**School of Dentistry Athena Swan Action Plan 2022 – 2027**

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| **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 | 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.  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 |
| 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. | | 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.  StudentSurvey2018 36% aware of Athena Swan Charter, 22% aware of its principles and aims. (Appendix 1-D) | | AS SAT Chair  Director of Student Education | Sept 2022  Reviewed annually at the start of academic year | A Student Education sub-group of the AS SAT with a membership similar to, or larger than, other subgroups.  Cross-group communication to bring student voice into all subgroups where appropriate.  Athena Swan initiatives co-led by students who are paid for their work  Increase in awareness of AS Charter to 50% in the Student Survey 2023, and to >75% in 2025 |
| 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. | | StaffSurvey2018: “I am kept informed by my School/Uni about E&I matters” 57% agree/strongly agree (Appendix 1-B)  CoreQSurvey2021: 77% of staff agree School leadership actively supports gender equality (no gender bias) ((Appendix 1-A) | | School Comms Officer  Student Support Team | April 2022 and ongoing  Review every 6-months in July and January | 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.  Standing item on School E&I in the fortnightly e-newsletter with updates, events, achievements.  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. |
| 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 gender balance on School committees | | To raise the profile of E&I issues in the School, mainstream E&I work and improve consistency of approach and communication.  We currently have gender balance on School committees and we wish to maintain this | | E&I Committee Chair  Individual School committee Chairs | 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.  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. | The new University strategy emphasises partnership working and collaboration with students.  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?”  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?” | | Student Education Group/Data Working Group  School E&I Data Officer | | Annually, aligning with the Staff Cultural Survey | The AS SAT will report to students via the student newsletter on progress against issues affecting students in relation to gender equality.  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. |
| 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. | Prospective students from a range of backgrounds should be able to see themselves at Leeds and gain a place  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. | | MMI Lead  Data sub- group  E&I Data Officer | | Starting after the 2022 admission round and repeated annually | We will see a stabilisation of women UG intake broadly in line with benchmarks.  We will report on any trends in gender and intersectionality in our admissions data. |
| 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. | 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% | | DSE and ADSE | | Start in Sept 2022, review in March 2023 and annually thereafter | We will see an increase in use of Freedom to Speak Up Guardians over a 6-12 month period.  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 |
| 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 system was not universal in its support of students. | | ADSE Student Support / Personal Tutors  PGT lead | | 2021-ongoing | 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.  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 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. | Student Cultural Survey Results 2018: 12% of students reported having caring responsibilities for dependents.  “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.” | | ADSE-SS | | 2022  And repeated in 2024 and 2026 | Gain narrative experience reports from students via our student consultations and report these to SEC, School E&I Committee and AS SAT.  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%. |
| 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’  This will raise awareness of inclusivity issues across the profession and in patients, including increasing awareness of trans people, which we will measure through the Student survey. | Curriculum redefined is a University-wide strategy. In dentistry, we adopt it  to ensure dental students are prepared for current societal & cultural change issues.  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, LGBTQ, etc have been discriminated against.” | | DSE  ‘Diversifying the Curriculum’ Working Group | | Started in late 2021 and ongoing until 2023, then reviewed annually thereafter | 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.  We will achieve 80% positive feedback in response to awareness of inclusivity issues in the Student survey 2023. |
| 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. |

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| **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. |

