

Athena Swan renewal application form for departments

Applicant information

Name of institution	University of Leeds
Name of department	School of Dentistry
Date of current application	31 st March 2022
Level of previous award	Silver
Date of previous award	29/09/2017
Contact name	Maisoon Al-Jawad
Contact email	m.al-jawad@leeds.ac.uk
Contact telephone	N/A

Section	Words used
1. An overview of the department and its approach to gender equality	3030 words (including 135 clinical/non-clinical words and 171 Covid-19 words)
2. An evaluation of the department's progress and issues	3060 words (including 90 clinical/non-clinical words and 290 Covid-19 word)
3. Future action plan*	✓
Appendix 1: Culture survey data*	✓
Appendix 2: Data tables*	✓
Appendix 3: Glossary*	✓
Overall word count	6090 words (including 225 clinical/non-clinical words and 461 Covid-19 words)

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

From: Athena Swan <Athena.Swan@advance-he.ac.uk>
Sent: 22 October 2021 11:47
To: Maisoon Al-Jawad <M.Al-Jawad@leeds.ac.uk>
Cc: Athena Swan <Athena.Swan@advance-he.ac.uk>
Subject: RE: Silver renewal application - a query on clinical and non-clinical staff

Dear Maisoon,

I am pleased to confirm that the School of Dentistry is able to use an additional 500 words in its departmental Athena Swan application in order to analyse and reflect on any differences between the two staff groups.

Please include this email at the front of your application, so that the Panel is aware that this additional word allocation has been agreed.

My colleague Jane will reply to your query about your action plan shortly.

Best wishes,
Clare

Clare Merritt
Charters Assessment Manager – Athena Swan

 **AdvanceHE**

Preferred pronouns: she/her

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

[3030 words]

1.1 Letter of endorsement from the head of the department

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28th March 2022

Dear Athena Swan panel members,

Support for the School of Dentistry Athena Swan Silver Renewal Application

This letter confirms my unequivocal support and long-term commitment with investment to deliver the School plans set out in this Athena Swan Silver renewal application. These plans are ambitious, but deliverable.

Our ambition reflects a continued, sustained commitment of the School leadership. Strong female leadership has been central to advancing gender equality in the School. The last 3 Deans have been women (2000-2019) and as a man I am acutely aware of the need to build on the successes. Over the current Award period actions of the 3 Deans in post include:

- Establishing an EDI committee chaired by the Dean that actively engages staff and students to embed key issues within day-to-day running of the School, leading to high staff awareness of Athena Swan (96% in 2018 Staff Survey), and confidence that School leadership actively supports gender equality (77% in 2021 Staff Survey).
- Proactively supporting women's career progression with leadership of the Career Development SAT sub-group (2017-2019), leading to significant advancement of women clinical academics careers. The percentage of women clinical professors increased from 39% in 2012-2016 to 58% in 2017-2021 (total 8 female professors (2017-2022) compared to 5 male professors in the same period) with development and promotion of existing female staff at clinical Associate Professor level.
- Appointing the first two mentoring champions and promotions advisors (2018). This led to a fully developed mentoring scheme (2021) and an increase in promotion applications with successful promotions up by 50% since 2012-2017 with increased percentages of women applicants (60% to 67%) and success (80% to 92%).

The current School senior management team (SMT) (3 women and one man) are committed to leading EDI change that is central to our School identity. All 4 SMT members have actively shaped the detailed action plan presented, which reflects the collective contributions drawn from across the breadth of the School community.

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BSc (Hons), BChD (Hons), PhD, MBChB, FDS RCS (Eng), FDS RCS (Oral Medicine)
Dean of the School of Dentistry

The three University values of community, culture and impact are at the centre of the School strategy and are always referred to in my monthly School Staff Meeting. To quote the University of Leeds 2020-2030 strategy *"We will embrace the values of equality, diversity and inclusion in our entire community, welcoming underrepresented groups, enhancing both their sense of belonging and their chances of succeeding."* As Dean I prioritise involvement in the Faculty of Medicine and Health EDI approach that provides supportive challenge. This facilitates shared thinking, learning and successes as well as drawing on the experiences of others. We engage in joint initiatives, such as the introduction (2021) of Speak up Guardians for students, who are already empowering our community to raise issues central to our approach.

As Dean my focus is to recruit, and through development retain staff who share our values and via their own actions add to our progress. Of equal importance is recruitment of students who recognise a distinctiveness in the Leeds offer and environment that empowers them to be part of our EDI journey. Our graduating students, who are predominantly women, will carry a strong foundation in EDI forwards as colleagues, employers and future leaders.

COVID-19 hit all aspects of the School hard with considerable change required to ensure students, who personally deliver dental treatment to patients, progress to the NHS workforce on time despite the restrictions placed on clinical dentistry during the pandemic. There has been early School recognition of the gendered impact of the sudden changes to the way in which we work and study. This step change to the School will have a lasting impact. As a School we will actively ensure that our new ways of working do not destabilise our gender equality achievements to date, distract from what we need to do or result in unintended consequences as we deliver our action plan.

The current Athena Swan charter with its emphasis on understanding intersectional inequalities provides a framework to plan and drive further change to build on our past successes. As I reflect on the last 10 years with introduction of Athena Swan to the School and the subsequent attainment of the Bronze Award, this represented a paradigm shift in the awareness of gender inequality and the need to plan, deliver and build-on change. The Silver Award marked further progress. We are now at a point of consolidation to ensure that we have the platform to achieve our future goal of a Gold Award and a wider impact of School EDI successes within Dentistry. As Dean I look forward to leading the School to the timely delivery of our Athena Swan ambitions.

Yours sincerely

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

Dr Alan J Mighell

Dean of Dentistry, University of Leeds

1.2 Description of the department and its context

The School of Dentistry (SoD) is one of four Schools within the Faculty of Medicine and Health (FMH) at the University of Leeds (UoL) alongside the Schools of Healthcare, Medicine, and Psychology. The main SoD site is co-located with its NHS partner, the Leeds Dental Institute (LDI), part of NHS Leeds Teaching Hospital Trust (LTHT), working together to provide routine care for patients' oral health and deliver exceptional dental education. The School is situated on the main campus of the UoL, close to Leeds city centre. Examples of our teaching and research spaces are shown in Figure 1.



Figure 1. Education and Research locations within the School of Dentistry.

The SoD is a leading centre for dental study and research. Staff combine expert teaching with innovative research, producing the highest quality dental practitioners and research outputs, shaping the future of dentistry. The School is 10th in the Complete University Guide 2022, and 11th in the Guardian university 2022 league tables for dentistry. Our goal is to inspire oral healthcare professionals and scientists to innovate and transform global health and quality of life via world-leading clinical, educational, and research excellence. The University's values of community, culture, and impact are at the centre of the School strategy.

The School of Dentistry academic staff are divided into clinical academics and non-clinical academics. Clinical academics spend their time teaching and researching clinical dentistry and public health while also treating patients in the NHS. Some are employed by the UoL with honorary NHS contracts, whilst others are employed by the NHS with honorary UoL contracts. While operating across two sectors, it is one job. Non-clinical academics spend their time teaching, carrying out research, and collaborating outside of the School and University in interdisciplinary research. The

School also has a number of Professional, Technical, and Operational (PTO) staff supporting our teaching, research, and clinical activities.

The School's management structure (Figure 2) was modified in 2017 when the School's Equality and Inclusion Committee (E&IC) was formed as per our 2017 Silver Award Action Plan. The School E&I Committee is chaired by the Dean, all areas concerned with equality and inclusivity in the workplace are addressed and the E&IC acts in collaboration with our Athena Swan Self-Assessment Team (SAT).

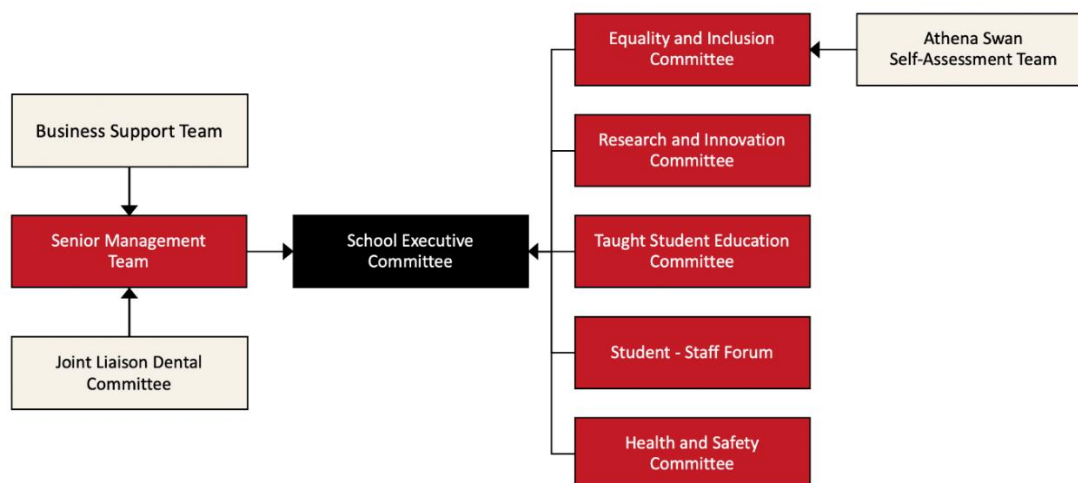


Figure 2 School of Dentistry Committee Structures

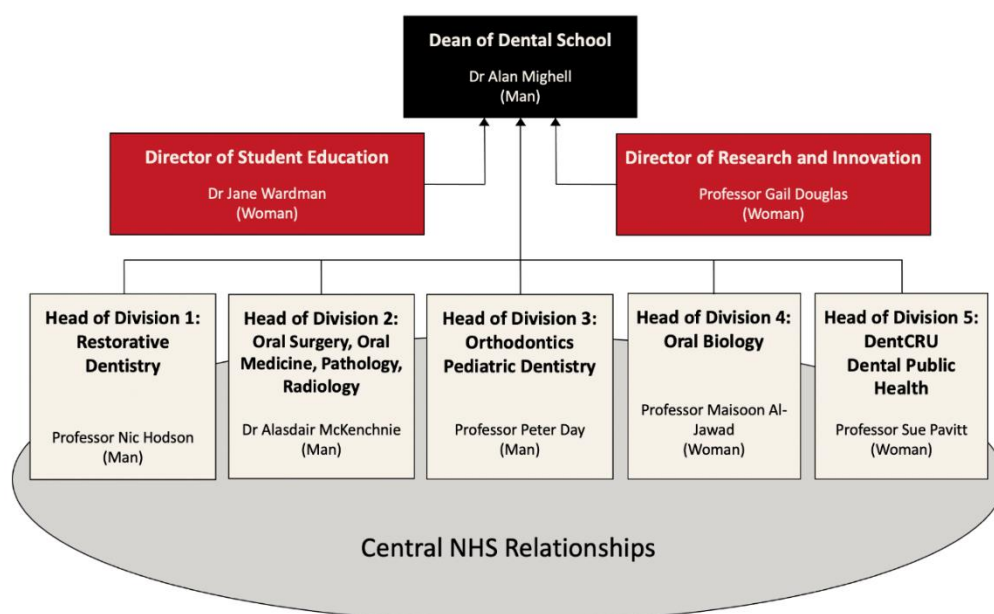


Figure 3. School Academic Structure, with the name and gender of section leads

The Senior Management Team (SMT) meets weekly for operational matters, whilst the School Executive Committee (SEC) meets monthly as the senior executive decision-making body of the School, leading on matters relating to implementation of academic strategy, policy, performance, and resource allocation.

The School's academic structure is shown in Figure 3. There is a 50:50 split of women:men* in key academic leadership roles. The School is currently managed by a man Dean who came in to post in April 2019, replacing an interim woman Dean (2017-2019); who in turn succeeded a woman Dean (2014-2017).

Using a census date of 1st July 2021, the school had 146 members of staff** (60%women, 40%men), 119 are academic staff (55%women, 45%men) and 27 are PTO staff (85%women, 15%men), thus we have 81.5% academic staff and 18.5% PTO staff. The School currently hosts 554 undergraduate (67%women, 33%men) and 57 postgraduate (taught and research) (65%women, 35%men) students.

Line management, appraisals (through the Staff Review and Development Scheme (SRDS)), and annual academic meetings (AAMs) operate through the five Divisions shown in Figure 3. SRDS is the annual appraisal process for all staff, usually conducted by line managers. There is a compulsory checklist for reviewers to complete at the meeting. In addition, there is an optional, non-confidential checklist to enable the School to signpost and support staff for any additional advice following their SRDS.

Items on the optional checklist include mentorship, promotions, flexible working, carer, and parental leave, career breaks, joining School committees, joining external committees, attending courses/applying for School funds, University training, University staff personal development, staff counselling support, staff Rewards and Recognition, and matters for the Head of Division's attention.

AAMs are a separate process introduced for all academic staff in 2017. Staff meet with the Dean and Directors to discuss their academic profiles and ambitions. Personalised objectives are set and support mechanisms implemented, where needed. Where clinical staff have joint appraisals and job planning between UoL and the NHS, to maintain consistency, all staff involved including those from our NHS partners and those on part-time contracts, must complete the UoL mandatory training courses including Equality and Inclusion, and have one unified training plan across both organisations.

The School delivers undergraduate programmes in Dental Surgery (DS), Dental Hygiene and Dental Therapy (DHDT), and postgraduate taught (PGT) programmes in Paediatric Dentistry, Dental Public Health, Oral Surgery, and Dental Materials (due in 2022/23).

Research focuses on applied and translational research for patient benefit, underpinned by a broad range of interdisciplinary discovery science. Two collaborating research groups of Oral and Musculoskeletal Sciences and Applied Health and Clinical Translation reflect our strengths and leadership with delivery by teams comprising basic scientists and clinical academics of all levels.

*Throughout this application, when staff or student gender identity has been recorded we use the terms woman, man, non-binary, 'in another way', or prefer not to say. If we use data that was gathered from central sources using now defunct binary systems, we use the terms male and female.

** This was 20 staff fewer than reported in our 2017 Silver Award (166 staff) due to 20 PTO staff within the Student Education Services being professionally realigned into Faculty professional services from 1st September 2017. Therefore, they no longer appear in School staff numbers from 2017 onwards.

