Athena Swan Silver application form for departments

Applicant information

Name of institution	University of Hertfordshire
Name of department	School of Life and Medical Sciences
Date of current application	30th September 2022, with invited revisions submitted 26th June 2023
Level of previous award	Bronze
Date of previous award	April 2016 (extended over COVID period and during revisions process)
Contact name	Dr Shivani Sharma
Contact email	s.3.sharma@herts.ac.uk or edi@herts.ac.uk
Contact telephone	██████████

Section	Words used
An overview of the department and its approach to gender equality	**4.307**
An evaluation of the department's progress and success	**2.251**
An assessment of the department's gender equality context	**3,509**
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	**Available**: 10,500 (8,000 standard+1,000 extension for School size +500 on COVID impact + 1,000 words offered to address reviewer feedback) **Total Word Count (excluding SAT Tables, Action Plans and Appendices): 10,067**

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

Evidence of word limit extension for School/ Faculty Applications

Hi Julia,

Thank you for getting in touch about this word count extension.

Yes, you are correct. I can confirm that the 1000 word extension is now granted to you as for the faculty-level application. Please attach this email at the beginning/word count section of your application as the proof that the extension has been agreed by us.

We're looking forward to receiving your application.

Best wishes
Natalia

Equality Charters Team

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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.

We include below original and additionally updated revised endorsement for this application from the Dean of School, Dr Richard Southern.

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Athena Swan Charter
Advance HE

23rd June 2023

Dear Colleagues,

I should like to begin by thanking the Athena Swan Panel from Winter 2022 for reviewing the application for a Silver Award submitted by the School of Life and Medical Sciences at the University of Hertfordshire. As Dean of School, I truly believe that we have been on a learning journey over the course of our two Bronze Awards. I am proud that we are now at a stage where equality, diversity, and inclusion objectives, of which gender equality is a major part, are well embedded in all School strategic and operational groups. Further, our data show that we have had some success in addressing stubborn gendered inequalities due to the cumulative impact of targeted actions. There is more yet to be done, but we are striving towards a School culture where staff and students of all gender identities are treated respectfully, equitably, enjoy parity in opportunity and outcomes, and have a firm sense of belonging.

We rely on our academic colleagues from across the university sector to provide us with honest feedback within the review process and I am grateful to those members who considered our submission for their constructive feedback. It is reassuring that the reviewers endorsed that we have evidenced:
- structures and processes that underpin and recognise good gender equality work
- progress against previously identified priorities
- success in addressing some of our gender equality goals.

The School Executive Group, and the Equality, Diversity, and Inclusion Team (EDIT) in partnership with the University Equality, Diversity and Inclusion Office have reflected on the feedback and we can see that in order to improve our submission further, we need to apply a more gendered lens to the future priorities identified. We can understand why this criterion and in turn the action plan were therefore not at the required threshold to confer an award. Members of the EDIT formed a task and finish group in order to address the feedback, with some of the requested analysis already having been undertaken and available, requiring presentation to be sharpened. Further, more staff interviews have been conducted in the revisions period, and notably, survey responses for the University wide staff survey undertaken in 2022 became available to us and have been included to strengthen the case for evidence-based identification of our future priorities. Overall, our priorities have reduced from six core areas to five. We have retained in our overall School people action plan a commitment to the visibility of our technical colleagues, where double the number of part-time technical staff are women. For the current application, however, we recognise that past and current narrative is not otherwise sufficiently gender based as opposed to a reflecting a wider issue around workplace culture and inclusion of all functions. Actions aligned to equitable pay, progression routes and visibility of technical staff are therefore captured elsewhere. Our revised submission focuses on where data analysis is specifically related to a gendered inequality.

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I should like to take this opportunity to also highlight additional activity that has occurred over the invited revisions period, as further insight into our gender equality work.

- Members of the School Line Managers Forum received training in the management of bullying and harassment, related to future priority one.
- The School Executive Group and School Subject Leads attended a workshop on the role of Equality Impact Assessments in progressing our equality, diversity, and inclusion context, of which our Athena SWAN priorities are central.
- Our annual Research Conference took place on 13th June 2023 and included the Athena SWAN Lecture, this time delivered by Associate Professor Anandita Roy from Oxford University, reflecting on her research journey from India to the UK. This also provided a space for conversation on the exchange of actions related to gender equality work across organisations.
- Five women from our School have been successful in their applications to join the Advance HE Aurora programme. This adds to our strength as the School with the most success in supporting our female colleagues in access to such critical platforms
- In our most recent progression round, three women were promoted - one to Senior Lecturer and two from research assistant to senior research assistant. I am particularly proud of the latter as our School was the first to champion inclusion for research assistants in this process, based on our first Bronze application identifying the clustering of women at this research grade

Thank you once again for the constructive feedback. We hope that the changes made strengthen our submission and I look forward to further correspondence in relation to this.

Regards

Dr Richard Southern
Dean of the School of Life and Medical Sciences

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Athena SWAN Charter
Advance HE

29th September 2022

Dear Colleagues,

It is my pleasure, as the Dean of the School of Life and Medical Sciences (LMS) at the University of Hertfordshire (UH), to endorse our application for an Athena SWAN Silver Award. The application includes an honest and accurate reflection of our School's progress against the University's gender equality objectives, but further the ambitious strides that we seek to make as a School Executive Group (SEG) for a diversity intelligent, inclusive School culture.

I became Dean of School in 2016, just after the renewal of our Athena SWAN Bronze Award. Our feedback clearly highlighted that there was progress since our first Award in 2014, and suitable actions and initiatives in place. What we needed to work on is further evidencing success. I believe that our current submission exemplifies the **significant shift** that has occurred in both our **approach and evidence** of how we **uphold the principles** of the **Athena SWAN Charter.**

My personal commitment to gender equality is reflected as Chair of the School Equality, Diversity and Inclusion Team (EDIT), and serving on the University-wide Equality Board. Further, I have **overhauled the governance and accountability for equality objectives** across the School. I am the **only Dean at UH to introduce** an **executive level leadership position for equality**, as well as making explicit in other senior posts and our committee structures the expectation to progress the School's equality, diversity and inclusion aspirations. This has acted to ensure that **equality work is recognised, valued and embedded** in all School business.

There are **many achievements** that I am proud of that arise from **deliberate action**, but I should like particularly to highlight the following:

- In the most recent round of academic promotion to titles that include Reader/ Associate Professor or Professor, **62%** (5/8) of those **promoted in our School were women,** of which **80% (**4/5) were **women who identify with a minority ethnic heritage** (2 at Professor Level and 2 at Associate Professor). Comparatively, in the first full year of my term as Dean (2017/18), 4 colleagues were promoted, of which 50% were women. **This reflects a suite of actions** such as forums to raise awareness of gender inequality in HE, and School based promotion workshops aimed at demystifying the process, and sustained commitment to financial support for development schemes such as Advance HEs Aurora Programme. This consistency of action is clearly contributing to success metrics, including now our School being one of the few with a gender pay gap in marginal favour of women (-0.01 versus University= 11.2% pay differential).

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- We have continued to see a good pipeline of representation of women at undergraduate, postgraduate taught and postgraduate research level, exceeding SET benchmarks. It is particularly pleasing that data from 2019/20 to 2021/22 show a larger increase in **offer to acceptance for women identifying as minority ethnic** (35.4% versus 48% respective) as well as particularly promising **application to acceptance for minority ethnic women who disclose a disability**. Our programme teams are credited with the effort in outreach activities, as well as engagement with development such as unconscious bias training, which all contribute to our success in attracting a diverse student body.

As we look to the **next five years**, we have clear **priorities identified** with **actions designated**, **implementation plans**, and **suitable metrics of assessment** of progress. Some of the main challenges we have in achieving our action plan include institutional changes that have required our staff to learn new administrative processes, which are still bedding in and need further workload planning. Addressing the **workload challenge is a priority** for us to **maintain staff well-being**, as is clear in feedback. Further, though we have made progress, we need to further **solidify our commitment to the development of our PTO colleagues**. I am also very mindful that whilst women studying at undergraduate level within the School achieve well, there is a **disparity in good degree awards for men**, which we need to address.

Overall, we have been ambitious in what we want to achieve and I take my duty to hold my executive group to account for the same seriously. I will end as I started by saying that I am fully committed to a diversity intelligent School where all are welcome, valued, and met with equity of opportunity and outcomes. With this in mind, I feel that it is important for me to reference that within our submission, we use sex mainly in reference to University level data that is collected on sex as assigned at birth. However, in our own School based activity, we have moved towards self-identified gender as a more inclusive approach to how we uphold the charter principles. This is why in some places sex is referred to in data, and in other places gender.

Yours sincerely

Dr Richard Southern
Dean of the School of Life and Medical Sciences

2. Description of the department

Please provide an introduction to the department.

The School of Life and Medical Sciences (LMS herein) at the University of Hertfordshire was formed in 2012 following a University wide restructure. LMS includes a wide range of science-based disciplines. We teach everything from Pharmacy, Nutrition and Dietetics, to Town Planning, and Psychology. Originally comprised of 4 Departments, LMS moved to a 3 Department model in 2015. Following further refinement of our subject groupings, the School, as of August 2020, operates on a two Department model with specific discipline alignment as highlighted in the organisational structure in *figure 1*.

LMS is home to 295 staff (57.2%W) and 4,080 students (66% W) and a wide range of visiting lecturer colleagues. The professional support structure within LMS changed in the academic year 2020/21 when the University centralised programme administration. Professional colleagues in LMS therefore provide Business Management. Our technical staff are based within the School and work within our specialist facilities.
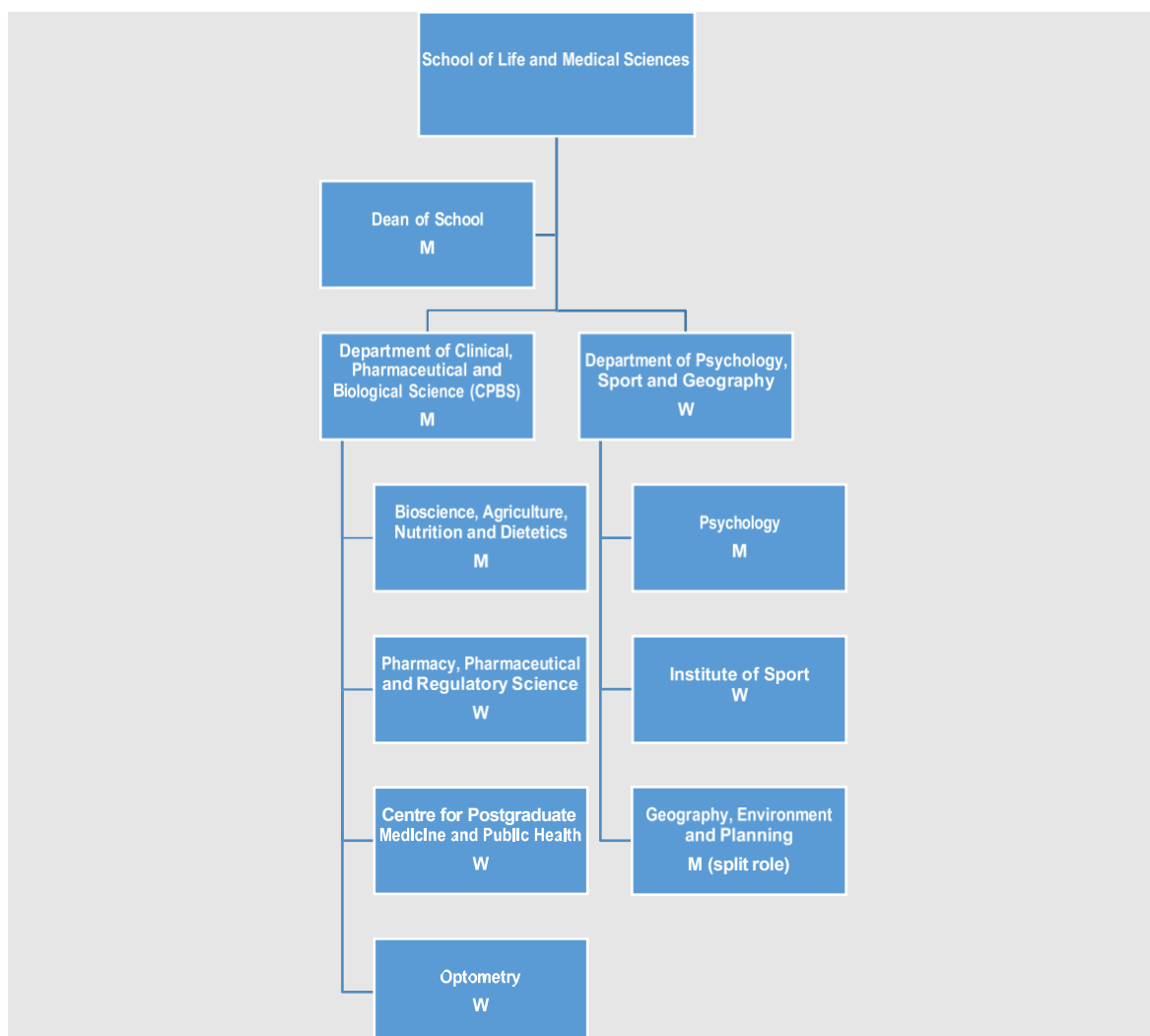

Figure 1: School of Life and Medical Sciences Organisational Structure (Heads of area gender denoted as Man [M] or Woman [W])

The School management structure is highlighted in _figure 2_. The School Executive Group (SEG) is chaired by the Dean. Since 2018, this group has also included an Executive Lead position for Equality, Diversity and Widening Participation (0.4FTE). This is the first and only such role within the University, introduced to solidify our commitment to our equality objectives, and funded through rationalising other portfolios as it was a priority to include EDI as a specific remit. SEG members have underpinning structures as relevant and also link directly with University-wide committees as a mechanism for the flow of activity both ways.
The SEG meets monthly. Within figure 2, we include the main substructures aligned to SEG member portfolios where work related to our EDI objectives is distributed.
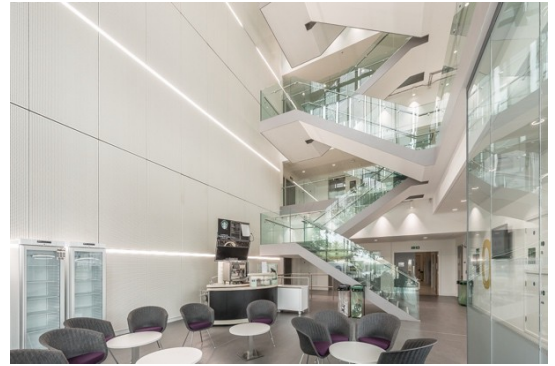
LMS is spread across 3 University campuses- College Lane, De Havilland and Bayfordbury. The College Lane campus houses our £52M, state-of-the- art Science Building, which has been used for teaching and research since September 2016. Following further investment in our School, as of 2021, our staff and students within Sport, Health and Exercise moved to the Institute of Sport (IoS) on the De Havilland Campus. The IoS is a multimillion investment, and sector leading for teaching and research facilities. The Bayfordbury campus is over 40 hectare and features a variety of habitats. The infrastructure investment in our School signals the University's strategic commitment to growing teaching and research in science-based disciplines.

