Athena Swan Bronze application form for departments

Applicant information

Name of institution	University of Huddersfield
Name of department	School of Arts and Humanities
Date of current application	July 2024
Level of previous award	
Date of previous award	
Contact name	Helen Border
Contact email	██████████████
Contact telephone	████████

Section	Words used
An overview of the department and its approach to gender equality **(2500)**	2541 (41 additional allocation used)
An assessment of the department's gender equality context **(3500)**	5191 (1691 additional allocation used)
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	7732 (1732 additional allocation used)

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

Overall word limit: 6000 words (+1750 for re-structure and faculty – see Advance HE email on following page)

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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*

Word Count: 2553 words

1.1 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.

11 June 2024

To Whom It May Concern,

I am writing to express my unwavering support for the School of Arts and Humanities' (SAH) application for the Athena Swan Bronze Award. This application marks a significant milestone in our continuous journey towards fostering an inclusive, equitable, and diverse environment within our school. As Dean, I am proud to lead a community that is deeply committed to gender equality and to the broader principles of equity, diversity, and inclusion.

SAH was established in August 2021, following the merger of the Schools of Art, Design, and Architecture (ADA) and Music, Humanities, and Media (MHM). This merger was a strategic response to financial and student recruitment pressures and aimed to build creative synergies across our disciplines. Each of the three departments plays a crucial role in our collective mission to promote gender equality and inclusion.

The principles of inclusivity were of great importance at the school's formation, especially in designing the school's logo that appears on all our stationery, publicity and merchandising materials. The use of the rainbow motif was consciously chosen to send a clear and unequivocal message that the school represents inclusivity as part of its core values.

Since the formation of SAH, we have implemented several initiatives to support our goals. One notable achievement was the establishment of the Equality, Diversity, and Inclusion Committee (EDIC) in Autumn 2021. This committee has been instrumental in driving our gender equality agenda, drawing from the successful practices of the two former schools. The EDIC meets three times a year, with representation from academic and PTO staff, as well as students across all levels.

Our commitment to gender equality is reflected in various policies and practices. We have introduced a new academic workload allocation model to ensure transparency and fairness, particularly for research and administrative activities. This model is continually evaluated to address any gender disparities. Additionally, we have maintained hybrid working arrangements to support work-life balance, especially for those with caring responsibilities.

TEF 2023 — Overall: **Gold** / Student experience: **Gold** / Student outcomes: **Gold** — Teaching Excellence Framework

WINNER HEA Global Teaching Excellence Award 2017

2013 THE AWARDS AWARD WINNER UNIVERSITY OF THE YEAR

Our inclusive curriculum checklist, which is part of our course validation process, ensures that our teaching materials reflect diverse perspectives.

The self-assessment team (SAT) has played a pivotal role in preparing this Athena Swan application. The SAT, chaired by myself, includes a diverse group of members from various career stages, contract types, and personal circumstances, ensuring a representative and inclusive approach. We have conducted extensive consultations with staff and students to inform our application and action plan. These consultations highlighted areas where we have made significant progress and areas where we need to focus our future efforts.

Our action plan for the next five years is ambitious yet achievable. It includes initiatives to increase the proportion of under-represented student groups, increase the proportion of female academic staff at senior levels, improve career development support for both academic and PTO staff, and ensure gender balance in leadership roles. We are also committed to enhancing the visibility and recognition of gender equality work within our school. This will involve the appointment of a School Diversity Coordinator, who will work closely with the EDIC and other key stakeholders to steer the implementation of our action plan.

SAH at the University of Huddersfield is dedicated to advancing gender equality and creating an environment where all members can thrive. The Athena Swan Bronze Award would not only acknowledge our efforts but also provide a framework to further embed these values into our culture. I fully endorse this application and commit to providing the necessary resources and support to achieve our goals.

Thank you for considering our application.

Yours sincerely,

Professor Nic Clear
Dean, School of Arts and Humanities
University of Huddersfield

1.2 Description of the department

Please provide an introduction to the department.

SAH is one of five Schools at the University of Huddersfield and is based across six buildings on the University campus. The School was established in August 2021 following the merger of the Schools of Art Design and Architecture (ADA) and Music Humanities and Media (MHM), in response to financial and student recruitment pressures facing the HE sector. The forming of the new School allowed the development of creative synergies between subject areas, building upon a broad base of inter- and multi-disciplinary expertise across arts and humanities, creating one of the largest schools of its type in the UK (at the time). The School was made up of five departments, however a re-structure occurred in August 2022 to improve efficiencies and integration across SAH, changing from five to three departments: Design & Built Environment (D&BE), Music & Design Arts (M&DA) and Communication & Humanities (C&H) and seven subject areas within these. A round of redundancies took place in August of each reporting year (see Fig 5.1 Appx 4), in response to continued financial and student recruitment pressures.

The data presented is disaggregated by the new departments (for staff data) and seven subject areas (for student data), as this will allow any gender equality issues arising to be addressed and the implementation of actions to be supported by the current operational structure of the School (see Fig 5.2 Appx 4).

In 2022/23, the School employed 159 academic and research staff (44%F), and 63 PTO Staff (68%F). PTO Staff consist of administrative staff, technical staff and student support staff, including Academic Skills Tutors. The School also employs 115 PTHP staff (44%F).

SAH offers 49 UG degrees across all 7 subject areas. Courses are predominantly AHSSBL in focus but offer four STEMM degree programmes, with a further two offered as either BA or BSc. 26 PGT courses are offered, both MA and MSc, across most subject areas.

Gender is studied as part of the programme across many courses (UGT and PGT). For example, Media includes themed weeks in core modules that focus on gender and sexuality, while English Literature and Music have dedicated modules such as Contemporary Women Writers and Music, Gender and Identity respectively. Some courses include modules that contain lectures and case studies on gender and identity and for other courses, gender and sexuality can be the focus of, or an aspect of R&D and major projects if the student chooses that direction.

The School has a thriving Postgraduate research community, with 230 PGR students (50%F) in 2022/23 at Masters and Doctoral levels across all subject areas. PGR programmes offer students the opportunity of thesis, by publication or practice-based portfolio.

In 2022/23, SAH had 25 staff (36%F) at grade Reader/PRF/PEF, and 21 Professors (38%F). There are currently 12 Research Centres across the School as shown in Figure 5.3 Appx 4. Gender in the Arts and Humanities is a recurring research focus across SAH (Table 3.29 and 3.20 Appx 2).

Across the School, 55 (44%) females and 71 (56%) males submitted to REF 2021, broken down by unit of assessment (UoA) as shown in Table 3.27 Appx 2. At REF 2021 the University as a whole was ranked 50th nationally and is now in the top third of institutions in terms of research power. Table 3.26 Appx 2 shows particular research strengths in UoA 33a (in top 10 for research power), UoA13, UoA27, UoA 28 and UoA 34.

1.3 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.

SAH EDIC was established in Autumn 2021 following the merger of the two Schools and meets three times a year (once per term). Prior to the merger, MHM had an active EDIC and AS SAT, and were successful in obtaining a Bronze AS Award (Sept 2020). ADA also had an AS SAT but were unsuccessful in their application for a Bronze Award. The current EDIC has an established membership framework that includes representation of academic and PTO staff across SAH, student representatives (UG, PGT and PGR) and external members from the Students' Union and Support Services. Members include a balance of career stage, gender, race and other protected characteristics whilst mindful of workload. Membership of EDIC for academic staff is included in the WAM, currently at 20 hours and 100 hours for the chair (in-line with other committees across SAH). Additional allowances of 30 hours for academic staff are awarded for AS SAT membership. There is no WAM for PTO.

The EDIC reports to School Board and the UEDIEC. It also refers items for action or resolution to STLC, SRIC and SIC as necessary and these refer items to EDIC as appropriate. Both staff and student members bring items to the committee and report back to their respective areas (see Fig 5.4 Appx 4).

Each School across the University has a Diversity Champion who in collaboration with the EDI Chair has the responsibility of raising awareness, supporting initiatives and being an advocate for EDI within the School.

The MHM AS Action Plan (AP), formulated prior to the School's merger, included a proposal to appoint a School Diversity Co-ordinator. This role has been recently given approval by SLT and will be appointed to following the submission of the AS application **[AP1.1]**. A central tenet of the role is to steer the School through the period of AP implementation. The role will be agreed with line managers as part of the successful candidates' workload. In order to enhance and embed EDI work more consistently across SAH, the EDI Chair, Diversity Champion and Diversity Co-ordinator will work closely as a team to triangulate and facilitate planning and activities for the benefit of all within SAH.

EDI work is recognised within academic promotion guidelines as an important element of teaching and citizenship, although the criteria do not specifically refer to EDI. In order to highlight the importance and recognition of EDI work in SAH, an action will be to include specific EDI related criteria in promotion guidelines **[AP 1.1]**.

1.4 Development, evaluation and effectiveness of policies

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

Within SAH, our commitment to fostering an inclusive, supportive, and equitable environment is reflected in our rigorous approach to the development, evaluation, and effectiveness of our policies. Our policy-making process is rooted in collaboration and transparency, involving contributions from department staff, committees, and the wider university community, ensuring a broad spectrum of perspectives are integrated into our policies.

The development and implementation of these policies address specific needs and challenges within our community. The school sabbatical policy, for example, is shared with all staff, supports academic staff in pursuing research and professional development opportunities, thereby enhancing our academic environment and contributing to the wider field. To ensure our curriculum is accessible and reflective of diverse viewpoints, we include an Inclusive Curriculum checklist in our validation and revalidation processes completed by course teams across the University (Appx 5). A similar checklist has been devised by the SU for student representatives to complete and the aim is to ensure the feedback from this is discussed in student panels and course committee meetings. **[AP 1.2]**

The School bullying and harassment policy underscores our zero-tolerance towards any form of bullying and harassment, ensuring a safe and respectful environment for all members of our community. Following the Schools' merger, SAH introduced a new academic workload policy in consultation with SALs, aimed at fair and transparent workload distribution, critical for staff wellbeing and satisfaction. Analysis of workload data by gender has been undertaken, ensuring equitable distribution, and identifying potential areas for intervention. SAH has retained hybrid working arrangements following the requirement to work from home during COVID, thus recognising the importance of work-life balance, particularly for those with caring responsibilities. Such practices not only contribute to a more balanced work environment but also highlight our dedication to transparency and accountability in all aspects of our operations.

Our efforts to accommodate the diverse needs of our community include increasing the number of gender-neutral toilets and baby changing facilities across the campus, including in the Barbara Hepworth Building. Such enhancements demonstrate our commitment to creating an accessible and welcoming environment for everyone.

The effectiveness of these policies is continually assessed through a variety of feedback mechanisms, including annual staff surveys, committee reviews, and direct feedback from community members. This ongoing evaluation process ensures that our policies remain relevant, responsive, and aligned with our community's evolving needs.

1.5 Athena Swan self-assessment process

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

Following the merger of MHM and ADA, SAH established the role of AS Lead to guide the Bronze Award application process. The AS Lead worked with the Dean to establish the SAT, following the guidelines on SAT composition to include representation of the Professoriate and SLT, academic and research staff, ECRs, PTO, UG and PG students. The Dean has
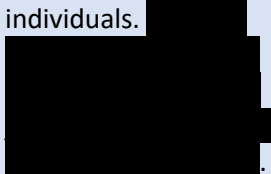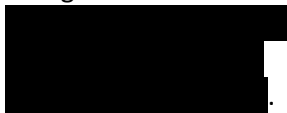
undertaken the role of Chair of the SAT, ensuring that the process is connected to the major decision-making bodies of SAH, especially SLT and School Board. The EDI chair sits on the SAT and also attends School Board and UEDIEC and reports on the application's progress. The AS Lead also sits on the EDI committee. The Data Co-ordinator collated and prepared the data for the application. And student representatives were nominated by staff.
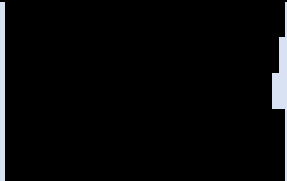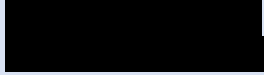
The SAT held its first meeting in March 2022 with membership changing throughout the application process due to research sabbaticals, leavers, changes in personal circumstances and workload commitments. Throughout this time the membership remained representative of the SAH body as a whole, in terms of career stage, contract type, work-life balance experiences and diversity. SAT membership and composition is outlined in Table 1.1.

Table 1.1. SAT membership

SAT Membership				
Name	**Photo**	**School Role**	**Rep.**	**Brings knowledge of**
		Reader & Subject Area Leader for Architecture and Built Environment	R/SL/L	Involved with Equality and inclusiveness in the workplace in different roles and institutions, including: Chartered Athena Swan Equality Reviewer (London) since 2018 and Chair of the Women's Voice Network UoS. █████
		Senior Data Analyst	PTO	Has a data analysis background and ████
		Subject Area Leader for English and History	R/SL/L	████; teaching/research relating to gender; pastoral responsibilities for diverse student cohorts; leadership and management of diverse academic team over 18 years.
		UG Student	UG (MMT)	
		Dean	SLT/Prof	As Dean I am involved with issues of inclusivity across the

				School of Arts and Humanities. My teaching and research often deal with questions around gender and identity within the Built Environment.
		Lecturer in Art & Illustration	ECR	Research focuses on women's gender history within an art historical context. Constantly seeking for inclusivity within the teaching curriculum and diversifying learning.
		PGR Student	PG (F&T)	███████ . Worked in education from Early Years to Adult Education and voluntary sectors.
		Learning Technology Advisor (LTA)	PTO	Background in theatre and IT. Over a decade of experience with Learning Technologies in FE and HE. Worked with a diverse range of individuals. ████████ .
		Placement Officer	PTO	Works closely with students from all backgrounds. ████████ .
		Senior Research Fellow, UKRI/Marie Skłodowska-Curie Fellow	ECR	Brings knowledge of: Research focused on women's experiences in male-dominated fields and gender equality in the creative industries. Interested

				in diversity, inclusivity and equality in the workplace and learning environments.
		Senior Lecturer in Textiles	R/SL/L	Diversifying the curriculum for fashion, costume, and textiles. Interest in widening participation.
		Research Impact Officer	PTO	Passionately driving the advancement of understanding and representation of underrepresented identities within academia.
		Reader & Subject Area Leader for Design & EDI Chair	R/SL/L	Co-director of a leading Art Collective exhibiting Internationally. Chartered Manager. Leadership of diverse teams within Art, Communication and Design over 20 years. Curriculum review and external examiner engagement across HE sector. ██████ ████████
		Senior Lecturer in Graphic Design	R/SL/L	Working as part of ██████████ Research Centre for prevention of gender-based violence, equality concerns relating to heritage and creative practice and artwork-audience relationships. ██████████████ ████, previously involved in Athena Swan.
		Student Support and Guidance Officer	PTO	Work closely with student experience across the school and provides pastoral support. Member of

				the School EDI committee with an interest in addressing equality.
		School Manager	SLT/PTO	██████████████ ██████████████ ██████████████ ██████ Professional experience of managing areas of inclusivity in higher education for staff and students
		Director of Teaching and Learning and Senior Lecturer in Drama	R/SL/L	A wide range of Equality and Diversity issues, through experience of Chairing the EDIC and overseeing teaching and learning across the School.
		Academic Skills Coordinator (SAHU) and Strategic Teaching and Learning Associate (Registry)	PTO	Implements inclusive approaches for students' learning development. University and School lead for academic integrity. Interested in equality/diversity in teaching and learning. ███████████.
		Senior Lecturer in Construction Project Management	R/SL/L	Chartered professional with experience in leading teams with diverse backgrounds; leading academic programmes with an objective of inclusive development; active research in performance management.
		Senior Research Fellow/ Marie Skłodowska-Curie Fellow	ECR	Research focused on material culture, cultural heritage, women's and gender history and history of

				humanitarianism. Contribute to improve gender equality in the workplace.

The SAT met once a month over the past two years to discuss issues pertaining to the application, review papers, feedback on drafts and discuss plans for the ongoing development and monitoring of the application and AP. Meeting times varied to allow for maximum input across the process, given members' other commitments. Initial meetings focused on establishing the ToR and working practices, and introducing the principles and processes of AS, together with implementing and evaluating consultations with staff and students in the Spring, Summer and Autumn of 2022 (Table 3.29 Appx 2).

The School's restructure in Summer 2022 had implications for the AS process and the SAT took the decision to defer the planned July 2023 application until July 2024. Subsequent consultations with staff and students were undertaken in 2023 and early 2024 in order to reflect current perceptions across SAH. During the Spring of 2023, the SAT divided into sub-groups to look at specific focus areas, drawing on feedback from consultations, and considering current policies and practices. A small writing group was subsequently formed, using the work of the sub-groups to inform the development of the application. Drafts of the application were shared for comment with the entire SAT and a final draft was also reviewed by the University AS Lead, Chair of the UEDIEC and other critical friends across the university. Development of the AP was informed through engagement with institutional experience and was shared with SAH SLT for review and comment prior to submission.

Following submission of the AS application, the newly appointed Diversity Co-ordinator will lead a reduced SAT, the membership of which will be reviewed to ensure representation across SAH. Academic SAT members will receive an allocation of 30 hours in their WAMs with the expectation that the SAT will meet once every two months to ensure momentum is maintained **[AP 1.4]**. The SAT will continue to report to EDIC and will initially review and action feedback from the AS application, and then work to implement the AP. Culture surveys will be conducted periodically to monitor staff and student experiences, so that any subsequent issues can be identified and to establish the impact of any actions that have been taken. Any progress being made against the AP will be shared across SAH, and opportunities to engage with developments in its progress will be encouraged.

Section 2: An assessment of the department's gender equality context
In Section 2, applicants should evidence how they meet Criterion B:

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

Word Count: 5196 words

2.1 Culture, inclusion and belonging

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

2.1.1 School Culture

The School's commitment to fostering a culture of inclusion and belonging is manifested through our actions and policies and symbolically around our campus, creating a welcoming atmosphere that celebrates diversity and fosters a sense of community (see Figs 1.1, 1.3 and 1.4).

The ethos of SAH is represented by its logo, which incorporates all colours of the RGB spectrum within a circle, symbolizing unity and the encompassing of diverse perspectives and backgrounds, serving as a daily reminder to all, of our dedication to inclusivity (Fig 1.2).

Fig 1.1. Rainbow pedestrian crossing, at the University main entrance
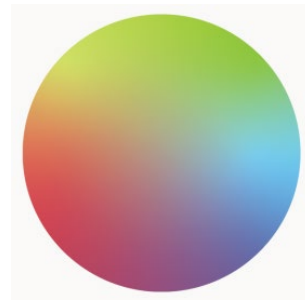
Fig 1.2. School of Arts and Humanities logo

Fig 1.3. Richard Steinitz Building houses MMT within SAH and features a poem by poet Lemn Sissay entitled 'Let There Be Peace'

Fig 1.4. Barbara Hepworth Building houses D&BE, VA and F&T within SAH, designed as an open collaborative environment

The staff culture survey showed that 47% of academic staff (41%F, 60%M) and 59% PTO (71%F, 25%M) agreed that they feel valued by the School. All staff felt stronger about being valued by their subject area, 70% of academics agreed and 72% PTO (Table 1.3 Appx 1). 52% of all staff (Academics 41%F, 60%M), (PTO 57%F, 38%M) agreed that School leadership actively supports gender equality. In addition, it was considered that SAH was committed to achieving gender balance in leadership roles by 46% academics (37%F, 56%M) and 54% PTO staff (58%F, 43%M) (Table 1.5 Appx 1) Academic females were less likely to agree that EDI work is recognised when workload is allocated (21%F, 48%M) or in applications for

promotion/progression (29%F, 52%M). SAH aims to increase visibility and recognition of gender equality work. **[AP 1.1]**

There was a perception that SAH is committed to promoting gender EDI amongst the student body (70% of all staff agreed), provides sufficient training on how to promote EDI when teaching (50% agreed), provides clear guidance on how to be inclusive to gender diverse students (39% agreed) and considered the School to support the development of courses to ensure an inclusive curriculum (46% agreed). It is clear additional training and guidance is required in this area. **[AP 1.2]**.

2.1.2 Student Overview

In 2022/23, there were 2389 enrolled students across SAH, (57%F). Females accounted for 59% of all UGs in 2022/23 (reflecting the benchmark) with a gradual decline from 63% in 2020/21 (above benchmark) (Table 4.2 Appx 2). There is better gender balance at PGT and PGR levels following a gradual rise in male PG students between 2020/21 and 2022/23, 46% to 50% PGT (10% below benchmark), and 43% to 49% PGR (Table 4.3 Appx 2).

At UG Subject Area (SA) level, Fashion & Textiles (F&T), Visual Arts (VA) and English & History (E&H) all have a significantly higher proportion of females versus males across the reporting period. Whilst this reflects the female bias of the benchmark, F&T and VA show an even greater disparity (21% and 9% above the benchmark respectively).

A gender imbalance towards males in Music & Music Technology (MMT) is driven predominantly by Music Technology courses, which have shown a steady fall in females (23-15%). Conversely, the proportion of females has increased across Music courses (52-59%). Overall, female representation falls below the benchmark. The School actively supports Yorkshire Sound Women Network, which works to address gender and racial inequality in the sound technology industry.

Overall Architecture & Built Environment (A&BE) remains reasonably balanced at +/- 5% gender parity, although STEMM related courses have seen a gradual fall in females (37-28%). Conversely, Interior Design in A&BE has seen an increase in female representation (81-85%).

Whilst females in Design consistently fall below the benchmark, the SA is closer to gender parity at 44%. Media, Journalism, Film & Drama (MJF&D) has seen a gradual fall in females (54-46%) and now falls significantly below the benchmark.

At PGT Departmental level, the gender gap has widened within D&BE in favour of males however, females are more prevalent within M&DA and C&H. At PGR level, gender balance within D&BE is relatively even, while M&DA has seen falls in females and increase in males. There's a higher proportion of females across C&H although the gap has closed slightly (Figs 3.5 - 3.13 Appx 2).

Intersectional data, shows an increase in the proportion of B.A.M.E female (13-17%) and B.A.M.E male (8-13%) students over the reporting period (Table 4.8 Appx 2). This pattern can be seen across all subject areas but is most pronounced within A&BE and PG areas where B.A.M.E males have increased by 9% (Table 4.9 Appx 2).

Whilst recruitment activity and marketing material currently ensure a broad representation of role models, SAH could go further in addressing gender imbalances in UG F&T, VA, A&BE, PG and under-represented ethnicities across the School. **[AP 4.1 and AP 4.4]**

2.1.3 Attainment and Completion

At UG level the attainment gap between females and males has gradually widened between 20/21 and 22/23 (0-7%), with females outperforming males (Table 4.6 Appx 2). Attainment fell significantly below the benchmark for females in 20/21 (8%). When analysing the data at SA level, large variations are apparent.

In A&BE, the attainment gap between genders has closed, with males outperforming females by 18% in 20/21, to females outperforming males by 4% in 22/23 (Fig 4.7 Appx 2). Females fell significantly below the benchmark in 20/21, and although attainment has risen, they remain generally below the benchmark. A higher proportion of female Design students achieved positive outcomes than their male counterparts, with the gap widening between 20/21 and 22/23 (11-18%). Males were more likely to fall significantly below the benchmark. (Fig 4.8 Appx 2)

Within MMT (Fig 4.9 Appx 2) and E&H (Fig 4.13 Appx 2) there is gender parity in attainment, with females performing slightly ahead of males in MMT (more so in 21/22). Positive outcomes are generally in line with the benchmark across both subject areas. In VA, and MJF&D the attainment gap between genders has widened, with males outperforming females in 20/21 (by 10% VA and 15% MJF&D), to females outperforming males (by 18% VA and 11% MJF&D) in 22/23 (Fig 4.10 and 4.12 Appx 2). For both subject areas, females were generally in line with the benchmark, however male attainment fell increasingly below the benchmark for 21/22 and 22/23. The number of males within F&T is very low so it is difficult to draw any conclusions, however, falls in female attainment have meant the gender gap has reduced (Fig 4.11 Appx 2).

PGT completion data is taken from HESA and is only available for 20/21, due to the reporting timeframes. 82% of PGT males who started their course in 20/21 have since completed compared to 73% of females (Table 4.7 Appx 2). Females were slightly more likely to achieve a distinction than males (41%F, 39%M) and slightly less likely to achieve a pass (18%F, 20%M).

HESA completion data is not yet available at PGR level for the time period being reported.

In addition to various protected characteristics, differential attainment may be affected by entry qualifications, commuter student profile, and IMD profile. Staff across course teams have attended workshops on differential attainment within SAH and have put in place actions to reduce attainment gaps. For example, E&H have reviewed the wording of their assessments to make them more friendly to neurodiverse students. SAH will build on the AP to address differential attainment across SAs and continue to monitor/review actions and outcomes. **[AP 4.2]**

2.1.4 Student Inclusion

SAH supports student inclusion by prioritising student voice and provides a wide variety of mechanisms for students to provide feedback (Fig 4.14 Appx 2). Students are represented within the EDIC and have helped to push forward a number of initiatives, for example, student requests for gender neutral toilets within the purpose-built Barbara Hepworth Building (A&BE, Design, F&T) and the development of a clear process for students to change their name, following feedback that individuals were inadvertently being deadnamed on university systems.

Opportunities to feedback on a 1:1 basis can be done via the PAT system. Whilst guidance is provided to PATs, inconsistencies have been identified within the School, with a need for best practice to be shared to understand student's needs and preferences and to accommodate any accessible requirements and inclusive language. **[AP 4.3]**.

In addition to the above mechanisms, SAH actively engages students in feedback processes through various student surveys. This feedback enriches our understanding of student's experiences and informs the continuous improvement efforts aimed at fostering an inclusive and supportive environment within SAH.

Students agreed that staff (93%), fellow students (83%) and the environment (88%) are open, friendly, and welcoming (Table 2.2 Appx 1). In addition, 89% agreed that they had been given equal opportunity to represent their course/school irrespective of gender. 63% of students who described their gender as non-binary/in another way felt their gender was recognised in the School, however, it was felt by some that understanding and conversations around pronouns could be better, and that workshops for both staff and students would help **[AP 1.2]**. Bullying and harassment in SAH had been experienced/witnessed by 13% of students. Females were less likely to be aware of how to report it (58%F, 74%M) and less likely to be satisfied with how it is addressed by the School (46%F, 70%M) than males. Additionally, those who identified as non-binary or in another way, were more likely to have experienced/witnessed it and were less likely to be satisfied with the way it had been dealt with. Whilst there are School processes and policies in place around bullying and harassment, these could be reviewed together with the communication around them, to ensure fair and equitable resolution **[AP 5.2]**.

Qualitative feedback from students highlighted initiatives such as gender-neutral toilets, the rainbow crossing, strong support for the LGBTQ+ community, and multiculturalism, demonstrating their positive impact on fostering an inclusive educational atmosphere (Table 5.3 Appx 6). The work done by the Women's Network and LGBTQ+ Network, run by the SU and currently led by students from SAH, was viewed positively, although it was felt SAH could engage with the networks directly, to further embed diversity and inclusion practices across the School **[AP 2.8]**. There was a general feel that SAH promotes role models to reflect gender equality within teaching and learning (74%), within recruitment activities (76%; 72%F, 82%M) and marketing activities (82%) (Table 2.3 Appx 1). However, concerns were raised regarding the shift in staff demographics in some subject areas following redundancies, which was seen as potentially impacting students' experiences (Table 5.4 Appx 6) **[AP 2.1]**.

The inclusivity of the curriculum was viewed positively with 75% (77%F, 72%M) perceiving they sometimes/always have discussions around gender diversity and explore the impact of gender within the subject (Table 2.5 Appx 1). 90% considered that they are sometimes/always encouraged to have an awareness of issues relating to diversity and 95% felt that tutors sometimes/always created spaces for all students to share their personal experiences and views, and how they relate to the subject. There were however calls to broaden the range of specialist literature available, particularly for neurodivergent students, and to proactively promote resources like 'broaden my bookshelf' **[AP 5.3]**.

