB, our management structure is currently being reviewed, in part due the School's growth and feedback from the AS staff culture survey. The School is organised by subject (with cross subject teaching), with staff given a primary location in one of these (Figure 3). APs, Professors, AHoS and HoS line manage staff, sometimes across subjects. Support is provided by Faculty-based Professional Services (PS) staff, including a designated School Coordinator (male), Programme Administrators and Technicians.



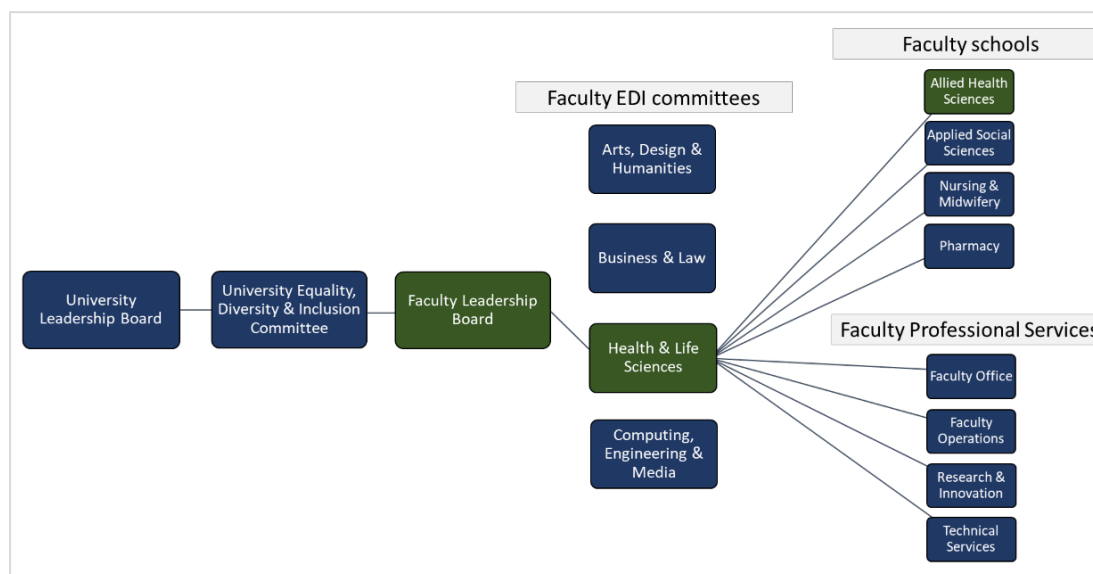
**Figure 3: School management structure**

Word count: 364

### 3. Governance and recognition of equality, diversity and inclusion work

Please provide a description of your equality, diversity and inclusion (EDI) structures, staff and department-level resources.

The School is represented on the Faculty Equality, Diversity and Inclusion Committee (EDIC) (Figure 4) by a staff rep and the HoS. This facilitates a clear reporting mechanism between the School, Faculty and University, enabling escalation of issues and areas for action from the School to the Faculty/University, and the effective integration and implementation of Faculty/University EDI strategy, and support for the School.



**Figure 4: University equality, diversity and inclusion committee structure**

SLB membership encompasses the role of SAT lead. School structures, including SPMBs, all staff meetings and SLB discuss other EDI matters on an ongoing ad hoc basis, however this is not routine. To address this, a more structured approach to EDI will be introduced within the School including the formation of an EDIC and an EDI standing agenda item at SLB and School all staff meetings (Action 1).

#### **Action 1:**

a) Establish a School Equality, Diversity and Inclusion Lead advertising expression of interest to all School staff, with membership recognised by staff workload planning.

b) Introduce a standing agenda item for EDI at School Leadership Board meetings and School all staff meetings focussing on both staff and student matters.

Each programme in the School is required to produce a Programme Self-Assessment Report (PSAR) and Programme Quality Improvement Plan (PQIP). A number of programme-level EDI approaches are included, outlining areas of good practice, actions for development and plans to achieve this. Opportunities to report on and discuss EDI at PMBs are part of PSAR reviews. Each PMB agenda includes a student voice item, with EDI feedback from students is collected and discussed. However, there is not a mechanism to collate and share EDI good practice or areas for development PSARs/PQIPs across the School and Faculty. Action 2 will introduce the formal gathering and sharing of EDI good practice and areas of development from programme level up to and across all PMBs, and the Faculty EDIC, feeding into the Faculty EDIC's objective to "advance EDI, and sharing and promoting good

practice within Schools”. EDI practice is shared at the SLTG on an ad hoc basis and so an annual focus on EDI for the group will be introduced (Action 3).

**Action 2:** Identify/capture examples of good practice and areas of development focusing on EDI across all AHS programmes and students by introducing an audit and report of recent and current PSARs, students voice logs and the relevant PMBs. 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”.

**Action 3:** Introduce an annual session reviewing EDI by the School Learning and Teaching Group.

**Word count:** 300

#### **4. Development, evaluation and effectiveness of policies**

Please provide the processes in place for developing, evaluating and revising departmental policies (where relevant), and for evaluating the implementation of institutional policies in the department.

School policy principally originates and evolves from the Faculty and/or wider University, including from committees, directors or senior leaders, following programmes of open consultation and trade union engagement. Policies formulated at this level are disseminated through Faculty Committee structures. The HoS and AHoS are informed about new policies and procedures. New or amended policy can be directly communicated to staff through all staff email, School meetings or Team meetings. University policies are accessible to all staff via the University intranet site.

As members, the HoS and AHoS feedback on policy to the Faculty Leadership Board (FLB). School policy can develop from individual staff, committees/groups, SLB or HoS, where policy gaps are identified. When gaps are identified, a School lead develops a proposal and undertakes consultation with stakeholders. Other means for feedback are via standing or ad-hoc University committees where staff can raise concerns and offer feedback. Occasionally, feedback is provided via direct contact between School and University staff, for example, the HoS meets the Vice Chancellor (VC) at least twice a year and has monthly one-to-ones with the Dean. The School EDI lead is also central to assessing all policy from an EDI perspective, and as a member of the SLB they can raise concerns for action, and feedback to the Faculty EDIC. Whilst the Faculty EDIC provide direction and guidance regarding setting EDI priorities, there is a shared responsibility between the School and Faculty for raising and addressing concerns regarding policy. The School EDI lead and/or HoS cascades information and raises awareness with staff, who have opportunity to feedback and make suggestions to amend policy. Feedback is through the Faculty EDIC, which feeds into wider University committees.

Key policies in areas such as staff workload allocation, study leave and health and safety are reviewed annually ensuring procedures and practices are up to date and in line with University guidance. Key consultations, such as the staff survey, are utilised to identify areas of concern which can instigate policy review. Additionally, committees help identify concerns with existing policies and can trigger review, and all Committees Terms of Reference are reviewed annually.

**Word count:** 350

## 5. 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

The SAT membership (10F:4M) represents the School well in terms of staff roles/grades (Table 1). SAT male representation (29%) is close to that of School staff male representation (34%). 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 an open call or were directly approached to ensure broad representation. The Chair and SAT members receive 150 and 30 workload hours respectively.

The Faculty AS Project Officer (ASPO) project planned the application and self-assessment process, whilst also conducting the requisite consultation and data analysis. SAT members formed sub-groups based on the application themes. The SAT Chair, sub-groups, and ASPO met regularly to discuss drafting progress, analyse data, and identify data gaps.

*Table 1: SAT membership profiles*

| Name                   | Role   | Gender | SAT Role  |
|------------------------|--|--------|---|
| Bethan Rogoyski        | Deputy Programme Leader for the BSc Biomedical Sciences programme            | Female | Culture, inclusion and belonging  |
| Daniel Carter          | Faculty Athena SWAN Project Officer, Faculty of Health and Life Sciences     | Male   | Project planning; data collection & analysis; submission editor; Athena Swan self-assessment process; Culture, inclusion and belonging; Key priorities for future action. |
| Harprit Singh          | Faculty Head of Research Students, Associate Professor/Reader                | Male   | Culture, inclusion and belonging  |
| Jane Rutty             | Associate Professor in Research and Innovation; Faculty Athena Swan Champion | Female | Qualitative data analysis, submission reviewer  |
| Joanna Lemanska        | Senior Lecturer in Audiology   | Female | Culture, inclusion and belonging  |
| Lisa Morgan            | Senior Lecturer in Speech and Language Therapy                               | Female | Governance and recognition of equality, diversity and inclusion work  |
| Mariasole Da Boit      | Lecturer in Biomedical Sciences  | Female | Governance and recognition of equality, diversity and inclusion work  |
| Neenu Singh            | Lecturer in Biomedical and Medical Science                                   | Female | Governance and recognition of equality, diversity and inclusion work  |
| Paul Illingworth       | Head of School   | Male   | Description of the department; Key priorities for future action   |
| Rajiv Vaitha           | School Coordinator   | Male   | Description of the department   |
| Shivanthi Samarasinghe | Associate Professor/Reader - Microbial Molecular Genetics and Genomics       | Female | SAT Lead; project planning; submission editor; Key priorities for future action   |
| Tine Van Bortel        | Professor of Global Health   | Female | Development, evaluation and effectiveness of policies   |
| Tiziana Sgamma         | Associate Professor/Reader in Molecular Biology                              | Female | Governance and recognition of equality, diversity and inclusion work  |
| Zaqia Rehman           | Senior Lecturer in Health Studies and PhD Candidate                          | Female | Culture, inclusion and belonging  |

## **An account of the self-assessment process**

### **Meetings**

Formed in July 2021, the SAT meets monthly, with agenda topics including:

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

### **Staff consultation**

An AS themed School staff culture survey (SSCS) was conducted over December 2021-January 2022 with 69% of staff responding (Appendix 1, Table 46). Proportionally men and women responded at similar rates (female=56%, male=57%). The HoS and SAT members all encouraged participation via email and announcements at all staff meetings.

Following analysis of the SSCS results, in September 2022 the SAT hosted an AS themed action planning webinar. All School staff were invited and 21n attended (female=14n/63n, male=7n/32n). During the webinar SAT members presented on the AS aims and principles and facilitated open discussion and action planning based on themes emerging from the SSCS. These themes included:

- 1. Career progression**
  - Part-time staff career progression
  - Progression criteria
- 2. Caring responsibilities and flexible working**
  - Male access and support
  - Supporting the research careers of women returning from leave
- 3. School culture**
  - Bullying and harassment
- 4. Workload**
  - Impact on women
  - Transparency
  - Staff wellbeing

### **Student consultation**

A School based culture survey exploring student experiences of gender equality was conducted in October 2022. Programme leaders promoted the survey to all students via email and virtual learning programme shells. 84n students responded to the survey, the majority of whom were women (81%, Appendix 1, Table 47) a rate that is not too dissimilar to the wider School student population (female=71%).

### **Critical Reviews**

The ASPO has been an AS panellist, a member of the University's AS SAT, and represented DMU at regional AS meetings. An internal review was conducted by key University EDI Leads, and the Faculty Dean.

## SAT Communication Flow

Figure 1 illustrates a clear information flow between the SAT, SLB, FLB, and the Faculty and University EDICs. The SLB have actively participated in shaping the action plan and reviewing the submission. The SAT lead is an SLB member, AS is a standing SLB agenda item, and the ASPO attends SLB to deliver further briefings when necessary.

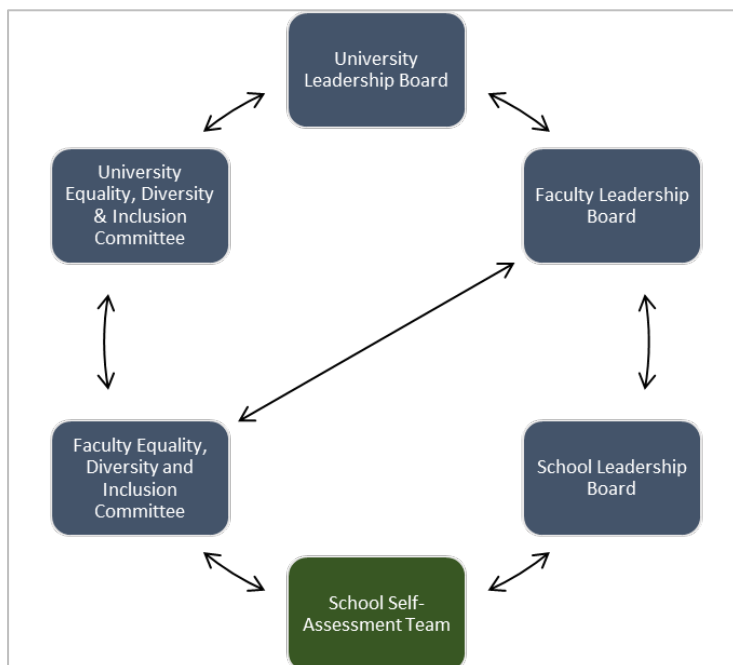


Figure 5: SAT information flow

## Supporting future gender equality work

The EDIC being established in the School will monitor the action-plan implementation (Action 5), sharing good practice with, reporting progress to, and requesting resources from the SLB and Faculty EDIC. Email circulations, staff meetings, and webinars will be utilised to disseminate activity and progress to the School.

**Action 5:** Review and manage the implementation of the post submission action plan, allowing for continued development and growth to encompass new areas of gender equality.

**WORD COUNT: 510**

## Section 2: An assessment of the department's gender equality context

In Section 2, applicants should evidence how they meet Criterion B:

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

Recommended word count: 3500 words

### 1. Culture, inclusion and belonging

Please describe how the department ensures their culture and practices support inclusion and belonging.

#### Staff profile

School staff are majority female (Appendix 2, Figure 10) compared with a balanced benchmark. In the School male representation steadily increases the more senior the post; in 2020/21, women comprised 75% of lecturers but only 29% of professorial/senior staff (Appendix 2, Figure 11). Despite this disparity, a positive picture of equality, and progression of women to senior roles emerges: as AP numbers increased (4n to 10n between 2018/19-2020/21), the gender profile of APs has remained balanced; in 2018/19 all professors were men but by 2020/21 2n women have been promoted to professor. Male underrepresentation at L/SL is likely a supply issue; many taught programmes are historically female-dominated e.g. SALT and audiology (see student profile section below).

The vast majority of School staff (89%, 2020/21) are employed on a Teaching and Research (TR) contract, considerably higher than the sector (39%, 2020/21) (Appendix 2, Figure 12), due to a high level of School programmes leading to professional accreditation. The proportion and number of female staff on a TR contract grew by 9% (8n) between 2018/19-2020/21, alongside a 9% (5n) reduction in female staff employed on a temporary teaching-only contract (Appendix 2; Figure 13). Whilst the proportion of men on a TR contract grew by 15%, the actual number remained static at 31n due to a reduction of men employed on a teaching-only contract. TR contract growth is partly due to the addition of new School programmes requiring the recruitment of additional staff, and partly due to a concerted effort to improve quality for students and standards for staff by not relying on temporary contracts for teaching staff. Being on a TR contract also enables staff to expand their research capacity and career opportunities. No staff were employed on a research-only contract during the period analysed, which tend to be temporary and tied to specific research grants.

Research strategies currently being implemented in the Faculty and School aim to better support research active staff (including ECR's) to develop fellowship grant applications. A recently launched Faculty fellowship mentoring scheme supports researchers with fellowship award applications and provides opportunities for staff to establish a strong research focus aligned to the strategic priorities of the Faculty's research institutes/centres. School staff will be identified and encouraged to apply for this scheme (Action 6).

**Action 6:** Support colleagues within the school to apply for the faculty fellowship mentoring scheme on an annual basis with a proportional gender balance of eligible staff strictly monitored.

## Staff Recruitment

The HoS and line managers identify recruitment needs. Person specifications and advertisements are constructed, avoiding gendered language, and placed on sites such as Jobs.ac.uk. Recruitment processes are managed centrally by the University. Applicants meeting the person specification criteria are shortlisted with essential criteria initially used and desirable criteria then only used to achieve manageable shortlists. Whilst vacancies are normally advertised externally to reach a diverse field, in some cases recruitment is restricted to internal applicants e.g. for acting up, job share or redeployment. Staff recruiting and selecting undertake mandatory recruitment and selection training, which covers EDI and unconscious bias. Shortlisting is conducted by a selection panel comprising 2-4 University-trained recruiters. The School aims for gender-balanced panels and BAEM representation. Panel composition is managed locally with compliance reported by recruiting managers. All unsuccessful candidates are offered feedback.

Proportionally, more men than women applied to advertised School posts (male=48%, female=41%, ND=11%). Whilst a gender disparity amongst grade F post applicants is almost non-existent (female=44%, male=45%, ND=1%), male applicants form the majority for Grade G (female=39%, male=51%, ND=10%) and Prof/Senior posts (female=29%, male=67%, ND=5%) (Appendix 2, Tables 9-12). This highlights an underrepresentation of women applicants, particularly at higher grades, when the School's staff (female=66%) and student (female=71%) population gender profiles are considered. Application to interview success rates by gender are comparable over the three years (female=19%, male=16%). Whilst female applicants are most likely to receive a job offer (female=13%, male=6%) (Appendix 2, Figure 19), this variance size reduces the more senior the post, with men receiving more offers to Prof/senior posts: grade F, female=81%, male=19%; grade G, female=43%, male=36%, ND=21%; Prof/senior, female=33%, male=67%. It is recognised that absolute numbers are small at these most senior posts, however a decline of female representation is observed at each seniority step for applications, interviews and offers. Drawing conclusions regarding gender bias is not straight forward due to a small data set covering a short timescale, however data will be closely monitored for gender bias moving forward (Action 7).

**Action 7:** Monitor gender profile for recruitment data to identify any trends of gender disparities over an extended period of time. Collect data for 2021/22 and 2022/23 and analyse for trend.

