

Athena Swan Silver application form for departments

Please note this is the redacted version – XXXX refers to redacted information

Applicant information

Name of institution	University of Manchester
Name of department	School of Environment, Education, and Development
Date of current application	September 2023
Level of previous award	Bronze
Date of previous award	March 2018
Contact name	Dr Catherine Atkinson and Dr Laura Winter
Contact email	catherine.atkinson-3@manchester.ac.uk Laura.winter@manchester.ac.uk
Contact telephone	

ADDITIONAL WORD LIMIT

The School of Environment, Education and Development has been awarded 1000 additional words for this application as it comprises five departments whose profiles vary significantly in terms of staff and student profile. Due to the diverse nature of the School's departments, the staff and student profiles present variance in gender equality issues and these discipline level data need to be discussed in detail. The overall budget, administrative and management structure remains at School level. (Please see email below).

Total words used for each section are detailed below:

Section	Words used
An overview of the department and its approach to gender equality	3025 words (above the recommended word limit by 525 words taken from other sections and extra word allocation)

An evaluation of the department's progress and success	2957 (above the recommended word limit by 957 words taken from other sections and extra word allocation)
An assessment of the department's gender equality context	2906 words
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	8,888 words

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

Overall word limit: 9000 words (including 1000 extra as detailed above)



Athena Swan <Athena.Swan@advance-he.ac.uk>

To: Catherine Atkinson



Thu 31/08/2023 09:31

Dear Catherine,

We can confirm that the School of Environment, Education and Development (SEED) at The University of Manchester may use an additional 1000 words for the application in the September 2023 Panel round in order to analyse and reflect on disaggregated data and explain discipline differences within the school.

These additional words can be used throughout the application, but it should be made clear where they have been used in the word count at the end of each section.

Please include a copy of this email in your application to confirm this word extension,

Best wishes,

Equality Charters Team

www.advance-he.ac.uk [advance-he.ac.uk]

Innovation Way, York Science Park

Heslington, York, YO10 5BR

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At Advance HE we work flexibly to support colleagues have a healthy work/life balance. I'm emailing you now as it works for me. I respect your working arrangements may be different so please respond when convenient for you.



AdvanceHE

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Section 1: An overview of the department and its approach to gender equality (3025 words)

1.1 Letter of endorsement from the head of the department



The University of Manchester
Oxford Road
Manchester
M13 9PL

0161 275 3640

29th September 2023

Dear Athena Swan

As Head of the School of Environment, Education and Development I am pleased to submit our Athena Swan Silver application and to confirm that the information presented in the application including the qualitative and quantitative data, is an honest, accurate and true representation of the School.

The School is a diverse grouping of disciplines but one thing that unites us is a commitment to making a difference in the world. That commitment requires us to look internally as well as externally and the Athena Swan process, by asking us to look critically at the way that we operate, is an important driver of change.

Since our last application we have established a new school EDI committee led by an Associate Director for EDI. We have made significant progress across a number of important areas. I would highlight the following:

- We now have a core hours and email policy which I think has changed our culture for the better in a way which supports colleagues with caring responsibilities.
- I personally lead a promotions workshop which aims to support and demystify the promotions process and I am proud of the fact that over the past few years we have been able to support promotion for many outstanding female colleagues.
- Over the past five years we have made significant progress in the promotion of female academic colleagues and in the appointment of female colleagues to school leadership roles. In August two new female School Directors took up post alongside our recently appointed female Deputy Head of School.

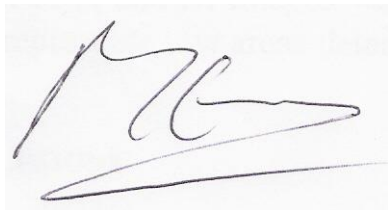
Although we have made progress on the gender balance of the school leadership, there is still more to do in this area. We have a strong cadre of female colleagues in Associate Director and Deputy Head roles who I expect to progress to Director and Head roles in the coming years. We have also put greater emphasis on Deputy roles and the importance of sending Deputies to meetings in order to broaden the pool of colleagues with experience of senior school leadership. Enabling female colleagues to take up Head of Department roles is still a challenge for us, although we are pleased to have appointed a new female HoD in MIE, effective January 2024. We have worked hard to understand this challenge and have made

significant changes to the work-loading of the role, and I am hopeful that this will very soon lead to further appointments across other departments in the School.

Some of the results from our culture survey indicate that we still have an imbalance in understanding of 'fairness' in relation to gender around several issues. It is important that we reflect carefully on this feedback. In some cases, we need to get better at communicating changes we have made but in others we need to continue to make progress on assurance that our processes do not build in unintentional bias. Our action plan outlines how we will address both of these imperatives.

As we move forward from this Athena Swan application, I am pleased that we have made real progress and that there are structures in place to ensure we continue to move towards a situation where no colleague will feel disadvantaged in any way in their work in the School. I am personally committed to this goal and will continue to work with colleagues to ensure fairness and equality for all.

Yours Faithfully

A handwritten signature in dark ink, appearing to be 'M. Evans', written on a light-colored background.

Professor Martin Evans

Vice Dean and Head of School.
School of Environment Education and Development
University of Manchester

Martin.evans@manchester.ac.uk

1.2 Description of the department

Note on terminology.

We use 'male' and 'female' throughout this document to reflect the wording used in the Athena Swan Culture Survey questions, and data has been disaggregated and analysed by sex as opposed to gender. We recognise that this may not fully reflect the gendered experiences of all SEED staff, including trans and non-binary colleagues, and seek to gain further insight into these experiences with the addition of new and/or revised questions in future Pulse and Athena Swan surveys (see NAP 1.5, iii-iv).

The interdisciplinary School of Environment, Education and Development (SEED) is one of five Schools in the Faculty of Humanities, University of Manchester. The School has five departments:

- Architecture (ARCH)
- Geography (GEOG)
- Global Development Institute (GDI)
- Manchester Institute of Education (MIE)
- Planning and Environmental Management (PEM)

The School is situated across three buildings with 0.4 miles distance between the furthest buildings.

Students

We have a large, diverse cohort of students (5,504) on many different programmes, with just over half coming from non-EU countries.

In three of our five departments postgraduate taught students (PGT) outnumber undergraduate students (UGT), and our PGT cohorts also include Teacher Trainees. Around 40% of our 323 postgraduate research students (PGR) are on taught programmes, some accredited.

In two departments our UGT students are accredited by national associations, and Architecture students are taught as part of the cross-institutional Manchester School of Architecture, with teaching being shared between the University of Manchester and the Manchester Metropolitan University (MMU).

Student EDI data is now reviewed annually by the Student Recruitment and Admissions Committee (SRAC, discussed further in section 2.2).

Data on the School's student profile, including gender profile across departments, is included in Appendix 3.

Academic staff

There are 367 academic staff (188 female) in the School across a range of contracts:

- Teaching and Research (T&R)
- Teaching and Scholarship (T&S)
- Research (R) which includes post-docs and research fellows.

In addition, there are staff on distinctive contracts linked mainly to teacher training in MIE. Disaggregated data for these non-standard posts is now accessible via Power BI (a Microsoft interactive data visualisation tool used by the University's data analysts), although qualitative analysis of the context and reasons behind gender differences is still needed (see NAP 3.5).

Professional Services Staff

The Administration of the School is managed by a team of Professional Services (PS) Staff. There are 89 PS staff (58 female) performing a range of functions including technical services.

The gender balance remains relatively unchanged when compared with 2018 when the population was 94 (61F/33M). In the clerical and secretarial grades (G1-4), the gender balance in favour of female staff (71.4%) remains the same as compared to 2018 (71.4%). There has however been a change at the senior secretarial level (G5) where the balance has shifted from two thirds of staff being female, to 56% female in 2023.

There is also a small team of Technical Services staff within the PS team who oversee Laboratories, Workshops & Geographical Information Science. In 2018, this team comprised XX males and XX female (all grades). A series of discussions were held at departmental and School level concerning the underrepresentation of women in these roles, and statements were added to job adverts that directly encouraged women to apply. Following these actions, the team now comprises XX male, XX female and XX non-binary staff members as of September 2023.

Management Structure

The academic management structure is led by a Head of School (HoS) in partnership with a Head of School Operations (HoSO). The HoS manages five Heads of Department (HoDs), and four Directors (Research; PGR; Teaching, Learning & Student Experience; and Social Responsibility (SR)), each of whom is supported by Associate Directors. There are three additional areas of responsibility, each of which has a Chair.

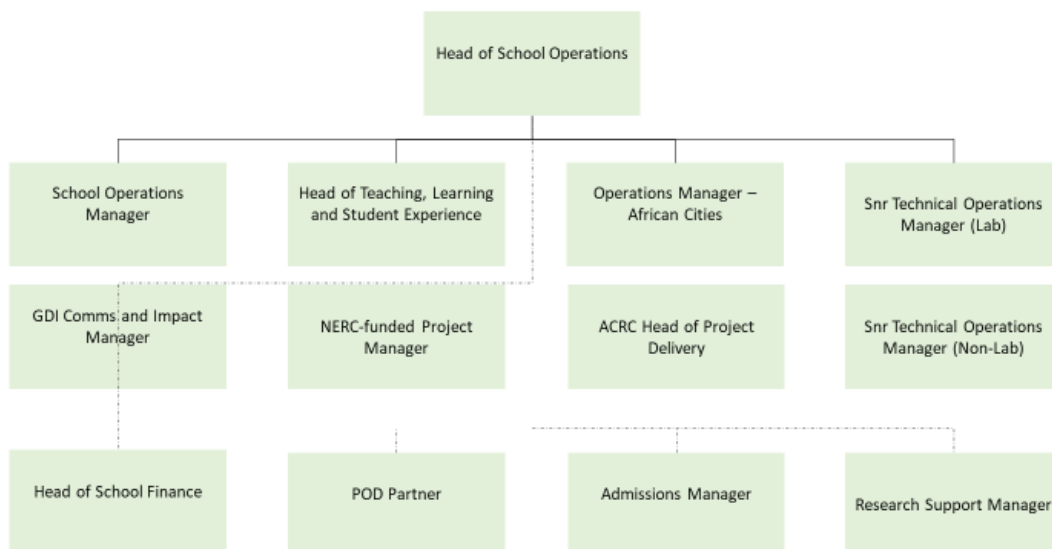
Chart 1: School Academic Leadership Structure Sept 2023 (Please note information on gender and colour coding has been removed on this version of the application)



This structure reflects a significant improvement in the representation of female staff in almost all senior leadership roles since the School's previous Athena Swan submission. There is a continued under-representation of female HoDs (see NAP 3.2) although from January 2024 a female HoD will take over the role in MIE. Furthermore, following SAT and SLT discussions regarding the under-representation of women, Deputy HoD roles and a Deputy HoS role have been developed leading to an improved representation of female staff in senior positions. The current Deputy HoS and 4 of 6 Deputy HoDs are women.

The HoSO manages 7 PS managers. Research, Admissions, Finance and People & Organisational Development (i.e., HR) are Faculty/University services but housed within the School.

Chart 2: School PS Management Structure Sept 2023 (Please note information on gender and colour coding has been removed on this version of the application)

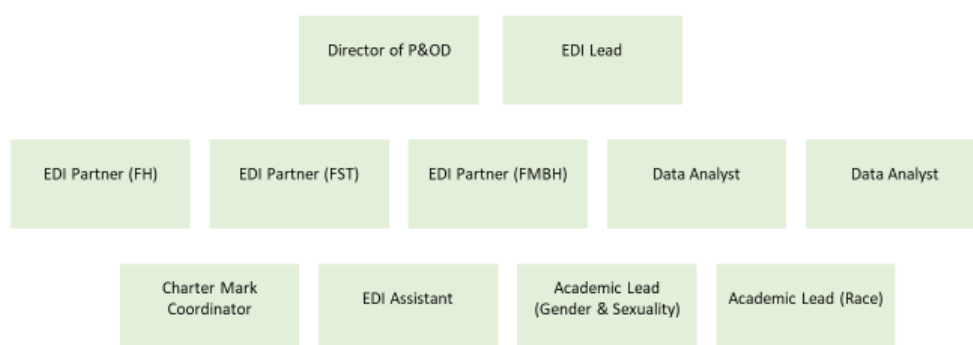


1.3 Governance and recognition of equality, diversity, and inclusion work

University and Faculty Level

The University of Manchester created a new EDI Directorate in 2021, comprising an EDI lead (X), three EDI partners (XXXX), two data analysts (XXXX), a Charter Mark coordinator (XXX), an EDI assistant (XXXX), and two academic leads focusing on EDI issues in relation to gender and sexuality (XXXX) and race (XXXX). The EDI Directorate is primarily responsible for delivering on the University's new EDI strategy, launched in 2022.

Chart 3: University EDI Structure Sept 2023



The university-level Women@Manchester network is open to all staff who identify as women and is co-chaired by the Director of P&OD (XXX) and the EDI academic lead for gender and sexuality (XXX).

The Humanities EDI committee is led by the Vice Dean for SR and Inclusion (XXXX), and includes the EDI Leads for all 4 Schools in the Faculty of Humanities (XXXX). The committee meets monthly, and operates as a space for discussion and action planning, as well as providing a forum for School-level EDI issues to be fed up to Faculty.

Chart 4: Faculty EDI Structure Sept 2023



Commitment to Athena Swan is embedded across the University, which currently holds a Bronze institutional award and 9 School awards (5 Bronze and 4 Silver).

School Level

Since the Bronze Award SEED has created a specific Associate Director (AD) for EDI role to work alongside the Director of SR and lead on EDI work in the School. EDI activities are funded by the SR budget, which is £50,000 per annum. The AD for EDI role comes with 2000 workload points (equivalent to c.1 day per week), whilst the SR Director role comes with 6000 workload points (equivalent to c.3 days per week) and a £5000 annual honorarium. Working alongside these positions are members of the SEED EDI committee. All SEED departments, academic and PS staff, and PGRs are represented on the committee, which meets every two months. All academic staff members receive 500 workload allocation points (equivalent to c.1 day per month), and PS staff have the role factored into their workload within line management processes. PGR members are paid for EDI work conducted as part of this role; in 2022-23 this has included conducting a survey of PGR experiences and running EDI discussion groups across the School. Since 2021-22 SEED has also had a separate student EDI group, comprising students from across all 5 departments in

SEED. Recognition for student EDI work has generally been informal; NAP 2.2 (ii) outlines changes to this going forward.

The Athena Swan Self-Assessment Team (SAT) initially stopped meeting regularly following our Bronze award and was replaced by the regular meetings of the EDI committee. Since September 2021 a new SAT was formed which has met monthly (see section 1.5). The AD for EDI is also a member of the university-wide Athena Swan Network, which meets every 2 months.

The AD for EDI chairs both the EDI committee and the SAT, enabling communication across these groups. This has included using the Athena Swan action plan to inform EDI committee objectives.

The SR Director sits on the School Senior Leadership Team (SLT) and School Policy and Resources Committee (SPRC) and represents the EDI team and SAT within these forums. The AD for EDI sits on the Faculty EDI committee and attends SEED SLT twice a year to provide an EDI update, and SPRC once a year.

Involvement in EDI work is recognised in SEED's criteria for promotion to Lecturer, Senior Lecturer, Reader, and Professor. These include evidence of research activity and teaching that supports the University's SR goal, and evidence of leadership of/active participation in advisory committees. At the university level, staff and students can be nominated for the Making a Difference Awards, which include a category for 'Outstanding contribution to equality, diversity and inclusion'. 21% (8/38) of the winning or highly commended entries for 2023 came from SEED staff and students.

1.4 Development, evaluation and effectiveness of policies

Most policies are developed at the university level and implemented locally. These are disseminated to staff via eNews, and through guidance documents that relate university policy to the School context. SEED's 2021 guidance document on Discrimination, Harassment and Bullying provides an example of this, summarising key points and resources including policy documents and reporting links. Such documentation is stored on the SEED-level intranet and foregrounded on the EDI StaffNet.


<p>School of Environment, Education, and Development (SEED) Responding to discrimination, harassment, bullying, and victimisation</p> <p>Statement We have produced this SEED guidance to sit alongside the policies and procedures laid out by the University of Manchester (see links below). Our aim is to produce an accessible overview of the types of behaviours which are viewed as wholly unacceptable within the school and the University. We also provide guidance for how individuals might respond when they have experienced or witnessed unacceptable behaviour.</p> <p>Definitions Taken from the University of Manchester Equality at Work and Study Policy.</p> <p>Discrimination</p> <ul style="list-style-type: none"> Unlawful discrimination takes place when an individual or a group of people are treated less favourably than others based on a protected characteristic such as age, disability, gender reassignment, pregnancy and maternity (including treating a woman less favourably because she is breastfeeding), race, colour, nationality, ethnic or racial origin, religion or belief, sex or sexual orientation and in relation to direct discrimination only, marriage and civil partnership. Direct discrimination occurs where someone is treated less favourably because of one of the protected characteristics set out above; this can include association with or a perception of a particular characteristic. Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criteria or practice that puts people with a particular protected characteristic at a disadvantage compared with others who do not share that characteristic. <p>Bullying</p> <ul style="list-style-type: none"> Bullying is offensive, intimidating, malicious, or insulting behaviour involving the misuse of power that can make a person feel vulnerable, upset, humiliated, undermined, threatened or socially excluded. Power does not always mean being in a position of authority, but can include both personal strength and the power to coerce through fear or intimidation. Bullying can take the form of physical, verbal and non-verbal conduct. Non-verbal conduct includes postings on social media outlets. Work-related bullying may include, but is not limited to: <ul style="list-style-type: none"> a) setting up someone to fail by giving them unachievable tasks, an unmanageable workload or impossible deadlines, or making unreasonable demands; b) inappropriate monitoring of work or overbearing supervision; c) giving someone too little work or work that is below their competence; d) removing or reassigning a person's responsibilities without justification; e) deliberately withholding training or resources from someone that are necessary for them to perform the role, or opportunities for advancement or promotion. <p>Version 1 May 2021</p>	<p>f) making inappropriate threats or hints about job security; g) withdrawing or refusing reasonable support.</p> <p>Harassment</p> <ul style="list-style-type: none"> Harassment is unwanted physical, verbal or non-verbal conduct which may (intentionally or unintentionally) violate a person's dignity or create an intimidating, hostile, degrading, humiliating or offensive environment, which interferes with an individual's learning, working or social environment. It also includes treating someone less favourably because they have submitted or refused to submit to such behaviour in the past. Unlawful harassment may involve conduct of a sexual nature (sexual harassment), or it may be related to a protected characteristic such as age, disability, gender reassignment, gender expression or identity, pregnancy or maternity (including breastfeeding), race, colour, nationality, ethnic or racial origin, religion or belief, sex or sexual orientation. Harassment is unacceptable even if it does not fall within any of these categories. Harassment may include, for example: <ul style="list-style-type: none"> a) unwanted physical contact or 'honeyplay', including touching, pinching, pushing, grabbing, invading personal space, invading their personal space and more serious forms of physical or sexual assault; b) unwelcome sexual advances or suggestive behaviour (which the harasser may perceive as harmless), and suggestions that sexual favours may further a career or that a refusal may hinder it; c) continued suggestions for social activity after it has been made clear that such suggestions are unwelcome; d) sending or displaying material that is pornographic or that some people may find offensive (including e-mails, text messages, video clips and images sent by mobile phone or posted on the internet); e) offensive or intimidating comments or gestures, or insensitive jokes or pranks; f) mocking, mimicking or belittling a person's disability; g) racist, sexist, homophobic or agential jokes or derogatory or stereotypical remarks about a particular ethnic or religious group or gender; h) outing or threatening to out someone as gay, lesbian, bisexual or trans; i) ignoring or shunning someone, for example, by deliberately excluding them from a conversation or a workplace social activity. A person may be harassed even if they were not the intended 'target'. For example, a person may be harassed by racist jokes about a different ethnic group if they create an offensive environment. <p>Victimisation</p> <ul style="list-style-type: none"> Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination, bullying or harassment, or supported someone else's complaint. <p>Micro aggressions The University's Equality, Diversity, and Inclusion (EDI) team train staff to consider 'where do you draw the line?'</p> <p>Version 1 May 2021</p>	 <p>This is focused on recognising the importance of 'micro aggressions', and the line from 'harmless' to 'dangerous'. Micro aggressions are defined as:</p> <ol style="list-style-type: none"> the everyday verbal, non-verbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely on their marginalized group membership' (Sue, 2010, p.3) <p>'Micro' here does not mean that they are small or insignificant. They have a cumulatively damaging impact on individuals and communities. It is important, when thinking about discrimination, bullying, and harassment, that we pay attention to the 'everyday' as well as the more overt and explicit forms of these behaviours.</p> <p>Responses to unacceptable behaviour Where incidents of bullying, harassment, discrimination, micro aggressions, or victimisation occur then as a school we take this very seriously. Whoever the perpetrator is, we will support staff to report and gain support after experiencing or witnessing any of the above. If you have experienced or witnessed an incident you can speak to an advisor about this anonymously, or report it and get support from an advisor, using the University's Report and Support Platform.</p> <p>The Equality at Work and Study Policy sets out the formal complaints and investigation policy and steps involved.</p> <p>If you feel able to do so, we would encourage you to speak to your Head of Department or Head of School about what you have experienced or witnessed. We would also encourage you as members of staff in SEED to speak to an Equality, Diversity, and Inclusion (EDI) representative such as your departmental representative or the Associate Director for EDI, should you have any concerns or questions about anything contained in this document.</p> <p>Version 1 May 2021</p>
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Fig 1: SEED Bullying and Harassment Guidance

School-specific policies are reviewed and approved by SPRC, which includes SLT and representatives from all departments and PS teams in the School. Where wider consultation is needed, draft policies may be shared via HoDs at departmental fora, to gain feedback from all staff.

Examples of School specific policies include SEED's email policy (which clarified that staff are not obliged to respond to emails outside of their work hours or expected to respond immediately) and core hours policy (which requires any 'Core' activities – defined in the policy – to take place between 10am-4pm). Each of these policies was developed through consultation with the SEED EDI committee and departmental fora. SPRC and SLT meetings are both subject to SEED's core hours policy to ensure there is no systematic exclusion of colleagues based on caring or other responsibilities.

Faculty level decisions are consulted on with the School via SPRC and SLT. SEED's HoS and HoSO also sit on the Faculty Leadership Team and Faculty PS Leadership Team respectively, enabling policies and initiatives to be fed upwards to the Faculty of Humanities. Two examples of this include the Women into Leadership programme (started in SEED in 2016 and later delivered across the Faculty) and SEED's EDI training on trans awareness and inclusive PGR supervision (now added to the Humanities New Academics Programme¹ (HNAP)).

There is, however, a need to develop more formalised processes for the ongoing evaluation of policies, addressed in NAP 1.6.

¹ A compulsory training programme undertaken by all new academic staff members at the University.

1.5 Athena Swan self-assessment process

The self-assessment team

The Athena Swan SAT comprises 18 members as of September 2023 (11 female and 7 male) from a variety of SEED departments and includes PS and academic staff and PGRs. Any members who do not already have EDI as part of their administrative role and allocated workload receive 500 workload points (equivalent to c.1 day per month). The group was formed through a combination of direct appointments (including SEED's HoS, HoSO, SR and PGR Director, Data Analyst and Senior Communications Officer) and an open call for participants. For the latter, initial appointments were made to ensure a representative group in terms of gender and career stage, and then a second call advertised for participants from still underrepresented groups (specifically, professors and senior tutors). Meetings are co-chaired by the AD for EDI and HoS.

Chart 5: Athena Swan Self-Assessment Team (SAT) Membership – redacted version

Dates	Name	Job	SAT role	Experience
2021- (maternity leave from August 2022 to June 2023)	Laura Winter	Senior Lecturer (employed in SEED since 2013)	Co-Chair of SAT SEED Associate Director for EDI	XXXX
2022- (maternity leave cover for Laura Winter)	Catherine Atkinson	Lecturer (employed in SEED since 2019)	Co-Chair of SAT SEED Associate Director of EDI (maternity cover)	XXXX
2021-	Martin Evans	Professor (employed in SEED since 1998)	Co-chair of SAT Head of School	XXXX
2021-	Jonny Huck	Senior Lecturer (employed in SEED since 2015)	SEED Director of Social Responsibility	XXXX
2021-	Arlene Grenade	Departmental Assistant (employed in SEED since 2021)	Administrative support	XXXX
2021-	Wei Zheng	Lecturer (employed in SEED since 2017)		XXXX
2021-	Kay Hodgson	Head of School Operations	SEED HoSO	XXXX

		(employed in SEED since 2019)		
2016-2019 2021-	Susie Miles	Professor (employed in Faculty and School of Education, and SEED since 1997)	Associate Dean for EDI for the Faculty of Humanities (2019-22) Chair of Athena Swan SAT, 2016-2019	XXXX
2021-	Martin Banks	People and OD Partner (Nov 2012)		XXXX
2021-	Lisa Murtagh	Deputy Head MIE (employed in SEED since 2014) Head of MIE from Jan '24		XXXX
2023-	Kelly Burgess	SEED Senior Communications and Engagement Officer (employed in SEED since 2023)	Communications and engagement	XXXX
2021-	Andy Milne	Management Information Analyst	Data analysis	XXXX
2021-	Pritish Behuria	Lecturer (employed in SEED since 2017)		XXXX
2022-	Elizabeth Gregory	Senior Tutor (employed in SEED since 2018)	Member of Athena Swan writing group	XXXX
2023-	Lucy Adams	School Operations Manager (employed in SEED since 2023)		XXXX

2016-19 2022-	Emma Shuttleworth	Lecturer (joined SEED in 2009 as PhD student)	Data analysis	XXXX
2022-	Tom Donnai	Lecturer (employed in SEED since 2017)	SEED Associate Director for Widening Participation	XXXX
2022-	Adam Barker	Senior Lecturer in Planning and Environmental Management (PEM)	Member of SEED EDI Committee with specialism in disability	XXXX
2021-23	Lorna Pontefract	SEED Senior Communications and Engagement Officer 2021-23 (Employed in SEED in 2020)	SAT communications and marketing	XXXX
2021-23	Laura Black	Professor (employed in SEED since 2004)	SEED PGR Director 2020-23	XXXX
2021-22	Mark Carrigan	Lecturer (employed in SEED since 2021)		XXXX
2021-23	Louise Black	Research Associate and current PhD student (employed in SEED since 2016)	Member of Athena Swan writing group	XXXX
2021-23	Deljana Iossifova	Senior Lecturer (employed in SEED since 2012)		XXXX

A workplan was developed in the SAT's first meeting that set out a timeline for actions from September 2021-April 2023, specifically relating to the AS Silver submission. Actions are recorded by a member of PS staff and allocated to SAT members, with progress followed up at each meeting.