Male students were more likely to agree they had received advice and guidance around careers (57%F, 68%M), postgraduate study (34%F, 57%M) and pursuing a career in academia (46%F, 50%M) than female students (Table 2.9 Appx 1). Specific University PG recruitment

events and subject area information sessions are held for final year UGs, however there was a perception that local advice on PG study was only given on a one-to-one basis to those who sought it. This highlights the need to further promote subject area sessions in order to encourage progression into PG study for those who may not have previously considered it **[AP 4.4]**.

2.1.5 Staff Overview

During the course of the reporting period and immediately following it, there have been a number of VSS/redundancy rounds and more recently limits placed on new staff recruitment, due to financial challenges within SAH. This has seen overall academic staff numbers falling from 180 to 121, with a 38% reduction in female staff and 29% male (Table 3.24 Appx 2).

Of the 159 academic and research staff employed by SAH in 22/23, 44% were female, which is generally in line with the BM. However, at G9+ the proportion of females dropped to 37% from 44% in 20/21. Over the reporting period the gender gap has widened at G9 by 18% (54-36%F), partly as a result of VSS/redundancy and partly due to an increase in male appointments. The proportion of females at G6&7 has increased (49-54%) (Table 3.3 and figs 3.2 - 3.4 Appx 2). The most recent VSS/redundancy round (Summer 2023) has accentuated the pipeline issue further with female staff at G9+ reducing to 27% (Table 3.24 Appx 2). The proportion of female academic staff on a research contract has increased over the reporting period from 38-46%F (Table 3.11 Appx 2). Intersectional data, shows a slight increase in the proportion of academic B.A.M.E females (10-13%) and B.A.M.E males (8-12%) over the reporting period (Table 3.31 Appx 2).

At departmental level, D&BE sees the lowest proportion of female staff (38% 22/23) versus 47% in M&DA and 45% in C&H (Table 3.4 Appx 2). The proportion of females reflect the benchmark in M&DA and C&H but falls below for D&BE (38% versus 45%), something which requires addressing **[AP 5.1]**. Within D&BE only 36% of G9+ staff were female in the combined period 20/21-22/23 (Table 3.5 Appx 2) and across M&DA the gender gap at the top two grades has widened with females accounting for 31% of staff at G9+ (Table 3.6 Appx 2 and Figs 3.8-3.10). C&H sees the highest proportion of females at G9+, although female numbers at G9 have fallen (50-30%) (Table 3.7 Appx 2 and Figs 3.11-3.13). At G6&7, females have increased in number across both D&BE (Figs 3.5-3.7 Appx 2) and M&DA (Figs 3.8-10 Appx 2). Further investigation into promotions, recruitment and associated processes to G9+ is required to understand underlying causes for the disparity, with an aim to reach gender parity at senior grades **[AP 2.1]**.

Within D&BE and C&H there is a higher proportion of males on permanent contracts than females, and within C&H females are more likely to be employed on a fixed term contract than males (Table 3.9 Appx 2). Those on G6&7 are more likely to be on a fixed term contract than higher grades (Table 3.10 Appx 2). Across SAH, very few teaching academics are on a fixed term contract, and there is gender balance amongst those who are.

In 22/23, two thirds of PTO contracts were held by females, although administrative roles saw an increase in male staff over the reporting period from 6% to 21%. Technical staff were more likely to be male, accounting for 62% in 22/23 (Table 3.12 and Fig 3.15 Appx 2). Across all PTO staff, males tended to be employed on higher grades than females (55% of all females at G6-9 compared to 72% of all PTO males) for 20/21 to 22/23 combined (Table 3.13 Appx 2). Work

is required to assess career development opportunities, particularly for female PTO staff, to enable them to progress to more senior roles. **[AP 2.6]**.

2.1.6 Staff Recruitment

Half of academics (56%F, 46%M) considered decisions about appointments to be made fairly irrespective of protected characteristics (Table 1.11 Appx 1). Over the combined reporting period, there have been more applications by males compared to females for academic posts (40%F, 60%M), observable across all grades (Table 3.19 Appx 2). There is less disparity at G6&7, however the gender gap becomes more pronounced as seniority increases, with only 32% of females applying for G8+ (Table 3.17 Appx 2). Despite these lower application rates from women, there is more equity at the shortlisting stage, particularly at G6&7 (51%F). Overall, the proportion of females appointed is 41%, with the majority (53%) being appointed to G6&7. 75% of those appointed to G8+ were male. In order to encourage more female applications at senior grades, the School will look to review the language used in job adverts, include statements of encouragement for underrepresented groups and emphasise the School's commitment to AS **[AP 5.1]**.

PTO recruitment shows women were more inclined to apply for positions at G4&5 (66%F), which filters through to shortlisting (59%F) and appointment (90%F) between 2020-2023 (table 3.18 Appx 2). There is noticeably less representation by women at G6+ in both application (35%F) and shortlisting (33%F) **[AP 5.1]**, yet comparatively more success in appointment (46%F). Despite their lower application base, women have a greater success rate than men across all PTO grade levels and overall (7%F vs 4%M).

Several actions are already in place to ensure that recruitment practices are fair and equitable. It is mandatory for all staff to complete unconscious bias diversity and sexual harassment awareness training. All panels must contain male and female members, and an independent chair. SAH will ensure recruitment processes do not create bias in recruitment practices and will proactively encourage applications from under-represented groups. **[AP 5.1]**

2.1.7 Staff Promotion and Career Development

Discussions on career development is an integral part of PDPRs, however qualitative feedback suggests this does not always happen (Table 5.1 Appx 6).

Since 20/21, 19 staff have undertaken leadership and management development with qualification through the CMI (12 at level 7, 42%F; 7 at level 5, 71%F) and were given allocated time to do so. Female staff (up to G8 or PTO equivalent) can also apply for the Advance HE Auroa programme to develop their leadership skills and support career progression; in 2023/24, one academic staff member has enrolled on the programme, but it is recognised that this could be publicised further within SAH and the criteria for application be made more available and transparent **[AP 2.5]**.

Over the combined reporting period all 16 academic staff applying for promotion at G6-8 were successful (Table 3.16 Appx 2). However, there were fewer females than males (31%F, 69%M) pursing this opportunity, which represents 13% female and 28% male of those in the eligible pool for that sex. Qualitative feedback suggested that barriers to promotion for females at this level include career breaks and a higher proportion of time allocated to teaching, pastoral

support and admin, rather than research related activity (Table 5.1 Appx 6), which is evident in the analysis of WLAs (Table 3.28 Appx 2). It is recognised that further investigation around these obstacles is required in order to advance careers amongst G6-8 females **[AP 2.3]**, together with consideration of what help could be provided to those returning from career breaks.

There was gender parity in applications for promotion at G9+, although a higher proportion of females applied from the eligible pool than males (15%F, 11%M). Further analysis showed females received a more positive outcome than males (70%F, 40%M). Unsuccessful applicants are provided with feedback to help develop their application for possible future resubmission. Analysis of sabbatical data across UoAs from 2022-2023, showed disproportionate allocations across genders within a number of UoAs (Table 3.26 Appx 2). SAH will look to review sabbatical allocation processes to ensure they are equitable. **[AP 2.3]**

PTO staff do not have the same defined progression to promotion, however, in line with institutional policy, they can apply for role re-grading and there may be opportunities to apply for roles at a higher grade both within the school and across the University.

Data from the culture survey illustrated that female academic staff have a greater understanding of the process (65%F, 61%M) and criteria (58%F, 46%M) for applying for promotion than males (Table 1.11 Appx 1) and were more likely to be aware of support and guidance available (61%F, 55%M). However, females were less likely to think they were offered support and guidance about their career development (44%F, 52%M), felt less supported by the School in their academic career than males (50%F, 59%M) and were less likely to feel their line manager took a genuine interest in their career (45%F, 51%M). In addition, only 35% of academic females agreed that promotions and progressions were made on the same equitable basis compared to 48% of male colleagues. Similarly, the same career development opportunities were thought by academic females (38%) to be less available in contrast to males (62%) and working part-time or flexibly was also thought to have a detrimental impact (32%F, 36%M).

An annual review of academic WLAs to ensure FTE is taken into account when allocating workload, particularly around admin related roles, would help to address existing gender imbalances. **[AP 3.1]**. To strengthen awareness, guidance and support for promotion, and increase confidence around the equity of promotions and progression, SAH could introduce a mentorship scheme and workshops with a view to balancing female representation particularly at G9+ **[AP 2.4]**.

Academic staff reported that overall workload was the greatest barrier (89%) to career development (Table 1.12 Appx 1). Academic males were more likely to have had the option and attended internal or external career development programmes than their female counterparts (48%F, 42%M) and females were more likely not to have been given the option to attend than males (50%F, 33%M) (Table 1.13 Appx 1). A review of the availability of training resources, communication channels and barriers to taking part would help to address areas of inequality **[AP 2.5]**.

A statistically significant number of female PTO staff had an awareness of help and guidance to support their career development compared to their male counterparts (57%F, 13%M) but reported less access to mentoring and work shadowing opportunities than academic staff (PTO: 23%F, 25%M; Academic: 44%F, 52%M) (Table 1.11 Appx 1). In addition, PTO staff were

less likely to agree that discussions and advice around career progression occurred as part of the appraisal process (PTO: 41%F, 13%M; Academic: 52%F, 52%M). SAH needs to review career development opportunities for PTO staff **[AP 2.6]**.

2.1.8 Staff Workload, Support and Wellbeing

30% of academic staff considered the new WAM to be consistent and transparent, and 20% of academics (13%F, 29%M) and 13% of PTO staff (9%F, 25%M) perceived workload allocation to be fair (Table 1.7 Appx 1). It is important to note that the new School WAM had not been fully implemented at the time of the staff survey, therefore further consultation with staff is required to gage perceptions following full staff utilisation of it over time **[AP 3.1]**.

A gender analysis of academic WLAs for 23/24 was carried out (Table 3.28 Appx 2), which shows greater allocation of research and scholarship for males (26%F, 32%M) and a higher allocation of formal teaching for females (40%F, 35%M). This varies by UoA, and will depend on successful research funding, however the School recognises the need to work towards gender parity in this area in order to allow equitable academic career development **[AP 3.1]**. Additionally, qualitative feedback highlighted the perception that admin roles fall disproportionately on academic female staff, impacting on work life balance and career progression (Table 5.2 Appx 6) **[AP 3.1]**.

A review of PTO WLAs and further investigation into PTO staff perceptions, would help to highlight potential issues in this area **[AP 3.2]**.

Amidst these challenges, positive aspects were highlighted around the ability to request flexible working (57% academics agree and 79%F, 50%M PTO). Females with caring responsibilities were more likely to feel able to request flexible working arrangements and consider their workload to allow for a good work-life balance, than others. However, perceptions on the information and support around caring leave was less favourable (Academics 20% and PTO staff 31%F, 43%M), highlighting the need for better communication of the processes and policies in place **[AP 3.4]**.

SAH demonstrates a commitment to prioritizing mental health support for all staff members by providing allocated mental health first-aiders and offering accessible wellbeing support, regular events, and training sessions which are actively promoted within SAH. While 63% of academic and 83% of PTO staff feel they know where to seek support for mental health/wellbeing issues at work (Table 1.15 Appx 1), only 36% (32%F, 41%M) of academics regard their mental health and wellbeing to be supported within SAH, and 38% of academics (33%F, 45%M) feel confident asking for support. This suggests that while there are clear avenues available for staff to seek support, further measures are needed to promote these and improve confidence **[AP 3.3]**. Qualitative feedback highlighted the impact of workload on staff wellbeing, with many expressing feelings of overwhelm and exhaustion due to the volume of tasks assigned, often as a result of redundancies. Additionally, apprehensions regarding job security and financial pressures contribute to heightened levels of anxiety among staff, further impacting on mental health (Table 5.2 Appx 6).

Academics were less likely to be satisfied with how the School addresses bullying and harassment compared to PTO staff (26% academic, 50% PTO) (Table 1.9 Appx 1) and less likely to know where to go for support. Male staff were more likely to feel confident that their line manager would deal effectively with any complaints around bullying and harassment than

their female colleagues (Academics 59%F, 76%M, PTO 50%F, 63%M), and more likely to consider the School to strongly oppose unacceptable behaviour (Academics 38%F, 57%M, PTO 45%F, 71%M). A review of policies and procedures and identification of areas for improvement would increase confidence in the handling of bullying, harassment, and unacceptable behaviour. **[AP 5.2]**

2.2 Key priorities for future action

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

In this section we briefly explain how our key priorities and corresponding action points, signposted in previous sections, inform our AP.

1. **Embedding EDI within School Culture**

   From analysis of the data contained in this application and qualitative feedback from consultations, it is evident that more work needs to be done around EDI, particularly in relation to the School's commitment to and recognition of it, and awareness and engagement across all areas of SAH. The priority action points highlighted, will work towards further embedding EDI into the School Culture through a co-ordinated and consistent approach. Specifically, we will:

   AP 1.1 **Recognise EDI work through roles, practices and procedures and improve it's visibility.**
   A School Diversity Co-ordinator will be appointed to steer the AS AP and work with EDI colleagues to enhance and embed EDI work more consistently across SAH. Workload allocation and promotion criteria will be reviewed to further recognise EDI work and the position of EDI on School committee agendas will be reviewed.

   AP 1.2 **Raise awareness of, and engagement with EDI issues amongst staff and students.**
   Student feedback on the inclusiveness of the curriculum will be routed through student panels and course committees for action at local level. We will include EDI related information in monthly all staff meetings and conduct workshops for staff and students around pronouns and inclusive language. SAH will also engage directly with SU EDI related networks to receive updates and consult on proposed School plans.

   AP 1.3 **Ensure the AS Action Plan is implemented and monitored.**
   AS SAT membership will be limited to a two-yearly term in order to address potential workload issues, with meetings taking place every 2 months to maintain momentum. Feedback from the application will be reflected on and any actions added to the AP. Culture surveys will be conducted periodically amongst staff and students to monitor progress, establish the impact of actions taken and identify issues going forward.

2. **Staff Representation and Career Development**

Our analysis has highlighted the reduction in female staff at G9 and 10 over the reporting period together with lower levels of satisfaction and confidence amongst female academics on the support, guidance and equity of promotion decisions and career development opportunities. In addition, staff feedback showed there was less access to career development opportunities for PTO staff, compared to academics. We have six priority actions to address these issues:

AP 2.1 **Increase the proportion of female academic staff at G9+ across SAH.**
Due to the current financial position of the School, any uplift in females at senior levels will need to come from internal progression, rather than recruitment. Action points around recruitment have therefore not been included in the priority areas, however they appear in the full AP, and will be implemented when circumstances allow.

AP 2.2 **Assess gendered impact of redundancy/restructuring plans through Equality Impact Assessments (EIAs) and undertake mitigating actions wherever possible to avoid any disproportionate impact.**
An Equality Impact Assessment (in collaboration with HR) will be undertaken before finalising any restructuring or redundancy arrangements.

AP 2.3 **Identify barriers for G6-8 female academics applying for promotion and implement a plan to address barriers identified.**
We will undertake consultations with staff to understand the barriers to applying for promotion along with further analysis of WLAs and the equity of processes around sabbaticals. Females in senior positions will be invited to share their success stories, to provide inspiration.

AP 2.4 **Improve satisfaction with career development support and guidance, especially amongst females.**
Line Managers will ensure career development discussions take place in annual PDPRs and will encourage discussions throughout the year. A mentorship scheme and workshops will be introduced to support applications.

AP 2.5 **Improve staff confidence in the equity of academic career development and promotion opportunities.**
We will review training opportunities and analyse WLAs, highlighted as a barrier to career development. The equity of processes around sabbaticals will also be reviewed. SAH will look to fund and develop a School policy for Aurora and consider sponsorship/hosting of a Daphne Jackson fellowship.

AP 2.6 **Enhance career development support processes for PTO staff.**
PTO Line Managers will ensure career development, mentoring, training and work shadowing opportunities are discussed in annual PDPRs, with encouragement to discuss career development throughout the year (not just in PDPRs). We will also consult with HR on the availability of PTO recruitment data for internal candidates to assist in the analysis of PTO progression.

3. **Workload, Work Life Balance and Wellbeing**

Analysis of the data and qualitative feedback underlined issues around workload and it's allocation. Further consultation with staff on the WAM is required to inform potential changes. The data also highlighted issues around support for mental health and wellbeing, and the communication of information and support around caring leave.

AP 3.1 **Evaluate the new WAM to ensure consistency, transparency, and fairness in relation to workload allocation, particularly around research activity, and admin roles.**
We will conduct a review of the new WAM seeking feedback from users to gauge whether changes need to be made to ensure consistency, transparency, and fairness. Gender and intersectional analyses of the WAM will also be conducted on an annual basis, together with a review of admin roles at local level.

AP 3.2 **Assess PTO WLA processes and address any distribution issues identified.**
A review of PTO workload allocation will be conducted to include analyses by gender and intersectionality.

AP 3.3 **Promote the support and resources available and encourage conversations around wellbeing and mental health.**
We will build in a process for Line Managers to proactively check-in with staff to encourage conversations around mental health and wellbeing. We will also further promote the support and resources available through various channels.

AP 3.4 **Improve communication and support mechanisms for members of staff with caring responsibilities.**
Information on all types of caring leave will be included in inductions for new managers and added to the EDI Teams space, for all staff to access.

4. **Student Recruitment, Attainment and Experience**

Student data showed that whilst the gender balance at School level reflects the benchmark, there are imbalances in particular subject areas. A small proportion of students across SAH were from B.A.M.E backgrounds, and although an upward trend has been observed, more work is required to widen the diversity of the student body. Analysis of subject area attainment data revealed the presence of gender gaps and it is recognised that further work is required in this area. Consistency of approach to ensure student experience is equitable, particularly around gender recognition and disability, is a further area highlighted for action, along with opportunities for progression. Four priority actions have been identified to address these issues:

AP 4.1 **Increase the proportion of under-represented student groups.**
A review of all recruitment activity, including media, outreach, and Open/AVD Days will be undertaken to check for gender and intersectional representation. We will also monitor gender balance and intersectionality amongst students across SAH and at subject level and identify areas that require addressing.

AP 4.2   **Continue to monitor differential attainment and implement agreed actions identified.**
Annual reviews of attainment by course and classification data will be conducted, building on the work already undertaken, and relevant course teams will develop APs to address large differential attainment gaps versus benchmark data. Course teams will share best practice where successful initiatives have been implemented. We will work with planning to access intersectional attainment data for analysis.

AP 4.3   **Highlight best practice in PAT meetings, particularly around student's needs and preferences.**
We will include guidance and best practice on questioning students on their needs and preferences, particularly around EDI within the Brightspace PAT pages.

AP 4.4   **Ensure post graduate opportunities are promoted to all final year students at subject area level.**
Subject Area postgraduate opportunity sessions will be promoted for all final year students to ensure access to information is equitable.

Section 3: Future action plan

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

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

1. Action plan

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

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
Key Priority 1: Embedding EDI in School Culture						
AP 1.1	Recognise EDI work through roles, practices and procedures and improve its visibility.	52% of academic staff (41%F, 60%M) agreed that School leadership actively supports gender equality. Academic females were less likely to agree that EDI work is recognised when workload is allocated (21%F, 48%M) or in applications for promotion/progression (29%F, 52%M).	Appoint a Diversity Co-ordinator (already approved by SLT) to steer the AS Action Plan and work closely with the EDI Chair and Diversity Champion to enhance and embed EDI work more consistently across the School (also see **AP 1.3**).	Sept 2024	Accountability: SLT Implementation/Responsible: EDI Chair	By 2027, increase % academic females who agree that: - School leadership actively supports gender equality from 41% to 50%. - EDI work is recognised when workload is allocated from 21% to 40% - EDI work is recognised in applications for promotion/progression from 29% to 40% Successful appointment of Diversity Co-ordinator. EDI moved up the agenda across School committees.
			Review the position of EDI in School committee meetings and consider moving it up the agenda, to highlight its importance.	Spring Term 2025	Accountability: EDIC Implementation/Responsible: Committee Chairs	

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
			Conduct a review of promotion guidelines and add in specific EDI related criteria.	Spring Term 2025	Accountability: SLT Implementation/Responsible: SLT	Specific EDI criteria added to promotion guidelines e.g. contributing to 'the development of practice that improves accessibility and inclusion' and 'demonstrating responsibility for diversity and inclusion' Notes to be added to the WAM clarifying specific EDI roles and where they are recorded on the WAM. An EDI staff MS Team to be created and populated with EDI related information and updates on School initiatives including progress with the AS action plan. A School EDI space for students to be created in VLE and populated with EDI related information and updates on School initiatives.
			Review where EDI work is recognised in the WAM.	Autumn Term 2024	Accountability: SLT Implementation/Responsible: Diversity Co-ordinator/DoTL	
			Create an EDI MS Teams space for staff to communicate the School's commitment to gender-equality including updates on AS and other EDI related activity.	Autumn Term 2024 - to be continually updated	Accountability: AS SAT/EDIC Implementation/Responsible: Diversity Co-ordinator	
			Use the University VLE for students to communicate the School's commitment to gender-equality including updates on AS and other EDI related activity.	Autumn Term 2024 - to be continually updated	Accountability: AS SAT/EDIC Implementation/Responsible: Diversity Co-ordinator/Central Learning Tech Advisor	

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
AP 1.2	Raise awareness of, and engagement with EDI issues amongst staff and students	Whilst the student culture survey showed inclusivity of the curriculum was viewed positively on the whole, feedback at course level through academic reps was required. 39% of academic staff agreed that the School provides clear guidance on how to be inclusive to gender diverse students. Consultations highlighted the need for the School to directly engage with relevant SU networks to embed EDI practices more widely across the School.	Work with the SU to ensure student feedback from the Inclusivity Checklist is included in Student Panels and Course Committee meetings by encouraging Academic Rep engagement.	Review at the end of each academic year.	Accountability: EDIC Implementation/Responsible: SU/EDI Chair	Inclusion of feedback from Inclusivity checklist across all student panels and course committees at least once per academic year.
			Conduct workshops for staff and students around the use of correct pronouns and inclusive language.	Annually from Autumn Term 2025 onwards	Accountability: EDIC/ AS SAT Implementation/Responsible: Diversity Co-ordinator/Central EDI team	Hold a workshop for students and one for staff per academic year. By 2027 increase the % of staff agreeing that the School provides clear guidance on how to be inclusive to gender diverse students from 39% to 50%.
			Within monthly All Staff Meetings, include a section on EDI including what it encompasses, terminology and updates on EDI issues and actions, including AS related. Include information from the meetings within the EDI MS Team space.	Monthly from Autumn Term 2024 onwards	Accountability: EDIC/ AS SAT Implementation/Responsible: EDI Chair, Diversity Champion and Diversity Co-ordinator	Diversity-Co-ordinator, EDI Chair and Diversity Champion to plan and deliver a segment within monthly all staff meetings on EDI information/issues/updates (including AS progress on AP) and include information delivered in meetings to EDI MS Teams space, accessible by all staff.

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
			Invite LGBTQ+ and Women's Network representatives to EDI and/or other committees to provide updates from the SU and the Networks and get their input on plans within the school.	In-line with EDIC meetings (1 per term)	Accountability: EDIC/ AS SAT

Implementation/Responsible: EDI Chair, Diversity Champion and Diversity Co-ordinator/SU Networks | EDIC to invite a rep from LGBTQ+ network and Women's network to at least one meeting per academic year. |
| AP 1.3 | Ensure the AS Action Plan is implemented and monitored. | Further redundancies and natural turnover mean there may be vacancies on the SAT.

Staff willingness to being a member of the SAT may be affected by workload amongst other factors.

There is a need to monitor and evaluate progress being made against the AP, and ensure momentum is maintained. | Impose a two-yearly term of office to maintain a sustainable and robust AS SAT structure to drive the action plan forward. | Autumn Term 2024 - to be reviewed annually | Accountability: AS SAT

Implementation/Responsible: Diversity Co-ordinator | Annual review of SAT membership to ensure equitable representation across the School.

Term of Office discussion to be recorded in minutes.

Vacancies to the SAT to be filled within a month.

Attendance at each SAT meeting to be recorded to monitor commitment.

Changes to SAT membership to be reflected in future applications. |
| | | | AS SAT to meet every 2 months to maintain momentum. | Autumn Term 2024 | Accountability: AS SAT

Implementation/Responsible: Diversity Co-ordinator | |
| | | | Review and action feedback on the AS application. | Autumn Term 2024 | Accountability: AS SAT

Implementation/Responsible: AS SAT members | Update AP to incorporate feedback received. |

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
			Conduct culture surveys periodically to monitor staff and student experiences to identify issues and establish impact of actions taken.	Annually from Spring Term 2025 onwards	Accountability: AS SAT Implementation/Responsible: AS SAT members	Surveys to be conducted amongst staff and students once per academic year and results disseminated across the School through monthly all staff meetings and shared in the EDI Team space.
			Review and update the ToR for the EDIC to add commitments included in the AS Action Plan.	Autumn Term 2024	Accountability: EDIC/AS SAT Implementation/Responsible: EDI Chair/Diversity Co-ordinator	Revised ToR approved by the Dean and agreed at first meeting of the year.
			SLT commitment to SAT membership continues.	Autumn Term 2024 – to be reviewed annually	Accountability: SLT Implementation/Responsible: SLT	SAT membership contains at least one SLT member within any given year.
			Divide the SAT up into 4 sub-groups and allocate actions fairly across them.	Autumn Term 2024	Accountability: AS SAT Implementation/Responsible: AS SAT members	Working groups to report progress to the AS SAT and SLT bi-monthly and to EDIC termly.
Key Priority 2: Staff Representation and Career Development						
AP 2.1	Increase the proportion of female academic staff at grade 9+ across the School.	The proportion of female academic staff at grade 9+ currently stands at 27%, falling from 44% in 20/21.	See **AP 5.1** (Recruitment)			
			See **AP 2.3** (Internal promotions)			

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
AP 2.2	Assess gendered impact of redundancy /restructuring plans through Equality Impact Assessments (EIAs) and undertake mitigating actions wherever possible to avoid any disproportionate impact.	Compulsory redundancies and VSS have fallen disproportionately on female staff.	Conduct an Equality Impact Assessment (EIA), in collaboration with HR, before any restructuring and / or redundancy arrangements are finalised.	As and when restructuring and / or redundancy is planned	Accountability: SLT Implementation/Responsible: HR/SLT	EIA signed off by the Dean
AP 2.3	Identify barriers for G6-8 female academics applying for promotion and implement a plan to address barriers identified.	The promotion data shows that fewer academic females (31%) applied for promotion than males (69%) at G6-8, which is likely to impact on future progression pipelines.	Undertake further consultations with G6-8 academic staff around barriers to applying for promotion.	Spring Term 2025	Accountability: AS SAT Implementation/Responsible: AS SAT members	By 2028 increase proportion of academic females applying for promotion from 31% to 50%. Invite at least 2 inspirational female speakers to share their career journey with staff per academic year. Include one example per term of the career journey of senior female staff in the School on the EDI MS Team space. Programmes of research seminars/guest speakers for each subject to be a minimum of 40% females. Conduct an annual review of individual UoA sabbatical data by sex and ethnicity to check for equity and determine whether interventions are required. Monitor progress of interventions
			See **AP 2.4** (Progression discussions in PDPRs)			
			Invite inspirational female speakers from senior positions both internally and externally.	Spring Term 2025	Accountability: AS SAT Implementation/Responsible: Diversity-Co-ordinator	
			All subjects to ensure that at least 40% of their guest speakers/research seminar programme involves female presenters.	Review annually at the end of each academic year	Accountability: Associate Dean for Research Implementation/Responsible: Research Seminar co-ordinators /convenors	

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
			Include examples of the career paths of senior females in the School on the EDI MS Teams space and promote across the School.	Spring Term 2025	Accountability: AS SAT Implementation/Responsible: AS SAT	
			See **AP 3.1** re. Review of WAM and Admin Roles			
			Conduct annual reviews of research sabbatical data and implement agreed actions identified by the review to ensure processes are equitable.	Review annually at the end of each academic year	Accountability: UoA Leads /Dean Implementation/Responsible: UoA Leads	
			Review best practice across the institution/other institutions around help provided to those returning from career breaks, and implement agreed actions identified by the review.	Spring Term 2025	Accountability: AS SAT Implementation/Responsible: AS SAT	
AP 2.4	Improve satisfaction with career development support and guidance, especially amongst females.	Academic females were less likely to think they were offered support and guidance about their career development (44%F vs 52%M), felt less supported by the School in their academic career than males (50%F vs 59%M) and were less likely to feel their line manager	Career development discussions to be included in all annual PDPRs and the outcome of discussions recorded in the PDPR. Line Managers to be briefed.	Autumn Term 2024	Accountability: Line Managers Implementation/Responsible: Diversity Co-ordinator/Line Managers	By 2028, increase % academic females agreeing they: - are offered support and guidance about their career development from 44% to 52%. - feel supported in the School in their academic career from 50% to 59%.