Research is aligned to 4 School based Centres that aim to harness collaboration and development opportunities across the intersection of different disciplines. In 2017, the School opened an Academic Support Unit (ASU), which has a physical presence on College Lane. The ASU was launched to further our widening access and participation priorities and to advance gender equality in STEM subjects. Staff in the ASU run support sessions for students and provide development for academics.

There is considerable emphasis on School identity and sense of belonging through forums with the Dean, the annual Dean's awards, annual Research Conference, and the introduction of other School forums that facilitate wider networks (e.g., early career research group).

Science Building- College Lane Campus

Institute of Sport- De Havilland Campus

Bayfordbury Campus Grounds

Congratulations to all this year's **Winners**

Dean's Awards 18

Dean's Awards 2018

School of Life and Medical Sciences

University of Hertfordshire UH

Supporting Success

Chair of SEG
Dean of School
M

Head of CBPS — M
Head of PSG — W
ADL&T Split Post — M / W
ADAQA Split Post — W / W
AD Enterprise — M
AD Community and Partnerships — W
AD International — M
HR Business Partner — W
School Finance Manager — M

Department SMT
Department SMT
School Programme Leaders Forum

Deputy Dean — W
AD Research — M
Executive Lead EDI — W
Senior Technical Manager — W
School Business Manager — W

Academic Support Unit
School Line Managers Forum
School Operational and Estate Groups
REG
EDIT
Coco Network
Health & Safety Committee

Key:

SEG Members

Main Committees and Forums where Equality is embedded

Figure 2: LMS management structure with key committees and forums where responsibility for EDI is embedded highlighted. SEG gender distribution= 62% W; 32% M

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.

In 2018, the School appointed an Executive Lead for Equality, Diversity and Widening Participation, with a 0.4FTE workload allocation. This role is part of the SEG and marks a step change towards authority and accountability at executive level for progressing the Schools EDI ambition and evaluating our success against KPI's. This has allowed EDI to be integrated into the annual business planning cycle because the lead works with other SEG members to consider how gender and other equality objectives relate to their remit so that work and accountability is distributed within the Executive itself. The Deputy Dean of School was also a new post as of 2018 and includes within the job description responsibility for PTO staff within the School. A further signal of our commitment to inclusivity.

In 2019, following an equality impact assessment of the Athena Swan SAT, we acknowledged that further development to our underpinning structures was needed. The Athena SWAN SAT membership was large and diverse, a strength of our Bronze Award, but regular attendance clustered, and the expertise required for an intersectional approach was not optimised. We therefore formed the School Equality, Diversity and Inclusion Team (EDIT). Chaired by the Dean of School, the EDIT meets 4 times per academic year (i.e., 3 monthly) to plan, review and evaluate the impact of actions, propose policy developments and to set future EDI priorities. Minutes from the EDIT are shared with the SEG. The EDIT forms task and finish or working groups as required.

Though the remit of EDIT covers broader equality, Athena SWAN is designated as a specific agenda item. Membership of the EDIT is given in table 1 as it is currently and opportunities for wider engagement in task and finish and working groups draws on SEG, the Research Executive Group (REG), the Athena SWAN Conversations and Connections Network (CoCo), and opportunities advertised to staff and students as and when they arise. Staff on the EDIT receive a 20-hour workload allocation, introduced after our Bronze renewal (**2016 new action point 1.12 refers**).

The School continues with its Athena SWAN CoCo Network, with the Chair of CoCo receiving a 0.1FTE workload allocation. CoCo is a vital network of staff who identify as women in the School, offering a forum for reflection on gender based issues, targeted development, consultation, as well as liaison with other School and University Committees through its chair. CoCo meetings are supported with a budget for refreshments and external speakers (up to £4k per year of a total EDI budget of £8k). CoCo currently has 90 members, inclusive of any level of post or job family.

Both the Executive Lead EDI and the Chair of CoCo are part of the School REG to integrate gender equality priorities within Centre Research Delivery Plans.

In terms of communication with the wider University on gender equality issues, the Executive Lead is part of the University wide Athena SWAN SAT, with the Associate Dean Research as an alternate to share practice and reflect on progress with other gender equality leads.
The Dean, as Chair of the EDIT, is part of the University Equality Board. Further, members of the SEG have clarity through business planning and associated KPIs on the gender equality objectives that align with their remit and feed these into the key University Committees they are part of.

The School continues to support a Dignity and Respect Advisor, who also receives a workload allocation of 0.05FTE. There is a professional and an academic staff representative who share the role of Well-being Champion and provide advice on gendered considerations to the Executive Lead and Dean of School.

Within Departments, Heads are responsible for EDI objectives and share with their SMTs emerging policies and actions. Departments work on implementation and feedback via the Head, with key achievement celebrated in School forums and the EDI newsletter.

We have also introduced an Athena SWAN category in the LMS Dean's Awards for a member of staff who is exemplary in how they uphold the charter principles. The winner in the inaugural year was Miss Nina Walker- for always acting to ⟶ support the progress of students of all gender identities.

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.

Policies that impact gender equality objectives mainly originate from University level, but increasingly we are also developing our own local, evidence based policies to change practice.

School based policies usually originate from our key EDI structures (SEG, EDIT, CoCo, REG, Well-being Champions or Executive Lead directly). They may also be nominated by individual staff via their Head of Department or the Executive Lead. All polices are reviewed by the Executive Lead for EDI, and discussed at SEG where they are either approved, or sent back to originator(s) for further work with specific accompany feedback. This process, given input from the HR business partner and Associate Deans at SEG, also ensures that well-intentioned policy developments do not in fact have unintended consequences or duplicate planned policy changes within the central University. The implementation process and evaluation is clearly designated at this point as per the remit of the specific policy. The effectiveness of policies is evaluated through:

- Staff and student surveys- and where possible looking at responses by sex and or self-identified gender

- Qualitative inquiry with staff and students (e.g., interviews, focus groups)

- Case studies

- Overall attainment against School KPIs related to EDI that are set by the University and expanded on locally

- Equality Impact Assessment

Wider dissemination of policy and how any feedback is being addressed is through:

- School wide forums (Dean's forums, specific events designed to critically evaluate policy and practice e.g., gender and ethnicity pay gap session for all staff, School Line Managers Forum for themes such as promotion)

- School wide emails

- School VLE EDI section

- CoCo network

- Student representatives on the EDIT such as the BAME Student Advocate and postgraduate research student representative directly to peers

- Direct to staff in specific roles via SEG members. For example, Heads of Department to Subject Leads

University policies are available for staff and students to access either via the intranet or the external website directly. They usually originate from the EDI Office and HR working in partnership with academic and professional areas across the University via fora such as the Equality Board and Chief Executive's Group. They are shared with Schools in multiple ways. This includes via the HR Business Partner, directly to staff in the central newsletter, or in specific committees such as the University wide Athena SWAN SAT. At every monthly SEG, we have the opportunity to provide any School based feedback that the Business Partner takes forward or relevant Associate Deans. Further feedback to inform evaluation is via University wide surveys, direct from staff to their line managers to feed into SEG, and the School also monitors the effectiveness of institutional policies via the overall progress against our gender equality objectives and our bespoke bi-yearly survey where we consider the implementation of policies such as flexible working. Where feedback on local polices is negative, they would be revised with input from staff and students as appropriate. Feedback on ineffective University policies is provided by the relevant SEG member to their structures outside of the School. Where policies limit gender equality context, we work in partnership with the EDI Office to progress change e.g., figure 3.

We also progress a culture of lobbying the University to develop policies on specific issues where we feel there are gaps via the Equality Board or Athena SWAN institutional SAT. Below we include practical examples of the development and evaluation of an LMS based policy, as well as how we propose institutional policy.

Example 1: LMS Policy Development

- LMS Athena SWAN Survey 2017/18 identifies lack of support for women who have no research time allocation in workloads
- Proposal to introduce 0.1FTE Athena SWAN Development Time, written by CoCo Chair and network members
- Presented to SEG by Executive Lead EDI
- Feedback provided following SEG meeting
- Revised and accepted at future SEG meeting
- Policy implemented in 2018/19
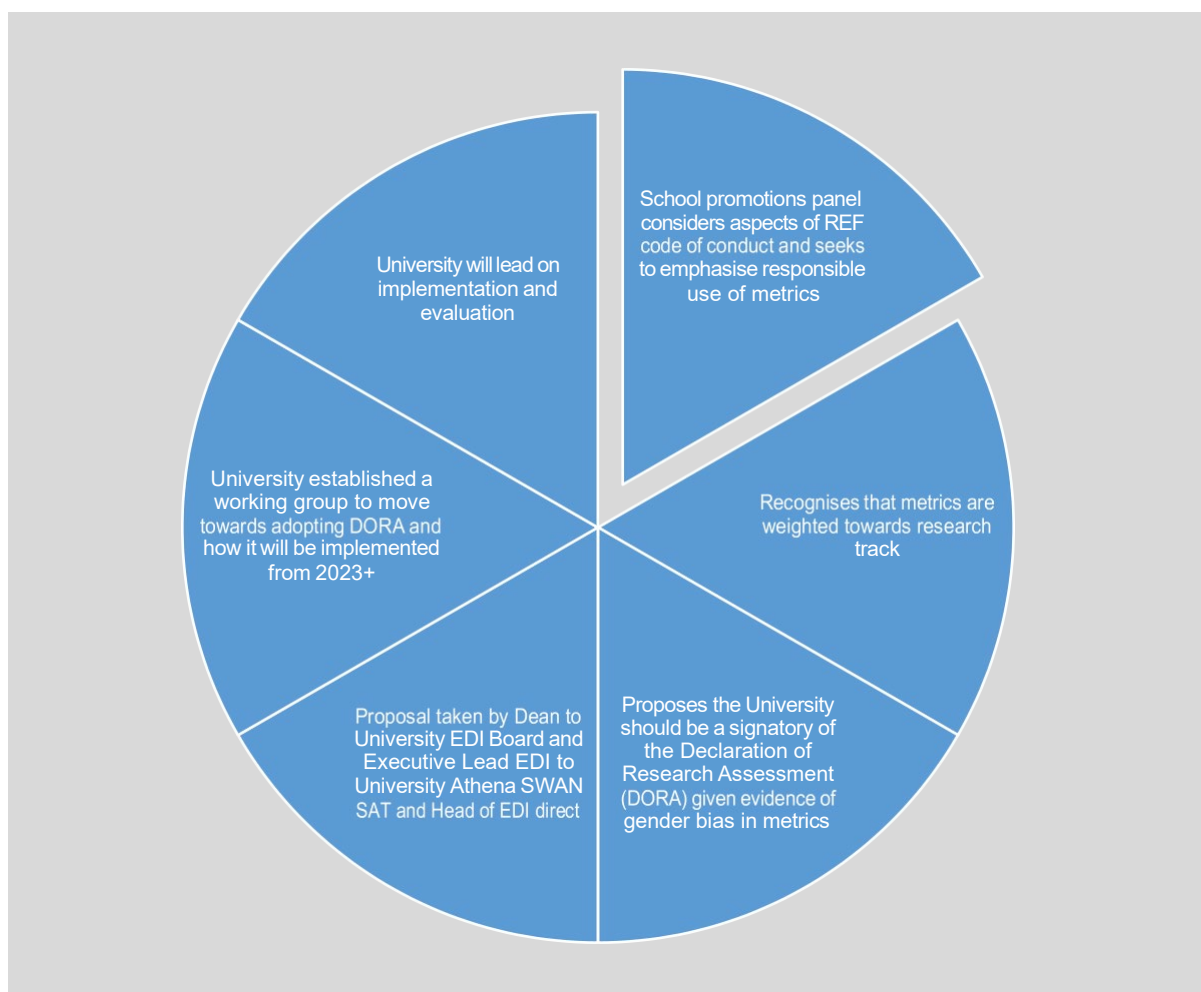- Yearly monitoring of take up and feedback collected through case studies

Figure 3: Example: How the School influences institutional policy

<mark>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.</mark>

5.1. The Self-Assessment Team

In the lead up to the current submission, the EDIT has continued to meet 4 times per year to review and evaluate progress and guide the development of policy and further actions. SEG and REG have also continued to be a key part of informing the Schools EDI strategy, which is brought together annually in the business planning cycle and informs further changes to the School action plan. We have also established working groups that draw on wider members of School committees in the year preceding the submission as given in table 1 below to allow more granular attention and consultation on the key issues facing the School. This approach worked well for our Bronze award and so has been carried forward.

Recognising the administrative workload associated with regular review of School wide and disaggregated data, the Dean of School has awarded additional funds to support a data scientist- Dr Christabel Tan- from outside of our School to lead on this. This has supported subgroups in building further capabilities in working with data sets and allowed them to focus on review of the 5-year picture, on-going consultation, evaluation and future planning. Other

interim data is also reviewed from HR and student reports as it becomes available e.g., staff profile, student degree awards.

We have aimed for representation across the EDIT and subgroups in relation to self-identified gender, career stage, contract type, student involvement, and ethnic identity.

Table 1: Equality, Diversity and Inclusion Team (EDIT)

Name	Self-identified gender (Man=M; Woman= W)	Work Pattern	Role
Dr Richard Southern	M (he/him)	Full-time	Chair of EDIT and Dean of School
Dr Shivani Sharma	W (she/her)	Full-time condensed hours	Executive Lead EDI; Associate Professor Research
Professor Stewart Kirton	M (he/him)	Full-time	Head of CPBS
Professor Mike Page	M (he/him)	Full-time	Associate Dean Research
Ms Kimberly Palmer	W (she/her)	UG Student- up to 6 hour per week contract	BAME Student Advocate
Ms Damini Lalchand	W (she/her)	PGR student- selected through expression of interest	PGR Student representative - international student; full- time, self- funding
Mrs Zoe Perrotton	W (she/her)	Full-time	School HR Business Partner
Mrs Kim Chase	W (she/her)	Full-time	School Business Manager and Admin representative
Mr Jon Gillard	M (he/him)	Full-time	Technical Manager and technical staff representative
Miss Nina Walker	W (she/her)	Part time	Department based Student Experience Lead

			representative; Associate Professor Learning and Teaching
Dr Lisa Lione	W (she/her)	Full-time	Chair of CoCo (stepping down after submission with succession plan); Associate Professor (Research)
Dr Shori Thakur	W (she/her)	Full-time	Associate Director of Doctoral College, responsible for LMS PGR students
Mr Mohammed Ilyas	M (he/him)	Full-time	EDI Office EDIT member

Table 2: EDIT Subgroups for self-assessment

Subgroup	Members
Development of the staff culture survey and analysis of data	*Dr Lisa Lione* *Dr Shivani Sharma* *Mr Jon Gillard* *Mrs Zoe Perrotton* *Mr Mohammed Ilyas*
Analysis of research environment and gender-based issues related to research centres	*Professor Mike Page Dr Lisa Lione* *Professor Ken Farrington*
Student data at UG and PG level with consultation with students directly	*Dr Shori Thakur* *Ms Damini Lalchand* *Ms Kimberly Palmer* *Dr Phil Porter*
Staff and student well-being	*Mrs Kim Chase* *Dr Lindsay Bottoms* *Mrs Kate Cady* *Dr Phil Porter*
Independent data analysis	*Dr Christabel Tan*

5.2. *Consultation with staff and students*

Table 3 shows the main survey data sources used as part of consultation with staff and students. We ran our LMS Athena SWAN survey in 2018, 2020 and again in 2022. Response rates over the award period have increased (latest 2022=40% of staff engaged).