Consultation

The SAT administered an EDI Pulse Survey in December 2021 to be completed by all SEED staff, using the seven new AS core survey questions. A survey method was chosen with the aim of gathering responses from as wide a sample as possible. The results were disaggregated by gender, but a relatively low response rate (21% - potentially due to time of year, and a high volume of surveys post-Covid) meant that it was not possible to identify statistically significant patterns between groups. Nonetheless, the survey provided valuable insights, which were shared with all SEED staff and used to inform EDI priorities for 2022-23. NAP 5.2 identifies the need to increase response rates for future surveys.

The SAT further organised a PGR focus group study comprising 9 students from 3 of 5 departments in SEED (PEM, GDI and MIE), and a series of interviews with senior female academics exploring possible reasons for the under-representation of female HoDs. Whilst small sample sizes meant that it was not possible to meaningfully disaggregate this data by gender, these discussions provided valuable insight into the experiences of PGRs and senior female academics in response to issues identified in the Bronze AP, with findings used to inform new EDI and AS priorities.

In June 2022, the SAT conducted the AS Culture survey; discussed in detail in sections 2 & 3. The response rate for this was 47% (43/92) for PS staff and 34% (164/362) for Academic staff (see NAP 5.2).

The AS Silver application was submitted for internal review in February 2023, and external review in July 2023.

Conducting self-assessment and writing the application

Self-assessment has been conducted primarily via the AS Culture survey and SEED's annual Pulse survey. These were administered by the AD for EDI and analysed by appointed RAs and SAT members. The SAT discussed survey findings at monthly meetings and identified actions and priorities for the AS Silver submission based on these discussions.

A smaller writing team comprising the AD for EDI, SR Director, and 3 SAT members was formed in October 2022 to undertake the main writing of the application. Section 1.2 was written by the HoS and HoSO and checked by the SAT's data administrator. Drafts of the application were shared with all other SAT members throughout the writing process for feedback.

Future plans for the SAT

Following submission, the SAT will continue to meet twice per semester. We will invite expressions of interest for new membership, which may be rotated annually, if necessary, to ensure equal opportunity for participation. Actions will continue to be taken by a member of PS staff. This will include ongoing monitoring of the implementation of the Silver AP, which will remain a standing item on the agenda. The SAT will continue to administer an annual EDI Pulse Survey (with NAP 5.2 identifying strategies to increase response rates for this in future), using findings to measure progress against the 2023 AP and identify any areas for further action as necessary. The SAT will report key developments at SLT and SPRC annually.

Section 2: An evaluation of the department's progress and success (2957 words)

2.1 Evaluating progress against the previous action plan

2018-2023 RAG rated Action Plan can be found in Appendix 1.

2.1.1 Methodology of action implementation

Implementation of the Bronze AP (OAP) is the responsibility of the SAT and EDI committee, both of which include the AD for EDI and SR Director. Tasks are allocated to committee members and progress is reviewed at each meeting.

Success of actions is evaluated through a variety of methods enabling both quantitative and qualitative insight. Quantitative methods have included the EDI Pulse survey and AS Culture survey, whilst qualitative methods have included interviews with senior female academics, and a focus group study of PGR's EDI experiences (see 2.2).

Coding and analysis of data has been conducted by appointed RAs and members of the SAT team.

The OAP includes 20 Green, 4 Amber, and 1 Red actions. Actions in progress and incomplete actions are discussed below.

Chart 5: Overview of RAG rated objectives from 2018-23 Action Plan

AP	Green (20)	AP	Amber (4)	AP	Red (1)
1.1	Monitor gender balance across UGT and PGT.	2.2	Analyse gender balance on non-standard contracts.	4.2	Review gender balance in REF process.
1.2	Improve gender balance in promotional materials.	3.6	Improve staff awareness of training opportunities.		
1.3	Increase student engagement in EDI.	5.4	Analyse gender balance in workload.		
1.4	Improve understanding of PGR experiences of EDI.	6.2	Improve understanding of why staff leave the School.		
2.1	Increase representation of women in senior roles.				
2.3	Identify benchmarks for reviewing School data.				
3.1	Improve gender balance in interview panels.				

3.2	Increase focus on EDI in School Induction.
3.3	Increase focus on EDI in HNAP training.
3.4	Increase number of staff in mentoring and coaching.
3.5	Strengthen support for women's progression following leave.
3.7	Embed promotions conversations in PDR.
3.8	Increase use of formal flexible working.
4.1	Increase number of women applying for promotion.
5.1	Reduce incidents of inappropriate language and behaviour.
5.2	Strengthen EDI communications.
5.3	Address gendered issues in UEQs.
5.5	Improve understanding of PGR-ECR progression.
5.6	Establish clear core hours policy.
6.1	Improve diversity in recruitment processes.

2.1.2 Key facilitators and successes

A key facilitator for success has been the creation of the AD for EDI role in 2020, which enabled additional capacity for EDI work alongside the SR Director. This role includes workload allocation points equivalent to c.1 day per week, and resources for EDI initiatives, including funding from the wider SR budget. The creation of the new SAT has also enabled allocation of actions across the team based on members' roles and specialisms.

Key successes since submission of the Bronze application include:

- **OAP 2.1:** There has been a marked improvement in the gender balance of SEED's academic management structure (9 male/4 female in 2017-18). Significantly, the Bronze submission omitted Associate Directors, which is a more senior position than some of the positions that were included in the application.

A fuller picture of SEED's academic leadership positions (Chart 1, p.8) shows a more equitable gender breakdown (12 male/14 female) and indicates a strong pipeline of

female ADs and Deputy HoDs who are likely to progress to more senior roles. NAPs 3.1-3 identify strategies to support this progression.

- **OAP 3.1 and 4.1:** SEED ran an Inclusive Recruitment pilot scheme in 2021, during which the recruitment process for 10 academic posts was observed by a trained volunteer ('EDI observer'). The role of the EDI observer was to raise any EDI concerns with the chair throughout shortlisting, interview, and selection, before completing a pro-forma report to the School. Feedback was positive from all reports, and SEED decided that no further action was currently necessary, but that we would re-run the scheme every few years to ensure that this remains the case.
- **OAP 1.4:** Following discussions with PGRs regarding experiences of supervision, a series of supervisor training sessions were developed in September 2021. These focused on Trans-inclusive supervision, Supporting Disabled PGRs, Supporting International PGRs, and Anti-Racist Supervision. These have been attended by c.120 SEED colleagues since 2021 and were accredited by HNAP in January 2023, embedding these trainings Faculty-wide. Whilst the response rate to feedback questionnaires was low, 100% of respondents rated these as good/excellent and reported increased confidence in supporting PGRs post-training (see Appendix 5).
- **OAP 1.4 and 5.5:** In response to a limited understanding of PGR experiences of EDI, a focus group study was conducted in 2022 by a SEED PGR and the AD for EDI. 9 students participated in this study, with findings summarised in a report circulated to all SEED staff. Key findings were used to inform the development of PGR supervisor training (above), and operational priorities overseen by SEED's PGR Director. NAP 2.2 (i) also responds to findings from this report.

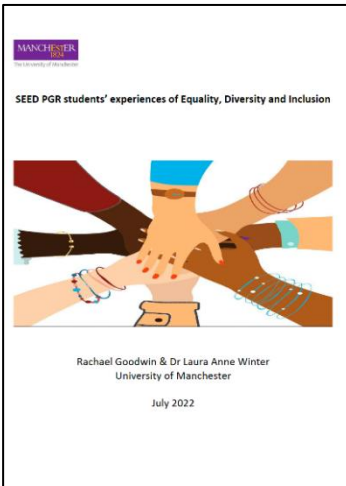
 <p>SEED PGR students' experiences of Equality, Diversity and Inclusion</p> <p>Rachael Goodwin & Dr Laura Anne Winter University of Manchester</p> <p>July 2022</p>	<p>SEED PGR students' experiences of Equality, Diversity and Inclusion</p> <p>Executive Summary</p> <p>Background</p> <p>Issues of Equality Diversity and Inclusion (EDI) in Higher Education (HE) have been of increasing importance to leadership, staff and students in recent years. In the School of Education, Environment and Development (SEED) at the University of Manchester, a range of initiatives are underway to evaluate and improve EDI amongst staff and student bodies. These include, but are not limited to, the Athena Swan programme (Athena Swan, 2015) and Widening Participation programmes (David, 2011). However, a lack of qualitative information exists around what we know about Post-graduate (PGR) students' experiences of EDI in SEED.</p> <p>The Research Study</p> <p>The current study was designed to explore SEED PGR students' experiences of EDI. It was conducted by a SEED PGR student and the Associate Director for EDI in SEED (the two named authors of this report) in Spring 2022. The aim of the research was to understand the experiences of SEED PGR students regarding EDI, including what SEED PGR students think the school could be doing better to improve EDI. The study focused on five key research questions:</p> <ol style="list-style-type: none"> 1. How do PGR students think their department, or the school, tackles issues related to equality, diversity, and inclusion? 2. What are PGR students' experiences of their department or School's culture, particularly in relation to equality, diversity, and inclusion? 3. How do PGR students think the school addresses issues relating to discrimination, harassment, and bullying? 4. How well supported have PGR students felt by their supervisory team, particularly in relation to equality, diversity, and inclusion? 5. What suggestions do PGR students have for improvement in relation to EDI? <p>The study followed a qualitative design and recruited PGR students to take part in one of two focus groups which lasted between 1 – 1.5 hours. After recruitment emails were sent to the whole SEED PGR cohort, nine PGR students volunteered to take part from across the</p>	<p>range of departments within the school (including ODI, PEM and Education). The Geography Department was not represented.</p> <p>PGR student participants ranged in ages from mid-twenties to late-fifties. Students identified as heterosexual, non-heterosexual and bi-sexual. Students described their ethnicity in their own words as White, White British, White European, White Irish, Chinese, Hongkonger, Kurdish, Latina, Mixed. One third of participants identified as international students. Several were part-time. One third were parents. Several identified as mature students. Several participants described themselves as disabled. Participants' religious identity described in their own words included Agnostic, Atheist, Buddhist, Christian, Hindu and Islam. One participant identified as working-class. Several participants shared coming from what they described as their families' immigrant backgrounds.</p> <p>Data were transcribed and analysed using thematic analysis (Braun & Clarke, 2022). The results of the study, described below, will be used to inform future EDI plans, including the Athena Swan programme in SEED at the University of Manchester.</p>
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Fig 2: SEED PGR EDI Report, July 2022

2.1.3 Reflecting on red and amber actions, and main barriers to implementation

There were some unrealistic items on the Bronze AP, and some that were reformulated/superseded following review. Most actions were skewed towards the start of the 5-year period, providing an unfeasible timeline. The Bronze AP also included some lower priority targets that were not met during this period, so have been added as new items on the Silver AP:

- **OAP 2.2:** The School has worked hard to obtain the gender breakdown of staff on non-standard contracts, and there is now a central Power BI dataset that enables regular reporting and monitoring of this. This reveals an over-representation of women in fixed-term and part-time posts, and as tutors in MIE's Initial Teacher Training programme. As we have not yet been able to complete a qualitative analysis of the reasons behind this imbalance, this has been added as a new action in the current submission (see NAP 3.5).
- **OAP 3.6:** Women continue to report less awareness of training opportunities (12% of men and 20% of women answered 'no' to the question 'do you know how to access [career and development] training opportunities?'). Focused discussions will be held to explore reasons behind this disparity and identify new communication strategies to address this (see NAP 3.3).
- **OAP 4.2:** REF processes have changed significantly since the Bronze return, with guidance (nationally, in the university, and in SEED) requiring that EDI is considered throughout. All our environment statements for the most recent REF include EDI and this is explicitly considered in Unit of Assessment (UOA) returns. Based on these new processes, this action has been superseded and the new processes will be monitored for any EDI issues going forward.
- **OAP 5.4:** A review of WAM distribution in relation to EDI was conducted and the data from this is available via Power BI. Analysis of this data has been carried forward as an action point in the Silver AP (NAP 5.5).
- **OAP 6.2:** Further analysis is needed of the reasons staff leave the School. This has been carried over to the Silver AP (NAP 5.1).

2.2 Evaluating success against department's key priorities

For the Bronze submission SEED identified 6 key priority areas, which have evolved and been updated over the course of the action period. Below we discuss three priority areas against which we have made significant progress.

1. Increasing women in leadership positions

The Bronze submission highlighted consistent under-representation of women academics in senior and professorial roles across the school.

A key aim of the Bronze Action Plan was to increase the number of women in senior leadership positions.

We have made significant improvements regarding the representation of women in senior leadership positions, with women now accounting for 3 of 4 Directors (compared to 1 of 4 in 2018), 4 of 6 Deputy HoDs and the sole Deputy HoS (both roles created since 2018). We have also seen a steady increase in the percentage of women occupying other senior academic roles, with women now making up 44.59% of senior lecturers (compared to 43% in 2016/17) and 37% of professors (compared to 31% in 2016/17). We expect to see these figures improving further as a result of various new structures in place, detailed below, as well as through ongoing actions in the NAP (see e.g., NAPs 3.1-3).

“The Women into Leadership programme enabled me to reflect on my career goals and start effective coaching for my professional development. Since completing the programme, I have completed another Leadership role as Director of Teaching and Learning and am now Academic Lead for Assessment across the University.” (Women into Leadership alumnus)

These improvements have followed a series of efforts made across the School including new mentoring and training opportunities to support the aim of increasing representation of women in senior positions. This has included the [Women into Leadership Programme](#), which was created in SEED in 2016 and has since been actively promoted via eNews and communications from the HoS and HoSO. 18 women across all departments in SEED completed the programme in its first year, with 10 promoted internally and 1 promoted externally following this. The programme has subsequently been adopted across the whole University, with

SEED staff continuing to make up most attendees (10 since 2018, compared to 1, 2, 4 and 5 in other Schools).

Since 2022, SEED has provided ring-fenced funding from the EDI budget for two places on the [Aurora Leadership Development Programme](#), additional to the one place offered by the University. Nine women in SEED have completed this programme since 2014.

We have also added diversity statements to job advertisements that encourage women to apply specifically to roles where they are under-represented, as in the example below:

As an equal opportunities employer, we welcome applications from all suitably qualified persons. As the School is committed to Athena Swan principles, we would particularly welcome applications from women, who are currently under-represented at this grade.

For internal appointments, the HoS and HoDs have actively encouraged eligible female staff members to apply and offered the opportunity for one-to-one discussions to support applications. AP 3.1 (vii) aims to ensure that this practice is continued by new HoDs and Heads of School in future.

Since the previous Athena Swan submission, a series of SLT discussions have been held regarding the under-representation of women HoDs, and interviews were conducted by the AD for EDI with senior academic women regarding their perception of this role. Based on the outcomes of these discussions, **several changes have been made to the HoD role**, including a review of workload points (increased by 50% in 2023, from 6000 to 9000 points), and newly defined job specifications that allow for more effective sharing of responsibilities between HoDs and Deputies. Steps have also been taken to ensure that Deputy HoDs are able to develop experience to support future application to HoD, including in line management, finance oversight, and active attendance at School-level committees and SLT. The impact of these efforts is evidenced in the below reflection from a female member of staff – previously Deputy HoD – who was appointed as HoD for MIE in 2023 (effective Jan '24):

I have deputised for the HOD at both MIE and SEED level meetings, including attending and contributing to SEED probationary and promotion committees. These opportunities, along with regular meetings with the HOD and other Deputies to discuss staffing, WAM and finances allowed me to gain a deep understanding of the role of HOD and, with the support of the current HOD, I was successfully appointed as incoming HOD in January 2024.

This colleague was one of 2 female and one male applicants; a significant improvement since 2020, when all applicants were male.

2. Women applying for promotions and progression

The Bronze submission highlighted that fewer women applied for promotions than men, both in absolute and proportional terms, and the majority of women saw recruitment and promotions processes as unfair.

A key aim of the Bronze Action Plan was to increase the number of women applying for promotion and provide mentoring and coaching to better support women's progression.

Women's perceptions regarding the fairness of the promotions process have improved markedly since the previous submission, with the majority of female staff (55%) now agreeing that 'The University's academic promotions policy and criteria are fair irrespective of gender'. This is an increase of 25% since 2018, when only 30% of female staff agreed with this statement.

"As for my own department, I feel that diversity and equality are valued in terms of promotions and career progression, and that good performance is generally fairly rewarded based on merit." (2022 Culture Survey respondent, female)

Although this progress is positive, we acknowledge that it is slow and that it may take time for perceptions to shift in line with the increase in women being promoted across the School (discussed below). We hope that the visibility of these colleagues, alongside various actions identified in the NAP (e.g., NAPs 3.1-3), will continue this upward momentum.

There has also been a significant increase in women applying for promotions, with 31 female colleagues applying in 2023 compared to 7 in 2017. Women's success rates have also increased significantly, with 89% of women's applications being successful between 2021-23, compared to 55% between 2015-17. For the past two years, more women than men have applied for promotions, and SEED has supported the promotions applications of more women than men to be considered at Faculty level.

"I think the School does a good job addressing these issues [progress and career]. I have seen this as a former member of the promotions committee and as someone who has encouraged many to seek promotion." (2022 Culture Survey respondent, female)

These changes have come as a result of a range of measures introduced to increase female staff members' confidence in the promotions process. A **women-only promotions workshop** was delivered following the previous submission as part of SEED's Women into Leadership programme. 23 female colleagues attended this, of which 18 have since been promoted internally. Feedback from this workshop was extremely positive, with many attendees acknowledging its direct impact on their subsequent career progression:

I believe this workshop contributed to my successful promotion to Senior Lecturer. As someone who took a maternity leave in the years before my promotion application, I [gained] knowledge about how to better plan for my long-term career progression.

Before going I was not even sure if I could apply for promotion. After the training I applied and succeeded.

Further targeted workshops are planned to be delivered across the Faculty in 2024 (see NAP 3.1, iv).

Academic promotions workshops have also been redeveloped since 2018 and delivered by SEED's HoS, HoSO and P&OD Partner. These now include success rates and case studies from women to increase transparency and provide relatable examples for female staff. Informal feedback indicates positive experiences of this:

I found the SEED promotions workshop last year extremely helpful ... It was very useful for me to have the process and requirements for promotions laid out step by step, as well as clear signposting to places where additional detail or support could be found.
(Female academic, since promoted to SL)

Potential bias in the promotions process is now mitigated by the **attendance of the AD for EDI at Promotions Committee meetings**, who is responsible, alongside other colleagues, for raising any challenges relating to equity in the promotions process. For example, in 2023 the AD for EDI, SR Director and HoS met during the promotions round to discuss the gender balance of successful and unsuccessful applicants at School level.

Finally, the university-wide **Manchester Gold mentoring programme** has been actively promoted across the School and Faculty since the previous Athena Swan submission. As a result, there has been a marked increase in participation, with 40 mentors and mentees from SEED in 2023 (compared to 14 between 2019-22). There have been more women than men as both mentors and mentees every year since 2019, with women making up 70% (28/40) of the 2023 cohort.

3. Women's witnessing and/or experiencing inappropriate language and behaviour

The data highlighted that the overwhelming majority of women had witnessed or experienced inappropriate language and behaviour in 2017-18.

The Bronze Action Plan aimed to more clearly define and communicate standards and expectations around these issues. We aimed to see a decrease in women reporting that they have witnessed or experienced inappropriate language and behaviour.

We have seen an overwhelming improvement in women's experiences of inappropriate language and behaviour since the previous submission, with a significant majority (69%) of women reporting that they had neither experienced nor witnessed such behaviour in the last 12 months. This represents a sizeable shift since 2018, when 81%/52% of women reported having experienced/witnessed condescending language, and 79%/50% of women reported having experienced/witnessed intimidating language.

“Things [in workplace culture] are much, much better than they used to be. I have over my career experienced inappropriate language, been the victim of bullying discourse, been overlooked for positions of responsibility because of not being part of the inner clique. But none of this applies to the last few years.” (2022 Culture Survey respondent, female)

These improvements have come as a result of a series of actions taken to combat the issue of bullying and harassment in SEED, including an **overt campaign against bullying and harassment** run by SEED’s AD for EDI and SR Director. This involved developing a policy guidance document on responding to discrimination, harassment and bullying, which highlighted examples of gendered sexual harassment and gender discrimination. The AD for EDI and SR Director then attended a series of SLT and departmental meetings throughout 2021 to publicise this guidance (which was also shared with all staff via email and StaffNet) and improve awareness and understanding of inappropriate behaviours and support available.

We have also developed **increased publicity around Report and Support**, with the University’s Report and Support service highlighted in the above campaign and publicised actively across SEED since the previous submission. A link to this platform has been added to the EDI email signature and StaffNet, is publicised regularly by the AD for EDI and SEED eNews, and is discussed as standard at SEED induction.

In 2022, the university launched **new Active Bystander training** as part of its 2022-25 EDI strategy. This included examples of gendered sexual harassment and inappropriate behaviour and strategies for responding to these. This training has since been completed by 18 members of SEED staff, including 4 members of SLT. NAP 1.1 (vi and vii) sets out targets for further staff completion going forward.

Finally, **new EDI training has been developed on Trans Awareness**, with an expert external facilitator – funded by the EDI budget – delivering sessions across SEED since 2023. This has been completed by 70+ SEED staff since January 2023 including 11 members of SLT, with all remaining SLT members expected to attend by December ‘24 (see NAP 1.5, ii).

“Things are so much better than previously. The culture of bullying from senior management figures has been transformed over the years of my employment here.” (2022 Culture Survey respondent, female)

Qualitative data from the 2022 Culture Survey (above) demonstrates a clear shift since the previous submission.

Section 3: An assessment of the department's gender equality context (2906 words)

3.1 Culture, inclusion and belonging

3.1.1 Embedding EDI into School culture

The school has worked hard to embed EDI into its everyday culture. This has included the creation of the AD for EDI role (enabling workloaded time for EDI activities across the School) and associated email address (enabling regular EDI communications and a clear point of contact for staff). EDI matters are regularly shared in SEED's monthly eNews, including promotions announcements and details of training opportunities. Key policies have been edited and/or recirculated to staff with related guidance, e.g., on bullying and harassment (Priority 5, OAP) and trans inclusion:

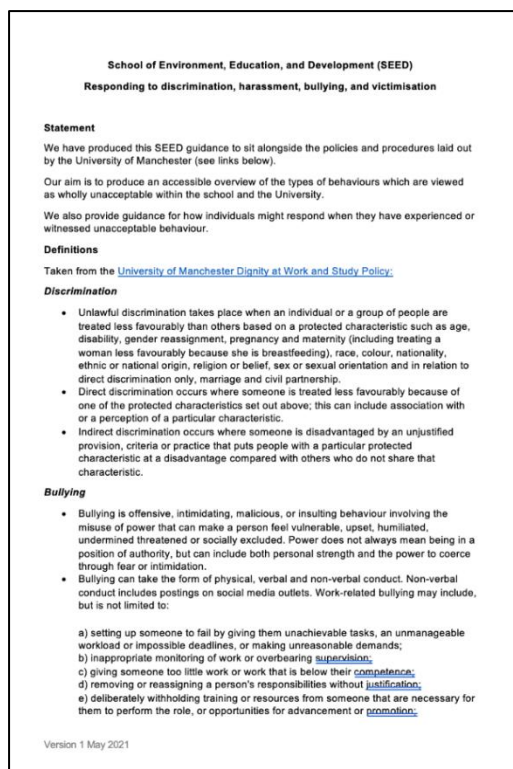


Fig 3: SEED Bullying and Harassment Guidance

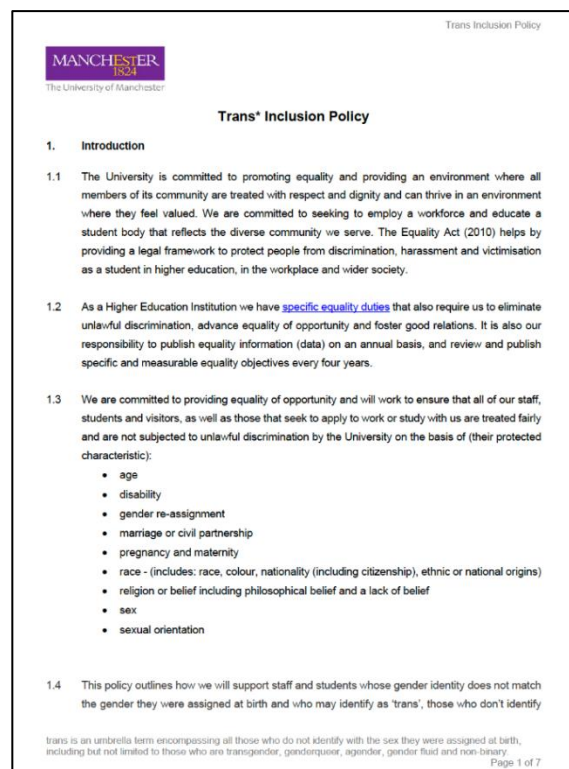


Fig 4: UoM Trans* Inclusion Policy

Guidance has also been provided to HoDs to help ensure that staff are well supported when returning to work from parental leave, ensuring e.g., there is a suitable fridge for storing breast milk, and space for pumping. Findings from a doctoral research project exploring experiences of academic staff returning to work after parental leave were communicated to SLT in 2022, and SEED's Caregivers Costs Policy provides subsidised childcare and other caregiving costs for colleagues attending conferences (see NAP 4.1, vii). Pronoun badges,

and Sunflower lanyards (indicating a hidden disability) are freely available across all buildings, and welcome signs have been installed, welcoming colleagues in every major language.

