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University of Hertfordshire: Bronze renewal application

Applicant information

Name of institution	University of Hertfordshire
Name of department	School of Creative Arts
Date of current application	July 2025
Level of previous award	Bronze
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*These sections and appendices should not contain any commentary contributing to the overall word limit

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University of Hertfordshire UH

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

1. Letter of endorsement from the head of the department (Dean of School)

16 May 2025

Dear Athena Swan Review Panel,

School of Creative Arts – Athena SWAN Bronze Award Renewal

As Dean of the School, I am pleased to give my full support to the School of Creative Arts' application for renewal of its Athena SWAN Bronze award. One of my first acts on appointment as Dean in 2022 was to commit the School to the Athena Swan charter principles. Since then, we have appointed a new Equality, Diversity and Inclusion leader and Athena Swan champion, and reconstituted our Equality, Diversity and Inclusion Team (EDIT), which I chair. This gives me a welcome personal involvement in the EDI work of the School and I am happy to lend the authority of my role to support it.

Frequent changes of school leadership and the Covid-19 pandemic interfered with some of the ambitions detailed in our previous action plan. On the other hand, lessons learned about online working have helped us to support staff and students in balancing professional responsibilities with personal commitments, such as caregiving. The absorption of the School of Humanities into the School of Creative Arts has considerably increased the base of research-active staff and the number of female readers and professors. This influx of expertise and role models will help us to support female academic staff seeking to advance their careers through research. We have also recently had some successful completions of Advance HE's Aurora programme, which adds to our capacity to develop women for leadership roles.

Areas of success since previous application:

- Integration of EDI into the School's strategic processes. The EDI lead is now a member of and reports regularly to the School Executive Group; student-side EDI actions are written in to the Schools student success plan; EDI activities are now a regular part of School-wide staff development and communications.
- The processes of School management have been opened so far as possible to view by staff. All staff in the School may attend meetings of the School Executive Group as observers and similar arrangements are in place for other committees.
- We have encouraged the use of job-shares in programme leadership roles. This allows part-time staff, who are more likely to be women, to develop their careers. As a result, we now have more women leading academic programmes.

Priorities for the next 5 years:

- The Senior Leadership Team in the School is currently almost all male. This must change. The most recent addition to the SLT is our recently appointed Deputy Dean, who is a non-white woman, but there is much further to go.
- We will find and develop more effective ways to prepare and encourage female colleagues to take on leadership roles.
- We will improve the effectiveness and visibility of our work to eliminate bullying and harassment.
- We will work towards parity of opportunity for part-time staff.

I am committed to ensuring the School has the institutional support it needs to deliver its Athena Swan action plan. This includes time allocation for EDI responsibilities, access to professional development for staff at all career stages, and continued support for fostering inclusive teaching and research cultures. I am confident that this work will lay strong foundations for meaningful, long-term cultural change.

Yours faithfully,

Dr Stephen Partridge

Dean of School, Creative Arts

2. Description of the Department and its Context

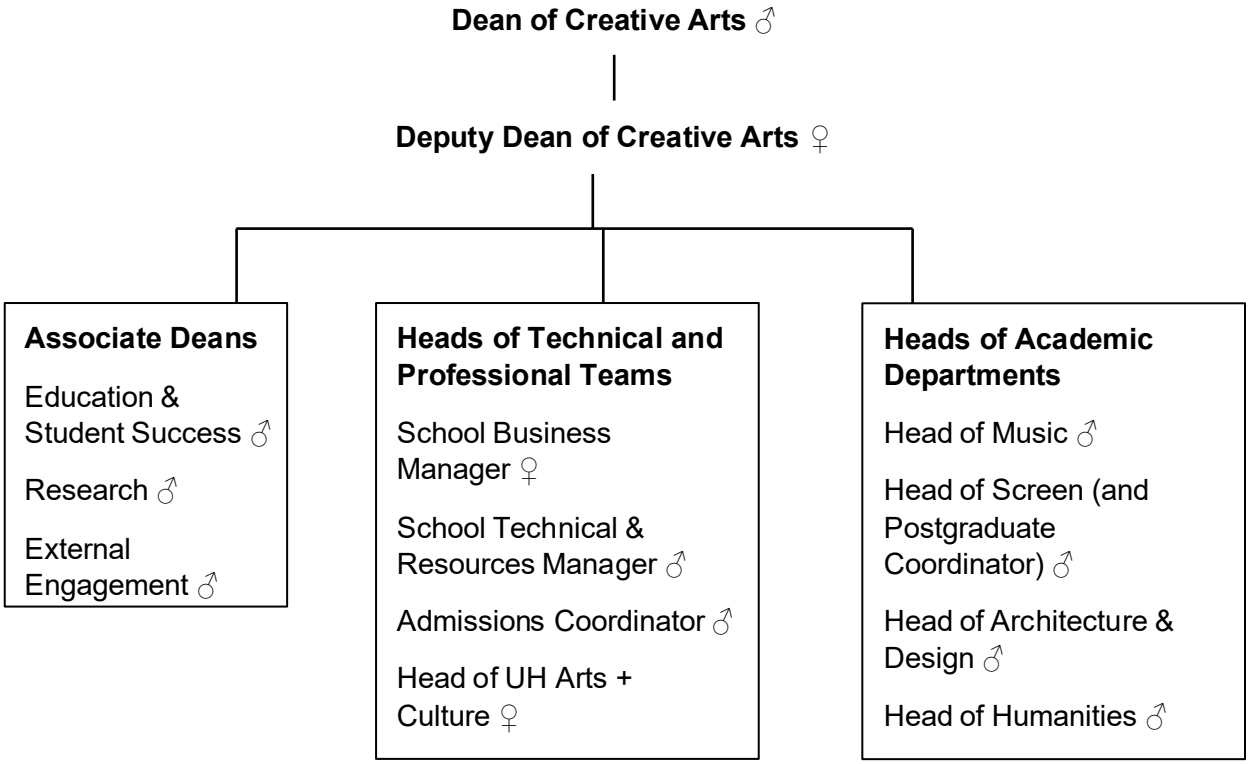
The current School of Creative Arts is the result of mergers between the former Schools of Creative Industries, Music (joined in 2004), and Humanities (joined in 2023). At the time of the last merger, Creative Arts and Humanities both held bronze Athena Swan awards. The School has four academic departments: Music, Screen, Architecture & Design, and Humanities. In addition to the academic departments, it has a team to support the technical and equipment needs of the School and is home to *UH Arts*, which presents visual arts, live performance arts and music at venues on campus and in nearby communities. The School offers undergraduate programmes in Film and TV Production, Digital Animation, Digital Media Design, Model Design, Creative Media, Graphic Design and Illustration, Architecture, Interior Design, Product Design, Photography, Fashion, History, Sociology, Media, Philosophy, English Language, English Literature and Creative Writing, Music Composition, Music Technology and Music Industry Management. Its taught postgraduate programmes are in Media, Animation, Film Production, Design, Art Therapy, Journalism, Public Relations, Global Film and TV, Teaching English as a Second Language, Literature and Culture, and Music. It offers research degrees at master's and doctoral levels. It is preparing REF submissions in History and English Language & Literature and plans to submit work by research active staff in other disciplines such as Philosophy and Design.