Dental education research is also recognised as a strength. In the Research Excellence Framework (REF) 2014, the School was rated in the top quartile (23/94) in UOA3 (Allied Health Professions, Dentistry, Nursing and Pharmacy). In REF2014 the School submitted 20.2 FTE of eligible staff (46.2% of eligible men and 42.1% of eligible women). The criteria for eligibility widened significantly for REF2021 increasing submissions of research-active staff to 34 with 56%women and 44%men; mirroring the proportion of women:men academic staff.

The School of Dentistry is committed to advancing gender equality, the Dean has re-committed to the Athena Swan principles (Figure 4), which are also embedded in our published strategy. The School's Directors of Student Education and Research and Innovation are both members of the School's Athena Swan SAT and have led on AS activities in student experience, and research culture respectively. This demonstrates buy-in of gender equality work at the highest levels in the School, the Dean is directly accountable for advancing this agenda. The Faculty of Medicine and Health has invested in posts which support Dentistry AS work including a Deputy Dean for EDI, an EDI Project Officer, and Freedom to Speak Up Guardians.

In 2017-2022 we have made meaningful progress in advancing gender equality as outlined in Section 2. In the wider context of Athena Swan, the School has strengthened its relationship with the Faculty and University. The School AS SAT Chair is a member of the AS ISAT; the University AS leads network; and the Faculty AS leads network. Through these networks we are able to learn from and share good practice across the Faculty and University. The Covid-19 pandemic has resulted in a significant contextual change since March 2020, impacting on the work of the SAT and highlighting new issues for staff and students (described in Section 1.3 and Section 2).

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York Science Park
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11th August 2021

Commitment to the Athena Swan Charter principles

Dear Head of Athena Swan,

On behalf of **The School of Dentistry at the University of Leeds** I wish to pledge my commitment to the principles of the Athena Swan Charter.

I confirm that The School of Dentistry at the University of Leeds is committed to working towards the achievement of the Athena Swan Charter's aims and I confirm our acceptance of the principles of the charter.

In committing to the principles of the Athena Swan Charter, we recognise that we join a global community with a shared goal of addressing gender inequalities and embedding inclusive cultures.

Each institution, research institute and department has different gender equality challenges and development priorities. These priorities should be developed based on an understanding of the local evidence-base and national and global gender equality issues.

In determining our priorities and interventions, we commit to:

1. adopting robust, transparent and accountable processes for gender equality work, including:
 - a. embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution/institute/department accountable.
 - b. undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality, and evaluating our progress to inform our continuous development.
 - c. ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.

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Dean of the School of Dentistry

2. addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.
3. tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments for people of all genders, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.
4. understanding and addressing intersectional inequalities.
5. fostering collective understanding that individuals have the right to determine their own gender identity, and tackling the specific issues faced by trans and non-binary people because of their identity.
6. examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups.
7. mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.
8. mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers.

I understand that:

- ✓ Information on charter signatories, the institution's charter contact person and institutional and departmental award-holders will be publicised on Advance HE's website.

The School of Dentistry at the University of Leeds has nominated **Professor Maisoon Al-Jawad** as its designated Athena Swan Charter contact. The contact will coordinate internal questions on the Charter and be the conduit for communication with Advance HE's Equality Charter staff.

I confirm that the **The School of Dentistry at the University of Leeds** understands and accepts the guidance on the Athena Swan Charter. I understand that the guidance may change as the scheme evolves and that our charter contact will be informed of any such changes.

Yours sincerely



Dr Alan J Mighell

Dean, School of Dentistry

Figure 4. Dean's Letter of Commitment to Athena Swan Charter principles, August 2021

1.3 Athena Swan self-assessment process

1.3.1 Self-Assessment Team

The Athena Swan Self-Assessment Team (SAT) fairly reflects our workforce comprising women and men, clinical and non-clinical academics, PTO staff, staff across a range of grades, early career researchers, undergraduate and postgraduate students, diverse experiences of flexible/part-time working, and staff with caring responsibilities. Membership is refreshed through regular open calls for new members.

The SAT membership was last reviewed in early 2020 when a new SAT Chair came into post and recommitment from current SAT members and sub-group Chairs was obtained. Vacancies in the SAT were advertised via the all-staff mailing list and the Dental School's newsletter, including a request for ECRs, PGRs, and undergraduate students. This resulted in a change of six members and a wider range of colleagues being involved in gender equality work.

The SAT meets monthly for 90-minutes during core hours (10am-4pm, Monday to Friday) on rotating days of the week to promote inclusion. Meetings are scheduled at the start of the academic year, agendas and papers are circulated a week prior to each meeting. In SAT meetings, updates are given from each sub-group on their respective activities to advance progress on our overall Action Plan, in particular progress against key priorities. Minutes are stored online on the School's AS SAT Microsoft Teams area, which is accessible to all SAT members and the E&I Committee. Since March 2020, SAT meetings have been held via Microsoft Teams due to Covid-19 restrictions limiting the possibility of in-person meetings (Figure 5).

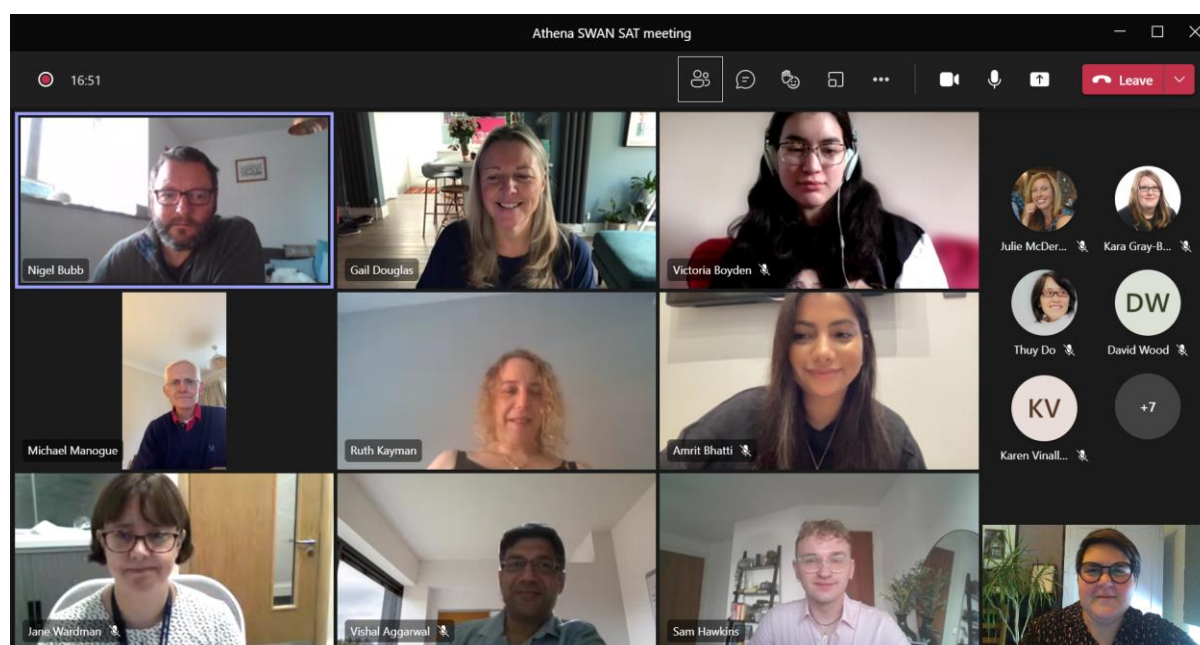


Figure 5. Microsoft Teams Athena Swan SAT meeting November 2021.

Following the panel's feedback on the School's Silver award in 2017, the SAT assigned actions to specific sub-groups. This ensured that there was clear accountability, and effective monitoring and reviewing processes. Five separate sub-groups report into the SAT:

1. Career Development Group
2. Organisation, Culture, and Education Group
3. Human Resources Group
4. Communications Group
5. Research and Innovation Group

All SAT sub-groups meet regularly to progress local actions, led by the sub-group Chairs (3W, 2M). SAT and sub-group meeting attendance is approximately 70-80%. The SAT Chair regularly attends sub-group meetings (through invitation) to ensure efforts are coordinated across the SAT.

A Core Writing Group was established in July 2021 (3W, 4M) through an expression of interest for a 'key writer' from each of the sub-groups. The rationale was to distribute work appropriately and empower local activity and ownership of the renewal application process. The key writers have been responsible for collating evidence of success and impact of actions; acting as the 'voice' of their sub-group for our new Action Plan; and co-writing the Silver award renewal application.

The Chair of the SAT is a permanent member of the School Executive Committee (SEC), with the same influence as other members. At SEC meetings there is a standing agenda item for E&I matters, including Athena Swan activity and progress. The reporting lines of the SAT and its sub-groups are illustrated in Figure 6.

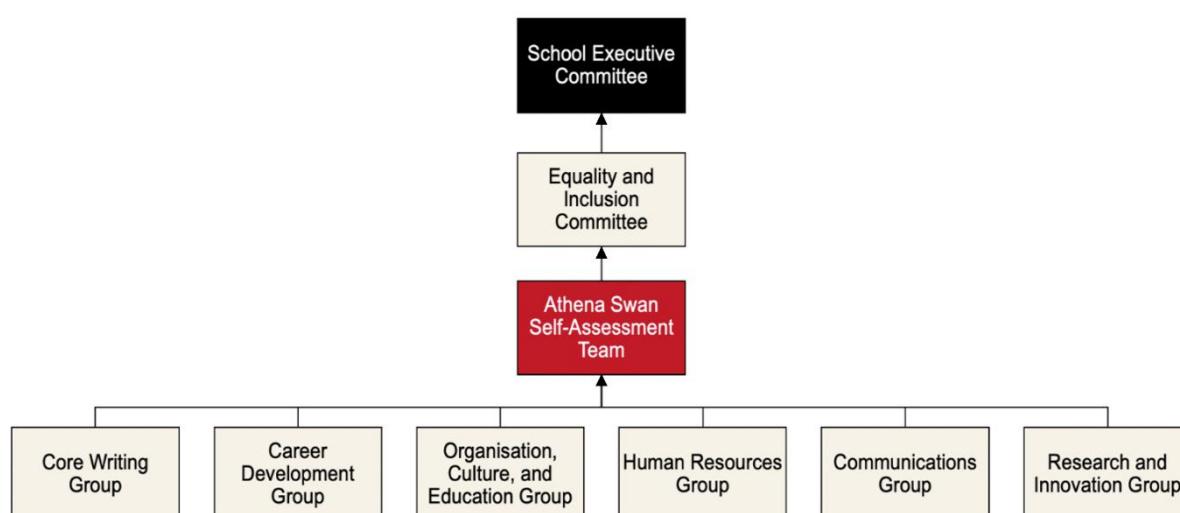


Figure 6. Structure of Athena Swan SAT and its Governance within the School.

The SAT is representative of the School in relation to gender (55%women, 45%men) staff type, grades and roles. As per action 8a, we have improved the SAT gender balance since our previous Silver application (77%women, 23%men). The SAT has greater representation of postgraduate and undergraduate students since the previous submission, highlighted as an area for improvement in the panel feedback.

Currently, PTO staff are over-represented on the SAT (68%academic, 31%PTO) compared to the School's workforce (81%academic, 19%PTO). However, this is not a cause for concern because PTO staff are essential for delivery of the action plan. This also allows for more PTO staff to be involved in senior committees, contributing to their professional development and giving PTO staff a prominent voice on gender equality matters. See Table 1 for details of all SAT members.

Staff Members of School of Dentistry Athena Swan SAT					
Name	Job at University	Job Category	Job Grade	Role on SAT	Gender
Professor Maisoon Al-Jawad	Head of Division of Oral Biology Professor of Biological Physics and Biomineralisation			Chair of SAT Chair of Core Writing Group Chair of Career Development Group Key Writer	
Sam Hawkins	Faculty Equality and Inclusion Project Officer			Project Manager of Silver Renewal Application Key Writer	
Professor Gail Douglas	Professor of Dental Public Health Director of Research and Innovation (Jan 2022 –)			Member of Career Development Group Member of Communications Group	
Professor Michael Manogue	Professor of Dental Education			Member of Career Development Group	
Colette Nicholas	Business Coordinator			Member of Career Development Group	

				Member of Communications Group	
Dr Kara Gray-Burrows	Research Fellow			Member of Career Development Group	
Dr Nigel Bubb	Lecturer in Dental Materials			Chair of OCE Group Key Writer	
Dr Simon Richard Wood	Associate Professor (Oral Biology)			Member of OCE Group	
Dr El Mostafa Raif	Lecturer			Member of OCE Group	
Dr Vishal Aggarwal	Clinical Associate Professor in Acute Dental Care and Chronic Pain			Member of OCE Group School Mentoring Champion	
Dr Margaret Jane Wardman	Clinical Associate Professor			Member of OCE Group	
Paul Franklin	Senior Clinical Teaching Fellow in Restorative Dentistry			Chair of Communications Group Key Writer	
Julie McDermott	Research and Innovation Officer			Member of Communications Group Member of R&I Group	

				School Mentoring Champion	
Chloe Chambers	Communications Assistant			Member of Communications Group	
Dr Karen Vinall-Collier	Lecturer in Dental Public Health			Member of Communications Group Member of HR Group Key Writer	
Claire Godfrey	Business Manager			Chair of HR Group	
Samantha Pye	Business Management Support Officer			Member of HR Group	
James Willmoth	Human Resources Officer			Member of HR Group	
Dr Amrit Bhatti	Qualitative Researcher			Member of HR Group	
Ruth Kayman	Research and Innovation Manager			Chair of R&I Group	
Professor David John Wood	Professor of Dental Materials Director of Research and Innovation (2016 – Jan 2022)			Member of R&I Group Key Writer	
Dr Thuy Do	Associate Professor			Member of R&I Group	

Dr Mohammed Al-Mosawi	Postdoctoral Research Fellow – Oral Biology			Member of R&I Group	
Student Members of School of Dentistry Athena Swan Self-Assessment Team (SAT)					
Name	Degree	Role on SAT			Gender
Asmaa Ali Attia Mohamed Harfoush	PhD Student	Member of R&I Group			
Kirti Karavadra	Undergraduate student	Member of OCE Group			

Table 1. Membership of the University of Leeds School of Dentistry Athena Swan SAT, captured November 2021

1.3.2 Self-Assessment Process

This application, including our future action plan, reflects an evidence-based and transparent self-assessment process informed by several sources of quantitative and qualitative data captured via:

- A 9-question Transformed Athena Swan School Culture Survey (2021) embedding the seven 'core' questions which received 91/146 staff responses (62% response-rate; 61W, 24M, 6PNTS). See Appendix 1-A for survey results disaggregated by gender and staff role.
- A 31-question Staff Culture Survey (2018) which received 96/152 staff responses (63% response-rate; 62W, 28M, 6PNTS). See Appendix 1-B for survey results disaggregated by gender and staff role.
- A Shared Parental Leave (SPL) questionnaire by individuals who took formal parental leave (ML, PL, AL, SPL) (79 respondents of which 80%female). Qualitative interviews with eight staff of varying genders who had chosen to, or not to, take SPL.
- A World Café event in 2018 to explore the School's working culture including but not limited to flexible working, career opportunities, and the SRDS process.
- A 38-question PGR student survey (2020) which received 23/49 PGR responses (47% response-rate; 85%W, 15%M) (see Appendix 1-C).
- A PGR focus group (2021) attended by 5 PGR students (60%W, 40%M) exploring induction, supervision, research seminars, research culture, assessment and progress, feedback, careers support and facilities.
- A 35-question Student Cultural survey (2018) which received 50 responses (77.6%W, 20.4%M, 2%PNTS) (see Appendix 1-D).
- Individual exploratory and planning workshops in 2019 and 2020 within each AS sub-group to establish key priorities from various data sets.