2022 AS Culture Survey results indicate that these actions have had a positive effect, with 83% male and 71% female academic staff, and 77% male and 83% female PS staff agreeing/strongly agreeing with the statement 'I feel like I belong in my School/department'.

The AD for EDI attends an annual EDI-focused SLT meeting and presents at all School inductions for new staff. The following statement has been added to all formal meeting agendas across the School, to ensure that colleagues recognise that EDI should be considered throughout our work, rather than as a distinct agenda item. This includes key meetings such as Departmental fora, SRAC, School Board, SLT, SPRC, School Research Committee, PGR Committee, and School Teaching and Learning Committee:

We would like to remind committee members that we should take individual and group responsibility for ensuring that we reflect on and consider EDI elements in all agenda items below. This might include a consideration of how the items discussed may differently impact colleagues and students dependent on identity or background. We encourage all attendees to raise questions if they believe due consideration has not been given to this area.

There has also been a distinct change in the School's approach to evidencing and addressing EDI issues, using data-driven approaches supported by the creation of a data analyst role, investment in the Power BI platform, and active data analysis to evidence EDI concerns (e.g., quantitative analysis of UEQs and WAM distribution; qualitative interviews with senior female staff; and focus groups with PGRs). Results of these analyses are now openly shared via School Board, eNews and the EDI intranet, and used in the formation of EDI policies, targets, and priorities.

3.1.2 Intersectional inequalities

The School is involved in ongoing work that seeks to increase Black, Asian, and Minority Ethnic (BAME) representation across staff and student communities. This connects to the University's broader race equality work, including the Race Matters at Manchester report and Race Equality Chartermark:

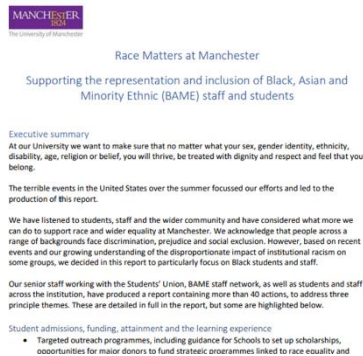


Fig 5: Race Matters at Manchester Report



Fig 6: Race Equality Charter

As part of recent efforts to explore intersections of race and gender, in 2023, SEED HoDs directly encouraged eligible colleagues to apply for the 100 Black Women Professors Now [BWP] programme. XXX Black women in SEED were accepted onto this programme, making up a third of all participants across the University.

SEED's Enhancing Racial Equality studentship (SERE) was launched in 2020/21 and offers one full scholarship per year for UK BAME students, with the first recipient being a woman of colour.

"Since joining [100 BWP] I have had the opportunity to meet with other black women and hear their stories, their challenges, barriers they face in navigating their way to through academia as professionals ... I am privileged to have a huge support network who work together to see that I'm on the path to becoming a black professor in the future." (100 Black Women Professors Now alumnus, 2023)

There is good BAME representation in SEED, with the percentage of BAME staff higher than in the general UK population (23.86% compared to 18%). This represents a 9.26% increase since 2018, and includes good representation at the senior level, with BAME staff comprising 17.31% of SEED professors. However, there continues to be under-representation of BAME staff in mid-level roles (making up just 12% of SEED's Senior Lecturers) and over-representation in junior roles (making up 40% of SEED's Senior Tutors). Given the increase in appointments since 2018, this may be due to appointing staff in junior roles who have not yet had the opportunity to progress further. It will therefore be important to ensure that support structures are in place for progression. Two members of BAME staff are currently completing Stellar HE, and we have plans to run targeted promotions discussions at Faculty level (NAP 3.1, iv). Given the under-representation of BAME staff in SEED SLT we will also consider ways to make SLT membership more appealing (see NAP 3.2, ii), with one recent change having been to increase workload allocations for SLT members. We have also ensured that both external and internal recruitment documents include statements encouraging under-represented groups to apply.

Intersectional staff data on gender/ethnicity has been hard to access as small numbers make it possible to identify individual staff members. NAP 5.3 therefore identifies a need to find alternative ways to gain insight into intersectional representation in SEED's staff population.

SEED's student profile and success rate for BAME students is also good, with the School's intake (excluding Chinese students, who comprise 33% of the total student population) having risen from 14% to 21% in the last 3 years. We have recently gained access to intersectional data that disaggregates undergraduate student degree outcomes by gender and ethnicity. Following a statistical analysis of this data for 2021-22 we have found that, though women generally perform better than men overall, BAME women nevertheless perform significantly worse than white women, with an average outcome of upper second as opposed to first class honours. Further analysis of this data and the related identification of actions is prioritised in NAP 5.4.

3.1.3 Inclusion of all gender identities

SEED has been involved in various initiatives that seek to recognise and celebrate gender diversity in the School. This has included all members of SLT attending allyship training through the University's LGBTQ+ staff network ALLIOUT, and a series of talks on trans pedagogies funded by the SR Catalyst Fund.

However, informal discussions with colleagues and qualitative responses to the 2022 AS Culture Survey indicate that inequalities persist for trans staff and students:

There have been some reports of transphobic conversations occurring in [department] as well as consistent misgendering of a trans student.

Some training needed around trans inclusion as well as a clear message from HoD/HoS regarding our stance on these issues/behaviours.

This led to a focus on trans inclusion as an EDI priority for 2022-23, with a range of work undertaken to embed this across the school. In particular:

- The AD for EDI invited trans colleagues and students to a confidential meeting to discuss experiences and inform actions.
- Training on trans-inclusive PGR supervision was delivered in 2021 and 2023, and later added to HNAP, to be delivered annually going forward. This was attended by 15 and 28 SEED staff in 2021 and 2023, respectively.

- Trans awareness training was organised in SEED and then added to HNAP, to be delivered annually going forward. This has been attended by 70+ SEED staff since March 2023, including 11 members of SLT. All members of SEED SLT and PSLT are set to attend this training by December 2024 (NAP 1.5, ii).
- Pronoun badges have been made freely available across all SEED buildings.
- An all-gender toilet was added to Ellen Wilkinson building in May 2023, which previously had no all-gender toilet facilities.

Creating an inclusive workplace for trans staff and students is an ongoing concern for the School and is addressed in NAP 1.5.

3.1.4 'Whole life balance'

We have introduced a range of policies and practices to support staff with caring responsibilities, including the Core Hours policy discussed above. There has also been a significant increase in flexible working arrangements following the introduction of the new Timetabling System, with 12 members of staff having had flexible working requests approved by SEED's P&OD Partner since September 2022 (compared to an average of one per year in 2017-18). 86% of women and 88% of men in the 2022 AS Culture Survey agreed/strongly agreed that flexible working is enabled by the school. Hybrid meetings have also continued since the return to on-campus teaching, enabling staff to join online when working flexibly/from home.

Following an extensive pilot delivered in 2021/22 across the University, PS staff now have the option to work according to the Hybrid Working Framework which was fully launched in September 2022. Whilst some roles do not permit hybrid working (e.g., some technical, estates or hospitality roles), over 80% of colleagues noted the changes had a favourable impact on wellbeing and productivity. In addition, 92% of staff agree that there are positive levels of trust in teams across the University (Hybrid Sentiment Survey Insights, January 2022).

All HoDs and PS line managers received clear guidance on conducting return to work interviews in 2021, which was also discussed at SLT in 2021. This guidance included a document outlining facilities available in SEED buildings for e.g., breast pumping and storing breast milk. Periods of leave are recognised as equivalent to any other 'mitigating circumstance' in academic promotions and probation decisions and have been added as a point of discussion in promotions workshops. Whilst findings from the 2022 AS Culture Survey show a significant increase in staff agreeing/strongly agreeing that the School was fully supportive on their return to work (73/71% of women/men in 2022 compared to

50/60% women/men in 2017), there is a need for continued work that ensures staff are well-supported before, during and after leave (NAP 4.3).

In 2019, SEED undertook a pioneering Return to Work pilot scheme, providing a 6-month sabbatical to academic colleagues on teaching and research contracts returning from parental leave. This pilot was highly successful, and following some delays brought about by COVID-19, has been approved and funded by the University for all academics on both Teaching and Research and Teaching and Scholarship contracts. This is a good example of SEED's pioneering EDI work influencing change in the wider University.

3.2 Key priorities for future action

Based on analysis of the 2022 AS data and identification of statistically significant trends, 4 key priorities have been identified (see Appendix 6 for details on analytic method).

Priority 1: Women's views on their influence and respect

Survey data found that women's views on the extent to which female and non-binary academic staff can influence policy has not changed significantly since the previous submission, with 41% of women (vs 7% of men) disagreeing/strongly disagreeing with the statement 'Female or non-binary academic staff are as likely to influence School policy making and administration as their male counterparts'. Work is therefore needed that enables 1. a fuller understanding of why women feel this is the case and 2. the subsequent identification of clear actions to address this issue (NAP 1.1).

33% of women (vs 12% of men) disagreed/strongly disagreed in response to the statement 'Senior academic staff respect junior male, female and non-binary academic staff equally'. NAP 1.1 seeks to gain a fuller understanding of this.

Both men and women are generally comfortable voicing opinions, with 62% female/72% male academic staff and 61% female/95% male PS staff agreeing/strongly agreeing with the statement 'I feel comfortable speaking up and expressing my opinions in my School/Department'. However, there continues to be a disparity between sexes in these figures, as well as a significant minority of women (26% academic, 21% PS) who either disagreed or strongly disagreed with this statement. Relatedly, women were more likely to disagree that people pay attention when they speak (29% of women and 9% of men disagree/strongly disagree with the statement 'In meetings, people pay as much attention when female and non-binary academic staff speak as when male academic staff speak'). Further discussion with colleagues would enable a fuller insight into the reasons behind this and help meaningfully inform future actions (NAP 1.2).

Significantly more women (44%) than men (12%) reported having personally experienced UEQ feedback that they felt was based on their gender rather than their teaching. Whilst a quantitative analysis of 533 staff UEQs (comprising 48,000 individual scores) found that gender does not significantly impact scores, there is nonetheless a concern here that needs to be explored. Actions here relate to ongoing monitoring of UEQs (NAP 1.3) and clear communication to students regarding appropriate language and feedback (NAP 1.4).

Priority 2: Responding to cases of bullying and harassment

Survey data suggest that figures of women witnessing or experiencing bullying and harassment are much lower than previously. However, we now see women reporting being less clearly satisfied with senior management responses to cases that do occur.

38% of women (compared to 10% of men) disagreed/strongly disagreed with the statement 'School management is active in tackling bullying and harassment', whilst 31% of women (compared to 12% of men) disagreed/strongly disagreed with the statement 'I am satisfied with how bullying and harassment are addressed in my School'. Women also reported less awareness than men of EDI policies and sources of support: 52% of women and 31% of men answered 'no' to the question 'Are you familiar with the details of the university's policies in relation to gender equality?' whilst 38% of women and 17% of men reported not knowing where to find these policies. Whilst there have been increased communications from managers around the School's zero tolerance approach to bullying and harassment and related policies, more effective communications are needed that 1. signal School and Departmental commitment to this issue and 2. increase awareness of policies and support available. Given the evident gender disparities in these figures, discussions are needed with both female and male colleagues to enable a fuller understanding of this issue and help identify more effective strategies for both action and communication (NAP 2.1).

Priority 3: Promotions and progression

Despite an increase in women being promoted – including to leadership and senior leadership roles – there continues to be a higher percentage of women who disagree that processes for promotion and progression are fair.

- 30% of female (vs 9% male) academic staff disagree/strongly disagree that the University's academic promotions policy and criteria are fair irrespective of gender
- 32% of female (vs 6% male) academic staff disagree/strongly disagree that the school is committed to achieving gender balance in leadership

- 21% of female (vs 3% male) academic staff disagree/strongly disagree that EDI work is recognised in applications for promotion/progression
- 50% of female (vs 29% male) academic staff disagree/strongly disagree that all staff in the School are offered the same career development opportunities

These findings indicate a need for improved communications and transparency around promotions and progressions as well as further discussions with female staff to gain a better understanding of the reasons behind these figures (NAP 3.1).

There also continues to be an underrepresentation of women HoDs in the School, as seen in Chart 1 and discussed in section 2.2 (Priority 2). This is addressed in NAP 3.2.

Relatedly, women continue to report less awareness than men of available training opportunities, with 20% of women and 12% of men answering 'no' to the question 'Do you know how to access such training opportunities [on professional and career development]?' There is therefore a need to consider new strategies for communicating these opportunities, particularly to female staff (NAP 3.3).

Priority 4: Family and caring responsibilities

Both female and male academic staff perceive that staff with caring responsibilities are judged as less committed to their careers than those without. This has worsened since the Bronze submission, possibly due to the additional pressures brought about by Covid-19 and balancing work and care during lockdown. 53% of both female and male academic staff (compared to 20% of female and 2% of male academic staff in 2016/17) disagreed/strongly disagreed with the statement 'Academic staff who have caring responsibilities are considered by colleagues or senior staff just as committed to their careers as those who do not have caring responsibilities'. For PS staff, there is a significant disparity in men and women's feelings around the impact of caring responsibilities on career progression, with 59% of women vs 13% of men disagreeing/strongly disagreeing with the statement 'Having a family impacts the career progression of female and non-binary staff equally as that of male PS staff'. These issues are addressed in NAPs 4.1-3.

There is a disparity in men and women's attitudes towards the scheduling of teaching, with 51% of men vs 40% of women agreeing/strongly agreeing with the statement 'The School tries to accommodate the scheduling of teaching as per my preferences'. These responses were submitted prior to the introduction of the new timetabling system, which allows staff to more easily communicate teaching preferences and have these recognised in the timetabling process. We will therefore review the impact of this new system on colleagues' attitudes going forward (NAP 4.2).

Section 4: Future action plan 2023-28

This Action Plan has been informed by data from the 2022 Athena Swan Culture Survey and EDI Pulse Survey, and discussions with staff and students. We acted on feedback from the Athena Swan internal and external review panels in February and June 2023 to develop clear timelines for actions and ensure that responsibility for these is spread across a range of colleagues, including PSLT. We have emphasised short and long-term target dates in our success measures to help us meet our ambitions and have identified clear ownership for each action. We expect this action plan to be a live document and that some of our actions will lead to further actions being introduced as we respond to new evidence and developments.

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
1. Influence and respect				
AP 1.1 Increase gender parity in academic staff perceptions of influence and respect	<p>2022 AS culture survey found that:</p> <ul style="list-style-type: none"> - 33% of female (vs 12% male) academic staff disagreed/ strongly disagreed in response to Q51: 'Senior academic staff respect junior male, female and non-binary academic staff equally.' <p>and</p> <ul style="list-style-type: none"> - 41% of female (vs 7% male) academic staff disagreed/ strongly disagreed in response to Q53: 	<p>(i) Conduct qualitative research every 2 years (beginning Feb 24) with female and male academic staff to gain insight into experiences around:</p> <ol style="list-style-type: none"> 1. their ability to influence policy and 2. the extent to which junior staff are equally respected by senior academic staff <p>(Minimum 1 female academic staff member to be included from each SEED department)</p>	<p>(i) SAT members/Appointed RA</p> <p>(ii) AD EDI, HoS</p> <p>(iii) Comms officer</p> <p>(iv) HoS , Comms Officer</p> <p>(v) SR Director</p> <p>(vi) HoS and HoSO</p> <p>(vii) AD EDI</p>	<p>(i) SLT Action Plan to have been produced by Jun 2025</p> <p>Qualitative improvement in reported experiences by 2026</p> <p>(ii-iv) A reduced percentage (30% by 2025, 20% by 2027) of female academic staff disagreeing/strongly disagreeing with AS Culture Survey Qs 51 and 53</p> <p>(v) SEED guidance developed and distributed to all HoDs by Jun 24</p>

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
	'Female or non-binary academic staff are as likely to influence School policy making and administration as their male counterparts'	<p>(ii) Provide report on above to SLT every 2 years (beginning Sep 24), with SLT to identify actions based on these findings (Jun 25)</p> <p>(iii) Increase visibility of female senior leaders via departmental displays with photographs and bios (by Dec 2023) and annual eNews spotlight that shows gender makeup of SLT (annually, beginning Jan 2024)</p> <p>(iv) Increase visibility of female senior leaders via presence at key events (e.g., inaugural lectures and Sarah Fielden lecture series) and through contribution to University leaders blog: Viewpoint (Jan 24-)</p> <p>(v) Develop and distribute SEED guidance on meeting conduct and distribute to all HoDs, to be shared and enacted in all departments (Jun 24)</p>		<p>(vi) 100% of SEED SLT and PSLT completed UoM's Unconscious Bias and Active Bystander training by Dec 2024, and refreshed by Dec 2027</p> <p>(vii) Minimum 120 SEED staff completed Active Bystander training by Dec 2027</p>

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
		<p>(vi) Ensure all SLT and PSLT have completed University of Manchester's Unconscious Bias and Active Bystander training by end of Dec 2024. Training to be refreshed every 3 years.</p> <p>(vii) Ensure a minimum of 30 SEED staff members complete University of Manchester's Active Bystander Training annually (Sept 23-)</p>		
AP 1.2 Increase gender parity in academic and PS staff experiences of speaking and being listened to	2022 AS culture survey found that: - 26% female (vs 12% male) academic staff and 21% female (vs 0% male) PS staff disagreed/strongly disagreed in response to Q4 : 'I feel comfortable speaking up and expressing my opinions in my School/Department' and	<p>(i) Conduct qualitative research every 2 years (beginning Feb 24) with female academic and PS staff to gain qualitative feedback on their experiences around</p> <ol style="list-style-type: none"> 1. their comfort in speaking, and 2. the extent to which they are listened to <p>(Minimum 1 female academic staff member to be included</p>	<p>(i) SAT members / Appointed RA; HoS</p> <p>(ii) AD EDI, HoS</p>	<p>(i-ii) SLT Action Plan to have been produced by Jun 2025</p> <p>Qualitative improvement in reported experiences by 2026</p> <p>An increased percentage (70% by 2025, 90% by 2027) of female staff responding positively to AS Culture Survey Qs 4 and 52</p>

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
	- 29% of female (vs 9% male) academic staff disagreed/ strongly disagreed in response to Q52 : 'In meetings, people pay as much attention when female and non-binary academic staff speak as when male academic staff speak'	from each SEED department) (ii) Provide report on above to SLT every 2 years (beginning Sep 24), with SLT to identify actions based on these findings (Jun 25)		
AP 1.3 Monitor gender inequality in academic staff experiences of UEQs	2022 AS culture survey found that 42% of female (vs 11% male) academic staff answered 'yes' to Q75 : 'Have you personally experienced student feedback on Unit Evaluation Questionnaires which you felt was based on your gender rather than your teaching?'	(i) Conduct quantitative analysis of UEQs every 2 years that checks for significant gender differences in scores (every 2 years, beginning Jun 24) (ii) Conduct qualitative analysis of UEQs every 2 years that explores concerns around gendered language (every 2 years, beginning Jun 24) (iii) Provide report on above to SLT every 2 years (beginning Jan 25), with SLT to identify actions based on these findings (Dec 25)	(i) SEED Data analyst (ii) SEED Data analyst (iii) AD EDI ; HoS	(i-iii) Quantitative and qualitative analyses conducted by Jun 24 (and again by Jun 27) and report produced. SLT Action Plan to have been produced by Dec 2025.

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
AP 1.4 Improve students' understanding of appropriate UEQ feedback	As above	(i) Develop examples of appropriate and inappropriate student feedback and distribute to all students in SEED via Blackboard and email (Apr 24) (ii) Develop and embed reporting system to enable reports of inappropriate UEQ feedback to be tracked over time (Aug 24) (iii) Develop resource on Unconscious Bias as part of set of EDI resources for students (Jun 2026; see AP 2.2, i)	(i) T&L Director , Student Services Support and Development Manager (ii) SEED Data analyst (iii) Student Services Support and Development Manager	As above, and (iii) Set of EDI resources developed by Jun 2026, with minimum 40 students (UG, PG and PGT) completing at least one unit annually from 2026
AP 1.5 Increase support for trans and non-binary staff across the School	Informal discussions with staff and students and qualitative responses to the AS Culture Survey found evidence of transphobic attitudes in some departments in SEED	(i) Continue to organise and publicise Trans Awareness Training for staff (Sep 2023-), with a particular focus on MIE (ii) Ensure all members of SLT and PSLT attend Trans Awareness training by end of 2024	(i) AD EDI , Senior Comms Officer (ii) HoS HoSO (iii) AD EDI (iv) AD EDI (v) Snr Comms Officer , AD EDI	(i) 20% of SEED staff to have attended Trans Awareness Training by 2025, 40% by 2027 (ii) All members of SLT and PSLT to have attended trans awareness training by end of 2024 (iii) EDI Pulse Survey includes new/revised questions on trans and

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
		<p>(iii) Gender options and questions in EDI Pulse Survey to be reviewed and revised and/or added to enable greater insight into experiences of trans and non-binary staff (by Oct 23)</p> <p>(iv) Additional questions to be added to 2027 Athena Swan survey to enable greater insight into experiences of trans and non-binary staff (by Jan 2027)</p> <p>(v) Display support for Trans inclusion promoting allyship and signposting to support networks and initiatives across all SEED buildings using posters and display screens. Invite guidance on communication strategies from ALLIOUT network and external trans awareness workshop facilitator (Oct 24)</p>		<p>non-binary experiences by 2023 survey</p> <p>(iv) 2027 Athena Swan survey includes new questions on trans and non-binary experiences.</p> <p>(v) 60% trans and non-binary respondents reporting positive experiences by 2025 EDI Pulse Survey. 80% trans and non-binary respondents reporting positive experiences by 2027 EDI Pulse Survey and AS Culture Survey.</p>
AP 1.6 Formalise continual evaluation of	No formal processes currently exist for continual evaluation of policies at the SEED level	(i) Review SEED-specific policies (including email policy, core hours policy, caregivers policy and sustainable travel policy) at	(i) School Operations Manager , HoS , HoSO	(i) Policies are reviewed and updated as appropriate every 2 years

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
School level policies		SPRC every 2 years as a minimum (beginning 2023-24) to ensure policy and its language remain inclusive and applicable.		
2. Responding to bullying and harassment				
AP 2.1 Increase female staff members' confidence in School-level responses to bullying and harassment	<p>2022 AS Culture Survey found that:</p> <ul style="list-style-type: none"> - 38% of female (vs 10% male) academic and PS staff disagreed/strongly disagreed in response to Q63: 'School management is active in tackling bullying and harassment' - 31% of female (vs 12% male) academic and PS staff disagreed/strongly disagreed in response to Q64: 'I am satisfied with how bullying and harassment are addressed in my School' - 38% of female (vs 17% male) academic and PS staff answered 'no' to Q65: 'Do you know where to find the University's policies in relation to gender equality?' 	<ul style="list-style-type: none"> (i) All HoDs and HoSO to circulate information to staff annually, about bullying & harassment policies and support (beginning Sep 2023) (ii) Report and Support platform to be advertised via screens and display boards in all SEED buildings (by Dec 2023) (iii) Support and strengthen the visibility of the University Report and Support scheme in SEED and the availability of Harassment Support Advisors (HSAs) by training two staff members (1 PS and 1 academic) in the HSA role by Dec 24, and a further 2 by Dec 25 	<ul style="list-style-type: none"> (i) All HoDs, HoSO (ii) Senior Comms Officer (iii) HoS and HoSO (iv) AD EDI, Comms Officer, HoS 	<ul style="list-style-type: none"> (i-iv) A reduced percentage (20% by 2025, 10% by 2027) in female academic and PS staff disagreeing/strongly disagreeing with AS Culture Survey Qs 63 and 64 A reduced percentage (20% by 2025, 10% by 2027) of female academic and PS staff answering 'no' to AS Culture Survey Qs 65 and 66 (iii) Minimum 4 new Harassment Support Advisors (2 PS and 2 academic) trained by Dec 2025. (iv) Information widely shared via StaffNet and HoS, Comms and AD EDI communications.