The School's salaried academic staff strength in 2023-24 was 123.2 full-time equivalent (fte), of which 44.7 was female and 78.5 male (table 7 in Appendix 2). Of the female salaried academic staff, 30 out of 44.7 fte (67%) were full-time, compared with 61 out of 77.9 fte (78%) male academics (table 9). That is, women are a minority in the academic staff body and are more likely to work part-time. The reasons for part-time working include caring responsibilities but also the fact that some staff are active in their creative industries and combine professional practice with teaching at UH. In addition to the salaried academic staff, there are 215 female and 178 male hourly-paid visiting lecturers (VLs). These VL figures count the number of people holding contracts, but not all of these are active at any one time and their contribution may vary from a couple of hours in a semester to taking responsibility for teaching entire modules. Nonetheless, we see in these numbers a continuation of the gender pattern already present in the part-time staff. The VL population is overwhelmingly white (73% of the female and 81% of the male VLs are white). The same pattern is even more marked in the salaried academic staff: 87% of the female salaried academic staff and 90% of the males are white. Similar patterns obtain among the Professional, Technical and Operational (PTO) staff: 91% of the women and 74% of the men are white. Women are in a minority at 38% of a total PTO staff strength of 43.3 fte. This figure includes the five School office staff, four of whom are female, and the six *UH Arts* staff, five of whom are female.

These gender and ethnic patterns in the staff present a contrast with the student body. In the academic year 2023-24, 58% of the students were female and 50% white. These figures include online postgraduate courses that recruit mostly from overseas, but the picture is similar when restricted to home (UK) undergraduates, who were 56% female and 62% white. Turning to other characteristics, Creative Arts is the UH School with the highest proportion of students with a declared disability (23%), 28% of which relates to mental health. Compared with other UH schools of study, Creative

Arts has the largest proportion of students who have changed their gender since birth (4%) and by some distance the lowest proportion of students who describe themselves as heterosexual (67%). We also have, by far, the most irreligious student body in the university, with 44% who recorded themselves as having no religion.

Structure of the Senior Management Team, with sex of role-holders indicated



3. Athena Swan self-assessment process

The School has an Equality, Diversity and Inclusion Team (EDIT) which meets five times per academic year, and which the Dean chairs. Its meetings are fully minuted by a clerk (see Appendix 4) and the minutes made available to all School staff via a SharePoint site dedicated to holding EDI-related documents. The academic staff are volunteers except for the chair, EDI lead and Student Engagement Officer. The undergraduate students are Student Community Organisers (SCOs), a liaison role within the School, and the postgraduate students are volunteers. We decided not to have a large team with representatives from every department or every programme because this would have produced an unwieldy group with many inactive members. We also decided not to include heads of department or members of the Senior Leadership Team aside from the Dean in order to avoid replicating the Senior Executive Group (SEG). It is important to the effective functioning of the EDIT that it be a place where the usual senior voices do not dominate. Since the Dean chairs both the EDIT the SEG, and the EDI lead sits on both, there is no lack of communication between the two. The students are replaced annually with the change in cohort of SCOs and PG students.(**membership REDACTED)**

In preparation for this application, the EDI Lead conducted two Athena Swan culture surveys (June 2024 and May 2025) and two anonymous online focus groups using Padlet (one on women's careers in the School and one on part-time working; see Appendix 1). The results were shared with senior management, discussed in the EDIT and (in the case of the culture surveys) presented to the School at staff development days. The results of these soundings and discussions formed the basis of the action plan (below).

For the culture surveys, we used the list of questions supplied by Advance HE without modification. The participation rate is lower than hoped for (30 women and 32 men in 2024, 20 women and 30 men in 2025), but not so low that conclusions cannot be drawn. In 2025, the survey was opened to VLs (of whom five women and four men responded). Differences from year to year and across genders were relatively slight on most questions and may just reflect differences in the responding populations (for example, most of the drop in the number of female respondents is in the academic job category, so the year-to-year comparisons are not comparing similar populations). For the analysis of the questions that did show a gendered response or a significant change from year to year, see 2.4 below.

The EDI Lead communicates these developments to the School leadership at meetings of the School Executive Group and to School staff (including VLs) via regular email updates. The EDI Lead carried out the analysis in the following section based on original 2017 application. This current application was discussed at the School EDIT at the last meeting before submission in July 2025.

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

1. The priorities in the 2017 application

The 2017 Creative Arts Athena Swan application identified these challenges:

- *A further awareness of intersectionality*

- *Overcoming gender bias in industries from which we draw staff*
- *Comparison of staff gender ratio with student ratios*
- *Moving towards a 50%:50% gender ratio in Visiting Lecturers (VLs)*

We have made significant progress against these priorities. Regarding intersectionality, there is certainly a greater awareness among the staff of the intersecting demographic characteristics of the student body. This is partly the result of the university providing better statistics. For example, we now know that in Creative Arts, there is a gap in 'good degree' (first class or upper second) bachelors degree outcomes in favour of women (76% to 72% in 2023-24). However, this reverses when we consider only our Asian or Asian-British undergraduates. Then, the gap is 65% to 55% in favour of men (in connection with this, Asian and British-Asian students have by far the lowest withdrawal rate in the School—5.5% compared with 8.21% for the whole School student population). Similar patterns emerge when we combine religious affiliation with sex. We are also starting to look at the differential experiences of students coming in with qualifications other than A-levels. The school is currently reviewing its approaches to assessment and the classroom experience programme by programme with a view narrowing these awarding gaps.

Regarding the gender bias and sexist practices in creative industries, there is an ambition to produce graduates who will change the values in their workplaces as they rise through their professions. This is obviously a slow burn and not something we can easily measure. The 2017 application was strongly oriented towards relations between the School and the creative industries because the Humanities subjects had not yet joined, so it was possible to develop a whole-school strategy based on industry relations. However, many students do not go in to the industry associated with their degree subject, so our focus has shifted to ensuring that students understand their workplace rights regardless of what work they take up (action 8 in the current plan refers).

With respect to staff and student gender ratios, 56% of the student body is female, whereas women are in a minority in the academic staff. However, table 7 (Appendix 2) shows that the sexes are closer to parity at lower teaching grades, whereas in senior positions men predominate. Consequently, all students are likely to be taught by both men and women. As noted above, the visiting lecturer (VL) gender split is 215 female to 178 male (i.e. 54%-46%), which almost exactly matches the ratio in the student body. This success means that attention can shift away from the gender ratio among VLs in favour of working towards gender parity in more senior academic roles.

2. Evaluating progress against the previous action plan

The action plan from the original Creative Arts application document from 2017 is Appendix 3 below. The rightmost column of its action plan records a 2025 RAG-rating assessment of progress on each action. Of the 44 actions, 20 (45%) are rated green, eleven (25%) amber, seven (16%) red and six (14%) discontinued.

Since the School gained Bronze accreditation in April 2018, there have been challenges. The School has undergone multiple changes of leadership. The Dean incumbent during the application preparations retired in January 2018, and was

replaced by an interim Dean until the appointment of a new Dean in July 2018. The School was restructured from four departments to three during that time, and the Athena Swan champion left later that year. The appointment of a replacement Athena Swan champion took until September 2019, after which the School Athena Swan Action Team (SAT) was established.

During the pandemic, Athena Swan activities were halted while staff covered for absences and illness. In July of 2021, the Athena Swan champion stepped down and was not replaced. The SAT did not meet after that time.

In July of 2022 the Dean appointed in 2018 retired and was replaced by another interim Dean, who appointed a new Athena Swan champion effective from September 2022. The current Dean joined in December 2022. In August 2023, the School of Social Sciences, Humanities and Education was disbanded after only one year of existence, with the staff and programmes in Humanities joining the School of Creative Arts. The following month, September 2023, the School's Athena Swan lead left the University. The current EDI champion, who leads on Athena Swan, was appointed in March 2024.