## Staff promotions

Lecturers automatically progress to SL after five years. DMU introduced AP's in 2017, replacing Principal Lecturer and Reader roles. AP roles establish a clearer promotion pathway, and importantly staff at any level can apply via the annual promotions process. AP promotion routes are research and innovation, TL, and commercial and enterprise. The gender profile of School AP applicants (female=58%) and successful applicants (female=64%) (success rate: female=39%, male=31%) closely reflects that of the wider School staff population (Appendix 2; Table 13). Since 2019, both successful Professorial applicants have been women (Appendix 2; Table 14). With men and women progressing to AP roles proportionally without variance, and with female professors increasing in the School in recent years there is a clear indication of a School culture where women are supported to progress their career to senior positions.

**Dr Esmee Hannah** (female researcher) was the first women from the School promoted to AP in RI and has since become the director of the Applied Health Research institute.

**Dr Shivanthi Samarasinghe** (female BAEM researcher) was promoted to AP (RI), gained the Aurora Leadership award in 2020 and has since become the AS School Lead.

Whilst a more balanced gender profile for professorial and senior School staff is emerging, it is acknowledged that action must be taken to ensure gender equality for progression is systematically and culturally embedded in the School.

#### **Promotion criteria transparency**

SSCS data reveals a sizable number of participants (28%) do not feel actively encouraged to participate in career progression opportunities (Appendix 1, Table 15), and that the promotion process lacks transparency (52% of participants, Appendix 1, Table 17). SSCS open text comments stated that when staff do feel encouraged by their line manager to apply for promotion, it is not always understood that high workloads hamper engagement with opportunities. Comments also suggest that the promotion criteria need promoting more consistently across the School by line managers in order to advance a greater culture of inclusivity and transparency. At the School AS webinar, staff commented that key promotion dates are often advertised at short notice by the University leaving little time to prepare, and that promotion criteria and processes set by the University change from year to year leading to uncertainty amongst staff; Action 8 will aim to increase transparency and encouragement in a manner that is inclusive for all staff.

#### **Action 8:**

- a) Line managers to discuss promotions with staff during yearly appraisals, setting specific objectives to aid future staff promotion applications for all eligible staff seeking promotion, taking into account and managing staff workloads so that they are manageable for all staff.
- b) Line managers to signpost staff to attend Faculty and DMU academic promotional workshops on the process and selection criteria for staff.
- c) Run School sessions where staff who have previously been successful regarding promotion offer advice and guidance.

#### **Part-time staff progression challenges**

Data from the SSCS indicates that part-time staff may face additional challenges regarding career progression compared to their full-time colleagues, an issue that is more likely to affect women; 33% of all female School staff work part-time compared to 3% of the male school staff (Appendix 2, Figure 16-17). 36% of female respondents, compared to 17% of male, disagreed that progression opportunities for part-time staff are equal to those of full-time staff (Appendix 1, Table 18). Open text comments referred to barriers faced by part-time staff, including high teaching workloads, and little encouragement or planning for part-time staff to engage with career progression opportunities, such as research and postgraduate study. Actions 9-10 will be implemented to better extend leadership and career progression opportunities to this staff group and create a forum where part-time staff can meet, share experiences and support each other.

**Action 9:** 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.

**Action 10:** Implement an informal peer support group for part-time staff members to discuss their shared challenges and seek support from each other. The space will enable PT staff members to steer the agenda and invite professionals across DMU (e.g. HR, Research leaders, academic development) to focus on career development and other matters arising.

### **Staff support and workload**

A University wide induction for all new staff covers:

- EDI initiatives
- Networks (Race Equality, Disability, Faith based, LGBTQ+, Women's).
- Staff development, policies, procedures/guidelines.
- Introduction to the VC and/or ULB members.

All new staff members are offered a mentor from the local academic staff team and are introduced colleagues during their first School all staff meeting. Whilst 77% (40n/52n) of the SSCS participants report going through an induction process (Appendix 1, Table 39), 100% (3n) of participants starting within the previous year have completed induction; the COVID pandemic may have impacted on induction engagement for staff joining the School between 1 – 3 years ago. The majority (60%) of SSCS participants report the induction process met their needs and expectations (Appendix 1, Table 40). One new staff member commented that the process was “the most beneficial and valuable part of settling as a new member”. A quarter of participants did however disagree the process met their needs and expectations. The pandemic lockdown strongly hindered new staff from feeling integrated and staff have commented that their induction was negative and limited, describing communication from other staff as sometimes lacking. Newly appointed staff commented that the induction process would benefit from being longer and more structured (Action 11).

**Action 11:** 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.

A higher proportion of male (31%) than female (3%) SSCS respondents report delivering inductions on a formal basis, however the reverse is observed for participants delivering inductions informally; 45% of women report inducting colleagues informally compared to 19% of men (Appendix 1, Table 41). This may be due to more men occupying senior roles where inducting colleagues is part of the role. However, with proportionally more women conducting staff informally, this may evidence that women participate in more informal citizenship work not captured by the School workload model. This is consistent with SSCS data showing women less likely to agree that workload allocation in the School is transparent (women agree=21%, men agree=38%), fair (women agree=7%, men agree=31%), or that their current workload is manageable (women agree=31%, men agree=44%) (Appendix 1, Table 2-4). Overall, 65% and 58% of respondents disagree that workload allocation is transparent and fair respectively, and 52% indicate that their workload is not manageable. SSCS open text comments refer to heavy workloads as hampering staff's ability to build the portfolio required for progression. Staff also report that excessive workloads impact on their work-life balance with the majority of participants report regularly working beyond expected hours during evenings (74%), weekends (57%),

annual leave (60%), and periods of study leave (70 %) (Appendix 1, Tables 5-8). Additionally, SSCS comments indicate that high workloads have hindered access for staff to academic mentoring due to both mentee and mentor being unable to designate time, despite reports that mentoring is very useful when accessed. Actions 12-13 will aim to increase transparency and awareness regarding the workload allowance and allocation given for different School roles, eliminate any gender bias in allocation, and ensure mentoring receives workload recognition.

**Action 12:**

- a) Introduce and promote to all staff the workload allowance given for different School roles and activities.
- b) Monitor allocation of School roles and activity for any proportional gender disparities.

**Action 13:** Introduce academic mentoring to the staff workload plan and access to mentoring as an item of discussion at all annual appraisals.

DMU's development team offer a range of training to all staff. A formal appraisal process takes place over an annual cycle, where all staff discuss staff development and objectives with their line manager. The appraisal completion rate for School staff dropped from 91% in 2018/19 (female= 8%, male=95%) to 33% in 2020/21 (female=33%, male=31%) (Appendix 2, Table 15). Action 14 will be implemented to ensure all eligible staff receive a yearly appraisal.

**Action 14:** Work with line managers to ensure all staff receive an annual appraisal.

Staff wellbeing resources include a University Employee Assistance Programme, offering professional support including counselling. The School has a staff representative on the Staff Faculty Work and Wellbeing Group (WWG) (the group is co-chaired by the ASPO). The WWG recently launched a cross Faculty project aimed at increasing support for staff experiencing the menopause, including developing guidance for managers.

Just 40% of SSCS participants agree that their mental health and/or wellbeing is supported in the School, and whilst 68% of participants indicate that they know where to seek support regarding mental health and/or wellbeing at work, only 40% feel confident asking for support (Appendix 1, Tables 9-11); little gender disparity is observed across these variables. Increasing wellbeing and mental health support for staff is a School priority and Actions 15 will be implemented to achieve this aim.

**Action 15:**

- a) Ensure all Line Managers are aware of support available and signpost staff accordingly, fostering trust with staff to be able to discuss issues.
- b) Organise optional drop-in sessions with line managers and HoS for staff where the theme is mental health and wellbeing. This introduces a not so formal way of opening discussion with line managers that will help to create more open culture regarding mental health and wellbeing in the workplace.
- c) School Wellbeing Lead to promote School social activities separate work responsibilities to improve staff wellbeing and create informal settings where staff can meet in an open environment.
- d) Wellbeing Lead/Line managers to signpost new staff during induction to wellbeing activities and support highlighting the wellbeing of staff as important and encouraging new staff to seek help if needed.

### **School inclusion culture**

Various University networking forums, such as 'DMU Women Coffee and Chat' and 'Online Menopause Café (inclusive of men wanting to learn about menopause), regularly feature in the Faculty weekly newsletter. All DMU staff receive the weekly "DMU digest" email where news and events are shared, including those concerning gender inclusion. The School leadership is proactive in disseminating and encouraging staff to participate in DMU wide activities, for example Dr Bethan Rogoyski (School SAT member) chaired the DMU LGBTQ+ and Allies Network.

At School level, a weekly digest, open forums, away-days and coffee meets bring staff together and foster inclusivity. The sharing and celebrating of key milestones for staff and students occur regularly in School meetings, weekly cascades and at a programme level. An anonymous suggestion box to the HoS also facilitates an opportunity for staff to raise issues. Each programme/team conduct an away day to explore challenges and inform School decision-making processes.

The SSCS does however present "belonging" and "feeling heard" as areas requiring attention: more women respondents agree to feeling part of a supportive School community (female=62%, male=44%); only half of respondents (female=53%, male=50%) agree that their contributions to the School are valued; just 42% (female=50%, male=43%) of participants agree that their voice is heard within the school (Appendix 1, tables 30-36). Action 16 will introduce a mechanism for staff to raise issues directly with SLB and ensure all staff have a voice within the School, whilst Action 17 aims to bring staff together and promote community and mutual support.

**Action 16:** EDI lead to introduce 'staff voice' forum to open communication pathways and acknowledge staff ideas and feedback. Collate concerns and issues from forum meetings and present to SLB. SLB to report back to forum with action log.

**Action 17:** Managers to encourage teams/departments to implement informal meeting opportunities (e.g. coffee mornings) to build relationships.

### **Caring responsibilities: support for men; events inclusivity; supporting women on leave**

Concerns regarding men and caring responsibilities have arisen from the SSCS data: men perceive the School to be less supportive of their caring responsibilities than women do, and proportionally fewer men than women report being able to access flexible working (Appendix 1, Table 12-13). It is also concerning to find just 24% (female=20%, male=31%) of participants agreeing that School events are inclusive for staff with caring responsibilities. A change of culture is required here and a School will be created that brings staff together (regardless of gender) to support each other and share experiences (Action 18).

**Action 18:** 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.

Open text comments revealed inconsistent experiences for women taking extended leave e.g. maternity; whilst some staff report feeling well supported by their line manager, others felt "forgotten" about whilst on leave. Women who have returned from leave also reported that more support is needed for them to prioritise research, for example by avoiding teaching/marking on unfamiliar subjects. Action 19 will ensure more support for staff taking and returning from care-related leave, and guidance for managers is put in place.

**Action 19:** Develop and roll out a structured programme for staff going on and returning from extended period of leave e.g. maternity/shared parental, similar to induction plan in terms of format (Action 11). 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.

### **Bullying & harassment: impact on women**

Bullying and harassment are highlighted in the SSCS as issues where action is required to improve the experience and culture for staff, particularly women based on the following data:

- Whilst the majority of male participants (64%) are satisfied with how bullying and harassment are addressed within the School, the majority of female participants (53%) are dissatisfied (Appendix 1, Table 42).
- Proportionally more women than men report experiencing (female=24%, male=19%) or witnessing (female=24%, male=13%) harassment within the School in the past five years (Appendix 1, Table 43).
- 31% of women experiencing bullying and/or harassment report being unable to access support in the School compared with 13% of men (Appendix 1, Table 44).
- 55% of women do not know what procedures to follow compared with 31% of men (Appendix 1, Table 45).

Actions 20-21 will be implemented to promote a zero-tolerance School culture towards harassment and bullying.

**Action 20:** Hold an annual discussion regarding harassment and bullying held at a School all staff meeting, with HoS presenting what procedures to follow should staff experience or witness any forms of harassment and bullying.

**Action 21:** Add point to new starter induction checklist (Action 10) covering the correct procedures for staff to follow should they experience or witness any forms of harassment and bullying.

### **Student profile**

Women form the majority of the School student population (female=71%). Study levels up to and including PGT are female majority, then at PGR level the gender profile is 50/50. Compared with the sector benchmark across all student levels the School is closer to gender balance (Appendix 2, Figure 3-8). Over the three years analyzed, male student representation has increased by 3%, compared with a 1% decrease observed in the sector, with FD/Apprenticeship, UG and PGT male cohorts all growing proportionally. The PGR profile has remained close to balance throughout. Professional practice programmes (e.g. SALT and audiology) have historically attracted female majority cohorts. An exploration of professional practice and academic student programmes will be undertaken to better understand how best to promote gender equality within these differing student routes (Action 22).

**Action 22:** Further explore data regarding gender imbalances at programme level to enable a comparison of professional practice and academic student routes and better understand how best to promote gender equality within these differing student routes.

### **Student inclusion**

The School's Student Voice group provides a forum for students to feedback issues and concerns. Across all School programmes, social gatherings, workshops and group work have been introduced to promote student community and belonging. The timetable has been adjusted for some programmes

to promote inclusivity regarding religious beliefs, for example teaching is not timetabled on Friday afternoons allowing students to attend prayers, and practical classes where female students are required to remove scarfs have been redesigned to enable female students to practice behind a screen.

During induction, all new students are informed about available support such as disability advice. All students with a disability are signposted to their personal tutors and the DMU Disability Team to discuss potential reasonable adjustments that may help with learning and assessment. All teaching staff are required to attend the mandatory training on Universal Design for Learning that aims to provide equitable learning.

Students are positive about the School's equality culture with respondents to the School student culture survey (SCS) reporting a sense of belonging and that personal characteristics have no bearing on opportunities to succeed. Just 9% of survey respondents disagree that they feel like they belong, and only 7% disagree that students have an equal opportunity to succeed regardless of their gender. No respondents who identify as gay, lesbian, bisexual or another sexual orientation (14% of respondents) disagreed that students have an equal opportunity to succeed, regardless of their sexual orientation.

SCS open text comments refer to a very positive School culture of equality and inclusion; staff and students are described as welcoming, friendly, approachable and supportive. Characteristics such as age, ability, ethnicity, gender, sexuality and religion are described as actively considered, with students feeling "ready to succeed".

**"...I feel at home here...I can be myself freely"** - female 1<sup>st</sup> year student.

**"my degree programme is very inclusive and accepting of students with different needs and backgrounds"** - female 3<sup>rd</sup> year student.

SCS comments call for more to be done to address male underrepresentation on the SALT programme, and to foster more inclusivity for current male students particularly when programmes begin. Comments also express concern that mature students can feel isolated and increasing efforts to intermingle student groups based on age may help "younger and older students feel comfortable with each other". An observed lack of understanding of hearing loss by lecturers/tutors is raised and more must be done to promote inclusivity and ensure a deaf person's learning is not negatively impacted. Interventions will be put in place (Actions 23-26) to better foster inclusivity for students impacted by these issues raised by students via the SCS.

**Action 23:** Introduce regular group sessions for male students on professional practice programmes to share experiences and support each other.

**Action 24:** Explore data regarding student retention by gender for professional practice programmes.

**Action 25:** Introduce discussion groups on programmes that includes young and mature students in order to address a sense of isolation by matured students.

**Action 26:** Create and promote material on delivering inclusive teaching for hearing impaired students, utilising the expertise of School colleagues from the Audiology programme.

### **Student placement**

Placements are integral to many School programmes. Placement panel sessions deliver important support for student placement transition. These sessions bring together University support services, faith leaders, employers, placement experts, and alumni, to share experiences with current students prior to placement commencement. Sessions facilitate open dialogue between students and panellists/experts, with a particular focus on minimising barriers and cultural differences. For example, sessions have aired difficult conversations about race and racism, have been shown to reduce student's anxiety and have promoted networking opportunities.

### **Student awarding gap**

Small FD/Apprenticeship cohorts result in attainment proportions fluctuating from year to year (Appendix 2, Table 2). Whilst female UG students consistently outperform their male counterparts, a gender attainment gap for good honours achievement has decreased from 19% to 5% between 2019/20-2020/21, a figure that now exceeds the sector benchmark, where a 10% gap is observed in 2020/21 (female=84%, male=74%) (Appendix 2: Table 3; Figure 9). At PGT small student cohorts make gender comparisons unreliable. Across the three years 53% of female and 47% of male PGR students obtained a research degree. Mean PhD completion times are similar for men and women (female=5.8m, male=5.7m), whilst male MRes students took just over a year longer to complete (female=3.2m, male=4.5m).

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## **2. Key priorities for future action**

Please describe the department's key priorities for future action.

### **School EDI structure**

Too often the School's approach to EDI has been "ad-hoc" and reactive; the AS self-assessment process has led to a recognition that operationalising EDI activity, actions and strategy must be formalised. Whilst the School operates on the principle that EDI is everyone's concern, it is necessary to develop a School structure where EDI leads, leadership and staff in key roles work towards shared goals and success measures. This will be achieved by launching a School EDI committee to improve accountability, create mechanisms for improved cross-group sharing (e.g. PMB's and SLTG) of EDI concerns and good practice, and by ensuring SLB oversee and drive the agenda forward (Actions 1-5).

### **Career progression: promoting criteria transparency and opportunities for part-time staff**

The self-assessment documented in this submission has enabled us to reflect on and celebrate some of the success stories of women who have progressed within the School in recent years. It has also enabled us to identify the staff progression mechanisms and criteria that need attention. The appraisal system will be utilised as a universal procedure for staff to set promotion objectives and importantly in conjunction with planning individual workloads (Action 8a). This approach must operate alongside access for all staff to consistent guidance on promotion processes and criteria (Action 8b). Creating a culture where opportunities for progression and leadership are more accessible for our part-time staff (Action 9) will be a School priority; peer support and expert guidance will be in place for this group who are so often overlooked and more likely to be women (Action 10) (Appendix 2, Figure 14).

