



## Athena SWAN Bronze department award application

<b>Name of University:</b>	University of Leeds
<b>Department:</b>	School of Dentistry
<b>Date of application:</b>	April 2015
<b>Date of University Bronze SWAN award:</b>	June 2009, November 2012 (renewal)
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Athena SWAN **Bronze Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

### Glossary of acronyms used in this Report and Action Plan

BM	Benchmarking data
CRM	Customer Relationship Management system
DHDT	Dental Hygiene Dental Therapy
DRI	Director of Research & Innovation
DS	Dental Surgery
DSE	Director of Student Education
DSC	Dental Schools' Council
ECR	Early Career Researcher
FT and PT	Full-time and Part-time student or staff
FTE	Full-time equivalent
HR	Human Resources
LTHT	Leeds Teaching Hospitals NHS Trust
MMI	Multiple-Mini-Interview
NHS	National Health Service

PGR	Postgraduate Research student
PGRT	Postgraduate Research Tutor
PGT	Postgraduate Taught student
SAT	Self-Assessment Team
SDDU	Staff and Departmental Development Unit
SESM	School Education Service Manager
SMT	Senior Management Team
SRDS	Staff Review and Development Scheme
SRIC	School Research & Innovation Committee
STEM(M)	Science, Technology, Engineering, Mathematics (and Medicine)
STSEC	School Taught Student Education Committee
UG	Undergraduate
UoL	University of Leeds
WiSET	University of Leeds Women in Science, Engineering and Technology Network
WM	Workload Model
WP	Widening Participation
Apl	Applied
Int	Interviewed
Apo	Appointed

## **1) Letter of endorsement from the Head of Department**

(maximum 500 words)

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.

As one of two female Deans of UK Dental Schools, I am acutely aware of the lack of women in senior academic positions. Since my appointment 18 months ago, the lack of women leaders has been brought home to me by the number of requests to share my 'career journey' at invited lectures, locally and internationally. What has also struck me forcibly is the value other women place on the information/experience shared at these events. Although the 'women in academia' data are clear the individual, expressed need for support of these women speaks volumes. It is thus with enthusiasm and commitment that I offer my full endorsement of the Athena Swan initiative to support the retention and advancement of women in STEMM subjects and to our own School application for a Bronze award.

The School is home to over 700 university staff and students. We have a lot of contact time with our students who are on site for most of the working day and many of whom, like the staff, have to juggle work, family and other responsibilities. Thus the quality of our working environment is especially important. We believe we can attract the best students and staff through a commitment to equality across all domains. Our goal is to build a workplace culture that supports staff and students, encourages them to support each other and facilitates them to manage competing priorities and reach their full potential. The Athena Swan Charter provides a framework to help us to achieve this goal and to monitor our success in doing so. Successes to date: our key School management meetings take place within core hours (although continued work is needed, as identified in the Action Plan); when recruiting staff we routinely offer flexible and part time solutions to working; some of our staff work part-time, flexibly or with agreed working from home; we are currently about to pilot a scheme which guarantees a return to full-time employment for staff wishing to work part-time to discharge other responsibilities for reasonably defined periods. Over 40% of our professorial staff are women: this is unusual in our area and we are very proud of it. Of these, half were recruited externally and the other half achieved the grade through internal promotion. Ironically, further back along the pipeline we are severely deficient in the number of women at SL/AP level, so addressing this issue is an important target for our Action Plan and one for which I will take responsibility to drive forward.

As Dean, I will remain engaged as a full member of the SAT. I have also applied to become an Athena SWAN reviewer to support this superb initiative and to gain an in depth

understanding of what makes work 'work' for everyone. I will fully support our Action Plan and will ensure that resources are made available to deliver it. Ultimately our work will support women to navigate the leaky pipeline and will help to reduce their attrition when transitioning to senior positions.

A handwritten signature in black ink that reads "Helen Whelton". The signature is written in a cursive, flowing style.

***Professor Helen Whelton***

***Dean of Dentistry***

Words in Section 1: 500

## 2) The self-assessment process

(maximum 1000 words)

- a) A description of the self-assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.

The University of Leeds' School of Dentistry Self-Assessment Team (SAT) (Table 2.1) was assembled through invitation of key contributors with diverse backgrounds/experiences and through self-selection of those with a particular interest in the initiative of gender equality in the School. The constitution of the SAT represents academic, academic-related and administrative staff. It includes students, both undergraduate (UG) and postgraduate (PG), those with and without children and other caring responsibilities, full-time (FT) and part-time (PT) staff, dual career families and recently promoted staff.

**Table 2.1 Membership of the School of Dentistry's Athena SWAN Self-Assessment Team**

<i>Name</i>	<i>Title</i>	<i>Additional Information agreed by all members for publication</i>
Mr Jim Brierley	School Education Service Manager	FT, dual career family, two children. Works from home one day per week to facilitate childcare arrangements
Dr Nigel Bubb	Lecturer in Dental Materials	FT, timings of 3h daily commute adjusted to travel out of peak times. Uses a University-owned tablet, so is able to work whilst travelling
Professor Deirdre Devine	Director of Research & Innovation	FT, husband is also an academic at this University, which facilitates flexible working. Department was supportive when undertaking phased return after long-term illness
Professor Gail Douglas	Professor of Dental Public Health	FT, appreciates the opportunities around flexible working, both personally to facilitate multiple external commitments/travel and on behalf of the P/T staff she manages
Mr Nahar Ghouth	PGR student	FT, one 3 year-old child. Representative of 2 <sup>nd</sup> year PG students
Miss Emma Houlston	UG Dental Student	Has special interest in support provided for women in dentistry and the development of their careers
Mrs Ruth Kayman	Research and Innovation Manager	FT, dual career family, three children. Formal flexible working arrangement facilitates childcare. Took extended maternity leave and appreciates affordable childcare arrangements
Mr Liam Lawlor	PGR student	FT, works with informal flexibility, which supports the nature of PGR study. President of

		the School-funded PG Society, which runs networking and social events
Mrs Julie McDermott	Research and Innovation Officer (0.8 FTE)	PT, dual career family. Two school-age children. Access to good value car parking and staff discount at University gym helps sense of inclusion. Promoted with support from managers in 2012
Professor Michael Manogue (Chair)	Director of Student Education	FT, dual career family, two children. Informal flexible working facilitates childcare arrangements. Completed MSc and PhD supported by University, as a member of staff
Ms Bridget Millar	Faculty HR Manager	FT, uses on-site gym facilities to create a balance between work and wellbeing
Miss Sara Misra	UG Dental Student	Mother of two children. Daily commuter (140m round trip). Has special interest in support for students who are parents and in University childcare policy
Dr Sarah Myers	Research Technician	FT, dual career family. Promoted with support from managers in 2010; planning for further promotion soon. Active in organising/promoting WiSET. Access to discounted Metro Card and University gym facilities
Ms Maria Ayaz	Head of Equality Policy Unit, University of Leeds	FT, has worked in the field of equality and inclusion over the last 14 years. Supports and promotes the University's provision of flexible and inclusive working opportunities
Ms Zarina Sutton	University Athena SWAN Support Officer	FT, uses on-site gym facilities to integrate work-life balance. Recently moved to Birmingham and has taken advantage of the flexible working policies available at the university in order to do this
Professor Helen Whelton	Dean and Head of School	FT, dual career family, four children. Weekly commute between Cork and Leeds, plus travel for international responsibilities facilitated by excellent connectivity and informal flexible working. Communication and flexibility are keys to success. Recruited to University of Leeds in 2013
Dr Simon Wood	Associate Professor	FT, wife is also an employee of UoL; joint flexible working helps work-life balance. Followed an academic career; the School has supported a 2yr sabbatical to the US

- b) An account of the self-assessment process: details of the self-assessment team meetings, including any consultation with staff or individuals outside the university and how these have fed into the submission.

Following the decision of the School's Senior Management Team (SMT) in early 2013 that the School should submit a Bronze Application for an Athena SWAN award, a SAT was established to oversee the self-assessment process and prepare the Application. It first met in June 2013 and has continued to meet on at least a monthly basis since then. The SAT is chaired by the Director of Student Education (DSE), who is also a member of the School's SMT. It is supported by Faculty Human Resources (HR) and the University's Equality Policy Unit (EPU). Athena SWAN is a standing item on the agenda of the SMT, which meets every month. The Chair reports on a quarterly basis to the School Research & Innovation Committee (SRIC) – the Chair of which is also a member of the SAT (the Director of Research and Innovation; DRI) – and to the School Taught Student Education Committee (STSEC), which he chairs. The SAT's work has ensured that the process of development of this Application is informed by local input and through the use of a Staff Cultural Survey. Our communications strategy in relation to gender equality currently includes: a gender-friendly School website; Athena SWAN pages, which include information on the SAT and HR policies; a shared internal repository on 'Sharepoint'; regular updates via 'Dencomms', our weekly School information e-bulletin; and a newly implemented Dean's blog. The Action Plan includes further development of these communications to fill information gaps and to encourage staff to participate in developmental initiatives, as we prepare for a Silver award.

The team realised that the National STEM Staff Cultural Survey (the Cultural Survey) questionnaire formed an excellent basis for data collection, but that it might benefit from being validated in the local setting. Interviews were conducted with a sample of staff who varied in terms of gender, ethnicity, grade and type of appointment, to test the questions and help inform the development of a locally contextualised survey. This was felt to be relevant, so that we may find if any amendments would help to foster a strong culture of inclusiveness. The results of the slightly modified survey inform this Application and its Action Plan. The survey was open for online and anonymous completion over the Christmas period of 2013 and into mid-January of 2014. With reminders, it achieved a good response rate of **65.1%**. Its main findings permeate the Action Plan and are highlighted in section 5 of the Application. Relevant points are mentioned throughout the Application. The Cultural Survey will be repeated annually, starting at the end of 2015.

The SAT has reviewed successful Applications both from within this University and other Universities' Schools of Dentistry to ascertain elements of best practice. Members have attended regular Athena SWAN Information Events in the University of Leeds and workshops (both locally and nationally); the Chair represents the School on the University's Athena SWAN Steering Group (see Section 5 for a description of how this Group has changed in the last year). On several occasions, contact with the Medical and Dental Schools' Council Athena SWAN representative has been made and the helpful feedback received has directly influenced our approach. Within the last six months our Dean, a member of the SAT, has delivered highly successful presentations on gender in academic career progression, both in general and in Dentistry (e.g. to the inaugural Women in

Science, Engineering and Technology (WiSET) conference in the University of Leeds, to our School's staff, to the inaugural meeting of the Dental Postgraduate Students' Society of the School, to the Queens University of Belfast annual Athena SWAN lecture and to the American Dental Educators Association 'Women in Leadership' Conference, held in Barcelona (proceedings *in press*). Her own experience of navigating the leaky pipeline has been key to this dissemination.

c) Plans for the future of the self-assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self-assessment team intends to monitor implementation of the action plan.