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
		took a genuine interest in their career (45%F vs 51%M). 48% of academics agreed that their annual PDPR includes discussion and clear advice regarding career progression 63% of academics understand the process for applying for promotion and 49% (58%F, 46%M) understand the criteria.	Encourage staff to have discussions about promotion, including coaching and mentoring opportunities with their line manager at any point across the academic year. Line managers to be briefed.	Autumn Term 2024	Accountability: Line Managers Implementation/Responsible: Diversity Co-ordinator/Line Managers	- feel their line manager took a genuine interest in their career from 45% to 51%. 100% of PDPRs to include discussions on progression, including criteria and processes for applying by 2029. Successful implementation of a mentorship scheme across the School. Annual conferment workshop to be held in the Spring of each year from 2026 onwards.
			Introduce a mentorship scheme for all staff, with mentors from within the School, the University or from other institutions.	Autumn Term 2025	Accountability: SLT Implementation/Responsible: Dean	
			Offer an annual Spring conferment workshop post research audits to support the development of applications, open to all staff while targeted at those identified for conferment during research audits.	Autumn Spring 2026	Accountability: SLT Implementation/Responsible: Associate Dean for Research	
AP 2.5	Improve staff confidence in the equity of academic career development and	35% of academic females (vs 48%M) agreed that promotions and progressions were made on the same equitable basis compared to 48% of male	See **AP 3.1** (Review WLA/Admin roles) and **AP 2.3** (Review Sabbatical data)			By 2028, increase % of academic females who agree that: - promotions and progressions are made on the same equitable basis from 35% to 48%.

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
	promotion opportunities.	colleagues. And 38% of academic females (vs 62%M) agreed that the same career development opportunities were available regardless of protected characteristics. 46% of academics (37%F, 56%M) considered that the School was committed to achieving gender balance in leadership roles. Academic males were more likely to have had the option and attended internal or external career development programmes than their female counterparts (48% vs 42%) and females were more likely not to have been given the option to attend than males (50% vs 33%).	Review training opportunities and barriers to taking part and implement agreed actions based on the findings.	Spring Term 2024	Accountability: Line Managers Implementation/Responsible: Line Managers	- the same career development opportunities were available regardless of protected characteristics from 38% to 50%. By 2028, increase the proportion of female academic staff who agree that the School is committed to achieving gender balance in leadership positions from 37% to 56%. By 2028, increase the % of academic females who had the option and attended internal or external career development programmes from 42% to 62%. Conduct an annual review of promotion successes by sex and ethnicity to determine whether interventions are required. Monitor progress of interventions. Hold one information session per academic year and include positive experience of those that have completed the training to sell the benefits to others on EDI MS Team space. 10 members of staff to have conducted CMI training by 2027.
			Review gender balance and intersectionality in the appointment to leadership positions and implement agreed actions identified by the review to encourage internal applications from underrepresented groups.	Annually from Spring Term 2025 onwards	Accountability: SLT Implementation/Responsible: Dean/HODs	
			Fund and develop a School policy for Aurora.	Spring Term 2026	Accountability: SLT Implementation/Responsible: SLT	
			Sponsor/host a Daphne Jackson fellowship.	Spring Term 2026	Accountability: SLT Implementation/Responsible: SLT	

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
			Promote CMI training more widely to academic and PTO staff across the School through PDPRs and information sessions. Use positive experience of others to help sell the benefits.	From Spring Term 2025	Accountability: SLT Implementation/Responsible: Line Managers/Diversity Co-ordinator	
AP 2.6	Enhance career development support processes for PTO staff.	PTO staff were less likely to agree that discussions and advice around career progression occurred as part of the appraisal process compared to academic staff (PTO: 41%F vs 13%M; Academic: 52%F vs 52%M). PTO staff reported less access to mentoring and work shadowing opportunities than academic staff (PTO: 23%F vs 25%M; Academic: 44%F vs 52%M) Across all PTO staff, males tended to be employed on higher grades than females (55% of all females at G6-9 compared to 72% of all PTO males) for 20/21 to 22/23 combined. We are unable to collect progression data for PTO staff as promotion in this area occurs when a higher-grade position	Career development, mentoring, training and work shadowing opportunities to be discussed in annual PTO PDPRs. Line Managers to be briefed. Line Managers to encourage discussions around career development throughout the year as opportunities arise (not just in PDPRs). Line Managers to be briefed.	Autumn Term 2024	Accountability: Line Managers Implementation/Responsible: Diversity Co-ordinator/Line Managers	By 2028, increase % of PTO staff agreeing: - discussions and advice around career progression occurred as part of the appraisal process from 33% to 60%. - they are offered support and guidance (e.g. mentoring, work shadowing etc) with regards to career progression from 23% to 44%. By 2028, increase the proportion of female PTO staff on G6-9 from 55% to 65%.
			Consult with HR to see whether PTO application data and success rates are available for internal candidates to assist in the analysis of PTO progression.	Spring Term 2025	Accountability: AS SAT Implementation/Responsible: Diversity Co-ordinator/HR	

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
		becomes available across the institution.	See **AP 2.5** (Promote CMI training)			
Key Priority 3: Workload, Work Life Balance & Wellbeing						
AP 3.1	Evaluate the new WAM to ensure consistency, transparency, and fairness in relation to workload allocation, particularly around research activity, and admin roles.	30% of academic staff considered the new WAM to be consistent and transparent. 20% of academics (13%F , 29%M) perceived workload allocation to be fair. A gender analysis of workload revealed a greater allocation of research and scholarship for males than females (26%F, 32%M). Qualitative feedback highlighted the perception that the balance of admin roles is disproportionate across genders.	Conduct a review of the new WAM seeking feedback from all academic staff to gauge whether any changes need to be made to ensure consistency, transparency, and fairness. Implement agreed actions based on findings from the review.	Autumn Term 2024	Accountability: SLT Implementation/Responsible: DoTL	By 2028, increase % of academics agreeing: - the new WAM is consistent and transparent from 30% to 50%. - workloads are distributed fairly from 20% to 40%. Academic Admin roles to be allocated on a rotation basis with maximum of 2 year term. The allocation of research and scholarship workload is distributed equitably between males and females within individual UoAs.
			Conduct a review of admin roles amongst academics across subject areas and rotate roles every two years to ensure fairness across genders.	Autumn Term 2025 - reviewed annually	Accountability: SLT Implementation/Responsible: HODs	

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
			Continue to conduct annual reviews of the WAM by gender and intersectionality to cover allocation of teaching, admin, pastoral, outreach, research/scholarship, and management responsibilities. Implement agreed actions based on findings from the review.	Annually from Autumn Term 2024 onwards	Accountability: SLT Implementation/Responsible: Diversity Co-ordinator/Data Analyst/DoTL	
AP 3.2	Assess PTO WLA processes and address any distribution issues identified.	13% of PTO staff (9%F, 25%M) perceived workload allocation to be fair.	Conduct a review of PTO workload allocation by gender and intersectionality and implement agreed actions highlighted by the review.	Spring Term 2025	Accountability: SLT Implementation/Responsible: School Manager	Increase % PTO staff agreeing the distribution of workload is fair from 13% to 40% by 2028.
AP 3.3	Promote the support available and encourage conversations around wellbeing and mental health.	36% (32%F, 41%M) of academics regard their mental health and wellbeing to be supported within the school, and 38% of academics (33%F, 45%M) feel confident asking for support.	Build in a process for Line Managers to proactively check-in with staff to encourage wellbeing conversations.	Spring Term 2025	Accountability: SLT/AS SAT Implementation/Responsible: EDI Chair/Diversity Co-ordinator	By 2028, increase % of female academics agreeing: - their mental health and wellbeing is supported within the School from 32% to 41%.

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
			Actively promote the support and resources available around mental health and wellbeing through one to ones, emails, wellbeing areas, all staff meetings and the EDI MS Teams space (see **AP 1.2**).	Autumn Term 2024	Accountability: EDIC/AS SAT Implementation/Responsible: Line Manager/Diversity Champion	- they feel confident asking for support around mental health and wellbeing from 33% to 45%.
AP 3.4	Improve communication and support mechanisms for members of staff with caring responsibilities.	Better communication of the processes and policies around caring leave are required as 21%F and 24%M academics agreed the School provides information and support in this area.	Include information on all forms of caring leave in induction for new managers	Autumn Term 2025	Accountability: SLT Implementation/Responsible: Line Manager	By 2028, increase % of academics agreeing: - the School provides staff with information and support around all types of caring leave from 20% to 35%
			Information on all forms of caring leave to be included in the EDI MS Teams space (see **AP 1.2**).	Autumn Term 2024	Accountability: EDIC/AS SAT Implementation/Responsible: EDI Chair/Diversity Co-ordinator	

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
Key Priority 4: Student Recruitment, Attainment & Experience						
AP 4.1	Increase the proportion of under-represented student groups.	Whilst gender balance at School level reflects the benchmark, there is an imbalance in particular subject areas, both at UG and PGT/PGR level. A small proportion of students across the School were from B.A.M.E backgrounds, and although an upward trend has been observed (particularly among males), more work is required to widen the diversity of the student body	Undertake a review of all print and online marketing materials and implement agreed actions identified by the review to ensure gender and intersectional representation in language and imagery.	Spring Term 2024	Accountability: AS SAT Implementation/Responsible: Recruitment and Admissions Tutors and Marketing Team	Increase in the number of applications and enrolments of students from underrepresented groups in subject areas which do not reflect the benchmark. Revised marketing material/outreach activities in subject areas where this is needed leading to an increase in inclusion of imagery/role models of underrepresented groups.
			Undertake a review of all recruitment and outreach activity, including Open Days, AVDs, Recruitment Fairs and Learner Days and implement agreed actions identified by the review to ensure gender and intersectionality representation in role models.	Spring Term 2024	Accountability: AS SAT Implementation/Responsible: Recruitment and Admissions Tutors and Marketing Team	
			Conduct an annual review of gender balance and intersectionality amongst UG students that builds on the data contained in this application and implement agreed actions identified by the review.	Annually from Autumn Term 2024	Accountability: AS SAT Implementation/Responsible: Diversity Co-ordinator / Data Analyst	

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
			See AP 4.4			
AP 4.2	Continue to monitor differential attainment and implement agreed actions identified.	Attainment gaps exist between female and male students across certain subject areas.

Due to low numbers it is not possible to provide intersectional attainment data. | Conduct an annual review of attainment by course and protected characteristics data building on the data included in this application and data that is made available annually by the University. Implement agreed actions based on issues identified by the review. | Annually from Autumn Term 2024 | Accountability: EDIC/AS SAT

Implementation/Responsible: SLT Chair/Data Analyst | Close differential attainment gaps to no more than 5% where there are significant differences from the benchmark by 2028.

Monitor attainment data annually against progress made from subject area APs to determine whether initiatives have been successful.

Intersectional analysis of attainment data will be included in future reporting where data is available. |
| | | | Relevant Course Teams to develop an action plan to address large differential attainment gaps versus HESA benchmark data. | Spring 2024 – monitor annually | Accountability: EDIC/AS SAT

Implementation/Responsible: SLT Chair/Course Teams | |
| | | | Course Teams to share best practice across the School through STLC, where changes have been made to assessment following analysis of attainment data and feedback from students. | Spring 2024 - onwards | Accountability: EDIC/AS SAT

Implementation/Responsible: Course Teams/ Diversity Co-ordinator/STLC Chair | |

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
			Work with Planning Team to access intersectional attainment data.	Spring 2024	Accountability: EDIC/AS SAT Implementation/Responsible: Diversity Co-ordinator/DoTL	
AP 4.3	Highlight best practice in initial PAT meetings, particularly around student's needs and preferences.	Inconsistences around information and questions asked at initial PAT meetings has led to variations in student experience. 39% of staff agreed the School provides clear guidance on how to be inclusive to gender diverse students. 63% of students who described their gender as non-binary/in another way felt their gender was recognised in the School.	Include guidance and best practice on questioning students on their needs and preferences, particularly around EDI within the VLE PAT pages.	Autumn 2024	Accountability: AS SAT Implementation/Responsible: Support and Guidance Team/VLE Lead	By 2027, increase % of staff agreeing the School provides clear guidance on how to be inclusive to gender diverse students from 39% to 60%. By 2027, increase % of students who described their gender as non-binary/in another way agreeing they felt their gender was recognised in the School from 63% to 80%. Content added to PAT Brightspace pages with clear guidance on questions to ask in first PAT meetings, particularly around student needs and preferences around gender recognition and preferred names.

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
AP 4.4	Ensure post graduate opportunities are promoted to all final year students at subject area level.	There is a 22% gender gap at PGT level within D&BE in favour of males. A 41% gap exists within C&H and a 30% gap within M&DA, both in favour of females. 34% of UG females agreed that they had received advice and guidance around PG study versus 57% UG males. Qualitative feedback suggested that local advice on PG study was only given on a one-to-one basis to those who sought it.	Promote subject area post graduate information sessions for all final year UGs.	Spring 2024	Accountability: AS SAT Implementation/Responsible: PGT/PGR Subject Leads	By 2027, increase % of female UG students agreeing they had received advice and guidance around PG study from 34% to 57%. By 2027, reduce the gender gap across all PGT areas to +/- 10%.
Further Actions						
AP 5.1	Increase the proportion of female academic staff applying for G9+ roles across the School. Increase the proportion of female staff applying for G8+ roles within D&BE.	The proportion of female academic staff at grade 9+ currently stands at 27%, falling from 44% in 20/21. There have been significantly more applications by males compared to females for academic posts (60%M vs 40%F) and this trend is observable across all grades. The gender gap becomes more pronounced as seniority increases, with only 33% of females applying for G8 and 20% for G9.	If an initial shortlist is all one gender the School's recruitment policy will require the top six non-shortlisted applications to be reconsidered by the panel with particular attention to any unconscious bias in the decision-making process.	When recruitment is permitted	Accountability: SLT Implementation/Responsible: Dean, HODs, School Manager	Increase proportion of applications by females for academic posts from 40% to 50% by 2029 (if the financial situation allows). Increase proportion of applications by females applying for G8 academic posts from 33% to 50% and G9 posts from 20% to 50% by 2029 (if the financial situation allows). Increase proportion of academic females in D&BE from 38% to 45% by 2029.
			All job adverts will emphasise the School's commitment to AS	When recruitment is permitted	Accountability: SLT Implementation/Responsible: HODs, School Manager, HR	

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
		The overall proportion of females falls below the benchmark for D&BE (38% versus 45%).	Where appropriate, in negotiation with HR, the School will propose that adverts for G9 and 10+ positions advertised externally should include statements of encouragement such as: 'We particularly welcome applications from women and those of black, Asian and minority ethnicities, as they are currently under-represented in senior roles'.	When recruitment is permitted	Accountability: SLT

Implementation/Responsible: Dean, School Manager, HR | |
| | | | Where female/male applications are below 20%, in negotiation with HR, the School will propose that future adverts for similar roles should include statements of encouragement such as 'We particularly welcome applications from women and those of black, Asian and minority ethnicities, as they are currently under-represented in this type of role'. | When recruitment is permitted | Accountability SLT

Implementation/Responsible: Dean, School Manager, HR | |

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
			Review recruitment materials and implement agreed actions based on the review to ensure wording of advertisements is as ungendered as possible.	When recruitment is permitted	Accountability: SLT Implementation/Responsible: Dean, HODs, School Manager	
AP 5.2	Develop and implement a communication plan for staff and students around bullying and harassment policies, procedures, how to report and where to get support. Provide staff dealing with bullying and harassment with the tools to deal effectively with cases.	Academics were less likely to be satisfied with how the School addresses bullying and harassment compared to PTO staff (26% academic, 50% PTO) and less likely to know where to go for support and advice (55% academic, 71% PTO). Male staff were more likely to feel confident that their line manager would deal effectively with any complaints around bullying and harassment than their female colleagues (Academics 59%F vs 76%M, PTO 50%F vs 63%M), and more likely to consider the School to strongly oppose unacceptable behaviour (Academics 38%F vs 57%M, PTO 45%F vs 71%M). 13% of students had experienced/witnessed bullying or harassment with females less	Review School reporting procedures on bullying and harassment and how they align with HR and Student Support functions. And implement agreed communication plan including point below.	Autumn Term 2026	Accountability: SLT Implementation/Responsible: Dean, HODs, School Manager	Review staff and student discrimination related incidents across the School annually. If data highlights issues, action will be taken to address them. Monitor changes in the number of staff and student incidents reported and report to AS SAT, EDIC, SLT and School Board. By 2028, increase % academic staff agreeing they are satisfied with how the School addresses bullying and harassment from 26% to 45%. By 2028, increase % female academics agreeing: - they are confident their line manager would deal effectively with complaints around bullying and harassment from 59% to 75% and PTO females from 50% to 65%. - The School strongly opposes unacceptable behaviour from 38% to
			Use the School EDI MS Team to clearly set out policies and procedures around bullying and harassment and advertise this at All Staff meetings within the EDI section, to improve awareness and understanding of the related policies, procedures and practices.	Autumn Term 2026	Accountability: SLT Implementation/Responsible: EDI Chair/Diversity Champion/Diversity Co-ordinator	

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
		likely to be aware of how to report it (58%F, 74%M) and less likely to be satisfied with how it is addressed by the School (46%F, 70%M) than males. Additionally, those who identified as non-binary or in another way, were more likely to have experienced/witnessed it and were less likely to be satisfied with the way it had been dealt with.	Liaise with POD to organise training for line managers around dealing with bullying and harassment cases.	Autumn Term 2026	Accountability: SLT Implementation/Responsible: Dean, HODs, School Manager	55% and PTO females from 45% to 65%. By 2028, increase % female students agreeing: - they are satisfied with how the School addresses bullying and harassment from 46% to 70% and PTO females from 50% to 65%. By 2028 reduce the number of students identifying as non-binary or in another way experiencing or witnessing bullying or harassment and increase the proportion who are satisfied with how cases are dealt with.
			Ensure that all staff and students are aware of the University's 'Share and Support' online reporting tool, which allows anonymous and named reporting of incidents of bullying, harassment, hate crime or sexual violence in a safe, specialist and supportive environment.	Spring Term 2025	Accountability: SLT Implementation/Responsible: Dean, HODs, School Manager	
AP 5.3	Further promote diversity around learning resources.	Qualitative feedback suggested more could be done to promote diversity across learning resources.	Further promotion of "broaden my bookshelf" initiative in taught sessions and on the VLE.	Autumn Term 2026 onwards	Accountability: STLC Implementation/Responsible: DoTL	Tutors to promote diversity across learning resources in class and through the VLE.

Ref	Priority Action	Rationale	Plan of Action	Timeframes (Start/End Date)	Person responsible/ accountable	Key outputs, success criteria/outcomes
			Further promotion in taught sessions and the VLE, of research materials and literature that have been carried out by diverse authors or practitioners.	Autumn Term 2026 onwards	Accountability: STLC Implementation/Responsible: DoTL	

Appendix 1: Culture Survey Data

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

Staff Culture Survey May 2023

Technical notes:

All data includes respondents who could or chose to answer each question.

Culture Survey Data Tables show % and number agreeing (includes agree and strongly agree) for academics and PTO staff, disaggregated by sex (females (F), males (M) and total (T)). The number of respondents who 'didn't know' or 'preferred not to say' is also shown denoted by 'DK/PNS'.

Culture Survey charts show % agree/disagree (Likert scale) for total academics and total PTO staff. Responses disaggregated by sex show % agree (includes agree and strongly agree). 'PNS' denotes respondents who prefer not to disclose their sex. Figures in **bold** indicate a statistically significant difference between female and male respondents.

Job Family	Sex		
	Female	**Male**	**PNS**
Academic	■	■	■
PTO	■	▌	■
Total	■	■	▌

Table 1.1 Respondent Overview

Belonging and inclusion

Belonging and Inclusion	
Q1	The School values me as an employee
Q2	My contribution is valued in my Subject Area
Q3	My gender identity is recognised in my School
Q4	School communications are clear and relevant to me and my role
Q5	Please make any comments on your experience of Belonging and Inclusion in the School

Table 1.2 Belonging and inclusion questions

Belonging & Inclusion																
	Academic								PTO							
	F		M		T		DK/PNS		F		M		T		DK/PNS	
	No.	%	No.	%	No.	%	No.		No.	%	No.	%	No.	%	No.	
Q1	■	■	■	■	■	■	▌		■	■	▌	■	■	■	▌	
Q2	■	■	■	■	■	■	▌		■	■	▌	■	■	■	▌	
Q3	■	■	■	■	■	■	■		■	■	▌	■	■	■	▌	
Q4	■	■	■	■	■	■	▌		■	■	▌	■	■	■	▌	

Table 1.3 Belonging and inclusion % agree data

Belonging & Inclusion - Academic Staff

% Agree

	F	M
The School values me as an employee	41%	60%
Strongly agree 13, Agree 34, Neither agree nor disagree 16, Disagree 11, Strongly disagree 27		
My contribution is valued in my Subject Area	72%	77%
Strongly agree 36, Agree 34, Neither 8, Disagree 9, Strongly disagree 13		
I feel like my gender identity is recognised in my School	76%	70%
Strongly agree 39, Agree 33, Neither 22, Disagree 4, Strongly disagree 2		
School communications are clear and relevant to me and my role	46%	43%
Strongly agree 11, Agree 32, Neither 30, Disagree 17, Strongly disagree 10		

% Respondents

Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: All Academic Respondents (■)

Fig 1.1

Belonging & Inclusion - PTO

% Agree

	F	M*
The School values me as an employee	**71%**	25%
Strongly agree 6, Agree 53, Neither 25, Disagree 13, Strongly disagree 3		
My contribution is valued in my Subject Area	**86%**	38%
Strongly agree 14, Agree 59, Neither 14, Disagree 7, Strongly disagree 7		
I feel like my gender identity is recognised in my School	63%	50%
Strongly agree 12, Agree 48, Neither 40		
School communications are clear and relevant to me and my role	50%	38%
Strongly agree 3, Agree 44, Neither 25, Disagree 13, Strongly disagree 16		

% Respondents

Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: All PTO Respondents (■)   *Caution low base size

Fig 1.2

Gender Equality

Gender Equality		
Q6	School leadership actively supports gender equality
Q7	My School is committed to achieving gender balance in leadership positions
Q8	Equality, diversity and inclusion work is recognised when workload is allocated
Q9	Equality, diversity and inclusion work is recognised in applications for promotion/progression
Q10	My School has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff
Q11	Please make any comments on your experience of Gender Equality Amongst Staff in the School.
Q12	The School is committed to promoting equality, diversity and inclusion amongst the student body
Q13	The School provides sufficient training on how to promote equality, diversity and inclusion when teaching
Q14	The School provides clear guidance on how to be inclusive to gender diverse students
Q15	The School supports the development of courses to ensure an inclusive curriculum that adequately addresses issues of gender and race
Q16	Please make any comments on your experience of Gender Equality Amongst Students in the School

Table 1.4 Gender Equality questions

Gender Equality													
	Academic							**PTO**					
	F		**M**		**T**		**DK/PNS**	**F**		**M**		**T**		**DK/PNS**
	No.	%	No.	%	No.	%	No.	No.	%	No.	%	No.	%	No.
Q6														
Q7														
Q8														
Q9														
Q10														
Q12														
Q13														
Q14														
Q15														

Table 1.5 Gender Equality % agree data

Gender Equality Amongst Staff - Academic Staff

% Agree

Statement	F	M
School leadership actively supports gender equality	41%	60%
My School is committed to achieving gender balance in leadership positions	37%	56%
Equality, diversity and inclusion work is recognised when workload is allocated	**21%**	48%
Equality, diversity and inclusion work is recognised in applications for promotion/progression	29%	52%
My School has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff	18%	41%

School leadership actively supports gender equality: 24 | 28 | 28 | 12 | 7

My School is committed to achieving gender balance in leadership positions: 23 | 23 | 27 | 20 | 7

Equality, diversity and inclusion work is recognised when workload is allocated: 21 | 13 | 34 | 21 | 11

Equality, diversity and inclusion work is recognised in applications for promotion/progression: 23 | 17 | 30 | 17 | 13

My School has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff: 11 | 17 | 39 | 13 | 20

% Respondents

Legend: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: All Academic Respondents ■)

Fig 1.3

Gender Equality Amongst Students - Academic Staff

% Agree

Statement	F	M
My School is committed to promoting equality, diversity and inclusion amongst the student body	69%	62%
My School provides sufficient training on how to promote equality, diversity and inclusion when teaching	46%	47%
My School provides clear guidance on how to be inclusive to gender diverse students	42%	43%
My School supports the development of courses to ensure an inclusive curriculum that adequately addresses issues of gender and race	48%	50%

My School is committed to promoting equality, diversity and inclusion amongst the student body: 37 | 31 | 19 | 7 | 7

My School provides sufficient training on how to promote equality, diversity and inclusion when teaching: 23 | 25 | 35 | 15 | 2

My School provides clear guidance on how to be inclusive to gender diverse students: 21 | 21 | 30 | 21 | 5

My School supports the development of courses to ensure an inclusive curriculum that adequately addresses issues of gender and race: 22 | 27 | 31 | 12 | 8

% Respondents

Legend: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: All Academic Respondents ■

Fig 1.4

Gender Equality Amongst Staff - PTO

	% Agree F	M*
School leadership actively supports gender equality (10, 41, 45, 3)	57%	38%
My School is committed to achieving gender balance in leadership positions (8, 46, 35, 8)	58%	43%
Equality, diversity and inclusion work is recognised when workload is allocated (7, 7, 48, 30, 7)	16%	13%
Equality, diversity and inclusion work is recognised in applications for promotion/progression (9, 22, 43, 17, 9)	40%	13%
My School has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff (5, 32, 36, 27)	40%	29%

% Respondents

■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: All PTO Respondents (　)   *Caution low base size

Fig 1.5

Gender Equality Amongst Students - PTO

	% Agree F	M*
My School is committed to promoting equality, diversity and inclusion amongst the student body (14, 59, 28)	77%	57%
My School provides sufficient training on how to promote equality, diversity and inclusion when teaching (10, 43, 33, 14)	57%	43%
My School provides clear guidance on how to be inclusive to gender diverse students (8, 23, 42, 27)	32%	29%
My School supports the development of courses to ensure an inclusive curriculum that adequately addresses issues of gender and race (5, 29, 57, 10)	29%	37%

% Respondents

■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: All PTO Respondents (　)   *Caution low base size

Fig 1.6

Work-Life Balance

Work-Life Balance	
Q17	I feel able to request a flexible working pattern/timetable changes when I need to
Q18	The School's new Workload Model is consistent and transparent
Q19	Workloads are distributed fairly
Q20	My workload allows me to maintain a good work/life balance
Q21	The timing of School meetings and events takes into consideration those with caring responsibilities
Q22	My School provides staff with information and support around all types of caring leave
Q23	Since working in the School, have you taken your full annual leave entitlement? Y/N
Q24	Please make any comments on your experience of Work-Life Balance in the School