**Caring responsibilities: support and access for men and supporting women on leave**

The SSCS revealed that our male staff need to be supported more with their personal caring responsibilities and accessing flexible working (Appendix 1, Table 12-13, and the experiences for women taking periods of leave, such as maternity, are too inconsistent, and prioritising research when they return to work has been challenging. It is a priority for the School to redress these concerns and implement support for staff (Action 18) and create structures (Action 19) that dispel stigma and empower staff to better balance their work-life commitments, and feel empowered to do so by the School.

**Staff support: bullying and harassment, workload, and wellbeing**

The School's leadership must be firmer in promoting a culture of zero-tolerance to bullying and harassment. SSCS data indicated that staff, particularly women, must be better supported when issues occur and guidance on the procedures staff should follow must be clearer and more accessible (Actions 20-21).

SCSS data and the School AS webinar has prompted actions to be developed the allow for workload allocation to be more manageable, transparent and fairer. Increased transparency and awareness regarding allowance and allocation will create a fairer system that is more manageable, whilst also enabling for any gender bias in the allocation of work and roles to be monitored for (Action 12). Crucially, actions that bring more transparency to workload allocation will be accompanied by increased support for staff wellbeing and mental health, with line managers playing an integral role in this approach (Action 15). A more structured and comprehensive induction will be introduced to enable a smoother transition for new staff, that promotes staff wellbeing and good mental health from commencement (Action 11).

**Student Inclusion: support inclusivity for male, mature, and hearing-impaired students**

Reviewing data from the SCS and student population data has led to actions being developed that aim to increase understanding of male representation and inclusion based on programme routes for School students e.g., professional practice vs academic; reducing bias and tackling stereotypes that impact recruitment and retention of male students is the long-term goal here. In order to support men to feel more included when they begin a professional practice programme, spaces will be created for male students to support each other (Actions 23). Student inclusion actions will also support mature students to integrate and feel more included; we will create more opportunities for younger and older students to work together (Action 25). Furthermore, we will ensure teaching and learning for our hearing-impaired students is fully accessible by utilising the expertise of our in-house Audiology academic staff to help develop inclusive learning material for roll out across the School (Action 26).

**Word count:** 667

## 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. | Application Section   | Person/Committee responsible and key contact | Objective  | Rationale   | Action  | Success Measure   | Timeframe  | Post Submission progress |
|-----|---|--|--|---|---|---|--|--------------------------|
| 1   | 1.3. Governance and recognition of equality, diversity and inclusion work | Head of School/School EDI lead               | Introduce a structured and accountable approach to EDI in the School.  | EDI structures are not currently established/functioned in the School or routinely discussed at SLB and all staff meetings.                       | <p><b>a) Establish a School Equality, Diversity and Inclusion Lead advertising expression of interest to all School staff, with membership recognised by staff workload planning.</b></p> <p><b>b) Introduce a standing agenda item for EDI at School Leadership Board meetings and School all staff meetings focussing on both staff and student matters.</b></p>  | Committee established and items added as standing to key School groups for discussion.  | Committee and standing items put in during 2023/24 session.                                  |                          |
| 2   | 1.3. Governance and recognition of equality, diversity and inclusion work | School Teaching and Learning Group           | Routinely collate and share good practice and areas of development related to EDI matters across all AHS student programmes.   | A mechanism collating EDI good practice and areas for development from Programme Self-Assessment Reports and Programme Quality Improvement Plans. | <b>Identify/capture examples of good practice and areas of development focusing on EDI across all AHS programmes and students by introducing an audit and report of recent and current PSARs, students voice logs and the relevant PMBs. 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".</b> | Report routinely produced by programme leads and collated by EDI lead with annual report produced and presented to SLB and Faculty EDIC in 4th Quarter. | First report of annual collations produced and disseminated following 2023/24 academic year. |                          |
| 3   | 1.3. Governance and recognition of equality, diversity and inclusion work | School Teaching and Learning Group           | Introduce a structured and accountable approach to EDI in the School.  | EDI practice shared at the School Learning and Teaching Group is currently on an ad hoc basis.  | <b>Introduce an annual session reviewing EDI by the School Learning and Teaching Group.</b>   | Group reports annually on routine discussions and outcomes regarding EDI matters.   | Produce first report reviewing 2023/24 session, repeating annually thereafter.               |                          |
| 5   | 1.5. Athena Swan self-assessment process                                  | School Athena Swan lead/School EDI Lead      | AS Lead and EDI Lead 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.                                  | <b>Review and manage the implementation of the post submission action plan, allowing for continued development and growth to encompass new areas of gender equality.</b>  | Individual actions RAG rated in line with timescales.   | Ongoing for the duration of the action plan.   | -                        |

| No. | Application Section                  | Person/Committee responsible and key contact | Objective   | Rationale   | Action  | Success Measure  | Timeframe   | Post Submission progress |
|-----|--------------------------------------|--|---|---|---|--|---|--------------------------|
| 6   | 2.1 Culture, inclusion and belonging | Line Mangers                                 | Promote Faculty and School strategic research support available to School staff and monitor the take up for any gender discrepancies. | Research strategies are currently being implemented within the Faculty and School to better promote ECRs and research fellows, and support research active staff to develop fellowship grant applications.  | <b>Support colleagues within the school to apply for the faculty fellowship mentoring scheme on an annual basis with a proportional gender balance of eligible staff strictly monitored.</b>  | Data collected and reported on with regards to gender comparisons on an annual basis, with no proportional gender disparities observed.  | Introduce system ready for 2023/24 session.   |                          |
| 7   | 2.1 Culture, inclusion and belonging | Head of School/Senior Leadership Board       | Establish whether or not gender bias is observed in School recruitment data over a more reliable timescale.                           | A decline of female and increase in male representation is observed at each more senior grade for applications, interviews and offers, however drawing conclusions regarding gender bias is not straight forward here due to a small data covering a short timescale, however data will be closely monitored for gender bias moving forward.  | <b>Monitor gender profile for recruitment data to identify any trends of gender disparities over an extended period of time. Collect data for 2021/22 and 2022/23 and analyse for trend.</b>  | Data collected and reported on with regards to gender comparisons.   | Report produced and reviewed following close of 2023/24 session was data is made available. |                          |
| 8   | 2.1 Culture, inclusion and belonging | Head of School/Line Mangers                  | Provide support and encouragement in a manner that is inclusive for staff promotion process.  | Data from the staff survey data reveals that sizable number of participants (28%) do not feel actively encouraged to participate in career progression opportunities, and a perception amongst the majority of participants (52%) that the promotion process lacks transparency. Open text comments from the survey highlight that where staff do feel encourage by their line manager, it is not always understood that high workloads hamper engagement with progression opportunities. Comments also suggested that the promotion process would improve if advice around the criteria was promoted consistently across the school by line managers | <p><b>a) Line managers to discuss promotions with staff during yearly appraisals, setting specific objectives to aid future staff promotion applications for all eligible staff seeking promotion, taking into account and managing staff workloads so that they are manageable for all staff.</b></p> <p><b>b) Line managers to signpost staff to attend Faculty and DMU academic promotional workshops on the process and selection criteria for staff.</b></p> <p><b>c) Run School sessions where staff who have previously been successful regarding promotion offer advice and guidance.</b></p> | At least 80% of staff report in staff culture survey that they feel actively encouraged to participate in career progression opportunities, and that the process is transparent. Staff also report line managers supporting a more manageable workload that does not hamper engagement with promotion opportunities. | Introduce system ready for 2023/24 session.   |                          |

| No. | Application Section                  | Person/Committee responsible and key contact | Objective  | Rationale   | Action  | Success Measure   | Timeframe  | Post Submission progress |
|-----|--------------------------------------|--|--|---|---|---|--|--------------------------|
| 9   | 2.1 Culture, inclusion and belonging | Head of School/Line Mangers                  | Better extend leadership and career progression opportunities to part-time staff.                              | Survey data showed that 36% of female respondents compared to 17% of male, disagreed that progression opportunities for part-time staff are equal to those of full-time staff, an issue that is much more likely to affect women given that in the School 33% of female staff work part-time compared to 3% of the male school staff. Survey open text comments referred to barriers faced by part-time staff including high teaching workloads, and little encouragement or planning for part-time staff to engage with opportunities to progress their career, such as research and postgraduate study, a sentiment also expressed by lecturers and senior lecturers. | <b>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.</b>  | 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. | Introduce system ready for 2023/24 session.  |                          |
| 10  | 2.1 Culture, inclusion and belonging | Head of School                               | Create a forum where part-time staff can meet, share experiences and support each other.                       | Survey data showed that 36% of female respondents compared to 17% of male, disagreed that progression opportunities for part-time staff are equal to those of full-time staff, an issue that is much more likely to affect women given that in the School 33% of female staff work part-time compared to 3% of the male school staff.   | <b>Implement an informal peer support group for part-time staff members to discuss their shared challenges and seek support from each other. The space will enable PT staff members to steer the agenda and invite professionals across DMU (e.g. HR, Research leaders, academic development) to focus on career development and other matters arising.</b>   | Group established with positive feedback from PT as group being beneficial.   | Establish during 2023/24 academic year.  |                          |
| 11  | 2.1 Culture, inclusion and belonging | SLTG Lead/AHoS                               | Introduce an induction programme that better supports new staff to integrate and transition to their new role. | 26% of staff culture survey respondents did not find the induction process met their expectation. Comments from staff stated that induction was limited or negative. The pandemic lockdown was a strong hinderance to new staff feeling integrated. Newly appointed staff commented that the induction process would benefit from being longer and more structured, and include more guidance on academic processes and relevant IT systems   | <b>Introduce a more structured Transition Programme for new staff members to include:</b><br><br><b>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.</b><br><b>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.</b> | 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 2024/25 and use follow up staff culture survey to evaluate effectiveness. |                          |

| No. | Application Section                  | Person/Committee responsible and key contact | Objective   | Rationale  | Action  | Success Measure   | Timeframe   | Post Submission progress |
|-----|--------------------------------------|--|---|--|---|---|---|--------------------------|
| 12  | 2.1 Culture, inclusion and belonging | Head of School/Line Mangers                  | Create a culture where workload allocation is transparent and manageable without gender disparities.                    | Women are less likely to agree that workload allocation in the School is transparent (female agree = 21%, male agree = 38%), fair (female agree = 7%, male agree = 31%), or that their current workload is manageable (female agree = 31%, male agree = 44%).  | <p><b>a) Introduce and promote to all staff the workload allowance given for different School roles and activities.</b></p> <p><b>b) Monitor allocation of School roles and activity for any proportional gender disparities.</b></p>   | 75% of staff report via follow up culture survey that workload allocation is transparent and manageable, with no gender disparities observed in data.                             | Create and promote the process during 2023/2024 academic year.  |                          |
| 13  | 2.1 Culture, inclusion and belonging | Head of School                               | Support all staff, both mentors and mentees, to fully participate in mentoring relationships with workload recognition. | Comments from the staff survey indicated that high workloads have hindered access for staff to academic mentoring due to both mentee and mentor being unable to designate time, despite reports that mentoring has been described as very useful when access is enabled.                                     | <b>Introduce academic mentoring to the staff workload plan and access to mentoring as an item of discussion at all annual appraisals.</b>   | Staff report via follow up culture survey that receiving and delivering mentoring is accessible and manageable for both mentor and mentee.  | Introduce during 2023/24.                                       |                          |
| 14  | 2.1 Culture, inclusion and belonging | Head of School/Associate Professors          | Ensure all eligible staff receive a yearly appraisal.   | The appraisal completion rate for staff in 2018/19 was 91% (female = 88%, male = 95%), however this has dropped considerably to 33% (female = 33%, male = 31%).  | <b>Work with line managers to ensure all staff receive an annual appraisal.</b>   | At least 90% of eligible staff have received an annual appraisal.   | Target reached for each appraisal point during 2023/24 session. |                          |
| 15  | 2.1 Culture, inclusion and belonging | School wellbeing lead/Line Managers          | Increase and embed accessible wellbeing and mental health support for all School staff.                                 | Just 40% of staff survey participants agree that their mental health and/or wellbeing is supported in the School, and whilst 68% of participants indicate that they know where to seek support for their mental health and/or wellbeing at work, only 40% feel confident asking for related support at work. | <p><b>a) Ensure all Line Managers are aware of support available and signpost staff accordingly, fostering trust with staff to be able to discuss issues.</b></p> <p><b>b) Organise optional drop-in sessions with line managers and HoS for staff where the theme is mental health and wellbeing. This introduces a not so formal way of opening discussion with line managers that will help to create more open culture regarding mental health and wellbeing in the workplace.</b></p> <p><b>c) School Wellbeing Lead to promote School social activities separate work responsibilities to improve staff wellbeing and create informal settings where staff can meet in an open environment.</b></p> <p><b>d) Wellbeing Lead/Line managers to signpost new staff during induction to wellbeing activities and support highlighting the wellbeing of staff as important and encouraging new staff to seek help if needed.</b></p> | At follow up culture survey 75% of staff report being well supported in the School, 95% know where to seek support at work, and 75% feel confident in asking for support at work. | Introduce system during 2023/24 session.                        |                          |

| No. | Application Section                  | Person/Committee responsible and key contact | Objective   | Rationale   | Action   | Success Measure   | Timeframe                                   | Post Submission progress |
|-----|--------------------------------------|--|---|---|--|---|---|--------------------------|
| 16  | 2.1 Culture, inclusion and belonging | Head of School/EDI lead                      | Improve pathways for staff to raise their voice and concerns, and feedback to SLB.  | Close to half of all staff (female = 53%, male = 50%) agree that their contributions to the School are valued, and only 42% (female = 50%, male 43%) of all survey participants agree that their voice is heard within the school.  | <b>EDI lead to introduce 'staff voice' forum to open communication pathways and acknowledge staff ideas and feedback. Collate concerns and issues from forum meetings and present to SLB. SLB to report back to forum with action log.</b>   | Forum created. 75% of staff report at follow up culture survey that they feel their voice is heard and their contributions are valued.  | Introduce forum during 2023/24 session.     |                          |
| 17  | 2.1 Culture, inclusion and belonging | School Wellbeing Lead                        | Promote a greater sense of community and mutual support amongst School staff members.   | More women tend to report feeling part of a supportive community within the School (female = 62%, male = 44%).  | <b>Managers to encourage teams/departments to implement informal meeting opportunities (e.g. coffee mornings) to build relationships.</b>  | 75% of staff, with no gender disparity, report in follow up culture survey feeling part of a supportive community in the School.  | Introduce system ready for 2023/24 session. |                          |
| 18  | 2.1 Culture, inclusion and belonging | EDI Lead                                     | Ensure all staff, regardless of gender, feel empowered to access flexible working and 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 (71% of women agree, 54% of men agree). Proportionally fewer men report being able to access flexible working. Just 24% (female=20%, male=31%) of participants agreeing that School events are inclusive for staff with caring responsibilities.   | <b>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.</b>   | No gender disparities reported on for issues in follow up staff culture survey, with 80% of all participants feeling supported, with flexible working and School events being accessible.   | Introduce group during 2023/24 session.     |                          |
| 19  | 2.1 Culture, inclusion and belonging | Head of School to appoint project lead       | Embed practical support for staff, and guidance for managers regarding staff taking and returning from care-related leave.                                      | Open text survey data revealed inconsistent experiences for women taking extended leave e.g. maternity; whilst some staff reported feeling well supported by their line manager, others felt "forgotten" about whilst on leave. Women who have returned from leave also referred to needing support so they can prioritise research, for example by avoiding teaching/marketing on unfamiliar subjects. | <b>Develop and roll out a structured programme for staff going on and returning from extended period of leave e.g. maternity/shared parental, similar to induction plan in terms of format (Action 11). 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.</b>   | Feedback from staff taking care-related leave report consistent positive experiences regarding support and guidance received from the School.   | Introduce system ready for 2024/25 session. |                          |
| 20a | 2.1 Culture, inclusion and belonging | Head of School and EDI Lead                  | Improve understanding of cultural drivers and reporting mechanisms of staff experiences of bullying and harassment, particularly amongst women.                 | Bullying and harassment are highlighted in the staff culture survey as issues, that particularly affect women, where action is required to improve the experiences of School staff and the culture of the School.   | <b>1. 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><br><br><b>2. Guided by the survey data and advice from the Faculty EDIC, develop a guidance document</b> | 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 | Introduce during 2023/24 session.           |                          |

| No.        | Application Section                  | Person/Committee responsible and key contact | Objective   | Rationale   | Action  | Success Measure   | Timeframe                            | Post Submission progress |
|------------|--------------------------------------|--|---|---|---|---|--------------------------------------|--------------------------|
|            |                                      |  |   |   | <p><b>explaining the processes action to follow for staff experience or witness any forms of harassment and bullying.</b></p> <p><b>3. Conduct follow-up short survey on staff's experience of unacceptable behaviour to monitor any culture change regarding bullying and harassment interventions.</b></p> <p><b>4. 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.</b></p> | <p>the data; qualitative comments suggest a clear positive shift in culture regarding bullying and harassment with no gender disparities observed in the data.</p> <p>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.</p> |                                      |                          |
| <b>20b</b> | 2.1 Culture, inclusion and belonging | Head of School and EDI Lead                  | 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. | Bulling and harassment are highlighted in the staff culture survey as issues, that particularly affect women, where action is required to improve the experiences of School staff and the culture of the School.  | <b>School EDI 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.</b>   | 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 2023/24 session.    |                          |
| <b>21</b>  | 2.1 Culture, inclusion and belonging | 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.   | See Action 22 rationale.  | <b>Add point to new starter induction checklist (Action 10) covering the correct procedures for staff to follow should they experience or witness any forms of harassment and bullying.</b>   | All new starters report awareness of where support and policy regarding bullying and harassment can be accessed.  | Introduce during 2023/24 session.    |                          |
| <b>22</b>  | 2.1 Culture, inclusion and belonging | SLTG Lead                                    | Better understand the gender profile based on the student route e.g. professional practice and academic.  | Women form the majority of the School student population (female=71%), which is slightly more balanced than the benchmark (female=74%). A female majority profile is observed across all study levels apart from PGR, where the profile is 50/50. The School is however consistently closer to gender balanced across all student levels compared with the benchmark. | <b>Further explore data regarding gender imbalances at programme level to enable a comparison of professional practice and academic student routes and better understand how best to promote gender equality within these differing student routes.</b>   | Report produced detailing gender profile of School programme routes based on professional practice routes and academic routes.  | Report produced by close of 2024/25. |                          |