Regarding the wider staff base, in 2022 the university conducted a review of administrative services (the 'Star Review') and subsequently centralised many functions that were previously held in academic schools, resulting in a much smaller administrative staff in the school (see table 7 in Appendix 2). As a result of the arrival of Humanities, the strength of the academic staff base jumped from 80.8 fte in the academic year 2022-23 to 123.2 in 2023-24 (see table 12 in Appendix 2). In addition, the period since the last application includes the Covid-19 lockdowns and the subsequent changes in student and staff working patterns common across higher education in the UK and internationally.

The 2017 action plan is reproduced below in Appendix 3. As a result of the changes in leadership between January 2018 and March 2024, there were extended periods when the School had either an interim Dean, no Athena Swan lead, or both. Consequently, it was not possible to work through the whole of the 2017 Athena Swan action plan as originally envisaged. Nonetheless, some actions were progressed. Those actions in the 2017 plan marked as priorities are shaded purple in the leftmost column of Appendix 3. Here follows current assessments of these actions. As can be seen, almost all of the 2017 priority actions were completed in whole or in part.

Priority 2017 actions rated green:

Action 3.i.1 was the establishment of an EDI team (EDIT). This was achieved in September 2024 with a male lead who attends SEG, meets the Dean one-to-one monthly and reports regularly to the whole school staff via e-mail updates (in fulfilment of actions 3.ii.1 and 3.iii.2).

Action 4.2.i.1 called for regular recording of statistics about the gender and ethnicity of hourly paid and occasional employees (visiting lecturers, visiting professors, etc.) with a view to tracking more accurately the whole staff base. The university now keeps track of the gender and ethnicity of staff holding VL contracts (see details

above—the gender ratio in the VL population is now about the same as in the student body, but the students are more ethnically diverse than the VLs). Recently, many longer serving visiting lecturers have been transferred to salaried contracts. Since 2024, visiting lecturers have been included in all the School's EDI-related messaging and in 2025 were invited to complete the culture survey.

Action 5.1.2 called for improvements to recruitment processes. This has been achieved by monitoring and sending reminders about unconscious bias training for all staff (including, especially, appointing managers) and by tracking the ethnic and gender diversity of appointment and promotion panels. All recent appointment panels have had a mix of men and women.

Action 5.3.1 called for improvements to the collection and analysis of Athena Swan data—this has been achieved and the university's systems for building and interrogating datasets for EDI work has improved significantly since the original application.

Action 5.3.8 called for support for research grant writing. This is now routinely supplied in the form of workshops led by staff within the school with records of success in grant-gaining.

Actions 5.5.2-3 were about support for flexible working. Since lockdown, almost all meetings are online or hybrid and the good effect of this for flexible working is reflected in staff survey responses (Appendix 1).

Action 5.6.1 concerned membership of school committees. Since 2024, meetings of the School Executive Group have been open to all staff to attend as observers, and this same approach is taken with other formal meetings where possible. This is felt to be a better way to illuminate the work of the school's management than rotating a small number of individuals in and out of committee memberships. If staff currently at more junior grades can attend meetings as observers and thus see what senior colleagues do, they may be better able to imagine themselves taking on such roles.

Priority 2017 actions rated amber:

Action 4.1.ii.3 had two aspects. One was to present postgraduate students as career role models to undergraduates—this is now difficult as many postgraduate programmes are taught online, and undergraduates on industry-oriented programmes are rarely drawn towards research. The other was to embed EDI in the curriculum. This is a partial success, in that the curricula are largely decolonised and there is explicit teaching about unconscious bias and equalities law on some programmes. There is still not a standard package available to students that explains their rights and obligations under equalities and employment law. Lobbying for the university to adopt one is action 8 in the current plan.

Action 5.3.4 concerned appraisal. Survey results (see Appendix 1) suggest that staff are relatively satisfied with their appraisal experiences, but do not rely on appraisal for career advancement support from their managers. The picture seems to be that appraisal or appraisal review comes round once every six months, while opportunities for development or advancement arise at other times in the year and

staff discuss them with their line managers as they occur rather than waiting for appraisal. Answers to question 8.1 (“My line manager supports my career development”) in the culture surveys suggest that most staff are satisfied with the career support they get from their managers, whether or not it happens through formal appraisal (and the proportion of responses in ‘strongly agree’ on this question is higher for women than for men—43% vs 19% in 2024 and 50% vs 30% in 2025).

Action 5.3.6 concerned promotion into more senior (UH08 and above). Promotions, either in total or of women, did not increase markedly (see table 20 in Appendix 2). However, the arrival of Humanities staff brought a proportionate increase in the number of women in these roles, including readers, principal lecturers, and professors.

Priority 2017 actions rated red:

Action 5.5.5 called for funding provided to staff attending conferences to cover extra childcare /carer costs. This was not achieved and there are no plans to provide it. Childcare remains a barrier to conference attendance and thus to the development of a research career, mitigated to some degree by the fact that some (but not all) academic conferences are now hybrid events and can be attended remotely.

Priority 2017 actions discontinued:

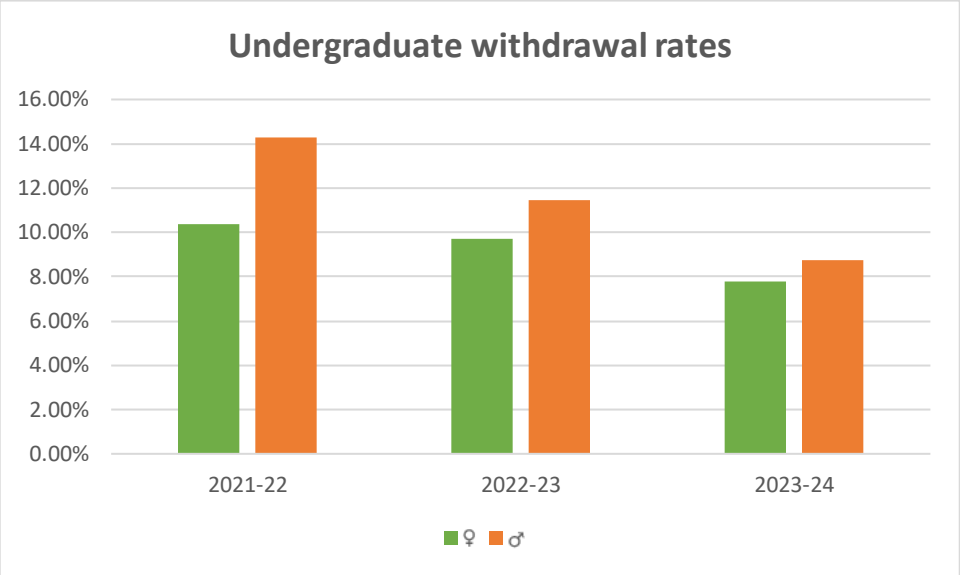
Actions 3.iii.6, 3.iii.7, 4.2.i.3 and 5.6.2 (using contacts with industry partners to develop and mentor female academic staff) has not recorded much success, perhaps because industry partners have little information or insight into advancement in academic careers. This action reflects the industry-oriented condition of the School before the merger with Humanities.

3. Staff and student demographics, attainment and promotion

Student headcounts are given in table 1 (Appendix 2). As with the staff data, the figures for 2023-24 include the merged School of Humanities. This shows in, most notably, the jump in the number of postgraduate research students, among whom women predominate strongly. Also notable is the sharp drop in part-time taught postgraduate women between 2020-21 and 2021-22. This probably reflects an effect of the pandemic, which struck women with caring responsibilities especially hard.