The School holds a wide range of forums for staff to express views on gender and broader equality issues, for example gender pay gap review where themes are summarised. Additionally, between 2019-2022, the Executive Lead held 1-1 interviews with staff (n=9) who self-identify as women to explore their feedback in response to the Schools gender equality work (across the full spectrum of career stage). These were to add depth to emerging themes for surveys and School forums. During the process of addressing feedback on invited revisions, a further 5 interviews were conducted and arising qualitative data integrated with existing themes. Additionally, data from the University staff survey in 2022 were available and have been included in the revised analysis as appropriate.

Student consultation is driven by key survey metrics including NSS, PTES and PRES, as well as specific focus groups and interviews led by the School BAME Student Advocate and Postgraduate Student Representative on the EDIT.

Table 3: Survey Data that has informed the Self-Assessment over 2016-2022

Consultation Measure	Period	Response Rate or N of Participants
University Wide Surveys	2019 (Pulse Survey) 2022 (Main Survey)	46% of all LMS staff 62% of all LMS staff
LMS Athena Swan Survey	2018 2020 2022	78 127 118
NSS data	Yearly over award period	Sex, gender and intersectional breakdown is not available
PTES Survey	Yearly over award period	Sex, gender and intersectional breakdown is not available
PRES Survey	2021 2019 2017	109 123 130

5.3. Future gender equality work

The School will retain and build on our governance structure for EDI. We propose changing the name to Equality, Diversity and Inclusion Committee as opposed to Team to better recognise the remit of the group (**NAP point 7.1)**. Meeting frequency will remain to allow for regular review, evaluation and planning of developments. Succession planning will be managed by advertising vacancies and addressing challenges to participation such as an honorarium for part-time staff if they cannot include the hours within their usual commitment (**NAP point 7.1**). As per our action plan, we will further recognise student input in these committees through a small bursary, which mainly applies to the postgraduate representative (**NAP point 7.1**). We will retain the working groups, but plan to increase the frequency with which they meet to inform medium to longer-term evaluation.

SEG and REG will continue to have EDI on their standard agenda and Athena SWAN reported on separately within this. Additionally, we will build on success by providing more spaces for staff and students to speak about a range of equality issues that contribute to decision making and planned actions. Utilising partnerships e.g., Dean of Students is also a key part of progressing gender equality work and our understanding of intersectionality.

1. **Evaluating progress against the previous action plan**

1.1. *Reflecting on feedback from 2016 Bronze Award and method of implementing the action plan*

In 2016, we applied for a Silver award. The panel felt that although the range of actions in place were suitable, there was not enough evidence of success. The Athena SWAN SAT reflected on this feedback and the action plan was revised accordingly. New actions were added as amendments, clearly linked to who will be responsible for implementation, and how we will evaluate success.

Through implementing the existing action plan, we have recognised that to bring about instrumental change in our culture, there needs to be further delegation of actions.

KEY LEARNING: One of the key challenges of our 2016 action plan is dependency on a few key role holders. We have therefore moved towards a wider spread of responsibility for actions, their implementation and monitoring of progress.

Overall, based on our 2016 action plan, **76% have been completed** and are being maintained; **12% are amber rated**, and **12% have been superseded**. Ten further actions were added and are also rag rated.

1.2. *Actions removed or superseded*

Due to changes in our governance structures, some of the actions in the **2016 plan, section 1**, have been removed and replaced with actions that related to embedding a new governance structure in the School for EDI. We also removed actions which on reflection we felt were not meaningfully contributing to embedding a change that would have a specific desirable, gendered outcome. This is in response to feedback on our Bronze 2016 award. For example, **action 1.9.** In place, we focused on scoping and implementing a mentoring scheme supported by our School Professoriate, Readers and Associate Professors, specifically to address women's perceptions from the 2018 Athena Swan survey where 31% of women versus 0% of men endorsed that a lack of a mentor was a barrier to career success (**2016 action point 1.13**).

KEY LEARNING: There are considerable differences in our future action plan as compared to what we submitted in 2016, particularly reflecting on feedback about the desired success measures. We have taken a lot of time to refine what it is we want to achieve and how HR teams and other functions such as the Office of the Dean of Students can support in evaluation of the progress of implemented actions to reduce gender inequalities.

Action 3.12- a School based leadership scheme was implemented and evaluated for a two-year period, and then a decision taken that based on participant feedback, it was not sustainable because of the design of the scheme being too intensive on time. The action was superseded by added development opportunities, including School based sessions aimed at demystifying career success, with a range of speakers to motivate and inspire under-represented gender identities i.e. women succeeding in progression milestones. **Action 5.4.** related to networking has also been removed as is now captured within the remit of increased investment in external development schemes that support this such as Aurora.

1.3. Actions RAG rated as amber

Though we have made progress in making part-time study options visible within our online course information (**2016 action point 2.1**), and within recruitment activity, the number of absolute students enrolled part-time still remains low (see appendix 2 figure 2.3), with no clear evidence of implemented actions having had a consistent impact on choosing part-time study options, though there are clear discipline specific trends also in choices around part- time study. In our future action plan, more attention has therefore been given to why, especially after the pandemic context, students do and do not choose to study part-time, and whether the reasons for doing so vary for women, men, gender diverse or non-binary students, transgender students or students self-identifying in other ways. This is to inform the provision of specific, targeted information to help students reach the best study decisions for their personal circumstances, highlighting the range of support within the School and University overall to fuel their success. As part of the Schools commitment to flexible provision of academic portfolio, part-time study is a route we continue to encourage to allow students to balance work and life around their studies, where no gender based disadvantage such as caring responsibility and other family or social factors should limit access. Overall, planned action will help refine what information is available to potential students as a lever for decision making, rather than seeking to specifically increase enrolments per say. This may be a natural outcome however of advice meeting applicant needs (**NAP plan 7.4 refers**).

Action 2.4 on student involvement in science and career events is rated as amber because of the current mechanisms and inconsistency between them on how engagement metrics are captured. There is wide advertisement of events across the School but we have been limited in evaluating the success of these events in attracting students, especially women, due to no centralised School based data capture.

> **KEY LEARNING:** Student engagement metrics with events are held by a wide range of teams and we have suffered from not having a central School based system or clear responsibility for who will collate this information. In determining any evaluation metrics, we therefore need more thought at the outset about the availability and accuracy of metrics where we are seeking to reduce gendered inequity in access to career and development support.

Action 3.11- there has been much development in appraisal over the past 5 years including an institutional move to ask staff to reflect on how they express our values and contribute to EDI objectives. The Deputy Dean of School annually reviews action plans and development priorities on the basis of which School wide sessions are planned or feedback given to the central learning and organisational development team. However, the trend in LMS Athena SWAN surveys still shows that though the majority of staff feel that their line manager plays a key role in supporting development, not 100% agree (2022 Culture Survey- 78.3% of staff in LMS departments agreed that line managers support career development- range 75% CPBS and 80% PSG). Further, there are different trends across the School, with more women in PSG answering favorably for line management support (PSG 82% positive for women; 76.5% for men), versus in CPBS where the reverse trend is apparent (75%

favorable for women, and 80% for men). It is clear therefore that there are some staff who have not overall expressed an opinion and a small minority that still feel there is room for improvement, with the potential for discipline specific gendered considerations for strengthening perceptions of line management. The forward plan therefore recognises that effective appraisals and general support perception can be enhanced further. The new School Line Managers Forum launched in 2019 will be a key vehicle for this (**NAP point 7.5**), alongside further direct feedback from staff sought in order to delve into gendered trends in responses across subject areas.

In relation to PTO staff, professional staff now mainly reside outside of the School further to centralisation of this function. Their progression structure is not defined in the way it is for academic and research roles. Technical staff are based within the School and actions rated as amber (**4.2 and 4.5)** recognise that though progress has been made to intergrade technical colleagues into everyday School development such as day in the life of sessions, and research conferences, more can be done. It is particularly important to ensure visibility of part-time technical staff, with double the number of staff on these contracts identifying as women (4 part-time men and 9 part-time women, with 25% of technical staff therefore on part-time contracts). Suitable actions have, however, been included in the Schools overarching people plan. This is because the original inclusion of this priority in our Bronze submissions and current data do not suggest a gendered impact of PTO staff experience. The School level people pan retains success to date such as increased engagement in external CPD with a dedicated budget since 2016/17.

Though this area was not fully achieved, major progress has been made in working with another School to begin to implement a revised pay structure that has already benefit 20% of technical staff, as well as adopting the Technical Commitment, which cements the inclusion of technical colleagues across the School's key people priorities. The new pay structure changes have so far impacted an equal proportion of men and women.

Evaluating success against department's key priorities

Please describe the department's key achievements in gender equality

In addition to progress detailed above, there are specific objectives where we can evidence achievement, with underpinning facilitators well embedded in our everyday culture.

Objective 1: Increasing the proportion of women at senior academic levels

The University has implemented KPIs related to women's careers, of which one specific priority relates to increasing the proportion of women at senior levels (grades UH9 and AM), a key objective within our Bronze action plan. We know from data from our School based Athena SWAN survey in 2017/18 that women expressed a lack of opportunity, lack of clarity in progression pathways, and frustration at a perceived hierarchy of research careers. For example, 71% of women respondents stated that admin load was high and a barrier to development, as was a lack of mentors. To address this feedback, we implemented a suite of actions that aimed to increase recognition of promotion routes, provide supportive forums and development opportunities, attract more women to work in LMS, and to recognise varied career trajectories by now reporting only in line with the University KPI of women at senior grades, regardless of appointment as Readers, Associate Professors or Professor, which are not designated in HR reporting schemes and require a manual calculation.

The actions implemented have included:

- CoCo has been firmly established as the School's primary Athena SWAN women+ network (**2016 action plan point 1.2**). The Chair is responsible for assessing the progress of the network with metrics including:
    - Overall group membership (90-100 women yearly from across all job levels)
    - Specific examples of how CoCo network activity has progressed the School gender equality context such as implementation of the policy on 'Athena SWAN Development Time'.
- We have expanded an annual series of themed CPD lunchtime sessions with a range of external speakers to demystify career journeys- intentionally selected based on the themes they can stimulate discussion on that are relevant to our gender equality context e.g., gender pay gap. The usefulness of the sessions is reflected in the latest culture survey where appendix 1.5.3 shows that these sessions are the most accessed type of CPD in the School. Examples:
    - Dr Navina Evans (Head of Health Education England): Break the Bias: Some personal reflections (opened up for externals, 76 attendees overall)
    - Dr Karla Evans (University of York): Innovative approaches and strong tradition of inclusiveness and appreciation of diversity that brought us gold (LMS Research Conference)
- The School has also over the award period launched 'ACED Awaydays' and annual promotions workshops with a 50/50 balance of men and women as speakers. ACED Awayday themes have included UH7 to UH8; Research Focused Career.
- We have made the Professoriate and Readers and Associate Professors in the School more visible via a School wide mentoring programme and implementing it for

cohort 1 in 2019/2020, and again in 2020/21. Qualitative follow-up from year one has added to the overall evaluation with 2 female, senior lecturers promoted- one to Reader and the other to Associate Professor. More than 50% of mentors are women.

- Year on year investment in Advance HE development schemes. In the current cycle, following a workshop that we ran within the School, 6/8 attendees who applied were selected by the University for Aurora and the School funded all places. The value of such investment is evidenced below.

The success of these actions is evidenced in the gradual progression since 2016 of women at UH9 and AM (see appendix 2 figure 3.1) as well as the high success rate for academic promotions. Further to an increase in women at higher grades, the gender pay gap in LMS, having gradually reduced since this data has been collected, is now marginally in favour of women (-0.1 in favour of women from 6% disparity in the year prior). Staff have commented in the 2022 survey that '*I cannot fault the School for how many opportunities there are for development' (Woman, Survey Respondent).* Variety in the types of sessions has enabled more women to select opportunities that align with their individual interests, over a focus on research alone.

Notably, as per appendix 2b.a, REF entry for women was also higher in 2021 for all our School UoAs.

'I enrolled on Aurora at the perfect time [2022], while progressing from Lecturer to Senior Lecturer. The programme gave me the space to reflect on my own leadership experiences, style and possibilities.' Dr Laura Urbano

Objective 2: To have transparent and equitable workload management

In the qualitative interviews that supported our 2016 action plan as well as the School wide Athena Swan Survey in 2017/18, it was apparent that women felt that they had to work more hours outside of work to achieve their career goals compared to men (74% of women versus 38% of men). There was a clear objective to therefore ensure equitable and transparent workload modelling and though this remains a priority, there have been some successes. Specifically:

- The whole School has been using a real hours workload model since 2016.
- This model was further refined through a working group from across the Departments to move to a fully LMS based model that ensure that like for like tasks receive the same allocation.
- CPD is clearly differentiated from other duties.
- Work that contributes to addressing gender equality is work loaded e.g.:
  - Mentoring= 20 hours per mentee
  - EDIT members= 20 hours
- We have introduced wider policies that aim to support balance in work such as:
  - Email etiquette for staff and students to operate between 7am-7pm and not on weekends unless an emergency
  - Strictly abiding by the University move towards a 9.30 start for formalised committees and meetings
  - Taking a much more flexible approach to how staff complete their work.

The success of such interventions is reflected in the narrative already provided around advancing women's careers in Science and related objective data specifically on the representation of women at senior levels within the School, as well as our academic promotions data (appendix 2- 9.1). However, both qualitative data from staff interviews and the Culture Survey from 2022 (appendix 1) place a continued emphasis on the need for a more nuanced approach to understanding gendered disparities in access to opportunities, with women more likely than men to site high administrative duties as restricting participation in development.

