Leeds School of Dentistry Athena SWAN Silver Action Plan 2017 – 2021

Ref	Objective	Person Responsible	Actions	Measures of Success
REVIEWING AND FURTHER EMBEDDING ATHENA SWAN INITIATIVES				
S1	**Focus on people-driven initiatives - we need to ask people what they want in order to be able to successfully deliver it.** *To maintain good pathways of staff/student feedback to ensure the focus on our actions are being driven by their needs, the information being supplied directly by them themselves.*	Chair of SAT, Professor Helen Whelton. Staff consultation sub-group feeding into SAT, SMT & E&I group.	a. Revise Cultural Survey and repeat every 2-3 years commencing in 2017. b. Maintain regular informal staff feedback approach by using tools such as World café consultation every 6-12 months. c. Seek new avenues of staff & student feedback using social media. 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. 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. f. Explore the intersection of ethnicity with gender and the effects of other protected characteristics on staff recruitment, development and retention in the School.	We will have an ongoing comprehensive picture of the effectiveness of current actions via frequent and objective feedback to inform our direction of travel. Cultural Surveys will receive 75% response rates. We will invest in modern methods of obtaining this feedback by the end of 2017. Consultation will produce positive feedback (80% +) that shows staff will feel they 'own' the actions. The scope of our work will be expanded to cover all areas concerned with fully embedded equality and inclusivity in the workplace. Our new School Equality and Inclusivity Committee will emphasize our zero tolerance position and will improve monitoring, reporting and support mechanisms for issues. Annual review will show decreasing incidence.

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STUDENTS				
S2	**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, Prof Michael Manogue. Student data team feeding into SAT, SMT & STSEC.	a. Effectiveness of improved marketing of the DHDT programme to males and the instigation of the new BSc at changing the student demographic on this course will be reviewed annually. b. A task and finish group will be initiated by the Intercalation Lead actions to agree actions aimed at improving the uptake of intercalation. Actions will be implemented by early 2018. 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 uplifts above national BMs. d. Monitoring and improving of actions to prevent bias in the 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 BMAT on UG student intakes will be measured annually. e. Guidance on 'How to be a successful student' will be presented to STSEC in June 2017 and introduced in the next academic year.	Numbers of males recruited to DH&DT will increase year on year to 25% intake by 2021. We will see an uplift in the number of students choosing to intercalate by 2019 from 2 to 5 per annum. We will see a stabilisation of female UG intake broadly in line with BMs. 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. Performance of students will not exhibit any gender bias by 2019.

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S3	**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 (Prof Michael Manogue) & PGT lead (Dr Simon Wood). Student data sub group, SAT, SMT & STSEC.	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. 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. c. The impact of new PGT marketing launched in 2017 to 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. 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.	FT and PT courses will be approaching gender equality (50% female) by 2021. 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. Progress will be reported to STSEC, by June 2017. Full implementation will be by end of 2018.
S4	**Postgraduate Research** *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 (Prof David Wood) & PGR lead (Dr Simon Wood). Student data sub group, SAT, SMT & SRIC.	a. The effectiveness of the revised marketing strategy and improved interview process will be reviewed and appropriate revision taken as necessary. b. The reduced number of female part-time PGR students is a reflection of a reduced pool of women in clinical academia. As female clinicians are encouraged into research this trend is likely to be reversed and we will continue to monitor.	There will be year on year improvements in intake approaching gender equality (50% female) by 2021.

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S4 contd	**Postgraduate Research**		c. Further integrate and expand the scope the PG Society by joining with forces with the ECRs to create a team with more critical mass and influence. 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.	A more active and cohesive group fully integrated into School business by the end of 2017 measured by increased group activity and better representation at events and committees. There will be **no** gender difference in the time taken to complete PhDs by 2021.
STAFF				
S5	**Staff gender balance and influencing factors.** *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.*	Dean of Dentistry (Prof Helen Whelton), General Manager (Anthea Stanley) and School HR Manager (Bridget Millar). HR subgroup, SAT & SMT.	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. 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.	Information recorded will be reported back to the SMT by October 2017 and remedial action taken as necessary. An effective method of collecting and interrogating this information should be in place by the end of 2018. Uptake will improve from 50% to 60% by 2021. 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 by 2019 and close to 50% female by 2021.

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S5 contd	**Staff gender balance and influencing factors.** *To ensure that all staff are trained in policies related to equality and inclusivity, dignity and mutual respect and unconscious bias.*		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 the Dean for action.	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.
S6	**Mentorship** *To maximise opportunity in mentorship. We have in place fantastic female role models, we offer mentorship from 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.*	Dean (Prof Helen Whelton) & Mentorship Champion (s) (to be appointed). SAT & SMT.	Informal and formal mentorship is routine but we need better organisation and a bigger pool of mentors. We will: 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. b. Establish a record of staff willing to act as mentors and ensure that they have received appropriate training. 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.	A Mentorship Champion(s) will be in place by summer 2017 and networks established and working effectively by 2018. By 2018, 100% of staff will have been offered a mentor.