The SAT has developed into a well-functioning, cohesive and mutually supportive team providing, for many members, the first opportunity to work at School level. It has been pleasing to see the positive outcomes from sub-groups, which were originally created for drafting of early sections, for example on 'students', 'staff', or 'organisation and culture'. Their collective approach to preparation of sections of the narrative and their independence in working with University central services whilst collecting data has been impressive. A member of the 'student' data sub-section is Chair of the PG network of students; a member of the 'organisation and culture' sub-group has been proactive in the development of a local spin-off of a University women's group (see section 4 for a description of WiSET). The SAT will continue to meet on a monthly basis, to monitor the implementation of the Action Plan and to develop the work that will be required to lead the School towards the preparation of a Silver Award Application (intended for submission in 2016-17). Momentum will be maintained and the team will be refreshed to implement new ideas. We have already revitalised our membership, since the previous unsuccessful application. Formal reporting mechanisms will be as noted above. Not only will the SAT continue to develop best practice in relation to Athena SWAN, but it will help to further inform the School's strategy on Equality and Inclusion more generally, through frequent interaction with the SMT.

Word count for section 2: 948

## **ACTION 1: Further implement the School communications strategy in relation to Athena SWAN**

**Action 1a: Revitalise Athena SWAN communications**

**Action 1b: Repeat the STEM Cultural Survey on an annual basis**



### **3) A picture of the department**

(maximum 2000 words)

- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The School of Dentistry provides education for the dental team, as well as world-class research in oral health and disease. Undergraduate education is sector-leading; ours is the only UK Dental School to have fully modularised delivery and, for the Dental Surgery programme, to include an Integrated Undergraduate Masters award.

Postgraduate education is a key area for further development, to enhance and deepen academic knowledge and skills, as well as specialty education in clinical dental practice. The international market for PGT students will be central to this venture.

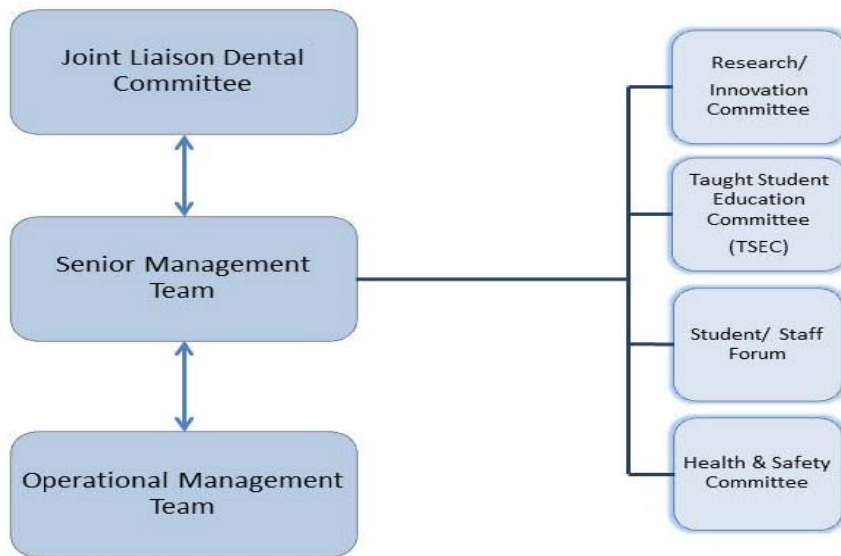
Students have access to clinical and basic science researchers with world-class reputations. The track record in basic science research is outstanding and the School has an interdisciplinary approach to meeting international priority needs for research in dentistry.

Before 2013, the School and Dental Hospital operated as a jointly funded organisation. Since late that year, the School has been independent, with a new Dean appointed and the hospital retaining the title Leeds Dental Institute (LDI). Structural review has resulted in the implementation of more participative, high-impact governance and redefined management structures (Table 3.1). The SMT has broad representation across its five Divisions and with its NHS LDI partner, has established a Joint Liaison Committee. Committee structures are shown in Table 3.2.

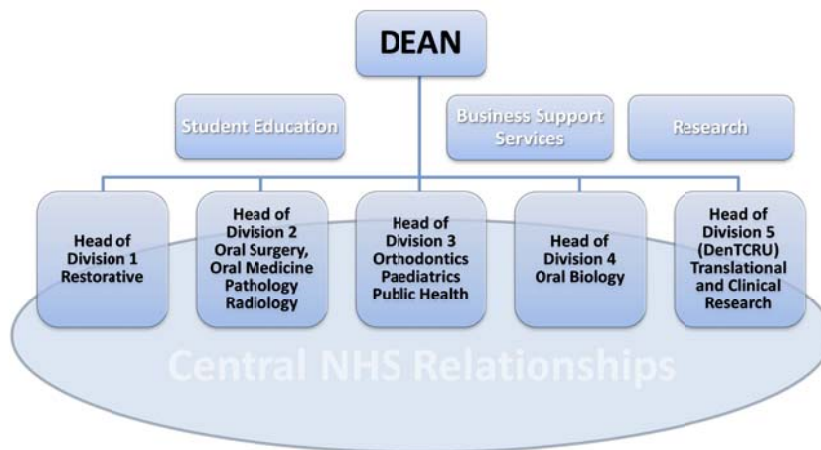
The School is part of the Faculty of Medicine and Health, one of the largest medical faculties in Europe. It works in partnership with the Leeds Teaching Hospitals NHS Trust (LTHT) to provide routine dental care for patients in support of dental education and NHS-generated delivery of oral health care to the regional population, on referral. This liaison facilitates translational research. Co-operative working with the LDI and the alliance of clinicians and scientists is of paramount importance to success.

These structures are aimed at driving effectiveness and efficiency.

**Table 3.1 Recently implemented School of Dentistry Committee Structure**



**Table 3.2 School of Dentistry Academic Structure**



The SMT (Dean, DSE, DRI, Divisional Heads, HR and Finance) meets every month, as does the Joint Liaison Dental Committee. SRIC and STSEC have Early Career Researcher (ECR) and student representation, respectively. PG representatives also sit on the PGR/PGT committees, which report to SRIC and STSEC respectively. Line management and the annual Staff Review and Development Scheme (SRDS) processes operate through the Divisional Structure (see section 4 for discussion on SRDS).

Research is focused in three Research Groups: Basic Sciences, Clinical and Applied Dental Sciences and Dental Education Research & Scholarship.

In 2005, the dental UG capped annual intake was increased from 60 to 81 Home / EU students. With additional international recruitment, the annual intake reached 96. There was some increase in the number of clinical academic staff around the time, but student expansion was not accompanied by a pro-rata increase in staff. In 2014/15, the intake was reduced again, from 81 to 72, but there is still a recognised need to recruit additional staff.

**Table 3.3 Programmes of study offered in the School of Dentistry**

<b>Programme</b>		
MChD/BChD, BSc Dental Surgery	UG	FT
Graduate Diploma in Higher Education DHDT	UG	FT
MSc Restorative Dentistry (FGDP Top-up)*	PGT	PT
MSc Implant Dentistry (FGDP Top-up)*	PGT	PT
MSc Paediatric Dentistry	PGT	FT
MSc Paediatric Dentistry	PGT	PT
MSc Dental Public Health	PGT	FT
MSc (by research)	PGR	FT
MSc (by research)	PGR	PT
PhD	PGR	FT
PhD	PGR	PT
Integrated PhD	PGR	FT
Professional Doctorate in Paediatric Dentistry	PGR	FT

\* Following successful completion of the FGDP Diploma programme, hosted by the University of Manchester

**ACTION 2: Report Athena SWAN progress to the SMT, STSEC / SRIC regularly and receive feedback on Progress Log and completion of Actions**

- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following, with commentary on their significance and how they have affected action planning.

### **Student data**

- i) **Numbers of males and females on access or foundation courses** - comment on the data and describe any initiatives taken to attract women to the courses.

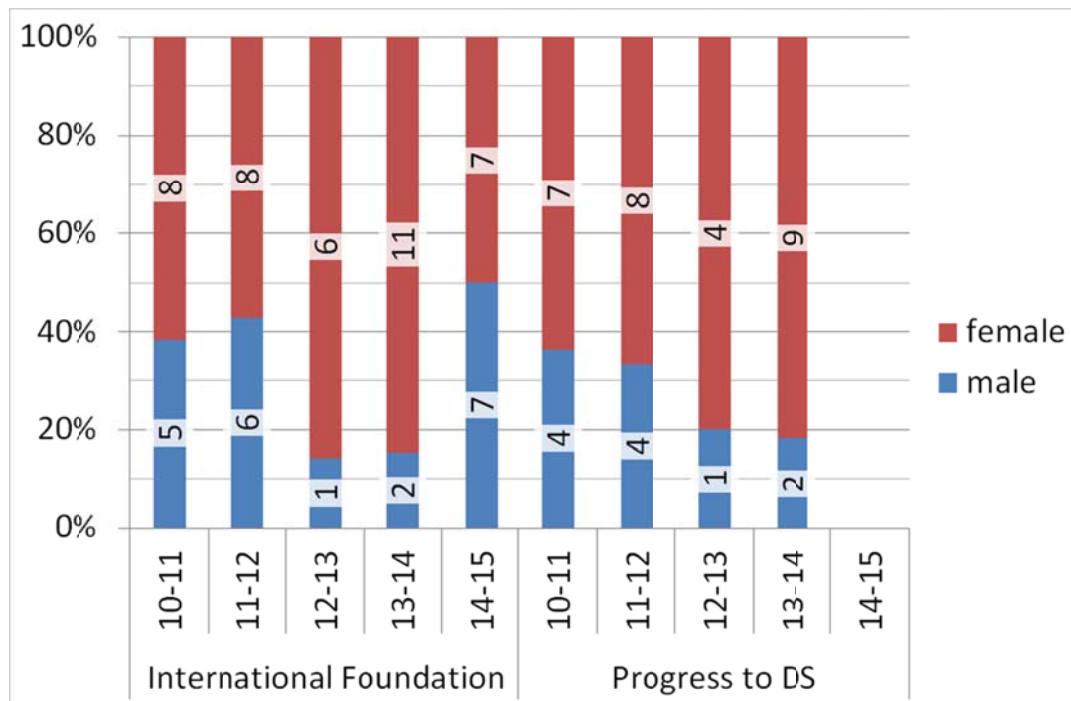
We do not offer foundation courses. However, there is a contract with the Kuwaiti Government: international students are selected by them for the University's International Foundation Year (IFY) (significantly in favour of females, Figure 3.1). Following successful completion, students become eligible to register on the Dental Surgery (DS) programme.

The School also engages with Widening Participation (WP) and outreach, making offers to eligible applicants through the University's 'Access to Leeds' programme. Figure 3.2 shows that at least 60 % of applications in this category are from females.