Table 4: Previous Action Plan (2016)

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
1. SELF ASSESSMENT, TEAMS AND PROCESS							
Increase range of staff and student members on SAT and engage a wider School participation	**Silver 1.1** Ensure the gender balance on the SAT is a minimum 40% men and includes students **(Bronze A)**	Invited members of the Research Executive Group (REG) to join the SAT; April 2015: Creation of the Athena SWAN Forum to widen participation (**Link to Silver 1.2**); email invitation sent to LMS; July 2015: Terms of reference updated for SAT and written for the forum; Initially aimed for SAT to consist of 50% men, but after concerted efforts this has been revised to a sustainable 40%. **Impact:** New SAT members include Technical Staff, Professional Managers, UG students, PGR student; increased proportion of men on SAT to 40%. Feedback from staff forums indicates staff are more aware of changes brought about by AS activities, including "More opportunities to 'talk' (e.g. during forums and interviews)	Review membership twice annually (April and October): monitor membership and ensure men are represented at a minimum 40%	SAT Chair (Dean), Deputy SAT Chair (Associate Dean for Research), Executive Lead EDI; SEG	Representation of men on SAT is maintained at 40%. At least two students are included on the SAT 2017 to 2020.	Widen participation into Athena SWAN decision making. Embed Athena SWAN principles throughout LMS.	■
	Silver 1.2 Establish LMS Athena SWAN forum **NEW ACTION**	1st forum held October 2015; attendees discussed issues and data collected; Feedback from the first forum obtained December 2015 and new questions posed. Thematic analysis of discussions	Forums held three times annually (April, October and December).	~~Deputy SAT Chair (Associate~~ Dean for Research), AS	Increase overall attendance at AS Forum by 15% from	Athena SWAN principles are deeply embedded in LMS, with more people involved	■

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
		was used to create new Actions in the Silver submission; In March 2016 New Actions were discussed and finalised. **Impact:** Feedback from AS staff Forums developed New Silver Actions: **Silver 3.16, 6.4 and 6.5**	Increase attendance at forums	Champion, REG Chair of CoCo	Sep 2016. Further develop the Action Plan for 2020		
Maintain the links between LMS SAT, all UH School SATs and Institutional SAT	**Silver 1.3** One member of the LMS SAT team attend UH SAT meetings **(Bronze B)**	At least one member of the SAT has attended all UH SAT meetings to date; Successful use of 'dial in' into UH meeting to maintain attendance by the LMS Chair (Dean)	Continuous; 4 UH SAT meetings a year (February, April, July, October)	AS Champion, Deputy SAT Chair (Associate Dean for Research)	Be part of a support network for all 10 UH School SATs so all have submitted at least bronze by November 2016. Continue to share, and benefit from sharing, good practice with all UH SATs	Sharing of good practice and strengthening of Athena SWAN culture and principles throughout the School and University	
	Silver 1.4 Regular Athena SWAN Champion network meetings **NEW ACTION**	LMS Champion meets with UH School Champions network. The aims; (a) support new non-STEMM Champions (b) share good practice (c) enhance our sense of AS community at UH. Meetings to date: November 2015 and March 2016. **Impact:** feedback from new AS Champions indicates satisfaction with having a supportive network. New SATs have invited experienced AS Champions to their SAT meetings to gain advice on their own application process	AS Champion will attend three Champion network meetings per year (March, July, and November)	LMS AS Champion, UH Athena SWAN Officer			
	Silver 1.5 Collaborate with School of	Discussions with HSW Athena SWAN Champion revealed many overlapping needs within both Schools (LMS and	Bi-monthly AS events	Athena SWAN Champion (in collaboration	A series of events that address the	Deepen the links between HSW and LMS and	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
	Health and Social Work (HSW) to organise a series of events **NEW ACTION**	HSW); diary of AS-related events was developed for 2016: a session on work/life balance facilitated by a Coaching lead (10th Feb 2016), a walk for International Women's Day (10th March), a workshop on 'Understanding the Menopause' (10th May), the creation of a Working Parents' Network (to be launched 26 May; **Silver 5.5**) and a walk and coffee morning for International Men's Day (Nov) **Impact:** new connections between staff members in different Schools have been established and is evidenced through discussions at SATs and Network meetings. Increased engagement of males with AS; for example, an expression of interest from men in School Research Executive and LMS SAT to have a separate session on understanding the menopause, to help support as a line manager	organised for 2016-2018	with HSW AS Champion)	needs of staff (as identified at staff forums) from both HSW and LMS and that also engage males	further enhance a culture within the Schools that is based on AS principles. Evidence of impact to be obtained via future staff survey	
Ensure the continuation and fulfilment of the new Action Plan	**Silver 1.6** Monitor action plan; provide updates to SEG **(Bronze C)**	LMS Champion has given updates to SEG on progress of Athena SWAN activities (17/09/2014, 11/11/2014, 09/06/15, 19/01/2016, 15/03/16); Recommendations fed into the annual school business planning August 2015 for 2016	3 annual SEG updates (March, June, November). Feed into business	SAT Chair (Dean), Athena SWAN Champion	SEG approval of Athena SWAN activities in LMS	Successful implementation of the Silver Action plan with the aim of applying for Gold by 2020	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure (relates to action)	Planned Impact (relates to issue)	RAG Rating
			planning August annually				
Embed AS principles in the Research Centres	**Silver 1.7** Embed Athena SWAN principles in the LMS Research Strategic Framework **NEW ACTION**	Content gap analysis of LMS's Strategic Framework carried out and findings used in current submission; All new Research Centres have conducted an analysis on how the new Centres have AS principles embedded in their structure and running; presented to LMS Staff in February 2016. Very few women on REG due to historical legacy. Terms of reference were re-written **Impact:** REG has increased female representation from 18 to 44% in 2016 and now includes the LMS Athena SWAN Champion.	Updates provided at Centre meetings; Athena SWAN Champion provides updates at all REG meetings, 4 annually	Deputy SAT Chair (Associate Dean for Research); Athena SWAN Champion	LMS Research Executive approval of Athena SWAN activities in the Research Centres.	Continuation of the Silver Action plan with the aim of re-applying by 2020	
Maintain LMS Athena SWAN web pages	**Silver 1.8** Maintain webpages with current information **(Bronze D)**	Website updated and now includes links to pages on flexible working, Keeping in Touch days (KIT), nursery and parental leave, jobs.ac.uk career profiles from females within LMS, minutes from SAT and Forum notes. Events covered include Athena SWAN lectures at the LMS Research Conferences: Dr Mark Paul-Clark (Athena SWAN Silver Team, NHLI, Imperial College) in April 2015 and Prof Jane Hill (Athena SWAN Gold Team,	AS Champion will ensure that links are provided to two new information pages which the Equality Office plans to publish in June 2016: (a) trans awareness and workshop opportunities,	Athena SWAN Champion, UH Athena SWAN Officer, Project Officer, Marketing Manager	Up to date website	Raised awareness of family-friendly policy and procedures. Disseminate School support for those with caring responsibilities. Evidence of impact obtained from future staff survey	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
		York) in April 2016; UH Women in STEMM Network Series: 'External Roles'. **Impact:** There has been an increase in the number of women applying to work within LMS	and (b) working fathers				
Low proportion of women Emeritus Professors and Visiting Professors	**Silver 1.9** Increase the number of women Emeritus and Visiting Professors **NEW ACTION**	The numbers of emeritus and Visiting Professors has remained steady over the past 3 years. In order to increase the proportion of women gaining these positions, action is required to identify individuals who would benefit from these titles. Further interaction with LMS can be encouraged through CoCo seminar series	Identify a list of candidates by December 2016, new titles confirmed by October 2017	SAT Chair (Dean), Deputy SAT Chair (Associate Dean for Research); Chair of CoCo	Gender balance of Emeritus Professors and Visiting Professors	Positive impact on existing LMS staff and students seeing more female professors	
Scope further development of governance structure for EDI across LMS	<mark>**1.10 Added post 2016**</mark> Review of portfolios within SEG	To scope and implement a post related to EDI at Executive Level within the SEG. To include people development priorities in remit of new post of Deputy Dean also. Intended impact is to strengthen recognition and accountability for EDI objectives and underpinning structures.	Scoped and implemented in 2018, ongoing review as part of SEG terms	Dean of School; HR Business Partner; Deputy Vice Chancellor; Head of Equality	Visible commitment to EDI within the Executive and streamlined oversight and interface within the	Progress against KPIs included in the business plan related to EDI	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
		Post implemented following Dean's review, underpinning structures and forums revised, and impact monitored via broader KPI achievement			School and with other parts of the University		
	1.11 Added post 2016 To undertake an equality impact assessment of the Athena Swan SAT	Equality Impact Assessment to identify missed opportunities from current Athena SWAN SAT model. Carried out in 2018 and moved to School EDIT. Athena SWAN remains an agenda item specifically but intersectional objectives now more transparent	School business plan to attend to the clustering of disadvantage due to intersectionality. Overall EDI action plan to include intersectional priorities and associated KPIs	Executive Lead EDI; SEG; EDIT	School culture reflects an EDI focus that is broader than individual attributes	Specific to KPIs (minority ethnic women at senior grades; progression of minority ethnic women and women with other intersectional identifies in promotion round; REF entry by protected characteristics)	
	1.12 Added post 2016 To ensure that EDIT members receive a workload allocation	School workload review identified 20 hours per year for EDIT members (with exception to members of the SEG who are part of EDIT as this is now an expectation of the positions).	To monitor as part of periodic workload model review the time commitment is realistic and adjust hours as needed	Dean of School; Deputy Dean of School; EDIT members	Increased recognition of the importance of EDI and reward for those involved	Continue to have an engaged EDIT as workload permits active contribution	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
	<mark>**1.13 Added post 2016**</mark> Increase visibility of diverse role models within the School	To scope, plan and implement an LMS based mentoring scheme that draws on Professoriate and Readers as mentors for staff from research assistants and teaching fellows to principal lecturers and senior research fellows. Ensure work loaded for recognition of importance	Review feedback from cohort 2 and launch cohort 3	Executive Lead EDI; HoDs	Visibility of role models outside of home subject	Through mentoring, success rate of applications for promotion to success is maintained if not improved further; staff sense of belonging and support in culture surveys	
2. STUDENTS							
Few students opt for the part time mode of study	**Silver 2.1** Update and modify all information on the web dealing with part time degrees **(Bronze F)**	The marketing officer requested a list of all part time options in LMS, and following an audit of the information available, updated all course details and links to ensure current information is presented; Information on website on part-time degrees has been updated; Ensured gender neutral language in promotional material. **Impact:** We have identified an increase in females applying for part-time degrees in LMS	Annual check on website information in November 2017, 2018 and 2019 (optimum date for checking since this the beginning of the admissions cycle)	SAT Chair (Dean), Associate Dean for Learning and Teaching, LMS Marketing Co-ordinator	Increase women enrolled on all degree pathways	Enable potential students onto degrees with PT options	
	Silver 2.2	A questionnaire has been designed and piloted (December 2015-January 2016). The purpose is to explore what attracts	Questionnaire disseminated October 2016;	Athena SWAN Officer; Associate	SEG approves new		

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
	UH- wide student survey **(Bronze E)**	females to LMS/UH (such as family-friendly policies, specific support structures etc.), whether retention is a problem and determine whether the updated website has had a positive impact. Ethics approval gained for all questionnaires and surveys	analysed by December 2016. Incorporate findings into admissions and advertising	Dean for Learning and Teaching	marketing and recruitment initiatives		🟩
Childcare needs for students	**Silver 2.3** Link between LMS webpages and nursery **NEW ACTION**	The University onsite nursery holds tours on the same days as University Open Days. The web link to find out about the nursery has been added to the LMS Athena SWAN pages. The nursery provides out of hours facilities for childcare to accommodate timetabling beyond 6pm on request	Ensure that information on the nursery tour is included on the Open Day information for prospective students; updated by November 2016 for the new cycle	Marketing Officer, UH Athena SWAN Officer, Athena SWAN Champion	Improve attendance in lectures and increase applicants on available part time courses (**see Action 2.2**)	Increase awareness of flexible nursery provisions	🟩
Few UGs take part in the various scientific events	**Silver 2.4** Increase UG student participation at various research/ scientific networking events **(Bronze G)**	Three UG students have joined the SAT; discuss ways of increasing awareness of and participation in events. Regular use of StudyNet to advertise and invite all UG and PGT to events: Local Careers and Placements Symposium (annually), seminars and the Annual Research Conference (April annually). We are also increasing awareness of events via social media and within student groups. A	Raise awareness of activities via Student Reps and social media. Use scanner to monitor; compare in 2017	Deputy SAT Chair (Associate Dean for Research), Research Executive, Postgraduate Research	Increase UG student participation to	Increase the number of UG students involving themselves in extracurricular scientific events held in LMS	🟧

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
		Doodle poll to record UG participation in LMS conferences in 2014 and 2015 was organised, but data is not accurate. Replaced by card scanner April 2016; indicates 68 students: 91 staff attended		Tutor; Student Reps			
Destination of PGR students	**Silver 2.5** Update 3 monthly PGR progression review forms to include questions on future career plans **NEW ACTION**	PGR Tutor monitors all PGR students with 3 monthly and annual forms that request information on the project and to highlight any issues. The annual forms will be revised to include questions on career aspirations, what is needed to support further development. Any issues will be highlighted by the PGR Tutor to the PGR student's supervisor to follow up specific needs. Potential ECR's identified	Revised forms in use across LMS by September 2016 and monitor implementation	Deputy SAT Chair (Associate Dean for Research), PGR Tutor, PGR Supervisors	100% compliance year on year	Increase career awareness and confidence in PSG students about future opportunities.	
	2.6 Added post 2016 Encourage CPD for PGR students involved with research	Ensure via research tutors that PGRs involved with teaching or its support are aware of and encouraged to gain Associate Fellowship of the HEA via engagement with the relevant University module	Twice annual dates are shared widely. Students discuss timing with supervisors and agree a plan	Research tutors in departments; Head of Research centres; individual supervisors	Students complete doctoral studies with AFHEA if not full fellowship to strengthen career success	Proportion of PGRs involved with teaching or its support who complete AFHEA or FHEA	
3. RECRUITMENT, INDUCTION AND PROMOTION							

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
Job descriptors in adverts and marketing	**Silver 3.1** Increase awareness of training opportunities in job descriptors **(Bronze O)**	Updated the terms used in job adverts to include LMS training opportunities for the successful candidate All job adverts altered with new wording (July 2015) Completed and being used **Impact:** We have identified an increase in females applying for academic roles at LMS	Continue to use updated Job Descriptors in all advertisements for staff for all grades in LMS	HR Manager Business Partnering, Deputy SAT Chair (Associate Dean for Research)	Maintain the number of women applying for jobs	Increase in the number of women applying for lead roles in LMS.	
Early Career Researcher Fellowship	**Silver 3.2** Use of QR funding to support new ECR Fellows **NEW ACTION**	Central UH funding was made available to support 3 Early Career Researcher Fellowship (5 year) which are led by, or are in collaboration with, LMS and other Schools. Additional QR from the School is also being used to create other ECR positions, two of which have recently been advertised in Psychology	Advertise (Silver 3.1) By 2018 ensure new ECF gain mentorship (**Silver 3.14**)	SAT Chair (Dean), Deputy SAT Chair (Associate Dean for Research)	Five ECR Fellows in LMS who receive training and opportunities for mentorship.	New centrally funded ECR Fellows, building a solid research career in LMS	
Implement full induction programme for new staff members	**Silver 3.3** Include a local induction check list for new staff **(Bronze P)**	Induction checklist trialed in Pharmacy 2014; rolled out to other departments in September 2015; New checklist has been distributed to Heads. Mini audit completed; induction checklist in operation within Departments. Heads have agreed to use for all new staff; **Impact:** All three new academic staff (who joined the School in September 2015) were interviewed to determine how well the new checklist has been	Review check list by September 2017 when in new Science building. Monitor impact by interviewing new staff in September 2019	HR Manager Business Partnering, Senior Technical Manager, School Administration Manager and Heads of Department	Complete: new induction checklist is implemented with all new members of staff in LMS	Updated Induction programme and checklist; usefulness determined by interviews of new staff	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
		implemented; checklist is being used and is effective					
Understand Career progression	**Silver 3.4** Interview staff who have recently progressed **(Bronze I)**	30 Interviews were carried out with staff from a range of grades and working patterns identified enablers and barriers relating to promotion; data collected and processed by July 2015; a report disseminated to Heads of Departments and REG in October 2015. **Impact:** we have identified an increase in females applying for promotion	The report resulted in the initiation of new Actions: **Link to new Silver Action 3.16** (Conversations and Connections: 'CoCo').	SAT Chair (Dean), UH Athena SWAN Officer; Athena SWAN Champion.	Understanding the main enablers, obstacles and barriers perceived by women via interview data; report produced and disseminated to HoDs and the Research Executive Group	Increase the number of women in senior research roles within LMS	
	Silver 3.5 Identify from line managers barriers and challenges for staff gaining promotion **(Bronze J)**	Interviewed line managers and staff to identify issues around promotion; run a focus group on barriers encountered in promotion; shared good practice across School; Enablers identified; Survey results sent to SMTs in July 2015.