| No. | Application Section                  | Person/Committee responsible and key contact                  | Objective  | Rationale   | Action  | Success Measure   | Timeframe   | Post Submission progress |
|-----|--------------------------------------|---|--|---|---|---|---|--------------------------|
| 23  | 2.1 Culture, inclusion and belonging | SLTG Lead   | Create an environment where male students on professional practice route programmes feel supported and included.                               | Open text comments from the School student culture survey did refer to more needing to be done to address male underrepresented on the SALT programme, and that more could be done to foster inclusivity for current male student, particularly at the beginning of a course. | <b>Introduce regular group sessions for male students on professional practice programmes to share experiences and support each other.</b>                                    | Male students on professional practice route programmes report an inclusive and supportive environment following the introduction of a support group.                   | Introduce by close of 2024/25.                              |                          |
| 24  | 2.1 Culture, inclusion and belonging | SLTG Lead<br>Key contact: Faculty Athena Swan Project Officer | Develop a deeper understanding of inclusivity for male students on professional practice route programmes particularly around retention rates. | Student culture survey comments suggest male students do not always feel included on professional practice programmes. It is not clear whether this impacts on student retention.   | <b>Explore data regarding student retention by gender for professional practice programmes.</b>   | Report produced detailing gender profile of retention rates for students on professional practice programmes.   | Report and recommendations produced 2025/26.                |                          |
| 25  | 2.1 Culture, inclusion and belonging | SLTG Lead   | Promote a culture where all students, regardless of age, feel supported and included on their programme of study.                              | Student culture survey comments expressed concerns regarding mature students feeling isolated and that more could be done to mix up student groups based on age to help “younger and older students feel comfortable with each other”.  | <b>Introduce discussion groups on programmes that includes young and mature students in order to address a sense of isolation by matured students.</b>                        | Mature students report an inclusive and supportive environment on their degree programme following the introduction of groups.  | Introduce system ready for 2024/25 session.                 |                          |
| 26  | 2.1 Culture, inclusion and belonging | SLTG Lead   | Ensure all student programmes are inclusive of hearing-impaired students, particularly with regards to teaching and learning.                  | Student culture survey comments stated that a lack of understanding of a hearing loss by lecturers/tutors is observed, with more needing to be done to promote inclusivity so as not to negatively impact a deaf person’s learning.   | <b>Create and promote material on delivering inclusive teaching for hearing impaired students, utilising the expertise of School colleagues from the Audiology programme.</b> | Inclusive teaching for hearing impaired student’s material created and introduced in taught programmes across the School with positive feedback from students received. | Develop material ready for roll out during 2024/25 session. |                          |

## Appendix 1: Staff 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 2. Participant demographics

|                                 | Category                                | Number  | %   |
|---------------------------------|---|---------|-----|
| School staff response rate      | Total (% = proportion of all staff)     | 55n/80n | 69% |
|                                 | Female (% = proportion of female staff) | 29n/52n | 56% |
|                                 | Male (% = proportion of male staff)     | 16n/28n | 57% |
| Gender                          | Female                                  | 29      | 54% |
|                                 | Male                                    | 16      | 30% |
|                                 | Another gender identity                 | 2       | 4%  |
|                                 | I'd rather not say                      | 7       | 13% |
| Race/ethnicity                  | Asian/Asian British                     | 11      | 20% |
|                                 | Black/Black British                     | 1       | 2%  |
|                                 | Mixed/Multiple                          | 1       | 2%  |
|                                 | White/White British                     | 30      | 56% |
|                                 | I'd rather not say                      | 11      | 20% |
| Disability                      | Yes                                     | 4       | 7%  |
|                                 | No                                      | 40      | 74% |
|                                 | Rather not say                          | 10      | 19% |
| Length of service in the School | Less than 1 year                        | 3       | 6%  |
|                                 | 1-3 years                               | 12      | 22% |
|                                 | 4-7 years                               | 21      | 39% |
|                                 | More than 7 years                       | 6       | 11% |
|                                 | I'd rather not say                      | 11      | 20% |
| Job title                       | Professor                               | 0       | 0%  |
|                                 | Associate Professor                     | 8       | 15% |
|                                 | Senior Lecturer                         | 27      | 50% |
|                                 | Lecturer                                | 2       | 4%  |
|                                 | Research Assistant                      | 1       | 2%  |
|                                 | I'd rather not say                      | 16      | 30% |
| Contracted weekly hours         | 16 hours or less                        | 3       | 6%  |
|                                 | 17-34 hours                             | 5       | 9%  |
|                                 | 35 hours + (full time)                  | 38      | 70% |
|                                 | I'd rather not say                      | 8       | 15% |
| Contract type                   | Permanent                               | 44      | 82% |
|                                 | Fixed term                              | 2       | 4%  |
|                                 | I'd rather not say                      | 8       | 15% |
| Caring responsibilities         | Children under 18                       | 28      | 51% |
|                                 | Adult dependants                        | 7       | 13% |
|                                 | Caring responsibilities                 | 35      | 64% |
|                                 | No caring responsibilities              | 14      | 26% |
|                                 | I'd rather not say                      | 10      | 18% |
| Degree level                    | UG                                      | 66      | 84% |
|                                 | PGT                                     | 13      | 16% |

**Table 3. “Workloads in the School are allocated transparently” participants level of agreement.**

|                | Strongly disagree/<br>Disagree | Neutral      | Agree/<br>Strongly agree | Total       |
|----------------|--------------------------------|--------------|--------------------------|-------------|
| Female N       | 18                             | 5            | 6                        | 29          |
| Male N         | 10                             | 0            | 6                        | 16          |
| <b>Total N</b> | <b>35</b>                      | <b>7</b>     | <b>12</b>                | <b>54</b>   |
| Female %       | 62.1%                          | 17.2%        | 20.7%                    | 100%        |
| Male %         | 62.5%                          | 0.0%         | 37.5%                    | 100%        |
| <b>Total %</b> | <b>64.8%</b>                   | <b>13.0%</b> | <b>22.2%</b>             | <b>100%</b> |

**Table 4. “Workloads in the School are allocated fairly” participants level of agreement.**

|                | Strongly disagree/<br>Disagree | Neutral      | Agree/<br>Strongly agree | Total       |
|----------------|--------------------------------|--------------|--------------------------|-------------|
| Female N       | 15                             | 10           | 2                        | 27          |
| Male N         | 8                              | 3            | 5                        | 16          |
| <b>Total N</b> | <b>30</b>                      | <b>14</b>    | <b>8</b>                 | <b>52</b>   |
| Female %       | 55.6%                          | 37.0%        | 7.4%                     | 100%        |
| Male %         | 50.0%                          | 18.8%        | 31.3%                    | 100%        |
| <b>Total %</b> | <b>57.7%</b>                   | <b>26.9%</b> | <b>15.4%</b>             | <b>100%</b> |

**Table 5. “My current workload is manageable” participants level of agreement.**

|                | Strongly disagree/<br>Disagree | Neutral      | Agree/<br>Strongly agree | Total       |
|----------------|--------------------------------|--------------|--------------------------|-------------|
| Female N       | 16                             | 4            | 9                        | 29          |
| Male N         | 6                              | 3            | 7                        | 16          |
| <b>Total N</b> | <b>28</b>                      | <b>8</b>     | <b>18</b>                | <b>54</b>   |
| Female %       | 55.2%                          | 13.8%        | 31.0%                    | 100%        |
| Male %         | 37.5%                          | 18.8%        | 43.8%                    | 100%        |
| <b>Total %</b> | <b>51.9%</b>                   | <b>14.8%</b> | <b>33.3%</b>             | <b>100%</b> |






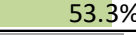


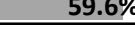
**Table 6. “How often do you find yourself working beyond the hours expected during evenings?” participants level of frequency.**

|                | Never/Seldom | Sometimes    | Often/Very Often | Total       |
|----------------|--------------|--------------|------------------|-------------|
| Female N       | 3            | 5            | 21               | 29          |
| Male N         | 3            | 1            | 12               | 16          |
| <b>Total N</b> | <b>7</b>     | <b>7</b>     | <b>40</b>        | <b>54</b>   |
| Female %       | 10.3%        | 17.2%        | 72.4%            | 100%        |
| Male %         | 18.8%        | 6.3%         | 75.0%            | 100%        |
| <b>Total %</b> | <b>13.0%</b> | <b>13.0%</b> | <b>74.1%</b>     | <b>100%</b> |


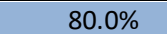






**Table 7. “How often do you find yourself working beyond the hours expected during weekends?” participants level of frequency.**

|                | Never/Seldom | Sometimes    | Often/Very Often | Total       |
|----------------|--------------|--------------|------------------|-------------|
| Female N       | 3            | 9            | 17               | 29          |
| Male N         | 2            | 4            | 9                | 15          |
| <b>Total N</b> | <b>7</b>     | <b>16</b>    | <b>30</b>        | <b>53</b>   |
| Female %       | 10.3%        | 31.0%        | 58.6%            | 100%        |
| Male %         | 13.3%        | 26.7%        | 60.0%            | 100%        |
| <b>Total %</b> | <b>13.2%</b> | <b>30.2%</b> | <b>56.6%</b>     | <b>100%</b> |






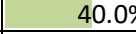


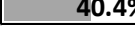
**Table 8. “How often do you find yourself working beyond the hours expected during annual leave?” participants level of frequency.**

|                | Never/Seldom   | Sometimes  | Often/Very Often   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 7  | 4  | 18   | 29          |
| Male N         | 3  | 4  | 8  | 15          |
| <b>Total N</b> | <b>11</b>  | <b>10</b>  | <b>31</b>  | <b>52</b>   |
| Female %       |  24.1%        |  13.8%        |  62.1%        | 100%        |
| Male %         |  20.0%        |  26.7%        |  53.3%        | 100%        |
| <b>Total %</b> |  <b>21.2%</b> |  <b>19.2%</b> |  <b>59.6%</b> | <b>100%</b> |










**Table 9. “How often do you find yourself working beyond the hours expected during study leave?” participants level of frequency. “Never/Seldom”, “Sometimes” and “Often/Very Often” total 100% of respondents selecting scale options for this item. “Not applicable” values relate to all survey respondents.**

|                | Never/Seldom   | Sometimes  | Often/Very Often   | Total       | Not applicable |
|----------------|--|--|--|-------------|----------------|
| Female N       | 0  | 1  | 4  | 5           | 23             |
| Male N         | 1  | 1  | 2  | 4           | 12             |
| <b>Total N</b> | <b>1</b>   | <b>2</b>   | <b>7</b>   | <b>10</b>   | <b>43</b>      |
| Female %       | 0.0%   |  20.0%        |  80.0%        | 100%        | 82.1%          |
| Male %         |  25.0%        |  25.0%        |  50.0%        | 100%        | 75.0%          |
| <b>Total %</b> |  <b>10.0%</b> |  <b>20.0%</b> |  <b>70.0%</b> | <b>100%</b> | <b>81.1%</b>   |



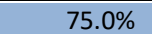






**Table 10. “My mental health and/or wellbeing are supported in the School” participants level of agreement. “Not applicable” values relate to all survey respondents. “Strongly disagree/disagree”, “neutral” and “agree/strongly agree” total 100% of respondents selecting scale options for this item. “Not applicable” values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       | Not applicable |
|----------------|--|--|--|-------------|----------------|
| Female N       | 8  | 8  | 12   | 28          | 5              |
| Male N         | 5  | 4  | 6  | 15          | 3              |
| <b>Total N</b> | <b>18</b>  | <b>13</b>  | <b>21</b>  | <b>52</b>   | <b>10</b>      |
| Female %       |  28.6%        |  28.6%        |  42.9%        | 100%        | 17.2%          |
| Male %         |  33.3%        |  26.7%        |  40.0%        | 100%        | 18.8%          |
| <b>Total %</b> |  <b>34.6%</b> |  <b>25.0%</b> |  <b>40.4%</b> | <b>100%</b> | <b>18.5%</b>   |



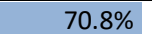


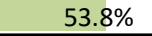



**Table 11. “I feel confident asking for mental health and/or wellbeing support at work” participants level of agreement.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 7  | 8  | 13   | 28          |
| Male N         | 8  | 1  | 6  | 15          |
| <b>Total N</b> | <b>21</b>  | <b>10</b>  | <b>21</b>  | <b>52</b>   |
| Female %       |  25.0%        |  28.6%        |  46.4%        | 100%        |
| Male %         |  53.3%        |  6.7%         |  40.0%        | 100%        |
| <b>Total %</b> |  <b>40.4%</b> |  <b>19.2%</b> |  <b>40.4%</b> | <b>100%</b> |




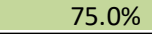



**Table 12. “I know where to seek support for mental health and/or wellbeing support at work” participants level of agreement.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 3  | 4  | 21   | <b>28</b>   |
| Male N         | 3  | 2  | 11   | <b>16</b>   |
| <b>Total N</b> | <b>8</b>   | <b>9</b>   | <b>36</b>  | <b>53</b>   |
| Female %       |  10.7%        |  14.3%        |  75.0%        | 100%        |
| Male %         |  18.8%        |  12.5%        |  68.8%        | 100%        |
| <b>Total %</b> |  <b>15.1%</b> |  <b>17.0%</b> |  <b>67.9%</b> | <b>100%</b> |


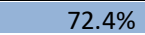
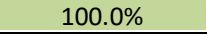

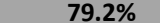
**Table 13. “The School is supportive of the caring responsibilities I have” participants level of agreement. “Not applicable” values relate to all survey respondents. “Strongly disagree/disagree”, “neutral” and “agree/strongly agree” total 100% of respondents selecting scale options for this item. “Not applicable” values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       | Not<br>applicable |
|----------------|--|--|--|-------------|-------------------|
| Female N       | 2  | 5  | 17   | 24          | 5                 |
| Male N         | 3  | 3  | 7  | 13          | 3                 |
| <b>Total N</b> | <b>7</b>   | <b>9</b>   | <b>28</b>  | <b>44</b>   | <b>10</b>         |
| Female %       |  8.3%         |  20.8%        |  70.8%        | 100%        | 17.2%             |
| Male %         |  23.1%        |  23.1%        |  53.8%        | 100%        | 18.8%             |
| <b>Total %</b> |  <b>15.9%</b> |  <b>20.5%</b> |  <b>63.6%</b> | <b>100%</b> | <b>18.5%</b>      |

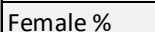
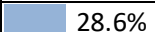
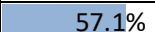
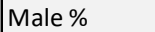


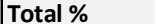


**Table 14. “The School enables flexible e.g. work from home, alternate start/finish times, etc.” participants level of agreement.**

|                | Strongly disagree/<br>Disagree  | Neutral   | Agree/<br>Strongly agree  | Total       |
|----------------|---|---|---|-------------|
| Female N       | 0   | 0   | 29  | <b>29</b>   |
| Male N         | 3   | 1   | 12  | <b>16</b>   |
| <b>Total N</b> | <b>4</b>  | <b>1</b>  | <b>49</b>   | <b>54</b>   |
| Female %       | 0.0%  | 0.0%  |  100.0%       | 100%        |
| Male %         |  18.8%       |  6.3%        |  75.0%         | 100%        |
| <b>Total %</b> |  <b>7.4%</b> |  <b>1.9%</b> |  <b>90.7%</b> | <b>100%</b> |

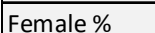

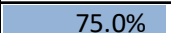
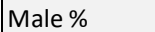

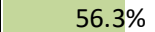
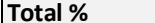


**Table 15. “Have you taken a career break such as maternity, shared parental, or adoption leave, or any other form of extended care leave since joining the school?” participants level of agreement.**

|                | Yes  | No   | Total       |
|----------------|--|--|-------------|
| Female N       | 8  | 21   | <b>29</b>   |
| Male N         | 0  | 15   | <b>15</b>   |
| <b>Total N</b> | <b>11</b>  | <b>42</b>  | <b>53</b>   |
| Female %       |  27.6%        |  72.4%        | <b>100%</b> |
| Male %         | 0.0%   |  100.0%       | <b>100%</b> |
| <b>Total %</b> |  <b>20.8%</b> |  <b>79.2%</b> | <b>100%</b> |



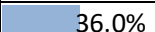
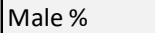


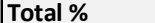


**Table 16. “I feel actively encouraged by the School to take part in career progression opportunities” participants level of agreement.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 4  | 8  | 16   | 28          |
| Male N         | 7  | 1  | 7  | 15          |
| <b>Total N</b> | <b>14</b>  | <b>11</b>  | <b>26</b>  | <b>51</b>   |
| Female %       |  14.3%        |  28.6%        |  57.1%        | 100%        |
| Male %         |  46.7%        |  6.7%         |  46.7%        | 100%        |
| <b>Total %</b> |  <b>27.5%</b> |  <b>21.6%</b> |  <b>51.0%</b> | <b>100%</b> |

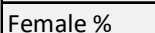
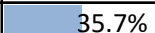
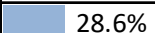
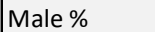


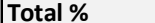


**Table 17. “My line manager supports my career development” participants level of agreement.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 4  | 3  | 21   | 28          |
| Male N         | 5  | 2  | 9  | 16          |
| <b>Total N</b> | <b>11</b>  | <b>7</b>   | <b>35</b>  | <b>53</b>   |
| Female %       |  14.3%        |  10.7%        |  75.0%        | 100%        |
| Male %         |  31.3%        |  12.5%        |  56.3%        | 100%        |
| <b>Total %</b> |  <b>20.8%</b> |  <b>13.2%</b> |  <b>66.0%</b> | <b>100%</b> |