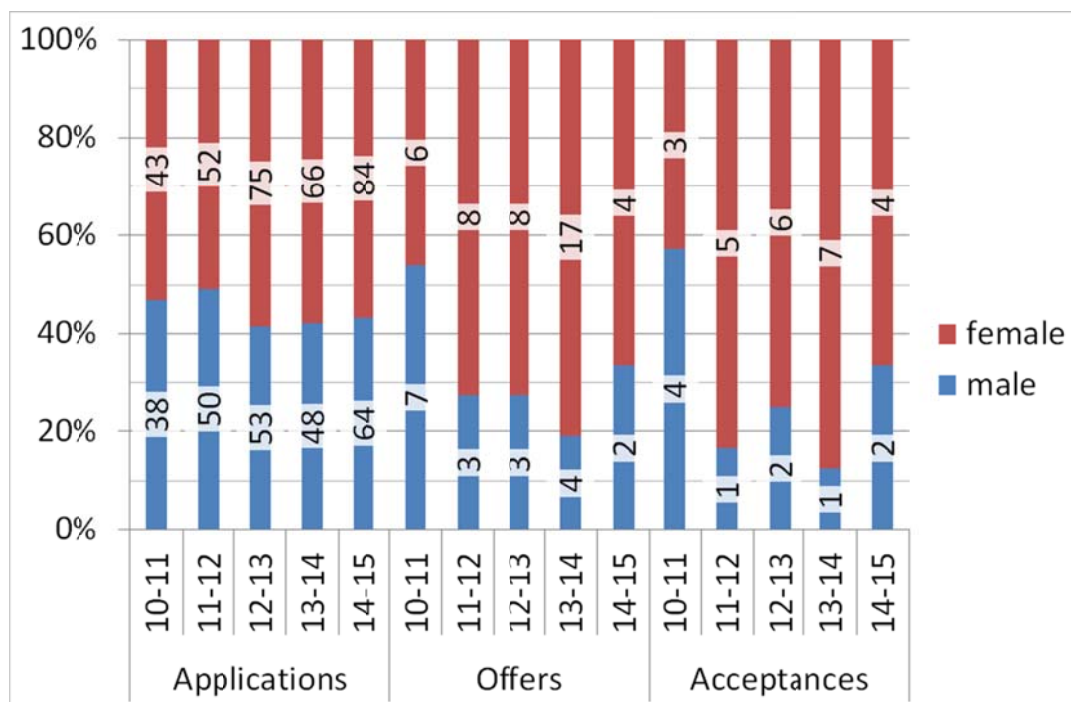
These entry routes are only available for the DS programme. Recruitment to the DHDT programme is via direct application to the School, the programme being commissioned by the NHS.

Whilst we are pleased that females are well represented, we will continue to monitor the national picture, through benchmarking (BM) data.

**Figure 3.1 Gender split of prospective dental students from Kuwait recruited to the University of Leeds International 'Foundation' Year**



**Figure 3.2 Gender split of students applying for the Dental Surgery programme via the University's 'Access to Leeds' route**



**ii) Undergraduate male and female numbers** - full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

DS and DHDT programmes are only offered as FT options. DS students may intercalate between their third and fourth years, leading to the award of an additional BSc. Subjects offered are broad-ranging, but uptake is very low indeed. BM data are not available.

Women are very well represented (Figures 3.3-3.5). Over the reporting period, the percentage of females on the DS programme has risen from 58% to 64%. DHDT has a consistently high percentage (mean 96%) of registered female students.

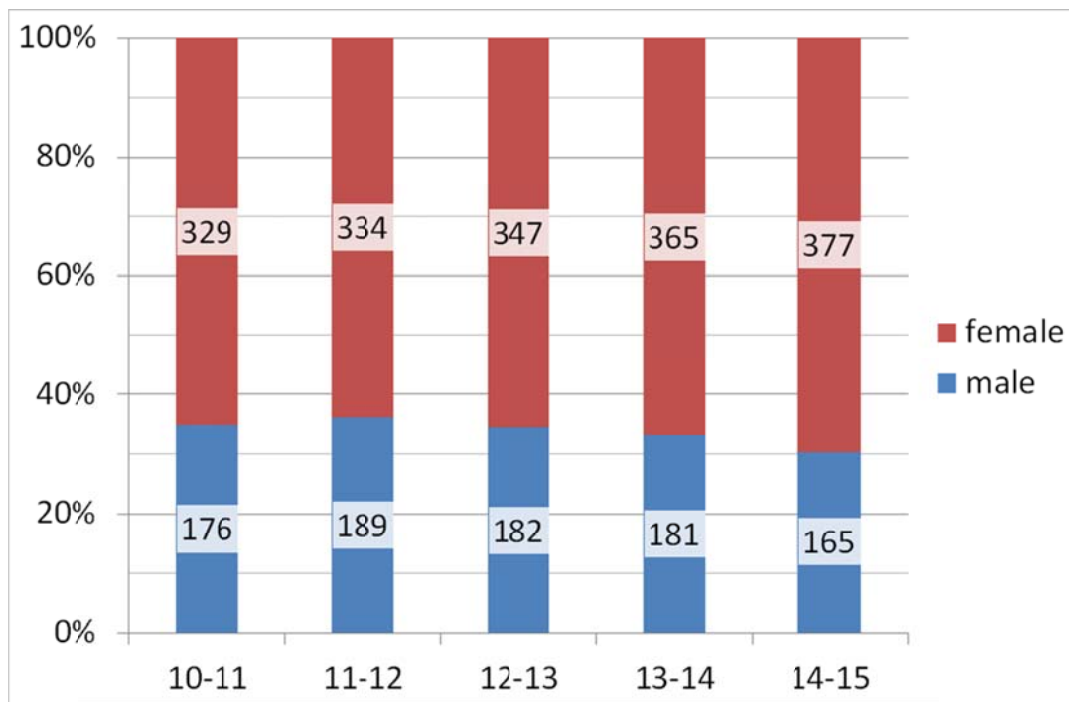
Nationally, dental schools provide a variety of programmes, but they do not all provide the same range. To compare with the national picture, DS alone is benchmarked (Figure 3.3.4). The higher levels of registration of female students in the School are in line. In DHDT, the strong gender bias is also in line with the national BM (Figure 3.5), but is more marked in Leeds.

The reasons for the imbalance are not immediately clear for DS. In DHDT, the pool of applicants is mainly from qualified dental nurses, a group which is predominantly female.

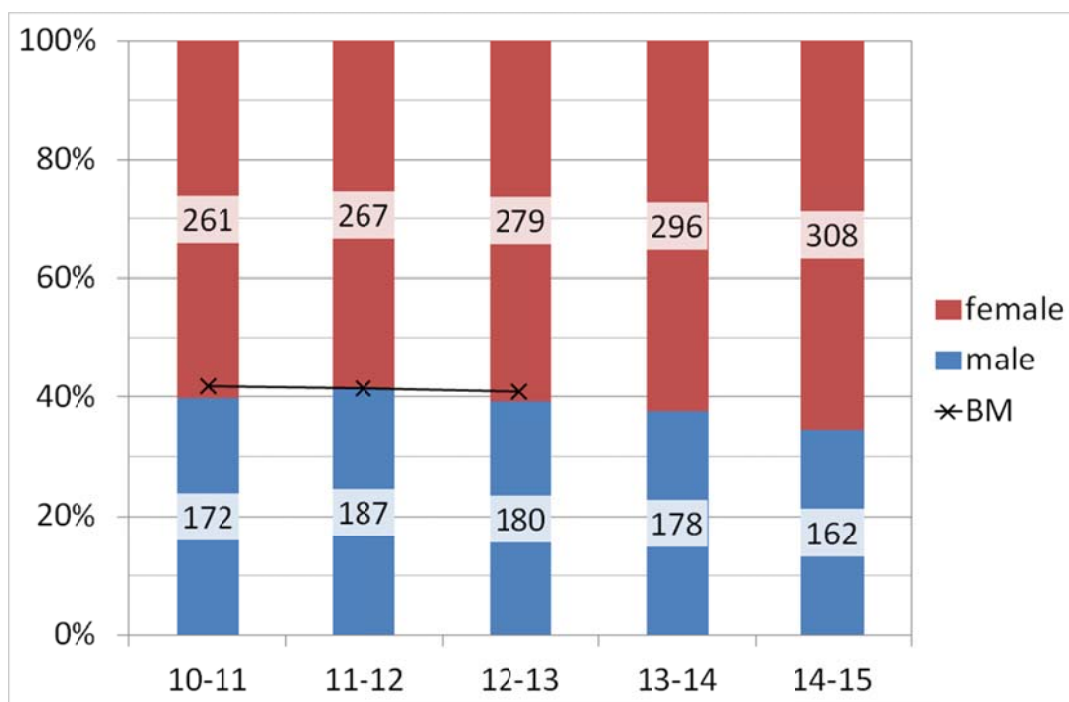
For the DS programme, we appear to be selecting favourably for females. However, it is essential that we recruit the most suitable candidates and are rigorous/fair. We have introduced, for DS in 2013/14 and DHDT in 2014/15, an interview process which has several components (Multiple Mini-Interviews: MMIs), to give applicants opportunity to demonstrate a wide range of non-gender specific skills which are relevant to the programmes of study. All staff involved in admissions activities are expected to have undertaken Equality and Inclusion (E&I) training, but uptake needs to be more effectively audited.

**Forward link to [Action 6a: MMI \(E&I\)](#)**

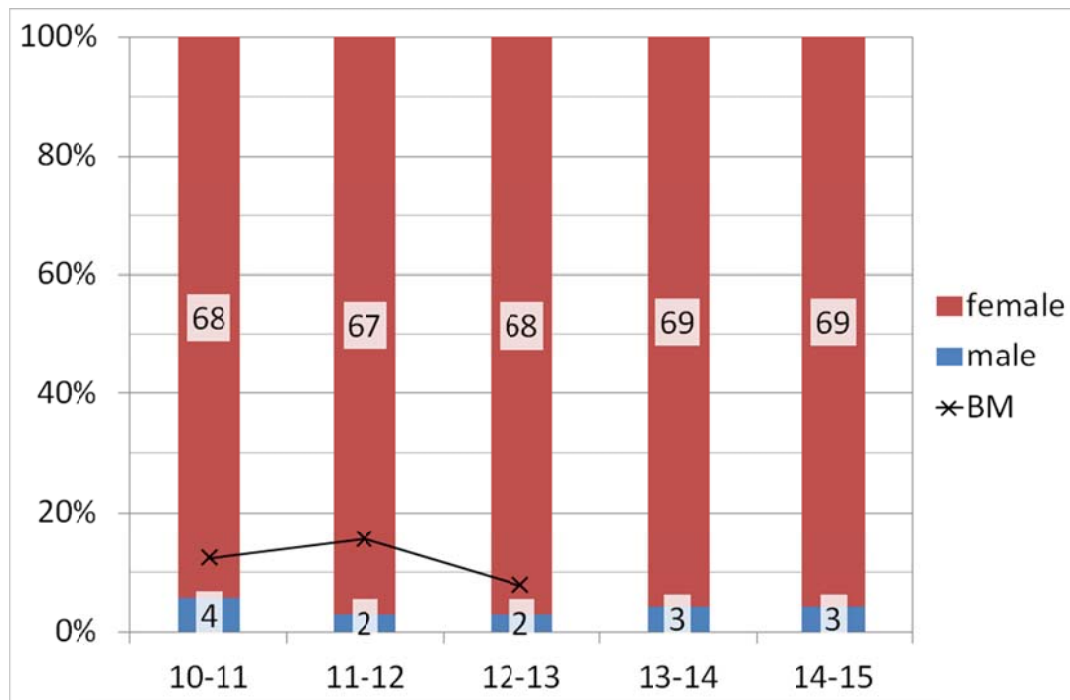
**Figure 3.3 Gender split of all undergraduate students (DS and DHDT, combined)**



**Figure 3.4 Gender split of undergraduate students on the DS programme compared with national benchmark data**



**Figure 3.5 Gender split of undergraduate students in the DHDT programme compared with national benchmark data**



**ACTION 3: Improve understanding of gender issues in undergraduate programme recruitment**

**Action 3a: Work with the Kuwaiti Government to better understand the reasons behind the apparent gender imbalance in recruitment to the IFY**

**Action 3b: Improve understanding of the reasons for the DHDT programme being overwhelmingly female, particularly so in Leeds and promote the career to men in outreach settings**

**Action 3c: Investigate the reasons for the low uptake of intercalated programmes by dental students to ensure there is no gender bias and to promote their uptake**