Impact: we have identified an increase in females applying for promotion | | Athena SWAN Officer, Heads of Departments, line managers | | | |
| **Training: Equality and Diversity, Unconscious Bias, Trans awareness** | **Silver 3.6** 'Unconscious Bias' workshop for Senior Management **(Bronze N)** | 100% SMT and 100% SEG and 100% Research Executive Group members trained in 2014-2016; Due to inconsistencies in data management, a new Core system has been implemented University wide to capture with more accuracy level of attendance | Complete. Continue to monitor to increase in women promoted to senior research roles in LMS. | SAT Chair (Dean), HoDs | Unconscious bias training undertaken by all SMT and SEG members in 2014-2016 | Improved take up of Equality and Diversity training for all staff and Senior Management of LMS. Evidence of impact | |

						assessed in future staff	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure (relates to action)	Planned Impact (relates to issue)	RAG Rating
	Silver 3.7 'Unconscious Bias' workshop for all staff (**Bronze N**)	May 2015: confirm all departments have included unconscious bias training within Away Days	Link to Silver 3.10	SAT Chair (Dean); Heads of Department	Unconscious bias training undertaken by majority of staff in LMS 2014-2015	surveys relating to culture	
	Silver 3.8 'Unconscious Bias' workshop for the Research Executive Group (**Bronze N**)	REG members have attended training sessions 2015-2016 Following the creation of the new Research Centres and Hubs, we now require to expand all training to the new Centre Leads and members of the organisational teams	Ensure all Research Centre Leads and members of the centres organisational teams attend unconscious bias training by July 2018	Deputy SAT Chair (Associate Dean for Research)	Unconscious bias training undertaken by all Research Executive Group members in 2015-2016		
	Silver 3.9 Equality and Diversity training of Senior Management (**Bronze Q**)	All Senior Management have undertaken online Equality and Diversity training and passed the test; Complete for May 2015. SAT discussed broadening this Action to all members of REG and Research Centres	Ensure that REG and the Senior Research Management Team pass the Equality and Diversity training online	Associate Dean Research, Chair of Research Executive and Heads of Research Centres	Equality and Diversity training undertaken by all Research Executive by September 2017		
	Silver 3.10	The Equality Office is offering Trans awareness training sessions throughout 2016 for all staff (topics will include how	UH Trans Policy discussed at SEG, SAT and	SAT Chair (Dean), Deputy SAT	Increase awareness amongst all		

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
	Trans Awareness training **NEW ACTION**	hormone replacement therapy can affect individuals, data protection issues, how to support individuals who are transitioning etc.) LMS will facilitate staff to attend and will work with the Equality Office to monitor attendance and get feedback from the sessions. LMS will also ensure that all line managers are up-to-date with the new Trans Policy for staff and students that the Equality Office is developing, in consultation with the staff and student body (to be effective from January 2017).	Research Executive Group and distributed to line managers by March 2017. Circulate information on workshop to LMS and facilitate staff to participate	Chair (Associate Dean for Research) HoDs, UH Equality Officer	staff in LMS monitored by survey data and feedback from School Forums such as CoCo and line managers		■
Appraisals	**Silver 3.11** Strengthen the use of the appraisal system **(Bronze H)**	New appraisal form in use Feb 2015 for annual appraisals with Line Managers. Appraisal includes discussion on staff development, research and scholarly activities; identifies staff ambitions over the short to medium terms as well as long-term career aspirations. **Impact:** Audit carried out on 10% of appraisals to ensure compliance in November 2015 demonstrates 100% compliance; The Dean ran two appraisal workshops on 30th June 2015 for all line managers. Link to business planning	Review career aspirations in appraisals; Line Managers to link to aspirations to new responsibilities in role applications and encouragement to participate in external committees. Encourage staff	SAT Chair (Dean), HoDs, Line Managers	Increase the number of applications from women from 0-1 per role advertised to 2-3; the applications are tailored to specific career aspirations	Strengthen the use of the appraisal system by line managers. Support individual staff for progression	■

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
			to access new central UH support (**Silver 3.16**)				
Identify staff for further leadership training	**Silver 3.12** New Leadership Scheme: LeaP **(Bronze H)**	A Task and Finish Group have drafted the outline of a new two-year scheme: the Leadership Potential Scheme (LeaP); approved by SEG for implementation; Advertised via e mail to all staff in LMS, advert used gender neutral language; Resulted in 10 staff (4 women and 6 men) interviewed in November 2015. First session of LeaP took place 19 January 2016; appointed 3 women and 5 men	LeaP programme runs for 2 years (finishing Jan 2018); monitor progress and repeat programme running Jan 2018 to 2020 Impact of LeaP assessed via interviews following completion of scheme	SAT Chair (Dean), Deputy SAT Chair (Associate Dean for Research), Heads of Department	Staff gaining managerial and leadership skills; increase the number of staff applying for lead roles in LMS by 50% when advertised	Succession planning; trained and experienced staff are able to remain in LMS as senior members of staff when roles become available	
	Silver 3.13 Aurora Leadership training **(Bronze L)**	To date, a total of 7 women from LMS have been included in the Aurora programme between 2013 and 2016. Support staff who did not manage to gain a place by offering *Future leaders* programme.	Send 2 women from LMS per year on Aurora 2017, 2018 (until the end of the programme running)	SAT Chair (Dean), Deputy SAT Chair (Associate Dean for Research),	Increase the number of women Readers or Professors by 4 by 2020	Increase the number of women applying for leadership roles/senior research roles	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
		Impact: the impact of Aurora was explored via interviews with 7 female participants from LMS. Feedback suggested a range of impact including increase in resilience, proactivity and uptake of new roles within LMS following post-Aurora discussions with line managers		Heads of Department			█
Mentoring Scheme required for Staff in Research	**Silver 3.14** Formalise the mentoring scheme in line with UH intentions **(Bronze K)**	Discuss UH initiated mentoring scheme at the Research Executive Group and formalise throughout LMS; Partner individuals with the appropriate mentor with the necessary skill sets for the mentee; Task and finish group organised to review mentoring within the School; Pilot mentoring scheme formalised in LMS; 5 women starting scheme Jan 2016 Discussions with the Institution to streamline/coordinate mentoring schemes across UH is planned for June 2016	Review mentoring scheme in Jan 2017; identify 4 staff members for mentoring per year (2017 to 2020).	SAT Chair (Dean), Deputy SAT Chair (Associate Dean for Research), Research Executive Group	Increase the number of women Readers or Professors by 4 by 2020	Increase the pipeline into research leadership	█
Workload models for teaching and research	**Silver 3.15** Ensure all workload models used in the School are real hour based	Each department had a different workload calculator; a School based review, led by Associate Deans of Learning and Teaching, was initiated in 2014 **Impact:** August 2015 all Departments have 1571 real hours model (1406 plus	Clear guidance notes for calculators will be written to include information on how to allocate	Associate Deans (L&T); HoD; SEG	Real hour workload calculators in general use in LMS. Line management clarity on	Ensure workloads are equally distributed in subject areas, and ensure time for research activities as well as support	█

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure (relates to action)	Planned Impact (relates to issue)	RAG Rating
	NEW ACTION	165 self-study time for CPD, research & scholarly activity) for a full time member of staff (1FTE). Recommendations provided for senior managers to benchmark with other Departments and provide internal consistency. Allowances are made for roles and core teaching activities with consistency for 'like for like roles', timetabling, programme tutor based on student numbers and complexity of offer; preparation of a lecture (new) versus updating and redelivering. Allocation to a maximum of 90% of staff time to allow flexibility for duties that come up during the year is aimed for. Time spent on engagement with specific School based projects can now be accounted for in all workload calculators in LMS and through discussion with Heads of Department. Feedback from forum indicates that clear guidance on the use of the new calculators are required, since not all Line Managers were aware of how to include time allowances for other activities. Update to SEG (Link to **Silver 1.6**)	time for activities outside of the core list provided by April 2017		how to allocate time for additional duties	for School based projects.	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure (relates to action)	Planned Impact (relates to issue)	RAG Rating
Lack of women applying for senior research roles	**Silver 3.16** Develop a new network for women in research: conversations and connections (CoCo). **NEW ACTION**	New roles in LMS were advertised using gender neutral language with plenty of planning time. Discussions in focus groups identify an issue around women applying for leadership roles, even following mentorship and training schemes. Psychology already run a lunchtime support group for researchers. Increasing the number of women via local discussions with the Line Managers or the group advertising the role is identified as crucial. Increase the local conversations in the department on what new roles are and the type of work involved is needed in LMS. Development of a network to discuss and talk about issues on research and careers. An email to LMS has been circulated; further discussion in the forum led to discussion to Initiate a new network: 'Conversations and Connections' (CoCo) for women in LMS who conduct research and who have been identified as having Leadership potential. Concept agreed by Research Executive (February 2016). The Chair will be a member of both the SAT and the LMS Research Executive, and will help in organising	CoCo will meet 3-4 times annually, starting with an afternoon tea with the Dean (also SAT Chair). Further discussion will include input from HR Business partners to explain senior roles; explanation of new roles advertised. Annual budget of £8000 in business plan allotted for events **Link Silver 6.5**	SAT Chair (Dean), Deputy SAT Chair (Associate Dean for Research), HoD	Increase the number of women applying for new roles when advertised in LMS from 0 to 1 women applicants per advertised role to at least 2 women applicants per advertised role. Closer relationship with the Research Executive	Increase number of women applying for and successfully gaining new research leadership and management roles in LMS	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
		events for the network and assist the Athena SWAN Champion organising other events in LMS					
Career progression workshops	**Silver 3.17** Encourage women to enrol on the Institutional promotion workshops **NEW ACTION**	HR has developed career progression support as a result of the Institutional Athena SWAN Action Plan. Information on opportunities to be shared across LMS and use CoCo network to encourage engagement	Monitoring of uptake of sessions.	SAT Chair (Dean), UH Athena SWAN Officer	4 women per year attending development sessions	An increase in women applying for promotion and leadership roles	
Diversifying recruitment	**3.18 Added post 2016** Streamline information about the School in a recruitment handbook	Develop a School based recruitment handbook that is a one stop shop for information on the School, it's culture, EDI journey, and support for staff. Ensure diversity of case studies with gender neutral tone to attract diverse staff base. Implemented in 2019- goes out with all job adverts via HR	On-going monitoring of diversity in staff recruitment; follow-up with staff appointed about how the resource is received	Executive Lead EDI; SEG	Diversity profile of applicants and appointed staff	Maintain diverse staff base e.g. proportion of women, women who identity as minority ethnic. Women with disability	
	3.19 Added post 2016 Scope and implement a School Line	Implement a school wide network for Line Managers- inclusive of academic, research and PTO managers. Use the forum to progress the School people objectives related to staff such as strengthening appraisals, promotion	Network launched in 2019 and has covered general relation building, moving	Deputy Dean of School; Executive Lead EDI; EDI Office	Improvement t in ratings of School culture across multiple	Forum supports line manager confidence in their roles, and staff satisfaction	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
	Managers Forum	success, managing difficult conversations, implementing policies such as bullying and harassment	across bars (job evaluation), and Stonewall Diversity Champions introductory training on awareness		survey metrics- local, central		
	3.20 Added post 2016 Increase School based support aligned to promotion rounds	Develop and implement process for local support and feedback where people have been unsuccessful in applications. Annual workshops held since 2019 and covering range of promotion routes now formalised (Associate professor/ Reader/Professor in L&T, Enterprise or Research)	Continue to gain staff input into demystifying process and preparing for submission and interviews and post support regardless of outcome	Dean of School; Relevant Associate Dean; HR Business Partner; Executive Lead EDI	Culture of creating capacity to succeed in promotions	Proportion of staff who are successful from application to School panel, to final University panel and diversity of staff within this	
	3.21 Added post 2016 To understand any differential patterns in application to award of grants by	Work with the Research office to baseline application and awards data for researchers by self-identified gender	Use data to guide action planning with staff- e.g. development, or systemic issues in workload balance of duties	Associate Dean research; Chair of CoCo Network; Research Office	Proactive approach to building capacity by understandin g g successes and barriers	Parity in application and award by gender; improve REF returns by staff characteristics	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
	gender for LMS researchers						
4. TECHNICAL AND PROFESSIONAL STAFF							
Increase integration between staff in LMS	**Silver 4.1** Hold a series of talks: 'A Day in the Life Of…' **NEW ACTION**	Initiate a series of talks by a cross section of staff, where they discuss in 15 minutes their general daily life. Each session would involve 2-4 people, either Researcher, Academic, Professional or Technician (RAPT)	Organise lunch time seminars (May, July, October 2016) review success in forum and determine continuation into 2017 onwards	Athena SWAN Champion; CoCo Chair	Attendance of 'A Day in the Life Of…' by more than 12 staff from across LMS each session.	Increased integration of staff, and understanding of roles in LMS	
	Silver 4.2 Encourage technical staff to attend and participate in research events **NEW ACTION**	The SAT discussed ways in which to encourage and involve more technical staff in research events. The PGR Tutor will look at the timing of the seminars and discuss with technical staff opportunities for them to present on their own areas of expertise. Six technical staff are also studying for PhDs, and increased support for their presentations at the seminars will be sought	New seminar series will initiate in September 2016. Update to SEG will be provided to outline changes	PGR Tutor, Senior Technical Manager	Increase attendance by Technical Staff at LMS events		
Career progression	**Silver 4.3**	There are only a small number of higher grade positions for technical staff available in LMS making promotion	Two technical staff attend HEaTED (UH	Senior Technical Manager	Staff feel more integrated as	Increase training range for technical staff;	