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S7	**Career Development** *To underpin sustained career development mechanisms including increased promotions, improved quality of staff appraisal (SRDS).* *To enhance the progression of female clinical academics to senior positions through improved processes in collaboration with the NHS.*	Dean (Prof Helen Whelton) & SMT.	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. 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. 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. d. We will create a more joined up approach to ensure successful outcomes from SRDS. 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 e.g. by a checklist registering interest for more information that is facilitated by administrative support.	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. Feedback from staff will show 80% feel supported in the promotions process. Refresher training will commence on 2017 and 100% reviewers will have attended by the end of 2018. Staff feedback on the SRDS process will be improved to 80% positive by 2018. Quality and outcomes will be improved by 2018 as measured by staff feedback (Cultural Survey and World café events).

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S7 contd	**Career Development**	Dean (Helen Whelton), DSE (Michael Manogue) & DRE (David Wood). REF Lead (Prof Deirdre Devine)	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 via focus groups and addressed before 2021 using AAMs as the tool to understanding.	Reasons behind reduced eligibility of females will be elucidated in the first tranche of meetings in 2017. Recommendations will be made to SMT and barriers to success will be addressed going forwards. We will see increased female eligibility and equality with males by 2021.
		Dean (Helen Whelton)	f. Where staff have joint appraisals and job planning, to maintain consistency, all staff involved, including those from our NHS partners, must be subject to the same training criteria across both organisations.	We will work with NHS partners to develop understanding and processes to enable this to happen by 2019.
ORGANISATION AND CULTURE				
S8	**Gender balance in influencing forums** *To educate and encourage staff to expand the scope of their influence. In the School we have achieved gender equity in senior committees but work need to be done to expand this externally.*	Dean (Helen Whelton). Focus group subgroup, SAT & SMT	a. Gender balance of school committees will be maintained, recorded and reported annually. b. Support measures to facilitate women to participate in these activities will be established. c. More females will be encouraged to apply to be on external influential committees via SRDS and continued marketing of our successful female role models.	A report will be produced for SMT by the end of 2017 and measures instigated by the end of 2018. Improved uptake will be apparent by 2019 and there will be **no difference** between genders participating in external committees by 2021.

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S9	**Workload Model** *A new WM is currently being adapted for our needs and will be implemented in 2017. Analysis of data from the new WM will facilitate the evaluation of gender balance across activities undertaken and inform strategic level planning.*	Dean (Helen Whelton). WM working group, Faculty IT, SAT & SMT.	a. Staff consultation in late 2017 to gain feedback on the value and usability of the new WM. b. Establish a WM action group to undertake: • Data analysis in 2018 to inform SRDS discussions allowing exploration of balance and direction of work and enabling the identification of career progression opportunities and barriers. • Identification of activities contributing to heavy workloads and subsequent appropriate action including monitoring and redistribution of work and responsibilities. • A review of gender balance of staff activity and progression through roles.	Useable data to inform a report to SMT. This will include a review of gender balance of staff activity and a report on staff progression through roles, with recommendations, by September 2018. Outcomes of data collection will influence any remedial actions by the end of 2019.
S10	**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 (Michael Manogue). Focus group subgroup, SAT & SMT.	a. Programme review will mean teaching load will be reduced by addressing over-teaching and high assessment levels. b. Guidance will be prepared to clarify the School's expectations in regard of working hours. c. 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.	Reduced teaching load from September 2017, improving year on year. 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 report to SMT by end of 2017, and actions disseminated by early 2018. 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.

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S11	**Underpinning and further developing staff support measures** *Some initiatives have been more successful than others. Locally flexible working has drastically improved work-life balance and has been a great enabler for easing the return from maternity leave. Conversely 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.*	General Manager (Anthea Staney) and faculty HR Manager (Bridget Millar). HR subgroup, SAT & SMT	a. The reasons behind the low uptake of Shared Parental Leave will be investigated and will be addressed. 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.	An understanding of the reasons will be by December 2017 and any resultant actions implemented in 2018. Uptake of Shared Parental Leave will increase by 100%+. 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 those eligible).
S12	**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 (Helen Whelton) & HR Manager (Bridget Millar) HR subgroup, SAT & SMT	a. The potential for gender bias in salary will be investigated to the following. 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.	A report to SMT by the end of 2017 detailing salary across roles and genders. Actions instigated depending on the outcomes and will new mechanisms to ensure **equal** pay across genders by 2021. Findings will be presented to SMT by mid-2018. Actions will be agreed and in place by the end of 2018 with the expectation that any gender differences will be reduced by 15% by the end of the reporting period.