**Action 3d: Monitor the national picture of recruitment to UG programmes, through benchmarking (BM) data**

**iii) Postgraduate male and female numbers completing taught courses - full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**



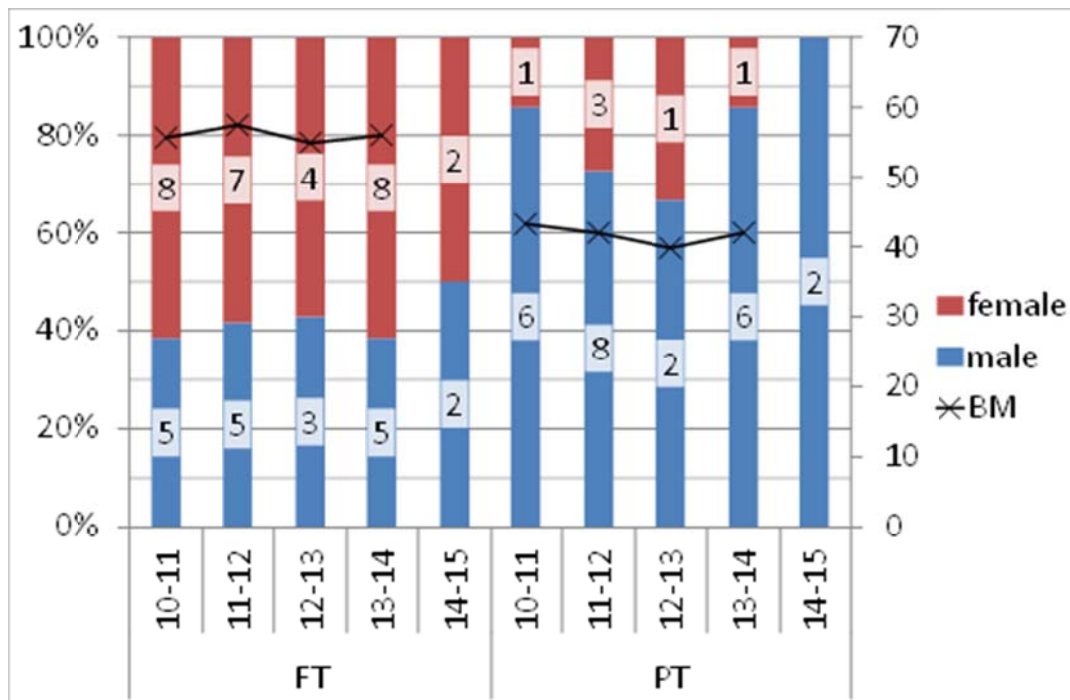
Postgraduate Taught (PGT) numbers are small (Figure 3.6). Females are more well represented in FT than PT programmes. BM data show that females are under-represented in PT programmes in dentistry in general, but the difference is more marked in Leeds.

Most PT PGTs are registered on the MSc top-up programme (collaborative provision with the Faculty of General Dental Practice; FGDP). These students are dental surgeons, who hold a PG Diploma in General Dental Practice. They undertake a distance-learning MSc. Academic support is provided remotely. Women account for only a third of FGDP Diploma holders (the only source of eligible applicants for this MSc). The FGDP gender imbalance is improving, but the legacy is reflected in the imbalanced pool of those qualified to apply for the MSc. This anomaly will be investigated.

There will be a significant fall in FT PGT completion in 2014-15, because the School suspended recruitment to all FT programmes in 2012-13. This decision came in response to falling recruitment, loss of key academics and to provide time for planning and review. The PT MSc was maintained, as applications were buoyant and delivery was independent of Leeds' clinical facilities. Programmes recommenced in 2013-14, to a streamlined portfolio.

Collection of accurate PGT data has been challenging, with discrepancies between locally and centrally provided information. The introduction of the Customer Relations Management system (CRM) should help to alleviate some of these problems; it will be implemented by the University in the PG arena, starting in September 2015. Its success will be monitored.

**Figure 3.6 Gender split of PGT students completing FT and PT programmes**



## **ACTION 4: Identify and manage gender imbalance in PGT programmes**

**Action 4a: Determine why there is a male bias in recruitment to the PT top-up MSc programme and communicate with the FGDP Diploma provider in relation to measures they have taken to improve the gender balance**

**Action 4b: Use a student focus group to better understand application drivers and why women studying PGT programmes are under-represented in Leeds**

**Action 4c: Review administrative processes for PGT data collection**

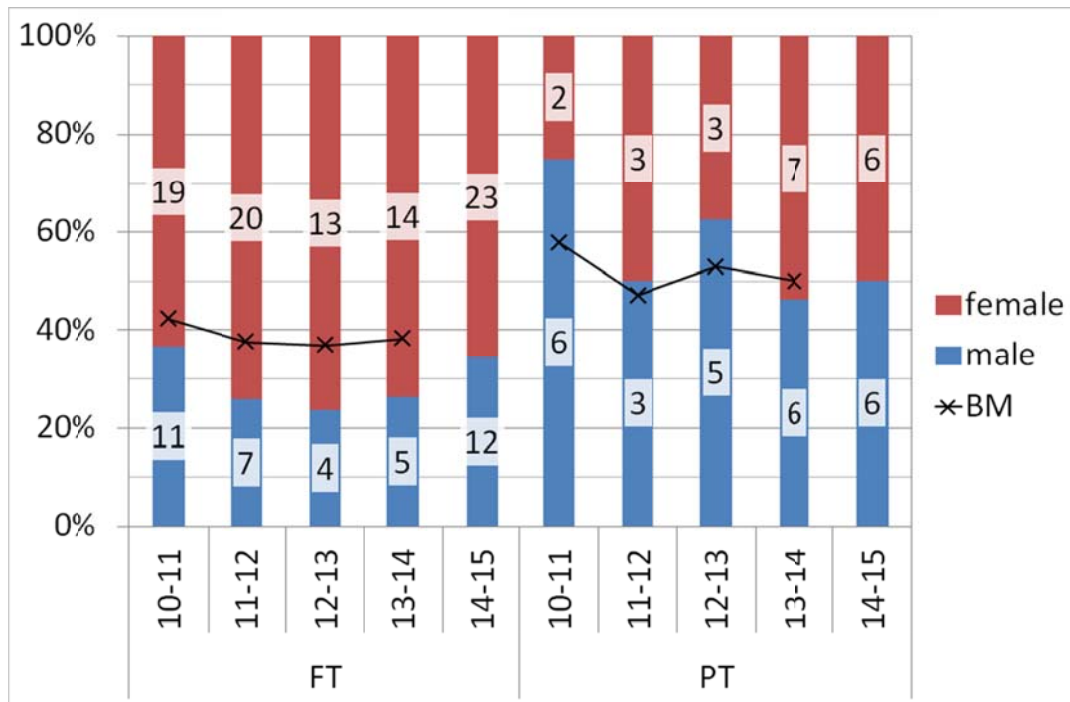
**Action 4d: Monitor CRM functionality**

**iv) Postgraduate male and female numbers on research degrees - full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**

PGR programmes are offered for both clinical and basic science candidates. Our concern is to recruit high calibre PGRs, regardless of gender. The gender balance of PGR students is shown in Figure 3.7.

The gender balance is different between FT and PT PGRs. For FT, there is a female bias, but for PT it is towards male. The imbalances are in line with the national benchmarks, but the reasons for them are presently unclear.

**Figure 3.7 Gender split of PGR students on FT and PT programmes**



**ACTION 5: Review PGR marketing and applications to encourage gender equivalence**

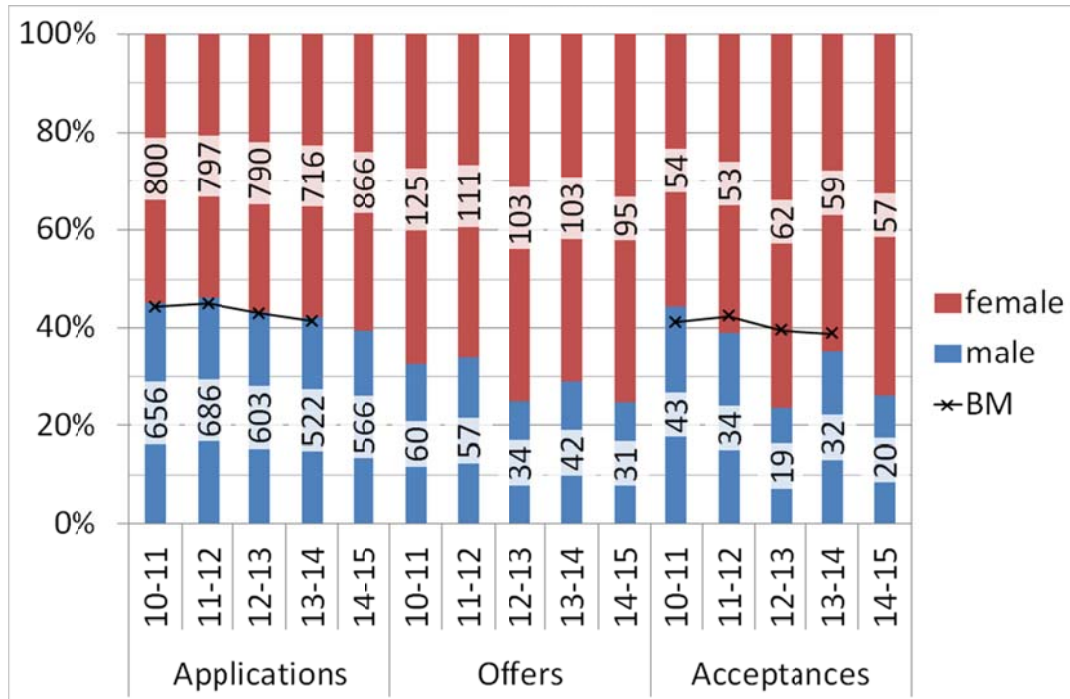
- v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees - comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.**

**Undergraduate students**

For DS, the application rate for females is between 54% and 60% and the offer rate increases from 66% and 75%. Females perform better at interview (Figure 3.8). This is in line with national benchmark data, but we will monitor and refine the selection process, ensuring we are compliant with E&I principles.

Any gender-related differences between applications and successes to the DHD programme have not been recorded satisfactorily to date, but this will improve because data recording is integral to the MMI process.