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| **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** | |
| 5.1 To find ways of improving PGR experience by collecting regular feedback and promoting engagement in surveys and focus groups.  To use student feedback to annually update the PGR Welcome Induction Pack and Induction tours. | We wish to collect more PGR feedback to help better understand the PGR experience and identify meaningful gender equality actions.  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) | | Director of Postgraduate Research Studies  R&I sub group | | Survey in 2022, 2024 and 2026  Updates to Welcome pack annually from Sept 2022 | | By 2022, have generated and maintained a record to monitor feedback from New PGR Starters regarding the Welcome Induction Pack and tours.  By 2023, have increased the PGR survey response rate to >80% and increased the PGR focus group participants by 50%.  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). | |
| 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. | PGR Student Survey 2020 “Does your institution value and respond to feedback from Postgraduate researchers?” – 55% responded Yes. (Appendix 1-C)  PGR focus groups showed 22% of female PGRs said communications and a tailored approach were lacking in their PGR experience. | | Director of Postgraduate Research Studies  R&I sub group | | Starting in 2022, fortnightly in term time  From 2022, posters once a term | | By 2023, PGR survey response to feedback question to increase to >80%.  By 2023, PGR survey and focus groups, have decreased PGR concerns over communications and a tailored approach to <10% | |
| 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. | 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.  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. | | Director of Research & Innovation    Research & Innovation Manager  Research & Innovation Officer | | Start monitoring in 2022 and annually thereafter | | 100% of currently employed early career researchers within the School to receive a copy of the research support handbook by Sept 2022.  100% of newly appointed early career researchers to receive research and innovation induction (including the research support handbook) from Sept 2022.  Survey in July 2023 will find that 80% of ECRs to report they found the induction and handbook useful.  Maintain 50% of early career researchers transitioning from fixed-term contracts to permanent posts with annual review. | |
| 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. | | Director of Research & Innovation    Research & Innovation Manager | | Sept 2023  Sept 2024 | | 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.  Feedback from focus groups will be incorporated into a revised version for the peer review process.  Set up a peer-mentoring group for ECRs, outcoes reported in 2024 | |
| **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. | | 2018 Staff Cultural Survey 54% of staff felt School provided useful mentoring opportunities.  Staff feedback after open staff meeting said that mentoring was desirable  23% of staff requested to join new mentoring scheme in 2021. | | AS SAT Chair  Mentoring Champions | | Started late 2021, review in May 2022 and annually thereafter  By 2024 | | 100% of staff will have been offered a mentor annually  In the 2022 Staff cultural survey the percentage of staff who feel the School provides useful mentoring opportunities increased to 75%.  All School mentors to have a mentor profile on record within our internal School Teams area by 2023  Increase to 33% of staff requesting to join the mentoring scheme. |
| 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. | | AS SAT Chair  Mentoring  Champions | | Jan 2023  And reviewed annually thereafter | | Provide all PTO staff with the opportunity to participate in peer-mentoring group support  All researchers to be offered peer mentoring group support  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 |
| 6.3 To appoint an additional Mentoring Champion for targeted support for returners from maternity/paternity/parental/ carers or long-term sick leave | | 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  In th medium term we must support staff groups that are disproportionally affected by ‘future ways of working’ | | 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. |

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| **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. | | 2012-2016 successful promotions 60%W; 2017-2021 was 67%W, therefore meaningful to monitor figures in context of continued career development support initiatives.  CoreQSurvey2021: 76% staff agreed that their line manager supports their career development with no gender bias (75% of M and 79% of W) | Dean & SMT.  Career Development subgroup | April 2023 and review annually | Promotions applications and outcomes will be gender balanced and improved numbers of successful applications will be sustained over the reporting period.  Feedback from staff will increase to 80% feel supported in the promotions process and career development and our gender parity will remain. |
| 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 joint appraisals and joint job planning with NHS. | | 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. |
| 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. | CoreQSurvey2021: 96% of men and 84% of women who completed the survey agree or strongly agree that the School enables flexible working.  Some differences between roles with 81% of PTO staff agreeing versus 91% of academics | | E&I Committee Chair  AS SAT Chair | April 2022 and ongoing | Publish at least one case study per year of flexible working in Dencomms e-newsletter in early 2023.  Hybrid/flexible working a regular item in SEC agenda, minutes & where relevant matters arising.  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%. |
| 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. | 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.  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. | | AS SAT Chair  Faculty EDI officer | 2022 onwards | In 2023, % of staff who respond “Do not know” to be <10%.  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.  By 2025, to have shown progress on the new actions. |
| 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 information about options that they may wish to consider including SPL. | 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. |
| 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. |