Table 1.6 Work-Life Balance questions

Worklife Balance	Academic							PTO						
	F		**M**		**T**		**DK/PNS**	**F**		**M**		**T**		**DK/PNS**
	No.	%	No.	%	No.	%	No.	No.	%	No.	%	No.	%	No.
Q17														
Q18														
Q19														
Q20														
Q21														
Q22														
*Q23														

Table 1.7 Work-Life Balance % agree data

*% answering 'yes' they had taken all their annual leave since working in the School

Work-life Balance - Academic Staff

% Agree

Statement	F	M
I feel able to request a flexible working pattern/timetable changes when I need to	54%	57%
The School's new Workload model is consistent and transparent	30%	35%
Workloads are distributed fairly	13%	29%
My workload allows me to maintain a good work/life balance	27%	20%
The timing of School meetings and events takes into consideration those with caring responsibilities	38%	46%
My School provides staff with information and support around all types of caring leave	21%	24%

Legend: Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Bar values:
- I feel able to request a flexible working pattern/timetable changes when I need to: 20, 38, 16, 16, 10
- The School's new Workload model is consistent and transparent: 9, 21, 25, 13, 32
- Workloads are distributed fairly: 7, 13, 27, 23, 30
- My workload allows me to maintain a good work/life balance: 5, 17, 20, 18, 40
- The timing of School meetings and events takes into consideration those with caring responsibilities: 7, 32, 39, 16, 5
- My School provides staff with information and support around all types of caring leave: 10, 10, 44, 21, 15

X-axis: % Respondents

Base: All Academic Respondents (■)

Fig 1.7

Work-Life Balance - PTO

% Agree

Statement	F	M*
I feel able to request a flexible working pattern/timetable changes when I need to	79%	50%
Workloads are distributed fairly	9%	25%
My workload allows me to maintain a good work/life balance	42%	75%
The timing of School meetings and events takes into consideration those with caring responsibilities	19%	29%
My School provides staff with information and support around all types of caring leave	31%	43%

Legend: Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Bar values:
- I feel able to request a flexible working pattern/timetable changes when I need to: 19, 53, 13, 9, 6
- Workloads are distributed fairly: 13, 39, 26, 23
- My workload allows me to maintain a good work/life balance: 6, 44, 25, 19, 6
- The timing of School meetings and events takes into consideration those with caring responsibilities: 9, 13, 43, 4, 30
- My School provides staff with information and support around all types of caring leave: 35, 48, 4, 13

X-axis: % Respondents

Base: All PTO Respondents (■)   *Caution low base size

Fig 1.8

Bullying and Harassment

Bullying and Harassment	
Q25	I am satisfied with how bullying and harassment are addressed in my School
Q26	I know where to go for support and advice about bullying and/or harassment
Q27	I feel confident that my line manager would deal effectively with complaints about bullying and harassment
Q28	My School strongly opposes unacceptable behaviour
Q29	Please make any comments on your experience of Bullying and Harassment in the School

Table 1.8 Bullying and Harassment questions

Bullying and Harassment																
	Academic								PTO							
	F		M		T		DK/PNS		F		M		T		DK/PNS	
	No.	%	No.	%	No.	%	No.		No.	%	No.	%	No.	%	No.	
Q25	▮	■	▮	■	■	■	■		▮	■	▮	■	■	■	▮	
Q26	■	■	■	■	■	■	▮		■	■	▮	■	■	■	▮	
Q27	■	■	■	■	■	■	▮		■	■	▮	■	■	■	▮	
Q28	▮	■	■	■	■	■	▮		■	■	▮	■	■	■	▮	

Table 1.9 Bullying and Harassment % agree data

Fig 1.9

Bullying and Harassment - PTO

	% Agree	
	F	M*
I am satisfied with how bullying and harassment are addressed in my School	43%	67%
I know where to go for support and advice about bullying and/or harassment	67%	86%
I feel confident that my line manager would deal effectively with complaints about bullying and harassment	50%	63%
My School strongly opposes unacceptable behaviour	45%	71%

Base: All PTO Respondents (⬛)   *Caution low base size

Fig 1.10

Career Development

Career Development	
Q30	I am provided with an annual appraisal/PDR
Q31	My annual appraisal/PDR includes discussion and clear advice regarding career progression
Q32	I am aware of what support and guidance is available to help with my career development
Q33	I am offered support and guidance (e.g. mentoring, work shadowing etc) with regards to career progression
Q34	My School supports me in my academic career
Q35	I understand the University process for applying for promotion
Q36	I understand the University criteria for applying for promotion
Q37	Decisions about appointments are made fairly irrespective of gender/ethnicity/disability/sexual orientation
Q38	Decisions about promotion/progression are made fairly irrespective of gender/ethnicity/disability/sexual orientation
Q39	The same career development opportunities are available regardless of gender/ethnicity/disability/sexual orientation
Q40	The same career development opportunities are available regardless of whether staff work part-time or flexibly
Q41	Have any of the following negatively impacted on your career development whilst you have been in the School: (select all that apply)
Q42	Have you had the option to and/or attended an internal or external career development programme since you have been in the School? (Y/N)

	Q43	Please make any comments on your experience of Career Development in the School

Table 1.10 Career Development questions

Career Development								
	Academic				PTO			
	F	**M**	**T**	**DK/PNS**	**F**	**M**	**T**	**DK/PNS**
	No. %	No. %	No. %	No.	No. %	No. %	No. %	No.
Q30	▉ ▉	▉ ▉	▉ ▉	▉	▉ ▉	▌ ▉	▉ ▉	▌
Q31	▉ ▉	▉ ▉	▉ ▉	▌	▌ ▉	▌ ▉	▉ ▉	▌
Q32	▉ ▉	▉ ▉	▉ ▉	▌	▉ ▉	▌ ▉	▉ ▉	▌
Q33	▉ ▉	▉ ▉	▉ ▉	▌	▌ ▉	▌ ▉	▌ ▉	▌
Q34	▉ ▉	▉ ▉	▉ ▉	▌	▉	▉	▉	▉
Q35	▉ ▉	▉ ▉	▉ ▉	▌	▉	▉	▉	▉
Q36	▉ ▉	▉ ▉	▉ ▉	▌	▉	▉	▉	▉
Q37	▉ ▉	▉ ▉	▉ ▉	▌	▌ ▉	▌ ▉	▉ ▉	▉
Q38	▌ ▉	▉ ▉	▉ ▉	▉	▌ ▉	▉ ▉	▉ ▉	▉
Q39	▉ ▉	▉ ▉	▉ ▉	▌	▉ ▉	▌ ▉	▉ ▉	▌
Q40	▌ ▉	▌ ▉	▉ ▉	▉	▌ ▉	▌ ▉	▌ ▉	▉

Table 1.11 Career Development % agree data

Career Development - Factors Negatively Impacting Career Development			
Q41	Academic		
	F	**M**	**T**
	No. %	No. %	No. %
Overall workload	▉ ▉	▉ ▉	▉ ▉
Quantity of teaching	▌ ▉	▌ ▉	▉ ▉
Lack of timely communication	▌ ▉	▌ ▉	▉ ▉
Lack of resources	▉ ▉	▉ ▉	▉ ▉
Lack of awareness	▌ ▉	▌ ▉	▉ ▉
Other	▌ ▉	▌ ▉	▉ ▉

Table 1.12

Career Development - Internal/External Career Development Programmes						
Q42	Academic			PTO		
	F	**M**	**T**	**F**	**M**	**T**
	No. %	No. %	No. %	No. %	No. %	No. %
Had the option and attended	▉ ▉	▉ ▉	▉ ▉	▌ ▉	▌ ▉	▉ ▉
Had the option but didn't attend	▌ ▉	▌ ▉	▌ ▉	▌ ▉	▌ ▉	▌ ▉
Did not have the option	▉ ▉	▌ ▉	▉ ▉	▉ ▉	▌ ▉	▉ ▉

Table 1.13

Career Development 1/2 - Academic Staff

% Agree

	F	M
I am provided with an annual appraisal/PDR	81%	79%
My annual appraisal/PDR includes discussion and clear advice regarding career progression	52%	52%
I am aware of what support and guidance is available to help with my career development	61%	55%
I am offered support and guidance (e.g. mentoring, work shadowing opportunities etc) with regards to career development	44%	52%
My School supports me in my academic career	50%	59%

Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: All Academic Respondents (█)

Fig 1.11

Career Development 2/2 - Academic Staff

% Agree

	F	M
I understand the University process for applying for promotion	65%	61%
I have a clear understanding of the University criteria for applying for promotion	58%	46%
Decisions about appointments are made fairly irrespective of gender/ethnicity/disability/sexual…	56%	46%
Decisions about promotion/progression are made fairly irrespective of gender/ethnicity/disability/sexual…	35%	48%
The same career development opportunities are available regardless of…	38%	62%
The same career development opportunities are available regardless of whether staff work part-time or…	32%	36%

Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: All Academic Respondents (█)

Fig 1.12

Career Development 1/2 - PTO

% Agree

	F	M*
I am provided with an annual appraisal/PDR	57%	25%
My annual appraisal/PDR includes discussion and clear advice regarding career progression	41%	13%
I am aware of what support and guidance is available to help with my career development	**57%**	13%
I am offered support and guidance (e.g. mentoring, work shadowing opportunities etc) with regards to career development	23%	25%

Data bars:
- I am provided with an annual appraisal/PDR: 10, 39, 6, 19, 26
- My annual appraisal/PDR includes discussion and clear advice regarding career progression: 7, 27, 23, 7, 37
- I am aware of what support and guidance is available to help with my career development: 10, 35, 13, 23, 19
- I am offered support and guidance (e.g. mentoring, work shadowing opportunities etc) with regards to career development: 6, 16, 23, 19, 32

% Respondents

Legend: Strongly agree · Agree · Neither agree nor disagree · Disagree · Strongly disagree

Base: All PTO Respondents (■)   *Caution low base size

Fig 1.13

Career Development 2/2 - PTO

% Agree

	F	M*
Decisions about appointments are made fairly irrespective of gender/ethnicity/disability/sexual orientation/caring responsibilities	53%	50%
Decisions about promotion/progression are made fairly irrespective of gender/ethnicity/disability/sexual orientation/caring responsibilities	53%	50%
The same career development opportunities are available regardless of gender/ethnicity/disability/sexual orientation/caring responsibilities	59%	43%
The same career development opportunities are available regardless of whether staff work part-time or flexibly	43%	43%

Data bars:
- Decisions about appointments are made fairly irrespective of gender/ethnicity/disability/sexual orientation/caring responsibilities: 10, 43, 38, 10
- Decisions about promotion/progression are made fairly irrespective of gender/ethnicity/disability/sexual orientation/caring responsibilities: 10, 43, 29, 5, 14
- The same career development opportunities are available regardless of gender/ethnicity/disability/sexual orientation/caring responsibilities: 4, 50, 17, 17, 13
- The same career development opportunities are available regardless of whether staff work part-time or flexibly: 5, 38, 19, 14, 24

% Respondents

Legend: Strongly agree · Agree · Neither agree nor disagree · Disagree · Strongly disagree

Base: All PTO Respondents (■)   *Caution low base size

Fig 1.14

Wellbeing

Wellbeing	
Q44	My mental health and/or wellbeing are supported in my School
Q45	I know where to seek support for mental health and/or wellbeing at work
Q46	I feel confident asking for mental health and/or wellbeing support at work
Q47	What kind of impact does your current workload have on your wellbeing/mental health: scale of 1 to 10 (1 negative, 10 positive)
Q48	Please make any comments on your experience of Wellbeing related matters in the School

Table 1.14 Wellbeing questions

Wellbeing														
	Academic								**PTO**					
	F		**M**		**T**		**DK/PNS**		**F**		**M**		**T**		**DK/PNS**
	No.	%	No.	%	No.	%	No.		No.	%	No.	%	No.	%	No.
Q44	■	■	■	■	■	■	■		■	■	■	■	■	■	■
Q45	■	■	■	■	■	■	■		■	■	■	■	■	■	■
Q46	■	■	■	■	■	■	■		■	■	■	■	■	■	■

Table 1.15 Wellbeing % agree data
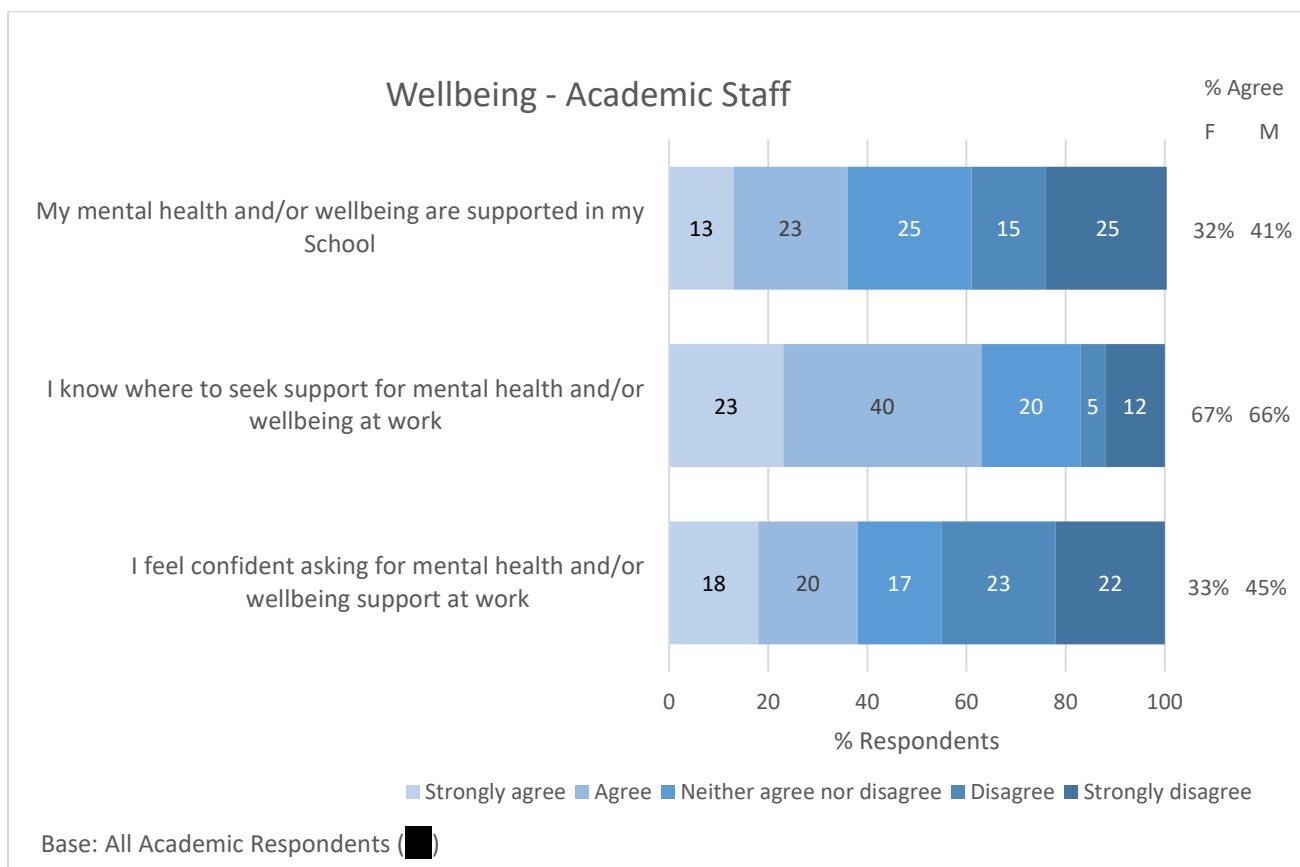
Fig 1.15
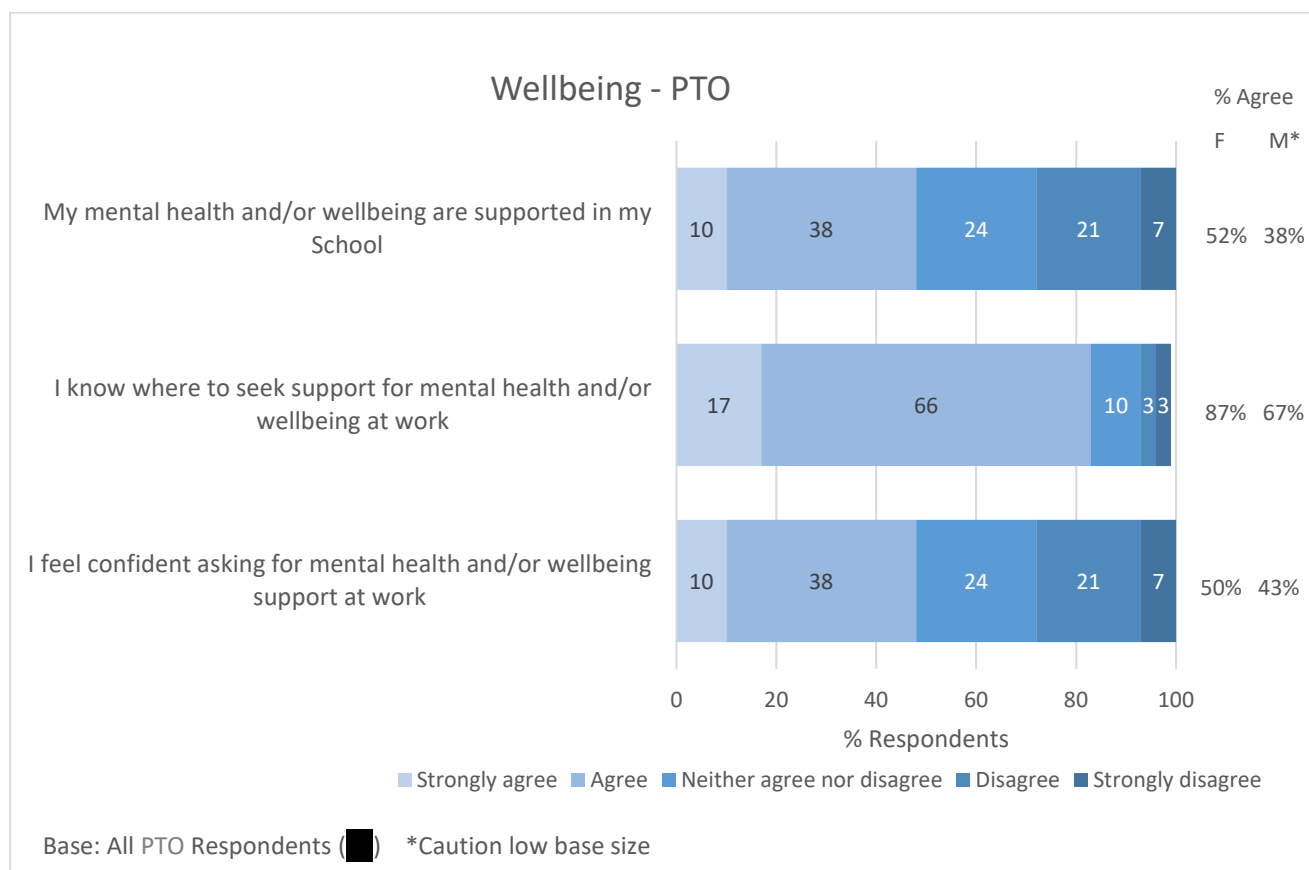
Fig 1.16

Student Survey November 2023

Technical notes:

All data includes respondents who could or chose to answer each question.

Student Survey Data Tables show % and number agreeing (including agree and strongly agree), disaggregated by sex (female (F), male (M) and total (T)). The number of respondents who 'didn't know' or 'preferred not to say' is also shown denoted by 'DK/PNS'.

Student Survey Charts show % agree/disagree (Likert scale) for all students. Responses disaggregated by sex show % agree (includes agree and strongly agree). 'PNS' denotes respondents who prefer not to disclose their sex or level of study. Figures in **bold** indicate a statistically significant difference between female and male respondents.

Level of Study	Sex		
	Female	**Male**	**PNS**
UG	▇	▇	▌
PGT	▇	▇	▌
PGR	▇	▌	▌
PNS	▌	▌	▌
Total	▇	▇	▌

Table 2.1 Respondent Overview

Gender Equality

Gender Equality	
Q1	Staff within the School are open, friendly and welcoming to all genders
Q2	Other students within the School are open, friendly and welcoming to all genders
Q3	The University environment as a whole is open, friendly and welcoming to all genders
Q4	Students are given equal opportunities to represent the School/Course irrespective of gender (e.g. as student reps, at School events etc.)
Q5	I feel like my gender identity is recognised in the School
Q6	There is sufficient support, guidance and flexibility in the School around childcare (including pregnancy, new parents, and adoption)
Q7	The School promotes role models to reflect gender equality within Teaching and Learning activities (e.g. reading lists, research seminars, public lectures and workshops)
Q8	The School promotes role models to reflect gender equality within Recruitment activities (e.g. Open Days)
Q9	The School promotes role models to reflect gender equality within Marketing activities (e.g. website, social media)
Q10	I have sufficient opportunity to put forward views, ideas and concerns about gender equality within the School

Table 2.2 Gender Equality questions

Gender Equality	F		M		T		DK/PNS
	No.	%	No.	%	No.	%	No.
Q1	■	■	■	■	■	■	▌
Q2	▪	■	▪	■	▪	■	▌
Q3	▪	■	▪	■	▪	■	▌
Q4	▪	■	▪	■	▪	■	▌
Q5	▪	■	▪	■	▪	■	■
Q6	▪	■	▪	■	▪	■	■
Q7	▪	■	▪	■	▪	■	■
Q8	▪	■	▪	■	▪	■	■
Q9	▪	■	▪	■	▪	■	■
Q10	▪	■	▪	■	▪	■	■

Table 2.3 Gender Equality % agree data
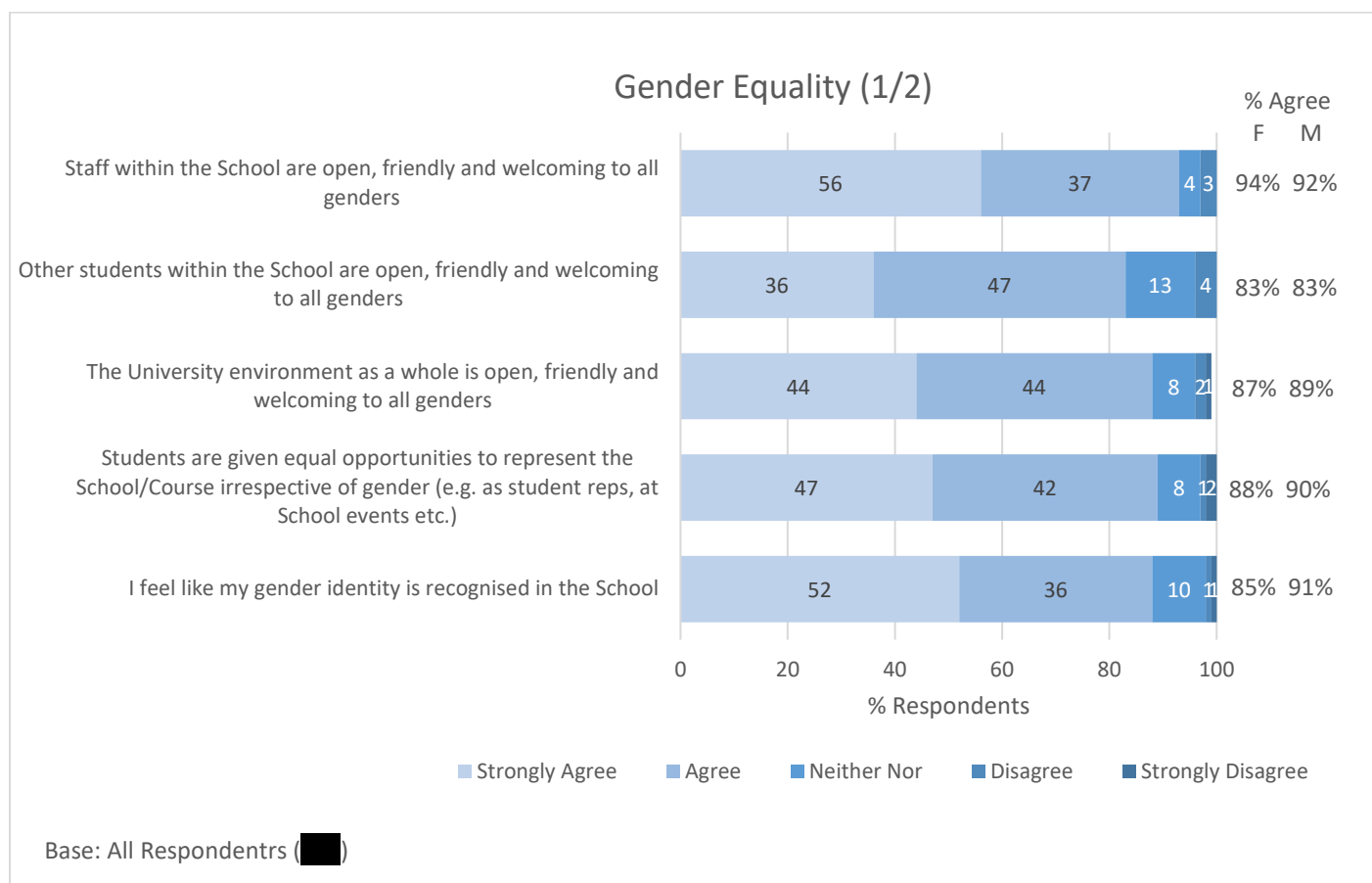
Fig 2.1
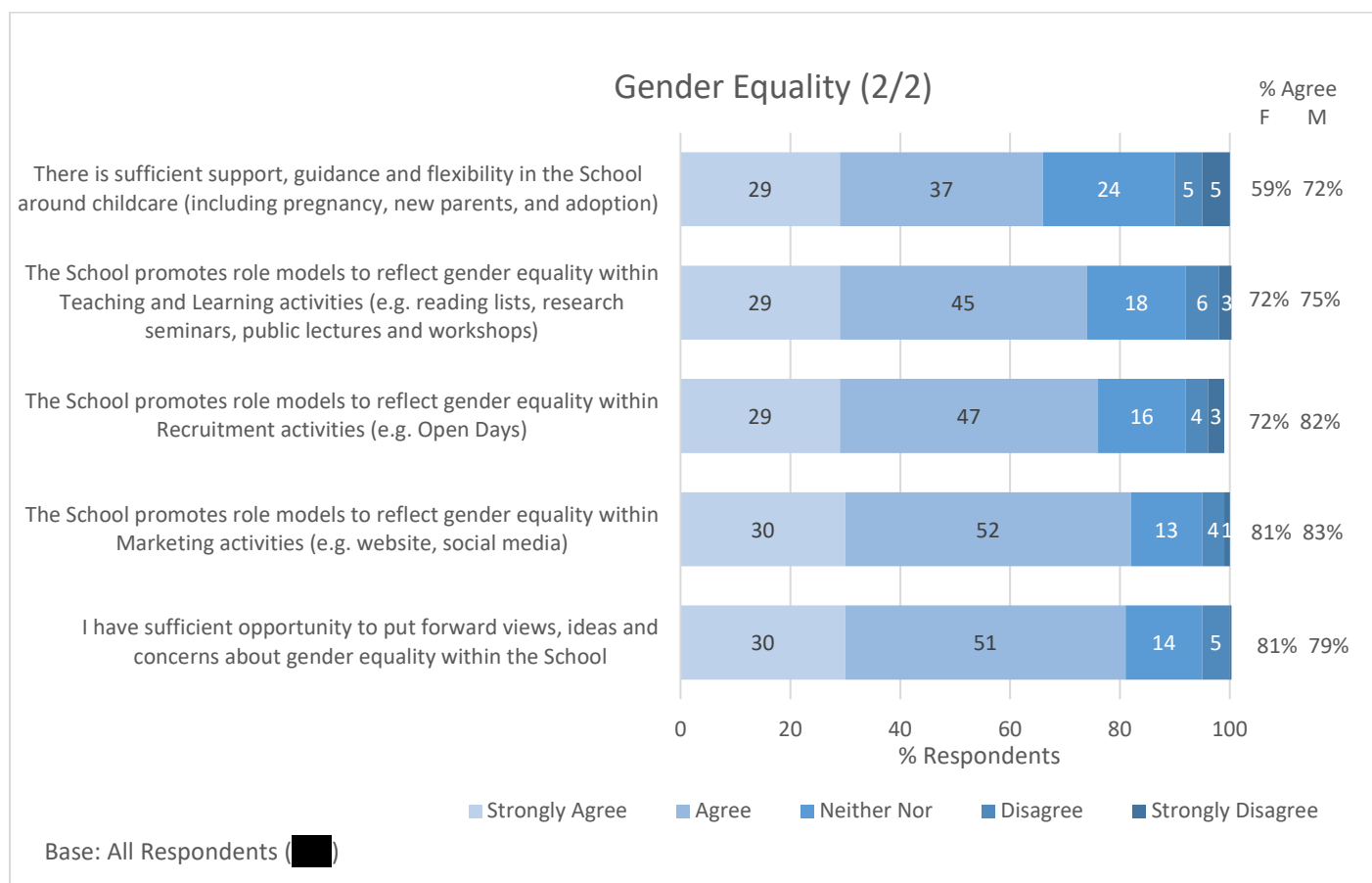
Fig 2.2