Guidance, support, and feedback for our Silver renewal application was sought internally from the Faculty of Medicine and Health (School of Psychology), the Faculty of Engineering and Physical Sciences, the Faculty of Environment, and the University Dean for EDI; and externally via review from an independent consultant.

The panel's feedback on our 2017 Silver application was used to consider future work. One pivotal comment concerned the need for the action plan to be more Specific, Measurable, Achievable, Relevant, and Time-bound (SMART). As a result, the SAT Chair met with sub-group leads to strengthen actions and ensure they were SMART. This learning continues to be reflected in our future action plan presented in Section 3, which gives clear direction and allows for effective monitoring and accountability. The action plan also addresses feedback to ensure the responsibility of actions are shared across the SAT, whereas previously panel feedback highlighted that "many actions lay with the Dean". The remainder of the panel's feedback has been addressed throughout the development of this application.

1.3.3 5-Year Plan

The SAT will continue to meet monthly with a minimum of 10 meetings per year. Its sub-groups will meet in-between as needed; the structure of sub-groups supports succession planning.

To maintain oversight on gender equality activity and progress, and consider ways gender intersects with other protected characteristics within the School, the SAT will continue to report to the School's E&I Committee. The wider school community, including students and staff, will be consulted regularly throughout the timeline of our 5-year plan with updates and success shared through:

- The School, via our Communications Officer
- The School, via termly updates in Open Staff Meetings
- The School's Athena Swan webpage on the University's main website
- Physical material (posters, banners, digital screens)
- Digital material (staff and student newsletters, emails, e-bulletins, webpages, departmental twitter account)
- Disseminating information in relevant online spaces, e.g., Microsoft Teams, and SharePoint.
- The Faculty and University through the Athena Swan leads networks

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

[3060 words]

2.1 Evaluating progress against the previous action plan

Our Silver Action Plan has evolved since 2017 through a process of implementation, evaluation and iteration. In Table 2, we present our Red-Amber-Green (RAG) rated Action Plan. Where new actions have been added we show these in italics, where actions have been discontinued (D), we show them in grey, all with explanation. Our priority actions are highlighted in blue. In Table 2 we include brief progress for each action against our measure of success. A more detailed explanation of progress against our previously identified priorities, and critical reflection on common barriers and facilitators of progress is provided in the accompanying narrative.

Action Ref	Objective and Rationale	Person Responsible	Actions	Measures of Success	RAG	Progress
Reviewing and further embedding Athena Swan initiatives						
1	<p>Focus on people-driven initiatives - we need to ask people what they want in order to be able to successfully deliver it.</p> <p>To maintain good pathways for staff/student communication, thus ensuring that that our actions are directly based on their needs and are feedback driven.</p>	<p>Chair of E&I Committee</p> <p>Chair of SAT</p>	<p>PRIORITY</p> <p>a. Revise Cultural Survey and repeat every 2-3 years commencing in 2017. Ensure survey is communicated through multiple channels including emails, e-newsletter, and all staff meetings</p>	Cultural Surveys will receive 75% response rates.	A	2021 and 2018 surveys did not reach 75% target response rate, rather 62% and 63% respectively (Appendix 1A&1B). Causes and learnings are discussed in our critical reflection below. Going forward, we will take up AS Departmental Survey repeating annually commencing in 2022.
			b. Maintain regular informal staff feedback approach by using tools such as World café consultation every 6-12 months.	We will invest in modern methods of obtaining this feedback by the end of 2017.	A	World Café event in 2018 to discuss the working culture of the School including flexible working, career opportunities, SRDS. Feedback has shaped AS actions in the new AP. This did not take place in 2019 due to personnel changes, nor in 2020 due to Covid-19, learnings discussed in critical reflection below.
			c. Seek new avenues of staff & student feedback using social media.	We will invest in modern methods of obtaining this feedback by the end of 2017.	A	The use of social media to obtain feedback was explored but will not be taken forward due to a lack of inclusivity, and anonymity, instead we have a School E&I email address where concerns can be raised confidentially.
			<p>PRIORITY</p> <p>d. Set up School Equality and Inclusivity group, the composition of which will be different to the SAT and will meet regularly and act in joint enterprise.</p>	The scope of our work will be expanded to cover all areas concerned with fully embedded equality and inclusivity in the workplace.	G	School E&I Committee was established in 2017. Chaired by the Dean, distinct and complementary identity and purpose to the SAT.
			PRIORITY	The new School Equality and	G	Dignity and Mutual Respect workshops were run in 2019, 35 staff attended. The

			e. Produce local guidance for staff and students underlining the School's position on the unacceptability of sexist language, images, bullying, and any form of harassment in the educational and work environment and associated activities. Improve signposting to support networks.	Inclusivity Committee will emphasize our zero tolerance position on sexist language, images, bullying, and any form of harassment and will improve monitoring, reporting & support for issues. Annual review will show decreasing incidence.		communication etiquette policy was published in 2020. Faculty Unconscious Bias training has been frequently run and heavily publicised in the School, with a 40.3% uptake up as of 2022. Unconscious bias training and awareness is integrated throughout the Personal and Professional Development curriculum thread across Y1 and Y3 of the UG DS and DTHT programmes.
			f. Explore the intersection of ethnicity with gender and the effects of other protected characteristics on staff recruitment, development and retention in the School.	Questions relating to a range of protected characteristics are included in the staff survey. Survey data analysis is conducted every 2-3 years to give a clearer picture and better understanding of the way that gender intersects with other characteristics to give a more inclusive picture of staff recruitment development and retention.	A	2018 School Staff Cultural Survey included questions relating to protected characteristics (Appendix 1-B), however, to progress this into activities leading to meaningful impact we have added new actions in our new Action Plan (1.5, 2.3).

Students – UG, PGT and PGR						
2	Undergraduate programmes To nurture our UG students recognising their potential to be our staff of the future. To ensure equity of educational experience for all and to develop academic research potential at the earliest possible stage.	Director of Student Education (DSE) Organisation, Culture and Student Education subgroup feeding into SAT, SMT & STSEC.	a. Assess the impact of improved marketing of the DHDT programme to potential male students through annual monitoring of student profile by gender.	Numbers of males recruited to DHDT will increase year on year to 25% intake by 2021.	R	Despite considerable work to ensure gender balance in advertising images & literature for the DHDT programme, this has not led to an increase in the enrolment of men which has remained at ~10% (Appendix 2, Table 1). This is partly due to overall low numbers and is also influenced by external factors beyond the control of the School. These are considered in our critical reflection below.
			b. A task and finish group will be initiated by the Intercalation Lead to agree actions aimed at improving the uptake of intercalation. Actions will be implemented by early 2018.	We will see an uplift in the number of students choosing to intercalate by 2019 from 2 to 5 per annum.	A	Group formed and actions including advertising opportunities at the annual INSPIRE event open to all dental students. Despite this, the number of intercalations has not increased. Reasons are considered in our critical reflection.
			c. Raised levels of females on our UG programme will continue to be monitored by the SES team in order to facilitate a speedy response to further uplift above national benchmarks.	We will see a stabilisation of female UG intake broadly in line with benchmarks.	G	Between 2017-2021, there has been a slight decrease in women on our UG programmes from 71% to 67% (Appendix 2, Table 1), which brings us in line with national benchmarks.
			d. Monitoring and improving of actions to prevent bias in the Multiple Mini Interviews (MMI) process will continue. Uptake of training and reporting of gender balance of panels will be reported annually. Any biases in MMI stations will be controlled. The effect of	The MMI process will present clear and transparent data for annual review and reflection starting in 2017. Actions to eradicate any remaining bias will be effective from 2018.	G	Statistical analysis of MMI stations is produced annually following the MMIs to ensure equality of opportunity. The data is used to ensure station reliability in terms of selecting power, and to ensure no significant differences in station scores based on gender. The need to amend stations based on gender differences in scores is rare, rather

			Biomedical Admissions Test (BMAT) on UG student intakes will be measured annually.			amendments are made to stations that have limited selection power.
			PRIORITY e. Guidance on 'How to be a successful student' will be presented to STSEC in June 2017 and introduced in the next academic year.	Awarding gaps will not exhibit any gender bias by 2019	G	This guidance was produced and introduced by the ADSE. In 2020 and 2021 we achieved gender equality in Distinctions/Merits awarded to DS students (Appendix 2, Table 2a&2b). In our new action plan, we will carry out further activities to reflect on this success measure, including evaluating the impact of the student guidance, in order to ensure this success is sustainable going forward.
3	Postgraduate taught programmes. To ensure we have accurate data to inform our actions to support and develop our PGT students. To ensure gender does not influence educational opportunity and to give a positive experience of academic research and harness their potential.	DSE & PGT lead. Organisation, Culture and Student Education sub group, SAT, SMT & STSEC.	PRIORITY a. Collect more robust data for PGT programmes to allow meaningful trends to be identified and use these to instigate actions to address any bias.	Numbers on FT and PT courses will be approaching gender equality (50% female) by 2021.	G	Concerted efforts by marketing to ensure no gender bias is shown in marketing materials. Data collected annually, numbers on PGT programmes is low but on average 50% female in the last 5 years (Appendix 2, Table 1).
			b. A first report of the effectiveness of recording data via the CRM, including gender-related information will be generated for STSEC by December 2017 and thereafter annually. It will be used to inform the Schools PGT education strategy.	CRM data will be generated annually and used to inform the Schools marketing, admissions, and student communication provision and will advise on the direction of travel of PGT education.	G	CRM data is used to identify popular programmes. Application data is generated regularly throughout the cycle to monitor applications by programme, and identify any areas that may need additional marketing input or communications to encourage applicant engagement.
			c. The impact of new PGT marketing launched in 2017 to		G	Considerable work to ensure gender balance in advertising images, literature

			update images and narrative in line with our new PGT portfolio and eliminate any remaining gender bias will be measured to inform future decision making.	Progress will be reported to STSEC, by June 2017. Full implementation will be by end of 2018.		and ensuring marketing materials are gender neutral and ethnically diverse for the DHDT programme and our PGT programmes. Numbers on PGT programmes is low but on average 50% female in the last 5 years (Appendix 2, Table 1).
			d. Consistent methods for the recording of PGT supervision, working with central services in the University. A system for improving the electronic management of the supervision structure for PGT students is under development such that retention and achievement of students can be tracked and compared by gender.		R	A number of options were explored for using existing UoL systems of monitoring student progress. These were however not appropriate. The University has launched a new personal tutoring and monitoring system for the 2021/22 cycle which includes PGT students. A new action to take this forwarding in our future action plan (3.3).
4	Postgraduate Research <i>and Early Career Researchers</i> To harness PGR students and retain their energy and talent. To recognise they are our route to academic progression and fully integrate them into academic life and activities.	Director of Research & Innovation, Research and Innovation Manager & PGR lead. Research and Innovation sub group, SAT, SMT & SRIC.	a. The improved application process will be reviewed and revision taken as necessary.	There will be greater engagement by the PGR students in School activities e.g. uptake of teaching opportunities, attendance at research seminars and active membership of School Committees.	D	Implementation of an online database for the advertisement of teaching opportunities. Increased membership of PGR students on School Committees. This action was revised as 4e and is reported on below.
			b. The reduced number of female part-time PGR students is a reflection of a reduced pool of women in clinical academia. As female	There will be year on year improvements in intake approaching gender equality (50% female) by 2021.	D	Data reviewed from 2014 onwards. The student numbers are very small and in general show a higher number of successfully completed female students than male. This action was removed and

Support research development for early career researchers, including staff on fixed-term contracts and PGRs to optimise academic research opportunities		clinicians are encouraged into research this trend is likely to be reversed and we will continue to monitor.				replaced with 4e with improved routes to achieving meaningful PGR support as reported below.
		c. The Deputy Director of PGR Studies to work directly with the PG Society to support and encourage increased student activity across the School.	More active & cohesive group fully integrated into School business by end of 2019 measured by increased activity.	D		Alternative, improved routes to achieving this have been developed into new actions in 4e.
		d. The reasons behind why a male takes longer to complete PhDs will be explored by consultation with PGR students and actions will be taken to remove the gender difference.	There will be no gender difference in the time taken to complete PhDs by 2021.	D		Evaluating data, we identified numbers were too low to draw any significant conclusions. Individual personal circumstances were the main cause of males taking longer to complete PhDs. New actions developed to have a more holistic approach to support PGRs in 4e.
		PRIORITY e. Improve PGR Student experience from orientation to completion through the use of PGR student focus groups and 2019 PRES Survey results via: e.(i) Arranging questionnaire and focus groups to gain quantitative and qualitative data to identify PGR actions	(i) Identify a detailed set of actions to improve the PGR experience	G		A PGR student survey in 2020 (47% response rate, 85%W, 15%M) (see Appendix 1-C); followed by a structured focus group in 2021 allowed a set of actions to improve PGR experience to be developed in our new action plan (5.1&5.2). Outcomes of survey & focus group are reflected on in our critical reflection below.

			e.(ii) Detailed online PGR handbook and induction welcome event	(ii) By 2021, have a record of positive feedback from New Starters indicating that they find the handbook useful through feedback evaluation forms and PhD focus group	G	A new comprehensive PGR welcome pack was co-created with PGRs and shared with all SoD PGRs in September 2021. 75% positive feedback was received from nine PGRs in 2021/22, with one student quoting "I found it very helpful, even though I'm in the third year now. Thank you."
			e.(iii) Enhance employability of PGR students through circulation of opportunities to assist teaching (e.g. supervise UG/PGT student research projects) and membership of SoD Committees.	(iii) Increase in uptake of teaching opportunities and more consistent representation of PGRs on SoD Committees.	G	Doctoral College sends emails to all PGRs advertising teaching opportunities available across the whole University. This information is also in the Welcome Pack. PGRs (and ECRs) are encouraged to sit on relevant committees, e.g., School R&I Committee, School PGR Committee and Faculty Graduate School Committee. We have eight PGR/ECRs (6W, 2M) across our school committees.
			e.(iv) Increase PGR support to and enhance the School's Research Community through engagement with School's Annual Research Day, Research Seminar Series and Journal Clubs and to ensure that PGRs are involved in the organisation and delivery of these events. Further, to make sure that these events are more coherent in their planning and run in a way to maximise opportunity for PGR career development.	(iv) By late 2021, have established regular research seminars and invite 100% of PGRs in the School to these events	G	The School restarted monthly research seminars in Oct 2021, moved to online, widening range of speakers and including requests for speakers to reflect on their own career journeys. 100% of PGRs are invited to these events. Out of >40 attendees per session approx. 70% are women.