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
	and - 52% of female (vs 31% male) academic and PS staff answered 'no' to Q66 : 'Are you familiar with the details of the university's policies in relation to gender equality?'	(iv) Increase publicity around wider university systems e.g., Employee Assistance Programme		
AP 2.2 Strengthen structures across the School to counteract student experiences of discrimination	Results from survey administered by EDI Committee's PGR reps identified experiences of discrimination between students, with 32.5% of respondents reporting having felt discriminated against within SEED. Regarding student contributions to EDI, no formal processes currently exist for recognising and rewarding membership on student EDI committees, and the remit of these committees can be limited.	(i) Develop set of EDI resources for students, including on Anti-Racism, Disability, Trans Awareness, Unconscious Bias and being an Active Bystander (2 units to be developed in 2024 and 2025, final unit to be developed in 2026) (ii) Formalise recognition and reward for student contributions to School and Departmental EDI committees (Dec 24) (iii) £500 of SR budget to be earmarked for SEED Student EDI Committee annually (beginning Sep 23)	(i) Student services support and development manager; AD EDI (ii) T&L Director; Student services support and development manager (iii) SR Director	(i) Set of EDI resources developed by Jun 2026, with minimum 40 students (UG, PG and PGT) completing at least one unit annually from 2026 Lower percentage of SEED students reporting experiences of discrimination in future EDI surveys (ii) Formal process in place by Dec 2024 for recognising and rewarding student contributions to EDI (iii) SEED Student EDI Committee to have organised minimum 2 funded activities by Jun 2028

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
3. Promotions and progression				
AP 3.1 Increase parity in academic and PS staff perceptions of fairness and opportunity in relation to promotions and progression	<p>2022 AS Culture Survey found that:</p> <ul style="list-style-type: none"> - 30% of female (vs 9% male) academic staff disagreed/ strongly disagreed in response to Q11: 'The University's Academic Promotions Policy & Criteria are fair irrespective of gender' - 32% of female (vs 6% male) academic and PS staff disagreed/strongly disagreed in response to Q13: 'My school is committed to achieving gender balance in leadership positions' - 21% of female (vs 3% male) academic and PS staff disagreed/strongly disagreed in response to Q15: 'Equality, diversity, and inclusion work is recognised in applications for promotion/progression' 	<ul style="list-style-type: none"> (i) Information on how all senior academic management roles (internal appointments) are appointed to be made transparent on StaffNet before next round of advertising for these roles, and shared alongside job adverts (ii) Conduct qualitative research every 2 years with 1. female academic and 2. female PS staff to gain insight into feelings and experiences around promotions and progression, aiming for intersectional representation regarding race/ethnicity (beginning Feb 24) (iii) Provide report on above to SLT every 2 years (beginning Sep 24), with SLT to identify actions based on these findings (Jun 25) 	<ul style="list-style-type: none"> (i) HoS, Senior Comms Officer, Deputy School Operations Manager (ii) SAT members/Appointed RA (iii) HoS (iv) HoS (v) Senior Comms Officer (vi) HoS, HoSO , P&OD Partner (vii) HoS, AD EDI, SR Director 	<ul style="list-style-type: none"> (ii) Qualitative improvement in reported experiences by 2026 (iii) SLT Action Plan to have been produced by Jun 2025 (i-vii) A reduced number (20% by 2025, 10% by 2027) of female staff disagreeing/ strongly disagreeing in response to AS Culture Survey Qs 11, 13, 15 and 29 (vii) Guidance document produced by Dec 24

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
	- 50% of female (vs 29% male) academic and PS staff disagreed/strongly disagreed in response to Q29 : All staff in the school are offered the same career development opportunities	<p>(iv) Investigate targeted promotions discussions at faculty level with e.g., female, BAME, and Disabled members of staff, to be facilitated by senior colleague with lived experience (Jul 24)</p> <p>(v) Create space on StaffNet for professional development guidance and resources (Dec 2024)</p> <p>(vi) PSLT to explore how EDI work can be recognised in line management discussions and support with PS progression (May 24)</p> <p>(vii) Create guidance document for future Heads of School, HoSOs and HoDs regarding responsibility to encourage (particularly female) colleagues towards promotion and progression (Dec 24)</p>		

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
AP 3.2 Increase representation of female academic staff in HoD roles	<p>There continues to be an under-representation of female HoDs in the School, as seen in Chart 1.</p> <p>The 2022 AS Culture Survey found that 31% of female (vs 62% male) academic staff answered 'yes' to Q23: 'Would you consider applying for a Head of Department position in the school in future?'</p>	<p>(i) Add session on HoD role to every departmental forum, including information and Q&A around eligibility criteria (beginning Oct 23)</p> <p>(ii) Continuing review of departmental management structures, including Deputy HoD role, workloading and duties of HoD</p> <p>(iii) Invite current and previous female HoDs in SEED to deliver sessions that facilitate open discussion and Q&A around the benefits and challenges of the HoD role (Sept 23-)</p> <p>(iv) Continue to actively encourage engagement in Women into Leadership and Aurora programmes (Sept 23-)</p>	<p>(i) All HoDs</p> <p>(ii) HoS</p> <p>(iii) AD EDI</p> <p>(iv) AD EDI, HoDs</p>	<p>(i-iv) An increased percentage (40% by 2025, 60% by 2027) of female academic staff answering 'yes' to AS Culture Survey Q 23</p> <p>Minimum 3 female HoDs to have been appointed in SEED by Jun 2028</p> <p>(iii) Minimum 2 current/previous female HoDs in SEED to have delivered sessions by Dec 2026</p> <p>(iv) Minimum 2 female SEED staff per year completing Women into Leadership and/or Aurora programme</p>
AP 3.3 Increase gender parity in academic and PS	2022 AS Culture Survey found that 20% of female (vs 12% male) academic and PS staff answered 'no' to Q32 'Do you know how to	(i) Regularly communicate training opportunities via EDI email, StaffNet, SEED eNews and PS team meetings (Sep 23-)	<p>(i) AD EDI, Senior Comms Officer, HoSO</p> <p>(ii) AD EDI, SAT</p>	(i) Minimum 3 pieces relating to training opportunities featured in SEED eNews annually

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
staff awareness of training opportunities in the School	access such training opportunities [on professional and career development]?’	(ii) SAT to hold focused discussion around strategies for increasing awareness of training opportunities amongst female colleagues (by Sep 24)		<p>EDI Comms Plan to have been developed by Sep 24</p> <p>(ii) Output/actions from SAT discussion added to Silver AP by Dec 2024</p> <p>(i-ii) A reduced percentage (12% by 2025, 8% by 2027) of female academic and PS staff answering ‘no’ to AS Culture Survey Q 32</p>
<p>AP 3.4</p> <p>Ensure all staff are offered PDRs and that positive engagement with PDRs is reflected in University survey responses</p>	<p>School Office data shows that 10% of SEED staff (19 in MIE, 16 in GDI) were not offered PDRs in 2022-23. These staff were mostly Senior Tutors, Research Associates and ITET tutors, alongside one Editorial Assistant.</p> <p>2022 AS Culture Survey found that only 60% of female (vs 80% male) academic staff agreed/strongly agreed in response to Q28: ‘I receive useful feedback on my career development through performance reviews’</p>	<p>(i) All staff in MIE and GDI to be contacted with clarification that PDRs should be offered to all academic staff. This information to be recirculated in the lead up to each PDR period (annual, beginning Mar 24)</p> <p>(ii) HoS and HoSO to contact all SEED staff during the PDR/PREP period with the request that anyone who has not been offered a PDR contact their line manager (beginning May 24)</p>	<p>(i) HoS</p> <p>(ii) HoS, HoSO</p>	<p>(i-ii) School Office data shows reduced percentage of staff (5% by 2026, 0% by 2028) not being offered PDRs</p> <p>Increased percentage (80% by 2025, 90% by 2027) of female academic staff agreeing/strongly agreeing with AS Culture Survey Q 28</p>

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
AP 3.5 Increase gender parity in non-standard contracts	Whilst disaggregated data for staff on non-standard contracts (FTCs, part-time, Tutors in Initial Teacher Training in MIE) has been made available via Power BI since the Bronze submission, there continues to be a lack of understanding of the context and reasons for this gender imbalance.	(i) Qualitative analysis to be conducted to gain insight into context and reasons behind gender imbalance in non-standard posts (by Jun 25) (ii) Provide report to SLT (Sep 25), with SLT to identify actions based on these findings (Dec 25)	(i) Data analyst, AD EDI (ii) AD EDI, HoS	(i) Report produced that demonstrates context and reasons behind gender imbalance in non-standard posts (Sep 25) (ii) Related actions identified by SLT and added to Silver AP by Dec 25
4. Family and caring responsibilities				
AP 4.1 Increase gender parity in experiences of PS and academic staff with caring responsibilities	2022 AS Culture Survey found that 59% of female (vs 13% male) PS staff disagree/ strongly disagree in response to Q48 : 'Having a family impacts the career progression of female and non-binary staff equally as that of male PS staff' 2022 AS Culture Survey found that 53% of both female and male academic staff disagreed/strongly disagreed in response to Q54 : 'Academic staff who have caring responsibilities are considered by	(i) Conduct focus groups with female PS staff to gain insight into feelings and experiences around career progression and caring responsibilities (beginning Jan 24) (ii) Provide report to PSLT (Jul 24), with PSLT to identify actions based on these findings (Sep 24) (iii) Conduct qualitative research with female and male academic staff every 2 years to gain	(i) HoSO (ii) HoSO (iii) SAT member/Appointed RA (iv) AD EDI, Senior Comms Officer (v) Senior Comms Officer (vi) AD EDI	(i) Report on findings from focus group discussions produced and shared with PSLT by Jul 24 (ii) Related actions identified by PSLT and added to Silver AP by Sep 24 (i-ii) A reduced percentage (30% by 2025, 20% by 2027) of female PS staff disagreeing/strongly disagreeing in response to AS Culture Survey Q 48 (iii) Report on findings from qualitative research produced and

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
	colleagues or senior staff just as committed to their careers as those who do not have caring responsibilities'	<p>insight into experiences of caring responsibilities and related perceptions (Feb 24)</p> <p>(iv) Provide report on above to SLT every 2 years (beginning Sep 24), with SLT to identify actions based on these findings (Jun 25)</p> <p>(v) Create space on EDI intranet that publicises processes to support those with caring responsibilities e.g., around flexible working, core hours, return to work (Aug 24)</p> <p>(vi) Regularly signpost staff to StaffNet resources on support for colleagues with caring responsibilities (Sep 23-)</p> <p>(vii) Update SEED policy on childcare funding for staff attending conferences (Jan 24)</p>	(vii) SR Director, AD EDI , HoS	<p>shared with SLT every 2 years, beginning Sep 24</p> <p>(iv) Related actions identified by SLT and added to Silver AP by Jun 25</p> <p>(v) Dedicated space created on EDI StaffNet that publicises processes to support colleagues with caring responsibilities by Aug 24</p> <p>(i-vi) A reduced percentage (30% by 2025, 20% by 2027) female and male academic staff disagreeing/strongly disagreeing in response to AS Culture Survey Q 54</p> <p>(vii) Updated SEED policy in place detailing childcare funding available for staff attending conferences by Jan 24</p>
AP 4.2 Improve gender parity in	2022 AS Culture Survey found that 27% of female (vs 18% male) academic staff disagree/strongly	(i) Conduct quantitative and/or qualitative analysis to gain feedback on male and female	(i) Appointed RA (ii) P&OD Partner	(i) Report on staff experiences of new timetabling system produced and shared with P&OD Partner.

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
academic staff experiences regarding the scheduling of teaching	disagreed in response to Q43 : 'The School tries to accommodate the scheduling of teaching as per my preferences'	staff experiences of new timetabling system (Aug 25) (ii) Keep records of number of staff i) requesting flexible working arrangements and ii) having this approved (Oct 23-)		(ii) System for recording requests in place by Oct 23. (i-ii) A reduced percentage (20% by 2025, 10% by 2027) female academic staff disagreeing/ strongly disagreeing in response to AS Culture Survey Q 43
AP 4.3 Improve experiences of academic staff before, during and after parental/ adoption leave	Informal discussions with academic staff indicate inconsistent and/or negative experiences of returning to work following parental and adoption leave	(i) Revisit and update guidance for Line Managers on supporting staff through parental/adoption leave and conducting return to work interviews. HoS and HoSO to email to all Line Managers (annually beginning Jan 24) (ii) All Line Managers to be reminded that any staff member reporting parental/adoption leave should be signposted to P&OD Partner (MB) for initial discussion regarding support and processes before, during and	(i) SR Director, AD EDI, HoS, HoSO (ii) P&OD Partner (iii) HoS	(i-iii) Majority of academic staff (80% by 2025, 90% by 2027) report positive experiences of returning from parental/adoption leave in future EDI Pulse/Athena Swan Culture Surveys

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
		after leave (biannual reminder, beginning Sept 23) (iii) Details of Academic Returners Scheme to be circulated annually to all academic staff (Sept 23-)		
5. EDI Culture and Awareness				
AP 5.1 Develop a clear understanding of the reasons why staff leave the School	There is a lack of knowledge about why staff leave the School and whether gender is a significant factor in the profile of academic leavers (this action has been carried over from the Bronze AP)	(i) Information to be sent to all Line Managers detailing the requirement for standardised exit interviews (twice annually in Jan and July, beginning Jan 2024) (ii) P&OD partner to conduct twice annual analysis of reasons staff leave the School, with information cascaded as appropriate to SLT and SPRC (twice annually in Jan and July, beginning Jan 24) (iii) Option to be added to exit interview invitation to request an alternative reviewer (Mar 24)	(i) HoSO , HoS, P&OD Partner (ii) P&OD Partner (iii) P&OD Partner	(i) Information received by Line Managers twice annually, beginning Jan 24 (ii) Findings from analysis cascaded as appropriate to SLT and SPRC twice annually (beginning Jan 24) (iii) Option added to exit interview invitation by Mar 24

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
AP 5.2 Increase response rate to future EDI Pulse and Athena Swan surveys	Relatively low response rates to EDI surveys (21% for the 2021 EDI Pulse Survey and 47%/34% for PS/Academic staff for the 2022 AS Culture Survey) have limited the generalisability of survey findings across SEED. There is therefore a need to increase response rates to enable more meaningful insight in future.	<p>(i) Feature from AD EDI to be included in SEED Director Bulletin that reports on ongoing Athena Swan/EDI work and encourages completion of Pulse survey (Nov 23, then annually)</p> <p>(ii) Posters with QR code to EDI survey to be posted in SEED buildings during survey periods (Nov 2023, then annually)</p> <p>(iii) Circulate 'You Said We Did' response to annual Pulse Surveys that indicates how findings have been actioned (by Aug 24, then annually)</p> <p>(iv) Trial new initiatives to help engagement with EDI surveys, e.g., offering £1 to chosen charity per completion (Nov 2023)</p>	<p>(i) AD EDI, Senior Comms Officer</p> <p>(ii) Senior Comms Officer</p> <p>(iii) AD EDI, Senior Comms Officer</p> <p>(iv) AD EDI</p>	<p>(i-iv) An increased percentage (30% by 2024, 50% by 2027) of academic and PS staff responding to annual EDI Pulse Survey</p> <p>An increased percentage (60% by 2027) of academic and PS staff responding to 2027 Athena Swan Culture Survey</p>
AP 5.3 Improve understanding of	It has not been possible to access SEED-level staff data disaggregated by gender and ethnicity due to small numbers.	(i) Investigate means to explore intersectional representation in SEED, e.g., through qualitative	<p>(i) AD EDI/ Appointed RA</p> <p>(ii) AD EDI, HoS</p>	(i) Report on findings produced by Feb 25

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
intersectional staff representation in SEED, specifically relating to gender and ethnicity	Alternative methods are therefore needed to gain an understanding of intersectional staff representation in SEED, specifically relating to gender and ethnicity.	discussions with female BAME staff (by Dec 24) (ii) Provide report on above to SLT, with SLT to identify actions based on findings (Jun 25)		(ii) SLT to have identified related actions by Jun 25
AP 5.4 Improve parity in undergraduate degree outcomes by gender and ethnicity	Quantitative analysis of SEED undergraduate degree outcomes for 2021-22 found that BAME women perform significantly worse than white women, with an average outcome of upper second, as opposed to first class honours.	(i) Continue to conduct quantitative analysis of undergraduate degree outcomes annually that checks for cross-sectional inequalities in relation to gender and ethnicity (Jun 25, then annually) (ii) Provide report on above to SLT annually (beginning Jan 25), with SLT to identify actions based on these findings (Dec 25, then annually)	(i) Data Analyst (ii) AD EDI, HoS	(i) Report on findings from quantitative analysis produced by Sep 25 (ii) SLT to have identified related actions by Dec 25
AP 5.5 Improve understanding of workload distribution	Informal discussions with colleagues have revealed perceived gender inequalities in the allocation of work, with pastoral and administrative responsibilities seen as	(i) Conduct analysis of WAM distribution by gender, and report findings to SLT (Dec 23) (ii) SLT to identify actions based on above report (Mar 24).	(i) SR Director (ii) HoS	(i) Report on findings from WAM analysis produced by Jan 24 (ii) SLT to have identified related actions by Mar 24

Objective	Rationale	Actions and Timescale	Individual(s) Responsible	Measure(s) of Success (with target dates)
across the School.	disproportionately allocated to women.			

Appendix 1: 2018-23 Action Plan

REF	ISSUES IDENTIFIED	PLANNED ACTION	TIMEFRAME (START/END DATE)	ACTION LED BY	MILESTONES	PRIORITY	SUCCESS CRITERIA AND OUTCOME
1) Picture of the Department - Student profile							
AP 1.1	<p>The gender balance on UGT/PGT courses has improved, but there is little understanding of how or why this has happened, good practice is not being captured and shared, and there is insufficient awareness of how to ensure that gender balance is continually monitored in relation to national benchmarks.</p> <p>PGR gender balance needs careful consideration.</p>	<p>(i) To produce reports of student profiles at department level at admissions, offers, acceptances and registrations stages annually – in relation to gender and ethnicity.</p> <p>(ii) To create action plans to respond to gender and ethnicity imbalances in applications, offers and</p>	<p>(i) Dec 17-Sept 18 (then annually)</p> <p>(ii) Dec 17-Sept 18 (then annually)</p>	(i)-(ii) TLD /PGRD	<p>(i) Department plans are created, approved and actioned in order to address gender imbalances that may arise in some student cohorts. Ensure plans consider national benchmarks, where these are positive.</p> <p>(ii) Identify Institutes which are outperforming</p>	Medium	<p>Departmental process established for receiving annual student gender and ethnicity profiles and producing actions.</p> <p>Good practice examples disseminated across departments.</p> <p>Adaption of admissions plan in response to previous years' profile produces positive changes to the admissions and matriculated demographic</p> <p>- reflective of the A-Level profile for UG</p>

		acceptances and registrations.			<p>the benchmark and enquire about their practice.</p> <p>Good practice and blockages identified – student profile reports of gender and ethnicity sent to E&D Committee twice a year for monitoring purposes.</p> <p>Gender and ethnicity analysis of admissions data</p>		– in line with the UG profile for PGT.
AP 1.2	There is no School-wide strategy or process for producing gender/ethnicity balanced promotional materials and activities.	(i)To monitor promotional materials, and recruitment policies and practices, compare differences in approach across	(i) <i>Dec 17-Sept 18 (then annually)</i>	(i) <i>HOSA/HSSE/CE D</i>	(i)Student groups evaluate revisions of promotional materials. Promotional materials are revised.	Medium	Gender/ethnicity balanced promotional activities in use across the School. Feedback and demographics of Open Day/field trip attendees, and record of presenters, achieves a gender

		departments and adopt good practice for consistent performance across the School.			<p>Promotional materials are approved and distributed. Systems in place to monitor the materials used on Open Days and field trips, including the language used in branding to promote the School and the departments - building on the good practice already developed in Geography. Feedback requested from participants on their opinion of the Department based on their experience and the materials received.</p> <p>Systems in place to</p>		<p>balance and is ethnically diverse. Feedback from Student Representatives confirms the School, departments, programmes are presented as an inclusive and supportive environment.</p>
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					monitor trends towards more diverse representation of staff (by gender and ethnicity) when addressing large cohorts of students.		
AP 1.3	There is a lack of consideration and explanation of E&D issues within existing student committees, possibly leading to a lack of engagement. There is an identified need to involve students in the SAT/E&D Committee.	(i) To ensure active participation of Student Representatives in the E&D Committee, in discussions about AS principles/E&D issues, and in the implementation of the School Action Plan. (ii) To introduce E&D as a standing item in School and departmental programme committees, to	(i) Nov 17-Jan 18 (then annual call) (ii) Jan 18 (ongoing) (iii) Jan 18 – May 18 (planning) Sept 18 – Dec 18 (implementation)	(i) HSSE (ii) HSSE/DTL/ PGRD (iii) HSSE/CE D	(i) Representatives of the student body to be invited to the E&D Committee (minimum of one for each of UGT/PGT/PGR). (ii) Clear evidence of E&D discussions in minutes of School and departmental programme committees. (iii) Student Representative	Medium	There is an established process for consulting students on E&D issues. Clear student engagement in the Action Plan, as evidenced by E&D issues being a recognised part of student engagement with the School.

		inform the wider student body – including discussing specific items such as UEQ feedback issues. (iii) To develop focus groups for each constituency to identify barriers and opportunities to student participation in E&D issues.			s at departmental and School level engage in focus groups with their constituencies to discuss ways of increasing student participation in E&D issues.		
AP 1.4	The School does not have a clear idea about equalities issues among PGR students, especially in relation to career development and pipeline issues, and PGR students were not included in the Staff Audit.	(i) To work with PGR representatives on the E&D committee to design an Audit instrument for PGR students, by building on the Staff Audit .	<i>(i) Jan 18-Jun18</i>	<i>(i)PGR student representatives/CE D</i>	(i)An Audit instrument for PGR students is designed and tested. PGR audit is conducted.	High	The School has a clear idea about equalities issues among PGR students and actions are taken in response to the issues identified. PGR students are included in the annual Athena SWAN Audit process.
2) Picture of the Department - Staff Profile							

AP 2.1	<p>Under-representation of women in senior and professorial roles across the School, with particular concerns in Geography, GDI and MIE.</p> <p>There is a lack of transparency in the promotions process, and the success rate is not communicated to staff.</p>	<p>(i) To increase quota of women on shortlisting, recruitment, promotion and appointment panels at department and School level.</p> <p>(ii) To continue to strengthen and highlight training and development opportunities for women to prepare them for promotion and leadership. Including support for the development of formal and informal networks, building on the success of the FAN (female academic network) in Geography and the School's</p>	<p>(i) Nov 17-Sept 20</p> <p>(ii) Nov 17-Sept 20</p> <p>(iii) Jan 18 – May 18 (planning)</p> <p>Sept 18 – Dec 18 (implementation)</p> <p>(iv) Nov 17-Sept 20</p> <p>(v) Jan 18-Sept 18 (planning stage) Sept 18 (ongoing)</p>	<p>(i) HOSA</p> <p>(ii) HOSA/CED/HOS</p> <p>(iii) HODs/PIs/SLDP</p> <p>(iv) HoDs/RD/HOSA</p> <p>(v) HOSA/HSSE/HS</p>	<p>(i) Increased numbers of women on recruitment, promotion and appointment panels.</p> <p>(ii) Increased number of women are invited to enrol on 'Step Into Leadership' programme and on School's 'Women Into Leadership' programme. Opportunities created for women and men to deputise for HoS and other senior positions, and there is an equal representation of women and men chairing meetings and committees,</p>	High	<p>The number of women appointed to senior leadership positions is increased from two to four out of a total of eleven by 2020, with a longer term aspiration to reach five or six senior leaders out of eleven.</p> <p>An increase in the percentage of staff who feel promotion cases at School level are treated on their merit irrespective of gender. As reflected by the Annual Audit Scores increasing above 75% for both genders (currently 30% of women/63% of men):</p> <p>The School meets Faculty of Humanities 2020 targets of 47%/53% representation of women to men at SL and above, with an aspiration to achieve 50:50 by 2020.</p>
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		<p>Women Into Leadership programme.</p> <p>(iv) To increase the number of invitations to women visiting fellows to act as role models and work with women academic staff in the School to support career progression (successfully trialled in Geography in 2016/17, with one senior visiting fellow). At least two invitations per department per year.</p> <p>(v) To develop clear job descriptions (with required skills and clear E&D</p>			<p>and records to be kept of gender/ethnicity balance.</p> <p>Success rates of promotion processes will be communicated together with information about how the panel make adjustments to the criteria for those with non-standard career pathways.</p> <p>(iii) Improved mentoring, coaching and P&DR/PREP processes with particular attention to Geography, GDI and MIE.</p> <p>(iv) Numbers of invitations logged and baseline set</p>		
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		statements) for all core School and departmental academic “administrative” positions in order to encourage women to apply for internal posts.			(support provided for two per year). (v) All core School and department roles are identified and job descriptions written.		
AP 2.2	There is a lack of understanding of gender representation across non-standard contracts (FTCs, part-time, Tutors in Initial Teacher Training in MIE) and of the context and reasons for this.	(i) To employ an RA to conduct an analysis of the allocation of fixed term and part-time positions across the School to identify the reasons for any gender imbalance.	<i>(i) Jan 18-Sept 18</i>	<i>(i) HoS/CE D</i>	(i) A study of the gender representation across non-standard contracts (FTCs, part-time, Tutors in Initial Teacher Training - MIE) is conducted by a researcher in the School, and suggested actions integrated into E&D Action Plan.	Low	There is a clear understanding of the gender representation across non-standard contracts (FTCs, part-time, Initial Teacher Training in MIE) and of the context and reasons for this; and actions have been taken to address the issues arising.