Looking at student attainment (table 2), the ratios of men and women gaining degrees at each class (first, upper second, etc.) are not markedly out line with the overall ratio of men to women in the student body. On the other hand, there are (in line with national trends) significant awarding gaps between ethnicities (these vary from programme to programme). Furthermore, there is an ethnic awarding gap within the group of students who enter the School with qualifications other than A-levels. In the pattern common across the university and the sector nationally, these gaps narrowed during the pandemic but have since returned to their pre-pandemic sizes. The university is undertaking a series of programme-by-programme interventions led by its Centre for Education and Student Success with a focus on the language and structure of assessment briefs. The School is energetically engaged with this, and is developing its own additional initiatives focussed on early intervention with

disengaged students. A programme within the School focussing on early intervention with vulnerable students has already achieved a significant reduction in the non-continuation rates (women in green, men in orange):



Another intervention, currently in its pilot stage, uses in-house linguistics expertise to ensure that assignment briefs are written in language comprehensible to all students.

Staff promotion presents a mixed picture (see tables 20 and 21 in Appendix 2). In 2023-24, 21 women gained promotion compared with 16 men (the inverse of the gender ratio in the academic staff population). However, those 21 promotions were to lecturer or senior lecturer grades. There were no women promoted to principal lecturer or above, compared with four men promoted to that level, plus one to academic manager and one to senior manager. In the PTO staff (table 21), women were promoted but only to levels UH05 and UH06, while four men were promoted to UH07 (lecturer equivalent).

4. Culture surveys and focus groups

Allowing for the relatively low return rates, analysis of the culture surveys, supplemented by the focus groups, suggested some progress. For example, the proportion of women who agreed strongly that “I feel that people really care about me in the School” (question 4.2) jumped from 10% in 2024 to 35% in 2025. In the same period, on the next question (“My contributions are valued in the School”) the proportion of women who strongly agreed rose from 10% to 40%. On question 5.1 (“School leadership actively supports gender equality”), the proportion of women who agreed strongly rose from 13% to 35%. On some other questions, the proportion of strong agreement goes up, but only as a result of the change in return rates—the absolute number of strongly agreeing returns remains the same. These results indicate growing confidence in the School’s commitment to gender equality among those women who completed the surveys, but these are a self-selecting minority of the female staff.

Looking at the results more broadly (while keeping the return rate in mind) suggests that action is needed relating to the following questions:

4.1 I feel like I belong in the School of Creative Arts

4.2 I feel that people really care about me in the School

5.1 School leadership actively supports gender equality

5.2 My School is committed to achieving gender balance in leadership positions (e.g. programme leaders and senior management team)

5.4 Equality, diversity and inclusion work is recognised when workload is allocated

6.2 Workloads in my School are allocated fairly

7.1 1 I have experienced bullying and/or harassment in my School in the past 12 months

7.2 I have witnessed bullying and/or harassment in my School in the past 12 months

8.1 My line manager supports my career development

8.2 Decisions about recruitment are made fairly

9 If you are on a part-time contract, would you agree that you have the same opportunities to develop your career as full-time staff?

10.1 My current workload is manageable

10.2 My mental health and/or wellbeing are supported in my School

10.4 I feel confident asking for mental health and/or wellbeing support at work

Unlike most of the other questions, the response to question 9 in 2025 was strongly gendered. All four part-time men agreed that they have the same career opportunities as full-time staff, but only two of the eight part-time women concurred. On the questions relating to bullying and harassment, the figures for women are notably better in 2025 than in 2024, but this could just be a consequence of the difference in respondent populations. On all the questions relating to bullying and harassment, the bulk of answers are neither/nor or don't know. Most staff can't judge management action on bullying and harassment because mostly they don't see it.

One of the issues identified in the focus groups is that promotion is more difficult for part-time staff because there is not enough time in the week to take on a leadership role alongside teaching, research and other duties. To address this, the School encourages job sharing for programme leaders. This has allowed part-time staff, and especially women, to take on programme leadership (for example in Philosophy, History, Architecture, and Art Therapy).

5. Key priorities for future action

The principal gender equality issues for the School in the next five years are:

- Access of women to leadership positions. The Senior Leadership Team in the School is still almost all male, and other leadership positions (e.g. programme lead) are disproportionately occupied by men. This is obvious from the organisational diagram (see above) and is a topic whenever staff have an

opportunity to comment anonymously (see Appendix 1). Actions 19-22 below refer.

- More effective and visible action against bullying and harassment. There have been two formal accusations of bullying in the school over the past five years, both upheld. As a matter of HR policy, hearings are held in private and the results not disclosed beyond the staff immediately affected. Consequently, staff are often unaware of such action as has been taken. Moreover, the process following a report of bullying or harassment is opaque (to both staff and students). The school will lobby for more clarity in the university's messaging about the reporting process while seeking to improve the support available locally to complainants. Actions 23-25 below refer.
- Parity of opportunity for part-time staff. The rate of part-time working is higher among women than men, making this a gender issue. Currently, promotion requires staff to perform above their current grade in a range of functions (teaching, research, leadership, etc.) and this is difficult to do on a part-time contract. In addition there are long-standing issues that affect part-time staff disproportionately (e.g. distribution of work between semesters; time spent in meetings; timing of workload bulges such as moderation of grading). Actions 15-18 below refer.

In addition we will continue to embed EDI in the life of the school and work on the other issues raised in the surveys and focus groups.

Section 3: Action Plan 2025-2030

Ref	Objective:	Outcomes / Success Measures	Action (s)	Responsibility	Target Date
	Embedding EDI				
1	All new starters (including VLs) to complete the mandatory EDI training within their probation period	100% of new starters to have completed their mandatory EDI training within their probation period	Send reminders to new staff to complete their mandatory EDI training.	EDI lead	Within six months of appointment
2	All new starters (including VLs) to complete the mandatory EDI training within their probation period	100% of new starters to have completed their mandatory EDI training within their probation period	Managers to ensure completion.	line managers	Within six months of appointment
3	All existing staff (including VLs) to complete the refresher EDI training every two years	80% of existing staff to have completed their refresher EDI training every two years.	Continue to send reminders to established staff to complete their mandatory EDI training, based on UH training records.	EDI lead	Every six months
4	All existing staff (including VLs) to complete the refresher EDI training every two years	80% of existing staff to have completed their refresher EDI training every two years.	Managers to ensure completion	line managers	At appraisal
5	EDI work is valued and recognised in workload	Members of EDIT have time to contribute to the School's EDI effort.	Establish hours for EDI work in new workload system. EDIT staff members apart from chair and EDI lead	Dean	01/10/2025

			have EDI work recognised on their timesheets as part of their Community Contribution. Minimum 20 hours.		
6	EDI work is recognised and valued	Staff agree that EDI work is valued on AS surveys.	EDI categories in dean's awards (one each for staff and students).	Dean, EDI lead	01/03/2026
7	Staff feel that equality, diversity and inclusion work is recognised when workload is allocated	75% agreement on AS survey 2030	Communicate to staff re. hours specified for EDI work under new workload system.	Dean	01/05/2030
8	Students to understand their legal rights and responsibilities with respect to workplace EDI	Lobby for UH to establish a standard EDI training package for students	UH establishes a standard training package for students, similar to the iHASCO suite for staff	EDI lead	lobbying to begin immediately
	Wellbeing and Belonging				
9	EDIT to have a longitudinal understanding of staff sentiment on Athena Swan issues	Athena Swan culture survey becomes a standard tool in School strategic planning.	Run the culture survey annually	EDI lead	Annually
10	All staff feel that mental health and/or wellbeing are supported in the School	75% agreement on AS survey 2030	Online anonymous staff focus group to identify issues	EDI lead	01/11/2025
11	All staff feel confident asking for mental health	75% agreement on AS survey 2030	Online anonymous staff focus group to identify issues	EDI lead	01/11/2025