			<p>PRIORITY</p> <p>f. Support research development for early career researchers to optimise academic research opportunities via development and implementation of a peer review process in the writing and submission of grant applications and publications.</p>	<p>In the last 5 years, our ECRs are 71% female and our mid-career & senior academics are 43% female (Appendix 2, Table 3a). Thus to support the career opportunities for female ECRs, by late 2021 we will have a 25% increase in female early career researchers submitting grant applications and publishing papers</p>	A	<p>In May 2021, the School introduced a formal, internal research grant peer review process and a peer review process for research outputs in Nov 2021. It is too early to see measurable impact in ECR grant and paper submissions, however monitoring the outcomes of these processes will be carried forward into our new action plan (5.3). We reflect on this in our critical reflection below.</p>
			<p>g. Support careers of research staff on fixed term contracts via identifying research staff and monitoring all fixed term contract timelines including those who had their contracts extended. Then, identifying and implementing a School process to provide career support and guidance to research staff on fixed term at an appropriate time before the contract end date.</p>	<p>By 2022, increase to 30% the number of researchers having their contracts extended in the School or supported to move into other research roles within academia or industry</p>	G	<p>Working closely with HR, we have gathered quarterly staff data.</p> <p>Currently 50% of researchers have their contracts extended. We reflect on the mechanisms that have achieved this in our critical reflection below. As a relatively new action, this will be taken forward in our future action plan (5.3).</p>

Staff						
5	<p>Staff gender balance and influencing factors.</p> <p>To continue to have robust processes in place to enable us to be fully informed of staff data and facilitate nimble reactions to any changes in staff demographics. We will work to remedy remaining gender imbalances.</p>	<p>Dean of Dentistry, Business Manager and School HR Manager.</p> <p>HR subgroup, Career Development subgroup, SAT & SMT.</p>	<p>a. The usefulness of the exit interviews and the information that they collect and feedback will be closely monitored. Means of improving uptake will be explored.</p>	<p>Information recorded reported back to the SMT by October 2017 and remedial action taken as necessary. An effective method of collecting and interrogating end of 2018. Uptake will improve from 50% to 60% by 2021.</p>	D	<p>Exit interview data for 2017 showed 70% uptake (50% interview + 20% online questionnaire) and overall feedback was positive. However, this action was discontinued, since the Faculty changed policy on exit interviews, and they have not run since June 2019, although feedback via questionnaires is still requested.</p>
			<p>PRIORITY</p> <p>b. Applications and appointments at more senior clinical levels are still predominantly to males. To overcome the lack of female applicants we will place more emphasis on attracting female candidates into our senior clinical positions be that by external appointment or by growing our own pipeline from the existing staff.</p>	<p>To improve the gender balance at clinical professor level we will endeavour to develop and promote existing female staff at clinical AP level and where positions at this level go to external advert we will be mindful of the need to make our roles attractive to females. We aim for improved gender balance to 30% female clinical Profs by 2019 and close to 50% female by 2021.</p>	G	<p>Our methodology to achieve this was to review all clinical staff roles during their appraisals (SRDS and Annual Academic Meetings AAM) in 2019 to ensure the focus of their roles were correctly assigned and, where appropriate, staff moved from T&R to T&S contracts to enable and support career progression. Analysis of the data show that %W at clinical professor level rose from an average of 39% in 2012-2016 to an average of 58% in 2017-2021 (Appendix 2, Table 3a-4b) exceeding our aim of 50% women by 2021. Note, the total numbers of clinical Profs is low (total 4), and this is discussed in our critical reflection below.</p> <p>Low numbers of external appointments at senior positions makes this data difficult to interpret (Appendix 2, Table 7a&b).</p>

			<p>c. All staff will undertake training in Equality and Inclusivity Essentials and Unconscious Bias. We expect 100% compliance and will operate a 'zero tolerance' policy. Training will be incorporated into the Induction Pack to facilitate this. Reminders will be issued and non-compliance will be reported to Dean for action.</p>	<p>By the end of 2017 100% of senior managers will have completed the training. By the end of 2018 100% of staff will have completed the training.</p>	A	<p>100% compliance with E&I training, and 40.3% compliance with unconscious bias training.</p> <p>Due to Covid-19 it was not possible to schedule unconscious bias training sessions between July 2020 and August 2021. Learning from this is in our critical reflection below, and a new action is in our future action plan to improve unconscious bias training (2.5).</p>
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			<p>d. Action will be taken to reduce the female gender bias in the professional, technical and operational staff group. More emphasis will be placed on what is needed to attract male candidates when advertising externally, specifically ensuring that career development pathways are clearly defined and that roles are not stereotypically aligned to historical 'female' role titles or activities e.g. remove use of wording such as 'secretary' and 'housekeeping'.</p> <p>The need for other specific actions addressing professional, technical and operational staff concerns will be investigated using a PTO focus group to identify new actions and to look into support mechanisms in the UoL specifically for males.</p>	<p>To improve the gender balance in PTO staff we will endeavour to develop better job descriptions and ensure pathways for professional development are transparent and suitable. We aim for improved gender balance to 30% male by 2021.</p>	A	<p>The School has committed to using software for job adverts and job descriptions to remove any gender-biased wording from titles, pronouns, and superlatives as well as gender-associated language.</p> <p>As of 2021, the total % of men in PTO roles is 17% (Appendix 2, Table 5&6). However, in newly appointed PTO roles this has increased to 25% men in 2020 and 33% men in 2021 (Appendix 2, Table 8). Therefore although we have not achieved our target of 30% overall, we have a trend of increasing % and have exceeded our target for 2021. Note, the total numbers of new PTO appointed is relatively low, with an average of 10 per year between 2017-2021.</p> <p>We reflect on this further in our critical reflection below and we include PTO actions in our future action plan (6.2).</p>
6	<p>Mentorship</p> <p>To maximise opportunity in mentorship. We have in place fantastic female role models, we offer mentorship from</p>	<p>SAT Chair & Mentorship Champions.</p> <p>Career Development subgroup HR subgroup</p>	<p>PRIORITY</p> <p>a. Appoint a Mentorship Champion(s) to provide a local point of contact for staff and to be the central coordinator and facilitator of setting up mentorship partnerships.</p> <p>PRIORITY</p>	<p>Mentorship Champion(s) will be in place by summer 2017 networks established and working effectively by 2018. By 2018, 100% of staff will have been offered a mentor.</p>	G	<p>Two mentoring champions were appointed in 2018. In 2021 new mentoring champions were appointed through open advertisement, with clearly defined role descriptions (agreed by HR and School Exec) and a workload tariff.</p>
					G	<p>A record of School staff mentors and mentees was established and a</p>

	<p>induction and many staff avail themselves of this. We could improve this with a better network of information and better local coordination of the activity as a whole.</p>	<p>Communications subgroup SAT & SMT.</p>	<p>b. Establish a record of staff willing to act as mentors and ensure that they have received appropriate training.</p>			<p>mentoring workshop was carried out in Nov 2021. This has been maintained through an annual offering of mentoring to 100% of staff, and a checklist item on SRDS optional forms. In 2021/22, 33 members of staff signed up to the scheme, and 16 mentee/mentor pairs have been matched in the School.</p>
			<p>PRIORITY c. Have in place a more effective means of providing the link between mentors and mentees that facilitates the mentorship process for all and that is locally well publicised and links to the staff appraisal process.</p>		G	<p>Links between mentors and mentees have been significantly improved through a new School Mentoring Scheme which was launched in March 2021 with four routes to supporting mentoring relationships. More details and our learnings to date are provided in the critical reflection below. Mentoring is in our future action plan (6.1-6.4).</p>

Career Development						
7	Career Development	Dean & SMT. Career Development subgroup HR subgroup Communications subgroup	<p>PRIORITY</p> <p>a. We will continue to monitor the number of promotions applications and the effectiveness of local promotions advisors to improve local career development by this means.</p>	<p>Promotions applications and outcomes will be gender balanced and improved numbers of applications will be sustained over the reporting period rising to 5% staff applications per annum by 2021.</p> <p>Feedback from staff will show 80% feel supported in the promotions process.</p>	G	<p>Promotions processes were paused for 18 months in 2020/21 in response to the Covid-19 pandemic. However, in the five years since our Silver Award (2017-2021) we have had 18 successful promotions with 67% (n=12) of applications from women (overall 92% success-rate) (Appendix 2, Table 9). This is an increase in 50% compared to the five previous years (2011-2016).</p> <p>Promotion applications and outcomes are aligned with our workforce with respect to gender balance.</p> <p>In 2019 (pre-Covid-19 pause) we achieved 7% staff applications.</p> <p>Feedback from CoreQSurvey2021 showed that 75% men and 79% women agreed/strongly agreed line manager supports career development.</p> <p>In addition we achieved 100% success-rates for PTO progression (3F, 1M) in 2017-2021 (Appendix 2, Table 10).</p>
			<p>PRIORITY</p> <p>b. To sustain the usefulness of SRDS it is vital that we work on improving its quality of output. This will be by local refresher sessions for reviewers and by establishing examples of best practice that can be shared to ensure that reviewees are all treated fairly and consistently.</p>	<p>Refresher training will commence on 2017 and 100% reviewers will have attended by the end of 2018.</p>		<p>100% of SRDS reviewers are trained. Alongside the provision offered centrally at UoL, the school ran additional courses to ensure staff could attend training sessions.</p>

			<p>PRIORITY</p> <p>c. Regular recording and reporting will sustain the School's commitment to SRDS as the tool for staff development. Although feedback is generally good, quality is anecdotally variable and this will be addressed by the monitoring of completed SRDS forms and by using staff consultation sessions to obtain frequent critical response.</p>	<p>Staff feedback on the SRDS process will be improved to 80% positive by 2018.</p> <p>100% of SRDS reviewers will attend University-led SRDS reviewer training</p>	G	<p>Feedback from 2018 Staff Cultural Survey Q3a "In general, I am satisfied with the quality of my SRDS experience" showed 79% staff agreed/strongly agreed.</p> <p>SRDS reviewers were invited to attend University-based training. 100% of SRDS reviewers are trained.</p>
			<p>d. We will create a more joined up approach to ensure successful outcomes from SRDS/AAM. SRDS feeds into multiple staff support mechanisms, but there is no overall co-ordination and it is very dependent on individuals' engagement, which can be variable. Other means of triggering activity will be developed, e.g., by a checklist registering interest for more information that is facilitated by administrative support.</p>	<p>Quality and outcomes will be improved by 2018 as measured by staff feedback (Cultural Survey and World café events).</p>	A	<p>.</p> <p>We have put in place a School checklist, which is optional and non-confidential and enables signposting support for items including mentoring, promotions, flexible working, carer and parental leave, career breaks, joining School committees, joining external committees. Uptake and completion of the non-confidential checklist is low, we explore this in our critical reflection below, and addressed in our future Action Plan (7.3).</p>
			<p>e. The School submitted slightly more males than females to REF 2014, but the total number of eligible male staff remained 25% higher than women in 2014 and this imbalance will be investigated</p>	<p>Reasons behind reduced eligibility of females will be elucidated in first meetings in 2017. Recommendations will be made to SMT</p>	D	<p>The changes in REF2021 as compared to REF2014 meant that systemic bias has been removed in the way papers are selected for the REF submissions. Assuming this continues for the next REF exercise, this action will no longer be</p>

			via focus groups and addressed before 2021 using AAMs as the tool to understanding.	and barriers to success will be addressed. We will see increased female eligibility and equality with males by 2021.		needed and will be permanently discontinued.
			f. Where staff have joint appraisals and job planning, to maintain consistency, all staff involved, including those from our NHS partners, must have one unified training plan across both organisations.	We will work with NHS partners to develop understanding and processes to enable this to happen by 2019.	A	SEC approved NHS job appraisal alignment with University AAMs in 2021. The Dean presented this to the JLC in Oct 2021. All UoL clinical staff with honorary NHS contracts now have access to their electronic staff record of mandatory training (inc. E&I training). We will carry forward in our future action plan (7.2), with particular recognition of the value of part-time staff working between the Trust & UoL. This challenge related to clinical academics is described further in our critical reflection below.
			g. We will monitor the new rewards and recognition (R&R) process on an annual basis to ensure gender balance.	Monitoring annually to maintain gender equality in R&R apps & awards.	G	In 2017-2021, 18 staff were awarded a one-off payment through the recognition scheme (80%W); and 9 staff made a successful reward application (100%W).
Organisation and Culture						
8	Gender balance in influencing forums To educate and encourage staff to expand the scope of their influence. In the School we have achieved gender	Dean Organisation, Culture and Education subgroup, SAT & SMT	PRIORITY a. Gender balance of school committees will be maintained, recorded and reported annually.	A report will be produced for SMT by the end of 2017 and measures instigated by the end of 2018.	G	All committee memberships are gender-balanced and representative of the workforce (see Section 2.1, Table 3)
			PRIORITY b. Support measures to facilitate women to participate	Improved uptake will be apparent by 2019 and there will be no	G	We have achieved gender parity or better on external influential committees.