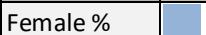
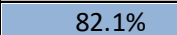
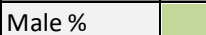

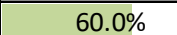
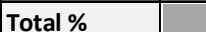

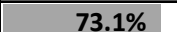
**Table 18. “The criteria against which promotion applications are assessed are transparent” participants level of agreement.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 11   | 5  | 9  | 25          |
| Male N         | 9  | 1  | 6  | 16          |
| <b>Total N</b> | <b>26</b>  | <b>9</b>   | <b>15</b>  | <b>50</b>   |
| Female %       |  44.0%        |  20.0%        |  36.0%        | 100%        |
| Male %         |  56.3%        |  6.3%         |  37.5%        | 100%        |
| <b>Total %</b> |  <b>52.0%</b> |  <b>18.0%</b> |  <b>30.0%</b> | <b>100%</b> |

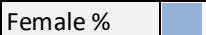

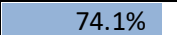






**Table 19. “Staff who work part-time in the School are offered the same career progression opportunities as those who work full-time” participants level of agreement. “Strongly disagree/disagree”, “neutral” and “agree/strongly agree” total 100% of respondents selecting scale options for this item. “Undecided/No opinion” and “Not applicable” values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       | Undecided/<br>No opinion | Not<br>applicable |
|----------------|--|--|--|-------------|--------------------------|-------------------|
| Female N       | 5  | 5  | 4  | 14          | 10                       | 5                 |
| Male N         | 1  | 2  | 3  | 6           | 5                        | 5                 |
| <b>Total N</b> | <b>8</b>   | <b>10</b>  | <b>9</b>   | <b>27</b>   | <b>16</b>                | <b>11</b>         |
| Female %       |  35.7%        |  35.7%        |  28.6%        | 100%        | 34.5%                    | 17.2%             |
| Male %         |  16.7%        |  33.3%        |  50.0%        | 100%        | 31.3%                    | 31.3%             |
| <b>Total %</b> |  <b>29.6%</b> |  <b>37.0%</b> |  <b>33.3%</b> | <b>100%</b> | <b>29.6%</b>             | <b>20.4%</b>      |

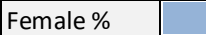


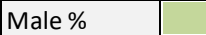

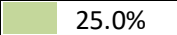



**Table 20. “I have had career progression discussions as part of my appraisal” participants level of agreement.**

|                | Strongly disagree/<br>Disagree   | Neutral   | Agree/<br>Strongly agree   | Total       |
|----------------|--|---|--|-------------|
| Female N       | 5  | 0   | 23   | 28          |
| Male N         | 4  | 2   | 9  | 15          |
| <b>Total N</b> | <b>11</b>  | <b>3</b>  | <b>38</b>  | <b>52</b>   |
| Female %       |  17.9%        | 0.0%  |  82.1%        | 100%        |
| Male %         |  26.7%        |  13.3%       |  60.0%        | 100%        |
| <b>Total %</b> |  <b>21.2%</b> |  <b>5.8%</b> |  <b>73.1%</b> | <b>100%</b> |

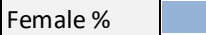

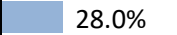



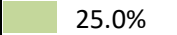



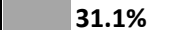

**Table 21. “I am satisfied with the advice I received with regards to my career progression at my last appraisal” participants level of agreement.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 5  | 2  | 20   | 27          |
| Male N         | 4  | 5  | 6  | 15          |
| <b>Total N</b> | <b>12</b>  | <b>11</b>  | <b>28</b>  | <b>51</b>   |
| Female %       |  18.5%        |  7.4%         |  74.1%        | 100%        |
| Male %         |  26.7%        |  33.3%        |  40.0%        | 100%        |
| <b>Total %</b> |  <b>23.5%</b> |  <b>21.6%</b> |  <b>54.9%</b> | <b>100%</b> |



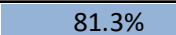


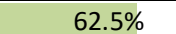



**Table 22. “My academic citizenship contributions within the School have helped me address the criteria for career progression” participants level of agreement.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 5  | 7  | 10   | 22          |
| Male N         | 5  | 4  | 3  | 12          |
| <b>Total N</b> | <b>13</b>  | <b>13</b>  | <b>16</b>  | <b>42</b>   |
| Female %       |  22.7%        |  31.8%        |  45.5%        | 100%        |
| Male %         |  41.7%        |  33.3%        |  25.0%        | 100%        |
| <b>Total %</b> |  <b>31.0%</b> |  <b>31.0%</b> |  <b>38.1%</b> | <b>100%</b> |



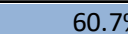


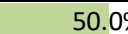



**Table 23. “Do you have a mentor?” participants indication.**

|                | Yes - a formal<br>mentor   | Yes - an informal<br>mentor  | No, but I would<br>like one  | No, and I don't<br>want one   | Total       |
|----------------|--|--|--|---|-------------|
| Female N       | 7  | 11   | 7  | 4   | 25          |
| Male N         | 1  | 8  | 3  | 4   | 12          |
| <b>Total N</b> | <b>9</b>   | <b>22</b>  | <b>14</b>  | <b>9</b>  | <b>45</b>   |
| Female %       |  28.0%        |  44.0%        |  28.0%        |  16.0% | 100%        |
| Male %         |  8.3%         |  66.7%        |  25.0%        |  33.3% | 100%        |
| <b>Total %</b> |  <b>20.0%</b> |  <b>48.9%</b> |  <b>31.1%</b> |  20.0% | <b>100%</b> |

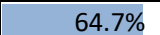


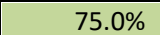

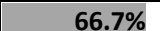


**Table 24. “I find meetings with my mentor useful” participants level of agreement. “Strongly disagree/disagree”, “neutral” and “agree/strongly agree” total 100% of respondents selecting scale options for this item. “Not applicable” values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree   | Neutral   | Agree/<br>Strongly agree   | Total       | N/A          |
|----------------|--|---|--|-------------|--------------|
| Female N       | 2  | 1   | 13   | 16          | 12           |
| Male N         | 2  | 1   | 5  | 8           | 7            |
| <b>Total N</b> | <b>4</b>   | <b>2</b>  | <b>22</b>  | <b>28</b>   | <b>23</b>    |
| Female %       |  12.5%        |  6.3%        |  81.3%        | 100%        | 42.9%        |
| Male %         |  25.0%        |  12.5%       |  62.5%        | 100%        | 43.8%        |
| <b>Total %</b> |  <b>14.3%</b> |  <b>7.1%</b> |  <b>78.6%</b> | <b>100%</b> | <b>44.2%</b> |









**Table 25. “Has the School provided you with the opportunity to undertake a postgraduate degree e.g. PhD, MA?” participants indication.**

|                | Yes  | No - I would like to   | No - I do not want to  | Total       |
|----------------|--|--|--|-------------|
| Female N       | 3  | 8  | 17   | 28          |
| Male N         | 3  | 5  | 8  | 16          |
| <b>Total N</b> | <b>10</b>  | <b>13</b>  | <b>30</b>  | <b>53</b>   |
| Female %       |  10.7%        |  28.6%        |  60.7%        | 100%        |
| Male %         |  18.8%        |  31.3%        |  50.0%        | 100%        |
| <b>Total %</b> |  <b>18.9%</b> |  <b>24.5%</b> |  <b>56.6%</b> | <b>100%</b> |

**Table 26. “I am satisfied with my Staff Innovation Allowance (SIA)” participants level of agreement. “Strongly disagree/disagree”, “neutral” and “agree/strongly agree” total 100% of respondents selecting scale options for this item. “Undecided/no opinion” and “not applicable” values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       | Undecided/<br>No opinion | Not<br>applicable |
|----------------|--|--|--|-------------|--------------------------|-------------------|
| Female N       | 11   | 5  | 1  | 17          | 10                       | 5                 |
| Male N         | 6  | 0  | 2  | 8           | 5                        | 5                 |
| <b>Total N</b> | <b>20</b>  | <b>6</b>   | <b>4</b>   | <b>30</b>   | <b>16</b>                | <b>11</b>         |
| Female %       |  64.7%        |  29.4%        |  5.9%         | 100%        | 34.5%                    | 17.2%             |
| Male %         |  75.0%        | 0.0%   |  25.0%        | 100%        | 31.3%                    | 31.3%             |
| <b>Total %</b> |  <b>66.7%</b> |  <b>20.0%</b> |  <b>13.3%</b> | <b>100%</b> | <b>29.6%</b>             | <b>20.4%</b>      |

**Table 27. “I am satisfied with the level of expectation placed on me regarding my research output/activities” participants level of agreement. “Strongly disagree/disagree”, “neutral” and “agree/strongly agree” total 100% of respondents selecting scale options for this item. “Undecided/no opinion” and “not applicable” values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       | Undecided/<br>No opinion | Not<br>applicable |
|----------------|--|--|--|-------------|--------------------------|-------------------|
| Female N       | 10   | 4  | 8  | 22          | 10                       | 5                 |
| Male N         | 5  | 0  | 6  | 11          | 5                        | 5                 |
| <b>Total N</b> | <b>16</b>  | <b>5</b>   | <b>19</b>  | <b>40</b>   | <b>16</b>                | <b>11</b>         |
| Female %       |  45.5%        |  18.2%        |  36.4%        | 100%        | 34.5%                    | 17.2%             |
| Male %         |  45.5%        | 0.0%   |  54.5%        | 100%        | 31.3%                    | 31.3%             |
| <b>Total %</b> |  <b>40.0%</b> |  <b>12.5%</b> |  <b>47.5%</b> | <b>100%</b> | <b>29.6%</b>             | <b>20.4%</b>      |

**Table 28. “I am supported by the School to fully utilise my allocated research time” participants level of agreement. “Strongly disagree/disagree”, “neutral” and “agree/strongly agree” total 100% of respondents selecting scale options for this item. “Undecided/no opinion” and “not applicable” values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree | Neutral      | Agree/<br>Strongly agree | Total       | Undecided/<br>No opinion | Not<br>applicable |
|----------------|--------------------------------|--------------|--------------------------|-------------|--------------------------|-------------------|
| Female N       | 11                             | 7            | 3                        | 21          | 10                       | 5                 |
| Male N         | 7                              | 0            | 2                        | 9           | 5                        | 5                 |
| <b>Total N</b> | <b>24</b>                      | <b>9</b>     | <b>5</b>                 | <b>38</b>   | <b>16</b>                | <b>11</b>         |
| Female %       | 52.4%                          | 33.3%        | 14.3%                    | 100%        | 34.5%                    | 17.2%             |
| Male %         | 77.8%                          | 0.0%         | 22.2%                    | 100%        | 31.3%                    | 31.3%             |
| <b>Total %</b> | <b>63.2%</b>                   | <b>23.7%</b> | <b>13.2%</b>             | <b>100%</b> | <b>29.6%</b>             | <b>20.4%</b>      |

**Table 29. “Do you have a mentor specifically to help you develop your research?” participants indication.**

|                | Yes - a formal<br>mentor | Yes - an informal<br>mentor | No, but I would<br>like one | No, and I don't<br>want one | Total       |
|----------------|--------------------------|-----------------------------|-----------------------------|-----------------------------|-------------|
| Female N       | 5                        | 4                           | 12                          | 6                           | 21          |
| Male N         | 0                        | 5                           | 6                           | 5                           | 11          |
| <b>Total N</b> | <b>6</b>                 | <b>13</b>                   | <b>21</b>                   | <b>12</b>                   | <b>40</b>   |
| Female %       | 23.8%                    | 19.0%                       | 57.1%                       | 28.6%                       | 100%        |
| Male %         | 0.0%                     | 45.5%                       | 54.5%                       | 45.5%                       | 100%        |
| <b>Total %</b> | <b>15.0%</b>             | <b>32.5%</b>                | <b>52.5%</b>                | <b>30.0%</b>                | <b>100%</b> |



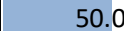






**Table 30. “Find meetings with your research mentor useful” participants level of agreement. “Strongly disagree/disagree”, “neutral” and “agree/strongly agree” total 100% of respondents selecting scale options for this item. “Not applicable” values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree | Neutral     | Agree/<br>Strongly agree | Total       | N/A          |
|----------------|--------------------------------|-------------|--------------------------|-------------|--------------|
| Female N       | 0                              | 0           | 10                       | 10          | 17           |
| Male N         | 1                              | 1           | 3                        | 5           | 10           |
| <b>Total N</b> | <b>1</b>                       | <b>1</b>    | <b>18</b>                | <b>20</b>   | <b>30</b>    |
| Female %       | 0.0%                           | 0.0%        | 100.0%                   | 100%        | 63.0%        |
| Male %         | 20.0%                          | 20.0%       | 60.0%                    | 100%        | 62.5%        |
| <b>Total %</b> | <b>5.0%</b>                    | <b>5.0%</b> | <b>90.0%</b>             | <b>100%</b> | <b>58.8%</b> |










**Table 31. “I feel part of a supportive/collegiate community in the School” participants level of agreement.**

|                | Strongly disagree/<br>Disagree | Neutral      | Agree/<br>Strongly agree | Total       |
|----------------|--------------------------------|--------------|--------------------------|-------------|
| Female N       | 6                              | 5            | 18                       | 29          |
| Male N         | 6                              | 3            | 7                        | 16          |
| <b>Total N</b> | <b>14</b>                      | <b>12</b>    | <b>28</b>                | <b>54</b>   |
| Female %       | 20.7%                          | 17.2%        | 62.1%                    | 100%        |
| Male %         | 37.5%                          | 18.8%        | 43.8%                    | 100%        |
| <b>Total %</b> | <b>25.9%</b>                   | <b>22.2%</b> | <b>51.9%</b>             | <b>100%</b> |



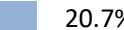







**Table 32. “My voice is heard within the School” participants level of agreement.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 9  | 5  | 14   | 28          |
| Male N         | 7  | 2  | 6  | 15          |
| <b>Total N</b> | <b>20</b>  | <b>10</b>  | <b>22</b>  | <b>52</b>   |
| Female %       |  32.1%        |  17.9%        |  50.0%        | 100%        |
| Male %         |  46.7%        |  13.3%        |  40.0%        | 100%        |
| <b>Total %</b> |  <b>38.5%</b> |  <b>19.2%</b> |  <b>42.3%</b> | <b>100%</b> |






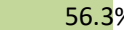




**Table 33. “My contributions are valued in the School” participants level of agreement.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 6  | 6  | 14   | 26          |
| Male N         | 3  | 5  | 8  | 16          |
| <b>Total N</b> | <b>12</b>  | <b>15</b>  | <b>24</b>  | <b>51</b>   |
| Female %       |  23.1%        |  23.1%        |  53.8%        | 100%        |
| Male %         |  18.8%        |  31.3%        |  50.0%        | 100%        |
| <b>Total %</b> |  <b>23.5%</b> |  <b>29.4%</b> |  <b>47.1%</b> | <b>100%</b> |



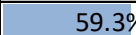


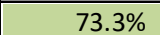



**Table 34. “School events are inclusive of members of staff with caring responsibilities” participants level of agreement. “Undecided/No opinion” values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Undecided/<br>No opinion   | Total       |
|----------------|--|--|--|--|-------------|
| Female N       | 6  | 7  | 6  | 10   | 29          |
| Male N         | 3  | 4  | 5  | 4  | 16          |
| <b>Total N</b> | <b>12</b>  | <b>14</b>  | <b>13</b>  | <b>15</b>  | <b>54</b>   |
| Female %       |  20.7%        |  24.1%        |  20.7%        | 34.5%  | 100%        |
| Male %         |  18.8%        |  25.0%        |  31.3%        | 25.0%  | 100%        |
| <b>Total %</b> |  <b>22.2%</b> |  <b>25.9%</b> |  <b>24.1%</b> |  <b>27.8%</b> | <b>100%</b> |










**Table 35. “School events are inclusive of members of staff with regards to religion and belief” participants level of agreement. “Undecided/No opinion” values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Undecided/<br>No opinion   | Total       |
|----------------|--|--|--|--|-------------|
| Female N       | 4  | 8  | 13   | 4  | 29          |
| Male N         | 2  | 1  | 9  | 4  | 16          |
| <b>Total N</b> | <b>9</b>   | <b>12</b>  | <b>24</b>  | <b>9</b>   | <b>54</b>   |
| Female %       |  13.8%        |  27.6%        |  44.8%        | 13.8%  | 100%        |
| Male %         |  12.5%        |  6.3%         |  56.3%        | 25.0%  | 100%        |
| <b>Total %</b> |  <b>16.7%</b> |  <b>22.2%</b> |  <b>44.4%</b> |  <b>16.7%</b> | <b>100%</b> |










**Table 36. "School leadership actively supports gender equality" participants level of agreement.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 5  | 6  | 16   | 27          |
| Male N         | 2  | 2  | 11   | 15          |
| <b>Total N</b> | <b>11</b>  | <b>10</b>  | <b>30</b>  | <b>51</b>   |
| Female %       |  18.5%        |  22.2%        |  59.3%        | 100%        |
| Male %         |  13.3%        |  13.3%        |  73.3%        | 100%        |
| <b>Total %</b> |  <b>21.6%</b> |  <b>19.6%</b> |  <b>58.8%</b> | <b>100%</b> |

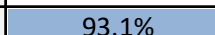

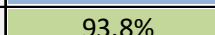

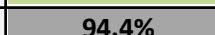

**Table 37. "Visible role models within the School are diverse" participants level of agreement.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 7  | 11   | 10   | 28          |
| Male N         | 4  | 1  | 11   | 16          |
| <b>Total N</b> | <b>14</b>  | <b>13</b>  | <b>26</b>  | <b>53</b>   |
| Female %       |  25.0%        |  39.3%        |  35.7%        | 100%        |
| Male %         |  25.0%        |  6.3%         |  68.8%        | 100%        |
| <b>Total %</b> |  <b>26.4%</b> |  <b>24.5%</b> |  <b>49.1%</b> | <b>100%</b> |