**Figure 3.8 University of Leeds UCAS applications, offers and acceptances (DS) by gender, compared with national benchmark data (BM)**



**ACTION 6: Enhance gender-related processes in assessment of applications to UG programmes**

**Action 6a: Ensure that MMI material includes Equality and Inclusion guidance/training for assessors and audit uptake**

**Action 6b: Analyse individual MMI stations for any gender bias**

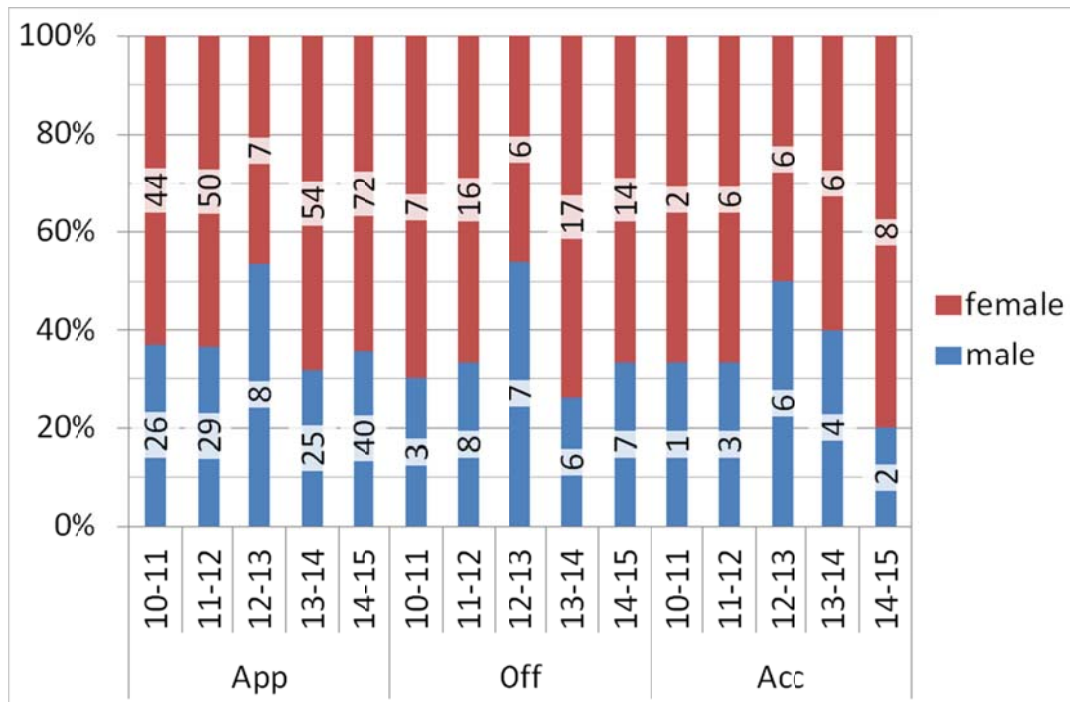
**Postgraduate Taught Students**

Conversions from offer to to FT registration are low (Figure 3.9). For international applicants, this may relate to the difficulty faced in securing funding. PT MSc top-up conversion rates are higher (Figure 3.10), possibly due to the distance-learning approach offered and that applicants must already hold a PG Diploma (FGDP).

The ratio of male/female applications is mirrored in the number of offers made and subsequent acceptances, which suggests that recruitment processes are fair.

Females are well-represented in applications to FT programmes (Figure 3.9), being significantly higher than those for males (the exception being 2012-13, the year of suspension). Females account for a lower proportion of applications to PT programmes (Figure 3.10), as indicated (FGDP-related).

**Figure 3.9 FT PGT applications, offers and acceptances by gender**



**Figure 3.10 PT PGT applications, offers and acceptances by gender**



**ACTION 7: Review PGT marketing, recruitment and conversion processes to identify any gender bias and to develop plans to rectify them, so the process becomes more effective**

**Action 7a:** Give offers early in the year preceding entry

**Action 7b:** Maintain regular contact with successful applicants to ensure that issues are identified early, offering support as necessary

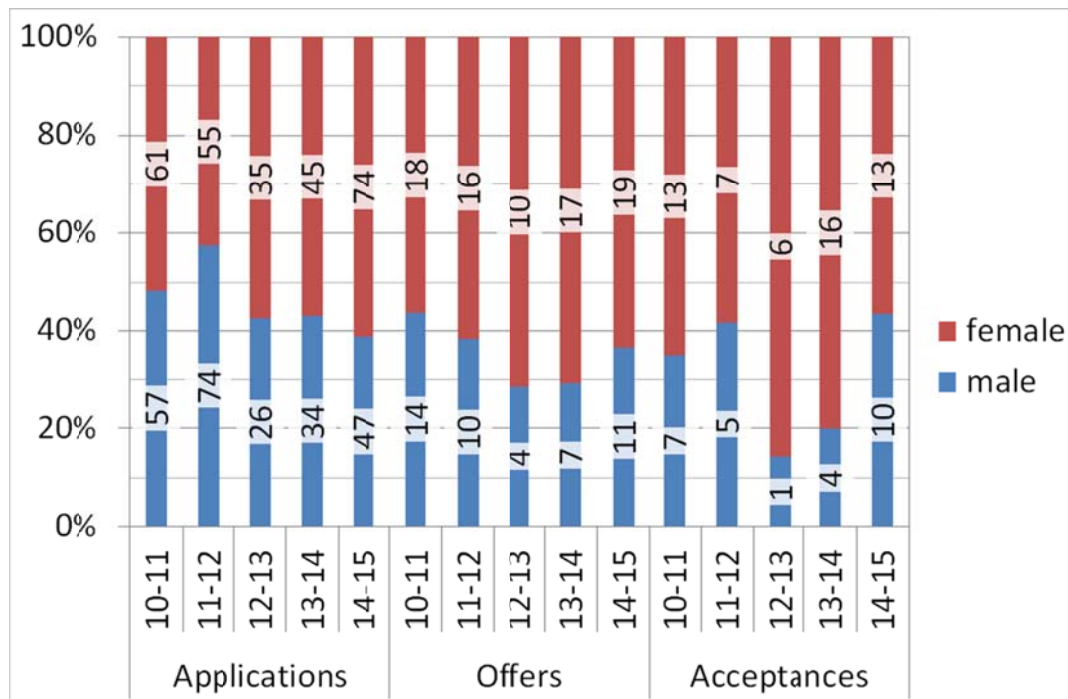
**Action 7c:** Explore reasons for the low conversion rate from offer to acceptance for international students

**Action 7d:** Review PGT marketing and recruitment processes to identify any gender bias and develop plans to rectify, as necessary

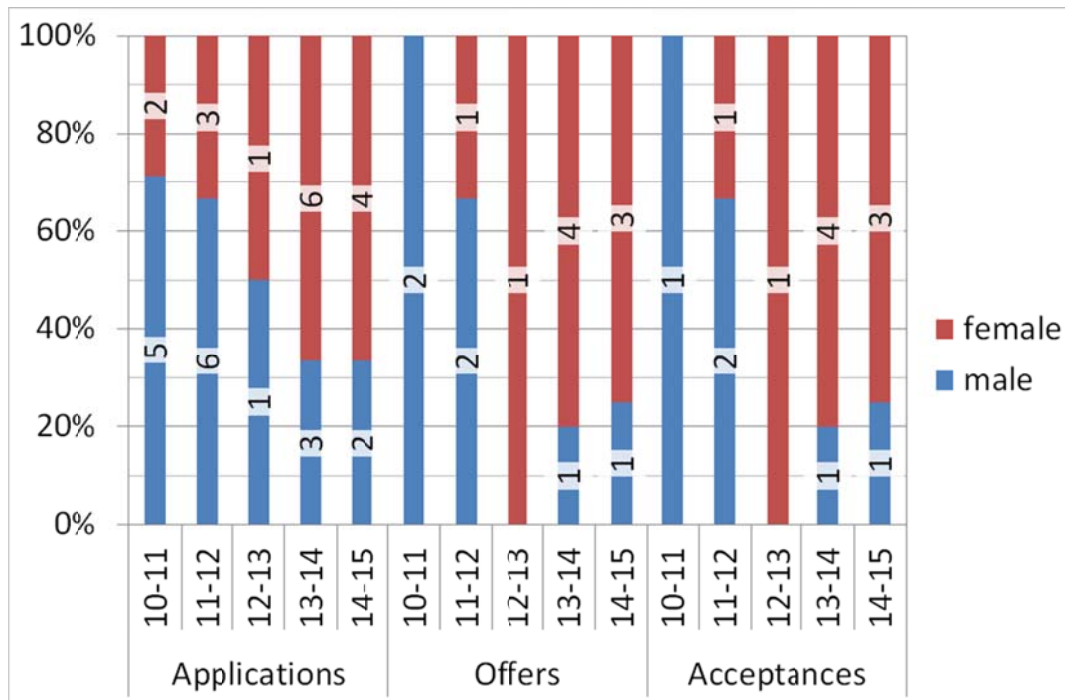
### Postgraduate Research students

FT students: there is no appreciable gender bias on application (Figure 3.11). More offers were made to female applicants and further female bias can be found in the acceptance data. Over twice the number of females holding an offer of a place accepted compared to males. The reason is unknown. The amplification of female registration is also echoed in the PT data (Figure 3.12). Historically, PT numbers appear to have favoured males, but the numbers are small.

**Figure 3.11 FT PGR applications, offers and acceptances by gender**



**Figure 3.12 PT PGR applications, offers and acceptances by gender**



**ACTION 8: Investigate the reasons for gender imbalance (favouring females) in the conversion of offer to acceptance and take action in PGR recruitment if there is bias, as necessary**

**vi) Degree classification by gender** - comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

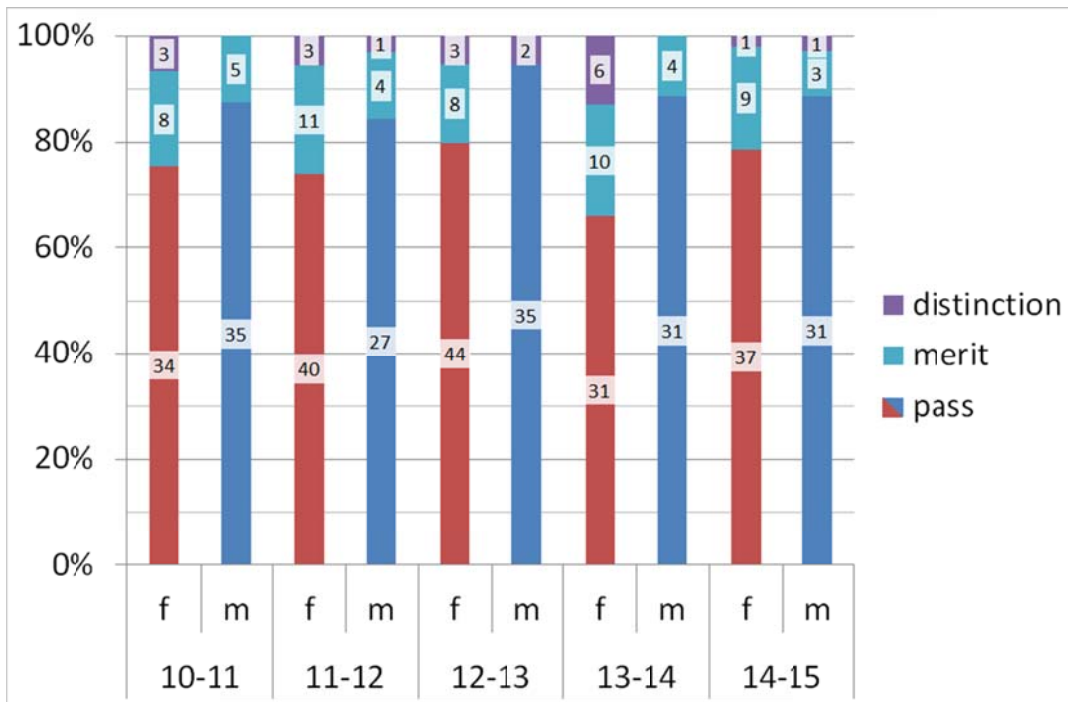
The DS programme is not classified, although students may be awarded the degree with Merit or Distinction, if their performance is sufficiently strong (Figure 3.13). Similar awards are available in DHDT (Figure 3.14) and PGT (Figure 3.15). There is no national standardisation system for undergraduate classification of dental degrees, so BM data are not available. PGR degrees are not classified.