AP 2.3	Given departmental complexities, there is a lack of clarity about the most appropriate departments external to the School, against which to benchmark School data, which leads to difficulties in identifying weaknesses in AS linked metrics.	(i) To draw up a list of external, comparable departments and Schools (outside of the University of Manchester), against which the School and its constituent departments can be benchmarked.	(i) Jan 18-Apr 18	(i) HoS/CE & D	(i) Discussions held with HoDs and HoS, and with key staff in departments to draw up a list of external departments and Schools (outside of the University of Manchester) will be drawn up, against which the School and its constituent departments can be benchmarked. This newly drawn up benchmarking information is used annually when reviewing AS data.	Low	Clearly defined benchmarking departments/Schools are identified, against which to review our data. The School is able to evaluate staff and student trends across the wide range of AS metrics
3) Advancing Women's Careers Staff recruitment, training and support							
AP 3.1	Women were marginally less likely than men to feel that interview candidates were treated on merit, regardless of	(i) To monitor and record the proportion of women involved in interview	(i) Nov 17-Feb 18 (then ongoing)	(i) HOSA ii) HRP/ HOSA	(i) Records are kept, and published annually, of the representation of gender and	High	The number of women (not just those in senior positions) participating in interview panels is

	<p>gender, according to the Staff Audit.</p> <p>No monitoring or recording of the proportion of women involved in panels.</p> <p>In some departments there is only a small number of women who contribute to interview panels and committees, and it is common for there to be only one woman on shortlisting and interview panels, which leads to overload.</p>	<p>panels to enable an average figure of women on panels to be developed.</p> <p>(ii) To supply up-to-date School and departmental E&D, gender and BAME data to all appointment panels to ensure that panel members are aware of imbalances in the staff profile.</p> <p>(iii) Invite women from other departments and Schools to participate in interview panels in the short-term, and on a reciprocal basis.</p>	<p>(ii) Nov 17-Feb 18 (then ongoing)</p> <p>(iii) Nov 17-May 18</p> <p>(iv) Nov 17-May 18</p> <p>(v) Nov 17-Sept 19</p> <p>(vi) Nov 17-Sept 18 (then ongoing)</p> <p>(vii) Jan 18-Feb 18</p>	<p>(iii) HOS/HODs</p> <p>(iv) HOS/HODs</p> <p>(v) HOS/HODs</p> <p>(vi) SLDP/HR P</p> <p>(vii) HOS/CED</p>	<p>ethnicity in shortlisting and interview panels.</p> <p>(ii) Information provided to panels on profile imbalance.</p> <p>(iii) Increase in number of women contributing to interview panels in 2018.</p> <p>(iv) Workload plans are in place to enable more women (not just those in senior positions) to participate in interview panels without overload on existing senior women.</p> <p>(v) 40% quota met</p>	<p>increased to at least 40/60 representation</p> <p>Strengthened gender balance on shortlisting and recruitment panels – meet School's 40% target by 2020</p> <p>An increase from 21% W and 46% M to 60% for both genders reporting 'strong agreement' in the Staff Audit that "Staff are treated on merit: with Appointments".</p>
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		<p>(iv) To reach an agreement about the maximum number of panel attendances per year to ensure that no one member of staff is overburdened (except where the individual is required to be present e.g. HOS).</p> <p>(v) To aim for a 40% quota of women on shortlisting, recruitment and appointment panels (as in AP 1.3), providing opportunities for ECR women to be part of interview panels.</p>			<p>(vi) All academic and PSS staff have undertaken training in E&D and/or University delivered Unconscious Bias training, and records are kept of training completed.</p> <p>vii) Focus groups are carried out with SPC members and to establish the impact of the UB training.</p>		
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		<p>(vi) To ensure all new academic and PSS staff undertake E&D training, and that this is refreshed every 3 years in light of Athena SWAN and new understandings of Equality and Diversity issues.</p> <p>(vii) To carry out focus groups with SPC members to establish the impact of the UB training undertaken earlier this year by SPC members.</p>					
AP 3.2	Gender equality is perceived by staff to be 'not appropriately addressed' within School and departmental induction processes.	(i) To integrate Athena SWAN principles and Equality and Diversity issues into induction	<p>(i) Nov 17-Feb 18 (<i>then ongoing</i>)</p> <p>(ii) Nov 17-Feb 18 (<i>then ongoing</i>)</p>	<p>(i) HoSA/ HoDs</p> <p>(ii) HOSA</p>	(i) Athena SWAN principles are integrated into induction procedures, and are	High	Increase in percentage of newly appointed staff who complete the annual AS Audit who report that AS principles and E&D issues are

		processes across the School. (ii) To improve departmental induction activities, including appropriate recording of induction to ensure 100% of staff receive induction, including all research staff.			available on the School's E&D intranet. (ii) Records kept of completion of induction at department and School level, including RAs, and non-completion followed up.		appropriately addressed in their Induction to 50% (currently 8%).
AP 3.3	Gender equality is perceived by staff to be 'not appropriately addressed' within the Humanities New Academics Programme (HNAP).	(i) To request changes to the Humanities New Academics Programme (HNAP) courses in order to promote understanding of equalities issues on the following courses: Recruitment, admissions and widening participation,	(i) Nov 17-Sept 18	(i) CED	(i) HNAP training on E&D issues is strengthened. Report to Faculty E&D Committee and SPRC on changes made.	Medium	HNAP training is adapted to strengthen its focus on E&D issues, and especially gender equality, for all new academics at department and School level. Feedback from staff that the E&D elements of the programme meet their needs in supporting students and their own career development as a measure of success.

		Student support and academic tutoring, and Career development planning.					
AP 3.4	There is a lack of awareness of formal and informal mentoring and coaching opportunities available for all staff (i.e. including non-probationary staff). Women who have had non-standard careers, ECRs and part-time staff have expressed a need for mentoring and coaching.	<p>(i) To make mentoring and coaching available for those women and men who would like to take it up, taking into account the option for ECRs, part-time staff and those who have had a non-traditional career route (i.e. ITT) to request particular mentors to match experience.</p> <p>(ii) A specific coaching/mentoring question placed on the</p>	<p>(i) Nov 17-Feb 18 (planning) Feb 18-Sept 18 (pilot) Sept 18 (implementation) (ii) Jan 2018</p>	<p>(i) HoSA/SLDP/CE D (ii) HOSA/CE D</p>	<p>(i) All academic/research staff have the opportunity to have an allocated mentor. Awareness of coaching and mentoring opportunities available through Staff Learning and Development in the University is included as an additional question in annual Staff Audit. Issue-specific coaching available at university level – especially for those who</p>	Medium	Women and men take up mentoring and coaching opportunities as indicated by School records and Annual Staff Audit – baseline figure increase to be determined through new Annual Audit question.

		Staff Audit to track staff awareness and engagement.			cannot commit to a full and regular training programme. Staff are encouraged by managers and PIs to seek/consider coaching and mentoring, if/when a need is expressed, and as a routine part of P&DR process – and the uptake is recorded School.		
					ii)Introduction of Coaching/Mentoring questions in Staff Audit.		

AP 3.5	Some women academics perceive their career to be negatively impacted by taking maternity leave, parental, adoption or unpaid leave.	<p>(i) To provide training for HoDs, managers, mentors, P&DR/PREP reviewers, Pls, and PhD supervisors about maternity, paternity and adoption leave rights, and how to support the career development of returners.</p> <p>(ii) To enable the School to have a clear view of the career progression of staff taking maternity leave, parental, adoption and unpaid leave staff. The School Promotions Committee records the number of</p>	<p>i) Nov 17-Feb 18 (planning) Feb 18-Sept 18 (pilot) Sept 18 (implementation)</p> <p>(ii) Mar 2018 (ongoing)</p> <p>(iii) Jan 18 – Sept 18 (ongoing)</p> <p>(iv) Sept 18-Dec 18</p>	<p>(i) HOSA/SLP</p> <p>(ii) HOSA/HRP</p> <p>(iii) HRP/CED</p> <p>(iv) HRP/S LDP/CED</p>	<p>(i) Checklists are used by managers and mentors to support women and men who take various forms of leave to ensure all areas of support are discussed, and a record kept of this discussion, including KIT days.</p> <p>(ii) Clear record of career progression of staff taking maternity leave, parental, adoption and unpaid leave staff.</p> <p>(iii) Case studies are developed of academics who have taken maternity/pare</p>	Medium	<p>A decrease in the number of women reporting that their career has been negatively impacted by maternity/paternity maternity, parental, adoption and unpaid leave, as evidenced by the Annual Staff Audit increase to 50% (currently 25%) and by Focus Groups held with staff who have taken leave.</p> <p>Increase in number of applications and successful promotions by those who have taken 1-6months; 6-12 months; 12months or more (target to be determined once baseline established).</p>
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		<p>applicants who have had periods of leave, whether staff are full or part time etc, and their success rates.</p> <p>(iii) Promotion Workshops/Leadership training/HNAP use a diverse range of case studies when evidencing career progression.</p> <p>(iv) To gather the experiences of staff who have taken maternity/paternity parental, adoption and unpaid leave through holding focus groups.</p>			<p>ntal/ adoption unpaid leave - highlighting support received and promotion achieved.</p> <p>(iv) Issues raised and identified through focus groups publicised through the E&D Intranet and School Bulletin.</p>		
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AP 3.6	<p>Women have slightly less awareness of training opportunities than men, but appear to be significantly less encouraged to apply for training. There is a lack of record keeping at department and School level of the amount of training undertaken outside the University by women and men.</p>	<p>(i) To ensure training desires, needs, and activities are routinely flagged and then recorded in P&DR/PREP meetings. Implement a new School process to ensure this information is collected and collated to set a baseline average for each career level. (ii) To introduce School-wide guidelines to ensure that women have equal opportunities to access training, and ring-fence the training budget to resource this and to raise awareness of training budget</p>	<p>(i) Feb 18 – April 18 (process design) April 18 (implemented and ongoing) (ii) Nov 17-May 18 (policy design) Aug 18 (implemented and ongoing) (iii) Nov 2017 (ongoing)</p>	<p>(i) HOSA/HoD (ii) HOSA/SLP (iii) HOSA/CE D</p>	<p>(i) Clear recording/reporting process for training needs as identified through P&DR/PREP introduced. A baseline average is developed for the number of training days that can be taken per year. (ii) Clear criteria for type of training opportunities that are eligible for UoM funding – information disseminated through Intranet and School bulletin – and to P&DR reviewers ahead of annual meetings. (iii) A question to evaluate the usefulness of</p>	Medium	<p>The majority of women and men are aware of training and development opportunities and have been encouraged to apply for this as indicated by Annual Staff Audit, up to 75% (currently 57% women/69% men). A baseline average of days' training per staff member dependent on career level, to be in place by 2020.</p>
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		through E&D intranet, School Bulletin, promotions workshops. (iii) To ensure annual evaluation of the "usefulness" of training is introduced as a question into Staff Audit.			training undertaken is added to the Staff Audit.		
AP 3.7	P&DR and PREP processes do not explicitly include a discussion about promotion.	(i) To introduce promotion as a standard item in the School P&DR & PREP process. (ii) To ensure that all staff, including ECRs/Post-docs/ITT tutors have annual P&DRs. (iii) To train all P&DR & PREP reviewers to have promotion conversations and to support	(i) Jan 18 – Mar 18 (then ongoing) (ii) Jan 18- June 18 (then ongoing) (iii) Jan 18- July 18 (iv) Jan 18- July 18 (design) July 18-Sept 18 (Pilot) July 19 (full implementation)	(i) HoSA/ HoDs (ii) HoSA/ HoDs (iii) HoSA/ SLDP (iv) CED	(i) Promotion is placed as a standard item in P&DR & PREP process and awareness raised via School communications (ii) P&DRs are recorded and each HoD confirms all staff in their Department have had a P&DR delivered.	High	Promotion conversations are routinely held as part of a strengthened and improved P&DR and PREP process, and this is confirmed in the Staff Audit. Appropriate structures are in place to support women who step forward to apply for senior positions and promotion. (See AP4.1)

		<p>reviewees to get the most out of their P&DR and PREP.</p> <p>(iv) To establish a P&DR and PREP working group – and pilot inter-departmental reviewing processes - including consideration of offering the choice of a woman reviewer, or someone with experience of their particular situation.</p>			<p>(iii) All P&DR and PREP reviewers are trained every 2 years.</p> <p>(iv) P&DR and PREP working group is established. Cross departmental P&DR/PREP processes have been trialled, evaluated and updated accordingly.</p>		
AP 3.8	There are no clear processes for ensuring existing academic staff and managers are aware of University flexible working, parental leave and family friendly policies.	(i) To draw up a set of clear statements around the expected use and application of flexible working, parental leave, and the application of	<p>(i) Nov 17-May 18</p> <p>(ii) Nov 17-May 18</p> <p>(iii) Nov 17-May 18</p>	<p>(i) HoSA/HRP/CED</p> <p>(i) HoSA/HRP/CED</p> <p>(i) HoSA/HRP/CED</p>	<p>(i) Family/Flexible working policy introduced.</p> <p>(ii) Process for tracking requests introduced.</p> <p>(iii) Clear return to work policy introduced.</p>	Low	<p>Increased use of formal flexible working (current average of one person per year).</p> <p>Increased levels of satisfaction (to 80%) with support provided by the School before, during and after maternity/parental</p>

	<p>There is no clear way of tracking requests for flexible working.</p> <p>There is no School policy on expectations of staff when returning from maternity leave, shared parental leave or adoption leave.</p>	<p>all University family friendly policies – and communicate this to all staff on a quarterly basis.</p> <p>(ii) To introduce a process for tracking flexible working requests – including informal requests.</p> <p>(iii) To draw up a clear policy on expectations of staff returning from maternity leave, shared parental leave or adoption leave (including phased returns to work, workload relief, possible enhanced research funding, rooms where women</p>					<p>leave, as represented in the AS Audit (currently 69% before, 73% during and 54% after).</p>
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		can express breastmilk, and rooms where staff can rest.					
4) Advancing Women's Careers - Staff progression and promotion							
AP 4.1	Fewer women apply for promotion than men, both in absolute terms and proportional to current gender profiles for career grades. Fewer women see the recruitment and promotions processes as being fair, and there is a culture of mistrust about the promotions process.	(i) To ensure School Promotion Committee contains at least 40% representation of women, using appropriate secondments, such as an ECR woman member or E&D Committee representative. (ii) To raise awareness of promotion and progression processes for women across	(i) Sept 18-Dec 18 (ii) Nov 17-Nov 18 (then ongoing) (iii) Jan 18-Sept 18 (study conducted) Sept 18- Dec 18 (findings disseminated)	(i) HOS (ii) HOS/CED (iii) HOS/CEd	(i) 'Spotlight' section on women role models (staff and students) talking about their career paths is a regular feature in the School Bulletin. (ii) The relationship between the number of promotion applications from women and their attendance at the annual WIL workshop is established.	Medium	Increased numbers of women apply for promotion at all levels, and more women are appointed to senior positions in line with increased applications. An increase in the percentage of staff who feel promotion cases at School level are treated on their merit irrespective of gender. As reflected by the Annual Audit scores increasing above 75% for both genders (currently 30% of women/63% of men).

		<p>the School, especially for non-standard careers through E&D intranet and School Bulletin.</p> <p>(iii)To explore the reasons for the mistrust of the academic promotion process amongst women.</p>			<p>Annual Women into Leadership workshops are led by academics who have recent experience of the promotions process, and address gendered issues in the promotions process. Tailored advice, proofreading and commentary on promotion applications provided by mentors and academics. (iii) Study conducted to explore reasons for women's mistrust of the promotion process - research to be</p>		
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					funded by the School. Study findings disseminated through E&D intranet, department meetings, Faculty E&D Committee, University Athena SWAN network, and changes are introduced in the School.		
AP 4.2	Higher proportion of women than men perceived gender to be a factor in submission to the REF and in the grant applications process.	(i) To ensure transparency about gender and seniority in the RRE, REF and grant applications processes.	<i>(i) Jan 18-July 18 (then ongoing)</i>	<i>(i) RD</i>	(i) Gender balance is monitored in REF processes, in the annual internal Research Review Exercise processes, and in grant applications processes. Gender profile of REF/RRE and successful grant	Low	There is transparent communication about gender and seniority in the RRE, REF and grant applications processes. Increase in agreement via the Annual Audit that decisions made with regard to REF are based on the full range of an individual's skills and experiences irrespective of gender to 75% (currently 39% women/60% men).

					applications is monitored, discussed in the School Research Committee and published annually on E&D website.		
5) Advancing Women's Careers - Workplace Culture							
AP 5.1	The Staff Audit indicates that men are more likely to witness inappropriate language and behaviours, while women are more likely to experience inappropriate language and behaviours.	(i) To develop clear definitions of what constitutes inappropriate language and behaviour. (ii) To introduce visible statements from HoS/HoDs stating zero tolerance to bullying and harassment regardless of the seniority or esteem of the perpetrator. (iii) To enhance presence and	(i) Nov 17-Feb 18 (ii) Feb 18-May 18 (iii) Jan 18 (then Sept 18 annually)	(i) HOS/CED (ii) HoDs (iii) SRD/CED	(i) Definitions of inappropriate language and behaviour agreed by E&D Committee and SPRC. (ii) HoS/HoDs statements disseminated and appear in promotional material, and in other key documents, such as in job adverts, induction material etc. (iii) Regular items in School Bulletin, and at departmental meetings,	High	Decrease in reported incidences of inappropriate language and behaviour, as measured by the Annual Staff Audit, focusing on a reduction below 5% of those witnessing/experiencing intimidating language (currently 14% women/6% men), and those witnessing/experiencing unwelcome behaviour (currently 8% women/6% men). Increase in percentage to 75% of staff knowing about the preventative measures available, as well as support

		awareness of University's 'We get it' initiatives across the School, and enhance staff and student awareness of reporting mechanisms for any incidents of sexual harassment and bullying.			reminding staff about the zero tolerance policy on bullying and harassment and about the existence of Harassment advisors), and the University's 'We get it' campaign.		already in place (e.g. Harassment advisors), and the University's 'We get it' campaign, as measured by University's Staff Survey question 8.2 2017 (currently 64%).
AP 5.2	There was a low response rate to the Academic Staff Audit, especially by men, and some apathy about Athena SWAN. Staff Audit responses suggest a lack of awareness of the importance of E&D issues across the School.	(i) To increase the profile of E&D activities in the School, strengthening the existing E&D intranet, ensuring regular communications and ensuring issues are on the agenda of key meetings – including a standing item on departmental away days.	(i) Nov 17-Feb 18 (<i>intranet refresh</i>) Feb 18 (<i>ongoing</i>) (ii) Jan 18-May 18 (<i>audit/action plan review</i>) Sept 18-Dec 18 (<i>focus groups</i>) (iii) Nov 17-May 18 (<i>then annually</i>) (iv) May 18-Sept 18 (<i>planning</i>) Sept 18 (<i>implementation</i>) (v) Sept	(i) CED/HOSA (ii) CED/HOSA (iii) CED/DSR (iv) HOSA/CED (v) CED/SLP	(i) Intranet site established and regular updates on E&D policies and initiatives at department and School level are included in the School Bulletin. Evidence about the impact of the Athena SWAN Charter on women's careers and	Medium	Improved completion rates for Academic Annual Staff Audit from 52% to 80% .

		<p>(ii) To conduct Annual E&D review of School data, including Staff Audit (Academic and PSS), in order to assess and highlight progress towards achieving agreed actions in the Action Plan.</p> <p>(iii) To publish the findings and implications of the Staff Audit and of the E&D Action Plan on the Intranet, and regularly raise awareness of key objectives at departmental and School level. (iv) To request all current and future</p>	<p>18-Jan 19 (planning) Jan 19 (implementation)</p>		<p>improvements in workplace culture and achievements is shared on the Intranet site.</p> <p>(ii) Staff are invited to raise their questions, 'myths', and any scepticism about Athena SWAN, in departmental focus groups and with the SAT/E&D Committee. E&D questions and myths are addressed in a 'Common myths' section of the intranet site.</p> <p>(iii) Action plan progress and Annual Audit reports to be standing item on SPRC/ School</p>		
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		<p>departmental seminar series leaders to include guest speakers to address AS values and latest research on Equality and Diversity issues. (v) To introduce School training sessions covering wider E&D issues, especially for new members of senior staff and long-established senior staff (mirroring some issues identified in HNAP – see AP3.3)</p>			<p>Board/department boards/departmental away days. One SPRC meeting is dedicated to E&D issues on an annual basis.</p> <p>(iv) Evidence of introduction of AS and E&D themes to seminars.</p> <p>(v) Training sessions covering wider E&D issues are introduced.</p>		
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AP 5.3	<p>The E&D Committee has identified through departmental consultation, that there is some gender bias in student feedback (UEQs) about women lecturers' teaching; UEQ feedback tends to focus on personal characteristics; UEQ scores are biased towards male lecturers and which may impact teaching scores for women; and there is little recognition of this issue across the School.</p>	<p>(i) To raise student awareness across the School and through the Student Union E&D training courses for Student Representatives about gendered student feedback in UEQs. (ii) To raise staff awareness through identified programme of training (5.2 v) and through discussion at Promotions Committee. (iii) To introduce a question in the Staff audit to gather evidence of the impact of</p>	<p>(i) May 18 (then annually) (ii) Feb 18-July 18 (iii) Jan 18 (ongoing)</p>	<p>(i) TLD/PGR D (ii) HOSA/CED (iii) HOSA/CED</p>	<p>(i) A statement is included in all Student Handbooks about zero tolerance of bullying and harassment which includes UEQ statements – further students are informed of the importance of non-gender biased ways of evaluating teaching through E&D discussions in programme committees. (ii) Managers are informed of the need to contextualise the UEQ scores when considering them as evidence of teaching quality, and in</p>	High	<p>The majority of staff are aware of the School's efforts to reduce gendered comments in UEQs, as evidenced through the new question to be factored into the 2018 Audit. Staff report a reduction of inappropriate comments, as evidence by the Staff Audit. Evaluation forms completed by Student Representatives attending Student Union E&D training report increased awareness of the inappropriateness of gendered comments in UEQs.</p>
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		gendered UEQ comments.			promotion applications. (iii) Staff audit amended to include a question to gather evidence of the impact of gendered UEQ comments.		
AP 5.4	There is a perceived unfairness in the way certain types of work are allocated e.g. that pastoral and administrative duties are disproportionately allocated to women and some men.	(i) To undertake research, which analyses existing departmental workloads and the allocation of pastoral and administrative responsibilities. (ii) To ensure managers recognise all aspects of academic workload in promotions procedures (including administrative and pastoral roles, and	(i) Mar 17 (then ongoing) (ii) Sept 18- Dec 18	(i) HoS/HoDs (ii) HOS/CEd	(i) Departments to review pastoral and administrative roles and the rationale for allocations by gender, and redistribute, if necessary. Increased transparency of workload and its allocation process (e.g. descriptors of expectations of roles). (ii) Promotions applications	Medium	Percentage of women reporting that there is unfairness in the way certain types of work are disproportionately allocated to women is reduced below 10%, as evidenced by the Annual Staff Audit (currently 16% of women/8% men).

		outreach and public engagement activities), and that this is communicated to staff.			contain a broad scope of academic activities.		
AP 5.5 See also AP 1.4	The School does not have a clear idea about the equalities issues faced by PGR students when transitioning from PGR to ECR, in relation to career development and pipeline issues. PGR students were not included in the Staff Audit.	(i) To use information gathered from PGR Audit (see AP1.4) to identify equalities issues among PGR students, especially in relation to supervision, workplace culture and career development, (ECR/post-doctoral positions). (ii) To draw up an action plan to respond to those issues identified.	(i) May 18-Dec 18 (ii) Dec 18-Feb 19	(i) PGRD/ CED (ii) PGRD/ CED	(i) PGR Annual Audit responses reviewed and issues addressed. (ii) Action Plan drawn up and reviewed within the PGR Committee quarterly.	Low	Clearer awareness of equalities issues affecting PGR students, especially in relation to PhD supervision, workplace culture and career development (ECR/post-doctoral positions), as evidenced by metrics set in the first PGR AS Audit, and drawn out in the subsequent action plan.