			(iii) Review of gender balance of staff activity and progression			
10	Perceived culture of long working hours Addressing the intrinsic culture of this and the reality of the extensive UG DS programme will allow us to establish acceptable benchmarks for staff hours and create enablers for other activities, such as external committees, outreach, research etc.	DSE. OCE subgroup, Career Development subgroup, SAT & SMT.	<p>PRIORITY</p> <p>a. Programme review will mean teaching load will be reduced by addressing over-teaching and high assessment levels.</p>	Reduced teaching load from Sept 2017, improving yearly. UG DS assessments will reduce by 50% by 2021. UG DS year length will be reduced to 40 weeks for all years by 2021.	A	Work was undertaken to reimagine the DS programmes modules, this is discussed in our critical reflection below. This action will now be picked up as part of the University's Curriculum Redefined project, which will identify areas of development across curricula. This is reflected in our new action plan under Action 3.5.
			b. Guidance will be prepared to clarify the School's expectations in regard of working hours.	Report to SMT end 2017; actions disseminated early 2018	A	This is ongoing, having been delayed by the implementation of a WM. Included in our critical reflection below.
			c. Annual Academic Meetings (AAMs) will facilitate the correct message for the expectations of academic staff and will help us understand workload, personal perspectives and barriers to career success.	Staff feedback will demonstrate a substantial improvement in this area to 95% staff feeling they have a realistic workload and have time for career development opportunities.	A	New WM working group established in 2018. Small focus groups ran across all staff groups to discuss perception of long working hours. 2018 and 2021 culture surveys did not specifically ask the question of realistic workload, therefore we cannot report against the % staff through feedback. Details are provided in our critical reflection below, and new actions in our future action plan (8.1, 8.5).
11	Underpinning and further developing staff support measures.	Business Manager and faculty HR Manager.	<p>PRIORITY</p> <p>a. The reasons behind the low uptake of Shared Parental Leave will be investigated and will be addressed.</p>	An understanding of the reasons will be by December 2017 and any resultant actions implemented in 2018. Uptake of Shared	G	Questionnaire carried out (79 responses, 80%W). Qualitative interviews with 8 staff of varying genders who have recently chosen to, or not take SPL. Four staff members used SPL between 2019-2021, an increase from 2 in 2017 & 2018;

	Shared Parental Leave uptake and use of the Academic Development Fund has been poor and we will explore the reasons behind this and adopt new strategies accordingly.	HR subgroup, SAT & SMT		Parental Leave will increase by 100%+.		reaching our target of 100% increased uptake. Details in our critical reflection.
			PRIORITY b. Establish local contingency funding to support academic staff returners, so that their research time is protected, by 'buying in' support for teaching duties, to help their re-integration in research.	SMT will receive a paper proposing a School scheme, specific to our staff requirements, by December 2017. Improved uptake will be achieved by the end of 2019 from 0% to 40% (of eligible).	G	Paper was agreed by SEC in 2018 ensuring a School-funded academic development fund. "Buy out" of teaching for 2 clinical staff has been achieved (School investment of £23,000). This corresponds to ~30% of eligible staff from 2018 onwards. Qualitative data is extremely positive "[the ADF fund] allowed me to build up my network and research collaborations and apply for research grant funding once again after being off for a year."
12	Gender pay gap Our scope will expand to investigate the potential existence of any gender pay gap in the School. We will identify any gender differences in the length of service, for all staff categories, and develop actions accordingly.	Dean & HR Manager. HR subgroup, SAT & SMT	a. The potential for gender bias in salary will be investigated.	Report of salary across roles and genders to SMT by end of 2017. Actions instigated depending on outcomes. New mechanisms for equal pay across genders by 2021.	G	The School can confirm the report was produced and action has been taken but unable to report on numbers due to the sensitivity and confidentiality of the salary data at School-level. There was a reduction of gender pay gap across the University from 22.5% in 2017 to 18.9% in 2021) and Dentistry is broadly in line with this reduction.
			b. Data will be gathered to explore any gender differences related to length of service. This will be used to inform focus groups and obtain staff feedback. Following consultation, remedial actions will be agreed and implemented.	Findings presented to SMT by mid-2018. Actions will be agreed by end of 2018. Expectation that any gender differences reduced 15% by end of reporting period.	G	A few cases have been resolved but as this is confidential information, we are unable to provide details of individuals.

Table 2. RAG-rated Action Plan.

2.1.1 Summary of progress against our previously identified priorities

Our current Silver Action Plan contains 50 actions. Of our live actions, 61% are RAG-rated Green, 32% are Amber, 7% are Red. Within our five priority areas and 17 priority actions, 76% are Green, 18% are Amber and 6% (one action) is Red. In Table 3, we summarise the progress, success, and impact of priority actions and signpost the necessary evidence provided in the relevant Appendices.

Table 3: Summary of Progress Against Previously Identified Priorities (Action numbers are listed with RAG-rating in brackets R=red, A=amber, G=green).	
People Driven Initiatives	
1a (A)	High levels of staff engagement with E&I as evidenced from Staff Cultural surveys in 2018 and 2021 - 96% of staff were aware of the Athena Swan initiative in 2018; and 77% of staff agreed that School leadership actively supports gender equality in 2021 (data in Appendix 1-A&B)
1d (G)	A new School E&I Committee was established and has facilitated expansion of E&I work.
1e (G)	New policies of zero tolerance on harassment have contributed to improved outcomes in staff culture surveys. In 2018 62.5% of staff agreed/strongly agreed that 'I know how to make a complaint to my School about harassment, bullying or offensive behaviour'. This increased to 72% in 2021 (Appendix 1-A&B).
Gender Equality and Equal Opportunities for Students and ECRs	
2e (G)	The gender awarding gap has been removed in our UG DS programme. We have achieved gender equality in the Distinctions/Merits awarded to DS students (Appendix 2, Table 2a&2b).
3a (G)	Gender parity on our PGT programmes has been achieved (Appendix 2, Table 1)
4e (G)	PGR student experience has improved (who comprise 65% women) through listening (survey and focus group) and implementing a series of measures ¹ .
4f (A)	ECRs are more supported (who comprise 71% women). Through new support measures for ECRs we hope to achieve an increase the proportion of women in more senior roles over the next 5 years. ²
Academic and PTO Women's Career Progression	
5b (G)	Significant advancement of the careers of women clinical academics with the % of women at clinical professor level increased from 39% in 2012-2016 to 58% in 2017-2021 (Appendix 2-Table 3b)
6a-c (G)	A new Mentoring Scheme has been implemented in the School with support from two Mentoring champion roles. Sixteen mentee/mentor pairs have been matched to date. The impact of this new scheme will be monitored in the next 5 years. ³
7a (G)	Promotions have increased. We have increased our overall number of promotion application and number of successful promotions by 50% since 2012-2017. Within these, we have increased the % of women from 60% to 67% and increased women's success-rate from 80% to 92% (Appendix 2, Table 9).
7b&c (G)	Appraisal (SRDS) processes are more effective. 100% of our SRDS reviewers have undergone training, and 79% of staff have indicated that they agree/strongly agree that they are satisfied with the quality of their SRDS experience in the 2018 Staff Cultural Survey (Appendix 1-B).
Gender balance across activities; on school committees; and on external influencing forums	
8a (G)	All School committee membership is gender balanced (see Table 4) ⁴
8b&c (G)	Membership of external influencing forums is at gender parity or majority women. Membership of key external committees/advisory boards has 50%W participation; editorships/editorial board membership is 64%W; and UK research funding panel participation is 50%W (data from REF2021 submission).
9b (R) and 10a (A)	Fair workload allocation has progressed. Addressing gender balance across activities and a perceived culture of long working hours, a WM working group was established. The ability of this group to make impact has been slowed by the delay in roll-out of a fully functional WM tool (which will be available in 2022).
Staff support measures	
11a (G)	Shared Parental Leave has had a positive impact in the School through focussed effort on increasing awareness and uptake. ⁵
11b (G)	A financial investment to support academic staff returners. A local contingency fund to invest in supporting academic staff returners has made a positive impact on those that have applied for this support.

¹A PGR questionnaire (2020) and structured focus groups (2021) enabled us to obtain data from ~50% of PGRs (80%W, 20%M) across the School to understand PGRs' lived experience. Positive feedback was received regarding facilities, supervision guidance, and opportunities to communicate with other researchers. Suggestions for improvement included a better induction program for new PGRs and clarification of supervisors' responsibilities. As a result, a comprehensive PGR welcome pack was created in co-production with existing PGRs, and shared in September 2021. Information on PGR welcome workshops, formal PGR milestones, mentoring, personal development/training, student wellbeing, and networking opportunities (PG Society, Women at Leeds Network) are included. The PGR welcome pack will be reviewed and updated every 6-12 months. Early feedback from PGRs is 100% positive (8 responses to feedback request in Oct 2021).

² ECRs are predominantly women (71%) this drops to 43% by mid-career/senior academics. In May 2021, the School introduced a formal, internal research grant peer review process to enhance the quality and success rates of research grant applications and facilitate career progression for ECRs. In November 2021, we launched a peer review process for research outputs, using the experience of the School's REF reading panel to advise authors of means to enhance the quality of their outputs prior to submission. The aim is to act as a 'critical friend' to all authors, in particular ECRs, to help develop a wider view of research quality and impact with the goal of raising the overall quality of outputs of the School and progressing the careers of ECRs. The impact of these new actions has not been seen yet and therefore these actions are taken forward in our future Action Plan.

³ Mentoring is a current and future key priority for the School to support sustained career development. With significant focus, we have appointed two mentoring champions and implemented a School Mentoring Scheme*. Mentoring now has a high profile within the School, boosted by a mentoring workshop in November 2021 attended by 41 staff (66%W,34%M) across academic, clinical, teaching, research, and PTO staff categories. The workshop received 100% positive feedback (via Microsoft form after the event). An example quote from this form was:



Great opportunity to think about my personal development so thank you!

The workshop resulted in 33 staff signing up for the School mentoring scheme and 16 matches of mentor/mentee have been made. The School is the first department at the University to launch a comprehensive mentoring scheme with local support for four routes into mentoring including School level directive mentoring; School-level peer-mentoring groups; signposting to the University-wide mentoring scheme; and support to find an external mentor.

*see our 'Mentoring in the School of Dentistry – A Five Year plan 2021-2026' documentation on our Athena Swan webpages [here](#)

⁴ **Table 4.** Gendered Make-up of Committees within the School captured in 2022

Committee	Total Members	Woman Members	Man Members
Senior Management Team	4	3 (75%)	1 (25%)
School Executive Committee	20	11 (55%)	9 (45%)
Equality and Inclusion Committee	24	14 (58.3%)	10 (41.7%)
Joint (LDI & SOD) Health & Safety Committee	22	14 (63.6%)	8 (36.4%)
Joint (LDI & SOD) Liaison Committee	10	4 (40%)	6 (60%)
R&I Committee	18	12 (66%)	6 (33%)
PGR Committee	16	11 (69%)	5 (31%)

⁵ We have investigated factors affecting uptake of the University shared parental leave (SPL) policy within the School through a mixed methodological approach. In a targeted questionnaire, individuals who took formal parental leave (ML, PL, AL, SPL), within a 14-month period, were asked about perceived barriers to uptake of SPL and to identify any social influences upon their decision (79 respondents of which 80% female). Qualitative interviews were also undertaken with eight staff of varying genders who have recently chosen to, or not to, take SPL to explore their decision-making around SPL in more depth. The main issues raised were financial, highlighting the inflexibility of the policy and its limitations in ability to support new parents. Practical issues such as breastfeeding, recovery, and bonding were also other factors raised. Despite these challenges, a concerted effort has been made by the School to raise the profile of shared parental leave, including information given at an all-staff open meeting in Dec 2021; e-newsletters; and access to a pre-recorded HR presentation. This has resulted in an increase in enquires to HR and an increase in uptake of SPL in the School from one member of staff per year in 2017 (1W) and 2018 (1W), to two members of staff per year in 2020 (1W, 1M) and 2021 (1W, 1M). We will continue to make this option visible through actions in our future action plan (8.3).

2.1.2 Critical reflection on red or amber-rated or discontinued actions

Three actions have been rated Red (7%), a common barrier to progressing these actions has been factors external to the School. For low numbers of men on our Dental Hygiene and Dental Therapy undergraduate programme (2a), despite considerable work to ensure gender balanced and representative marketing materials, this has not led to an increase in enrolment of men. Instead, this has

remained at around 10% between 2017-2021. Meaningful conclusions are difficult as the overall numbers are low (Appendix2-Table1). As a highly vocational course, external societal perceptions of the career of a dental hygienist are likely the most influencing factor.

Consistent methods for the recording of PGT supervision (3d) have not been achieved despite a number of options explored for using existing UoL systems. In 2021/22 a new University-wide portal came online (using Pebblepad) which will make it possible for us to implement consistent and equal academic support to maintain student engagement with their programme. This activity is being taken forward in our future Action Plan (3.4).

One of our previously identified priorities regarding data analysis from a WM tool has remained Red (9b) and related actions are Amber (9a, 10a and 10b). Progress on a formal WM tool suitable for the discipline of Dentistry has been significantly slower than anticipated. This is in part due to technological software challenges of building an effective WM to capture both clinical and non-clinical activities. Since 2019, the WM group has met regularly to agree and ratify all tariffs. There is potential within the WM tool to recognise E&I and Athena Swan work within individual staff workloads, and apply a tariff to E&I and Athena Swan leadership roles. School roll-out is anticipated in late 2022. We have revised and refreshed actions around workload for our future Action Plan (8.4&8.5). Regular data analysis will enable us to be transparent around workloads and address many issues around potentially imbalanced workload distributions and perceptions of long working hours.

Fifteen of our actions were rated Amber (32%), within these actions we have identified four common barriers to full progression:

1) Lack of robust Athena Swan project management and processes

There are several actions that have fallen short of full progress due to delays caused by staff leaving, a lack of effective handover, and a lack of continuity in AS work causing breaks in activity, or loss of knowledge from the SAT. An example is the uptake of our Staff Cultural Surveys (1a). It is challenging to compare between surveys, due to lack of consistency, however lower than target staff engagement point towards excessively lengthy surveys (2018 – 91 questions); and/or a short time the survey was open (2021 – open for 3 weeks). To overcome this, starting with our 2021 Staff survey, and in future, surveys will be based on the transformed Athena Swan annual departmental culture survey to make these consistent and comparable from year to year, shorter, more targeted, open for longer, advertised through all channels and will be reported upon in a timely manner as outlined as a priority in our future Action Plan (4.1).

Another example is the infrequency of World Café events (1b). At the successful World Café event in 2018, themes including promotions, quality of life at work, career opportunities, flexible working and the SRDS process were covered. Following this consultation various measures were put in place including; varying the days and times of meetings to enable easier attendance for part-time staff, and a process for advertising School leadership roles in open competition. The staff member

responsible for organising these events left the School shortly after, then with further impact by Covid-19 restrictions limiting in-person meetings, no further World café events took place.