	and/or wellbeing support at work				
12	Increase the proportion of staff who feel they belong in the School of Creative Arts.	70% agree that they feel they belong in the school on AS culture survey 2030	Physical environment revamp guided by community-oriented Design Thinking	Dean	Academic year 2028-29
13	All staff feel that mental health and/or wellbeing are supported in the School	75% agreement on AS survey 2029	Appoint wellbeing champion	Dean	01/11/2025
14	All staff feel that their workloads are manageable	75% agreement on AS survey 2030	Online anonymous staff focus group to identify issues	EDI lead	01/10/2025
	Fairness				
15	Staff feel that workloads are allocated fairly	50% of staff agree that workloads are allocated fairly on AS survey 2030	Ensure staff know that their timesheets are visible in the new system (iTRENT)	EDI lead	Start of academic year 2025-26
16	All staff feel that decisions about promotion/progression are made fairly	75% agreement on AS survey 2030	Online anonymous staff focus group to identify issues	EDI lead	End of academic year 2025-26
17	All staff feel that decisions about recruitment are made fairly	75% agreement on AS survey 2030	Encourage all staff to train and volunteer for recruitment panels	EDI lead	Start of academic year 2025-26

18	Part-time staff have the same career development opportunities as full-time staff.	75% agreement on AS survey 2030	Analyse distribution of workloads of PT staff between semesters.	EDI lead	22/09/2025
	Supporting women at work				
19	Staff experience development days as gender-balanced and inclusive events.	Format of development days ceases to be an issue in informal and anonymous staff feedback to management.	Revise formats of school development days towards activities and conversations. Balance gender balance in the choice of activity leaders.	Dean	Ongoing
20	Women are properly supported at work	CTA staff apply for Aurora Programme (ideally, one per annum).	Reminders of Aurora Programme deadline with support from former participants.	EDI lead	Annually, the week before the Aurora deadline
21	Women are properly supported at work	75% agreement on AS culture survey 2030	Establish an in-school mentoring programme to support women in all roles.	EDI lead	Academic year 2025-26
22	Women are supported at work through perimenopause and menopause	Managers to complete iHASCO menopause awareness training	Line managers undertake iHASCO menopause awareness training	line managers	Year end 2025
	Eradicating Bullying and Harassment				

23	No member of staff experiences or witnesses bullying or harassment	No staff report bullying on AS survey 2030	Lobby for UH to circulate to school senior management summary statistics of the systems for recording bullying and harassment (staff and students)	EDI lead	Lobbying to begin immediately
24	All staff know how to report bullying or harassment	75% agreement on AS survey 2030	Produce or source from UH EDI material on the processes following a complaint of bullying or harassment.	EDI lead	Ongoing
25	Staff who experience or witness bullying or harassment are well supported.	75% agreement on AS survey 2023 that staff are well supported with respect to bullying and harassment	Appoint dignity and respect advisor	Dean	31 December 2025

Appendix 1: Culture Surveys and Focus Groups REDACTED

Appendix 2: Data Tables REDACTED

Appendix 3: 2017 Athena Swan Action Plan

High priority

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	2025 Assessment
				Start date	End date			
3	**Self-Assessment overview group, process and future plans**							
3.i.1	Establish an Equality and Inclusivity Team (EIT) to include the AS SAT	To continue and build on the work on the current AS SAT	Regular meetings to review data, progress, oversee implementation of AS Action Plan and create new actions where needed Secure a male alternate for our female Champion Annual review of membership, including Champion	Nov 2017 Nov 2017 Nov 2018	Termly meetings until Nov 2021 Nov 2017 Annually	Dean, AS Champion	Annual review of data produced; annual action plan on track; twice yearly reporting to SEG completed	EDIT established September 2024, EDI lead is a member of SEG, reports twice annually. Action plan ongoing. EDI lead is male; currently has no alternate.
3.i.2	Raise the percentage of male SAT members including male managers / team leaders and ensure diverse make-up of SAT membership by taking	High % of male line managers who need to take responsibility for	Male EIT members attend and contribute to progress of plan	Nov 2017	Nov 2021	Chair of EIT	2 male team leaders appointed to newly	The chair of the EDIT (the dean) and the EDI lead are both male.

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
	intersectionality into consideration	Athena Swan's implementation					launched EIT by Dec 2017 Male EIT membership at 40%	Male EDIT membership is currently 33%.
3.i.3	Achieve more student representation on the EIT from each Subject Group	Currently no student representatives on the EIT. Need to improve student engagement in AS process and address gender imbalances in the different SGs	Recruit students in UG, PGT and PGR programmes through Student Representatives Group Student members participation and attendance at meetings Student Representatives to have term of office for 2 years, replace through Student Representatives Group nominations where vacancies	Dec 2017 Jan 2018	Nov 2021 Termly until Nov 2021	Associate Dean Learning and Teaching Chair of EIT Associate Dean Learning and Teaching	Student representatives of minority gender recruited from each Subject Group Annual attendance and participation in EIT at 50% minimum	There are now too many subject groups for staff and students from each to be represented on the EDIT. We ensure representation of all levels within the school.
3.ii.1	Monitor actions of EIT and their impact at SEG, to ensure staff awareness and appropriate progress against action plan	Need to introduce new procedure to keep AS in the management mainstream and ensure AS actions and impact are	Meeting set targets Integrate action points into the People	Jan 2018 April 2018	Annually until 2021 Sept 2021	Dean, SEG Dean	AS data set with 3 year track and action plan updated and reviewed annually at SEG; % change of Subject Group and Professional	The EDI lead sends regular updates to all School staff on EDI activities. The EDI lead is a member of SEG

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	2025 Assessment
				Start date	End date			
		incorporated into discussions of the strategic direction of the School	section of the annual School business plan with key objectives and specific targets/milestones AS Champion to attend SEG in order to update on progress	termly	Nov 2021	AS Champion	Team to be set and reviewed annually specific to different academic groups and teams – see 4.2.i.1	and regularly contributes to ensure that EDI is part of the School's decision-making.
3.iii.1	Include EIT membership in workload model	Champion currently receives workload allocation. But contribution of others to AS process needs to be acknowledged	Put into workload planning for 2017/18 onwards	Sept 2018	Nov 2021	Dean, SGLs	Time allocated in workload model, participation of 70% of EIT membership in one strand or workshop activity during 2018/19	This is no longer a school decision as UH has adopted an institution-wide common workload model. In this model, EDI work is in a bundle of activities to be counted against a fixed allocation of hours.
	Communication and interaction within the School							
3.iii.2	Disseminate regular AS newsletter	It is important to continue raising awareness and updating staff and students on AS progress as well as encourage	Design and disseminate newsletter	Nov 2017	Monthly during academic year, until Nov 2021	AS Champion	75% of staff surveyed aware of AS in Nov 2018 survey	School staff are informed of EDI work through regular e-mail reports. In addition, the EDI lead runs the AS