Inclusive Curriculum	
Q11	We have discussions about gender diversity and explore the impact of gender within the subject discipline, the industry and/or society
Q12	We are encouraged to have an awareness of issues relating to race, ethnicity, gender, sexuality, disability, nationality, culture and class
Q13	Tutors create spaces for students of all backgrounds and identities to share their personal experiences and views, and how these relate to the subject or discipline

Table 2.4 Inclusive Curriculum questions

Inclusive Curriculum	F		M		T		DK/PNS
	No.	%	No.	%	No.	%	No.
Q11	■	■	■	■	■	■	■
Q12	■	■	■	■	■	■	■
Q13	■	■	■	■	■	■	■

Table 2.5 Inclusive Curriculum % often/always, sometimes data
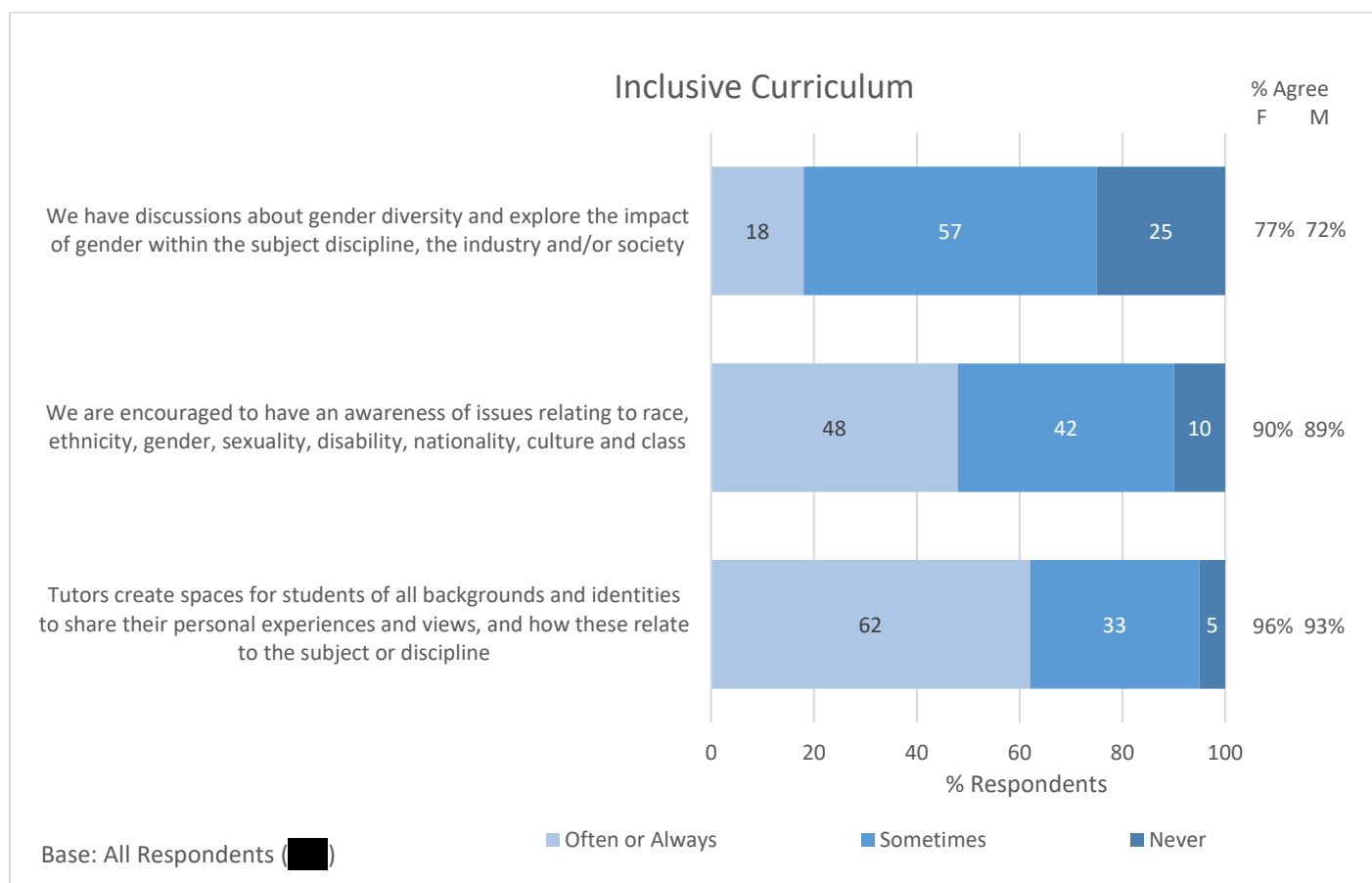
Fig 2.3

Bullying and Harassment	
Q14	I have experienced or witnessed bullying and/or harassment in the School in the past 12 months
Q15	I know how to report bullying and/or harassment
Q16	I am satisfied with how bullying and harassment are addressed in the School

Table 2.6 Bullying and Harassment questions

Bullying and Harassment							
	F		M		T		DK/PNS
	No.	%	No.	%	No.	%	No.
Q14	■	■	■	■	■	■	■
Q15	■	■	■	■	■	■	■
Q16	■	■	■	■	■	■	■

Table 2.7 Bullying and Harassment % agree data

Bullying and Harassment

	% Agree F	% Agree M
I have experienced or witnessed bullying and/or harassment in the School in the past 12 months	13%	12%
I know how to report bullying and/or harassment	**58%**	74%
I am satisfied with how bullying and harassment are addressed in the School	**46%**	70%

Strongly Agree | Agree | Neither Nor | Disagree | Strongly Disagree

Base: All Respondents (■■■)
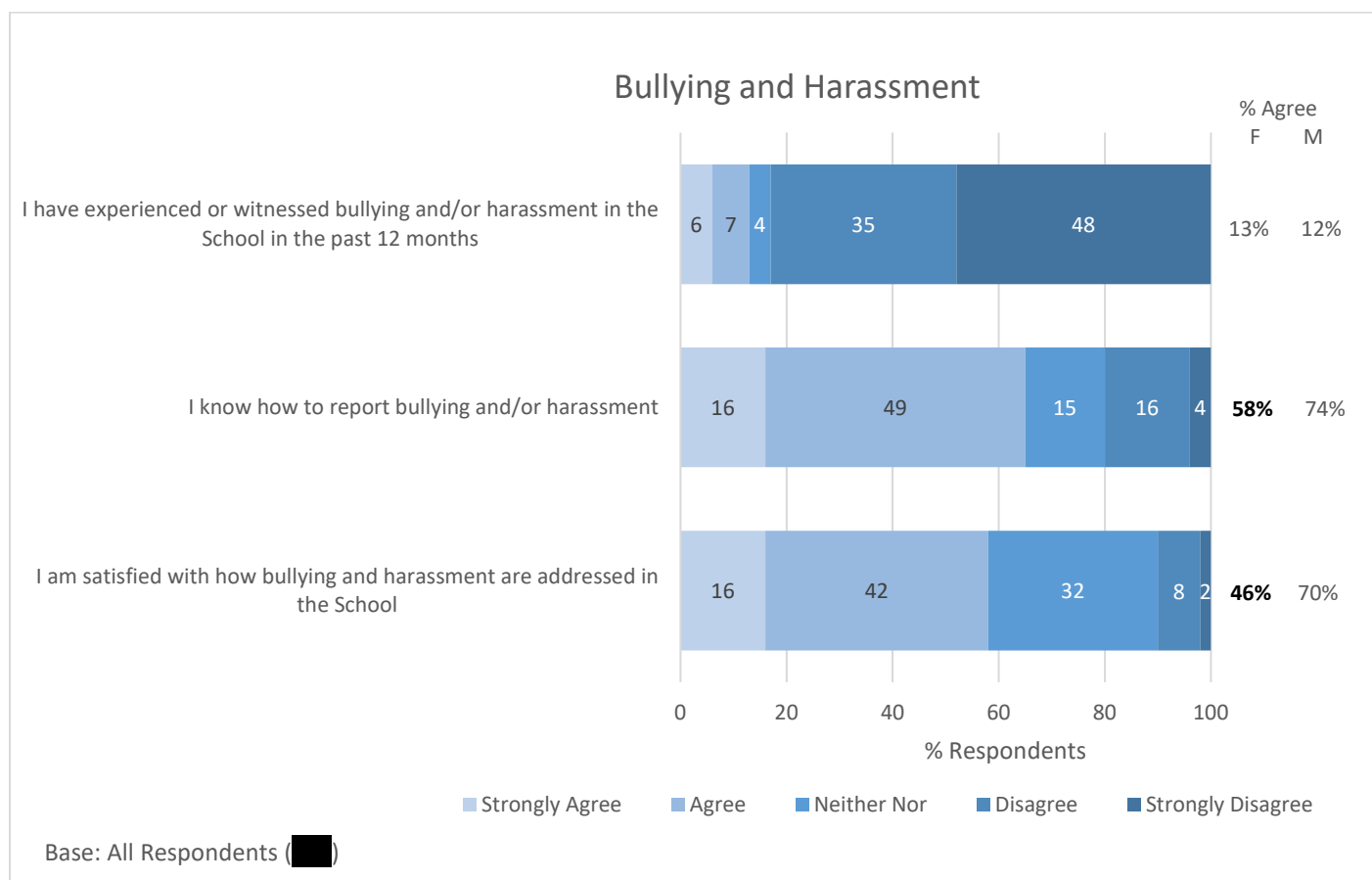
Fig 2.4

Careers	
Q17	I have received sufficient advice and guidance regarding careers
Q18	*I have received sufficient advice and guidance about post graduate study
Q19	**I have received sufficient advice and guidance about pursuing a career as an academic

Table 2.8 Careers questions

Careers	F		M		T		DK/PNS
	No.	%	No.	%	No.	%	No.
Q17	■	■	■	■	■	■	■
*Q18	■	■	■	■	■	■	■
**Q19	▌	■	▌	■	■	■	▌

Table 2.9 Careers % agree data

*Base: Undergraduate students **Base: PGT and PGR students

Careers

					% Agree
					F M

I have received sufficient advice and guidance regarding careers — 33 | 14 | 24 | 24 | 5 — 57% 68%

*I have received sufficient advice and guidance about post graduate study — 14 | 5 | 24 | 52 | 5 — **34%** 57%

**I have received sufficient advice and guidance about pursuing a career as an academic — 33 | 14 | 24 | 24 | 5 — 46% 50%

% Respondents

All respondents (■■■)
All UG (■■)

■ Strongly Agree ■ Agree ■ Neither Nor ■ Disagree ■ Strongly Disagree

Fig 2.5

Appendix 2: Data Tables

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

Staff Data 2020/21 – 2022/23

Benchmarking data has been taken from HESA https://www.hesa.ac.uk/services/heidi-plus.

Please note, due to the delay in the release of HESA data for 22/23, it has not been possible to include 22/23 data in this application. 2021/22 data has been used in place of 22/23 data.

Figures show equivalent groupings where possible (e.g. at School and Subject area levels), see table x below for details.

Department	Benchmark Cost Centres
Design & The Built Environment (D&BE)	Architecture, BE & Planning Art & Design
Music & Design Arts (M&DA)	Music, Dance, Drama & Performing Arts Art & Design
Communication & Humanities (C&H)	English Language & Literature History Media Studies Music, Dance, Drama & Performing Arts

Table 3.1. Cost Centre Benchmark mapping to current department structure in SAH

Benchmarking figures are shown in the tables in *grey italics*. Where there is a significant difference between the benchmark and the School data, the benchmark figure will be underlined.

In order to avoid data suppression, where possible data has been grouped either by grade or across years. Where data controls have been applied (counts are <=5) the data is represented by '!'.

Position	Grade
Research Assistant (RA)	6
Lecturer (Lec) / Research Fellow (RF)	7
Senior Lecturer (SL) / Senior Research Fellow (SRF)	8
Reader/Principal Research Fellow (PRF) /Principal Enterprise Fellow (PEF)	9
Professor (Prof) / Head of Department (HoD)	10 / Band 2

Table 3.2. Grade structure for academic and research positions in the School.

Academic Staff by Grade and Department
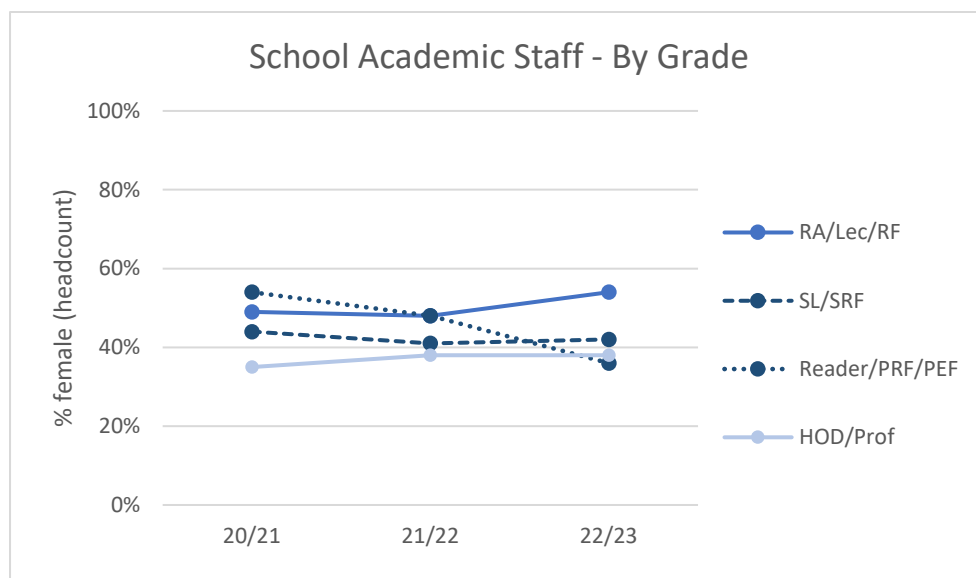
Figure 3.1. Percentage of female academic staff by grade.

Grade	School	2020/21		2021/22		2022/23	
		F : M	F%	F : M	F%	F : M	F%
6 & 7	RA/Lec/RF	■	■	■	■	■	■
8	SL/SRF	■	■	■	■	■	■
9	Reader/PRF/PEF	■	■	■	■	■	■
10/Band 2	HOD/Prof	■	■	■	■	■	■
	Total	■	■	■	■	■	■
			46%		*46%*		*46%*

Table 3.3. Headcount ratio and female percentage of academic staff by grade
(Benchmark in grey italics - Source: HEIDI Plus - HESA Staff FTE).

Departments	2020/21		2021/22		2022/23	
	F : M	F%	F : M	F%	F : M	F%
D&BE	■	■	■	■	■	■
M&DA	■	■	■	■	■	■
C&H	■	■	■	■	■	■
Total	■	■	■	■	■	■
		46%		*46%*		*46%*

Table 3.4. Headcount ratio and female percentage of academic staff by department

School Progression Pipelines
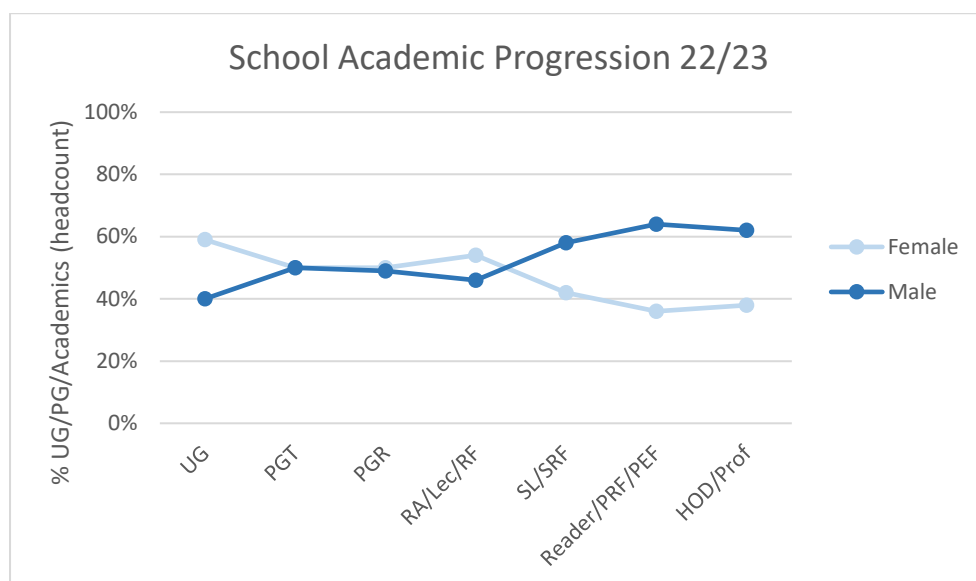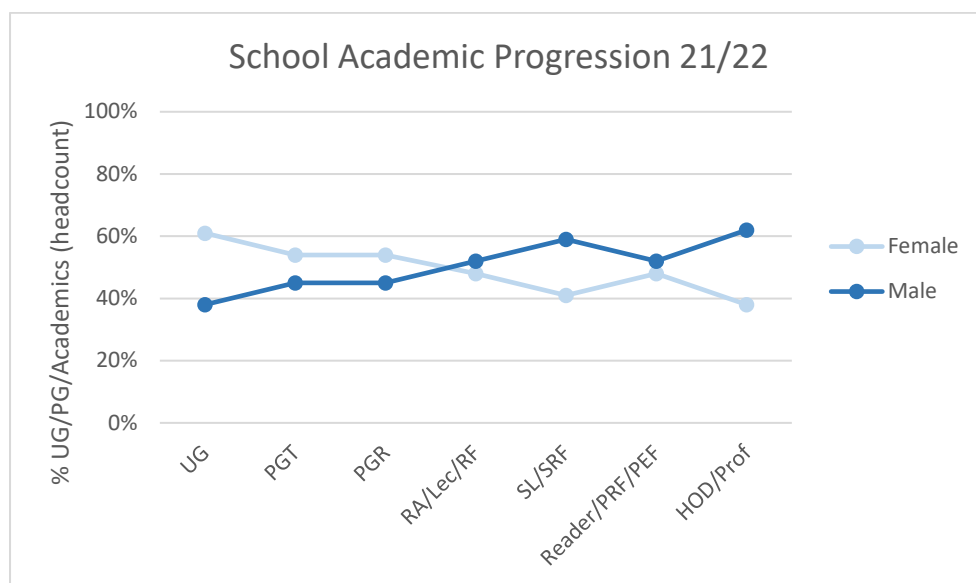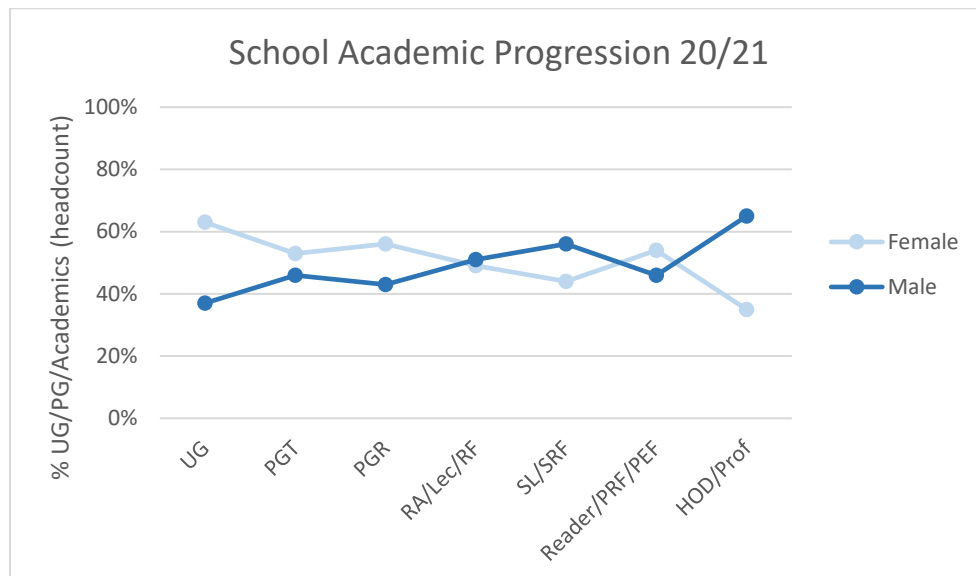
Figures 3.2 - 3.4. Progression pipelines by academic year from 2020 - 2023.

D&BE – Academic Staff by Grade and Progression Pipeline

Grade	D&BE	2020 - 2023 Combined	
		F : M	**F%**
6 & 7	RA/Lec/RF	■	■
8	SL/SRF	■	■
9+	HOD/Prof /Reader/PRF/PEF	■	■
		■	■
			45%

Table 3.5. Headcount number and percentage of staff by grade in D&BE

(Benchmark in grey italics - Source: HEIDI Plus - HESA Staff FTE).

Individuals on the same grade across the reporting period are counted once (those on different contracts types over the reporting period are counted per contract type)
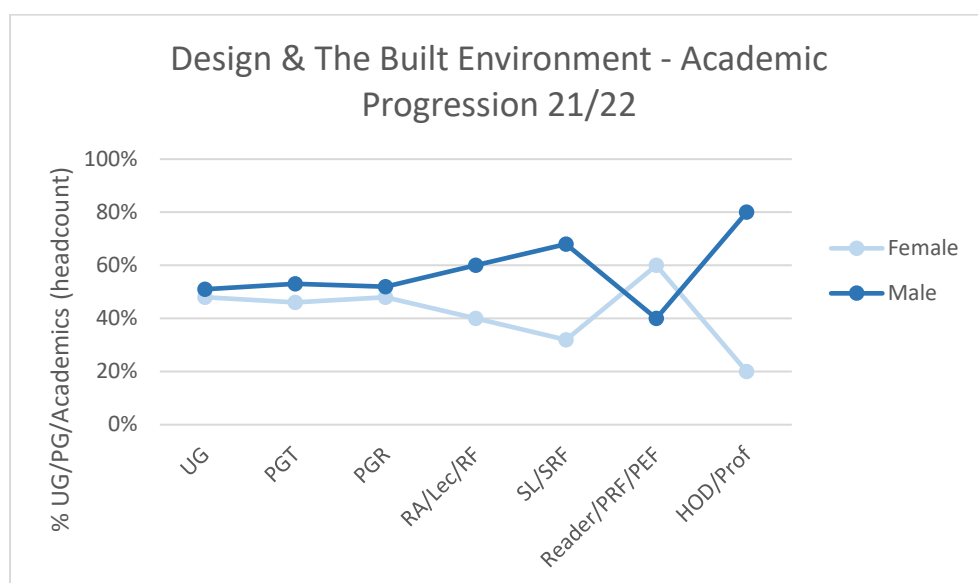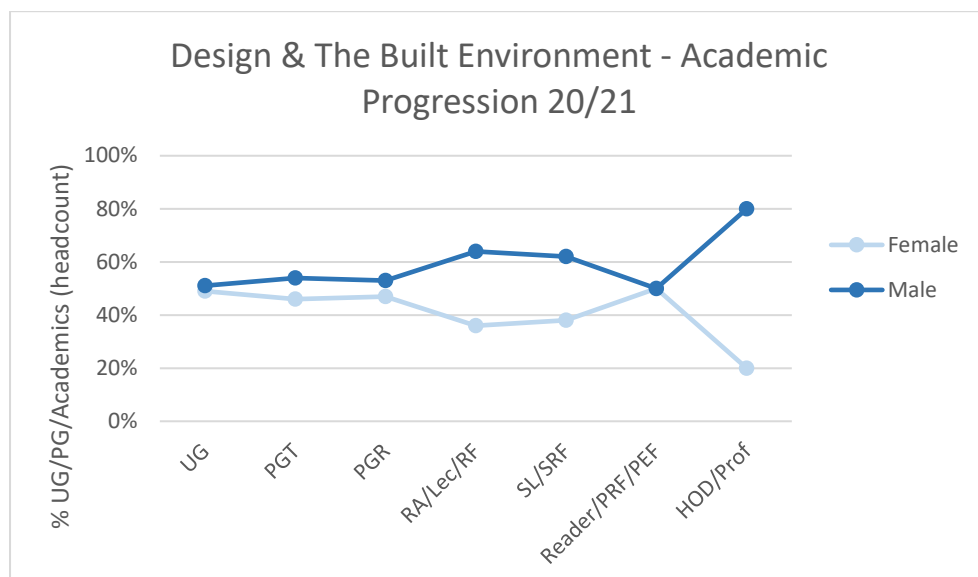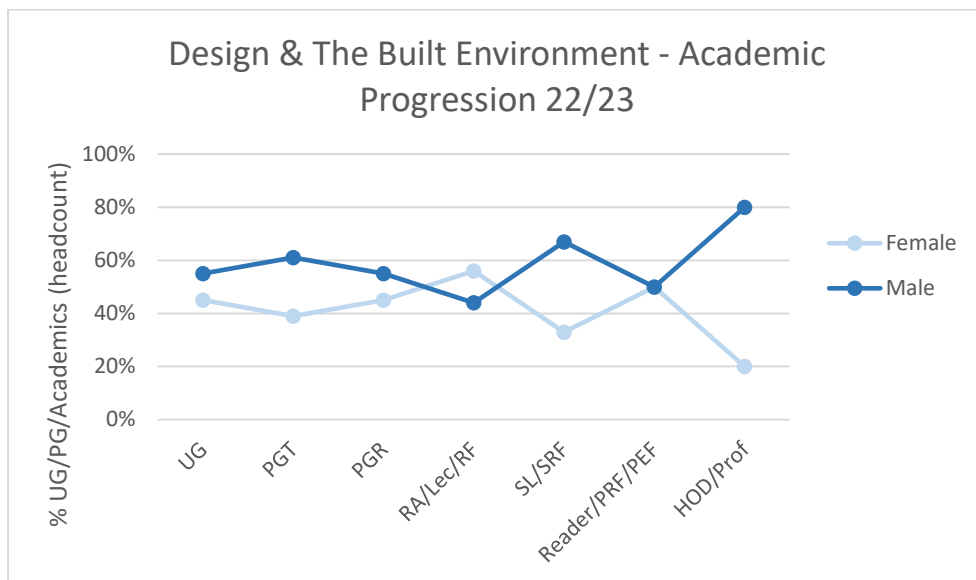
Figures 3.5 - 3.7. Progression pipelines by year for D&BE

M&DA – Academic Staff by Grade and Progression Pipeline

Grade	M&DA	2020 - 2023 Combined	
		F : M	F%
6 & 7	Lec/RF	▮	▮
8	SL/SRF	▮	▮
9+	HOD/Prof Reader/PRF/PEF	▮	▮
		▮	▮
			48%

Table 3.6 Headcount number and percentage of staff by grade in M&DA

(Benchmark in grey italics - Source: HEIDI Plus - HESA Staff FTE).