Further actions that fell short for this reason were the uptake of the optional SRDS checklist (7d), and the collection of staff feedback regarding workload (10c).

We recognise that this is a shortfall in our processes and planning, and having reflected on this, we have improved the structure of the processes and project management in our future action plan to ensure the implementation, governance and delivery of Athena Swan work is robust in the face of staffing changes or other unforeseen changes (1.1 to 1.4).

2) Low numbers limiting analysis

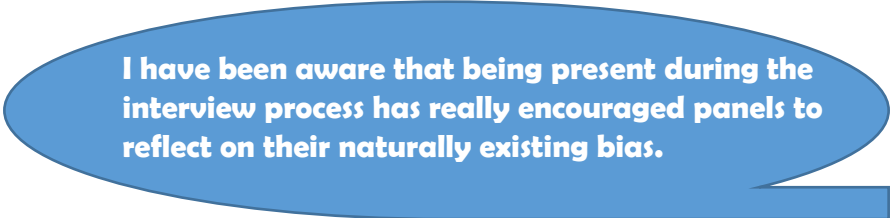
For two of our amber-rated actions, a barrier to evidencing impact and success of activities has been low numbers of staff or students leading to small sample sizes. For example, monitoring of intersectionality (1f) which will be taken into our future action plan (1.5).

Another example of low numbers is intercalating students (2b). Between 2017-2021, an average of two dental students have intercalated each year in a variety of subjects with some taking up the opportunity to attend programmes at other universities. All those that have intercalated have been positive about their experiences and very encouraging to other dental students. Despite increasing advertising and support for intercalating students, intercalations have remain low and under target, however this action is not continued in our future Action Plan since gender bias is not a concern here.

3) Longer timescales needed to measure impact

Two of our amber-rated actions to support ECRs are relatively new, introduced in 2020, therefore more time is needed to measure the success of ongoing activities (4f, 4g). These actions will be taken forward into our future action plan (5.3).

The School has used several measures to address gender bias in recruitment processes including using software to remove gender biased language in job adverts; adding the University and School diversity mission and values in job adverts; ensuring interview panels have a gender mix; and ensuring an unconscious bias observer is present as well as post-grad representatives (pilot studies). A staff member involved in an observed selection panel said:



I have been aware that being present during the interview process has really encouraged panels to reflect on their naturally existing bias.

These initiatives have seen an improvement in the year-on-year increases in recruitment of men in PTO roles in 2020 and 2021 at 25% and 33% respectively (5d). However, a significant increase in the overall % of men in PTO roles to our target of 30% will take time to achieve.

4) Impact of the Covid-19 pandemic

Progress towards success has been slowed in many of our actions due to Covid-19. For some, we have nonetheless made meaningful impact, for others e.g. World Cafes (1b) it has meant they are rated amber.

Unconscious bias training was paused for 18 months in 2020 and 2021 (5c). Despite this, the School achieved its ambitious aim of 100% compliance with online E&I essentials training and 40.3% compliance with unconscious bias training. Recent online unconscious bias training sessions in August 2021 revealed 11 of 12 respondents reporting agree/strongly agree that the training has increased their understanding of unconscious bias and inclusivity; allowing them to identify their own unconscious biases; and the training was of use to their current work. In addition, participants reported on how they may apply the training to their role:



I have been part of an interview panel since the training and as a result of this training I felt empowered to highlight any potential bias in judgement made based on age and had a discussion with other panel members based on this

Both training courses continue to be promoted through emails and at open staff meetings and form a future action (2.5).

Progress on NHS/UoL appraisal and job planning alignment (7f) was slowed during Covid-19 due to the focus of clinical staff on high-priority clinically critical activities.

Six actions were discontinued (12%), the rationale for each of these is described in Table 2 and the decision to discontinue any action came about through regular evaluation of our action plan by the SAT.

2.2 Key priorities for future action

Reflecting on our progress outlined in Section 2.1, and using an evidence-based approach, the following eight key gender equality priorities are addressed in our future action plan 2022-2027:

1. Robust implementation, governance, and delivery of Athena Swan

We will introduce robust processes and project management approaches to ensure sustained delivery and ongoing development of our new Athena Swan action plan. Learning from the evidence arising from our critical reflection in Section 2.1, we wish to avoid breaks in activity and loss of continuity in our AS work when team members leave, which can lead to delays in progress. Therefore, we have designed new priority actions that ensure clear mechanisms for planned SAT member handover. In addition, through generation of standard operating protocols for rolling data collection, storage, analysis, and presentation we will ensure robust processes are in place for monitoring the impact of our AS activities.

2. Embed and integrate Athena Swan in the School

We will increase student engagement with Athena Swan. Despite one UG and one PG member on our SAT, evidence indicates that engagement with the wider student body should be strengthened. The Student Survey 2018 showed that the proportion of students aware of the AS Charter was 36%, and awareness of AS principles and aims was 22% (Appendix1-D).

We will improve one-way and two-way communication of AS and E&I activities. Evidence of the need for this comes from the Staff Survey 2018: "I am kept informed by my School/Uni about E&I matters" 57% agreed/strongly agreed (Appendix1-B) and we wish to improve this measure of engagement.

We will maintain 100% staff uptake of E&I training and increase unconscious bias training uptake from 40% to >75%.

3. Embed gender equality in the student experience and education

We will implement the Faculty initiative of Freedom to Speak-Up Guardians for students to speak up about experiences, concerns, or discrimination. Evidence from the Student Cultural Survey Results 2018 showed students slightly agreed/agreed/strongly agreed that: "During my time as a student in the School, I have felt uncomfortable with the personal behaviour of: Other students (40%), staff in LDI (32%), staff in the School (20%), patients (24%)" (Appendix1-D). We wish to reduce these instances.

We will maintain our gender equality in the Distinctions/Merits awarded to UG DS students (evidence in Appendix2-Table 2a&2b).

4. Support staff wellbeing and a positive working culture

Staff wellbeing is a priority for the School. We will carry out an annual Staff survey to maintain a comprehensive picture of the effectiveness of current actions via frequent and objective feedback to inform plans and initiatives, identify resources, and be able to successfully deliver our objectives.

We will signpost staff to monthly mental health support training in particular for senior staff and professional, technical and operational management staff. Evidence that this is needed has come from the 9-Core Questions Staff Culture Survey 2021 (Appendix1-A).

We will improve communication around how bullying and harassment are addressed in the School. Evidence that this is important to tackle comes from the 9-Core Questions Staff Culture Survey 2021, only 37% of staff agreed they were satisfied with how bullying and harassment are addressed with a strong gender bias: 30%W agreeing vs 63%M (evidence in Appendix1-A).

5. Enhance research training, leadership and development

We are making it a priority to improve the experience and outcomes of early career researchers including staff on fixed-term contracts, and PGRs through research training, leadership and development. Our PGR population is 64% female (Appendix2-Table 1), our ECRs are 71% female (Appendix2-Table 3a) this proportion drops significantly for mid-career & senior research-focussed academics

who are 43% female (Appendix2-Table 3a). Thus we must support the careers of women researchers from their earliest stages to give the foundations for a pathway to gender equality in research leadership.

We will use focus groups, surveys, workshops, voting apps, suggestion boxes and other methods of two-way communication to identify the best ways of reducing female attrition and supporting women through early to mid-career stage. We will increase our support for ECRs on fixed-term contracts.

6. Facilitate mentoring for career progression

Fully establishing and growing membership of our new School Mentoring Scheme is a key priority since it is an overarching mechanism to support women's careers at all grades and in all roles whether academic, clinical, research, professional, technical or operational staff. Evidence that this is needed comes from our Staff Culture Survey 2018 where only 54% of staff slightly agreed/agreed/strongly agreed that 'My School provides me with useful mentoring opportunities (as mentor or mentee)' (Appendix1-B).

In addition we have evidence from multiple questions within 9-Core Questions Survey 2021 that PTO staff could benefit from targeted mentoring support (Appendix1-A).

7. Support sustained women's career development mechanisms including increased promotions and improved quality of staff appraisal (SRDS)

Our evidence shows success in promotions in 2017-2021 (Appendix 2-Table 9). We have increased our overall number of promotion applications and number of successful promotions of women from 60% to 67% and increased women's success-rate from 80% to 92% (Appendix 2-Table 9). We wish to mitigate against the currently known gendered impacts of Covid-19* by continuing to support women's careers over the next 5 years. Our approaches to this will include improved SRDS and improved integration of the NHS and UoL appraisal processes for clinical academic staff.

8. Foster fair and transparent ways of working

Fair and transparent ways of working are necessary to ensure staff feel their contributions are valued. In our 9-Core Questions Survey 2021 over two-thirds of staff felt their contributions were valued in the School with no significant gender bias in staff's perception (75%M & 71%W) (Appendix1-A). We would like to increase this perception to >75%. As such developing, implementing and reviewing an effective WM is one of the School's future key priorities. Teaching staff had the lowest agreement (65%) and highest disagreement (7.4%) so the particular focus of future action will be on a fair distribution of teaching activities through the use of the new WM.

Our new Silver Athena Swan Action Plan for 2022-2027 outlines how we will deliver and measure improvement against these eight key priorities and is presented in Section 3.

*a collection of resources regarding the impacts of Covid-19 on women's careers in medicine and health sciences can be found [here](#) (USDavis) and [here](#) (Durham University).

Section 3: Future Action Plan 2022 – 2027

1. Implementation, Governance and Delivery of Athena Swan

Sustain development, delivery and success of our Athena Swan action plan within our wider Equality and Inclusion strategy to support and transform gender equality for staff and students within the School.

Action	Rationale (evidence that prompted action)	Person(s) Responsible	Timeframe	Measures of Success
1.1 To review and refresh AS SAT membership annually ensuring alignment with the AS vision to enact the Charter Principles within the School. Targeted communications to ensure our membership reflects the SoD staff over a range of grades and job types and our student profile. Introduce a three-year renewable term for AS SAT Chair and AS SAT membership.	Currently we are well represented in terms of gender (55% women, 45% men) in relation to the School's workforce (60% women, 40% men) although PTO staff are slightly over-represented at 31% compared to the School's workforce of 19%, this should be maintained as a strength because it reflects the importance of including PTO staff in senior committees ensuring a prominent voice	AS SAT Chair	Starting in 2022 and repeated annually	100% of staff will be given an annual opportunity to express interest in joining the AS SAT. New members will be selected from the pool of volunteers to ensure that membership remains representative of the School community. AS SAT membership will be representative of the School in relation to gender (60% women, 40% men); and will maintain representation from across staff types and grades, with early career researcher, undergraduate and postgraduate student representation. Terms of reference produced for AS SAT membership and published alongside the annual call for members.
1.2 To improve recognition of Athena Swan work through the WM tool; a parallel local process for PTO staff; and through SRDS reviewer training (annual appraisals).	Currently E&I work comes under "general support" in TRAC /WM for research-active academics, and is not adequately captured for teaching focussed academics or for PTO staff.	Dean of Dentistry	Starting in April 2022 Reviewed in 2023 and annually thereafter	Evidence that E&I work and leadership are specifically and overtly included in new WM 100% of PTO staff line managers to receive SRDS reviewer training to advise that for PTO staff who carry out E&I work this captured in annual SRDS 'Taking Stock' and included in 'Objectives' for 22/23 onwards.

				Collect data from PTO staff involved in E&I work to capture hours spent on AS and E&I activities within their workload. Create and maintain a local database of E&I workload for PTO staff and use this to improve recognition of Athena Swan and E&I work (in parallel to the WM for academic staff).
1.3 To appoint a School E&I Data Officer to co-ordinate data collection and reporting	Improve the format and usability of student and staff data required by AS to ensure robust and reliable reporting from the School and to assist in understanding areas of emerging key priorities.	Chair of E&I Committee AS SAT Chair	Sept 2023	Robust annual delivery and review of reliable and accurate data packages to the AS SAT obtained from a combination of centrally provided data (e.g. from HR and SES) and locally collected data e.g. surveys and focus groups, WM
1.4 To create a 'Data' sub-group within the AS SAT to connect with SES and HR to improve timely data collection. Analyse and improve the usability of student, staff and survey data required by AS to ensure robust and reliable reporting from the School.	Data gathering requires a large resource and needs a dedicated sub-group to support future annual reviews and applications.	AS SAT Chair	April 2022	<p>Generation of standard operating protocols for robust and cyclic, annual data collection and analysis. This will improve monitoring of progress regarding Athena Swan actions and will provide the AS SAT with a regular overview of the context of gender equality within the School.</p> <p>Comprehensive annual delivery and review of reliable and accurate data that are provided to the AS SAT. These data will be obtained in a timely manner from a combination of centrally provided data (e.g. from HR and SES) and locally collected data e.g. surveys and focus groups, WM</p>

1.5 To monitor intersectionality data from Staff Cultural Surveys; establish 'listening rooms' as a way of understanding staff experience for under-represented groups, to gain a richer understanding of intersecting inequalities; and to provide intersectionality training through the University's Organisational Development and Professional Learning Centre (OD&PL) for E&I committee and AS SAT members	In line with the revised Athena Swan Charter principle 4, the AS SAT will increasingly focus on how gender intersects with other characteristics to impact on equality of opportunity. This action will involve increasing training for E&I committee and AS SAT members, alongside giving people a space and a voice to explain their specific needs and experiences arising from intersecting characteristics, so that the AS SAT in collaboration with the E&I Committee can identify issues and develop actions to promote inclusivity.	Chair of E&I Committee AS SAT Chair	Annually from 2023 Listening rooms every 2 years in 2023, 2025, and 2027	Create and deliver new actions to address intersectionality inequalities. Policies will be created and amended in line with staff experience and opinion on intersectionality based on survey results and listening room outcomes. By 2023, 100% of E&I committee and AS SAT members will have received intersectionality training.
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2. Embedding and integrating E&I and Athena Swan in the School of Dentistry

Incorporate E&I and Athena Swan principles into all parts of the School at all staff levels and throughout UG, PGT & PGR student groups