In DS, 85% of distinctions and 79% of merits were awarded to female students. As the overall percentage of female undergraduates ranges from 58% to 64%, the results indicate that females perform to a higher level.

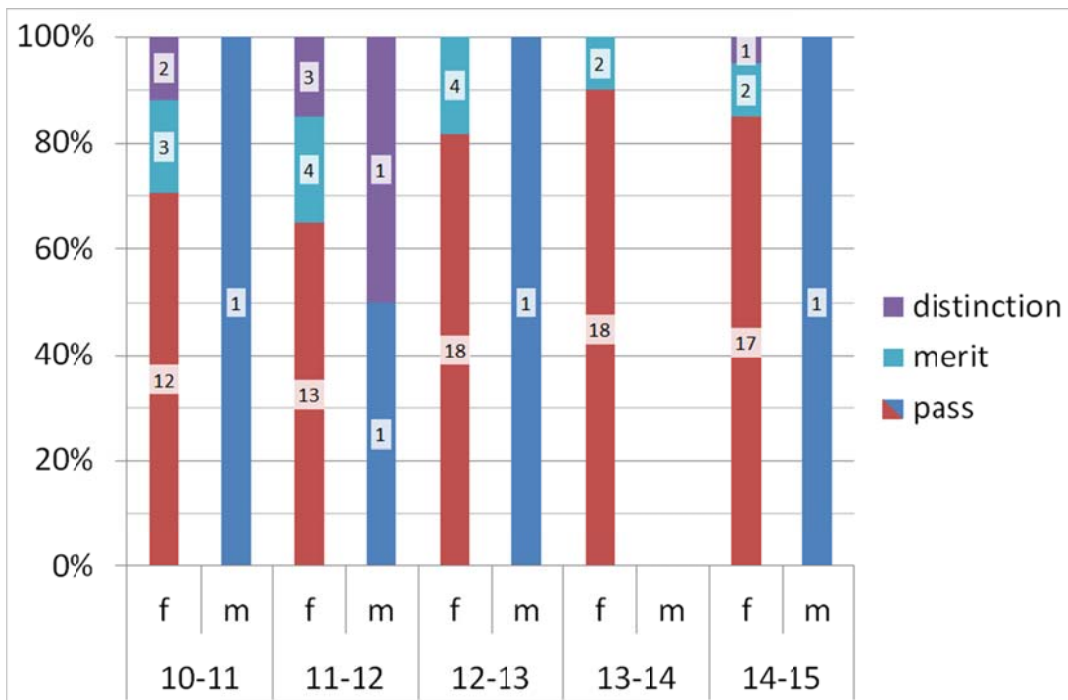
DHDT data is inconclusive, due to the very high proportion of females on the programme.

For PGT programmes, there does not appear to be a gender imbalance in attainment. There is fluctuation year by year, but the numbers are low.

**Figure 3.13 DS classification according to gender**

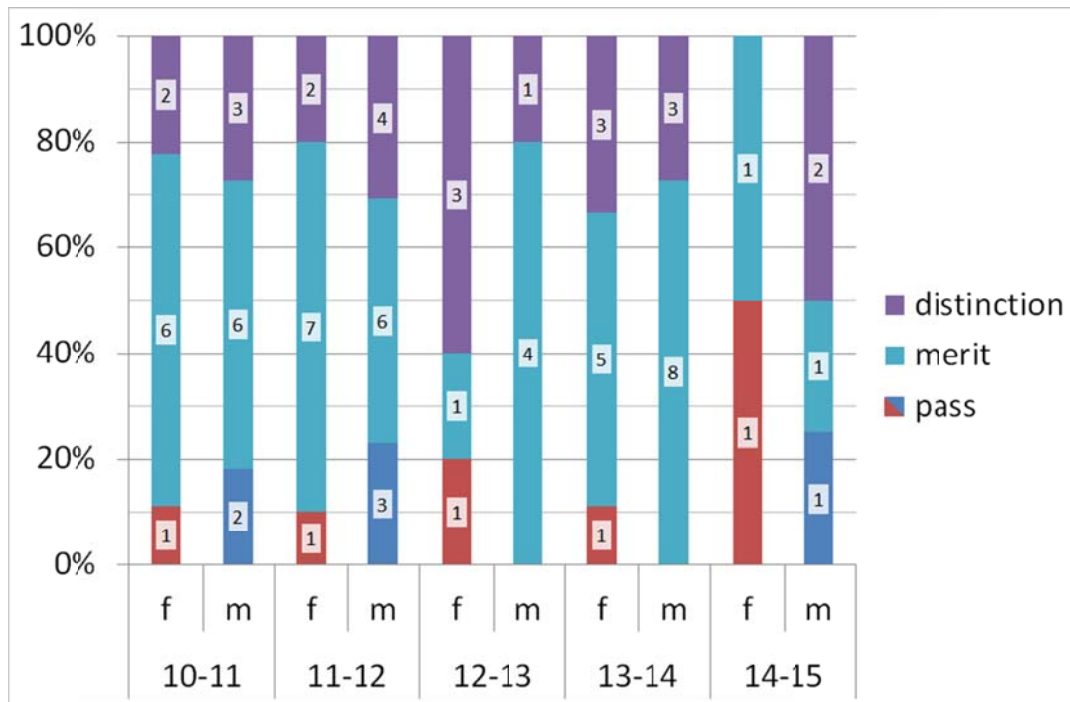


**Figure 3.14 DHDT classification according to gender**





**Figure 3.15 PGT classification according to gender**



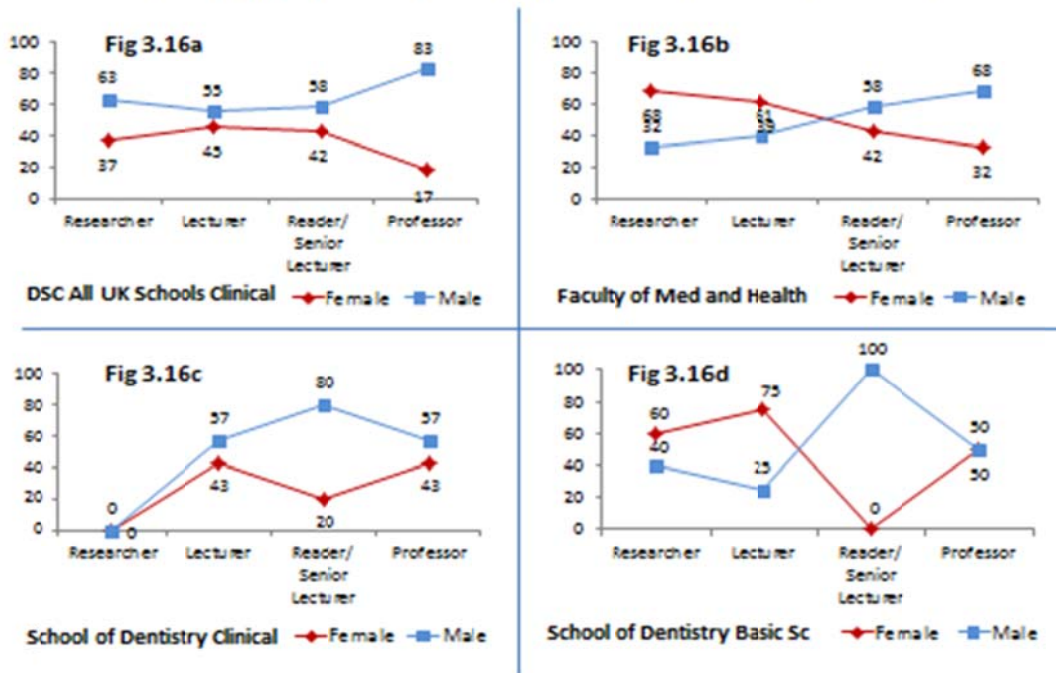
**ACTION 9: Examine the reasons behind poorer performance of male DS students and determine what support mechanisms should be put in place**

**Staff Data**

**vii) Female: male ratio of academic staff and research staff - researcher, lecturer, senior lecturer, reader, professor (or equivalent).** Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels.

## Context

Figure 3.16 School Gender Distribution and Benchmarks: a) All UK Dental Schools b) UoL Faculty of Medicine and Health c) School of Dentistry – Clinical d) School of Dentistry – Basic Science



## Benchmarks

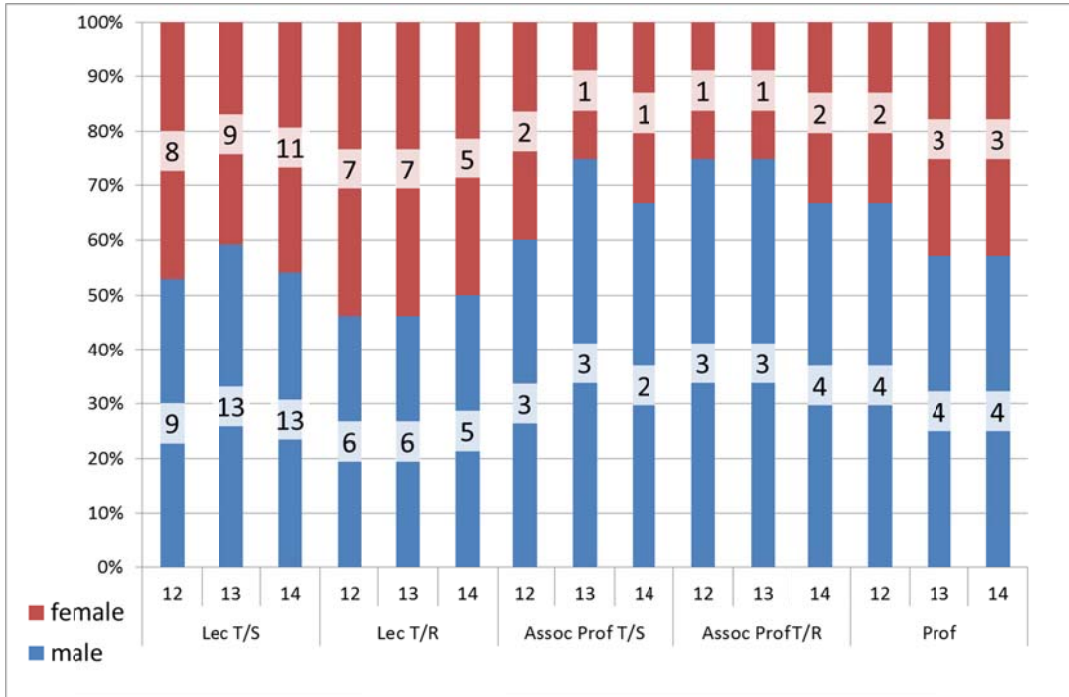
Nationally (in 2013) as shown in Figure 3.16a, 40% of clinical dental academic staff were female, up from 32%<sup>1</sup> in 2004. Female clinical dental professors increased from 11% in 2004 to 17% in 2013. Female Senior Lecturers/Associate Professors increased from 25% in 2004 to 42% in 2013. At Lecturer and Researcher level, the percentage of women was 45% and 37% respectively. Faculty of Medicine and Health data (Figure 3.16b) resembles the classic scissors plot with a decline in female representation at senior levels. In contrast, in our School, Figures 3.16c and 3.16d illustrate a more equal gender distribution at professorial level; however females at Associate Professor/Senior Lecturer level are very under-represented.