Individuals on the same grade across the reporting period are counted once (those on different contracts types over the reporting period are counted per contract type)

Music & Design Arts - Academic Progression 20/21

Music & Design Arts - Academic Progression 21/22

Music & Design Arts - Academic Progression 22/23
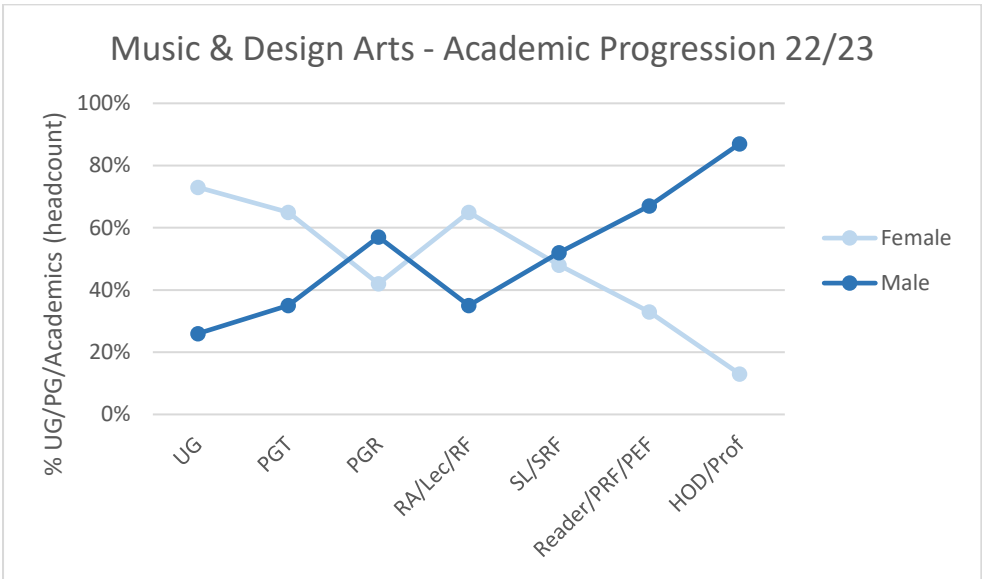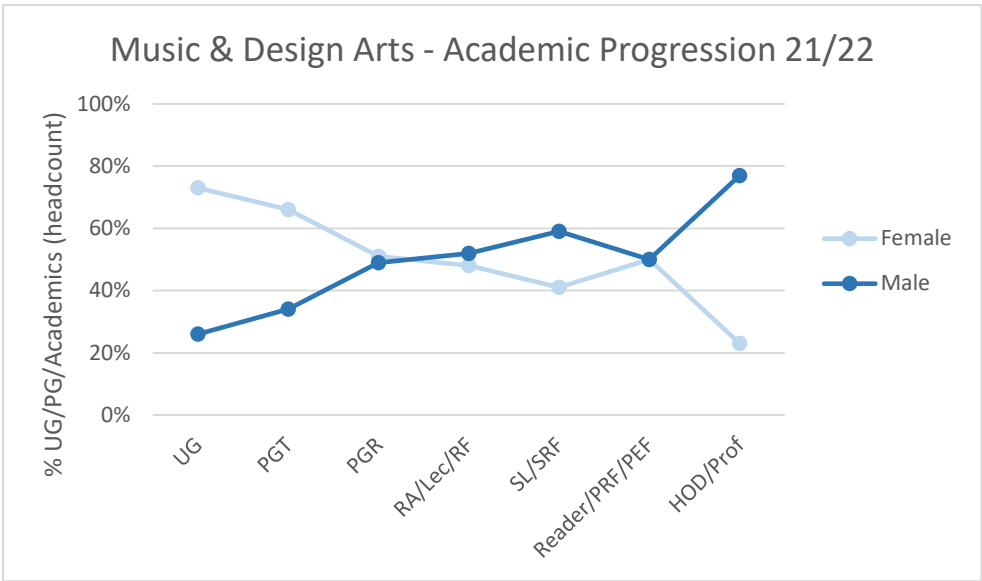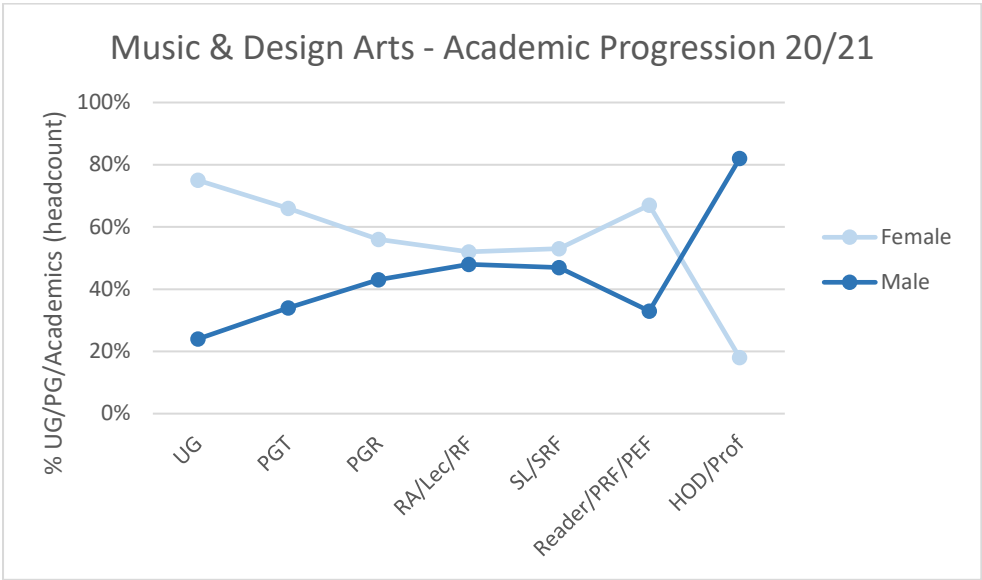
Figures 3.8 – 3.10. Progression pipelines by year for M&DA

C&H – Academic Staff by Grade and Progression Pipeline

Grade	C&H	2020 - 2023 Combined	
		F : M	**F%**
6 & 7	Lec/RF	██	██
8	SL/SRF	██	██
9 +	HOD/Prof/Reader/PRF/PEF	██	██
		██	██
			46%

Table 3.7. Headcount number and percentage of staff by grade in C&H

(Benchmark in grey italics - Source: HEIDI Plus - HESA Staff FTE)

Individuals on the same grade across the reporting period are counted once (those on different contracts types over the reporting period are counted per contract type)
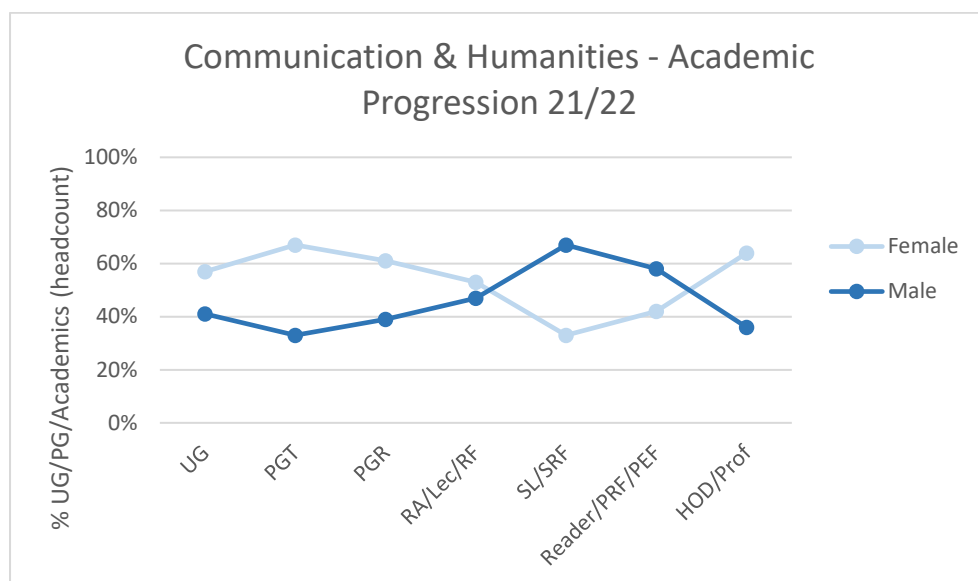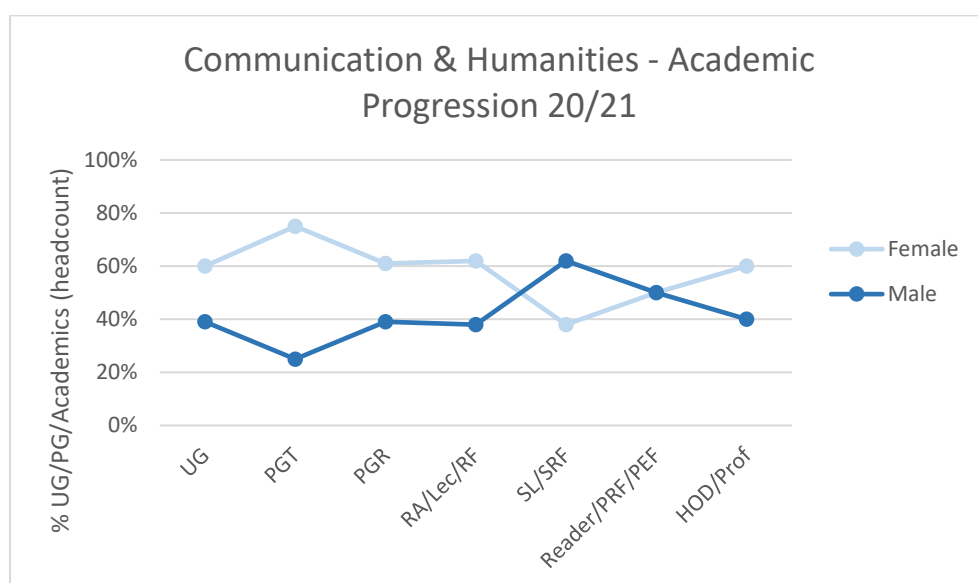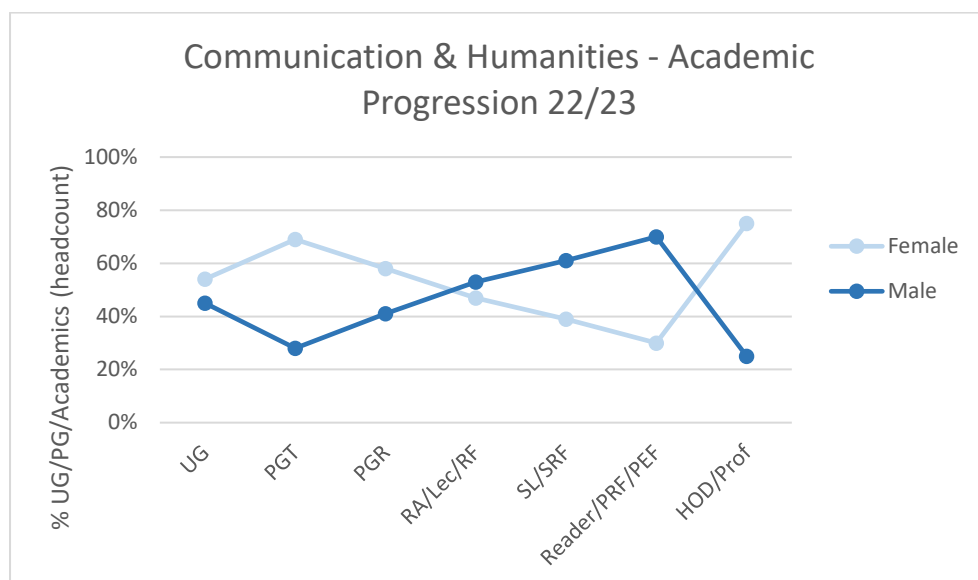
Figures 3.11 - 3.13. Progression pipelines by year for C&H

Academic Contract Type at School Level and by Department & Grade

Academic Contract Type	20/21		21/22		22/23	
	F : M	F% : M%	F : M	F% : M%	F : M	F% : M%
Fixed Term	■	■	■	■	■	■
Permanent	■	■	■	■	■	■
Total	■		■		■	

Table 3.8. Headcount number and female and male percentage by Academic Contract Type across the School 20/21 – 22/23
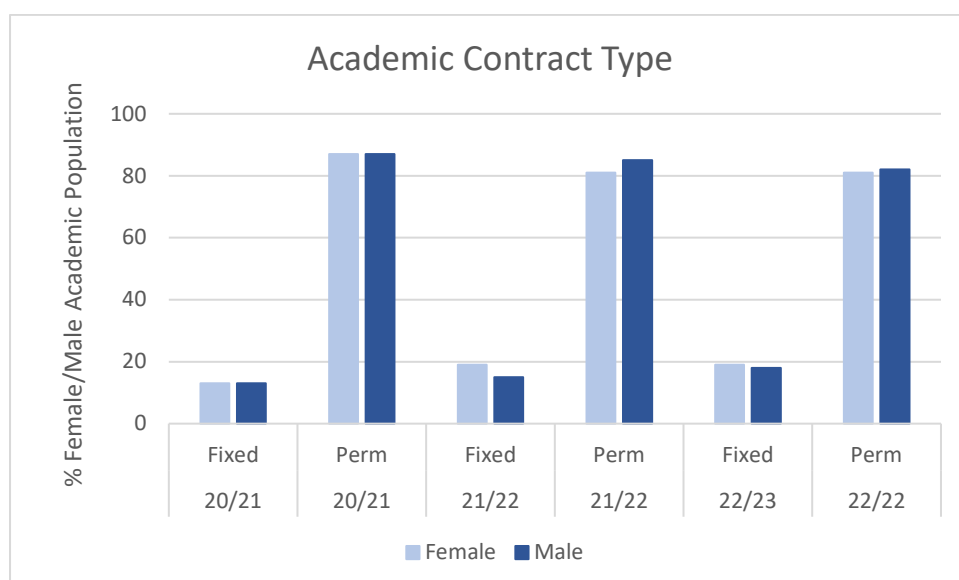
Figure 3.14. Proportion of contract types across the School by gender.

Dept	Academic Contract Type	2020 - 2023 combined*	
		F : M	F% : M%
D&BE	Fixed Term	▓	▓
	Permanent	▓	▓
M&DA	Fixed Term	▓	▓
	Permanent	▓	▓
C&H	Fixed Term	▓	▓
	Permanent	▓	▓

*Table 3.9. Headcount number and percentage of males and females by Academic Contract Type and department 20/21 – 22/23 (*combined data shown for 20/21 - 22/23 due to low numbers)*

Grade	Academic Contract Type	2020 - 2023 combined*	
		F : M	F% : M%
6 & 7	Fixed Term	▓	▓
	Permanent	▓	▓
8	Fixed Term	▓	▓
	Permanent	▓	▓
9+	Fixed Term	▓	▓
	Permanent	▓	▓
Total	**Fixed Term**		▓
	Permanent		▓

Table 3.10. Contract type by headcount ratio and female and male percentage by grade.

*(*combined data shown for 20/21 - 22/23 due to low numbers)*

Academic Contract Function	2020/21		2021/22		2022/23	
	F : M	F%	F : M	F%	F : M	F%
Academic (Teaching)	▓	▓	▓	▓	▓	▓
Academic (Research)	▓	▓	▓	▓	▓	▓

Table 3.11. Academic Contract Function by headcount ratio and female percentage.

PTO Staff Job Family, Grade and Contract Type

PTO (Job Family)	2020/21		2021/22		2022/23	
	F : M	F%	F : M	F%	F : M	F%
Administrative	▓	▓	▓	▓	▓	▓
Technician	▓	▓	▓	▓	▓	▓
Total		▓		▓		▓

Table 3.12. PTO Staff headcount ratio and female percentage by Job Family.
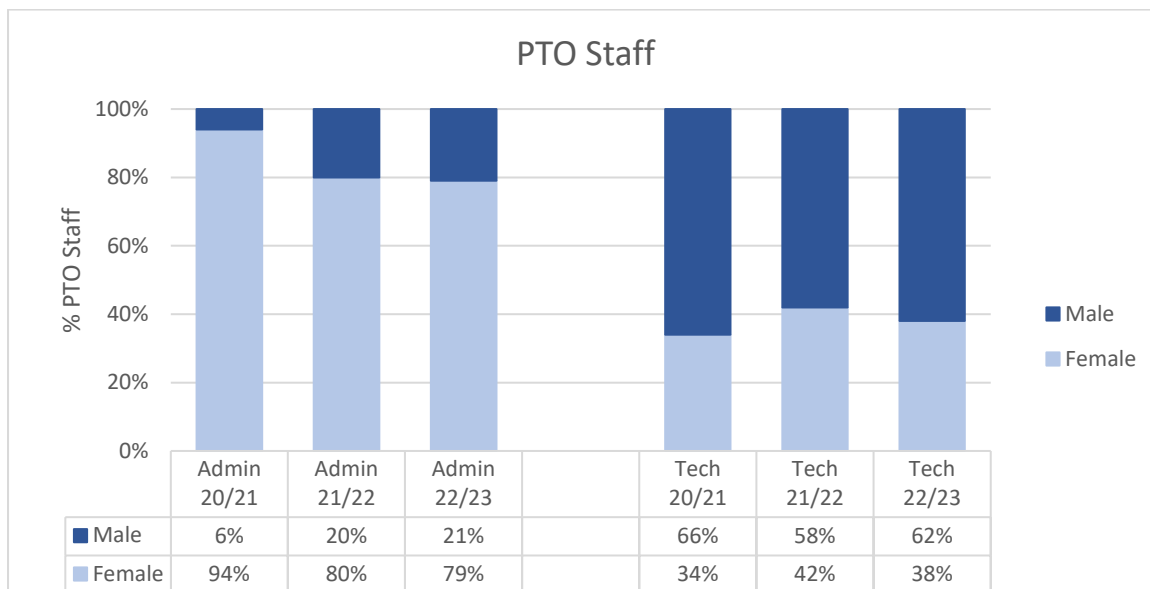
Figure 3.15. Proportion of PTO Job Family across the School by gender.

PTO Staff	Admin 20/21	Admin 21/22	Admin 22/23	Tech 20/21	Tech 21/22	Tech 22/23
Male	6%	20%	21%	66%	58%	62%
Female	94%	80%	79%	34%	42%	38%

PTO (Grade & Job Family)	2020 – 2023 Combined*	
	F : M	F%
Grade 4 - 5		
Administrative	▮	▮
Technician	▮	▮
Grade 6 - 9		
Administrative	▮	▮
Technician	▮	▮

Table 3.13. PTO Staff headcount ratio and female percentage by Job Family and grade.
(*combined data shown for 20/21 - 22/23 due to low numbers)

Grade	PTO (School)	2020 – 2023 Combined	
		F : M	F% : M%
4 - 5	Fixed Term	▮	▮
	Permanent	▮	▮
6 - 9	Fixed Term	▮	▮
	Permanent	▮	▮

Table 3.14. PTO Staff headcount ratio and female percentage by contract type and grade.
(*combined data shown for 20/21 - 22/23 due to low numbers)

School-Wide Flexible Working Requests

Flexible Working School	20/21 – 22/23 Combined	
	F : M	F%
Requested	██████	████
Accepted	██████	████

Figure 3.15. Academic and PTO Staff headcount ratio and female percentage by Flexible working - requests and accepts.

The majority of male requests were from academics. Female requests were split equally between academic and PTO staff.

Academic Promotions by Grade

Academics Grade	Promotions	20/21 – 22/23 Combined	
		F : M	F : M
Grade 6 – 8 (Within School)	Promotions (All applied successful)	████████	████████
		████	████
Grade 9 + (Conferment)	Applied	████████	██████████
	Successful	████████	███████
	% Successful	████████	

Table 3.16. Academic Staff percentage grade 6-8 promotions and grade 9+ applied and successful promotions; and percentage of promotions from eligible pool, by sex, data combined for 20/21 to 22/23 due to low numbers.

Academic Recruitment
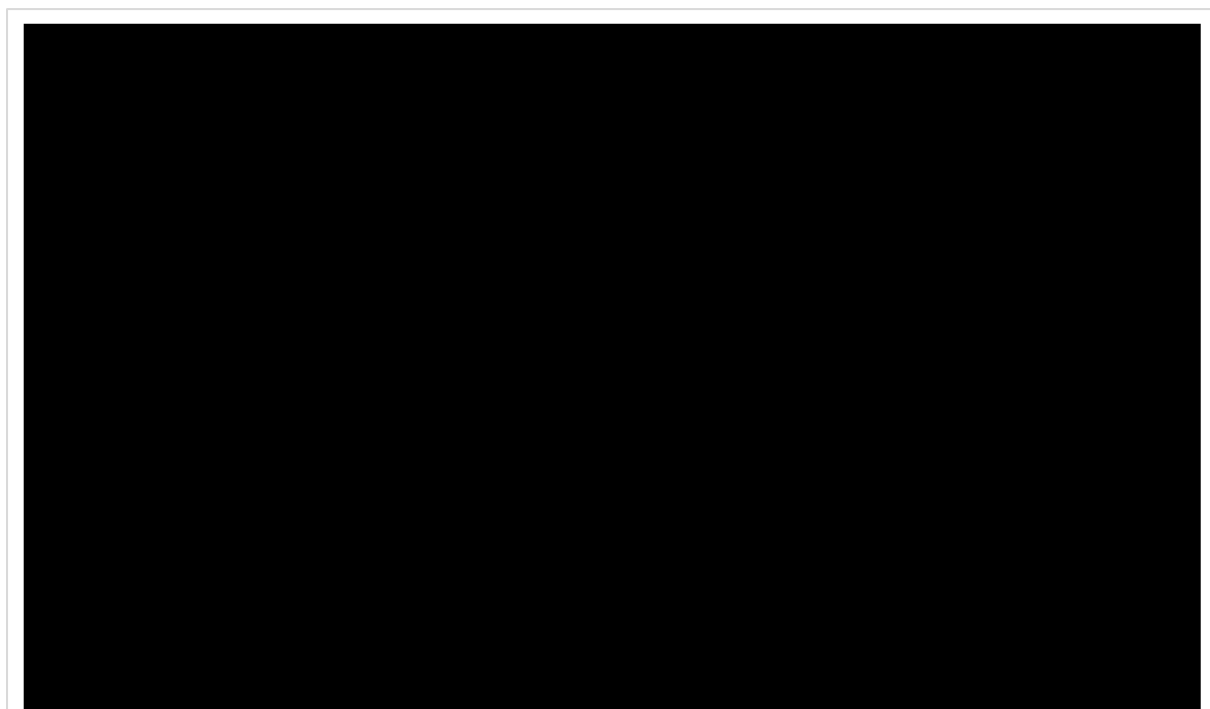
Figure 3.16. Percentage of female Academic staff applications, shortlisted and appointments and total number of Academic appointments 20/21 – 22/23.

Year	Academic Grade	Applied		Shortlisted		Appointed		Success Rate
		F : M	F%	F : M	F%	F : M	F%	F : M
20/21 – 22/23	6 & 7	■	■	■	■	■	■	■
	8 +	■	■	■	■	■	■	■

Table 3.17. Headcount of Academic staff applied, shortlisted and appointed by grade combined data 20/21 – 22/23 due to low numbers.

PTO Recruitment
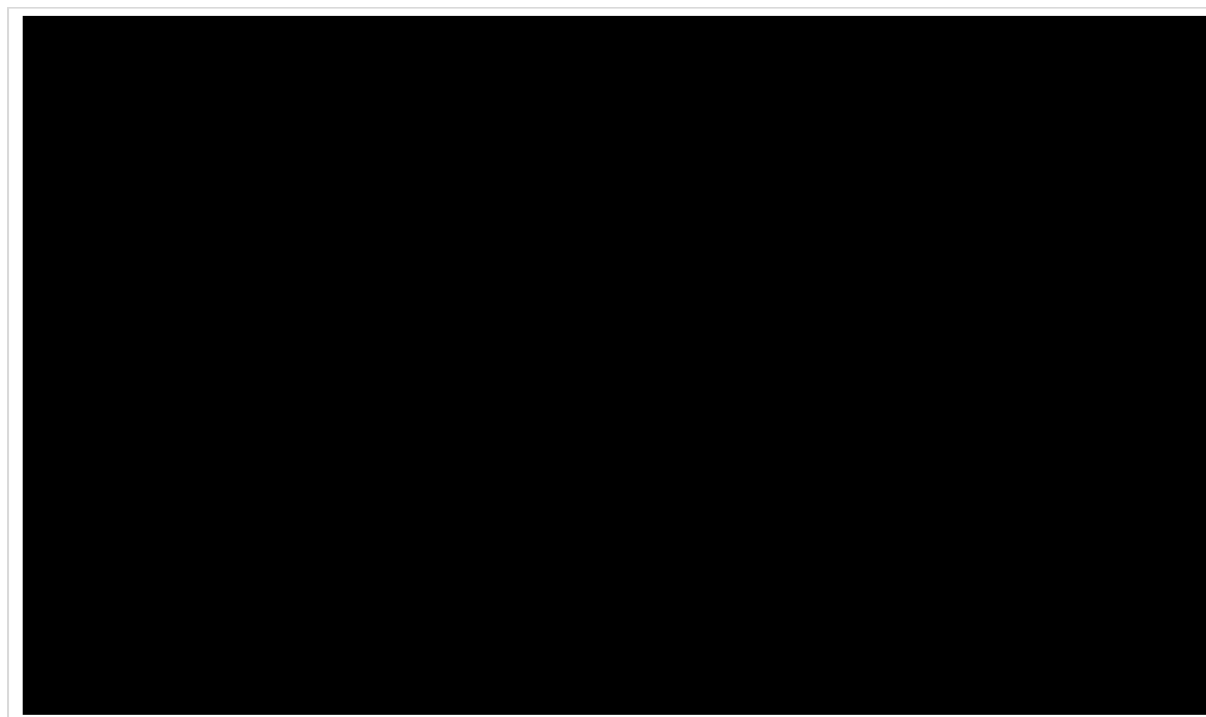
Figure 3.17. Percentage of female PTO staff applied, shortlisted and appointed and total number of PTO appointments 20/21 – 22/23.

Year	PTO Grade	Applied		Shortlisted		Appointed		Success Rate
		F : M	F%	F : M	F%	F : M	F%	F : M
20/21 to 22/23	5 and below	■	■	■	■	■	■	■
	6 and above	■	■	■	■	■	■	■
	Total		■		■		■	■

Table 3.18. Headcount of PTO staff applied, shortlisted and appointed by grade combined data 20/21 – 22/23 due to low numbers.

Academic and PTO Staff Training

Academic Staff Training	20/21		21/22		22/23	
	F : M	F%: M%	F : M	F%	F : M	F%
Completed Training	■	■	■	■	■	■

Table 3.19. Headcount of Academic staff completing training and percentage of all females completing training versus all males 20/21 – 22/23.

PTO Staff Training	20/21		21/22		22/23	
	F : M	F% : M%	F : M	F%	F : M	F%
Completed Training	■	■	■	■	■	■

Table 3.20. Headcount of PTO staff completing training and percentage of all females completing training versus all males 20/21 – 22/23.

VSS/Compulsory Redundancies/Organic – Summer 2023 (not included in 22/23 data)

Academic Leavers by Grade and Department

Academic Grade	VSS & Compulsory Redundancy		Organic		Total Summer Leavers
	F : M	F%	F : M	F%	F%
Grade 6 - 8	■	■	■	■	■
Grade 9 +	■	■	■	■	■
Total		■		■	■

Table 3.21. Headcount and percentage female of Academic staff who left in Summer 2023 through VSS, Compulsory Redundancy or Organically, by grade.