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Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
	Integrate Technical Staff in Teaching **NEW ACTION**	difficult. How to address this issue was discussed in focus groups, and technical staff requested a sideways move that would involve further opportunities to integrate the expertise of technical staff in the teaching of students. The practicalities have been discussed with HR Business Partner	Teaching and Learning skills for Technical Staff) per year (a 2-day course) in 2016, 2017		monitored by staff surveys and qualitative measures	increase the teaching opportunities for PhD/ Technical Staff	🟩
	Silver 4.4 Encourage progression of technical staff from UH03 to UH04 **NEW ACTION**	The job description of the top of UH03 and bottom of UH04 is similar, and often staff sit on the top of UH03 for a long time without knowing they can be moved. Career grade scheme for technical staff to be reviewed. This issue was discussed and identified in the focus group; LMS technical section operate a Career Grade Scheme for staff	Review career grade scheme criteria; in action by April 2017. Monitor transition of technical staff between UH03 and UH04 in May 2018 and My 2019; update to SEG (Link to **Silver 1.6**)	HR, Technical Manager; HR Manager Business Partnering; Athena SWAN Champion	Re-visit the Career Grade scheme to provide clarity to managers and staff. Increase the number of Technical staff UH04	Increase the career progression of technical staff	🟩
	Silver 4.5 Improve transparency of job evaluation requirements for	Career progression for professional staff is hindered by lack of opportunities	Produce clear criteria for career progression for all grades and make available on the staff	SAT Chair (Dean), School Administration Manager; HR Manager Business Partnering	At least two members of staff to progress through the bar in their grade	Increase the career progression of professional staff	🟧

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
	professional grades **NEW ACTION**		shared drive by November 2016				
Flexibility and Expertise of Technical Staff	**Silver 4.6** Exchange visits between specialised laboratories **NEW ACTION**	Through focus group discussions, technical staff expressed a keen interest to learn a wider set of skills and expertise in different laboratories. Discussions in the SAT and SEG indicates that this scheme would have clear benefits in increasing the flexibility of the workforce, and individuals would gain new skills and expertise.	Increase staff expertise in other disciplines. Extend current pilot scheme across LMS	Senior Technical Manager and Technical Managers	20% of the technical staff have been on an exchange visit by 2019	Increase the expertise of Technical Staff in other disciplines	
Training sessions for Professional staff	**Silver 4.7** Refresh training courses available for professional staff **NEW ACTION**	Discussions in focus groups identified an issue with training sessions; some professional staff have been working at UH for a long time and have attended most training workshops. Courses offered tend to be broad, providing key skills. Managers will ensure staff have opportunities to attend internal courses. Bespoke courses if required should be requested with HR Development to address issues	Identify staff training needs and liaise with HR to provide the workshops	School Administration Manager	One new workshop created for experienced members of staff	Increase in the number of staff engaging in CPD	
	Silver 4.8 Increase the	Focus group discussions revealed a lack of funding to support staff in training.	Request to increase staff	SAT Chair (Dean), School	Increased budget for	Attendance of technical staff at	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure (relates to action)	Planned Impact (relates to issue)	RAG Rating
	budget for professional staff to attend training sessions **NEW**	**Link to business planning; Link to Appraisal (Silver 3.11)**	development budget in business planning round 2016-17	Administration Manager	staff development training	external events is regularised	

| 5. FLEXIBLE WORKING AND PARENTAL LEAVE | | | | | | | |

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure	Planned Impact	RAG Rating
Maternity/ Parental Leave	**Silver 5.1** Make the purpose and value of KIT days more widely known to women **(Bronze S)**	Web pages have been updated to reflect information on KIT days, link from LMS webpage; Women who have taken maternity leave the past two years have been interviewed to determine their main reasons for taking/not taking KIT days. Information from interviews has been processed and circulated to Heads of Departments following content check; One key issue is having to pay for childcare, another is knowing what to use the day for	New child care fund for cover of KIT days created. **Link to new Action Silver 5.2** Activities for KIT days: **Link to Action Silver 6.1**	UH Athena SWAN Champion, HoDs, HR	Increased uptake of KIT days from 3-5 per year to 13 in 2015 New Actions initiated to address lack of KIT day uptake	Increased KIT days taken during maternity and robust support in place regarding planning for KIT days. Impact assessed via survey and interviews	
	Silver 5.2 Make available funds to cover	Funds made available to support KIT days to cover child care costs; UH onsite Nursery keen to support and would coordinate KIT days with settling in periods for new children.	Send an update to UH SAT to obtain guidance by June 2016; if possible	Deputy SAT Chair (Associate Dean for Research);	Maintain high level of KIT days taken and increase the	Minimise the difficulties faced by women who take maternity leave and who	

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Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
	child care on KIT days **NEW ACTION**	Practicalities of this scheme must be raised with UH Registrar and Institutional Athena SWAN Lead for further guidance	implement scheme by January 2017 via HR Business Partner and information given to pregnant members of staff	HoDs; HR Manager Business Partnering	proportion of parents taking KIT to 50%	wish to return to work	
	Silver 5.3 Ensure that line managers are aware of KIT days **(Bronze S)**	Heads confirmed their awareness of KIT days (enhanced by the KIT report discussed in 5.1 above) by email and confirmed that the information about this scheme is, and will be passed onto women on maternity leave in an appropriate way	Complete: **Link to Silver 5.2 and Silver 6.1**	Deputy SAT Chair (Associate Dean for Research); HoDs	Increased uptake of KIT days from 3-5 per year to 13 in 2015	Support women to take KIT days	
	Silver 5.4 Increase awareness of and support men taking paternity/paren tal leave **(Bronze T)**	Website has been updated to take into account changes to legislations on parental leave arrangements. There have been 2 men in LMS who have taken paternity leave; the majority of men take time off as annual leave. It is difficult to identify the men who are about to have a new child	Complete, link to new **Action 5.5** SAT have agreed to provide the necessary support through the new Working Parents' Network	Athena SWAN Champion, HR	A new Action has been developed to provide support for parents	Enable men to take paternity/ parental leave	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
Connecting Parents together	**Silver 5.5** Create an HSW/LMS working parents' network **NEW ACTION**	Through the forum discussions and UH AS Champions network, the need for a supportive network for parents was discussed. The first network meeting, a coffee morning for sharing ideas, is planned for 26th May 2016. Further use of network: will allow linking of women planning maternity leave with those who recently returned from maternity leave; support for parents with older children	Parents' network will meet 3 times a year. The impact of the Network will be assessed via feedback from members and social media activity	Athena SWAN Champion	A parents' network with a social, supportive and fun focus. Three meetings per year	More understanding of how a career in LMS is compatible with family life	
	==Added post 2016== Raise staff awareness of UH wide networks	Regular promotion of University wide networks via CoCo and School wide emails	Continue to promote and start to develop case studies of staff who have engaged and the benefits of doing so. Includes Academic Women's Action Group (AWAG); Network of Women + Professors; Working Parents;	Chair of CoCo; Executive Lead EDI; Line Managers Forum	Staff feel supported through networking opportunities and can use the networks to propose institution wide actions	Number of LMS staff engaged and in leadership roles in the networks; Responses to surveys on workplace well-being support	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
			Menopause Network; BAME staff network; Carers Network; Disability and Well-being Network; LGBTQ+; Sustainability; Men's Health				
6. ORGANISATION AND CULTURE							
Advertise UH 'Women in STEMM' network activities in LMS	**Silver 6.1** Women's network: External Roles **(Bronze M)**	SAT Champion circulated information on the women's network meeting dates to LMS, encouraged men and women to attend. Calendar of Athena SWAN events written and circulated to LMS 2015, and updated for 2016; A series of talks on 'External Roles' and how they can enhance academic careers has been attended in 2015 by over 80 members of staff, a total of 10 (9 women and 1 man) talks have been given. **Impact:** feedback, which is requested following each session, suggests that participants consider the sessions very valuable. One female participant (an ECR) narrated how she pursued and secured the role of Independent	Ongoing meetings twice a year (July and November) Advertising an ongoing task for the LMS Athena SWAN Champion.	UH Athena SWAN officer, LMS SAT Champion	Positive feedback from focus groups and interviews showing increased understanding g of opportunitie s for career development	Increased integration of staff, and understanding of how external roles feed into the careers and expertise of staff	

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
		Governor at a University following one of the sessions					
Case Studies: profiling women	**Silver 6.2** Capture case studies and profile on jobs.ac.uk **(Bronze R)**	Academic staff members were Interviewed in order to explore how they have achieved their career progression, and identify barriers and enablers to their success. Six articles appear on jobs.ac.uk and one in The Guardian to showcase female talent within LMS	Continue to capture and publish profiles on jobs.ac.uk two per year 2017 and 2018. Expand to profile men in female dominated subjects (e.g. Psychology)	UH Athena SWAN Officer	Recognition of the enablers and obstacles for women career development , and support given to achieve senior roles	Raised profile of female scientists in LMS	
	Silver 6.3 Increase the number of women profiled in the LMS Annual Research Review **NEW ACTION**	Athena SWAN logo and coverage of the awards ceremony captured in LMS Research Review published 2014-15. Profiles of Academics and Researchers in LMS Research Review have been between 43 to 70% women (2012-13, 2013-14 and 2014-15); Ensure the proportion of women represented in the LMS Research Review is 50% every year	Preparation of the LMS Research Review 2015-16 and all subsequent years will ensure 50% all profiles are of women researchers	Deputy SAT Chair (Associate Dean for Research)	Ensure the equal profiling of men and women in research literature		

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
Improving the gender balance of women at seminars and conferences in LMS	**Silver 6.4** Ensure 50% External Speakers and Chairs of the sessions at the LMS Conference are women **NEW ACTION**	Currently, initial e-mail invitations to speak are made by the Research Tutor who organises the annual conference. Invitations to speak at the LMS conference are sent out months in advance, but there is a low uptake with women. Through discussion in the Forum the following process will take place: the organising team will create a list of potential speakers 6 months in advance (50% women); the proposer of the Speaker will make contact and send the initial invitation to the Speaker and eventually become the Chair of that session. Follow-up contact made by phone call	Start organisation of conference in September 2016 for April 2017 conference. Request LMS staff to propose Speakers for the next conference	Deputy SAT Chair (Associate Dean for Research); Research Tutor	Increase and maintain 50% women speakers and 50% women Chairs of sessions at the annual LMS Conference	Improve and maintain the gender balance of Speakers and Chairs at the LMS annual conference and seminars in LMS in order to promote female researchers as role models	
	Silver 6.5 CoCo Research seminar programme **NEW ACTION**	A number of women have been invited to speak at seminars; through focus groups it was discussed that staff would like to see more Speakers from within LMS present on their research areas. Link to CoCo **Silver 3.16** Invite UG students to attend; Link to **Action 2.4**	Once CoCo is established, Chair of network will organise 3 seminars per year to give talks on own	Deputy SAT Chair (Associate Dean for Research); CoCo Chair, Athena SWAN Champion	Higher profile of women researchers in LMS		

Issue	Action	Action and Impact to date	Further Action and timeline	Responsibility	Success measure *(relates to action)*	Planned Impact *(relates to issue)*	RAG Rating
			research areas; invite Research Executive to attend. Initiate talks May 2017				

1. Culture, inclusion and belonging

Culture

The culture in LMS is underpinned by our core institutional values of being friendly, ambitious, collegial, enterprising and student centred. Staff recognise the increasing emphasis on gender equality, where in our 2020 Athena SWAN survey, **95% of respondents agreed that the School had embedded the principles of the Charter**.

We are transparent in acknowledging that current data reporting and so our evidence and associated action planning is more heavily focused on the intersection of gender and ethnicity due to University level KPIs, which we reflect on below in **priority area 5**. To help achieve a more nuanced understanding, we will need to work in partnership with other areas of the University to ensure that we make best use of the evidence available in a way that is less administratively burdensome (**priority 5 refers**). Withstanding this, we continue embedding a diverse range of ways in which to ensure the School is welcoming of people of all gender identities, but a more robust awareness of intersectional identity and inclusion will be advantageous (**NAP point 5.1**).

At a leadership level, the School aspires to be driven by compassion. The SEG and SMTs within Departments listen to understand and work with staff and students to address issues that affect the work and study environment. This is exemplified in quotes for example from staff from both our 2020 Athena SWAN survey and 2022 Culture Survey.

> **Anonymised Comment: 2020 Athena SWAN Survey**
>
> 'Academic staff are very friendly and supportive. I felt welcomed from day one' (New staff member, identifying as a man)
>
> **Anonymised Comment: 2022 Athena SWAN Survey**
>
> 'I am fortunate to have a Head of Department who encourages development and takes a real interest in my work' (Woman)

Culture survey items in **appendix 1** show that the majority of staff feel that their contributions are valued within the School overall. However, when we disaggregate data by gender at department level, in one department, far more women feel valued as compared to men (PSG=76.9% of women agree versus 52.9% of men). In CPBS, the proportion of favorable responses is almost equal at 79.2-80% for women and men respective). Understanding the reasons for gendered patterns in PSG in particular will benefit therefore from further exploration, so as not to disadvantage men, though additional data in priority areas 2 and 3 below suggest that ensuring that gender equality work does not have unintended outcomes is important to support men and women feeling included in our School equality ambition.

It is encouraging that policies and practices that aim to mitigate gender disparity are seen to be effective. We have **100% use of Keep In Touch Days since 2016** (appendix 2 table 2b.d) for women on maternity leave as a key University policy to try and mitigate the adverse effect of career breaks. The Culture has also shifted to focus more on well-being and work life balance through the introduction in 2019 of a School policy around email traffic (Monday – Friday 7am-7pm only for staff and students), and introduction of well-being champions who host a range of face-to-face, and online sessions.

Inclusion

The inclusive approach in LMS is evidenced through the diversity of our staff and student base. Of 295 staff, 57.2% (benchmark 48.3%) identify as women and 18% of staff identify as minority ethnic (SET benchmark=12.4%). Of the women, 30.2% of academic, research or professional staff identify as minority ethnic, as do 33.1% of technical staff. Representation of women at senior grades is positive (senior most grades: UH9=57.3% and AM=56.8%). Minority ethnic women comprise however only 5.1% of those at UH9 or above, although minority ethnic staff (all genders) comprise 21% of staff at UH9+ and our latest promotions data suggests that actions are progressing career success for minority ethnic women, which we will sustain.

Our student body includes 4,077 students across all levels, of which 66% are women (above the SET benchmark of 52.3%). Most students are from minority ethnic heritage (57%- well above the benchmark of 26.6%), and 13% of students declare a disability (broadly in line with SET benchmark of 14.4%). Data from admissions show that our application to acceptance rates for minority ethnic women with a disability are favourable and taken to reflect an inclusive culture.

We are consistently looking for ways to further support inclusion of all members of our School community and have moved in School surveys to ask about self-identified gender rather than sex assigned at birth. Disclosure of gender other than woman and man still remains low and is a challenge our forward plan seeks to address (**NAP point 6.2**). Visibility of our people, with attention to representation also features heavily in our approach to inclusion, with an example below of how we aim to achieve this e.g., through progressing sense of belonging for women, including those with intersectional identities.