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
		participation and implementation of action plan	Explore various avenues of communication, such as via email and hard copies placed in strategic locations around the School Measure effectiveness of newsletter	Jan 2017 Nov 2018	Nov 2021 Nov 2020	AS Champion AS Champion	Readership levels to be tested in staff survey	culture surveys, various Padlet exercises and reports at school development events.
3.iii.3	Post equality and diversity noticeboard in staff offices and AS contact point for confidential feedback	To disseminate key information to staff and encourage participation	Noticeboard in place and populated Confidential feedback considered by EIT	Jan 2018 At next meeting after feedback	Ongoing Nov 2021	AS Champion AS Champion	Level of staff awareness of AS at 75% minimum in staff survey dates	Since the pandemic, staff mostly WFH and student attendance is in line with national trends. Noticeboards no longer considered effective comms. Anonymous & confidential routes available via Padlet, surveys and Report & Support

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
3.iii.4	Ensure reference to Athena SWAN at staff training and induction events, and annual School Development Week and Subject Group meetings	To disseminate key information to staff and encourage participation	In place in these events	Nov 2017	Ongoing	Dean	See 3.iii.2	EDI lead routinely contributes to such events
3.iii.5	Run internal School staff survey to show trends and progress in awareness and involvement	Regular consultation with staff is crucial to provide evidence of the perception and impact of AS activities	Include further issues such as identifying why staff are working part-time, and whether this may be having an impact on career progression Repeat survey bi-annually and compare with previous responses to measure impact	Nov 2018 Nov 2020	Dec 2018 Dec 2020	AS Champion AS Champion	60% response rate to survey of both genders from permanent staffing body in 2018 survey	AS culture survey run in March 2024 and May 2025. Other surveys and Padlet exercises in use (Pulse survey, UH staff check-in survey).
	Communication and interaction external to the School							
3.iii.6	Share results of evaluation and impact with key industry partners and gain access to advice and networks	Need for further engagement with key industry networks and partners	Identify relevant industry networks and establish contacts to share results and good practice	Feb 2018	Annually	Dean, SGLs, Programme Leaders	Use of industry networks for 80% of academic post recruitment	Staff recruitment is, and ought to be, through public advertisement. This action discontinued.
3.iii.7	Employ industry mentor as part of Talent Development programme	Industry is important in recruitment and development opportunities	Explore and confirm use of industry mentor	Feb 2018	Dec 2019	AS Champion	Industry mentorship active for 5 female staff in School of Creative Arts	Athena Swan is about academic careers. Industry mentors are not relevant or

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	2025 Assessment
				Start date	End date			
			Gather feedback from participants and mentor on overall utility of industry mentorship pilot	Dec 2018	Annually until Dec 2020	AS Champion	75% of industry participants give positive response	helpful. This strand discontinued.
4	**A picture of the School**							
4.1	**Students**							
4.1.ii.1	Review and revise recruitment activities, including recruitment guidance for marketing and communications team	Awareness of importance of appropriate communications in the recruitment process – evidenced through substantial student gender bias on a number of courses	Review student recruitment information for gender bias and actively use Develop interventions in outreach and taster day activities which combat gender stereotyping Discussion with teacher network to better understand the factors affecting student course choices.	Feb 2018 June 2018 June 2018	Sept 2019 Nov 2021 Dec 2018	AD Recruitment	10% increase in minority gender measured for Sept 2019 UH entrants at School level	Efforts to shape the demographics of the student body have proved ineffectual. There will always be imbalances. Attention has switched to making sure that no one is educationally disadvantaged by belonging to an in-class minority.
4.1.ii.2	Review the pattern of offers to applicants made by interview teams	To ensure no bias	Review data regularly at EIT	Dec 2018	Review Dec 2019 and Dec 2020	Associate Dean Recruitment	As for 4.1.ii.1	Digital Animation interview for all 4 UG awards. Architecture (UG and PG) and Interior

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
								Architecture and Design still conduct interviews.
4.1.ii.3	Enhance learning and teaching to encourage student knowledge and progression opportunities	Need to enhance student experience in relation to AS activities and their opportunities	Make visible PG taught and research female and male role models to UGs to encourage progression Equality and diversity is embedded into the curriculum for both UG and PG students	Sept 2018 Sept 2018	Until Nov 2021 Nov 2021	Associate Dean Learning and Teaching Employability lead	Equality and Diversity training is part of professional practice in School of Creative Arts modules on 80% of programmes by 2021 Unconscious bias training becomes part of professional practice in Creative Arts modules	Some workplace EDI taught on PG Media, 5HUM1175 Employability Skills, and sociology. UH is a member of Access:VFX the global DEI organisation www.accessvfx.org in VFX & Animation industries
4.2	**Academic and research staff data**							
4.2.i.1	Address gender imbalances and widen diversity of staff body	There is a gender imbalance in the School of Creative Arts academic staff body and the diversity of staff does not reflect	Collect and monitor staff data on annual basis Use a set of agreed targets and benchmarks to test year on year change in key areas including increased gender	Aug 2018 Jan 2018	Nov 2018 Annually Annually until Nov 2021	AS Champion	Annual reporting of data and data trends continues AS analysis Benchmarks:	Data is now routinely gathered. Gender imbalance still visible and so is the ethnicity

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
		the diversity of students	diversity at all pay scale levels in the School, VLs, guest speakers – for School as a whole and within academic Subject Groups Survey / review VL staffing body for awareness of appointments and development of skills for the future Organise the collection and collation of key data of VLs, Visiting Professors, Unpaid visiting Academics & Industry Practitioners by gender and quantity of hours	Sept 2018 Nov each year for previous academic year	June 2019 Nov 2021	HR Business Partner, Dean AS Champion AS Champion	Academic staff gender balance of permanent staff in SGs Music and Screen to achieve 10% change against 2015/16 baseline by end of academic year 2019/20 Academic staff gender balance of permanent staff in SGs Design and Visual Arts to maintain female academic staffing of 45% or above Management team to achieve 40% female contribution by Nov 2021 60% awareness in VL staffing over 11 hours per annum	difference between staff and student bodies

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	2025 Assessment
				Start date	End date			
							Data collected into annual report to EIT and SET	
4.2.i.2	Explore approaches to raising the percentage of female AM managers in order to ensure full ownership (see also 5.3.7)	There is a predominance of male management at AM grade in School of Creative Arts	Talent Development programme focusing on pipeline from UH8/9 to progress to AM1. Paper tabled for EIT meet Jan 2018 to develop.	Feb 2018	Run annually 2018 and 2019	Dean	Internal Talent Development programme launched Jan 2018 measures and outputs as 5.3.6 External recruitment measures and outputs as in 5.1.2	AM grades still heavily male-dominated.
4.2.i.3	Focus actions on academic Subject Groups to drive change	Recognition of industry specifics and use of networks for recruitment and career advancement	Change of gender balance year on year Jan 2018 EIT meeting to prioritise actions within each subject group	Jan 2018	annual	Subject Group Leads	Use benchmarks set out in 4.2.i.1	Staff recruitment is, and ought to be, through public advertisement. This strand discontinued.
4.2.i.4	Improve gender balance of VL employees	Imbalance of gender of VLs, also in relation to student gender ratios within Subject Groups.	Change of VL gender balance year on year	Sep 2018	Nov 2021	Subject Group Leads	% of change of VLs from baselines in assessment report. • Guest speakers in	In Feb 2025, there are 140 female VLs (52%) and 129 male VLs (48%) The raw ratio may not be very informative, given

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
		In 2015/16 there were 149 VLs (71F:78M).					all SGs at 50% female participation in 2017/18 and maintained through until Nov 2021 • Female VLs in all SGs at 40% or above in 2018/19 academic year and maintained throughout 2020/21 academic year	that VLs do all sorts of different things. Also not all VLs on the system are currently active.
5	**Supporting and advancing women's careers**							
5.1	**Key career transition points academic staff**							
5.1.1	Organise and monitor the collection and collation of key application data for posts and internal School roles by gender and ethnicity	Information for Athena SWAN submission not readily available from HR (institutional objective to rectify),	Liaise with HR and institutional SAT to find solution to non-retention of recruitment data after 6 months, which is current practice and makes securing data for AS submissions difficult	Jan 2018	Mar 2018	Dean	EIT data analysis report giving a three-year track, see also 3.ii.1	This data is now routinely collected and stored.