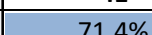


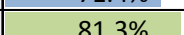


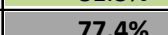


**Table 38. "My School has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff" participants level of agreement. "Undecided/No opinion" values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Undecided/<br>No opinion   | Total       |
|----------------|--|--|--|--|-------------|
| Female N       | 7  | 10   | 7  | 5  | 29          |
| Male N         | 4  | 0  | 5  | 7  | 16          |
| <b>Total N</b> | <b>15</b>  | <b>13</b>  | <b>14</b>  | <b>12</b>  | <b>54</b>   |
| Female %       |  24.1%        |  34.5%        |  24.1%        | 17.2%  | 100%        |
| Male %         |  25.0%        | 0.0%   |  31.3%        | 43.8%  | 100%        |
| <b>Total %</b> |  <b>27.8%</b> |  <b>24.1%</b> |  <b>25.9%</b> |  <b>22.2%</b> | <b>100%</b> |



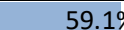


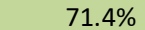



**Table 39. "Before participating in this survey, were you aware of the Athena Swan initiative within the School?" participants level of agreement.**

|                | Yes  | No  | Total       |
|----------------|--|---|-------------|
| Female N       | 27   | 2   | 29          |
| Male N         | 15   | 1   | 16          |
| <b>Total N</b> | <b>51</b>  | <b>3</b>  | <b>54</b>   |
| Female %       |  93.1%        |  6.9%        | 100%        |
| Male %         |  93.8%        |  6.3%        | 100%        |
| <b>Total %</b> |  <b>94.4%</b> |  <b>5.6%</b> | <b>100%</b> |



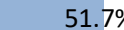






**Table 40. "Did you go through an induction process when you joined the University?" participants indication.**

|                | Yes  | No   | Can't remember  | Total       |
|----------------|--|--|---|-------------|
| Female N       | 20   | 4  | 4   | 28          |
| Male N         | 13   | 2  | 1   | 16          |
| <b>Total N</b> | <b>41</b>  | <b>7</b>   | <b>5</b>  | <b>53</b>   |
| Female %       |  71.4%        |  14.3%        |  14.3%       | 100%        |
| Male %         |  81.3%        |  12.5%        |  6.3%        | 100%        |
| <b>Total %</b> |  <b>77.4%</b> |  <b>13.2%</b> |  <b>9.4%</b> | <b>100%</b> |






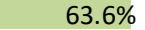



**Table 41. “My induction met my needs and expectations” participants level of agreement. “Not applicable” values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       | N/A          |
|----------------|--|--|--|-------------|--------------|
| Female N       | 5  | 4  | 13   | 22          | 7            |
| Male N         | 2  | 2  | 10   | 14          | 2            |
| <b>Total N</b> | <b>11</b>  | <b>6</b>   | <b>26</b>  | <b>43</b>   | <b>10</b>    |
| Female %       |  22.7%        |  18.2%        |  59.1%        | 100%        | 24.1%        |
| Male %         |  14.3%        |  14.3%        |  71.4%        | 100%        | 12.5%        |
| <b>Total %</b> |  <b>25.6%</b> |  <b>14.0%</b> |  <b>60.5%</b> | <b>100%</b> | <b>18.5%</b> |






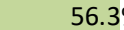






**Table 42. “Do you conduct inductions for colleagues in your area?” participants indication.**

|                | Yes - formal<br>inductions   | Yes - informal<br>inductions   | No   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 1  | 13   | 15   | 29          |
| Male N         | 5  | 3  | 8  | 16          |
| <b>Total N</b> | <b>9</b>   | <b>18</b>  | <b>27</b>  | <b>54</b>   |
| Female %       |  3.4%         |  44.8%        |  51.7%        | 100%        |
| Male %         |  31.3%        |  18.8%        |  50.0%        | 100%        |
| <b>Total %</b> |  <b>16.7%</b> |  <b>33.3%</b> |  <b>50.0%</b> | <b>100%</b> |













**Table 43. “I am satisfied with how bullying and harassment are addressed in my School” participants level of agreement. “Not applicable” values relate to all survey respondents.**

|                | Strongly disagree/<br>Disagree   | Neutral  | Agree/<br>Strongly agree   | Total       | N/A          |
|----------------|--|--|--|-------------|--------------|
| Female N       | 11   | 5  | 5  | 21          | 7            |
| Male N         | 2  | 2  | 7  | 11          | 2            |
| <b>Total N</b> | <b>20</b>  | <b>8</b>   | <b>13</b>  | <b>41</b>   | <b>10</b>    |
| Female %       |  52.4%        |  23.8%        |  23.8%        | 100%        | 24.1%        |
| Male %         |  18.2%        |  18.2%        |  63.6%        | 100%        | 12.5%        |
| <b>Total %</b> |  <b>48.8%</b> |  <b>19.5%</b> |  <b>31.7%</b> | <b>100%</b> | <b>18.5%</b> |










**Table 44. “Have you experienced any forms of harassment within the School in the past five years?” participants indication.**

|                | Yes  | No   | I have Witnessed it  | I'd rather not say   | Total      |
|----------------|--|--|--|--|------------|
| Female N       | 7  | 13   | 7  | 3  | 29         |
| Male N         | 3  | 9  | 2  | 2  | 16         |
| <b>Total N</b> | <b>12</b>  | <b>22</b>  | <b>9</b>   | <b>5</b>   | <b>47</b>  |
| Female %       |  24.1%        |  44.8%        |  24.1%        |  10.3%        | N/A        |
| Male %         |  18.8%        |  56.3%        |  12.5%        |  12.5%        | N/A        |
| <b>Total %</b> |  <b>25.5%</b> |  <b>46.8%</b> |  <b>19.1%</b> |  <b>10.6%</b> | <b>N/A</b> |

**Table 45. “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?” participants indication.**

|                | Yes  | No   | Undecided/No opinion  | Not Applicable   | Total       |
|----------------|--|--|---|--|-------------|
| Female N       | 4  | 9  | 3   | 13   | 29          |
| Male N         | 2  | 2  | 2   | 10   | 16          |
| <b>Total N</b> | <b>10</b>  | <b>14</b>  | <b>5</b>  | <b>25</b>  | <b>54</b>   |
| Female %       |  13.8%        |  31.0%        |  10.3%       |  44.8%        | 100%        |
| Male %         |  12.5%        |  12.5%        |  12.5%       |  62.5%        | 100%        |
| <b>Total %</b> |  <b>18.5%</b> |  <b>25.9%</b> |  <b>9.3%</b> |  <b>46.3%</b> | <b>100%</b> |

**Table 46. “If you or a colleague experience bullying and/or harassment within the School, do you know what procedures to follow?” participants indication.**

|                | Yes  | No   | Undecided/No opinion   | Total       |
|----------------|--|--|--|-------------|
| Female N       | 10   | 16   | 3  | 29          |
| Male N         | 9  | 5  | 2  | 16          |
| <b>Total N</b> | <b>22</b>  | <b>26</b>  | <b>6</b>   | <b>54</b>   |
| Female %       |  34.5%        |  55.2%        |  10.3%        | 100%        |
| Male %         |  56.3%        |  31.3%        |  12.5%        | 100%        |
| <b>Total %</b> |  <b>40.7%</b> |  <b>48.1%</b> |  <b>11.1%</b> | <b>100%</b> |

*Table 46: School staff culture survey 2021/22 - response rates*

|                                     | Number         | %            |
|-------------------------------------|----------------|--------------|
| <b>Proportion of all staff</b>      | <b>55n/80n</b> | <b>68.8%</b> |
| Proportion of female staff          | 29n/52n        | 55.8%        |
| Proportion of male staff            | 16n/28n        | 57.1%        |
| Female participants                 | 29n            | 53.7%        |
| Male participants                   | 16n            | 29.6%        |
| Another gender identity participant | 2n             | 3.7%         |
| “I'd rather not say” participants   | 7n             | 13.0%        |

*Table 47: School student survey 2022 - response rates*

|   | Number     | %         |
|---|------------|-----------|
| <b>Total respondents/% of School students</b> | <b>84n</b> | <b>4%</b> |
| % of School female students                   | -          | 7%        |
| % of School male students                     | -          | 3%        |
| Female % of respondents                       | 68n        | 81%       |
| Male % of respondents                         | 12n        | 14%       |
| Another gender identity % of participants     | 2n         | 1%        |
| “I'd rather not say” % of participants        | 7n         | 1%        |

## 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 47. School student degree programme benchmarking source

| School degree programme                            | HESA Subject classification benchmark          | Level |
|--|--|-------|
| Hearing Aid Audiology Hearing Aid Audiology (FdSc) | CAH02-05-02 healthcare science (non-specific)  | FD    |
| Hearing Aid Dispenser Apprenticeship               | CAH02-05-02 healthcare science (non-specific)  | FD    |
| Nutrition BSc (Hons)                               | CAH02-06-02 nutrition and dietetics            | UG    |
| Speech and Language Therapy BSc (Hons)             | CAH02-06-01 health sciences (non-specific)     | UG    |
| Healthcare Science (Audiology) BSc (Hons)          | CAH02-05-02 healthcare science (non-specific)  | UG    |
| Diagnostic Radiography BSc (Hons)                  | CAH02-05-01 medical technology                 | UG    |
| Biomedical Science BSc (Hons)                      | CAH02-05-03 biomedical sciences (non-specific) | UG    |
| Health and Wellbeing in Society BSc (Hons)         | CAH15-04-03 health studies                     | UG    |
| Medical Science BMedSci (Hons)                     | CAH02-05-03 biomedical sciences (non-specific) | UG    |
| Advanced Biomedical Science MSc/PG Dip/PG Cert     | CAH02-05-03 biomedical sciences (non-specific) | PGT   |
| Physician Associate Studies MSc                    | CAH02-06-01 health sciences (non-specific)     | PGT   |
| Postgraduate research programmes                   | CAH03-01-01 biosciences (non-specific)         | PGR   |

### Student population

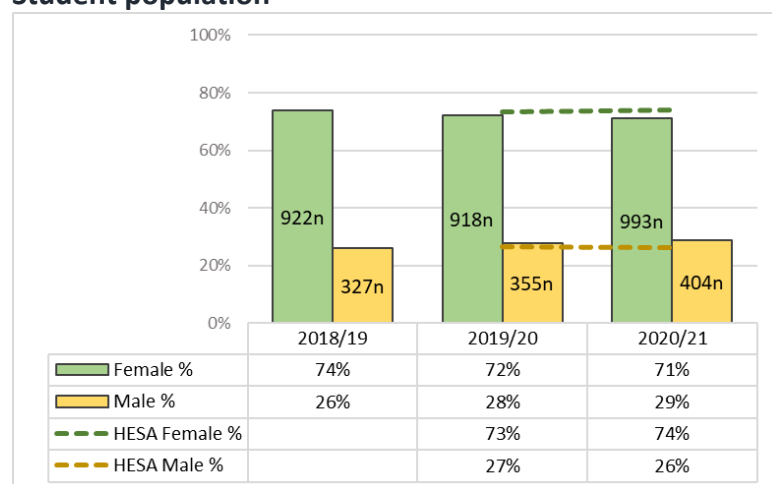


Figure 6. Total School student population by gender

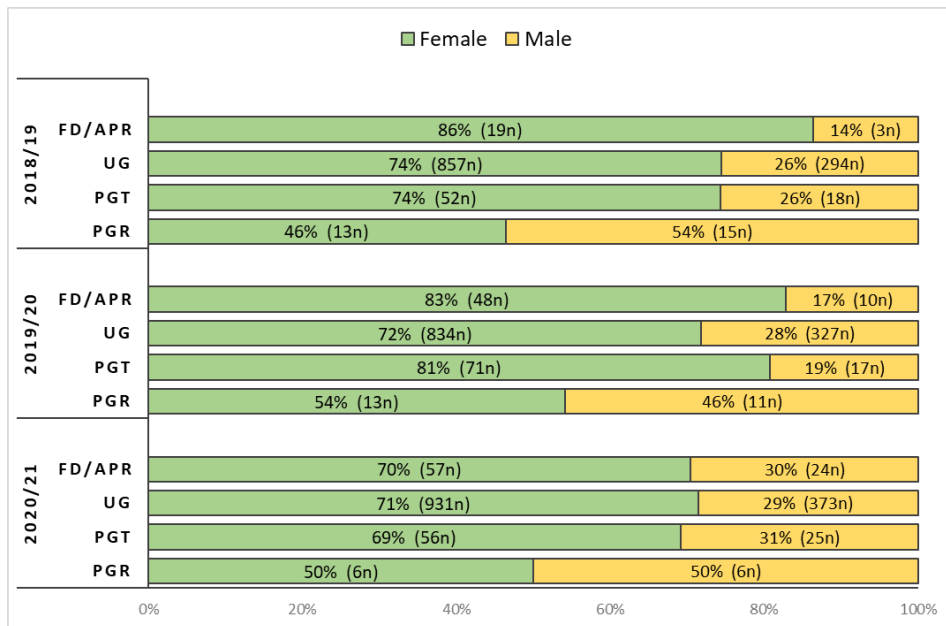


Figure 7. School student population by level of study and gender

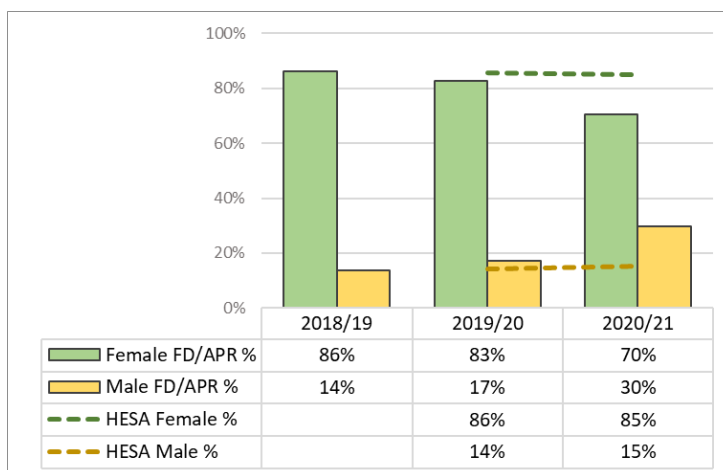


Figure 8. Foundation and apprentice degree student population by gender

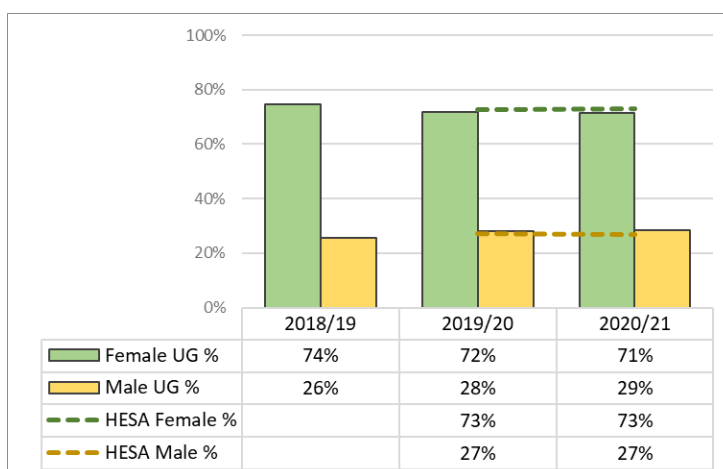


Figure 9. Undergraduate degree student population by gender

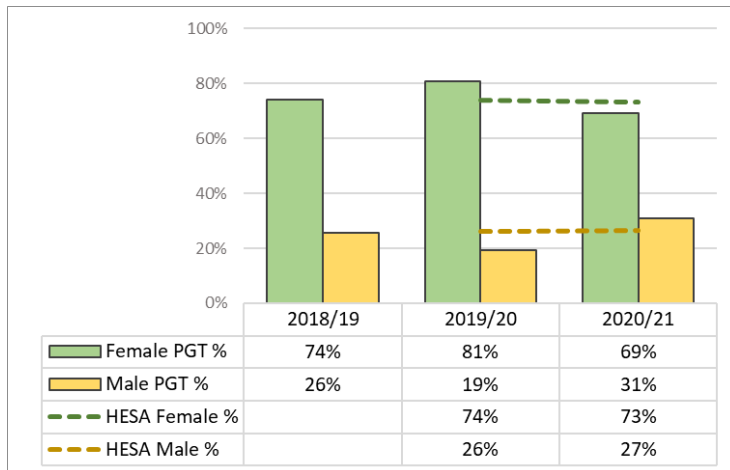


Figure 10. Postgraduate taught degree student population by gender

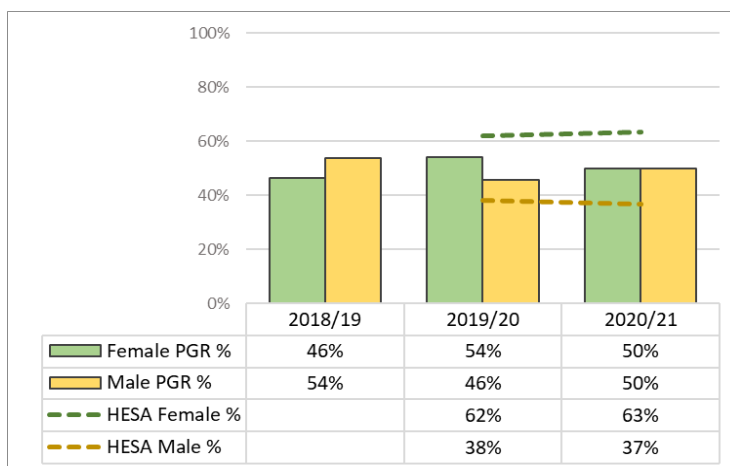


Figure 11. Postgraduate research degree student population by gender

## Student attainment

Table 48. Foundation and apprentice degree attainment by classification and gender.