AP 5.6	It is not known to what extent meetings and seminars take place outside core hours 10am-4pm. Evidence in the Staff Audit that activities take place outside core hours.	(i) To codify a School Policy relating to meetings and internal seminars taking place in core hours (10am-4pm), and circulate examples of best practice from departments, such as how to book rooms in other buildings; how to use schedulers; consideration given to staff who are unable to attend meetings/seminars that need to be scheduled outside of core hours, and how they will be included in discussions or receive the information; advice for staff	(i) May 17-Sept 18 (ii) Jan 18 (ongoing)	(i) HoS/HoS A (ii) HoSA	(i) School Policy drawn up and introduced. (ii) Departmental meetings monitored and issues about non-core meetings discussed.	Low	Departmental meeting times and internal seminar times are monitored to ensure that they take place in core hours. All staff report that departmental meetings and internal seminars are taking place in core hours, as evidenced by the Annual Staff Audit (currently 9% disagree that this happens).
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		<p>on how to challenge unnecessary out-of-core-hours meeting times.</p> <p>(ii) To monitor departmental meeting and internal seminar times to ensure they take place in line with newly codified School policy (AP5.5 (i)); and provide reminders about the School's core hours policy for those organisers who are regularly arranging meetings</p>					
6) Collecting evidence and raising awareness							
AP 6.1	Insufficient attention is paid to communicating the importance of staff diversity in recruitment processes, and to	(i) To supply up-to-date School and Departmental E&D, gender and BAME data to all	<p>(i) Nov 17-Jan 18</p> <p>(ii) Nov 17-Feb 18 (process change) Feb 18</p>	(i) HoSA/HR P	(i) An improved reporting system is in place from HR to the School on student	Medium	Appropriate attention is paid to the importance of staff diversity, and there is a more representative gender and ethnic profile of recruitment

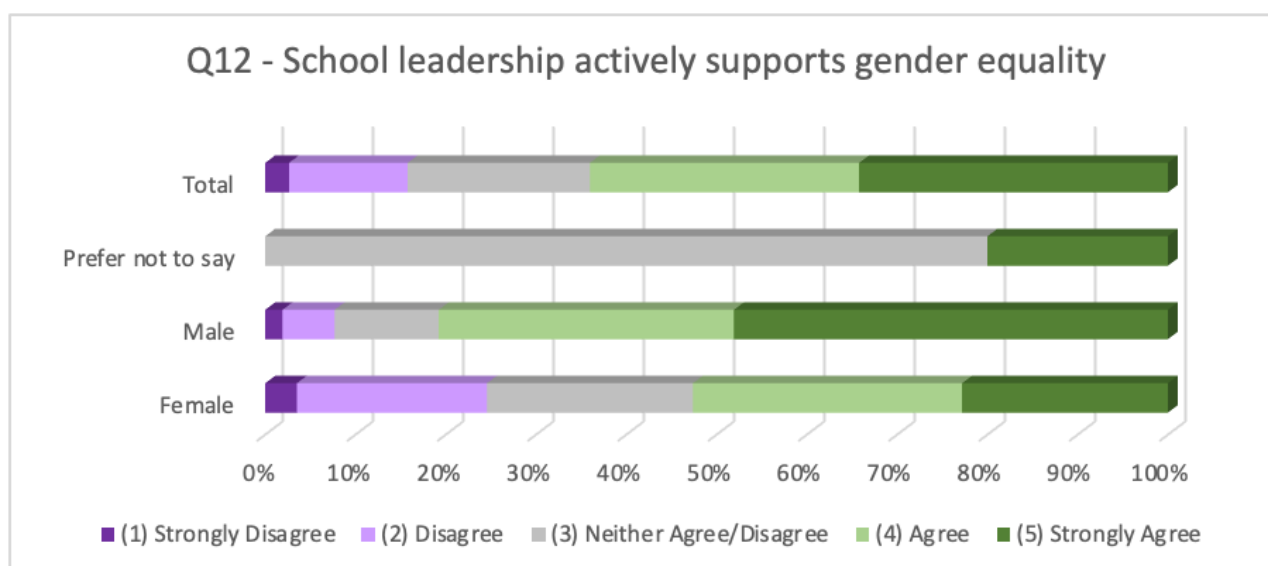
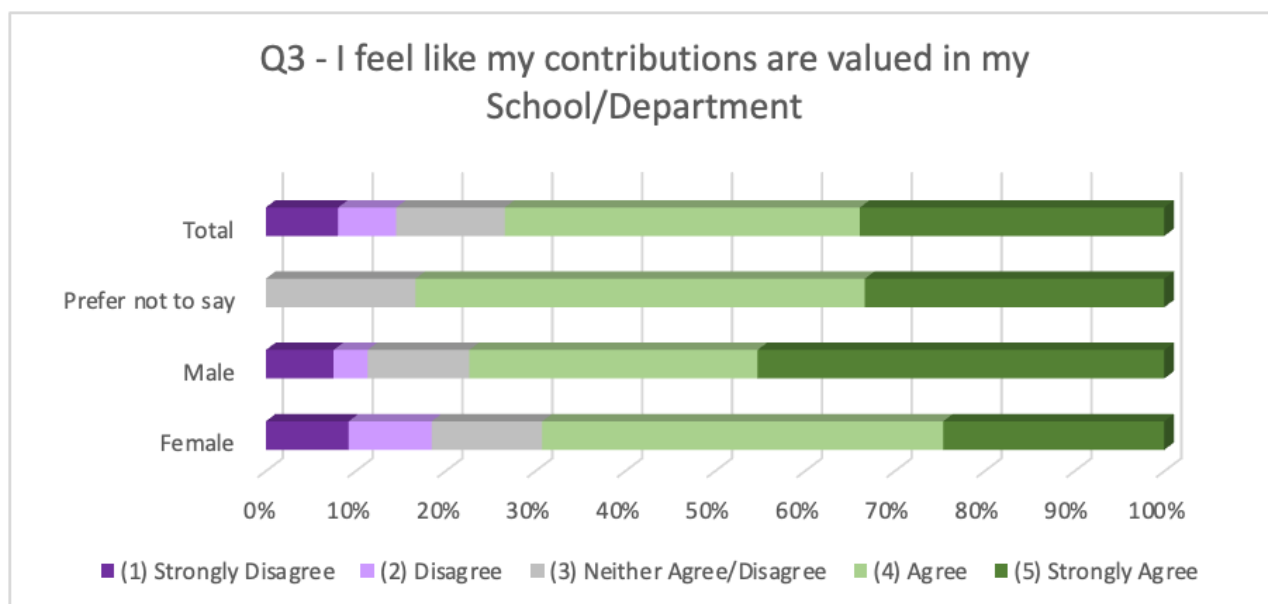
	<p>the long-term negative effects of under-representation of women and BME staff groups. Staff Recruitment reporting data and processes are weak (Jobtrain, HR records).</p>	<p>appointment panels. (ii) To make clearer at the recruitment stage the School's commitment to addressing inequality at all levels through strengthened adverts and include positive action statements relevant to the department and level of post advertised, reflective of any imbalances present in those areas. (iii) To request recruiting managers to consider increased opportunity for, and awareness of, flexible working</p>	<p>(ongoing) (iii) Jan 18-May 18 (then ongoing) (iv) May 18 (then annually) (v) Nov 17-Feb 18 (then ongoing)</p>	<p>(ii) HoSA/HOS/HOD (iii) HOSA/HOS (iv) CED/HOSA (v) HOSA</p>	<p>recruitment and profile. (ii) Clearer E&D statements in adverts. (iii) Increase in number of flexible roles offered with working terms. (iv) The annual E&D report includes profile of recruitment and identifies blockages in the system Progress towards positive action in recruitment is evaluated by E&D Committee. (v) Data held at central level is improved, and the School is able to access meaningful reports from central records.</p>		<p>at School and department level. The possibility of flexible working is included in job adverts (currently none are advertised as being flexible). Data records collected from Jobtrain are complete for each post.</p>
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		<p>(shared, flexi-hours, etc.) for each advertised post.</p> <p>(iv) To produce an annual report on recruitment with a School and department breakdown by gender and ethnicity. Disaggregate the numbers of women and men on “research” and “other academics” contracts to enable a clearer review of non-standard posts.</p> <p>(v) To introduce clear guidelines for recruiting managers on completing the University’s</p>					
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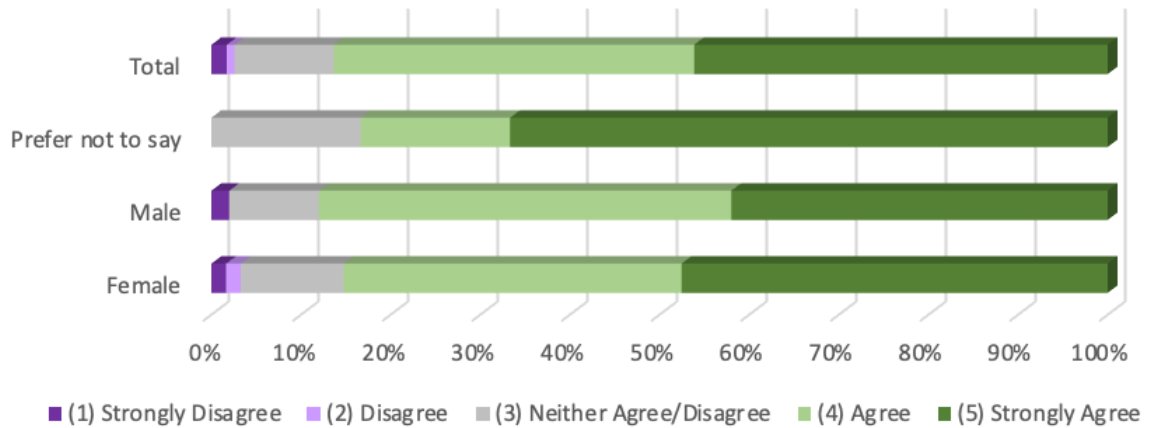
		Jobtrain recruitment system to ensure data reported is correct.					
AP 6.2	There is a lack of knowledge about why staff leave the School and whether gender and/or gender-related issues are a significant factor in the profile of academic leavers.	(i) To make confidential exit interviews with HR available to staff who want to discuss their reasons for leaving, some of which may be related to equalities issues. (ii) Create a 'thinking about leaving?' section on the school intranet which will link to the University's central Athena SWAN site, which provides information to staff about how to deal with issues which may be	(i) Nov 17-Feb 18 (process change) Feb 18 (ongoing) (ii) May 18 (ongoing) (iii) May 18 (annually) (iv) May 18 (annually)	(i) HoSA/HRP (ii) HoSA/CE D (iii) HoSA/HRP (iv) HoSA/HRP	(i) Extended, or additional, staff exit interviews are made available by HR and the outcomes are recorded. (ii) The 'Thinking about leaving?' section of the Intranet is tracked and the number of hits on certain sections monitored to establish the 'reasons' for accessing these sections. (iii) Analysis of exit interviews is conducted. (iv) An annual report is presented to SPRC on staff	Low	The School has a clear understanding of trends in relation to reasons why staff leave, and tailored action plans that could improve School practice.

		<p>contributing to their thoughts of leaving.</p> <p>(iii) To systematically record the information gathered in the exit interviews. Key themes emerging from the exit interview data are used to inform further actions.</p> <p>(iv) To produce an annual review of academic leavers to evaluate and learn from the reasons academic and PSS staff leave the School, paying particular attention to women in insecure, short-term post-doc/ECR positions.</p>			<p>leavers and any other issues identified.</p>		
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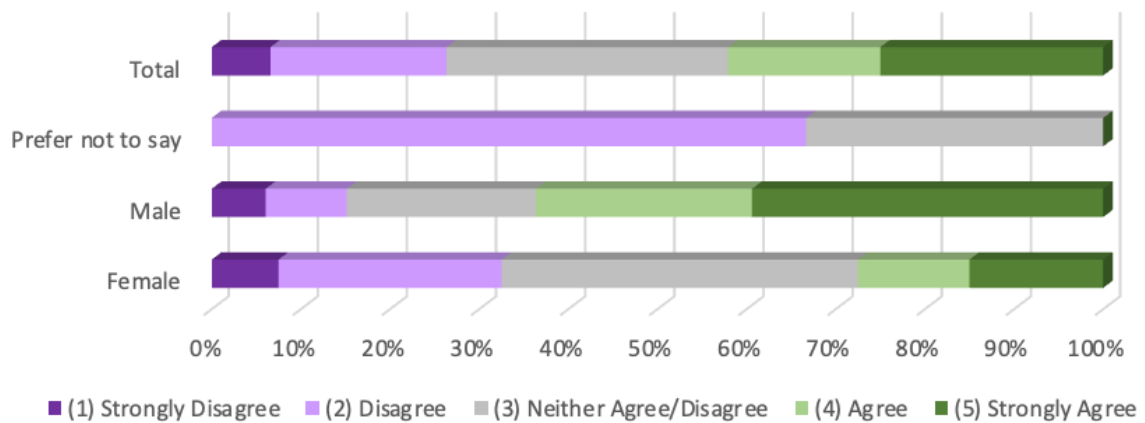
Appendix 2: Culture survey data



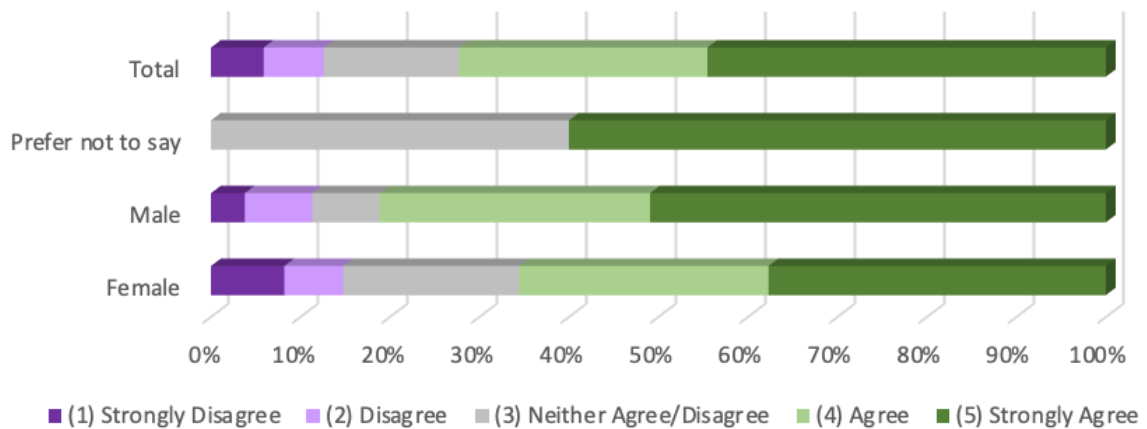
Q44 - My School enables flexible working



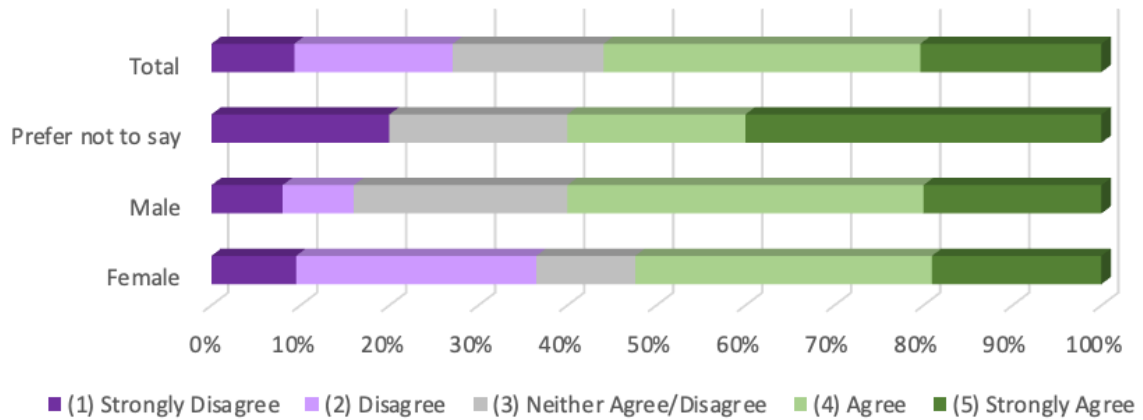
Q64 - I am satisfied with how bullying and harassment are addressed in my School



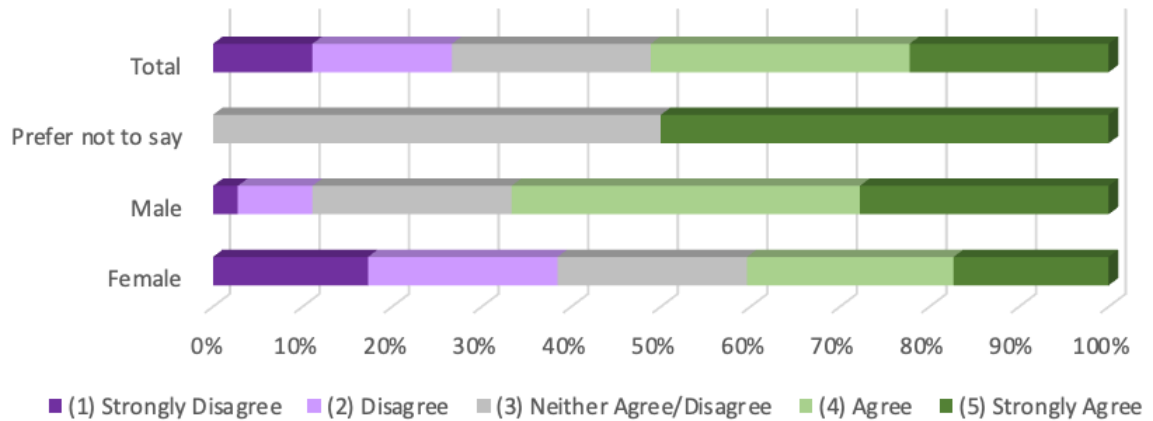
Q27 - My line manager supports my career development



Q70 - My mental health and/or wellbeing are supported in my department



Q78 - My school/Department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff



Appendix 3: Data tables

1. Students at Foundation, UG, PGT and PGR level

UG Student Headcount

Year/Dept	Total Headcount	Female	Female %	Male	Male %
2019/20	1,335	828	62.02%	505	37.83%
Architecture	498	295	59.24%	202	40.56%
Education	195	134	68.72%	60	30.77%
Geography	500	326	65.20%	174	34.80%
Planning	142	73	51.41%	69	48.59%
2020/21	1,478	954	64.55%	519	35.12%
Architecture	520	322	61.92%	195	37.50%
Education	306	233	76.14%	72	23.53%
Geography	480	311	64.79%	168	35.00%
Planning	172	88	51.16%	84	48.84%
2021/22	1,712	1,105	64.54%	600	35.05%
Architecture	541	339	62.66%	197	36.41%
Education	415	329	79.28%	85	20.48%
Geography	531	334	62.90%	196	36.91%
Planning	225	103	45.78%	122	54.22%
2022/23	1,961	1,246	63.54%	709	36.16%
Architecture	585	373	63.76%	207	35.38%
Education	534	407	76.22%	127	23.78%
Geography	593	358	60.37%	234	39.46%
Planning	249	108	43.37%	141	56.63%
2023/24	1,980	1,264	63.84%	714	36.06%
Architecture	603	397	65.84%	204	33.83%
Education	500	392	78.40%	108	21.60%
Geography	603	352	58.37%	251	41.63%
Global Development	22	14	63.64%	8	36.36%
Planning	252	109	43.25%	143	56.75%
All Years	8,455	5390	63.75%	3,043	35.99%
Architecture	2,747	1,726	62.83%	1,005	36.59%
Education	1,950	1,495	76.67%	452	23.18%
Geography	2,707	1,681	62.10%	1,023	37.79%
Global Development	22	14	63.64%	8	36.36%
Planning	1,040	481	46.25%	559	53.75%

PGT Student Headcount

Year/Dept	Total Headcount	Female	Female %	Male	Male %
2019/20	2,931	2,032	69.33%	873	29.79%
Architecture	408	199	48.77%	185	45.34%
Education	1,281	990	77.28%	289	22.56%
Geography	81	52	64.20%	29	35.80%
Global Development	784	580	73.98%	204	26.02%
Planning	377	211	55.97%	166	44.03%
2020/21	3,806	2,614	68.68%	1,152	30.27%
Architecture	578	303	52.42%	255	44.12%
Education	1,629	1224	75.14%	385	23.63%
Geography	159	98	61.64%	61	38.36%
Global Development	1,037	773	74.54%	264	25.46%
Planning	403	216	53.60%	187	46.40%
2021/22	3,768	2,516	66.77%	1,181	31.34%
Architecture	560	285	50.89%	236	42.14%
Education	1,459	1122	76.90%	306	20.97%
Geography	157	83	52.87%	74	47.13%
Global Development	1,036	712	68.73%	323	31.18%
Planning	519	289	55.68%	230	44.32%
2022/23	3,081	2,042	66.28%	1,015	32.94%
Architecture	594	307	51.68%	268	45.12%
Education	1,170	894	76.41%	272	23.25%
Geography	127	72	56.69%	55	43.31%
Global Development	719	490	68.15%	228	31.71%
Planning	417	239	57.31%	178	42.69%
2023/24	3,201	2,035	63.57%	1,014	31.68%
Architecture*	605	345	57.02%	260	42.98%
Education	1,210	808	66.78%	251	20.74%
Geography	219	151	68.95%	68	31.05%
Global Development	760	502	66.05%	257	33.82%
Planning	407	229	56.27%	178	43.73%
All Years	16,787	11,239	66.95%	5,235	31.18%
Architecture	2,745	1,439	52.42%	1,204	43.86%
Education	6,749	5,038	74.65%	1,503	22.27%
Geography	743	456	61.37%	287	38.63%
Global Development	4,336	3,057	70.50%	1,276	29.43%
Planning	2,123	1,184	55.77%	939	44.23%

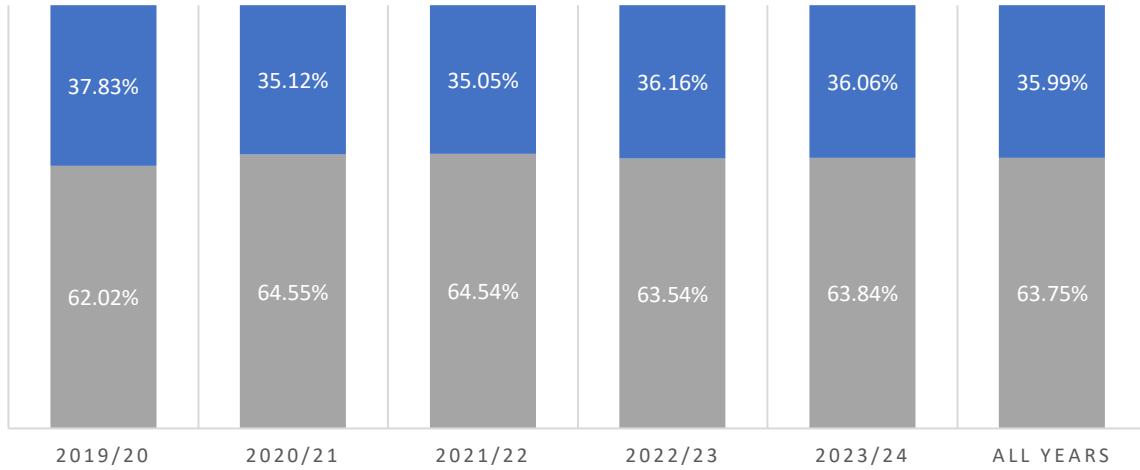
PGR Student Headcount

Year/Dept	Total Headcount	Female	Female %	Male	Male %
2019/20	313	203	64.86%	110	35.14%
Architecture	23	11	47.83%	12	52.17%
Education	156	122	78.21%	34	21.79%
Geography	44	20	45.45%	24	54.55%
Global Development	65	39	60.00%	26	40.00%
Planning	18	7	38.89%	11	61.11%
2020/21	337	224	66.47%	112	33.23%
Architecture	21	9	42.86%	12	57.14%
Education	169	132	78.11%	36	21.30%
Geography	46	27	58.70%	19	41.30%
Global Development	72	43	59.72%	29	40.28%
Planning	22	9	40.91%	13	59.09%
2021/22	349	236	67.62%	112	32.09%
Architecture	19	9	47.37%	10	52.63%
Education	183	150	81.97%	32	17.49%
Geography	43	23	53.49%	20	46.51%
Global Development	73	37	50.68%	36	49.32%
Planning	25	12	48.00%	13	52.00%
2022/23	366	256	69.95%	109	29.78%
Architecture	22	12	54.55%	10	45.45%
Education	200	165	82.50%	34	17.00%
Geography	45	24	53.33%	21	46.67%
Global Development	60	30	50.00%	30	50.00%
Planning	25	15	60.00%	10	40.00%
2023/24	323	239	73.99%	83	25.70%
Architecture	17	10	58.82%	7	41.18%
Education	192	166	86.46%	25	13.02%
Geography	43	25	58.14%	18	41.86%
Global Development	44	24	54.55%	20	45.45%
Planning	26	14	53.85%	12	46.15%
All Years	1,688	1,158	68.60%	526	31.16%
Architecture	102	51	50.00%	51	50.00%
Education	900	735	81.67%	161	17.89%
Geography	221	119	53.85%	102	46.15%
Global Development	314	173	55.10%	141	44.90%
Planning	116	57	49.14%	59	50.86%

* 2023/24 Architecture PGT numbers includes projected intake numbers where actual data not available.