International Women's Day 2021
#ChooseToChallenge

Olutola Bamigboye (Tola)
Management Accountant in LMS
Championing Culture

'On my return to the UK from Nigeria, I adopted the name Mary, it seemed easier. But I realised after years that the only place I use this is at work. During the COVID period I had a meeting with colleagues who noticed that my zoom name was different. Needless to say the conversation urged me to change my name. I felt liberated'

2. Key priorities for future action

Analysis of data informing the self-assessment process alongside key learning from implementing our prior action plan, has helped with revision of our gender equality priorities. We have identified 5 priority areas that are evidence based, including honest reflection about what data are telling us about ensuring that well-intended gender equality work, initially aimed at addressing disparity for women, does not have unintended impact on staff identifying as men.

Priority Area 1: *Improve the management of bullying and harassment, which disproportionately impacts staff identifying as women*

Our Athena SWAN (2020) survey included anonymised comments that exemplified the experiences of a number of women in relation to bullying and harassment. The main survey did not ask about experiences of bullying and harassment. The same applies to previous iterations of Athena Swan surveys the School has disseminated. Bullying and harassment has not featured specifically and nor has it arisen as a theme in open-ended, qualitative comments. We therefore have no prior comparative data. We have learnt from this and include relevant action in future to ensure that our survey includes a more comprehensive range of issues that are important to staff experience (**NAP point 1.1 [vi]**). Previously the surveys were aimed at career aspirations, opportunity for development, and work-life balance.

The written comments clearly emphasized that there was awareness of relevant University policies but a lack of confidence in their implementation. Data from the 2022 Culture Survey further suggests that across our School, at least 13.5% (16/118) of staff gave a negative response to being satisfied with how bullying and harassment is addressed (pooled across all respondents). Broken down by gender at Department level, in CPBS, only 16.7% of women versus 70% of men expressed that they were satisfied with how bullying and harassment is managed. The same pattern is noted in PSG where only 33.3% of women versus 47.1% of men were satisfied with how bullying and harassment is managed. Data have not been disaggregated further as few respondents self-identified as non-binary, gender diverse, transgender or with another gender identity. It is worth mentioning here that anonymized data shared by HR show that over the past 3 years, 5 bullying and harassment cases were formally submitted within the School and they were exclusively from women. The 2022 University wide survey also included an item as follows: '*I would feel able to report bullying/ harassment without worrying that it would have a negative impact on me*'. The new University analytic dashboard allows this data to be broken down by individual attributes, including gender. Intersectional analysis is not yet available. The pattern of responses supports that fewer women in LMS felt able to report on harmful workplace behaviours than men (43% of women versus 54% of men responded favorably). Though comparative data from the 2019 pulse survey is not available by gender, overall the responses are -13%, showing that improving staff confidence and experience, particularly amongst women, in the management of bullying and harassment is a fundamental priority. Our actions to address this are in **NAP section 1**.

We recognise that bullying and harassment often includes bystanders, as exemplified above, and will harness the University's recent introduction of active bystander training to help staff develop confidence in speaking up for others as part of our overall approach. Though HR data is not provided at the level of individual session attendance e.g., for active bystander training specifically, engagement with EDI-related centralized sessions is overall better for women in the School (see appendix 2b.c), and so we will work to improve roll out of training through embedding it within key School-based activities such as Department Away Days, where attendance is over 70%. This will support important development for staff who do not identify as women also (**NAP point 1.1 [v]**).

It is equally important that we help our students to address poor behaviour that they experience. Reporting of bullying and harassment happens via the Dean of Students and therefore sits outside of the School. As part of considering bullying and harassment within the School, we also explored how often students report harmful experiences. Such instances draw on the University's recently implemented anonymous reporting system, or a system through which students can request input from an adviser. Data are not shared with Schools unless the adviser deems that it would be useful to involve academic team members directly such as programme leads. Data from the last year were made available for self-assessment, disaggregated to School level. This showed that of 33 bullying and harassment issues raised for attention of an adviser across the University, 18% were from students who are based in

LMS. What is not known is whether cases originated from students identifying with particular gender identities. Addressing this knowledge gap will be important to our forward plan to ensure that both staff and students are treated respectfully, regardless of individual gender identity.

As part of the self-assessment process, we have learnt that there is a gap in communication between Schools and the Office of the Dean of Students. We have developed actions to improve this flow of information between different parts of the University, so that we can consider the potential for gender based issues related to dignity and respect (**NAP point 1.2[i]).**

Priority Area 2: *Review workload management to address the burden of administrative duties amongst women*

The School moved to a real hours workload model across all areas in 2016 as part of our Bronze action plan. Following this, the Deputy Dean of School also led a School wide working group during 2018/2019, which means that from 2019/2020, the School has operated on one workload model where equal duties are assigned the same allocations (e.g. preparing a new lecture, assessment of different type and length assignments, module leadership scaled by student numbers, research student supervision, administrative duties such as programme leadership).

Prior to the implementation of a more transparent workload allocation model, our 2017/2018 Athena Swan survey showed that 74% of women respondents compared to 38% of men stated that they needed to work outside of hours to undertake their duties. The 2020 survey, undertaken during COVID-19 pandemic restrictions, showed that for women, the pattern of response remained the same with 72% reporting needing to work outside of contracted hours to undertake their duties. At

the same time, more men now also reported working out of hours to complete their duties (70%). The core Culture Survey items, undertaken in 2022, do not include a direct question about workload to allow comparison at a third time point, though the University wide 2022 staff survey results do include results from an item on '*being able to manage current workload'*. Interestingly, responses to this item, broken down by gender at School level, showed that 45% of women versus 37% of men felt that they could manage their workload. Importantly, this question is far more direct, where our 2017/2018 and 2020 Athena Swan surveys have asked about whether staff work out of contracted hours to complete their duties. It is unclear if there may be conflation here in semantics as the School, over the same time period, has increased emphasis on supporting flexible working, as evidenced in the quote from a staff interview below. In 2017/2018, only 48% of women and 23% of men thought that flexible working was enabled, to now over 85% of women and men in both our School Departments agreeing that flexible working is supported (see Appendix 1).

Though the core 7 items of the Culture Survey did not explicitly ask about workload, of the free text comments submitted under '*other comments or feedback you wish you share',* over a third (16/45) related to workload, and were exclusively negative. They focused on the balance of administrative duties versus teaching and research. Negative workload comments were more often submitted by women (65% of the time). We therefore have looked more closely at available evidence on workload allocation within each Department.

In CPBS, a comprehensive workload review has already been undertaken by the Head of Department to which 87 (58% of all department) staff submitted data related to their contribution to academic administration, learning and teaching, and research. The analysis showed that roles such as programme leader are still disproportionately aligned to women. In PSG, the Head of Department has reviewed programme leadership in particular therefore, with 67% of programme lead roles occupied by women. This Department has also reviewed the proportion of work loading between women and men in the academic year 2022/2023. This analysis showed marginal difference between men and women with men on average at a workload of 96.7% and women at 95.6%.

Overall, quantitative and qualitative feedback gathered from our staff suggests that whilst the School has been working on equitable allocation of like-for-like duties, there remain stubborn qualitative differences in the nature of duties that are assigned to women and men. This is reflected in women continuing to comment on how administrative roles impinge on engagement with opportunity for development, whereas overall, currently men within our staff community are less likely to state that they can manage their current workload. This priority is therefore about ensuring that our forward plan emphasizes a nuanced gendered lens to reshaping the School's approach to workload management, looking at more than just 'how much' our staff are doing, to 'what' nature of duties they are assigned. Priority area 2 in the new action plan refers [**NAP section 2**]. The targeted initiatives include the Deputy Dean implementing the Athena Swan guidance on reducing gender bias in workload management, as well as further qualitative inquiry with both women and men to develop a more in-depth understanding of themes in workload prioritization and management, some of which are emerging in the few comments that men submitted about workload in 2022 also. We will ensure that such actions are inclusive of the percentage of staff in the Culture Survey who disclosed being gender diverse, non-binary, or not to disclose, making it transparent that we want to include all voices from within our staff community, especially those currently underrepresented in our gender equality evidence informing action planning.

Impact of COVID-19

The COVID-19 pandemic has been difficult for many staff, balancing the demands in particular of caring responsibilities and home schooling, with the added challenges of adapting to teaching online. At the same time as modifying teaching and assessment, the University underwent a change in how student administration is organised, now within centralised hubs. Staff have needed to adapt how they do things whilst balancing administrative duties and this has led to a high volume of negative comments. Evidence from workload reviews shows that women still occupy more administrative academic roles such as programme lead, where institutional change impact has been experienced most acutely. We therefore need in our forward plan to review the workload model, and to ensure fair distribution of duties with hours that accurately reflect. This is why there remains an emphasis in the plan explicitly to sustain the actions that we know have supported women's careers so far, as well as additionally attending to the reasons that men are more likely to state that they are not managing their workload (**NAP section 7.3**).

Priority Area 3: *Reduce mental health and well-being inequalities experienced by men within the staff community*

The Culture Survey in 2022 has clearly shown that at School level, and within both Departments, more women perceive that their health and well-being is supported. The difference is starker in perceptions in PSG, with 47.1% of men, versus 57.1% of women rating this item favorably. The gap is lower in CPBS, although still towards more women feeling supported in their well-being (50% of men respond favorably versus 54.2% of women). The 2022 Institution wide staff survey, which had a higher response rate than for the LMS local survey, with no overlap in timing, also confirmed that men respond less favorably to questions asking about health and well-being. Specifically:
- Relations with colleagues (34% of men versus 43% of women respond positively)
- Balance between work and personal life (34% of men versus 43% of women respond positively)

There were a range of comments in the 2020, and 2022 local surveys that signal that some of the Schools gender equality focus has acted to unintentionally have a negative impact on men's perception of both workload and well-being. As we therefore progress our gender equality priorities, seeking to evidence success, it is critical that men are a core part of this ethos and that good work in one area does not lead to gendered inequalities in another. As part of this priority, we will focus on open and honest discussion with staff identifying as men to consider the unintended impacts on them of workplace inclusion practices [**NAP point 3.1 [i]**]. Flexible working already arises in qualitative comments as an area that requires careful management, with further insight into other potential areas of disparity such as in relation to the policies around annual leave carryover.

Priority Area 4: *Reduce the degree awarding gap for men*

Turing to our student data, more women in LMS at UG level attain a good degree as compared to men and this trend has remained consistent since 2016/17, though the general trend has been towards a higher proportion of good degrees overall year-on-year for women and men (appendix 2 figure 3.1). In 2020/2021, 85% of women attained a good degree award versus 75% of men studying at UG level. Gender-based awarding gaps were largest in Psychology (85% of women versus 58% of men- see appendix 2 figure 3.7) and for Sport Science (95% women versus 79% men- see appendix 2 figure 3.6). There is a specific awarding gap for black men in LMS,where most recently, only 59% achieved a good degree in 2020/21. A similar gender-based award pattern is seen at PGT and PGR where award profiles are better overall and across most areas for women (see Appendix 2 figure 3.8- 3.12).

Within our School, additional analysis of student performance overall has also shown that attrition is higher for men than women, with men showing higher attrition rates at all levels. All attrition levels have however reduced for men but are more than 3% higher than for women at the same level.

The Associate Dean Learning and Teaching working with the Academic Support Unit within LMS has already put in place a suite of targeted actions. In the 2020/21 academic year, the ASU began collecting data as of November on the basic demographic profile of students accessing their support:

- For the months dating November 2020 to August 2021, the ASU had a total of 285 one-to-one sessions. Women accounted for 220 sessions (77% of all sessions) while men accounted for 65 sessions (23% of all sessions).
- For the months dating September 2021 to August 2022, the ASU had a total of 407

one-to-one sessions. Women accounted for 294 sessions (72% of all sessions) while men accounted for 113 sessions (28% of all total sessions).

Whilst there is some success therefore in marginally increasing the number of men accessing ASU support, alongside reduced attrition rates for men overall, there is evidence that we need to do more to equalize degree outcomes across our subject areas, though some areas clearly have larger gender inequalities in academic success metrics than others (**NAP section 4**).

Priority Area 5: *Improve on our understanding of intersectional disadvantages that affect staff and students by drawing on more advanced reporting mechanisms*

The self-assessment process has evidenced that we have access to some valuable data that helps inform evidence-based priorities and actions that consider elements of intersectionality. Currently, aligned to institutional KPIs, most of the data available is related to gender and ethnicity, and the intersection of the two, though the administrative load of extracting this information from the relevant system was high for our staff involved with the self-assessment progress. For example, we manually calculated through records retained by the Office of the Dean the application-to-shortlist, and shortlist-to final-progression rate, of staff entering the annual Associate Professor/ Reader and Professorship rounds. The same is true for staff being promoted through academic or research grades, in both cases limited to gender and ethnic heritage. We were unable to readily access data on the gender identity of students who have submitted harmful behavior concerns. Again, limiting the extent to which we can apply a gender and progressively intersectional lens to the identification of suitable intervening actions. This is a major limitation to the progress of gender-equality work that the School undertakes.

A key priority to keep our decision making and actions aligned to the best possible evidence will be to ensure that we work with University-wide teams to develop reporting that is fit for purpose. Reporting should help the School's equality, diversity and inclusion focus operate with equity for staff and students who identify with more than one protected characteristic, and with more rigor. We are one of the few Schools seeking a Silver award within the University, and the first under the revised charter process. Our learning will be a key driver for other academic areas to use more robust data to inform their own gender-equality work, with actions aligned to this aim [**NAP section 5**].

Further, within the School we have learnt that since responsibility for EDI is integrated across the portfolio of SEG members, different data are held in different places and we will benefit from a single, unified EDI dashboard that covers staff and student metrics such as degree award by gender and the intersection of gender and ethnicity at minimum; women in senior management positions again disaggregated by gender and ethnicity at Department level. This will help us identify and work with relevant teams to streamline further data requests that allow us to keep the progress of planned actions under regular review as well as to iteratively update our action plan. The evidence base for this priority therefore relates to the lived experience of our self-assessment team.