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
		Information currently not available for benchmarking	Collect and organise relevant data Analyse recruitment data to monitor progress and create new actions as needed	Aug 2018 Oct 2018	Sept 2018 Annually Dec 2018	EA to the Dean AS Champion	Data secured that meets the needs of the School for annual gender and diversity analyses	
5.1.2	Revise staff recruitment processes to address gender imbalances and increase diversity	There is a gender imbalance in respondents to job applications	Include equal opportunities wording in all advertisements for School posts Review and revise job descriptions and person specifications to ensure that there is no unintended discrimination For all appointments, put in place a requirement for the lead recruiter to set up a search person whose role is to specifically seek out female candidates using social media and specialist	Nov 2017 Feb 2018 Feb 2018 Nov 2017	until Nov 2021 Nov 2021 Nov 2021 Nov 2021	Dean and HR business partner	Improvement of female application rates from diverse potential applicants above 2015/16 benchmarks, 20% improvement of M:F ratio for 2017/18 posts (diversity will also be measured – further benchmarks related to this aspect to be developed by EIT by June 2018)	Everyone's unconscious bias training is monitored and should be up to date. Gender and race diversity of interview panels is monitored.

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	2025 Assessment
				Start date	End date			
			networks; or male where this is in a minority Ensure recruitment panels always have both genders present as part of School recruitment policy 50% of managers on recruitment panels to have completed unconscious bias within previous 3 years	April 2018	Nov 2021			
5.1.3	Active promotion of VL opportunities to more female staff in key areas – Music and Screen	Identified lack of female staff in these area during AS process	Use appropriate external Industry networks e.g. Women in Film & Television (WFTV) to support recruitment activities and visiting speaker programme	June 2018	Ongoing	Dean, Subject Group Leads, Programme Leaders	Movement towards VL benchmarks as set out in 4.2.i.1	Salaried staff in Music and Screen are still mostly male.
5.3	**Career development academic staff**							
5.3	**Training**							
5.3.1	Organise the collection and collation of key data for staff development of all staffing groups by gender and ethnic group for EIT monitoring	Information for Athena SWAN submission not readily available; Information currently not	Data that meets the needs of the School for annual diversity analysis	Feb 2018	Annually until 2021	Subject Group Leaders, HR Business Partner	Annual reports to EIT for each previous academic year in place	This data is now routinely collected.

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
		available for benchmarking						
5.3.2	Hold training workshop for Learning and Teaching grant applicants	Access to grant funding needs to be supported	Organise 1 annual workshop	June 2018	Annually until 2021	Associate Dean Research & Associate Dean Learning & Teaching	Through the 2018 staff survey - at least 75% of both genders indicate that they understand grant application processes and have had access to relevant development	This grant scheme has been discontinued centrally.
5.3.3	Promote Skills Sharing for professional and academic staff across the School	Need for professional staff to update their skills Technical skills development using Lynda.com	Session on Lynda.com	Mar 2018	Nov 2018	School Resources Manager	Through the 2018 staff survey - at least 60% of staff indicate knowledge and use of Lynda.com and other comparable training	Lynda.com is now LinkedIn Learning.
	Appraisal / development review							

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
5.3.4	More active management of annual appraisal process across School as a whole	Staff survey indicates some female staff regard male staff as more favoured for staff development	To ensure all staff take part in the appraisal process and use it to identify development opportunities	Sept 2018	Then every 3 years and in place for any new entrants	Dean	100% of line managers to have refreshed appraisal training by Sept 2018 75% of staff satisfied with appraisal process as evidenced through the 2018 staff survey	In the 2025 Culture Survey, 60% of women and 33% men agree or strongly agree that they get good career advice in appraisals. The most common answer for men is 'don't know' (37%).
5.3	**Supporting career progression**							
5.3.5	Raise awareness of career progression opportunities, career paths and promotion criteria	Awareness levels could be improved as evidenced by staff survey	Encourage staff to attend Academic and Professional Career Pathways Workshops Run 2 School advice sessions on promotional processes and grade benchmarks identifying how to present in Equate and approach to filling gaps in experience Publicise Masters and PhD support through Newsletter	Jan – July 2018 Jan 2018 Feb 2018	Annually until Nov 2021 Annually until Dec 2021 Annually until Nov 2021	HR Business Partner, AS Champion	Increase proportion of female staff presenting for Equate from 2015/2016 position 75% staff indicate understanding of promotion processes	21 women and 16 men were promoted in academic roles in 2023-2024

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
							75% staff indicate understanding of promotion processes	
5.3.6	Develop and implement Career Progression initiatives (Talent Development Programme)	Proportion of staff at UH7, UH8 and AM / research as evidenced in section 4.2 of submission document.	Key foci: • UH7 and UH8 development into UH9 Principal Lecturer roles • UH8 and UH9 development programme to support leadership and management skills and knowledge with potential progression into AM1 • Set up research mentoring scheme to support early career female researchers encouraging progression into Readership and Professorial track	June 2018 launch for all 3 strands Date as above	Ongoing until Nov 2021 for all strands Date as above	Dean, HR Business Partner, AS Champion AD Research	75% of female staff indicate understanding and access to career development processes - as evidenced in the 2018 staff survey 10% increase in female Readers and Professors by Nov 2021	No women were promoted into UH09, AM or SM grades in 2024-25 Mentoring offered but only one take-up (male). Mentoring for academic women available through UH networks.
	Support for grants							

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
5.3.7	Review the collection and collation of key data of those in receipt of School and University research funding by gender	Information for Athena SWAN submission not readily available; Information currently not available for benchmarking	Data that meets the needs of the School for annual gender and diversity analysis Include School research grant allocations in data collection, as well as research grant successes using track from AS submission	Feb 2018	Annually until 2021	Associate Dean Research	Data reviewed at EIT – see also 5.3.8	We're not formally tracking research grant successes. Informally, they are about equal between men and women.
5.3.8	Provide support for internal and external research grant writing	Information not currently available on take up of support	Associate Dean of Research will co-ordinate one briefing per year and supervision of the grant writing process for individuals Collect data and evaluate as benchmark	Nov 2018	2021	AD Research	75% of staff of both genders satisfied that they have access to research grant support as evidenced by the 2018 Staff Survey	The associate dean for research organises workshops led by successful grant gainers throughout the academic year.
5.5	**Flexible working and managing career breaks academic and professional staff**							
5.5.1	Collect annual data on parental leave and use of KIT days for consideration by EIT	Data not currently considered by management on a regular basis	Making line managers aware and one to one discussion	Nov 2018	Until Nov 2021	HR Business Partner	2018 Staff Survey will test maternity leave returners awareness of KIT provision	We're not currently measuring this.