Grade	School	2020/21		2021/22		2022/23		2022/23 (Post Summer)	
		F : M	F%	F : M	F%	F : M	F%	F : M	F%
6 & 7	Lec/RF	■	■	■	■	■	■	■	■
8	SL/SRF	■	■	■	■	■	■	■	■
9	Reader/PRF/PEF	■	■	■	■	■	■	■	■
10/Band 2	HOD/Prof	■	■	■	■	■	■	■	■
	Total		■ *46%*		■ *46%*		■ *46%*		■ *46%*

Table 3.22. Headcount ratio and female percentage of academic staff by grade and impact of Summer 2023 leavers.

Department	Total Academic Staff 2022/23		Total Academic Staff Post Summer Leavers	
	F : M	F%	F : M	F%
D&BE	■	■	■	■
M&DA	■	■	■	■
C&H	■	■	■	■
Total	■	■	■	■

Table 3.23. Headcount ratio and female percentage of academic staff by department and impact of Summer 2023 leavers.

REF 2021 Results	UoA 33a	UoA 13	UoA 27	UoA 28	UoA 34
100% World-leading and internationally excellent for research environment	▓	▓		▓	▓
100% World-leading and internationally excellent for research impact	▓	▓	▓	▓	▓
90% Overall research being world-leading and internationally excellent			▓		▓

Table 3.24. REF 2021 Results

UoA	Total No. (%) in UoA		No. (% Total) Submitted to REF21	
	Female	Male	Female	Male
UoA 13 Architecture, Built Environment and Planning	■	■	■	■
UoA 26 Modern Languages and Linguistics	■	■	■	■
UoA 27 English Language and Literature	■	■	■	■
UoA 28 History	■	■	■	■
UoA 32 Art and Design: History, Practice and Theory	■	■	■	■
UoA 33a Music	■	■	■	■
UoA 33b Drama, Dance, Performing Arts, Film and Screen Studies	■	■	■	■
UoA 34 Communication, Cultural & Media Studies	■	■	■	■

Table 3.25. Number and percentage of staff in each UoA by sex and number and percentage of total submitting to REF 2021 by sex

UoA	Sabbaticals 2022-23	
	F	M
UoA 13 Architecture, Built Environment and Planning	■	■
UoA 32 Art and Design: History, Practice and Theory	■	■
UoA 34 Communication, Cultural & Media Studies	■	■
UoA 28 History	■	■
UoA 33 Music, Drama, Dance, Performing Arts, Film and Screen Studies	■	■
UoA 27 English Language and Literature	■	■

Table 3.26. Number and proportion of sabbaticals taken by sex 2022-2023, based on the total number of staff of a particular sex in each UoA

Consultation	When	No. Responses
Staff Culture Survey (1)	Mar/Apr 2022	■
Staff Focus Groups (1x Academic, 1x PSS)	Jul/Aug 2022	
Feedback from Staff leaving through VSS/Redundancy	Jul/Aug 2022	
PTHP Culture Survey	Nov 2022	■
Student Survey (1)	Nov 2022	■
Staff Culture Survey (2)	Apr/May 2023	■
Student Survey (2)	Nov 2023	■
Student depth interviews	Jan/Feb 2024	

Table 3.27. Details of consultations

Activity 23/24	F%	M%
Formal Scheduled Teaching	■	■
Teaching Related Activity	■	■
Research & Scholarship	■	■
Management Leadership Admin	■	■

Table 3.28: Gender Analysis of Academic WAM 23/24

PGR Gender Related Research Topics
Gender and music in heritage film adaptations
Czech women musicians under Socialism
Femme vocal ghosting in theatre performance
Women's medical work for the Scottish Women's Hospitals in the First World War
Photographic representations of female Nazi perpetrators
The relationship between language, gender and power in Disney's fairytale films
Exploring the early development of women in journalism
The figure of the nun in fiction
Gender and the crusades
Depictions of gender and race in medieval video games
Gender representation and equality in Graphic Design and the Design industry

Table 3.29: PGR gender related research topics

Academic Staff Member	Research Focus
███████████	Gender, race and identity in nineteenth-century literature
███████████	Medieval gender history, especially medieval masculinities
████████	Gender and disability in twentieth century literature, particularly focused on mental health.
████████	Film Music and issues of gender
█████████	History of female relief work and peace activism in early twentieth century
██████████	Gender and popular music, women and the electric guitar
██████	Film-making linked to gender fluidity and LGBTQ history
████████████	Representation and identity in audiovisual media soundtracks, with particular expertise in gender and sexuality in classical Hollywood
████████	Women's gender history within an art historical context and becoming 'other'
███████████	Currently applying for an AHRC grant entitled "Metal in the Age of #MeToo", investigating public consciousness within metal music scenes around issues of discrimination and violence related to gender
█████████	'Gender and Inclusion in Music Technology', a cluster of initiatives and publications that address questions around gender, inclusion and access to learning and careers in Music Technology
████████████	Currently writing a grant proposal which includes widening representation in electroacoustic music
███████	Part of a research team looking at gender diversity in construction: a global cross sectorial collaboration, to address the gender imbalance in construction, as part of her role as Vice President of the ICRIBC
█████████	Recently involved in a CHEAD on-line event on Women in Leadership, with staff across SAH invited to attend

Table 3.30: Academic Staff Gender related Research Focus

Staff Ethnicity	Females			Males		
	20/21	21/22	22/23	20/21	21/22	22/23
White	████	████	████	████	████	████
B.A.M.E	████	████	████	████	████	████

Table 3.31. Headcount and % of Academic Staff by sex and ethnicity

Student Data 2020/21 – 2022/23

Benchmarking data has been taken from HESA https://www.hesa.ac.uk/services/heidi-plus.

Please note, due to the delay in the release of HESA data for 22/23, it has not been possible to include 22/23 data in this application. 2021/22 data has been used in place of 22/23 data.

Figures show equivalent groupings where possible (e.g. at School and Subject area levels), see table 4.1 below for details.

Subject Area	Courses	Benchmark CAH Level 3 Subject Areas
Architecture & BE	Architecture Interior Design Architectural Technology Construction Project Management Surveying	Architecture Building Planning
Design	Animation Production Graphic Design and Animation Product Design	Design Studies Cinematics and Photography
Music & Music Tech	Music Music Technology Creative Music Technology	Music
Visual Arts	Contemporary Art & Illustration Photography	Design Studies Cinematics and Photography Art
Fashion & Textiles	Textiles Costume with Textiles Fashion Design Fashion Image Communication Buying Suite	Design Studies
MJF & Drama	Journalism Suite Media & Film Studies Suite Film Making Suite Drama	Journalism Media Studies Cinematics and Photography Drama
English & History	English Studies English Language and Linguistics History	English Studies English Language Literature in English Creative Writing Others in English Studies Linguistics History

Table 4.1. CAH Level 3 Benchmark mapping to current programme structure in SAH

Benchmarking figures are shown in the tables in *grey italics*. Where there is a significant difference between the benchmark and the School data, the benchmark figure will be underlined.

In order to avoid data suppression, where possible data has been grouped either by grade or across years. Where data controls have been applied (counts are <=5) the data is represented by '!'.

UG	2020/21			2021/22			2022/23		
Subject Area	Total	No. Female	% Female	Total	No. Female	% Female	Total	No. Female	% Female
Arch & BE	■	■	■ *36%*	■	■	■ *36%*	■	■	■ *36%*
Design	■	■	■ *65%*	■	■	■ *65%*	■	■	■ *65%*
MMT	■	■	■ *45%*	■	■	■ *46%*	■	■	■ *46%*
Visual Arts	■	■	■ *67%*	■	■	■ *67%*	■	■	■ *67%*
F&T	■	■	■ *72%*	■	■	■ *72%*	■	■	■ *72%*
MJF & Drama	■	■	■ *57%*	■	■	■ *57%*	■	■	■ *57%*
E&H	■	■	■ *65%*	■	■	■ *65%*	■	■	■ *65%*
School	■	■	■ *60%*	■	■	■ *59%*	■	■	■ *59%*

Table 4.2. Number of total UG students and number / percentage of female students by School and Subject Area (Benchmark in italics - Source: HEIDI Plus - HESA Student FPE All years)

UG Student Numbers (1/2)

	School			Arch & BE			Design			MMT		
	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23	20/21	21/22	22/23
Other	1%	1%	1%	0%	0%	0%	0%	0%	0%	1%	1%	1%
Male	37%	38%	40%	49%	53%	55%	53%	50%	55%	59%	62%	57%
Female	63%	61%	59%	51%	47%	45%	47%	50%	44%	40%	37%	42%
Female BM	60%	59%	59%	36%	36%	36%	65%	65%	65%	45%	46%	46%
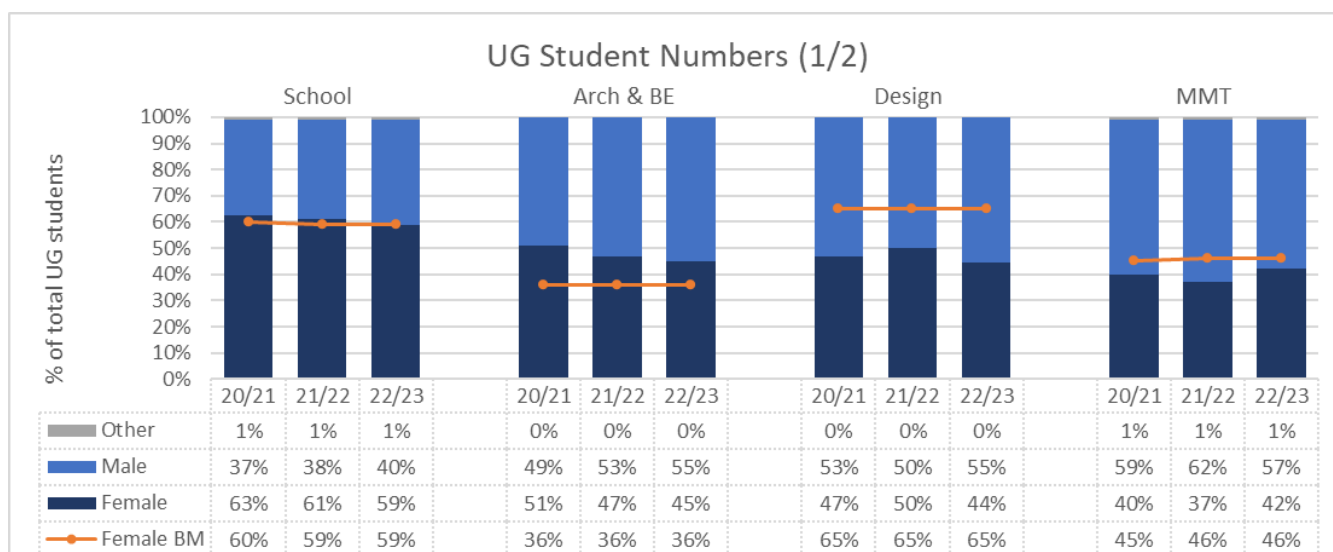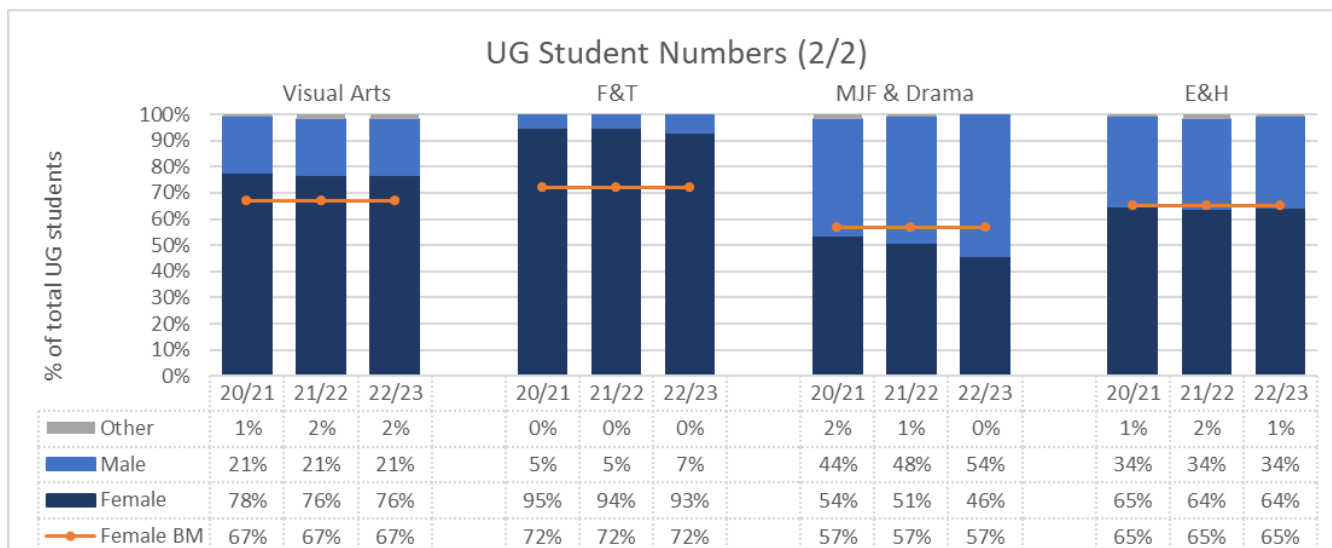
Fig 4.1 – 4.2. Proportion of UG Students by Sex and Subject Area 2020/21 – 2022/23

PG	2020/21			2021/22			2022/23		
Level	Total	No. Female	% Female	Total	No. Female	% Female	Total	No. Female	% Female
PGT	■	■	■ *59%*	■	■	■ *60%*	■	■	■ *60%*
PGR	■	■	■ *56%*	■	■	■ *57%*	■	■	■ *57%*

Table 4.3. Total number of PG students and number / percentage of female PG students by PG Level
(Benchmark in italics - Source: HEIDI Plus - HESA Student FPE All years)
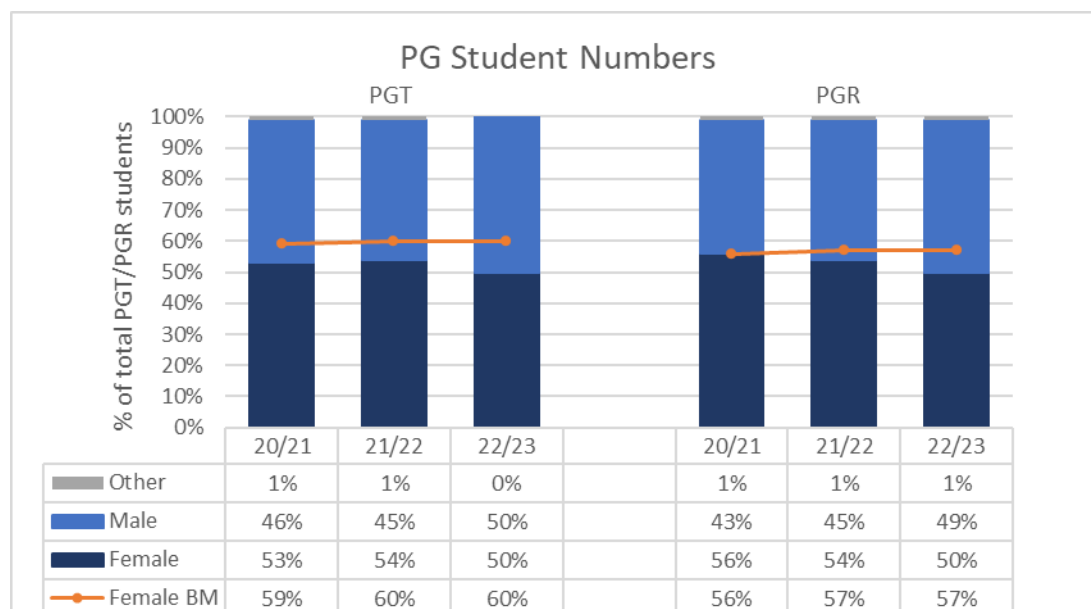
Fig 4.3. Proportion of PGT and PGR Students by sex

PGR	2020/21			2021/22			2022/23		
Level	Total	No. Female	% Female	Total	No. Female	% Female	Total	No. Female	% Female
PhD	■	■	■	■	■	■	■	■	■
Masters by Research	■	■	■	■	■	■	■	■	■

Table 4.4. Total number of PGR students and proportion and number of female PGR students by PGR Level
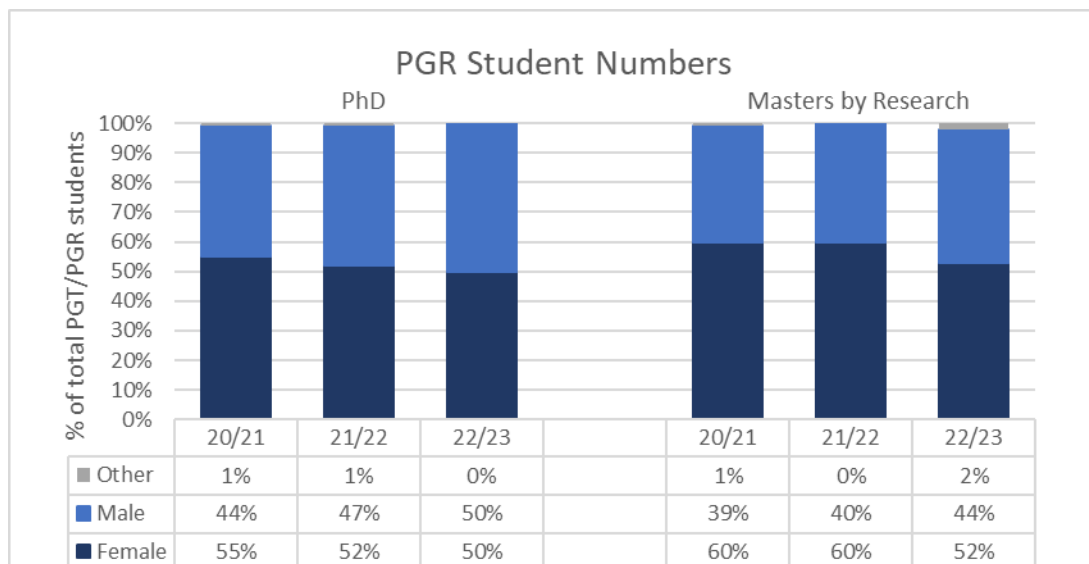
Fig 4.4 Proportion of PGR students by Sex and PGR level

Progression UG to PG	2020/21			2021/22			2022/23		
	Total New Entrants	No. Female Prog	%	Total New Entrants	No. Female Prog	%	Total New Entrants	No. Female Prog	%
PGR (Female)	■	■	■	■	■	■	■	■	■
PGR (Male)	■	■	■	■	■	■	■	■	■
PGT (Female)	■	■	■	■	■	■	■	■	■
PGT (Male)	■	■	■	■	■	■	■	■	■

Table 4.5. Total number of PG new entrants and proportion and number of these who progressed from UG to PGT/PGR at UoH, by gender
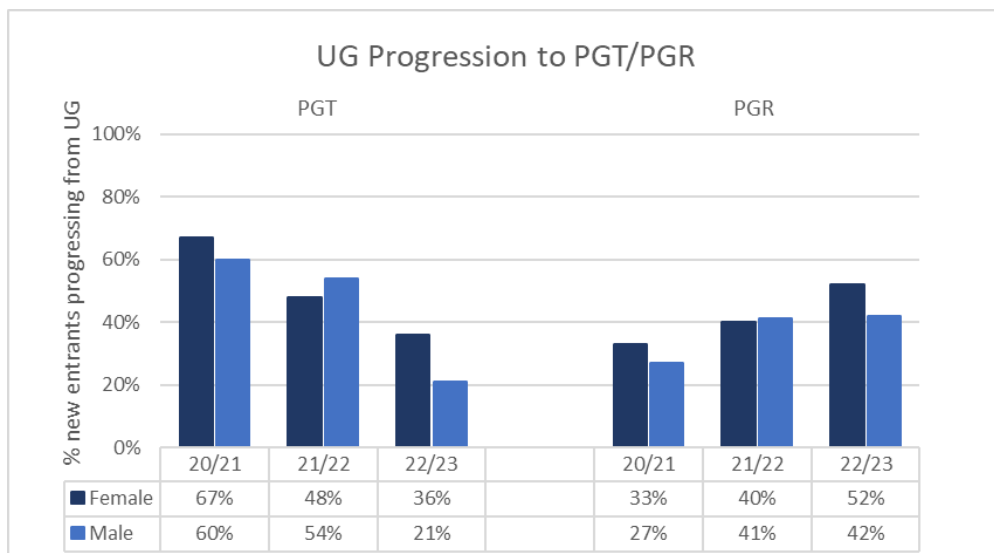
Fig 4.5. Proportion of PG new entrants who progressed from UG to PGT/PGR at UoH, by gender

UG Attainment (Positive Outcomes) Subject Area	2020/21			2021/22			2022/23		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Arch & BE	84%	80%	81%	74%	75%	74%	74%	75%	74%
Design	81%	76%	79%	77%	70%	74%	77%	70%	74%
MMT	91%	84%	88%	88%	79%	83%	88%	79%	83%
Visual Arts	82%	77%	80%	78%	71%	76%	78%	71%	76%
F&T	79%	72%	77%	75%	66%	73%	75%	66%	73%
MJF & Drama	86%	82%	84%	83%	76%	80%	83%	76%	80%
E&H	90%	87%	89%	89%	83%	87%	89%	83%	87%
School	86%	81%	84%	82%	76%	80%	82%	76%	80%

Table 4.6. Number and proportion of UG students achieving a positive outcome (1st or 2.1) by Subject Area and Sex
Source: OfS internal data; restricted to first degree study, includes non-UK domiciled students; students with an unclassified degree are removed from the population

(Benchmark in italics - Source: HEIDI Plus - HESA Qualifiers FPE attainment)
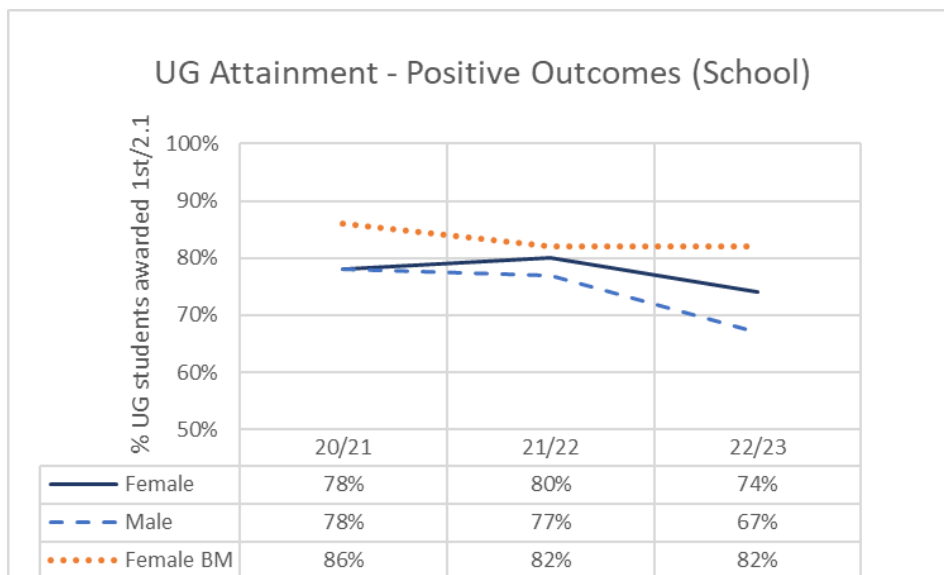
Fig 4.6. Proportion of UG awarded 1st/2.1 by sex across SAH
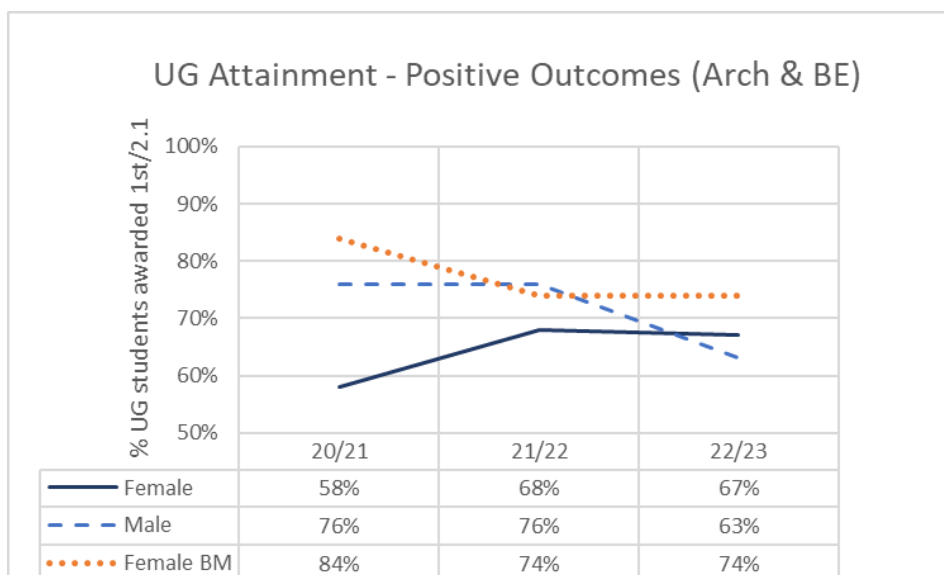
Fig 4.7. Proportion of UG awarded 1st/2.1 by sex across in Arch & BE
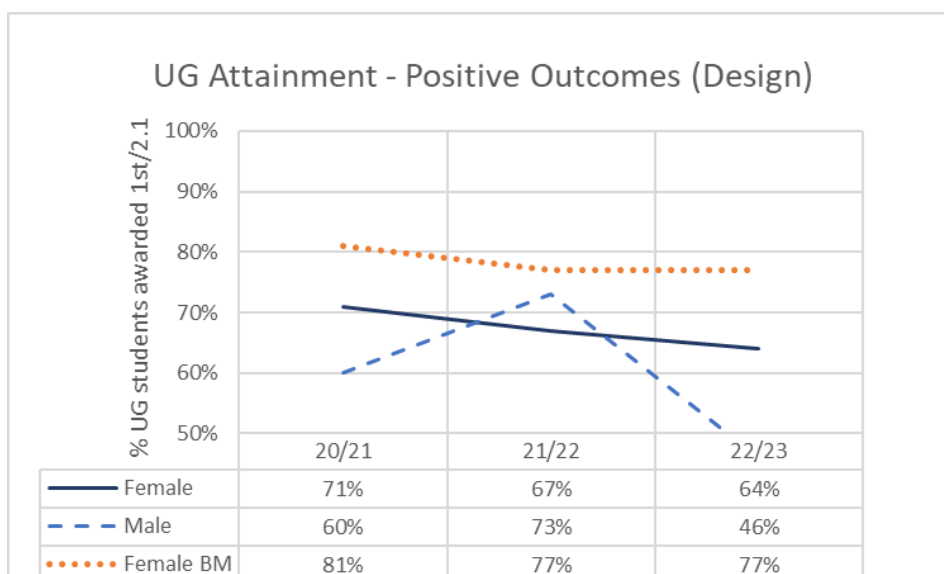
Fig 4.8. Proportion of UG awarded 1st/2.1 by sex across in Design

UG Attainment - Positive Outcomes (MMT)