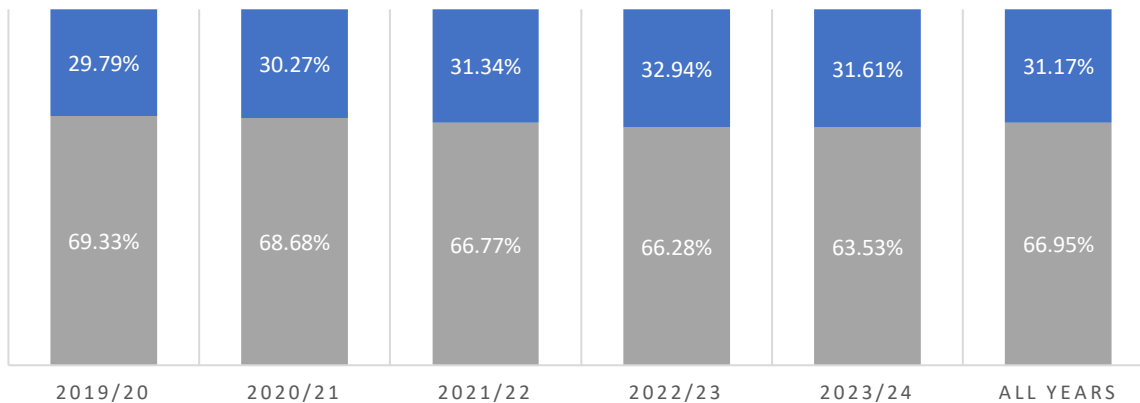
UG STUDENT SPLIT BY GENDER

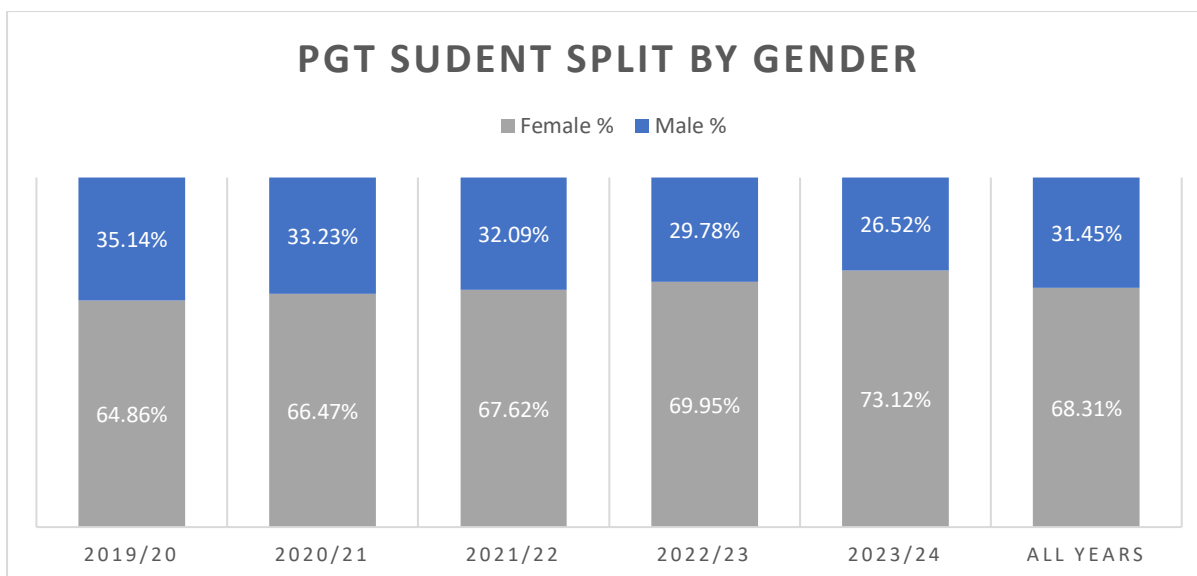
■ Female % ■ Male %



PGT STUDENT SPLIT BY GENDER

■ Female % ■ Male %





2. Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR

UG Attainment

Year	Comp	1st	% 1st	2(i)	% 2(i)	2(ii)	% 2(ii)	3rd	% 3rd	Pass	%Pass
2022/23	520	210	40.4%	218	41.9%	64	12.3%	11	2.1%	17	3.3%
F	342	150	43.9%	139	40.6%	41	12.0%	7	2.0%	5	1.5%
M	173	58	33.5%	77	44.5%	23	13.3%	3	1.7%	12	6.9%
2021/22	386	168	43.5%	163	42.2%	35	9.1%	7	1.8%	12	3.1%
F	239	112	46.9%	93	38.9%	23	9.6%	2	0.8%	8	3.3%
M	146	55	37.7%	70	47.9%	12	8.2%	5	3.4%	4	2.7%
2020/21	346	151	43.6%	158	45.7%	29	8.4%	1	0.3%	7	2.0%
F	231	111	48.1%	99	42.9%	16	6.9%	1	0.4%	4	1.7%
M	114	40	35.1%	58	50.9%	13	11.4%	0	0.0%	3	2.6%
2019/20	362	157	43.4%	173	47.8%	21	5.8%	1	0.3%	10	2.8%
F	218	99	45.4%	102	46.8%	11	5.0%	0	0.0%	6	2.8%
M	144	58	40.3%	71	49.3%	10	6.9%	1	0.7%	4	2.8%
2018/19	476	155	32.6%	234	49.2%	53	11.1%	6	1.3%	28	5.9%
F	258	86	33.3%	119	46.1%	30	11.6%	6	2.3%	17	6.6%
M	218	69	31.7%	115	52.8%	23	10.6%	0	0.0%	11	5.0%

PGT Attainment (Masters Target Degree)

Year	Completions	D	% D	M	% M	P	% P
2022/23	2468	576	23.3%	1406	57.0%	486	19.7%
F	1705	373	21.9%	1027	60.2%	305	17.9%

M	749	195	26.0%	373	49.8%	181	24.2%
2021/22	2194	627	28.6%	1273	58.0%	294	13.4%
F	1613	446	27.7%	961	59.6%	206	12.8%
M	568	174	30.6%	306	53.9%	88	15.5%
2020/21	1817	516	28.4%	1058	58.2%	243	13.4%
F	1324	336	25.4%	819	61.9%	169	12.8%
M	478	170	35.6%	235	49.2%	73	15.3%
2019/20	1493	375	25.1%	810	54.3%	308	20.6%
F	1059	245	23.1%	591	55.8%	223	21.1%
M	420	124	29.5%	213	50.7%	83	19.8%
2018/19	1161	297	25.6%	602	51.9%	262	22.6%
F	789	180	22.8%	418	53.0%	191	24.2%
M	371	116	31.3%	184	49.6%	71	19.1%

UG Completion

Entry Year	Total	Completion (n)	Completion (%)	Active (n)	Active (%)
2016/17	490	446	91.0%	5	1.0%
F	264	241	91.3%	3	1.1%
M	226	205	90.7%	2	0.9%
2017/18	458	383	83.6%	6	1.3%
F	270	234	86.7%	2	0.7%
M	188	156	83.0%	4	2.1%
2018/19	401	353	88.0%	11	2.7%
F	260	238	91.5%	5	1.9%
M	141	115	81.6%	6	4.3%
2019/20	470	400	85.1%	31	6.6%
F	294	262	89.1%	12	4.1%
M	174	136	78.2%	19	10.9%

PGT Completion

Entry Year	Total	Completion (n)	Completion (%)	Active (n)	Active (%)
2016/17	2077	1893	91.1%	3	0.1%
F	1373	1267	92.3%	3	0.2%
M	702	626	89.2%	0	0.0%
2017/18	1782	1595	89.5%	14	0.8%
F	1176	1081	91.9%	3	0.3%
M	605	513	84.8%	11	1.8%
2018/19	1998	1830	91.6%	49	2.5%
F	1382	1281	92.7%	27	2.0%
M	599	535	89.3%	17	2.8%
2019/20	2620	2410	92.0%	99	3.8%
F	1841	1730	94.0%	55	3.0%
M	759	663	87.4%	42	5.5%

PGR Completion

Entry Year	Total	Completion (n)	Completion (%)	Active (n)	Active (%)
2016/17	99	73	73.7%	4	4.0%
<i>F</i>	57	42	73.7%	3	5.3%
<i>M</i>	42	31	73.8%	1	2.4%
2017/18	106	67	63.2%	17	16.0%
<i>F</i>	69	46	66.7%	9	13.0%
<i>M</i>	37	21	56.8%	8	21.6%
2018/19	93	52	55.9%	25	26.9%
<i>F</i>	58	34	58.6%	19	32.8%
<i>M</i>	35	18	51.4%	6	17.1%

UGT/PGT/PGR Student Profile Academic Year 2023/24

Domicile	PGDR	PGDT	UGRD	Total
UK	171	1,014	1,282	2,467
Overseas (Non EU)	144	2,139	638	2,921
EU	8	48	60	116
Total	323	3,201	1,980	5,504

3. Academic staff by grade and contract function

Academic Role Types

Year	Role Type	F	M
2018	Lecturer	48	54
2019	Lecturer	55	57
2020	Lecturer	54	52
2021	Lecturer	49	48
2022	Lecturer	69	56
2023	Lecturer	66	54
2018	Professor	14	26
2019	Professor	13	27
2020	Professor	16	33
2021	Professor	14	33
2022	Professor	14	32
2023	Professor	20	34
2018	Reader	0	5
2019	Reader	1	5
2020	Reader	2	4

2021	Reader	3	4
2022	Reader	3	10
2023	Reader	5	10
2018	Research	19	15
2019	Research	19	16
2020	Research	17	23
2021	Research	18	24
2022	Research	28	29
2023	Research	29	17
2018	Research Fellow	4	5
2019	Research Fellow	5	6
2020	Research Fellow	6	6
2021	Research Fellow	8	6
2022	Research Fellow	8	4
2023	Research Fellow	5	5
2018	Senior Lecturer	19	25
2019	Senior Lecturer	24	31
2020	Senior Lecturer	29	32
2021	Senior Lecturer	29	35
2022	Senior Lecturer	32	33
2023	Senior Lecturer	33	41
2018	Senior Research Fellow	0	0
2019	Senior Research Fellow	0	0
2020	Senior Research Fellow	0	1
2021	Senior Research Fellow	0	1
2022	Senior Research Fellow	0	1
2023	Senior Research Fellow	0	1
2018	Teaching only	13	7
2019	Teaching only	19	8
2020	Teaching only	29	12
2021	Teaching only	42	22
2022	Teaching only	33	26
2022	Teaching only	30	17

Academic Role Types

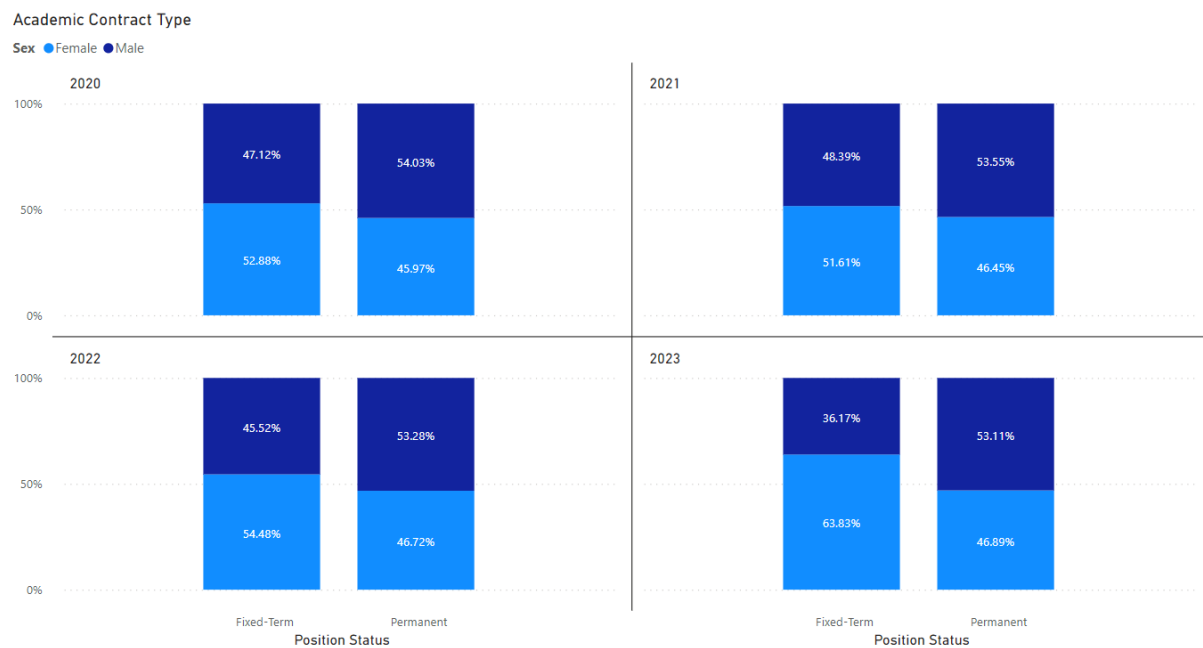
Female Male



4. Academic staff by grade and contract type

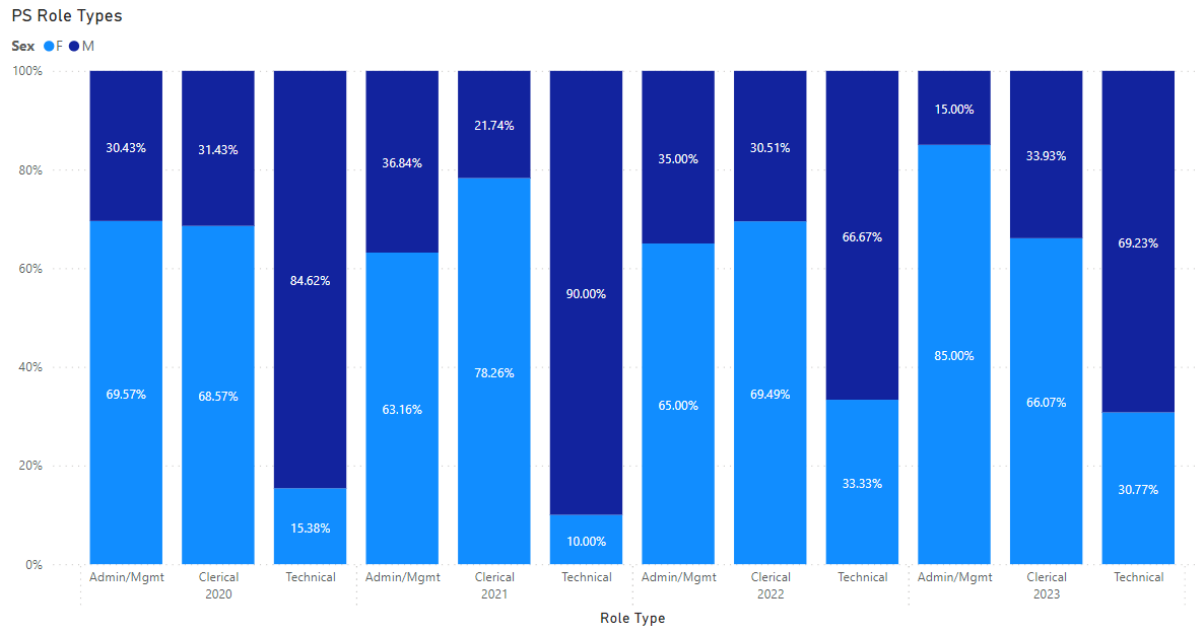
Year		Position Status	Grade	Sex	Count
2018		Fixed-Term	Grade 1-5	Female	1
2018		Fixed-Term	Grade 1-5	Male	2
2018		Fixed-Term	Grade 6-7	Female	47
2018		Fixed-Term	Grade 6-7	Male	44
2018		Fixed-Term	Grade 8-9	Male	2
2018		Permanent	Grade 6-7	Female	34
2018		Permanent	Grade 6-7	Male	35
2018		Permanent	Grade 8-9	Female	33
2018		Permanent	Grade 8-9	Male	54
2019		Fixed-Term	Grade 1-5	Female	2
2019		Fixed-Term	Grade 1-5	Male	3
2019		Fixed-Term	Grade 6-7	Female	45
2019		Fixed-Term	Grade 6-7	Male	37
2019		Fixed-Term	Grade 8-9	Male	3
2019		Permanent	Grade 6-7	Female	48
2019		Permanent	Grade 6-7	Male	47
2019		Permanent	Grade 8-9	Female	38
2019		Permanent	Grade 8-9	Male	60
2020		Fixed-Term	Grade 1-5	Female	1
2020		Fixed-Term	Grade 1-5	Male	5
2020		Fixed-Term	Grade 6-7	Female	53
2020		Fixed-Term	Grade 6-7	Male	40
2020		Fixed-Term	Grade 8-9	Female	1
2020		Fixed-Term	Grade 8-9	Male	4
2020		Permanent	Grade 6-7	Female	51

2020	Permanent	Grade 6-7	Male	48
2020	Permanent	Grade 8-9	Female	46
2020	Permanent	Grade 8-9	Male	66
2021	Fixed-Term	Grade 1-5	Female	6
2021	Fixed-Term	Grade 1-5	Male	6
2021	Fixed-Term	Grade 6-7	Female	58
2021	Fixed-Term	Grade 6-7	Male	50
2021	Fixed-Term	Grade 8-9	Male	4
2021	Permanent	Grade 6-7	Female	52
2021	Permanent	Grade 6-7	Male	44
2021	Permanent	Grade 8-9	Female	46
2021	Permanent	Grade 8-9	Male	69
2022	Fixed-Term	Grade 1-5	Female	1
2022	Fixed-Term	Grade 1-5	Male	6
2022	Fixed-Term	Grade 6-7	Female	72
2022	Fixed-Term	Grade 6-7	Male	54
2022	Fixed-Term	Grade 8-9	Male	1
2022	Permanent	Grade 6-7	Female	64
2022	Permanent	Grade 6-7	Male	54
2022	Permanent	Grade 8-9	Female	50
2022	Permanent	Grade 8-9	Male	76
2023	Fixed-Term	Grade 1-5	Female	3
2023	Fixed-Term	Grade 1-5	Male	0
2023	Fixed-Term	Grade 6-7	Female	57
2023	Fixed-Term	Grade 6-7	Male	33
2023	Fixed-Term	Grade 8-9	Male	1
2023	Permanent	Grade 6-7	Female	70
2023	Permanent	Grade 6-7	Male	60
2023	Permanent	Grade 8-9	Female	58
2023	Permanent	Grade 8-9	Male	85



5. Professional, technical and operational (PTO) staff by job family

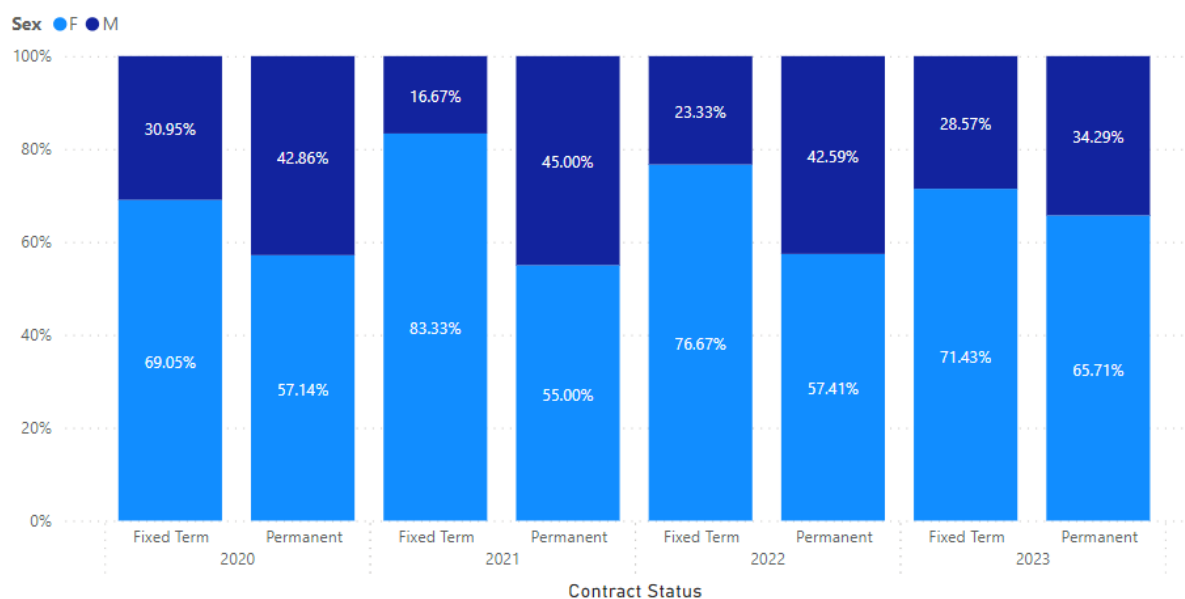
Year	Contract Status	Sex	Count
2018	Fixed Term	F	21
2018	Fixed Term	M	9
2018	Permanent	F	37
2018	Permanent	M	24
2019	Fixed Term	F	28
2019	Fixed Term	M	9
2019	Permanent	F	37
2019	Permanent	M	24
2020	Fixed Term	F	29
2020	Fixed Term	M	13
2020	Permanent	F	28
2020	Permanent	M	21
2021	Fixed Term	F	20
2021	Fixed Term	M	4
2021	Permanent	F	22
2021	Permanent	M	18
2022	Fixed Term	F	23
2022	Fixed Term	M	7
2022	Permanent	F	31
2022	Permanent	M	23



6. PTO staff by contract type

Year	Contract Status	Sex	Count
2018	Fixed Term	F	21
2018	Fixed Term	M	9
2018	Permanent	F	37
2018	Permanent	M	24
2019	Fixed Term	F	28
2019	Fixed Term	M	9
2019	Permanent	F	37
2019	Permanent	M	24
2020	Fixed Term	F	29
2020	Fixed Term	M	13
2020	Permanent	F	28
2020	Permanent	M	21
2021	Fixed Term	F	20
2021	Fixed Term	M	4
2021	Permanent	F	22
2021	Permanent	M	18
2022	Fixed Term	F	23
2022	Fixed Term	M	7
2022	Permanent	F	31
2022	Permanent	M	23
2023	Fixed Term	F	10
2023	Fixed Term	M	4
2023	Permanent	F	46
2023	Permanent	M	24

PS Staff by Contract Status



7. Applications, shortlist and appointments made in recruitment to academic posts

Academic Recruitment

Year	Stage	F	M
2019	Application	109	129
2019	Shortlisted	23	21
2019	Successful	3	3
2020	Application	157	186
2020	Shortlisted	30	23
2020	Successful	10	6
2021	Application	646	426
2021	Shortlisted	75	61
2021	Successful	16	8
2022	Application	588	619
2022	Shortlisted	80	69
2022	Successful	13	17

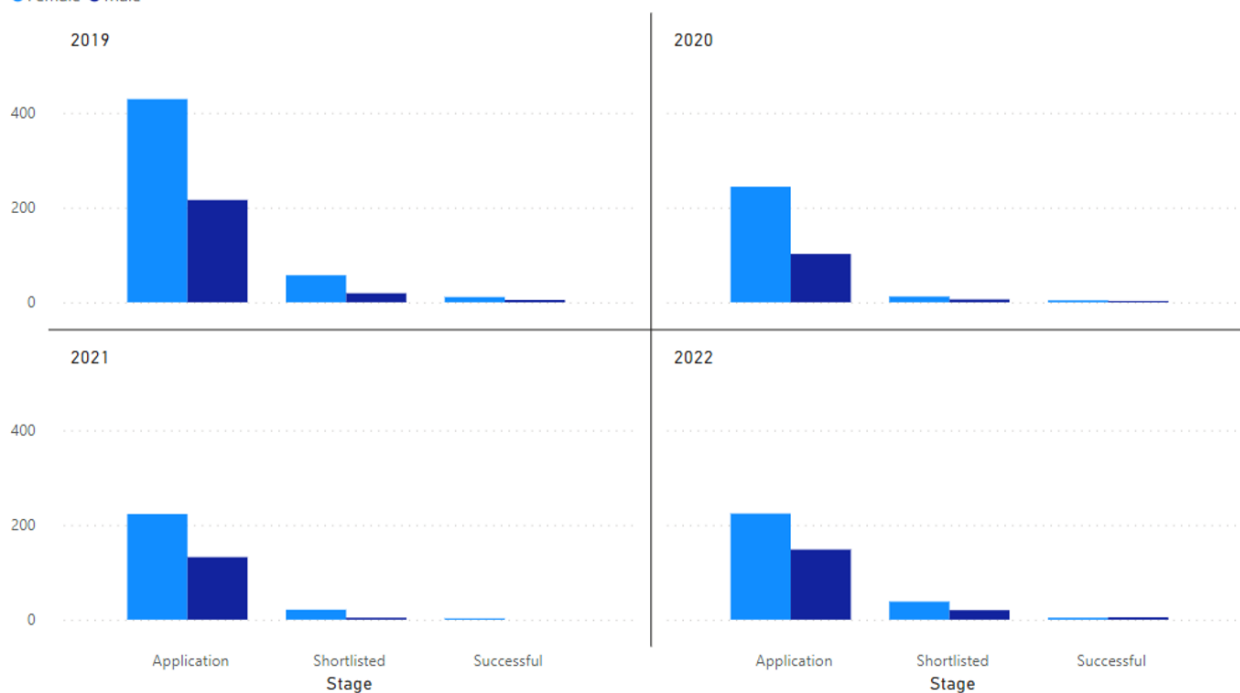
8. Applications, shortlist and appointments made in recruitment to PTO posts