In Section 4, applicants should evidence how they meet Criterion C:

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

1. **Life and Medical Sciences New Action Plan (NAP) (2022-2027)**

Key: Short term actions; Medium term actions; Long-term actions

Action Point	Objective and Rational	Actions and Timescale	Responsibility	Measure(s) of success
		1. Improve management of Bullying and Harassment to support women's experience of work		
1.1	To see a reduction in the proportion of women who express dissatisfaction with the management of bullying and harassment. Culture survey, University 2022 staff survey, and qualitative comments from past surveys as well as staff interviews have shown that women disproportionately lack confidence in the implementation of aligned policies, and overall feel that bullying and	i. To undertake an audit of the number of bullying and harassment cases within LMS from staff over the past three years with an emphasis on gender-based trends. To monitor this yearly thereafter [October 22-Janaury 23- completed over revisions period] ii. To deliver training in the implementation of bullying and harassment policies via the School Line Managers Forum, with relevant resources made available via the SharePoint site, alongside planning regular refresher training [February-June 2023+ ongoing]- started over revisions period iv. To include bullying and	Dean of School; HR Business Partner Deputy Dean of School; HR Business Partner; EDI Office	Baseline understanding of the nature of bullying and harassment within the School- n of cases, gender, types of experience by broader intersection All SEG and EDIT members to have undertaken policies into practice training and 50% of School line managers by June 2023 Improved awareness from line managers in the implementation of bullying and harassment policies as measured by a broader evaluation of the impact of the Line Managers Forum

	harassment is not well managed	harassment as a topic within the School EDI newsletter, emphasising the zero tolerance approach [September-December 2023]	Executive Lead EDI and Dean of School	General increase in staff confidence in how the School responds to bullying and harassment within staff feedback mechanisms
		v. To explore ways in which to gain further insights into poor management so that learning can be fed forward into training and development and evidence impact on women's perceptions [September 2023-March 2024] before introducing a School wide session or embedding training into future Department Away Days to address gender-based disparity in EDI related training [September 2023-June 2024]	People Development Unit; Executive Lead EDI	At least 70% of LMS staff to have undertaken active bystander training by June 2024
		vi. To ensure that bullying and harassment is included as a topic within all future LMS based surveys due to be undertaken in 2024 and 2026	Chair of CoCo; EDIT members and well-being working group	LMS staff surveys due in 2024 and 2027 show a demonstrable improvement in positive responses to how bullying and harassment is managed within the School overall, and at least a 15% reduction in negative responses from women specifically

Improvement in University wide staff survey and pulse survey response to bullying and harassment, with 10% reduction sought for men and 20% reduction in women's negative responses |

| 1.2 | To improve School knowledge on the number of bullying and harassment cases that involve our students including a gender informed analysis of cases. To raise student awareness of how to report incidences. Currently the School has a very limited understanding of this unless academics are contacted directly from the Dean of Students Office for their input in managing cases | i. To work with the Dean of Students Office to develop a mechanism of communication with Schools to know (1) how many anonymous cases reported relate to LMS; (2) how many formal cases submitted are from LMS students; (3) how many students self-refer to an adviser; (4) overall if incidents and concerns are clustered amongst students who identify with a particular gender [October 22- July 23]

ii. To establish a working group with academic representation and student input to scope ways in which to further emphasis the code of conduct, and to make transparent mechanisms of support [April 23 to April 24]

iii. To scope the feasibility of active bystander training as an extracurricular offer for students [April 23-October 23 with implementation from 2024 if viable] | Dean of Students or designate; Executive Lead EDI; Associate Dean Learning and Teaching; School Safeguarding Officer

Executive Lead EDI; Associate Dean Learning and Teaching; School Safeguarding Officer; Fitness to practice officer; additional staff and student members selected through expression of interest

EDI Office; Executive Lead EDI; SEG | Baseline understanding of the nature of bullying and harassment experienced by LMS students- n of cases, gender, types of experience by broader intersection

Regular data reporting to School to enable evidence-based actions and decision making

Strengthening zero tolerance policy on bullying and harassment to be assessed via mixed-methods: one off survey of student awareness of how to escalate concerns and experience of how incidents are managed with qualitative follow-up (anonymised case studies anonymised and interviews)

If viable, in year 1, 5% of all LMS students (any year or mode of study) to engage with active bystander training, with year on year improvement sought |

2. Review the current workload model to address the burden of administrative duties amongst women				
2.1	To maintain alignment of the School-based workload model with changes in the nature of duties of staff. Data from open ended comments in the Culture Survey show that women are dissatisfied with the burden of administrative duties. 1-1 staff interviews echo this trend	i. To reconvene a working group with appropriate representation from across departments to re-align the workload model [November 23- April 24] ii. To implement the new recommended tariffs in workload for 23/24 [Workload planning cycle for 24/25] iii. To ensure that business planning scrutinizes new and replacement posts to maximise impact on staff morale through fair distribution of administrative capacity across teams [ongoing] iv. To work with the administrative hubs within the University to continually strengthen processes that are conductive to workload both sides. Invite a representative to the School Operational Group that meets 4-6 weekly [ongoing] v. Audit of 21/22 workloads aligned to Athena SWAN Forum guidance to explore	Deputy Dean of School Deputy Dean of School; Head of Department; Subject Leads Dean of School and SEG Deputy Dean of School; School Operational Group; Director of Student Administrative Services and other professional areas as needed	Reduction in negative comments about workload in School and Department Forums Reduction of negative comments about workload in future School based Culture Surveys and qualitative feedback exercises from women As above

		gendered bias and take findings forward to mitigate disparity in future planning cycles (June 23 to December 23)	Deputy Dean; Subject Leads	
		vi. Head of PSG to repeat workload analysis as per PSG to identify any gender bias and implement suitable actions	Head of PSG	
2.2	To improve the perceptions of men in relation to ability to undertake their workload. Data from 2020 and 2022 LMS survey and University wide staff survey in 2022 suggest that there may be unintended consequences on men of the initiatives aimed at reducing the disparity in women's careers identified in our Bronze submission	i. To undertake qualitative interviews with men from across different discipline areas, and at different career stages to explore emerging themes in survey comments in more detail (June 23 to February 24)	EDI Lead	Improvement in feedback on surveys in men's perceptions of ability to manage workload and reduction in number of comments that relate to broader equality practices supporting women's careers
		ii. To undertake a review of formalized and informal flexible working within the School, paying attention to any clustering in teams that impinges on work continuity (June 23 to September 23)	Heads of Department; Subject Leads; HR Business Partner	
		vi. To feed into the School workload review outcomes from i/ii to address negative perceptions of men on workload management [November 23- April 24]		

		3. Increase mental health and well-being support of men			
3.1	To reduce negative responses about mental health and well-being in School Culture Survey in future as well as in response to the cluster of items that comprise the health and well-being aspect of the University wide staff survey for men specifically	i. To implement the outcomes of actions in section 2.2 as part of the Schools updated workload review aimed at addressing some of the concerns raised by men as well as those specific to women [November 23- April 24]	Deputy Dean of School and Working Group Members	Improvement in staff survey responses, local and University wide, in men's perceptions of support for well-being as well as ability to manage workload. At east 10% reduction in negative responses. Similarly, reduction in negative comments about equality practices within the School
		ii. To offer bespoke advice to Subject Leads in the management of flexible working within specific teams [Ongoing]	HR Business Partner	
		iii. To ensure that the suite of activities offered by the School Well-being Champions encourage participation amongst men as an aid to health and well-being [Ongoing]	School Well-being Champions	
		iv. To raise with the University the inclusion of a well-being objective within annual appraisals as a mechanism to normalize discussion and to keep informed of gender-specific themes [Equality Board Meeting Autumn 2023]	Dean of School; EDI Office; HR Business Partner; Executive Lead EDI	
		i. To review sickness absence data for staff in LMS, with a focus on gender to explore	Dean of School; HR Business Partner; Heads of Department	

		further the extent to which disadvantage in men's perceptions relates to workplace absence		
4. Reduce the degree awarding gap for men				
4.1	Reduce the degree awarding gap for men. Our data show than women are more likely to achieve a good degree and this pattern is consistent across the majority of UG programmes. The disparity is therefore a priority to address academic outcomes for all students	i. ASU to scope the feasibility of collecting data on gender and ethnicity at minimum for students attending 1-1 sessions to allow for mapping any trends by programme [October 22 onwards] ii. ASU presence to be extended to the IoS given the particular awarding gap for Black men on sports programmes (instillation of a help desk) [September 22] LMS to continue to invest in Educate Group for 1-1	ASU Leads Associate Dean Learning and Teaching, Head of Sport, Health and Exercise	Year on year improvement in attrition rates for men Narrowing degree awarding gap across LMS overall and on specific programmes Cause and effect will be hard to evidence so suite of qualitative evidence to help evaluate which interventions are most effective

			mentoring sessions with students who are deemed 'at risk' of poor academic outcomes given the trend of a reduction in attrition over the period the intervention has been active in the School [Ongoing annually]	Associate Dean Learning and Teaching, Dean of School, School Finance Manager	
			iv. To continue to support Fika as a well-being tool, collecting data on access overall [Ongoing annually]	Associate Dean Learning and Teaching, Dean of School, School Finance Manager	
			v. To undertake focus groups or interviews with Black men on programmes to understand more about their academic experiences and experience of the University more generally so that suitable actions can be developed to reduce the award gap further [January 23- June 23]	Executive Lead EDI; Student EDIT members	
			vi. Specific programme evaluation actions to address awarding gaps by sex to be included in annual monitoring and evaluation process [Ongoing annually]	Associate Deans Academic Quality Assurance	
			vii. To introduce a peer mentoring scheme across UG programmes as an additional source of pastoral care (scope 22/23 to implement in 23/24)	Associate Dean Learning and Teaching	
			viii. To continue to partner with the Hertfordshire Student Union	Executive Lead EDI; Hertfordshire Student Union	

		as the lead academic School in the BAME Empowerment programme, encouraging take up amongst men in particular. Programme covers a range of themes that can support overall academic success and career progression (year 1 pilot complete) (September 22 onwards)	Representative and Programme Steering Group	
5. Advance understanding of intersectional disadvantages in order to progress scope of gender equality work
5.1	To develop a more nuanced understanding of intersectional disadvantage for staff and students. Currently the University's data system is set up for better reporting for sex and ethnicity and their intersection for staff and student metrics. To understand disadvantage, we need data that can consider the experience of those who identify with a	i. To develop a comprehensive School based EDI dashboard that tracks the last three years of key staff and student equality KPIs and use this to identity data reporting gaps [January- March 23] ii. The work with HR and the Student Administration teams to develop specifications for reports that can help guide more inclusive decision making and actions within LMS that affect staff and students Oongoing but to commence after March 23 as above to inform] iii. To roll out guidance for staff on inclusivity in research that aims to raise	EDIT Executive Lead EDI; Dean of School; Relevant data teams	Complete data reporting dashboards to inform decision making and actions Promoting our inclusive culture through interactions with wider community e.g. through research that collects fit for purpose demographic data

	broader range of attributes	awareness of the distinction between sex at birth and self-identified gender following an analysis of ethics forms in one subject area that suggest researchers are limiting inclusivity in the demographics they collect [October 22]		
5.2	Continue to promote an inclusive culture for our LGBT+ staff and students and those with gender identity other than man or women. Currently, when we ask for information about self-identified gender and or sexual orientation in School surveys, the level of disclosure is low amongst staff and there is a limited understanding of how our students also experience the School environment	i. Continue to promote the use of pronoun badges and pronouns on email signatures, for example providing a template in the staff and student email etiquette guide that is used across LMS [October-November 22] ii. Encourage staff to attend Pride Month sessions hosted across the University and to take an active role in arranging events as a School to contribute to the programme [Annually] iii. To open up the Stonewall Diversity Champions introductory session to the School Programme Leaders Forum [September 23 onwards]	Executive Lead EDI Executive Lead EDI; Heads of Department Executive Lead EDI; EDI Office; Associate Dean Learning and Teaching	Promoting an inclusive culture as evidenced through qualitative interviews, case studies Better reporting of self-identified gender and sexual orientation in surveys, expected to be in line with national trends Year on year improvement in number of LMS staff who attend allies training

		iv. Raise staff awareness of Allies workshops by circulating opportunities across the School in the EDI newsletter and email reminders [ongoing]	Executive Lead EDI	
**6. Implementing specific learning from previous award period**
6.1	Rename the EDIT to ED&IC. We have made significant progress in the governance of EDI in the School and feel that ED&IC is more appropriate to signal the importance of this group to the School EDI context and culture	i. Rename the EDIT to ED&IC	Dean of School, and current EDIT members	Rename committee
6.2	Ensure that EDI is embedded into the business of all School forums so that we are continually expanding on recognition of the importance of the School equality context, not losing sight of where our objectives relate to gender-equality	ii. Review the ToRs of all School committees and forums (annually) iii. Ensure that there is an explicit ToR around gender equality (annually)	Executive Lead for EDI; SEG members with their underpinning structures	Audit of committees can evidence embedding gender equality through all School business School 2024 survey to continue to evidence over 90% of staff being aware of Athena SWAN and the Schools gender equality priorities

| 6.3 | We have seen success in supporting women at senior level through a suite of targeted interventions. We need to continue to embed these within our everyday culture. | i. Continue to support CoCo network including a dedicated budget for events [ongoing]

ii. Run annual series of CPD sessions, varying theme from year to year- 22/23 theme intersection of gender and disability [ongoing annually]

iii. Run annual promotions workshops [November yearly]

iv. Introduce a named mentor for staff who are unsuccessful in applications for promotion- job evaluation or academic promotion [Three times per year for job evacuation and once per year for academic promotion]

v. Continue to support external development schemes such as Aurora, investing funds over and above the university if applications are high [ongoing annually]

vi. Continue to embed and evaluate the LMS based mentoring scheme [one cohort per year] | Dean of School; Executive Lead EDI; Chair of CoCo

Executive Lead EDI

Associate Dean Research; Executive Lead EDI

School panel typically Dean of School, Deputy Dean of School and SEG members

Dean of School; Executive Lead EDI; School Finance Manager

Executive Lead EDI and School Professoriate and Associate Professors/Readers | Responses to Culture Survey in 2024 and 2027 show continual improvement to item on Department supports gender equality

Qualitative feedback and case studies from staff of different gender identity about support for carer development

Progress in specific KPIs:
• Low gender pay gap
• Number of women at AM grade
• Number of minority ethnic women at AM grade |

6.4	To help students make the most appropriate study choices for them in terms of mode of study. The pandemic may have impacted how students want to learn and a better understanding of reason for choosing different modes of study would be useful to help guide information needs, including for students of differing gender identity and its intersection with other life and social factors	i.	To undertake interviews with part-time students joining post 2021 to identify reasons for mode of study choice and to use the results to make adaptations to recruitment materials as appropriate [From summer 23 onwards]	Executive Lead for Marketing and Recruitment	Information on modes of study is aligned to student decision making factors as gleaned from case studies

Appendix 3: Glossary

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

ABBREVIATION	MEANING
ACED	Accelerate, Commit, Excel, Develop
AM	Academic Manager
ASU	Academic Support Unit
COCO	Conversations and Connections Network
CPBS	[Department] Clinical, Pharmaceutical and Biological Science
DCLINPSY	Doctorate in Clinical Psychology
EDI	Equality, Diversity, Inclusion
EDIT	Equality, Diversity and Inclusion Team
EDIC	Equality, Diversity and Inclusion Committee
F	Female
IOS	Institute of Sport
KPI	Key Performance Indictor
LMS	Life and Medical Sciences
M	Man
M	Male
NAP	New Action Plan
NSS	National Student Survey
REG	Research Executive Group
PGR	Postgraduate Research
PGT	Postgraduate Taught
PRES	Postgraduate Research Experience Survey
PSG	[Department] Psychology, Sport and Geography
PTES	Postgraduate Taught Experience Survey
PTO	Professional, technical, Operational
SAT	Self-assessment Team
SEG	School Executive Group

UG	Undergraduate
UH	University of Hertfordshire
VLE	Virtual Learning Environment
W	Woman