Action	Rationale (evidence that prompted action)	Person(s) Responsible	Timeframe	Measures of Success
2.1 To increase student engagement with AS by creating a Student Education sub-group, co-led with a staff member and a student, with clearly documented ToRs defining roles of UG and PG students on AS SAT.	<p>We have one UG and one PG on AS SAT but roles and routes to engagement with wider student body are poorly defined and need improving.</p> <p>StudentSurvey2018 36% aware of Athena Swan Charter, 22% aware of its principles and aims. (Appendix 1-D)</p>	<p>AS SAT Chair</p> <p>Director of Student Education</p>	<p>Sept 2022</p> <p>Reviewed annually at the start of academic year</p>	<p>A Student Education sub-group of the AS SAT with a membership similar to, or larger than, other subgroups.</p> <p>Cross-group communication to bring student voice into all subgroups where appropriate.</p> <p>Athena Swan initiatives co-led by students who are paid for their work</p> <p>Increase in awareness of AS Charter to 50% in the Student Survey 2023, and to >75% in 2025</p>
2.2 To improve and monitor internal communication and external profile (inc. website and social media channels) to ensure students and staff are aware of existing Athena Swan initiatives to increase impact and engagement. Ensure E&I and Athena Swan are embedded in the School Communications Strategy.	<p>StaffSurvey2018: "I am kept informed by my School/Uni about E&I matters" 57% agree/strongly agree (Appendix 1-B)</p> <p>CoreQSurvey2021: 77% of staff agree School leadership actively supports gender equality (no gender bias) ((Appendix 1-A)</p>	<p>School Comms Officer</p> <p>Student Support Team</p>	<p>April 2022 and ongoing</p> <p>Review every 6-months in July and January</p>	<p>Termly 'in-depth' updates on our key AS priorities in the 'Dencomms' e-newsletter for staff and PGR students, the student e-newsletter distributed by the Student Support Team, at staff and student induction, and through the use of posters.</p> <p>Standing item on School E&I in the fortnightly e-newsletter with updates, events, achievements.</p> <p>Results from AS departmental culture survey in 2022/23 showing >90% staff agree School leadership actively supports gender equality, and maintain gender parity in responses.</p>

2.3 To monitor to ensure that our staff 'good news' stories for the e-newsletter and website represent all within our diverse workforce in terms of gender, job role & intersecting protected characteristics.	'Good news' stories are a new addition to the Dencomms e-newsletter and we want to ensure this new initiative is fully inclusive	School Comms Officer	April 2022 and ongoing Review every 6-months	E-Newsletter Analysis of open rates / click through rates on E&I stories in Dencomms staff / PGR e-newsletter will double between 2022/23 and 2023/24. Social Media analytics data show an upward engagement trend over time
2.4 To increase two-way communication & consultation to understand current issues and to ensure staff and student have input into new initiatives. This will include AS progress reports to SEC, regular AS updates in Open staff meetings, liaising with our SALIP & student reps	72% of staff agreed that the School takes positive action to encourage diversity in its workforce and to promote equality (StaffSurvey2018, Appendix 1-B)	AS SAT Chair	Event in Sept 2022 and repeated in 2024 and 2026	Staff and student consultation will produce positive feedback >80% agreement, demonstrating staff will feel they 'own' the actions.
2.5 To ensure that all staff are trained in policies related E&I and unconscious bias. To maintain 100% staff uptake of E&I training. Include it within new-starter packs. Increase uptake of Unconscious bias training.	By maintaining our record of E&I training in the School and increasing uptake of unconscious bias training we are adopting best sector practice and fostering a positive culture of awareness and inclusivity. Unconscious bias training is viewed positively by those attending.	AS SAT Chair Faculty E&I Officer	Annual review	100% staff uptake of online E&I training year on year Unconscious bias training increased to 75% of all staff by 2023
2.6 To ensure every School committee demonstrates accountability for the E&I and gender equality lens on their committee matters; to maintain	To raise the profile of E&I issues in the School, mainstream E&I work and improve consistency of approach and communication.	E&I Committee Chair Individual School	Sept 2022 and ongoing	Ongoing gender balance on committees. Each School committee to include the importance of E&I in their written terms of reference.

gender balance on School committees	We currently have gender balance on School committees and we wish to maintain this	committee Chairs		Each School committee to include E&I as a standing agenda item, to be evidenced through committee meeting minutes.
2.7 To be an early adopter of new Faculty Trans Awareness training to provide staff education of trans inclusion, and all related topics (importance of pronouns, gender-inclusive language, allyship, key terminology), in line with the transformed AS principles.	In line with the revised Athena Swan Charter principle 5, the AS SAT will increasingly focus on addressing the specific issues faced by trans and non-binary people because of their identity "I think further training is needed for staff on supporting trans staff and students." StaffSurvey2018, Appendix 1-B).	AS SAT Chair	Sept 2023 Then reviewed annually	50% of staff to complete the Trans Awareness Module by 2023, and 100% by 2024
2.8 To conduct internal audits on all relevant School-level policies and processes to understand potential gaps or barriers to trans inclusion. Where possible, this will be mitigated so the School can champion and embed trans inclusion into the School's core operations and be up-to-date with sector best practice.	The University of Leeds is creating a university-wide EDI strategy which will be in place during 2022. Therefore, the School will be in an optimal position to understand its place in advancing trans inclusion. After achieving a baseline understanding of trans inclusion following the completion of Action 2.8, further work will be needed to embed this learning into the formal processes of the School in order to produce meaningful change that is felt amongst staff.	E&I Committee Chair, and Divisional leads	Sept 2024 and ongoing	The School to be recognised within the university as a model of good practice for trans inclusion. To see an increase in "Strongly Agree/Agree" responses to Question 6. "Departmental leadership actively supports gender equality" - Athena Swan Culture Survey from 77% to 90%.

3. Student Experience and Education

Embedding gender equality in the School's implementation of UoL Access & Student Success Strategy 2025 - the University's vision and approach to ensuring students from all backgrounds are able to progress to, & benefit from, an enriching & successful experience at Leeds.

Action	Rationale (evidence that prompted action)	Person(s) Responsible	Timeframe	Measures of Success
3.1 To conduct annual Student Cultural Surveys to find ways of increasing students' awareness of Athena Swan and promote their engagement.	<p>The new University strategy emphasises partnership working and collaboration with students.</p> <p>Student Survey (2018) data illustrated that 48% of students either slightly disagreed, disagreed, and strongly disagreed with the statement "Are you aware of the Athena Swan Charter?"</p> <p>Student Survey (2018) data illustrated that 66% of students either slightly disagreed, disagreed, or strongly disagreed with the statement "Are you aware of Athena Swan principles and aims?"</p>	<p>Student Education Group/Data Working Group</p> <p>School E&I Data Officer</p>	Annually, aligning with the Staff Cultural Survey	<p>The AS SAT will report to students via the student newsletter on progress against issues affecting students in relation to gender equality.</p> <p>75% of students to be aware of the Athena Swan Charter and its principles and aims by 2025, measured through the annual Student Cultural Survey commencing in 2022.</p>

3.2 To continue to review and update the MMI admissions process. Analysis of performance by gender and its intersections will inform any biases in MMI stations and these will be controlled.	<p>Prospective students from a range of backgrounds should be able to see themselves at Leeds and gain a place</p> <p>We have seen a trend in slight decrease in women on our UG programmes from 71% to 67% over the last 5 years (Appendix 2-Table 1), which brings us in line with national benchmarks, which we wish to maintain.</p>	<p>MMI Lead</p> <p>Data sub- group</p> <p>E&I Data Officer</p>	Starting after the 2022 admission round and repeated annually	<p>We will see a stabilisation of women UG intake broadly in line with benchmarks.</p> <p>We will report on any trends in gender and intersectionality in our admissions data.</p>
3.3 To enhance our student support, we will introduce dedicated Freedom to Speak-Up Guardians for students. Students will have access to independent, objective, confidential advice as an additional route for students to speak up about experiences, concern, or discrimination.	<p>Student Cultural Survey Results 2018 showed students slightly agreed/agreed/strongly agreed that:</p> <p>“During my time as a student in the School, I have felt uncomfortable with the personal behaviour of.”</p> <p>Other students: 40%</p> <p>Staff in LDI: 32%</p> <p>Staff in the School: 20%</p> <p>Patients: 24%</p>	DSE and ADSE	Start in Sept 2022, review in March 2023 and annually thereafter	<p>We will see an increase in use of Freedom to Speak Up Guardians over a 6-12 month period.</p> <p>We will see a 50% decrease in numbers of students feeling uncomfortable with behaviour of others and a 50% increase in awareness of support in the Student Cultural Survey 2023</p>
3.4 To embed a new academic personal tutoring system into use for all UG and PGT students to provide universal academic support and maintain student engagement with their programme.	Engagement of students in the academic tutoring system is crucial to supporting students to reach their potential and to achieve success. Prior to the introduction of this new system, there was no mechanism to report on student engagement with personal tutoring. It was however known that the	<p>ADSE Student Support / Personal Tutors</p> <p>PGT lead</p>	2021-ongoing	<p>A new system to monitor student engagement in academic personal tutoring has been established in the School with data by gender and international students being collated for the first time.</p> <p>On review at the end of the 2021/22 academic year a measure of success would be overall student engagement of at least 95%. Any</p>

	system was not universal in its support of students.			gender gap or home/international student gap would be closed.
3.5 To increase support for students with caring responsibilities we will introduce opportunities for mentoring of students and peer support with targeted allocation of an additional personal tutor with specific expertise. This support will be in addition to our student carer policy. We will use voting apps and (online) suggestion boxes to gain feedback from these students to inform our future direction of travel.	<p>Student Cultural Survey Results 2018: 12% of students reported having caring responsibilities for dependents.</p> <p>“Many of us need extra support, encouragement, mentoring and understanding. I feel we need strong leaders/role models to guide us clinically as our knowledge may be a little weaker than our peers due to time constraints and so many other extra-curricular commitments.”</p>	ADSE-SS	<p>2022</p> <p>And repeated in 2024 and 2026</p>	<p>Gain narrative experience reports from students via our student consultations and report these to SEC, School E&I Committee and AS SAT.</p> <p>Improve feedback from Student Cultural Survey 2023 relating to diverse range of role models (from 72% agree to >80% agree); and supportive atmosphere from 80% to >90%.</p>
<p>3.6 To prepare the future workforce in dentistry to be aware and know how to appropriately include a diverse society, we are undergoing a process of curriculum development and change called ‘Curriculum Redefined’</p> <p>This will raise awareness of inclusivity issues across the profession and in patients, including increasing awareness of trans people, which we will</p>	<p>Curriculum redefined is a University-wide strategy. In dentistry, we adopt it to ensure dental students are prepared for current societal & cultural change issues.</p> <p>Feedback from Y5 DS student involved in Diversifying the curriculum project captures the sentiment around need for this “[The new curriculum should include] seminar discussions about cases in which ethnic minorities, disabled people,</p>	<p>DSE</p> <p>‘Diversifying the Curriculum’ Working Group</p>	<p>Started in late 2021 and ongoing until 2023, then reviewed annually thereafter</p>	<p>Mapping of the curriculum will be carried out by a newly appointed Lecturer in Cultural and Societal Transformation in Dental Education in partnership with students in the School’s ‘Diversifying the Curriculum’ Working Group.</p> <p>We will achieve 80% positive feedback in response to awareness of inclusivity issues in the Student survey 2023.</p>

measure through the Student survey.	LGBTQ, etc have been discriminated against.”			
3.7 To support career promotion and development, role models in the School will be profiled through Dental Futures programme and via Staff profiles and personal stories in the student newsletter, and at Careers Day	In Student Cultural Survey Results 2018, 72% students agreed but with gender bias: 68%F agreeing vs 90%M to the following statement: ‘I believe that the School has a diverse range of role models whom I can relate to’.	Student Education Sub-group/Research & Innovation Sub-group DSE	Sept 2023	Improve feedback from women students in the Student Cultural Survey 2023 relating to diverse range of role models to bring in line with men students (i.e. from 68% agree to 90% agree)
3.8 To review degree awarding data annually and review our student guidance in support of this to ensure we maintain our closed awarding gap with respect to gender on UG programmes.	In 2020 and 2021 we have achieved gender equality in the Distinctions/Merits awarded to DS students (Appendix 2, Table 2a&2b).	DSE	Annually from 2022	We will sustain our current position of no gendered awarding gaps.

4. Staff Wellbeing and Positive Working Culture

Support staff wellbeing by fostering a positive supportive working culture. Listening to what people want to be able to successfully deliver it.

Action	Rationale (evidence that prompted action)	Person(s) Responsible	Timeframe	Measures of Success
4.1 To take up the Athena Swan Departmental Survey and repeat annually commencing in 2022. To ensure survey is disseminated through multiple channels, and to ensure the importance of it is clearly communicated to maximise staff engagement.	Consistency in Cultural survey questions will allow for like-for-like long term comparison and monitoring of impact of actions. Our Core Questions Survey in 2021 was well received by staff (63% response rate) and will provide a baseline for future consultations.	Dean AS SAT Chair	Sept 2022 then annually	Cultural Surveys will run annually and will receive >75% response rates.
4.2 To signpost staff to University run monthly mental health support training in particular for senior staff and professional, technical and operational management staff. To run an annual event in mental health awareness week in October each year.	CoreQSurvey2021: general agreement that mental health and wellbeing are supported in the School (68%) with no gender bias, but the group who agreed least at 59% and who disagreed most at 16% were the PTO staff. CoreQSurvey2021: only 17%M & 13%W agreed/strongly agreed that they had undertaken mental health support training.	E&I Committee Chair AS SAT Chair	OD&PL run courses every month Starting Oct 2022 and annually thereafter	100% of staff to have been offered training in supporting colleagues with mental health issues by Sept 2022 50% of leaders and managers at all grades to have received training in supporting colleagues with mental health issues by end of 2023 Improved responses from PTO staff for this Q in next Staff cultural survey – up to 70% from 59%

4.3 To provide all staff in the School with information on how to make a complaint about harassment, bullying or offensive behaviours. This should be offered at several stages of the staff journey (I.e. induction, staff handbook, probation review, SRDS, through regularly advertised training sessions, etc.) and throughout the year e.g. at all-staff meetings. Particularly supports PTO staff and clinical, teaching and research staff.	CoreQSurvey2021: 72.5% of staff agreed that they know how to make a complaint about harassment, bullying or offensive behaviours with a gender bias: 67%W agreeing vs 83%M).	E&I Committee Chair AS SAT Chair	Sept 2022 then reviewed annually	Improve knowledge of clinical, research and PTO staff about how bullying and harassment can be reported and are being addressed. Improve responses from all staff to >90% in next Staff cultural survey.
4.4 To improve staff confidence in managers' response to dealing with bullying, harassment or offensive behaviour by displaying posters to raise awareness and by facilitating anti-bullying training for line managers and Division Leads to ensure consistent and timely responses to complaints	CoreQSurvey2021: Only 37% of staff agreed they were satisfied with how bullying and harassment are addressed with a strong gender bias: 30%W agreeing vs 63%M). Majority of clinical (52%), research (61%) and PTO (72%) staff didn't know or neither agreed or disagreed they understood how bullying and harassment are addressed.	E&I Committee Chair AS SAT Chair	Sept 2022 then reviewed annually	Gender parity in perception of how these are tackled. By Sept 2023 100% of line managers/Heads of Division to have completed anti-bullying training.