|             | 2018/19 |      |      |      | 2019/20 |      |      |      | 2020/21 |      |      |      |
|-------------|---------|------|------|------|---------|------|------|------|---------|------|------|------|
|             | Female  |      | Male |      | Female  |      | Male |      | Female  |      | Male |      |
| Pass        | 7       | 37%  | 3    | 33%  | 4       | 22%  | 1    | 25%  | 8       | 30%  | 1    | 17%  |
| Merit       | 8       | 42%  | 3    | 33%  | 7       | 39%  | 1    | 25%  | 13      | 48%  | 4    | 67%  |
| Distinction | 4       | 21%  | 3    | 33%  | 7       | 39%  | 2    | 50%  | 6       | 22%  | 1    | 17%  |
| Total       | 19      | 100% | 9    | 100% | 18      | 100% | 4    | 100% | 27      | 100% | 6    | 100% |

Table 49. Undergraduate degree attainment by classification and gender

|       | 2018/19 |      |      |      | 2019/20 |      |      |      | 2020/21 |      |      |      | HESA 2020/21 |      |
|-------|---------|------|------|------|---------|------|------|------|---------|------|------|------|--------------|------|
|       | Female  |      | Male |      | Female  |      | Male |      | Female  |      | Male |      | Female       | Male |
| 1st   | 72      | 25%  | 11   | 14%  | 75      | 30%  | 10   | 15%  | 49      | 23%  | 21   | 25%  | 41%          | 29%  |
| 2.1   | 121     | 43%  | 39   | 50%  | 108     | 44%  | 27   | 41%  | 99      | 47%  | 33   | 40%  | 42%          | 45%  |
| 2.2   | 78      | 27%  | 20   | 26%  | 53      | 21%  | 23   | 34%  | 54      | 25%  | 20   | 24%  | 13%          | 21%  |
| 3rd   | 13      | 5%   | 8    | 10%  | 12      | 5%   | 7    | 10%  | 10      | 5%   | 9    | 11%  | 3%           | 5%   |
| Total | 284     | 100% | 78   | 100% | 248     | 100% | 67   | 100% | 212     | 100% | 83   | 100% | 100%         | 100% |

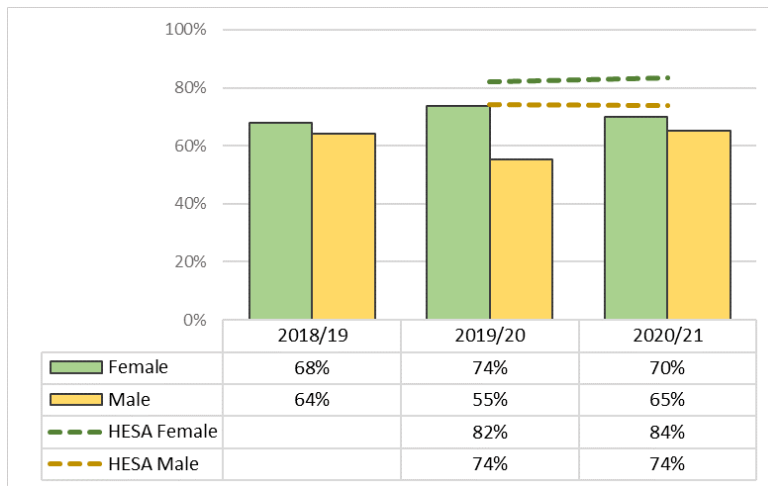


Figure 12. Undergraduate degree student good honours (1<sup>st</sup> and 2.1) attainment by gender

Table 50. Postgraduate degree student attainment by classification and gender

|             | 2018/19 |      |      |      | 2019/20 |      |      |      | 2020/21 |      |      |      |
|-------------|---------|------|------|------|---------|------|------|------|---------|------|------|------|
|             | Female  |      | Male |      | Female  |      | Male |      | Female  |      | Male |      |
| Pass        | 3       | 50%  | 0    | 0%   | 5       | 19%  | 0    | 0%   | 10      | 29%  | 0    | 0%   |
| Merit       | 3       | 50%  | 1    | 50%  | 15      | 58%  | 4    | 44%  | 17      | 50%  | 6    | 60%  |
| Distinction | 0       | 0%   | 1    | 50%  | 4       | 15%  | 4    | 44%  | 5       | 15%  | 2    | 20%  |
| PGDip/Cert  | 0       | 0%   | 0    | 0%   | 2       | 8%   | 1    | 11%  | 2       | 6%   | 2    | 20%  |
| Total       | 6       | 100% | 2    | 100% | 26      | 100% | 9    | 100% | 34      | 100% | 10   | 100% |

Table 51. Postgraduate research degree number of awards per year by gender

|        | 2018/19 | 2019/20 | 2020/21 | Total | 3 year % |
|--------|---------|---------|---------|-------|----------|
| Female | 5       | 3       | 1       | 9     | 53%      |
| Male   | 3       | 1       | 4       | 8     | 47%      |
| Total  | 8       | 4       | 5       | 17    | 100%     |

Table 52. Postgraduate research degree number of awards per year by level and gender

|      |        | 2018/19 | 2019/20 | 2020/21 | Total | 3 year mean % |
|------|--------|---------|---------|---------|-------|---------------|
| PhD  | Female | 2       | 1       | 1       | 4     | 44%           |
|      | Male   | 1       | 1       | 3       | 5     | 56%           |
|      | Total  | 3       | 2       | 4       | 9     | 100%          |
| MRes | Female | 3       | 2       | 0       | 5     | 63%           |
|      | Male   | 2       | 0       | 1       | 3     | 38%           |
|      | Total  | 5       | 2       | 1       | 8     | 100%          |

Table 53. Postgraduate research degree average completion time

|      |        | N | Mean years | Median years |
|------|--------|---|------------|--------------|
| PhD  | Female | 5 | 5.8        | 6            |
|      | Male   | 7 | 5.7        | 5            |
| MRes | Female | 5 | 3.2        | 3            |
|      | Male   | 3 | 4.5        | 4.5          |

## 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's which have been aggregated:

- (105) Health & community studies
- (112) Biosciences

## Staff population by grade, function, mode and terms

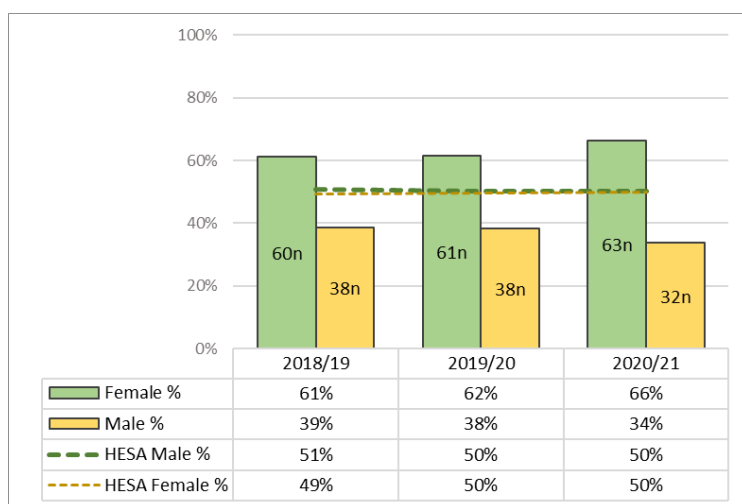


Figure 13. School staff population by gender

Table 54. 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                     |
| Professor/Senior | Professor/Senior Academic               |