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
5.5.2	Manage up-to-date training and awareness of UH approach and support to flexible working	Awareness of management may not be uniform across team	Publicise HR advice and guidance related to career breaks and family obligations Line managers to be annually briefed on the above	Feb 2018	Annual updates	HR Business Partner	70% of male and female staff understand opportunities for flexible working and are satisfied with these	On AS culture survey 2025, "My School enables flexible working", 90% of women and 80% of men agree or strongly agree that the school enables flexible working.
5.5.3	Brief programme leaders on timetabling and response to some flexibility of working needs	Uncertainty expressed by staff in staff survey about flexible working arrangements	Publish and disseminate information	Jan 2018	Jan 2020	Dean, Subject Group Leads	70% of male and female staff understand opportunities for flexible working and are satisfied with these	On AS culture survey 2025, "My School enables flexible working", 90% of women and 80% of men agree or strongly agree that the school enables flexible working.
5.5.4	Clear, well managed and well publicised working from home arrangements for academic staff	Uncertainty expressed by staff In staff survey about flexible working arrangements	Publish and disseminate information	Jan 2018	Jan 2020	Dean, Subject Group Leads	As for 5.5.3	On AS culture survey 2025, "My School enables flexible working", 90% of women and 80% of men agree or strongly agree that the school enables flexible working.

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
5.5.5	Option of funding provided to staff attending conferences to cover extra childcare /carer costs	Not currently in School information – to enable flexibility for carers and working parents	Specify the process for claiming Information published and disseminated through Newsletter	Jan 2018 Feb 2018	Ongoing	Dean AS Champion	75% awareness in staff surveys	Unlikely to be approved. Currently (May 2025) the university is not funding travel at all.
5.6	**Organisation and culture**							
5.6.1	Organise the collection and collation of key data by gender and diversity on School committees and working groups and annual review of this information	Information for Athena SWAN submission not readily available for benchmarking	Data that meets the needs of the School for annual diversity analysis	Jan 2018	Annually until 2021	EA to the Dean, monitored through SEG	Representation on committees includes minimum of 40% women where representatives from wider School are permitted to be involved	School Executive Committee is now open for all staff to attend as observers.
5.6.2	Encourage key staff to be involved in relevant industry networks	SAT found that industry networks are important to career development in creative industries	Identify School's key industry networks by subject group and make available to a diverse team	Jan 2018	Nov 2020	Associate Dean Business	75% of male and female academic staff report satisfaction with opportunities for involvement with industry, as evidenced by the 2018 staff survey	Staff recruitment is, and ought to be, through public advertisement. This strand discontinued.

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
5.6.3	Enhance communications regarding key policies	Identified that not all staff were aware of career opportunities through the AS process	Ensure wider dissemination of existing policies and opportunities to all audiences through staff noticeboards, on–line sites, briefings and appraisal materials Extend further communication in relation to family friendly policy and processes	Mar 2018 June 2018	Ongoing Nov 2021	HR Business Partner	See 3.iii.3 – 5	Not currently ongoing in this form.
5.6.4	Monitor the content of *Headline*'s newspaper and events	Need to ensure gender and diversity representation in School materials which celebrate achievements	Celebrate achievements across gender balance of staff in School *Headlines* newspaper and events	July 2018	Annually to Nov 2021	School Design Officer	Diverse spread of achievements celebrated in School Headlines publication, reviewed at EIT	*Headlines* no longer published.
7	**Further information professional staff**							
7.1	Improve external communications in relation to professional staff vacancies	Need ensure no bias in recruitment process	Look at the targeted placement and open wording of job adverts for all Technical/Administration vacancies to ensure we get applications from women (and men where relevant) and diverse groups	Feb 2018	Ongoing	Technical and Resources Manager, School Admin Manager	10% increase of female applications for technical posts from 2015/2016 benchmark and male applications for administrative posts by end of	We ensure that all professional staff panels are composed in accordance with UH guidance on diversity and inclusion, minimizing bias

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	2025 Assessment
				Start date	End date			
							2018/19 academic year	and fostering equitable decision-making. All - JDs also include EDI vision statement.
7.2	Improve professional staff knowledge of development opportunities – as evidenced, higher percentage of male technicians in higher pay grades UH7/ UH6	New staff need to be aware of career opportunities	Use the probation review meetings to ensure new professional staff know about all of the career development opportunities in UH	Feb 2018	Ongoing	Technical and Resources Manager	Increase by 10% take up by female staff of opportunities from 2016 benchmark within technical team by end of 2018/19 academic year	This is ongoing in regular 1:1s and staff appraisals.
7.3	Enhance technical staff skills with professional accreditation	To support career development	Introduce professional accreditations through the appraisal process	June 2018	Nov 2021	Technical and Resources Manager	Take up by female s matches % of take u staff for 2018/19	**TECHNICIAN DEVELOPMENT** As part of our ongoing promise to support and develop technical staff across the University, and as a founding signatory of the Technician Commitment, we aim to ensure visibility, recognition,

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
				Start date	End date			2025 Assessment
								career development and sustainability for all technical staff working in higher education and research. This is a sector wide, collaborative initiative led by the Gatsby Foundation and supported by the 'Technicians Make It Happen' campaign Some specific accredited training completed by music technician as an avid certified instructor (ACI) One team member has completed NEBOSH H&S training

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	2025 Assessment
				Start date	End date			
7.4	Encourage career progression for female technical staff	To support career development	Share good practice from across UH technical staff group via the new technicians forum and the Technical staff project and through University School Administration Group Managers, through an annual technicians workshop	Sep 2018	Ongoing annual cycle	Technical and Resources Manager, School Admin Manager	% involvement of female staff in leading projects and attending sessions equal to those lead by male staff within the two professional teams	Progression for female staff has been equal to that of male staff
7.5	Encourage self-learning i.e. utilising Lynda.com and creating and sharing our own technical/Administration teaching materials	To support career development	Need to improve advice on development given as part of appraisal process	Nov 2018	Ongoing annual cycle	Technical and Resources Manager, School Admin Manager	75% awareness achieved as evidence through the 2018 Staff Survey	Lynda.com is now LinkedIn Learning
7.6	Review additional employment opportunities	System not always open in providing opportunities	Review how we employ student proctors and casual workers – are we looking at being representative with these appointments? NB circa 20% of our staff group have come through this route to become full time staff	Nov 2018	Review annually at EIT	Technical and Resources Manager	Establish benchmark of gender and increase % until 40% minimum female proctors	Since the STAR review, the school **admin** team is much smaller—opportunities for promotion are advertised across the university. **Technical staff:** Our current student casual team has fewer staff than in 2018.

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeline		Person responsible	Success criteria and outcome	
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								However, of that team we have: 4 x female student casuals 7 x male student casuals

Appendix 4: EDIT minutes REDACTED

Appendix 5: Glossary

AM	Academic Manager
AS	Athena SWAN
CPD	Continued Professional Development
EDIT	Equality, Diversity and Inclusion Team
FT	Full-Time staff
FTE	Full-Time Equivalent
HE	Higher Education
HR	Human Resources
PGR	Research Postgraduate
PGT	Taught Postgraduate
PL	Principal Lecturer
PT	Part-Time staff
PTO	Professional, Technical and Operational staff
RIS	Research Information System
SCO	Student Community Organiser
SEG	Senior Executive Group
SL	Senior Lecturer
SM	Senior Manager
UG	Undergraduate
UH	University of Hertfordshire
VL	Visiting Lecturer