5. Research training, leadership and development

Improve experience and outcomes of early career researchers including staff on fixed term contracts, and PGRs

Action	Rationale (evidence that prompted action)	Person(s) Responsible	Timeframe	Measures of Success
<p>5.1 To find ways of improving PGR experience by collecting regular feedback and promoting engagement in surveys and focus groups.</p> <p>To use student feedback to annually update the PGR Welcome Induction Pack and Induction tours.</p>	<p>We wish to collect more PGR feedback to help better understand the PGR experience and identify meaningful gender equality actions.</p> <p>PGR Student Survey 2020 received a 47% response rate (85%F, 15%M) (Appendix 1-C) and PGR focus group (2021) attended by 5 PGR students (60%F, 40%M)</p>	<p>Director of Postgraduate Research Studies</p> <p>R&I sub group</p>	<p>Survey in 2022, 2024 and 2026</p> <p>Updates to Welcome pack annually from Sept 2022</p>	<p>By 2022, have generated and maintained a record to monitor feedback from New PGR Starters regarding the Welcome Induction Pack and tours.</p> <p>By 2023, have increased the PGR survey response rate to >80% and increased the PGR focus group participants by 50%.</p> <p>By 2023, have increased response rate from men on PGR Survey to be in line with gender balance of PGR students (in 2017-2021 64%F 36%M Appendix 2-Table 1).</p>
<p>5.2 To increase two-way communication with PGRs to understand current issues and offer a tailored approach through “You said, we did” posters and fortnightly drop-in sessions with the Director of Postgraduate Research Studies.</p>	<p>PGR Student Survey 2020 “Does your institution value and respond to feedback from Postgraduate researchers?” – 55% responded Yes. (Appendix 1-C)</p> <p>PGR focus groups showed 22% of female PGRs said communications and a tailored approach were lacking in their PGR experience.</p>	<p>Director of Postgraduate Research Studies</p> <p>R&I sub group</p>	<p>Starting in 2022, fortnightly in term time</p> <p>From 2022, posters once a term</p>	<p>By 2023, PGR survey response to feedback question to increase to >80%.</p> <p>By 2023, PGR survey and focus groups, have decreased PGR concerns over communications and a tailored approach to <10%</p>

5.3 To provide research staff with information and signposting for career development, training and networking opportunities within the School, the University, including Research Culture Cafés run by OD&PL, and externally, and seek feedback on this activity. This will be achieved by producing and updating a research support handbook and a research and innovation induction and surveying all early career researchers on the usefulness of these initiatives.	<p>Although 95% of research staff who completed the CoreQSurvey2021 agreed that their line manager proactively supports their career development, we are committed to proactively supporting the University's commitment to the Researcher Development Concordat launched in September 2019, with a view to improving the skills and career outcomes for early career researchers in the School of Dentistry.</p> <p>To proactively support the University's ambitions for a 'Fair Future for All' and the pledge to reduce short-term contracts and boost job security.</p>	<p>Director of Research & Innovation</p> <p>Research & Innovation Manager</p> <p>Research & Innovation Officer</p>	<p>Start monitoring in 2022 and annually thereafter</p>	<p>100% of currently employed early career researchers within the School to receive a copy of the research support handbook by Sept 2022.</p> <p>100% of newly appointed early career researchers to receive research and innovation induction (including the research support handbook) from Sept 2022.</p> <p>Survey in July 2023 will find that 80% of ECRs to report they found the induction and handbook useful.</p> <p>Maintain 50% of early career researchers transitioning from fixed-term contracts to permanent posts with annual review.</p>
5.4 To continue to support (inc. through mentoring) and monitor by gender, career development of ECRs. Specifically, to optimise opportunities by fully establishing our internal peer review process in writing and submission of grant applications and publications. To gather feedback through focus groups to optimise the peer review process.	Our ECRs are predominantly women (71% =13HC) but our mid-career & senior academics are less than half women (43% = 5HC) (Appendix 2, Table 3a). Thus we must improve the women's academic career pathway from ECR through to senior academic to close this gap.	<p>Director of Research & Innovation</p> <p>Research & Innovation Manager</p>	<p>Sept 2023</p> <p>Sept 2024</p>	<p>By 2023, we will have produced two case studies from women early career researchers who have used our peer review process when submitting grant applications.</p> <p>Feedback from focus groups will be incorporated into a revised version for the peer review process.</p> <p>Set up a peer-mentoring group for ECRs, outcomes reported in 2024</p>

6. Mentoring for all staff roles and all grades

To maximise directive and peer mentoring opportunities for all staff in all roles and at all grades in the School of Dentistry.

Action	Rationale (evidence that prompted action)	Person(s) Responsible	Timeframe	Measures of Success
6.1 To fully establish and grow membership of the new School Mentoring Scheme through regular calls for staff to join via all staff meetings and our Dencomms newsletter.	<p>2018 Staff Cultural Survey 54% of staff felt School provided useful mentoring opportunities.</p> <p>Staff feedback after open staff meeting said that mentoring was desirable</p> <p>23% of staff requested to join new mentoring scheme in 2021.</p>	<p>AS SAT Chair</p> <p>Mentoring Champions</p>	<p>Started late 2021, review in May 2022 and annually thereafter</p> <p>By 2024</p>	<p>100% of staff will have been offered a mentor annually</p> <p>In the 2022 Staff cultural survey the percentage of staff who feel the School provides useful mentoring opportunities increased to 75%.</p> <p>All School mentors to have a mentor profile on record within our internal School Teams area by 2023</p> <p>Increase to 33% of staff requesting to join the mentoring scheme.</p>
6.2 To provide peer mentoring for PTO staff and for research staff	Evidence from multiple questions within CoreQSurvey2021 that PTO staff could benefit from targeted support.	<p>AS SAT Chair</p> <p>Mentoring Champions</p>	<p>Jan 2023</p> <p>And reviewed annually thereafter</p>	<p>Provide all PTO staff with the opportunity to participate in peer-mentoring group support</p> <p>All researchers to be offered peer mentoring group support</p> <p>Increase in the percentage who agree/strongly agree to Qs on promotions, career development and mentoring from PTO staff to be closer to academic staff in 2024 Staff Cultural Survey</p>

6.3 To appoint an additional Mentoring Champion for targeted support for returners from maternity/paternity/parental/carers or long-term sick leave	<p>In the short term, we must mitigate against adverse effects of Covid-19 - CoreQSurvey2021: 42% of M & and 32% of W agreed/strongly agreed the School had taken actions regarding gendered impact of Covid-19</p> <p>In th medium term we must support staff groups that are disproportionately affected by 'future ways of working'</p>	AS SAT Chair	Sept 2022 then Sept 2025	An additional Mentoring Champion to support returners/carers in role by Sept 2022 on a 3-year (renewable) term
6.4 To run a School mentoring workshop every two years and training for mentors via OD&PL	2018 Staff Cultural Survey 54% of staff felt School provided useful mentoring opportunities.	AS SAT Chair Mentoring Champions	Nov 2022 and annually thereafter	By Nov 2022, 100% of School mentors to have undergone OD&PL mentoring training and to engage with School mentoring workshops. Consistently positive feedback from the annual School mentoring workshop.

7. Career Development

To underpin sustained career development mechanisms including increased promotions, improved quality of staff appraisal (SRDS).

Action	Rationale (evidence that prompted action)	Person(s) Responsible	Timeframe	Measures of Success
7.1 To continue to monitor the number of promotions applications and their gender balance to feedback to local promotions advisors and mentoring champions as a pathway to develop new and meaningful career progression actions for all staff.	<p>2012-2016 successful promotions 60%W; 2017-2021 was 67%W, therefore meaningful to monitor figures in context of continued career development support initiatives.</p> <p>CoreQSurvey2021: 76% staff agreed that their line manager supports their career development with no gender bias (75% of M and 79% of W)</p>	Dean & SMT. Career Development subgroup	April 2023 and review annually	<p>Promotions applications and outcomes will be gender balanced and improved numbers of successful applications will be sustained over the reporting period.</p> <p>Feedback from staff will increase to 80% feel supported in the promotions process and career development and our gender parity will remain.</p>
7.2 To ensure one unified training plan for staff that have joint appraisals and job planning across UoL and the NHS, including those on part-time contracts. Communication with line-managers will ensure consistent training across both organisations for clinical staff who have	NHS Trust is aware of the need for a consistent training plan between NHS and UoL including mandatory E&I training.	Dean and SMT	Sept 2022	All clinical staff employed by UoL with honorary contracts will have access to their electronic staff record and their record of mandatory training, including E&I training.

joint appraisals and joint job planning with NHS.				
7.3 To promote SRDS appraiser skills training within the School and keep a record of those that have attended to better line managers' understanding of the process and optimise the process for appraisees	2018 Staff cultural survey: 67% of staff agreed that they understood promotions, were encouraged, and their full range of skills were valued w.r.t. promotions.	Business Manager HR subgroup	April 2023 with reminder in Oct 2023 for those that have not undertaken.	100% of SRDS appraisers to be offered refresher training in April 2023 75% of appraisers to have attended by April 2024 Increase in next Staff cultural survey to >75% through increased support from SRDS appraisers.

8. Fair and Transparent Ways of Working

To address perception of long working hours and perception of uneven distribution of workloads by increasing transparency of workloads

Action	Rationale (evidence that prompted action)	Person(s) Responsible	Timeframe	Measures of Success
8.1 To ensure contributions by teaching staff are valued - Carry out lunchtime workshops to find out what the challenges are and why some staff feel under-valued, and what the School could do to improve their experience and make them feel valued. Raise awareness with line managers of teaching staff of mechanisms for appreciating colleagues and making staff feel valued	CoreQSurvey2021: In general, over two thirds (69%) of staff feel their contributions are valued in the School. There is no significant gender bias in staff's perception of how their contributions are valued in the School (75% of M & 71% of W). Teaching staff had lowest agreement (65%) and highest disagreement (7.4%). Perception of high workload, uneven distribution of teaching responsibilities across staff	Dean, DSE and DORI WM working group	Sept 2022 Then 2024 and 2026	By Jan 2023 have used data from workshops to understand and report what is underlying the perception of uneven distribution of teaching load to line managers of teaching staff. By April 2023 have identified examples of best practice making staff feel valued in the School and have shared these through Open Staff meeting.

8.2 To enable and maintain a dynamic approach to supporting flexible working models including hybrid working through publishing best practice examples / case studies in the School; and through a regular item regarding flexible and 'future ways of working' at SEC.	<p>CoreQSurvey2021: 96% of men and 84% of women who completed the survey agree or strongly agree that the School enables flexible working.</p> <p>Some differences between roles with 81% of PTO staff agreeing versus 91% of academics</p>	<p>E&I Committee Chair</p> <p>AS SAT Chair</p>	April 2022 and ongoing	<p>Publish at least one case study per year of flexible working in Dencomms e-newsletter in early 2023.</p> <p>Hybrid/flexible working a regular item in SEC agenda, minutes & where relevant matters arising.</p> <p>In 2023 staff cultural survey, maintain overall high staff agreement; reduce gender gap in perception to <10% and increase positive perception in PTO staff to >90%.</p>
8.3 To ensure any future models of hybrid working do not disproportional affect or introduce inequalities respect to gender and its intersects. We will request periodic reports and will scrutinise the Equality and Impact Assessment arising from Faculty pilot hybrid working study to ensure conclusions drawn reflect the working practices in Dentistry. We communicate this with staff through Dencomms and Divisional meetings.	<p>We wish to mitigate against the known gendered impacts of the changes in ways of working brought about by the Covid-19 pandemic; and we wish to make these issues and our work to address them more visible.</p> <p>CoreQSurvey2021: 50% of men and 31% of women said they did not know the actions the School had taken to mitigate against the gendered impacts of the Covid-19 pandemic on staff.</p>	<p>AS SAT Chair</p> <p>Faculty EDI officer</p>	2022 onwards	<p>In 2023, % of staff who respond "Do not know" to be <10%.</p> <p>By 2024 or early, to have incorporated new SMART actions in the Action Plan that address potential issues arising from future hybrid ways of working models.</p> <p>By 2025, to have shown progress on the new actions.</p>
8.4 To investigate through focus groups how we better communicate formal parental care leave options to secondary carers, thereby increasing uptake of benefits that staff are entitled to but also giving them additional	Uptake of SPL has remained relatively low. Four members of staff made use of SPL between 2019 and 2021.	HR subgroup	Jan 2023	By Jan 2023 to have carried out focus groups and presented a paper at SEC with an informed comms strategy to take forward.

information about options that they may wish to consider including SPL.				
8.5 To ensure that E&I and Athena Swan principles are upheld within the development and implementation of a new workload model (WM, and to ensure equivalent recognition for PTO staff carrying out E&I and AS work, appoint an E&I and Athena Swan representative on the School WM Group	A new WM tool for academic staff in Dentistry started development in 2019. Having an E&I/AS representative on the WM group will ensure we recognise E&I and Athena Swan work within individual staff workloads, and apply a tariff to E&I and Athena Swan leadership roles.	Dean of Dentistry Chair of WM Group	Jan 2023 and reviewed annually	Athena Swan leadership roles to have a workload tariff recognised in the WM Mentoring champions to have a workload tariff recognised in the WM Athena Swan work by individuals accurately captured in the WM A parallel local database of E&I/AS workload by PTO staff established by Jan 2023 and maintained annually
8.6 To analyse data from the new WM to facilitate the evaluation of gender balance across activities undertaken, and distributions of workloads to enable greater transparency and inform strategic level planning.	Regular data analysis across our core activity e.g. teaching, research, clinical work, leadership and E&I will enable us to be transparent around workloads and address many issues around heavy workload of staff, long working hours and workload distribution.	Data subgroup	Jan 2023 and annually thereafter	Useable data to inform a report to SMT and SEC in 2023. This will include a review of gender balance of staff activity and a report on staff progression through roles, with recommendations. Outcomes of data collection will influence any remedial actions by the end of 2023.