	20/21	21/22	22/23
Female	88%	90%	86%
Male	87%	78%	83%
Female BM	91%	88%	88%
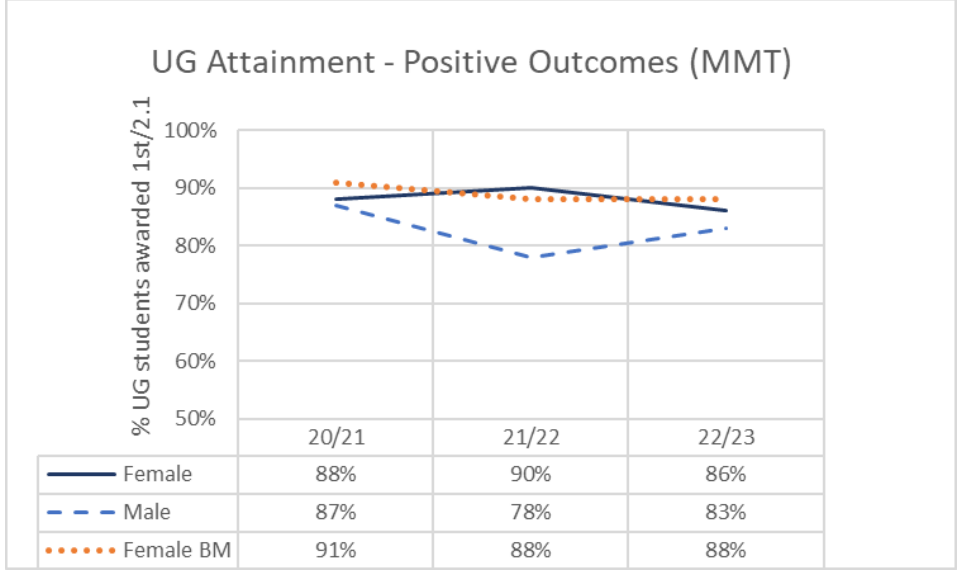
Fig 4.9. Proportion of UG awarded 1st/2.1 by sex across in MMT

UG Attainment - Positive Outcomes (Visual Arts)

	20/21	21/22	22/23
Female	82%	81%	83%
Male	92%	68%	65%
Female BM	82%	78%	78%
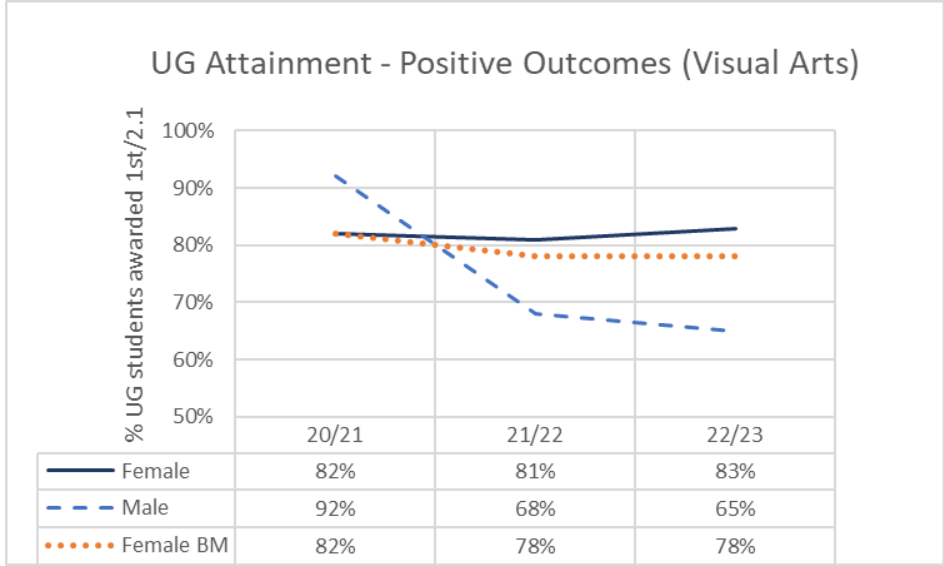
Fig 4.10. Proportion of UG awarded 1st/2.1 by sex across in Visual Arts

UG Attainment - Positive Outcomes (F&T)

	20/21	21/22	22/23
Female	85%	79%	62%
Male	60%	67%	60%
Female BM	79%	75%	75%
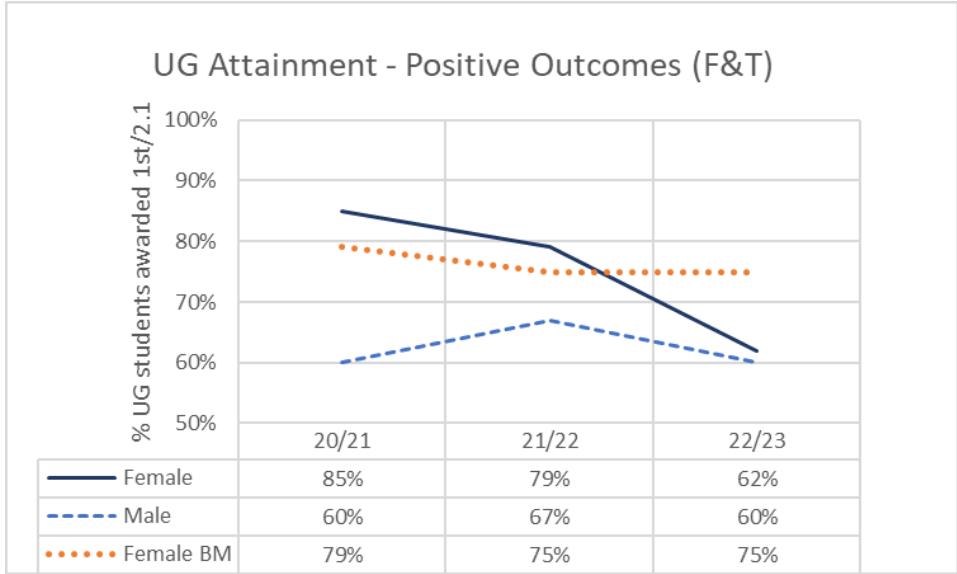
Fig 4.11. Proportion of UG awarded 1st/2.1 by sex across in F&T (treat with caution due to low male base sizes)

UG Attainment - Positive Outcomes (MJF&Drama)

	20/21	21/22	22/23
Female	74%	82%	81%
Male	89%	78%	70%
Female BM	86%	83%	83%
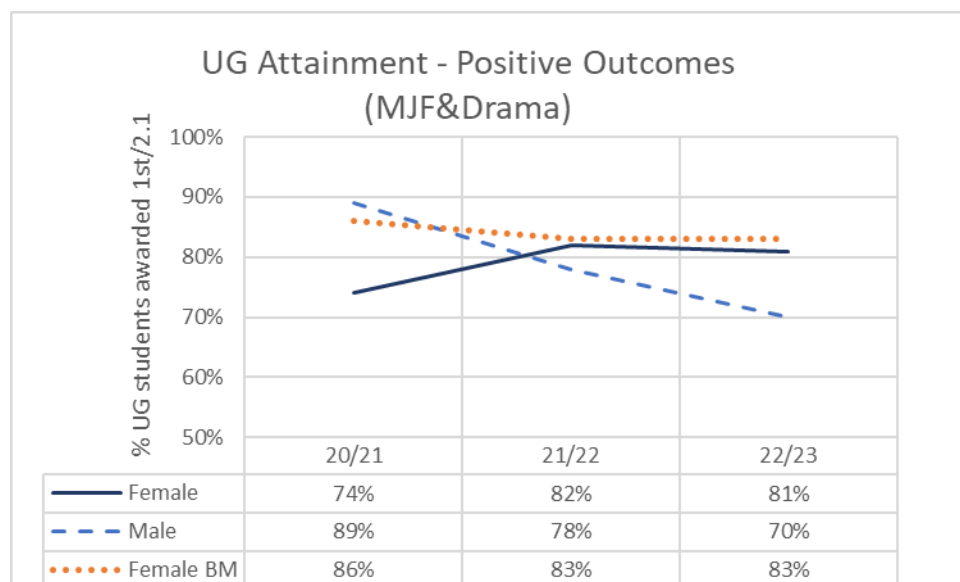
Fig 4.12. Proportion of UG awarded 1st/2.1 by sex across in MJF & Drama

UG Attainment - Positive Outcomes (E&H)

	20/21	21/22	22/23
Female	85%	89%	83%
Male	91%	87%	84%
Female BM	90%	89%	89%
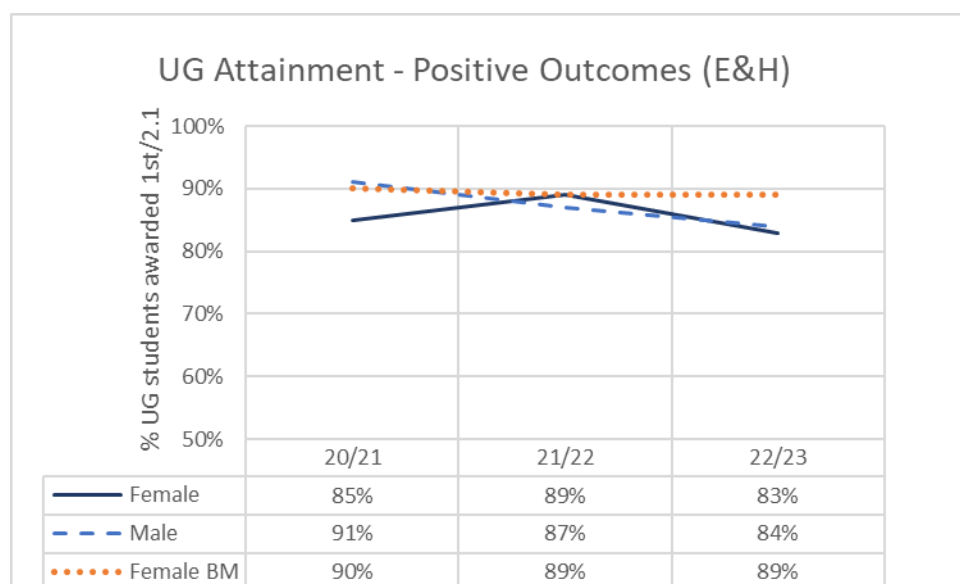
Fig 4.13. Proportion of UG awarded 1st/2.1 by sex across in E&H

PGT Completion	2020/21					
	Total started course	Total since completed	%	% Pass	% Merit	% Distinction
PGT (Female)	■	■	■	■	■	■
PGT (Male)	■	■	■	■	■	■
Total PGT	■	■	■	■	■	■

Table 4.7. Total number of PGT students started on a course in each year and number and % who have since completed, by sex. Source: HESA data

UG Ethnicity	Females			Males		
	20/21	21/22	22/23	20/21	21/22	22/23
White	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■
B.A.M.E	■■■■	■■■	■■■	■■■	■■■	■■■

Table 4.8. Headcount and % of UG students by sex and ethnicity

PG Ethnicity	Females			Males		
	20/21	21/22	22/23	20/21	21/22	22/23
White	■■■	■■■	■■■	■■■	■■■	■■■
B.A.M.E	■■■	■■■	■■■	■■■	■■■	■■■

Table 4.9. Headcount and % of PG students by sex and ethnicity
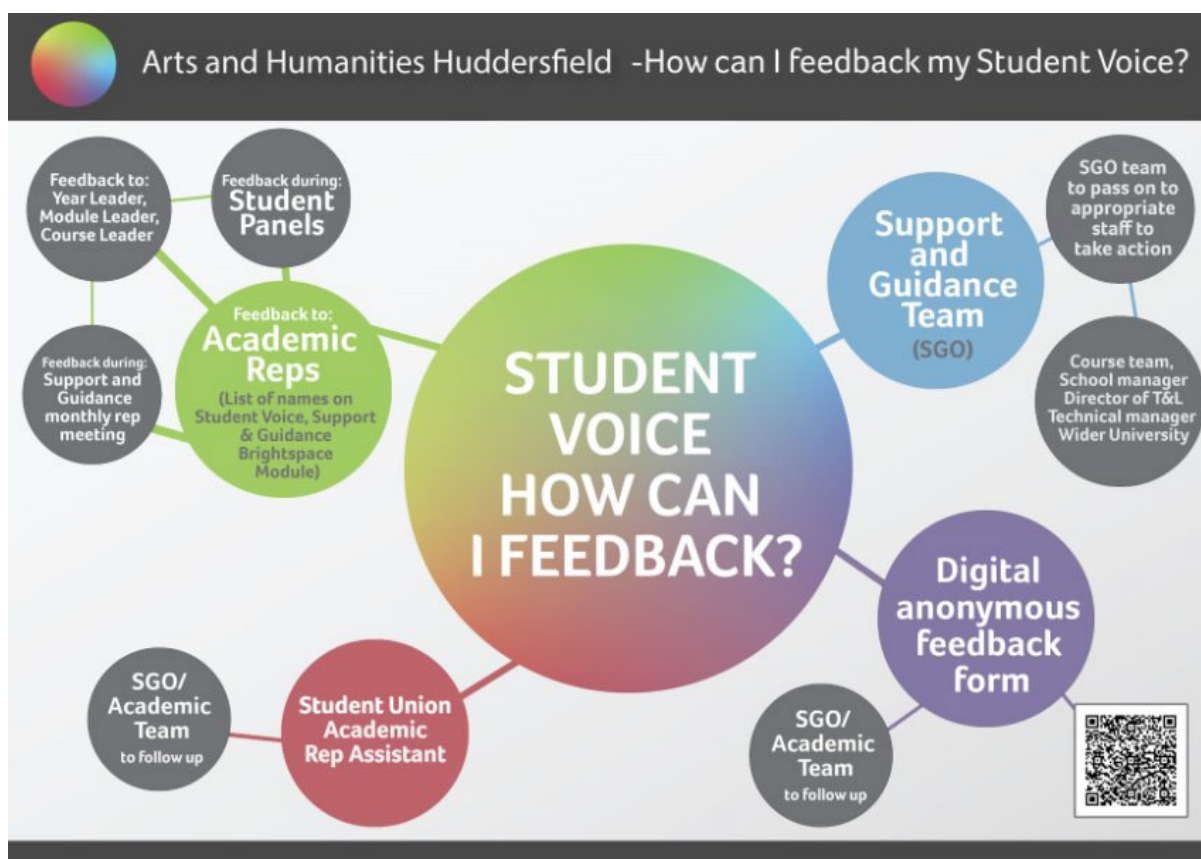
Fig 4.14. School Student Voice Feedback Diagram

Appendix 3: Glossary

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

%F	Percentage Females
%M	Percentage Males
1st/2.1	First Class Degree/Upper Second Class Degree
A&BE	Architecture & Built Environment
ADA	Schools of Art Design and Architecture
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AP	Action Plan/Point
Appx	Appendix
AS	Athena SWAN
AVD	Applicant Visit Day
B.A.M.E	Black, Asian and Minority Ethnicities
BA	Bachelor of Arts
BSc	Bachelor of Science
C&H	Communication & Humanities
CHEAD	Council for Higher Education in Art and Design
CMI	Chartered Management Institute
D&BE	Design & Built Environment
DoTL	Director of Teaching and Learning
E&H	English & History
ECRs	Early Careers Researchers
EDI	Equality Diversity & Inclusion
EDIC	Equality Diversity and Inclusion Committee
EIAs	Equality Impact Assessments
F&T	Fashion & Textiles
FTE	Full Time Equivalent
G4/5/6/7/8/9/10	Grade 4/5/6/7/8/9/10
G6+	Grade 6, 7 and 8
G8+	Grades 8, 9, 10 and Band 2
G9+	Grades 9, 10 and Band 2
HE	Higher Education
HEIDI Plus	Higher Education Business Intelligence
HESA	Higher Education Statistics Agency
HOD	Head of Department
HR	Human Resources
ICRIBC	International Council for Research and Innovation in Building and Construction
IMD	Index of Multiple Deprivation
LGBTQ+	Lesbian Gay Bisexual Trans Queer
M&DA	Music & Design Arts
MHM	Schools of Music Humanities and Media

MJF&D	Media, Journalism, Film & Drama
MMT	Music & Music Technology
MS	Microsoft
PAT	Personal Academic Tutor
PDPR	Personal Development and Performance Review
PEF	Principal Enterprise Fellow
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
POD	People and Organisational Development
PRF	Principal Research Fellow
Prof	Professor
PTHP	Part Time Hourly Paid
PTO	Professional Technical & Operational
RA	Research Assistant
R&D	Research & Development
R/SL/L	Reader/Senior Lecturer/Lecturer
REF	Research Excellence Framework
RGB Spectrum	Red, Green, Blue Spectrum
SA	Subject Area
SAH	School of Arts & Humanities
SALs	Subject Area Leaders
SAT	Self-Assessment Team
SIC	School International Committee
SLT	Senior Leadership Team
SRIC	School Research & Innovation Committee
STEMM	Science, Technology, Engineering, Maths, Medicine/Dentistry
STLC	School Teaching & Learning Committee
SU	Students Union
ToR	Terms of Reference
UEDIEC	University Equality Diversity Inclusivity Enhancement Committee
UG	Undergraduate
UoA	Unit of Assessment
VA	Visual Arts
VLE	Virtual Learning Platform
VSS	Voluntary Severance Scheme
WAM	Workload Model
WLA	Workload Allocation

Appendix 4: School Organisation and Governance

Fig 5.1 Timeline of School changes

Arts & Humanities – Timeline of School Changes

2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
ADA & MHM exist as separate Schools	ADA & MHM Schools merge & VSS and CR 1st Aug 2021	Departmental re-structure & VSS and CR August 2022	VSS and CR August 2023
	13 VSS/CR Leavers (8F : 5M)	14 VSS/CR Leavers (8F : 6M)	37 VSS/CR Leavers (22F : 15M)

Fig 5.2 School Structure

Dean of Arts & Humanities (M)

School Support

School Manager: *(F)*

Technical Manager Co-ordinator: *(M)*

Finance & Research Manager: *(F)*

School Marketing & Recruitment Manager: *(F)*

Department of Design & Bulit Env :

HOD: *(F)*

Subject Area Leaders:

Architecture & The Built Environment: *(F)*

Design: *(F)*

Department of Music & Design Arts:

HOD: *(M)*

Subject Area Leaders:

Fashion & Textiles: *(M)*

Visual Arts: *(M)*

Music & Music Technology: *(M)*

Department of Communication & Humanities:

Acting HOD: *(M)*

Subject Area Leaders:

Media Film & Drama: *(F)*

English & History: *(M)*

School Roles

Associate Dean for Teaching & Learning: *(F)*

Director of Teaching & Learning: *(M)*

Director of Internationalisation *(M)*

Associate Dean for Research: *(M)*

Director of Graduate Education: *(F)*

Director of Enterprise and Knowledge Exchange: *(F)*

Director of Home Recruitment: *(M)*

Fig 5.3 School Research Centres

School of Arts & Humanities **Research Centres**

- UoA 13 Arch BE & Plan
- UoA 33b Drama Dance PA
- UoA 32 Art & Design
- UoA 33a Music
- UoA 34 Comm Cult Med
- UoA 27 English
- UoA 26 ML & Ling
- UoA 28 History

Centre for Urban Design, Architecture and Sustainability (CUDAS)
Centre for Cultural Ecologies in Art, Design and Architecture (CEADA)
Centre for Research in New Music (CeReNeM)
Innovative Design Lab Research Centre (IDL)
Centre for Participatory Culture (CPC)
Centre for Research in Music and its Technologies (CRMT)
Centre for Health History
Technical Textiles Research Centre
Centre for History, Culture and Memory (CHICAM)

Fig 5.4 School Governance Structure

- Senate
- University Teaching and Learning Committee (UTLC)
- University Equality, Diversity and Inclusion Enhancement Committee
- Race Equality Charter SAT

Key
Committees in Orange: Athena Swan reporting route
Committees in Blue: School-level
Committees in Green: University-level

- School Board
- School Senior Leadership Team
- School Teaching and Learning Committee
- SAH EDI Committee
- School Research & Innovation Committee
- School International Committee
- School H & S Committee
- School Accreditation and Validation Panel
- Course Committee
- SAH Athena Swan SAT
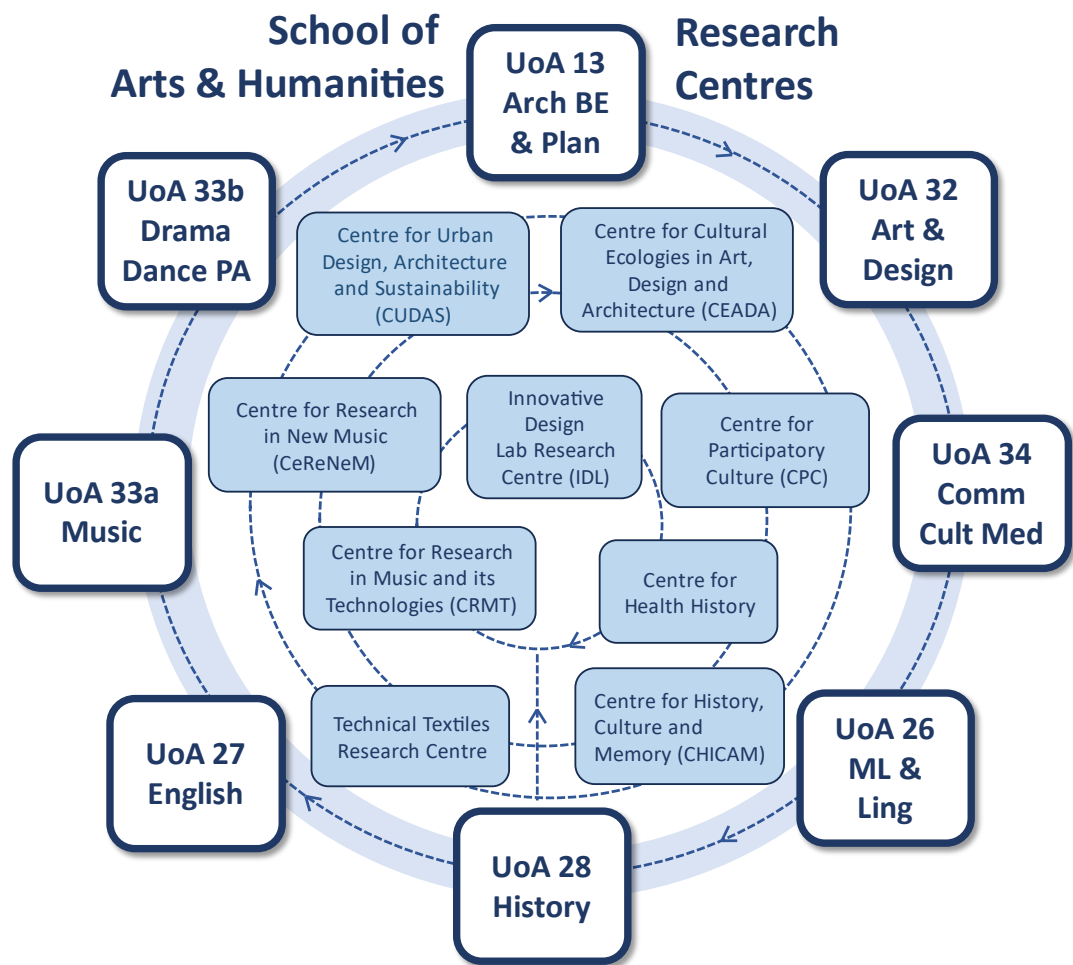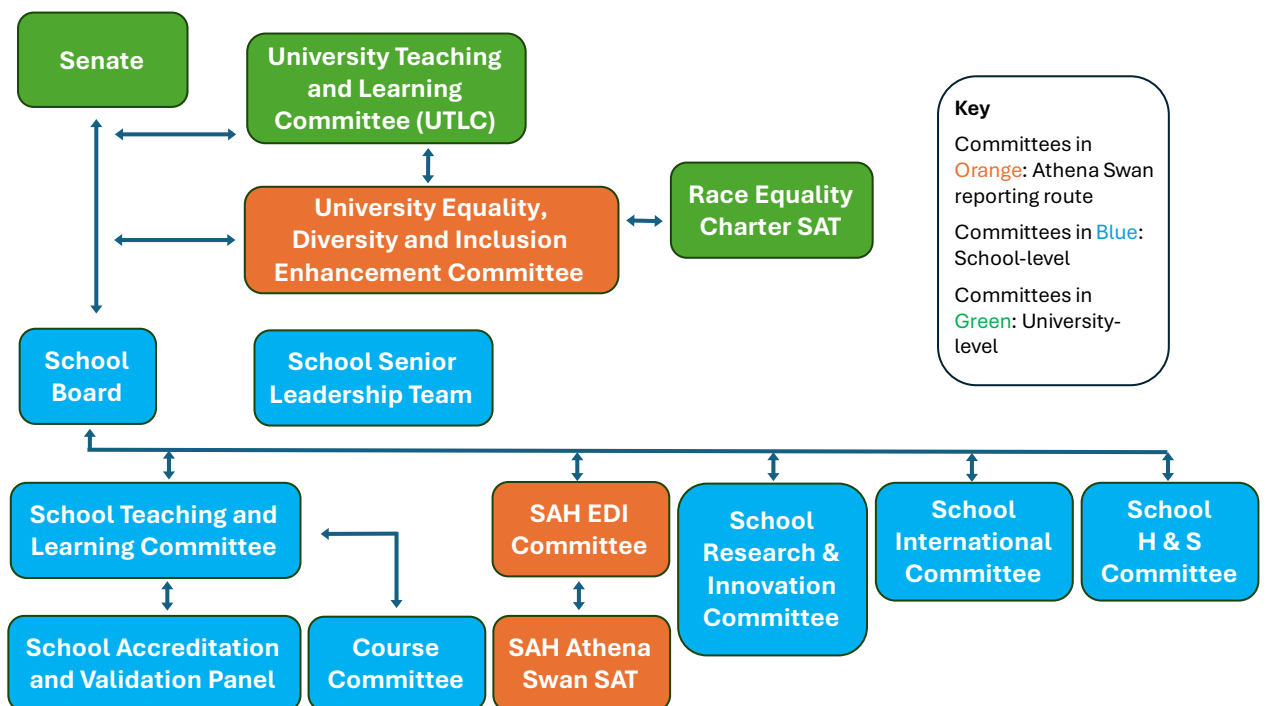
Appendix 5: Inclusive Curriculum Checklist: Learning, Teaching and Assessment

Preparing an inclusive curriculum demands our commitment to ensure all students, including those from protected characteristic groups and diverse backgrounds, can equally access the learning experience and achieve to their full potential.

Please complete this checklist as early as you can in the development process so that one of our reading groups can provide you with some input before you commit to a final course design – the reading group feedback will be returned to you and will need to be included in the documentation for any University Validation Panel events.

1. What is the course title?

Course Content:
To what extent does your course curriculum:

2. Provide opportunities to promote discussion around ethnic diversity
   Course meets all criteria
   Course meets most criteria
   Course meets some criteria
   No evidence on our course

3. Champion opportunities to engage with ethnically diverse information sources
4. Have reading lists that are inclusive of authors from ethnically diverse backgrounds and of different genders

5. Foster opportunities to develop students' critical thinking in relation to ethnically diverse material

6. Allow opportunity for consideration of social, economic, ethnicity, culture and nationality

7. Please provide a brief statement explaining how this is being met and what actions will be taken to improve inclusivity of content

In teaching and supporting learning:
To what extent does your course:

8. Have an engagement strategy - that follows up students who are not attending or engaging

9. Have an engagement strategy for those struggling with disability related absence

10. Ensure small working groups encompass students from a range of different backgrounds

11. Encourage discussion from students with diverse backgrounds and include topics where personal experience and views are expressed

12. Please provide a brief statement explaining how this is being met and what actions will be taken to improve inclusivity in teaching and supporting learning

Assessment:

To what extent does your course:

13. Consider the spread of module assessments

14. Consider the timing of assessments and the impact on students for religious observances or with caring responsibilities

15. Offer a range of assessment types and incorporate opportunities for students to practise any new formats

16. Consider the format of assessments to ensure these are accessible

17. Frame learning outcomes to ensure these are measurable and do not exclude anyone unnecessarily

18. Offer opportunities for students to interact with the feedback process both before and after formative assessment

19. Offer opportunities for students to reflect on feedback and marks

20. Offer individualised and peer feedback

21. Please provide a brief statement explaining how this is being met and what actions will be taken to improve inclusivity of assessment

Appendix 6: Student and Staff Comments from Consultations

Staff Comments Relating to Promotion and Career Development

Table 6.1

Staff Comments Relating to Workload, Support and Wellbeing

Table 6.2

Student Comments Relating to Equality and Diversity

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Table 6.3

Student Comments Relating to Staff Redundancies
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Table 6.4