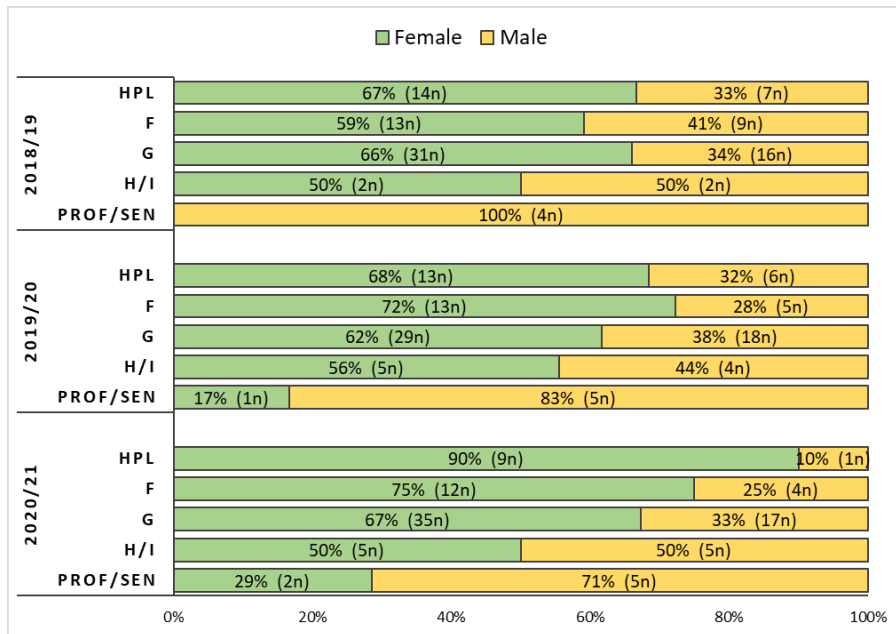


Figure 14. School staff population by grade and gender

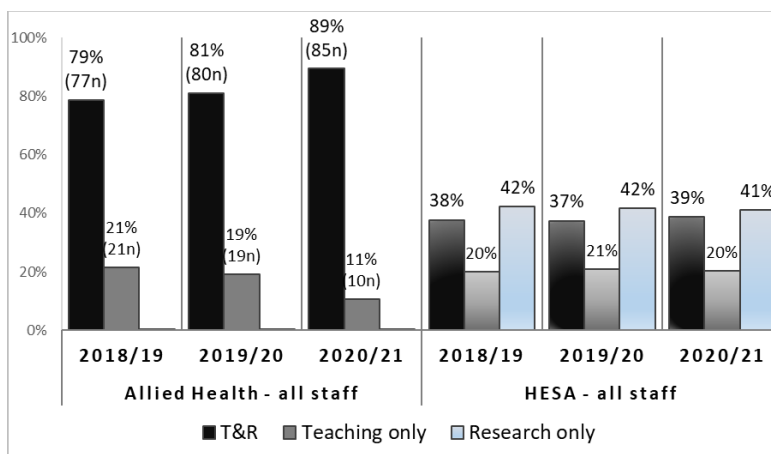


Figure 15. All School staff by contract function

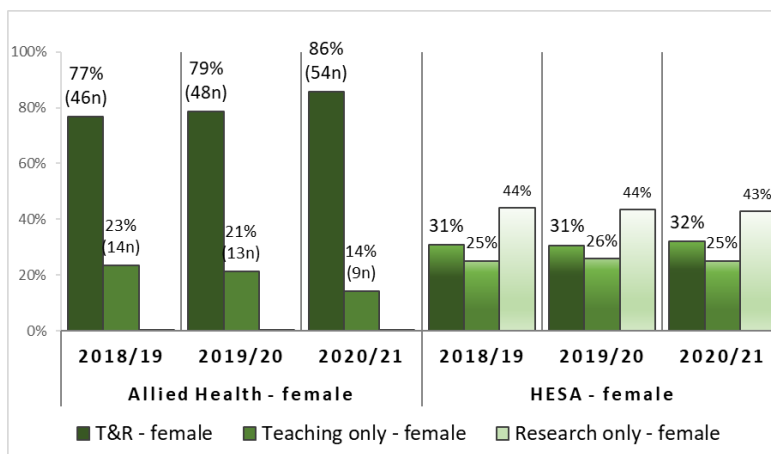


Figure 16. Female School staff by contract function

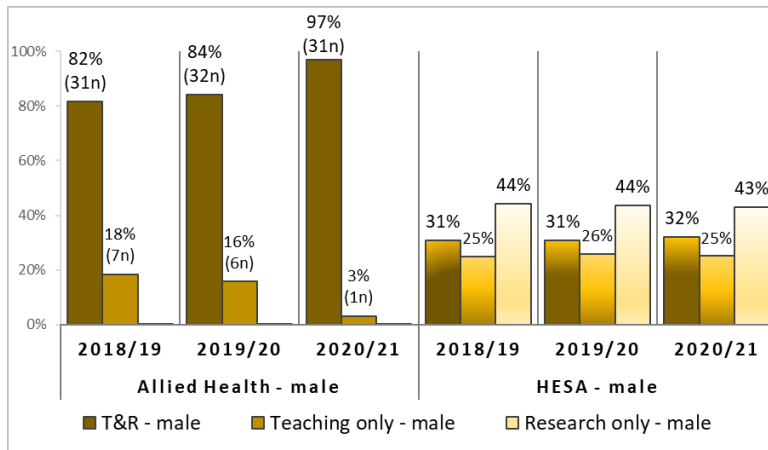


Figure 17. Male School staff by contract function

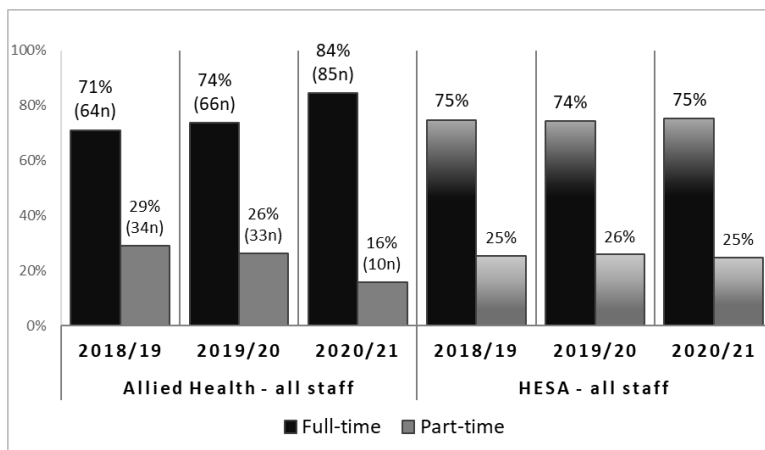


Figure 18. All School staff by contract mode

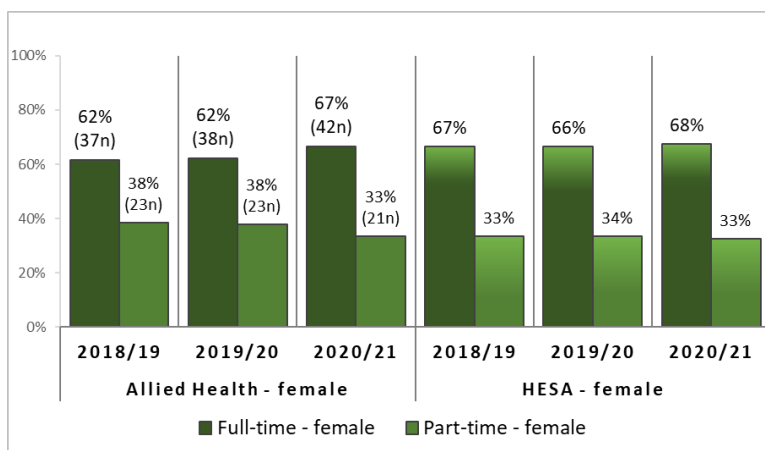


Figure 19. Female School staff by contract mode

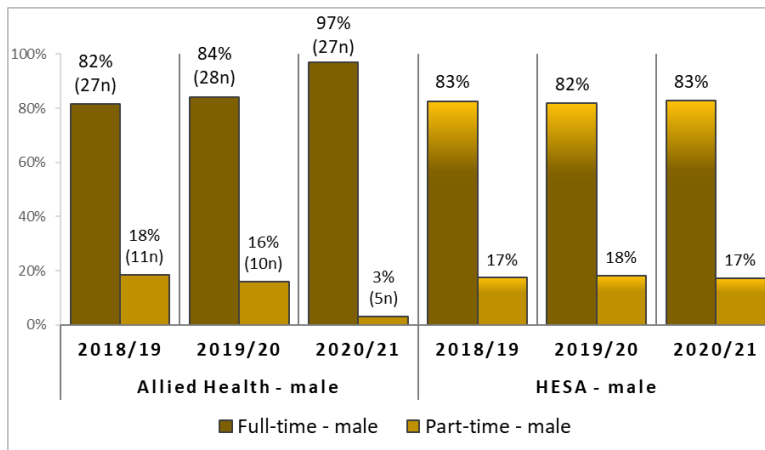


Figure 20. Male School staff by contract mode

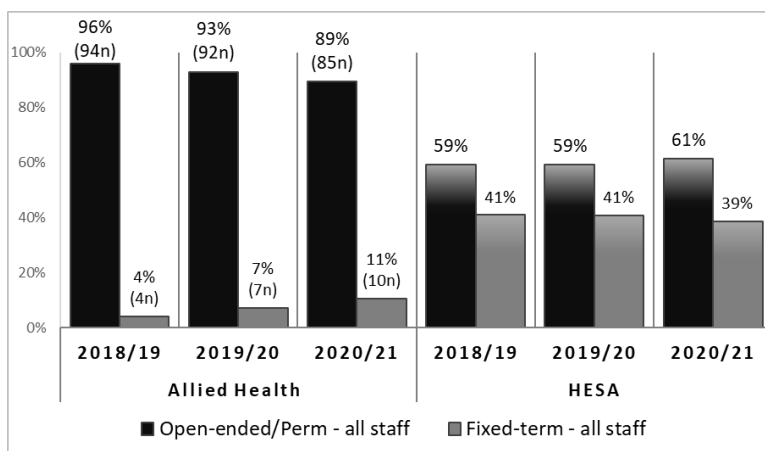


Figure 21. All School staff by contract mode

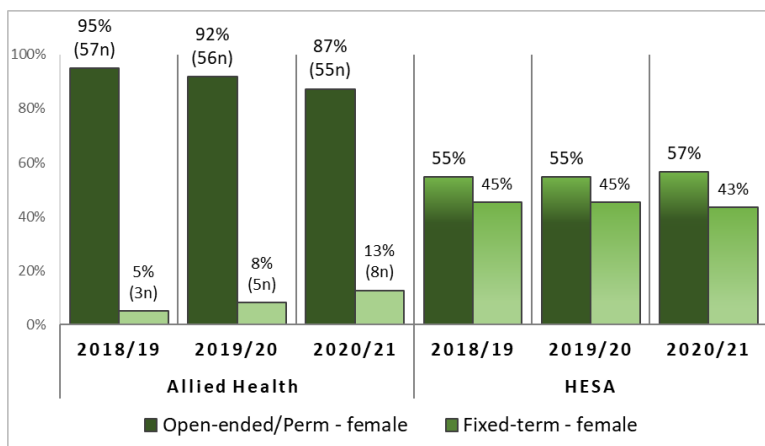


Figure 22. Female School staff by contract mode

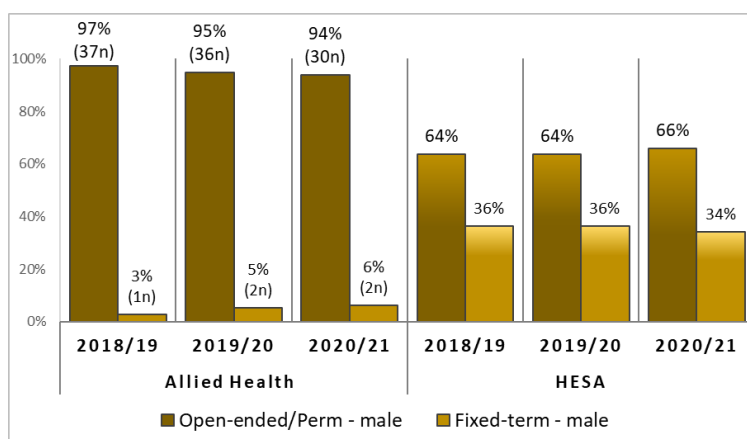


Figure 23. Male School staff by contract mode

## Staff recruitment, promotion, appraisal and leavers

Table 55. School staff recruitment applications, interviews and offers

|          | Applications |      |     |       | Interview |      |     |       | Offer  |      |     |       |
|----------|--------------|------|-----|-------|-----------|------|-----|-------|--------|------|-----|-------|
|          | Female       | Male | N/D | Total | Female    | Male | N/D | Total | Female | Male | N/D | Total |
| 2019 (N) | 95           | 94   | 14  | 203   | 15        | 15   | 1   | 31    | 10     | 3    |     | 13    |
| 2020 (N) | 33           | 41   | 14  | 88    | 7         | 9    | 3   | 19    | 5      | 4    | 1   | 10    |
| 2021 (N) | 42           | 57   | 13  | 112   | 9         | 6    | 3   | 18    | 5      | 3    | 2   | 10    |
| Total    | 170          | 192  | 41  | 403   | 31        | 30   | 7   | 68    | 20     | 10   | 3   | 33    |
| 2019 (%) | 47%          | 46%  | 7%  | 100%  | 48%       | 48%  | 3%  | 100%  | 77%    | 23%  | 0%  | 100%  |
| 2020 (%) | 38%          | 47%  | 16% | 100%  | 37%       | 47%  | 16% | 100%  | 50%    | 40%  | 10% | 100%  |
| 2021 (%) | 38%          | 51%  | 12% | 100%  | 50%       | 33%  | 17% | 100%  | 50%    | 30%  | 20% | 100%  |
| Mean %   | 41%          | 48%  | 11% | 100%  | 45%       | 43%  | 12% | 100%  | 57%    | 32%  | 11% | 100%  |

Table 56. School staff Grade F roles recruitment: applications, interviews and offers

|          | Applications |      |     |       | Interview |      |     |       | Offer  |      |     |       |
|----------|--------------|------|-----|-------|-----------|------|-----|-------|--------|------|-----|-------|
|          | Female       | Male | N/D | Total | Female    | Male | N/D | Total | Female | Male | N/D | Total |
| 2019 (N) | 63           | 56   | 11  | 130   | 8         | 9    | 1   | 18    | 6      | 1    |     | 7     |
| 2020 (N) | 25           | 28   | 12  | 65    | 5         | 4    | 2   | 11    | 3      |      |     | 3     |
| 2021 (N) | 36           | 42   | 7   | 85    | 7         | 1    | 0   | 8     | 4      | 2    |     | 6     |
| 2019 (%) | 48%          | 43%  | 8%  | 100%  | 44%       | 50%  | 6%  | 100%  | 86%    | 14%  | 0%  | 100%  |
| 2020 (%) | 38%          | 43%  | 18% | 100%  | 45%       | 36%  | 18% | 100%  | 100%   | 0%   | 0%  | 100%  |
| 2021 (%) | 42%          | 49%  | 8%  | 100%  | 88%       | 13%  | 0%  | 100%  | 67%    | 33%  | 0%  | 100%  |
| Mean %   | 44%          | 45%  | 11% | 100%  | 54%       | 38%  | 8%  | 100%  | 81%    | 19%  | 0%  | 100%  |

Table 57. School staff Grade G roles recruitment: applications, interviews and offers

|          | Applications |      |     |       | Interview |      |     |       | Offer  |      |     |       |
|----------|--------------|------|-----|-------|-----------|------|-----|-------|--------|------|-----|-------|
|          | Female       | Male | N/D | Total | Female    | Male | N/D | Total | Female | Male | N/D | Total |
| 2019 (N) | 28           | 30   | 2   | 60    | 7         | 6    |     | 13    | 4      | 2    |     | 6     |
| 2020 (N) | 6            | 7    | 2   | 15    | 1         | 3    | 1   | 5     | 1      | 2    | 1   | 4     |
| 2021 (N) | 6            | 15   | 6   | 27    | 2         | 5    | 3   | 10    | 1      | 1    | 2   | 4     |
| 2019 (%) | 47%          | 50%  | 3%  | 100%  | 54%       | 46%  | 0%  | 100%  | 67%    | 33%  | 0%  | 100%  |
| 2020 (%) | 40%          | 47%  | 13% | 100%  | 20%       | 60%  | 20% | 100%  | 25%    | 50%  | 25% | 100%  |
| 2021 (%) | 22%          | 56%  | 22% | 100%  | 20%       | 50%  | 30% | 100%  | 25%    | 25%  | 50% | 100%  |
| Mean %   | 39%          | 51%  | 10% | 100%  | 36%       | 50%  | 14% | 100%  | 43%    | 36%  | 21% | 100%  |

Table 58. School staff Prof/Senior roles recruitment: applications, interviews and offers

|          | Applications |      |     |       | Interview |      |     |       | Offer  |      |     |       |
|----------|--------------|------|-----|-------|-----------|------|-----|-------|--------|------|-----|-------|
|          | Female       | Male | N/D | Total | Female    | Male | N/D | Total | Female | Male | N/D | Total |
| 2019 (N) | 4            | 8    | 1   | 13    | 0         | 0    | 0   | 0     | 0      | 0    | 0   | 0     |
| 2020 (N) | 2            | 6    |     | 8     | 1         | 2    | 0   | 3     | 1      | 2    | 0   | 3     |
| 2021 (N) | 0            | 0    | 0   | 0     | 0         | 0    | 0   | 0     | 0      | 0    | 0   | 0     |
| 2019 (%) | 31%          | 62%  | 8%  | 100%  | 0%        | 0%   | 0%  | 0%    | 0%     | 0%   | 0%  | 0%    |
| 2020 (%) | 25%          | 75%  | 0%  | 100%  | 33%       | 67%  | 0%  | 100%  | 33%    | 67%  | 0%  | 100%  |
| 2021 (%) | 0%           | 0%   | 0%  | 0%    | 0%        | 0%   | 0%  | 0%    | 0%     | 0%   | 0%  | 0%    |
| Mean %   | 29%          | 67%  | 5%  | 100%  | 33%       | 67%  | 0%  | 100%  | 33%    | 67%  | 0%  | 100%  |

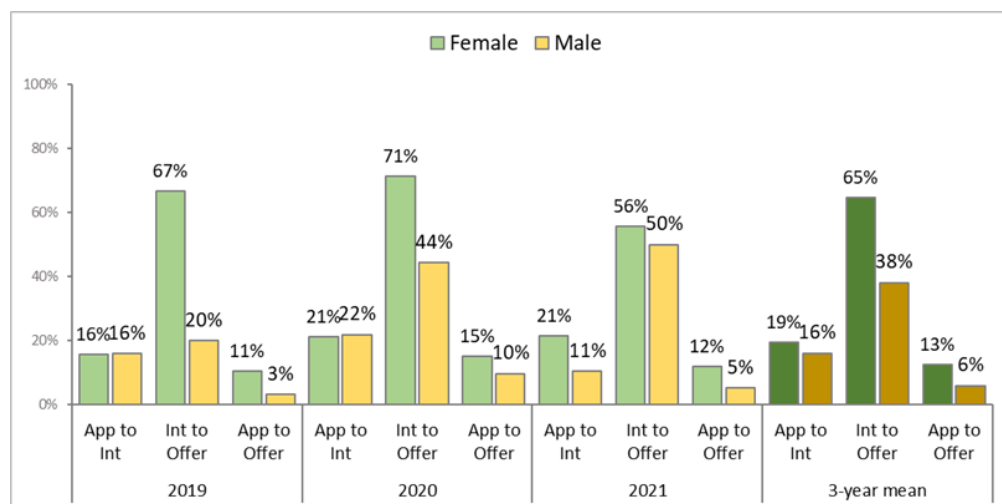


Figure 24. School staff recruitment stage conversion rates by gender – application, interview, offer

Table 59. School staff promotion to Associate Professor by gender

|                             |            | Female | Male | Total |
|-----------------------------|------------|--------|------|-------|
| 2019                        | Applied    | 7      | 6    | 13    |
|                             | Successful | 4      | 3    | 7     |
| 2020                        | Applied    | 4      | 5    | 9     |
|                             | Successful | 0      | 0    | 0     |
| 2021                        | Applied    | 7      | 2    | 9     |
|                             | Successful | 3      | 1    | 4     |
| 3-year total                | Applied    | 18     | 13   | 31    |
|                             | Successful | 7      | 4    | 11    |
| 3-year proportion by gender | Applied    | 58%    | 42%  | 100%  |
|                             | Successful | 64%    | 36%  | 100%  |
| 3-year % of staff total     | Applied    | 10%    | 12%  | 11%   |
|                             | Successful | 4%     | 4%   | 7%    |
| 3-year success rate %       |            | 39%    | 31%  | 35%   |

Table 60. School staff promotion to Professor by gender

|                             |            | Female | Male | Total |
|-----------------------------|------------|--------|------|-------|
| 2019                        | Applied    | 1      | 0    | 1     |
|                             | Successful | 1      | 0    | 1     |
| 2020                        | Applied    | 0      | 0    | 0     |
|                             | Successful | 0      | 0    | 0     |
| 2021                        | Applied    | 1      | 0    | 1     |
|                             | Successful | 1      | 0    | 1     |
| 3-year total                | Applied    | 2      | 0    | 2     |
|                             | Successful | 2      | 0    | 2     |
| 3-year proportion by gender | Applied    | 100%   | 0%   | 100%  |
|                             | Successful | 100%   | -    | 100%  |
| 3-year % of staff total     | Applied    | 1%     | 0%   | 1%    |
|                             | Successful | 1%     | 0%   | 1%    |
| 3-year success rate %       |            | 100%   | -    | 100%  |

Table 61. School staff appraisal completion rates by gender and % of School staff total

|         | Female | Male | Total | % of Female staff | % of male staff | % of total staff |
|---------|--------|------|-------|-------------------|-----------------|------------------|
| 2018/19 | 53     | 36   | 89    | 88%               | 95%             | 91%              |
| 2019/20 | 18     | 14   | 32    | 30%               | 37%             | 32%              |
| 2020/21 | 21     | 10   | 31    | 33%               | 31%             | 33%              |

Table 62. School staff leavers by grade and proportion of staff population by gender

|                        | Female (% of School female) | Male (% of School male) | Total (% of School total) |
|------------------------|-----------------------------|-------------------------|---------------------------|
| <b>2018/19</b>         | <b>5 (8%)</b>               | <b>2 (5%)</b>           | <b>7 (7%)</b>             |
| Hourly Paid Lecturer   |                             |                         |                           |
| E (RA)                 |                             |                         |                           |
| F (Lecturer, RF)       | 2                           | 1                       | 3                         |
| G (SL, SRF)            | 3                           | 1                       | 4                         |
| Grade H/I (Reader, AP) |                             |                         |                           |
| Professor              |                             |                         |                           |
| <b>2019/20</b>         |                             | <b>2 (5%)</b>           | <b>2 (2%)</b>             |
| Hourly Paid Lecturer   |                             |                         |                           |
| E (RA)                 |                             |                         |                           |
| F (Lecturer, RF)       |                             | 1                       | 1                         |
| G (SL, SRF)            |                             | 1                       | 1                         |
| Grade H/I (Reader, AP) |                             |                         |                           |
| Professor              |                             |                         |                           |
| <b>2020/21</b>         | <b>4 (6%)</b>               | <b>2 (6%)</b>           | <b>6 (6%)</b>             |
| Hourly Paid Lecturer   |                             |                         |                           |
| E (RA)                 |                             |                         |                           |
| F (Lecturer, RF)       | 3                           |                         | 3                         |
| G (SL, SRF)            | 1                           | 2                       | 3                         |
| Grade H/I (Reader, AP) |                             |                         |                           |
| Professor              |                             |                         |                           |

Table 63. Staff leavers by contract mode and gender

|                | Female   | Male     | Total    |
|----------------|----------|----------|----------|
| <b>2018/19</b> | <b>5</b> | <b>2</b> | <b>7</b> |
| Part-time      | 1        |          | 1        |
| Full-time      | 4        | 2        | 6        |
| <b>2019/20</b> |          | <b>2</b> | <b>2</b> |
| Part-time      |          | 1        | 1        |
| Full-time      |          | 1        | 1        |
| <b>2020/21</b> | <b>4</b> | <b>2</b> | <b>6</b> |
| Part-time      |          |          |          |
| Full-time      | 4        | 2        | 6        |

Table 64. Staff leavers by reason and gender

|                                | Female   | Male     | Total    |
|--------------------------------|----------|----------|----------|
| <b>2018/19</b>                 | <b>5</b> | <b>2</b> | <b>7</b> |
| Death in Service               | 1        |          | 1        |
| End of Fixed term contract     |          |          |          |
| Resignation - Lifestyle change | 1        | 1        | 2        |
| Resignation - New Job          | 3        | 1        | 4        |
| Retirement                     |          |          |          |
| Voluntary redundancy           |          |          |          |
| Voluntary severance            |          |          |          |
| <b>2019/20</b>                 |          | <b>2</b> | <b>2</b> |
| Death in Service               |          |          |          |
| End of Fixed term contract     |          |          |          |
| Resignation - Lifestyle change |          | 1        | 1        |
| Resignation - New Job          |          | 1        | 1        |
| Retirement                     |          |          |          |
| Voluntary redundancy           |          |          |          |
| Voluntary severance            |          |          |          |
| <b>2020/21</b>                 | <b>4</b> | <b>2</b> | <b>6</b> |
| Death in Service               |          |          |          |
| End of Fixed term contract     | 1        |          | 1        |
| Resignation - Lifestyle change |          |          |          |
| Resignation - New Job          | 3        | 2        | 5        |
| Retirement                     |          |          |          |
| Voluntary redundancy           |          |          |          |
| Voluntary severance            |          |          |          |

## Appendix 3: Glossary

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

|       |   |
|-------|---|
| AHoS  | Associate Head of School                    |
| AP    | Associate Professor                         |
| AS    | Athena SWAN                                 |
| BAEM  | Black, Asian and ethnically minoritised     |
| DMU   | De Montfort University                      |
| ECR   | Early Career Researcher                     |
| EDI   | Equality, diversity and inclusion           |
| EDIC  | Equality, diversity and inclusion committee |
| F     | Female                                      |
| FD    | Foundation Degree                           |
| FLB   | Faculty Leadership Board                    |
| FT    | Full time                                   |
| HLS   | Health and Life Sciences                    |
| HoD   | Head of Division                            |
| HoS   | Head of School                              |
| HPL   | Hourly Paid Lecturer                        |
| L     | Lecturer                                    |
| LSAHS | Leicester School of Allied Health Sciences  |
| LTG   | Learning and Teaching Group                 |
| M     | Male  |
| ND    | Not disclosed                               |
| NSS   | National Student Survey                     |
| PGR   | Postgraduate Research                       |
| PGT   | Postgraduate Taught                         |
| PL    | Programme Leader                            |
| PMB   | Programme Management Boards                 |
| PQIP  | Programme Quality Improvement Plan          |
| PS    | Professional Services                       |
| PSAR  | Programme Self-Assessment Report            |
| PT    | Part-time                                   |
| RA    | Research Assistant                          |
| RI    | Research and Innovation                     |
| SALT  | Speech and Language Therapy                 |
| SCS   | Student Culture Survey                      |
| SL    | Senior Lecturer                             |
| SLB   | School Leadership Board                     |
| SLTG  | School Learning and Teaching Group          |
| SSCS  | School Staff Culture Survey                 |
| TL    | Teaching and Learning                       |
| TR    | Teaching and Research                       |
| UG    | Undergraduate                               |
| ULB   | University Leadership Board                 |
| VC    | Vice Chancellor                             |
| WP    | Widening Participation                      |
| WWG   | Work and Wellbeing Group                    |