<sup>1</sup> A Survey of Staffing Levels of Clinical Academic Dentists in UK Dental Schools as at 31 July 2013 – A report by the Dental Schools Council

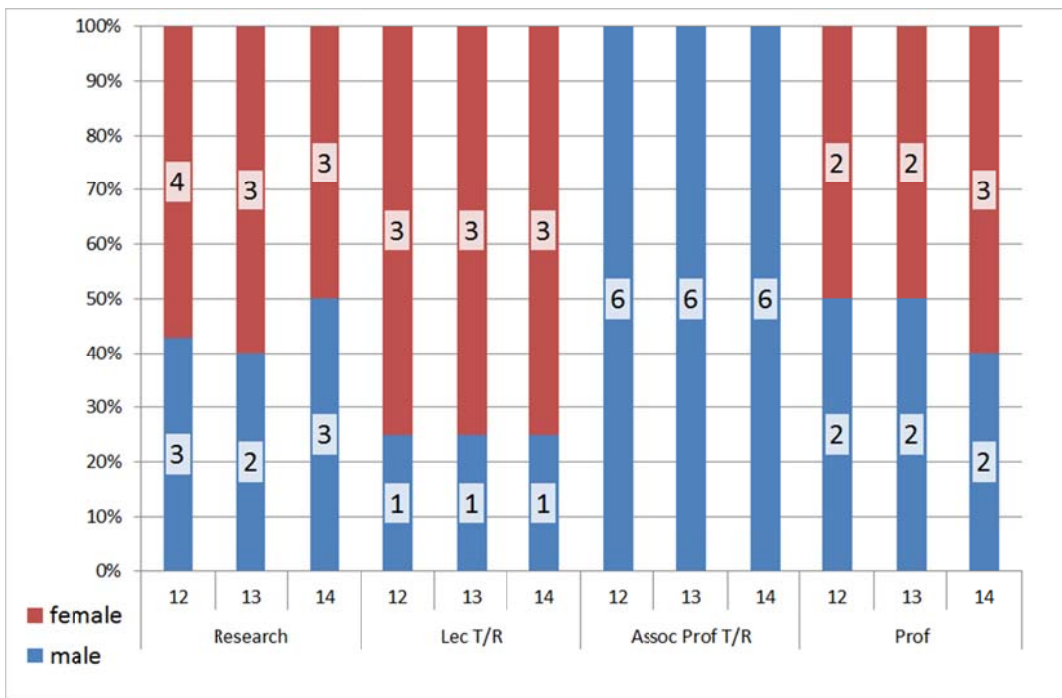
**Local data**

Although (in 2014) 44% of our School’s academic staff were female (44% clinical academic and 43% basic science), the under representation of females at the Associate Professor grade is very clear (Figures 3.17 and 3.18) and, again, this will be investigated.

**Figure 3.17 Clinical academic staff by gender**



**Figure 3.18 Basic science academic staff by gender**

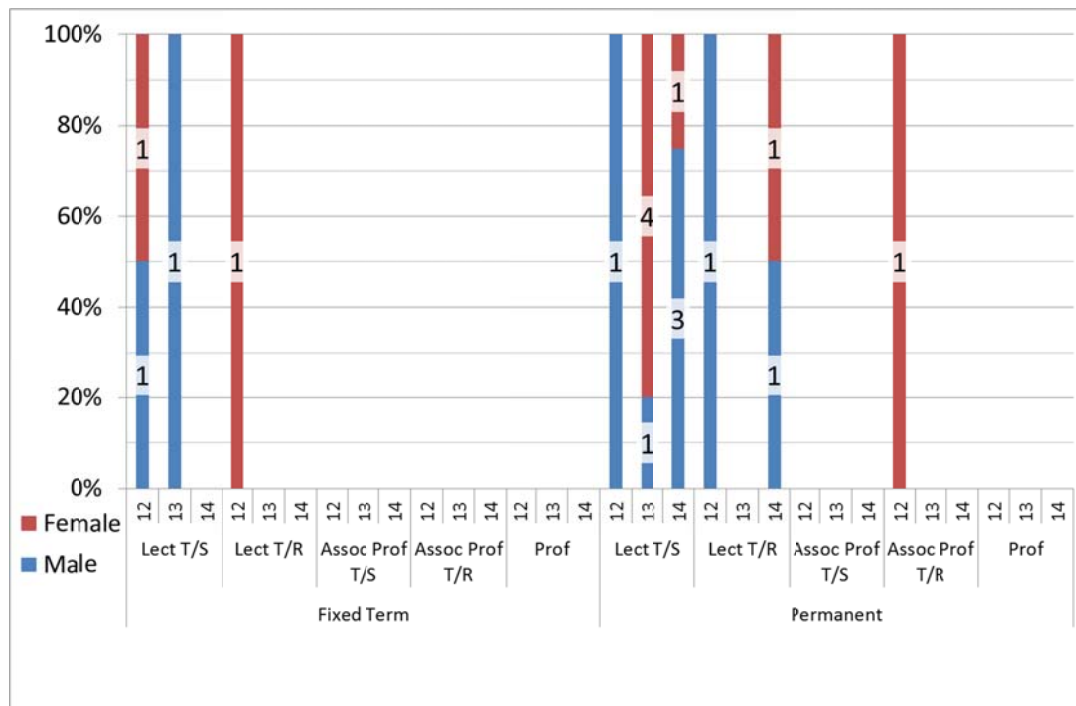


viii) **Turnover by grade and gender** - comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

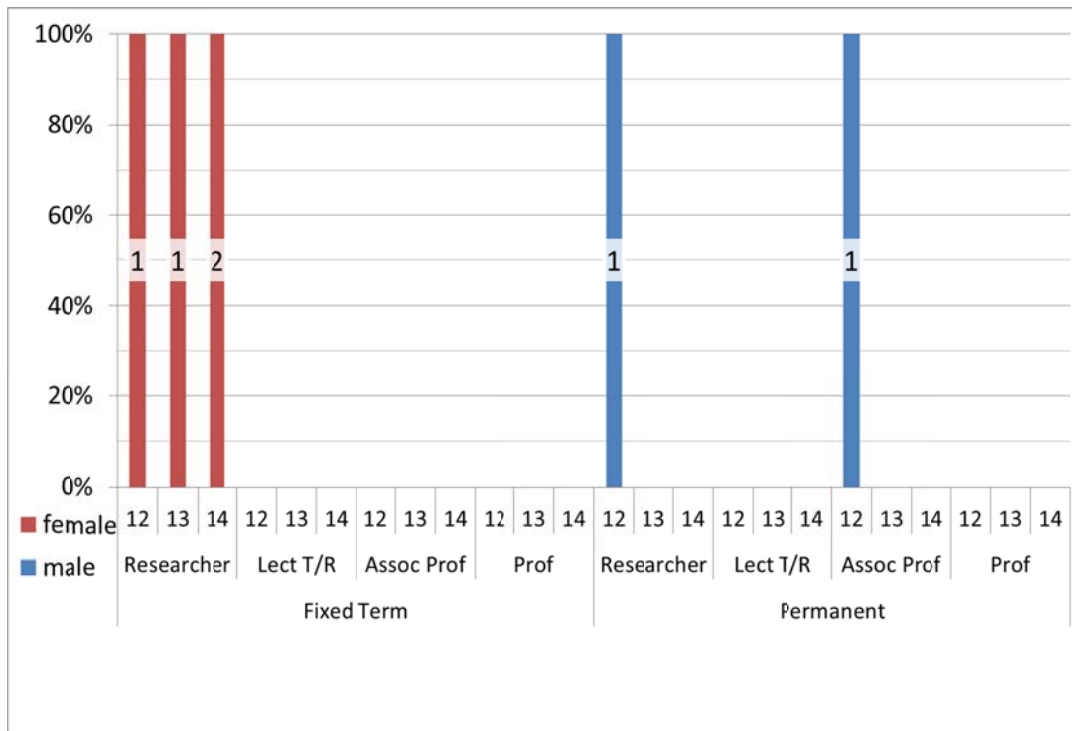
Turnover has been low with the greatest amount being amongst the T&S clinical lecturer (permanent staff) group (Figure 3.19). One reason may be a perceived lack of promotional opportunities, but this needs further investigation.

For basic science posts, turnover is again low (Figure 3.20) and often linked to grant-funded, fixed term contracts for research staff. The low voluntary staff turnover suggests staff are happy working in the school, but we will continue to monitor the situation, through extending opportunities for exit interviews.

**Figure 3.19 Turnover of clinical academic staff by contract type**



**Figure 3.20 Turnover of basic science academic staff by contract type**



**ACTION 10: Investigate the reasons for the low proportion of female staff in middle seniority positions, in particular**

**Link to ACTION 13: On promotional opportunities for women**

**ACTION 11: Improve information collection around exit interviews**

**Action 11a: Revisit opportunities for a suite of exit interviews to record meaningful data on the reasons for leaving/changing employment**

**Action 11b: Explore reasons for staff turnover, especially by those in clinical lecturer grade, holding permanent contracts**

Words in Section 3: 1946

#### **4) Supporting and advancing women's careers**

(maximum 5000 words)

##### **Key career transition points**

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

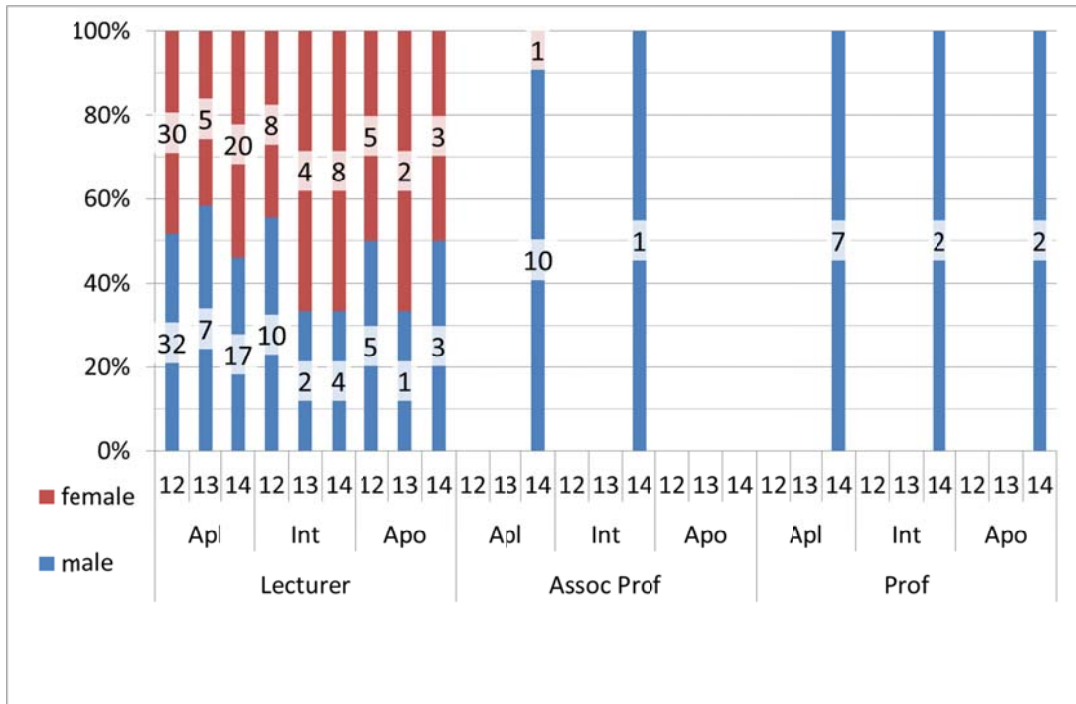
**i) Job application and success rates by gender and grade** - comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

The majority of application and recruitment over the past three years has been at the 'clinical lecturer' grade, with smaller numbers of appointments to other levels in both clinical and basic science posts.