PS Recruitment

Year	Stage	F	M
2019	Application	429	216
2019	Shortlisted	57	19
2019	Successful	11	5
2020	Application	244	102
2020	Shortlisted	12	6
2020	Successful	4	1
2021	Application	223	132
2021	Shortlisted	21	4
2021	Successful	1	0
2022	Application	224	148
2022	Shortlisted	38	20
2022	Successful	4	5

Applications, Shortlisted & Successful Appointments

● Female ● Male



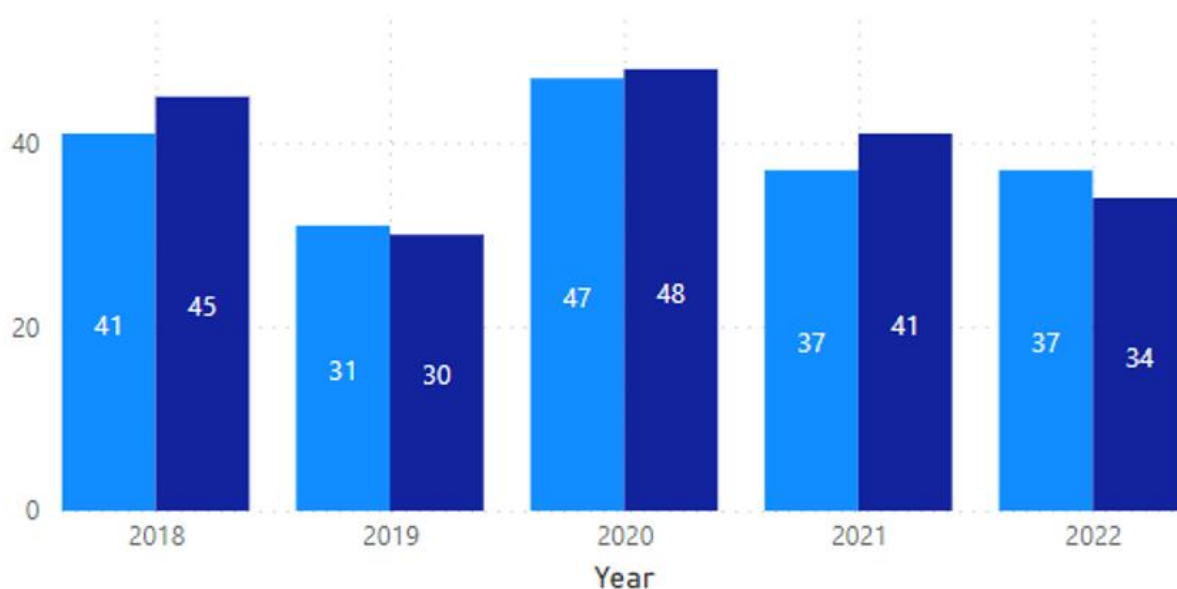
9. Applications and success rates for academic promotion

Academic Promotion: Applications (FHUM)

Year	Applications	F	M
2018	86	41	45
2019	61	31	30
2020	95	47	48
2021	78	37	41
2022	71	37	34

Academic Promotion: Applications

● Female ● Male

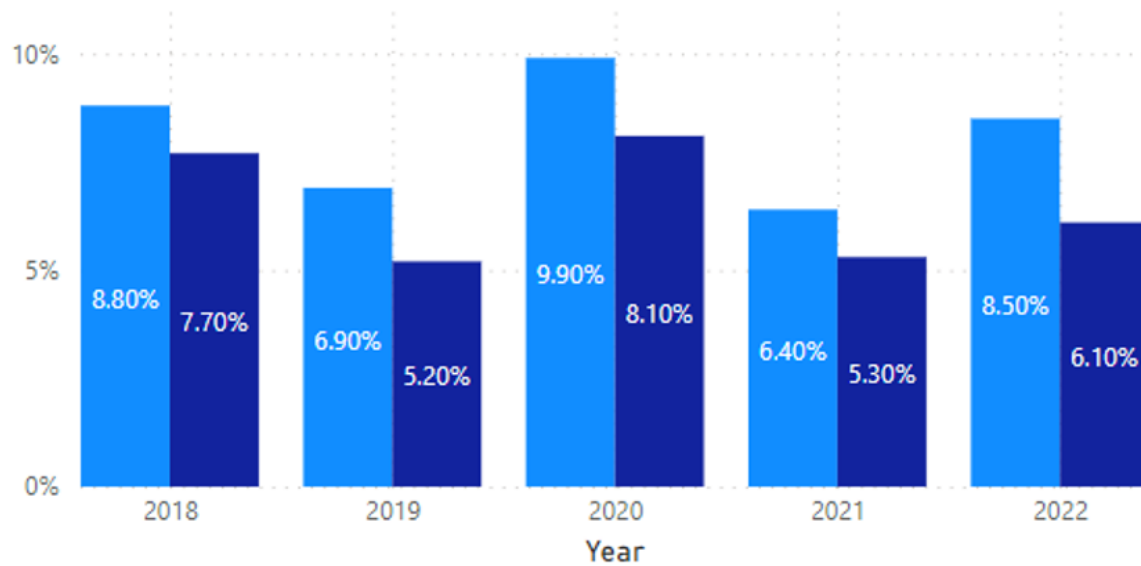


Academic Promotion: Application Rate (FHUM)

Year	F%	M%
2018	8.80%	7.70%
2019	6.90%	5.20%
2020	9.90%	8.10%
2021	6.40%	5.30%
2022	8.50%	6.10%

Academic Promotion: Application Rate

● Female % ● Male %

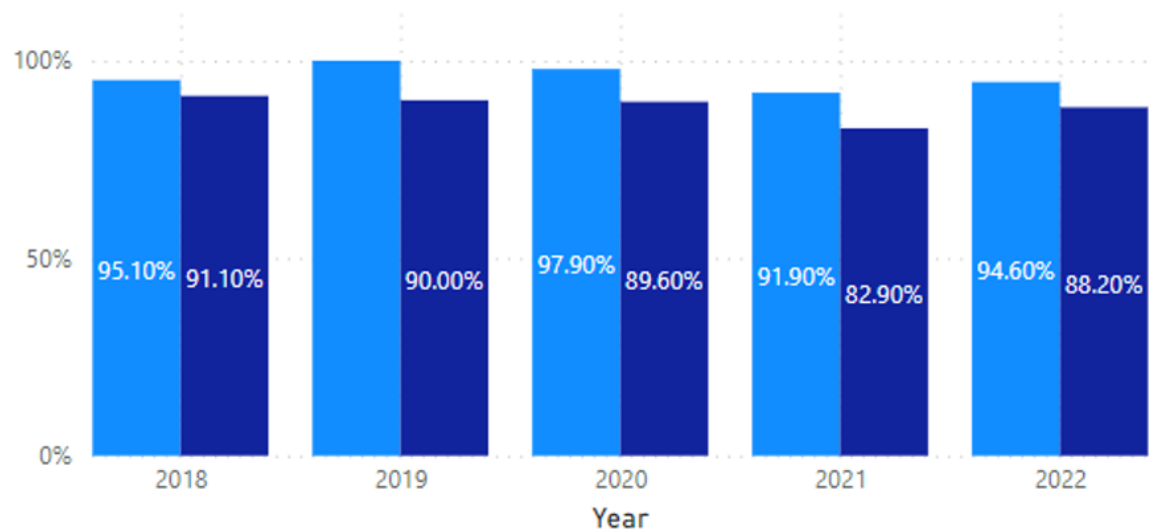


Academic Promotion: Success Rate (FHUM)

Year	F%	M%
2018	95.10%	91.10%
2019	100.00%	90.00%
2020	97.90%	89.60%
2021	91.90%	82.90%
2022	94.60%	88.20%

Academic Promotion: Success Rate

● Female % ● Male %

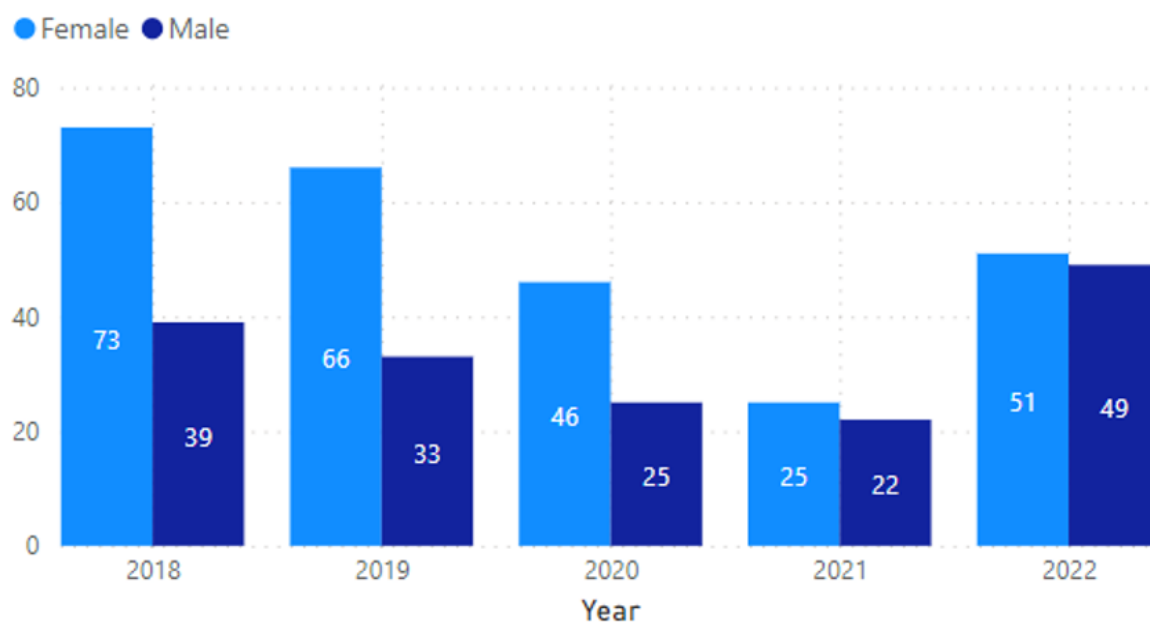


10. Applications and success rates for PTO progression

PS Progression: Applications (UoM)

Year	F	M
2018	73	39
2019	66	33
2020	46	25
2021	25	22
2022	51	49

PS Progression: Applications

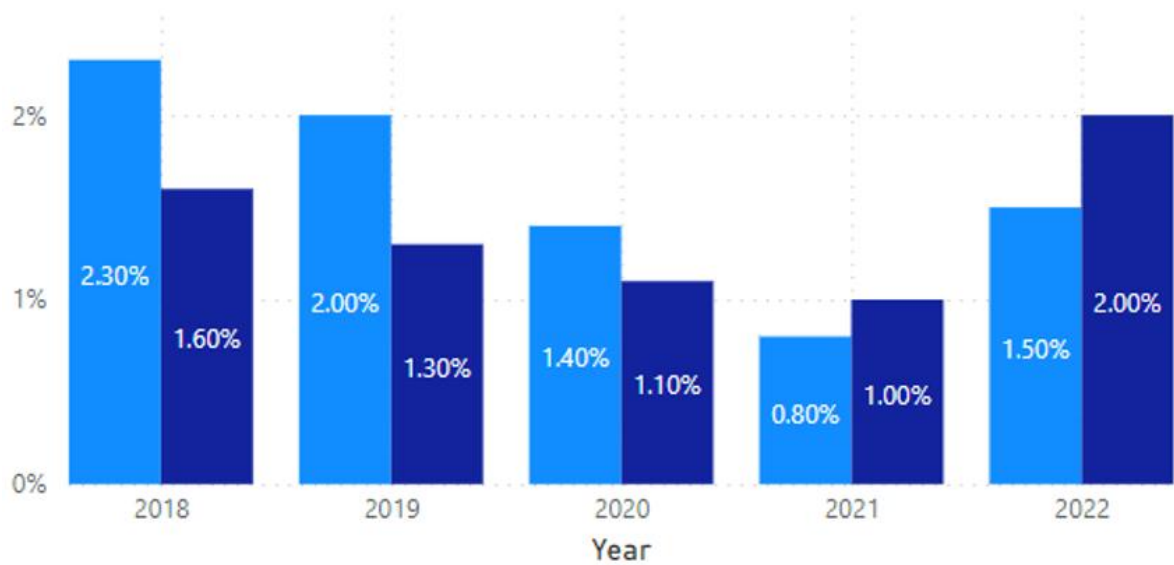


PS Progression: Application Rate (UoM)

Year	F%	M%
2018	2.30%	1.60%
2019	2.00%	1.30%
2020	1.40%	1.10%
2021	0.80%	1.00%
2022	1.50%	2.00%

PS Progression: Application Rate

● Female % ● Male %

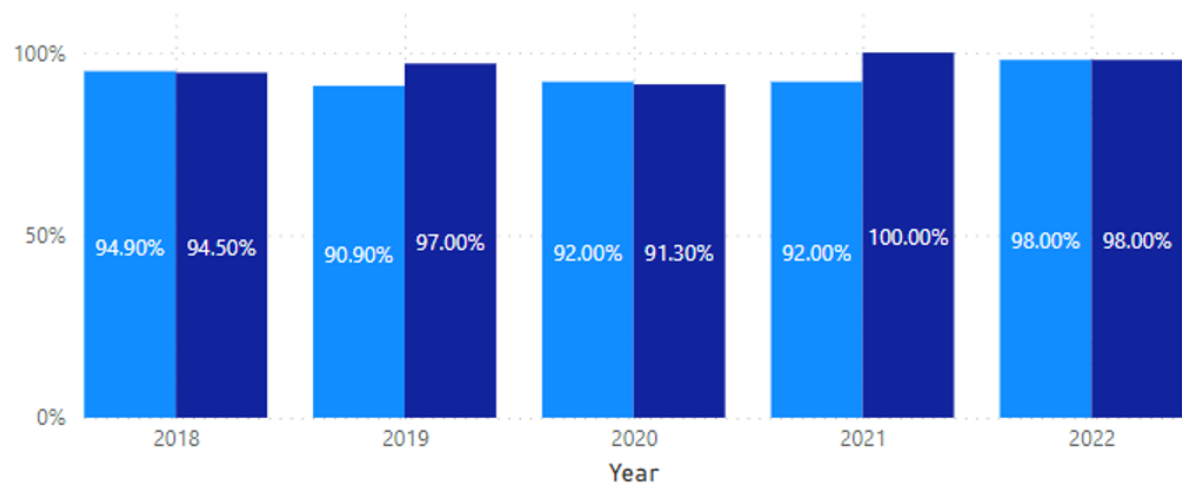


PS Progression: Success Rates (UoM)

Year	F%	M%
2018	94.90%	94.50%
2019	90.90%	97.00%
2020	92.00%	91.30%
2021	92.00%	100.00%
2022	98.00%	98.00%

PS Progression: Success Rate

● Female % ● Male %

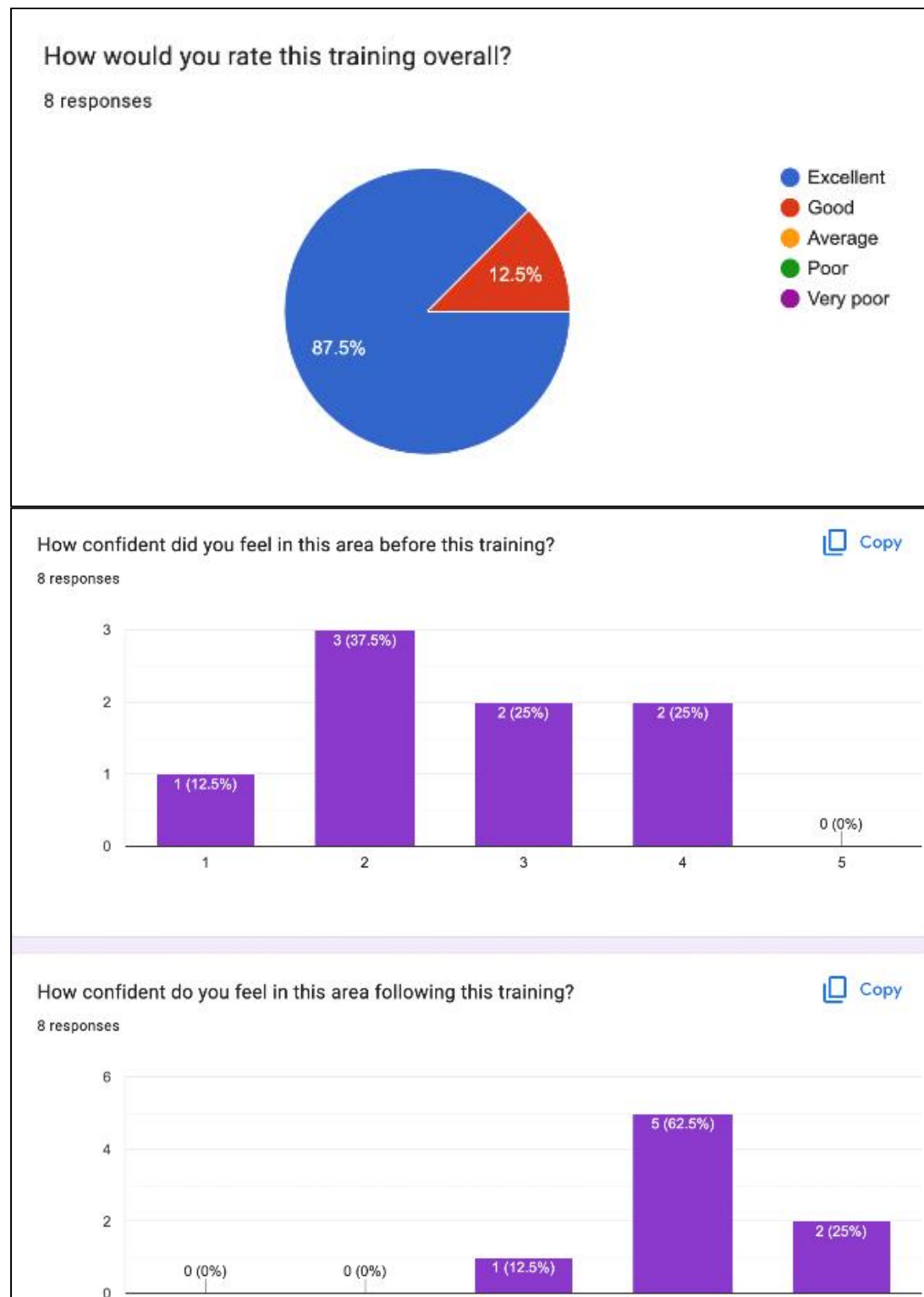


Appendix 4: Glossary

AD	Associate Director
EDI	Equality, Diversity and Inclusion
GDI	Global Development Institute
HNAP	Humanities New Academics Programme
HoD	Head of Department
HoS	Head of School
HoSO	Head of School Operations
MIE	Manchester Institute of Education
NAP	New Action Plan
OAP	Old Action Plan
PEM	Planning and Environmental Management
PDR	Performance and Development Review
PGR	Postgraduate Research
P&OD	People & Organisation Development
PS	Professional Services
RRE	Research Review Exercise
SEED	School of Environment, Education and Development
SLT	Senior Leadership Team
SPRC	School Policy and Resources Committee
SR	Social Responsibility
SRAC	School Recruitment and Admissions Committee

Appendix 5: Feedback from PGR Supervisor Training

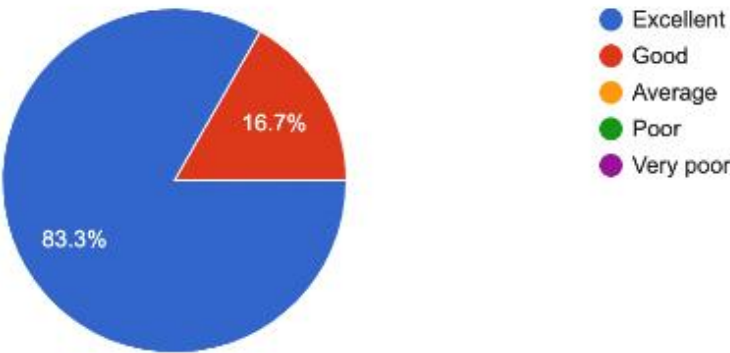
Feedback from Trans-inclusive PGR supervision training, 26th January 2023



Feedback from training on Supporting Disabled PGRs, 2nd February 2023

How would you rate this training overall?

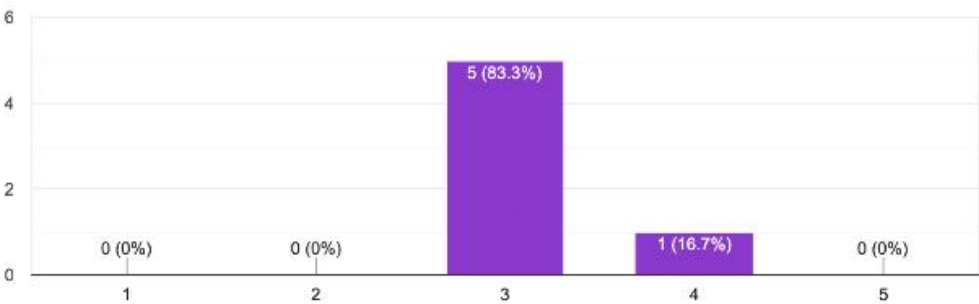
6 responses



How confident did you feel in this area before this training?

Copy

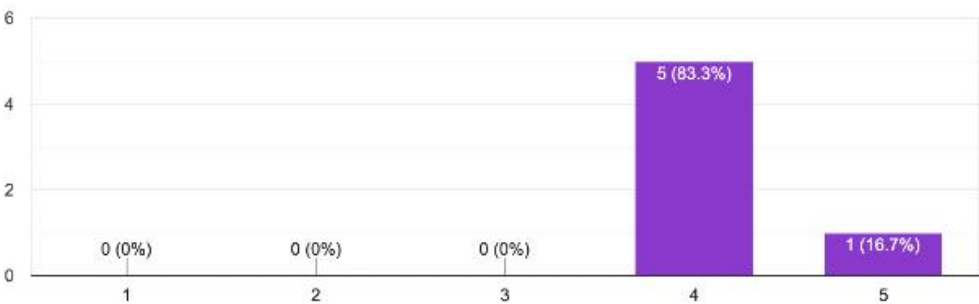
6 responses



How confident do you feel in this area following this training?

Copy

6 responses



Appendix 6: Analytic Method

Analytic method

A quantitative analysis of our data comprised three tests:

- **One-Tailed Mann-Whitney U test** (testing whether the overall magnitude of the data is significantly smaller for women than men).
- **Chi-Squared 'Goodness of Fit' test** (testing whether the distribution of data from women is significantly different to that from men).
- **Grouped Chi-Squared 'Goodness of Fit' test** In this case, we grouped the Agree & Strongly Agree and Disagree & Strongly Disagree categories prior to testing, which has the effect of:
 - Aggregating categories, meaning that we have fewer datasets with insufficient data in each category to allow it to run.
 - Controlling for enthusiasm – some significant differences found by the standard Chi-Squared analysis are between (e.g.) strongly agree and agree (strength of feeling), rather than agree and disagree (direction) – this approach isolates only those results that represent differences in direction. Whilst both are important, the latter is useful to allow us to identify the most substantial issues.

In order to maximise sensitivity, and because each of the above tests is investigating a slightly different hypothesis, no adjustments (e.g., Bonferroni adjustments) were made to account for the use of multiple tests. This decision maximises the chance of finding significant patterns.

Questions using Likert Scales (an ordinal scale) were tested using all three tests. Tests using other categories can only be tested using the Chi-Squared Goodness of Fit test, which is the least likely of the three to find a significant result. For this reason, we were careful to visually inspect the data across all questions (between sex and years), as well as looking at the results of all relevant tests. It is noteworthy that majority of questions have changed between 2016 and 2022, and so statistical comparison between the years has been quite restricted. Note that only summary data was available for the 2016 survey, so we have had to reconstruct it (which means we cannot link responses to individuals).