Whilst applications and appointments for clinical posts have been broadly consistent at 'lecturer' level, with a slight increase in the proportion of females being interviewed, applicants at senior level have been mostly male (Figure 4.1).

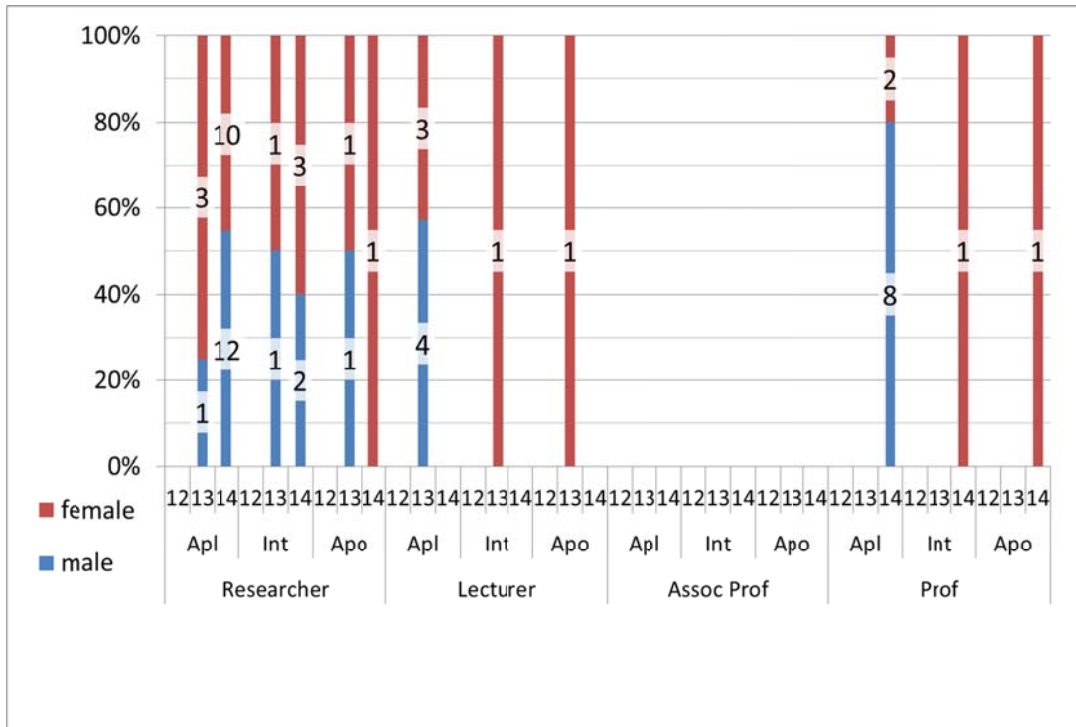
The reason for the lack of female applicants is unknown but we will review our advertisements to ensure that there is no in-built bias and continue to monitor the situation.

**Figure 4.1 Applications and appointments for clinical academic staff**



In basic science posts, female applicants have been attracted across all levels and one appointment made of a female member of staff at a senior level (Figure 4.2). Again, numbers are low, but as mentioned, our advertising and appointment process will continue to be kept under review.

**Figure 4.2 Applications and appointments for basic science academic staff**



**ACTION 12: Ensure there is no gender bias in recruitment**

**Action 12a: Collect and monitor robust and efficient recruitment data, by grade of appointment and gender**

**Action 12b: Monitor job applications and success rates by women**

**Action 12c: Confirm that advertisements for all posts are designed to ensure that there is no gender bias in the wording and that there is full compliance with the University’s Equal Opportunities policy**

- i) Applications for promotion and success rates by gender and grade -** comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Applications for promotion are very low; Figures 4.3 and 4.4 illustrate this for the past three years. In the reporting period, only four academic or research staff, two female and two male, applied for promotion. The system for collection of data in relation to application by



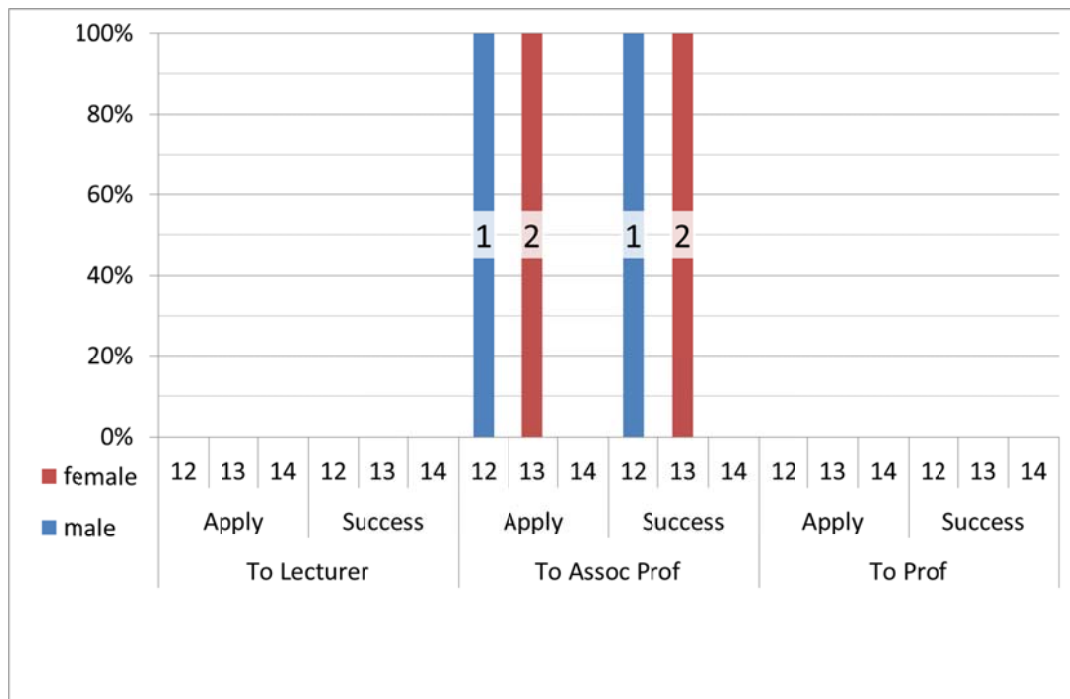
grade or gender has not been transparent and needs to be improved. SRDS is the major route for identifying candidates.

The Staff Review and Development Scheme (SRDS) process is the main vehicle for discussion of promotion-readiness and the guidance notes for reviewers require them to discuss promotions with staff who are at the top of or nearing the top of their grades. The uptake of the SRDS scheme has not been complete and in 2014 was 77% of the total staff group. We will increase the proportion of staff reviewed to be as close to 100% as possible, whilst focusing on quality of the experience as well as quantity of staff involved.

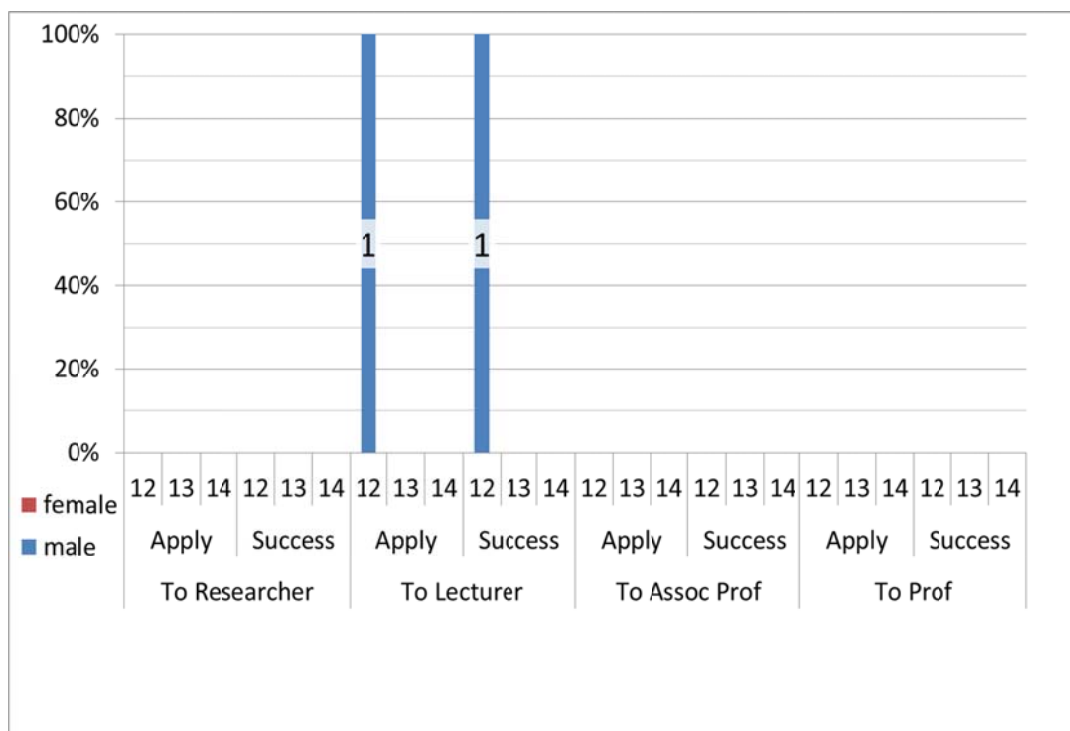
Administration systems to support line managers in the process will be reviewed, with a view to improving consistency and dissemination of information on promotions criteria, to better support career development.

We need to explore why there is a discrepancy between the number of staff at the top of grade and the number of applications for promotion. In the Cultural Survey, nearly one quarter of respondents reported that they disagreed/strongly disagreed that: *“I understand the promotion process and criteria in my School”*, with twice as many females than males in that situation. We need a better understanding of why staff do not understand or apply for promotion and to ensure that effective support mechanisms are in place to support staff at the top of their grade, as well as reinforcing the requirement for promotion to be discussed during SRDS.

**Figure 4.3 Promotions applications and successes for clinical academic staff**



**Figure 4.4 Promotions applications and successes for basic science staff**



**ACTION 13: Ensure that women’s promotional opportunities are enhanced**

**Action 13a: Provide additional guidance for SRDS reviewers and female reviewees about the importance of discussing promotional opportunities**

**Action 13b: Use a focus group to elicit views on why applications for promotion are lacking and put in place appropriate support mechanisms**

**Action 13c: Give a Promotions Workshop to colleagues at the top of grade**

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

i) **Recruitment of staff** - comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its shortlisting, selection processes and criteria comply with the University’s Equal Opportunities policies.

The School advertises all vacancies as being available for job share. Each advertisement now also contains the statement of good practice that *“The University of Leeds is committed*

*to providing equal opportunities for all. The University is a charter member of Athena SWAN and holds the Bronze award. We will be happy to consider job share applications and are committed to flexible working for all our employees".* Family-friendly policies are available on the HR pages of the website.

At recruitment, single gender interview panels are not permitted, unless by exception and approved in advance by Faculty HR management. All members of interview panels are required to undertake E&I training. However, there is currently no system in place by which this is confirmed prior to an individual taking part in an interview, locally and we will put in place appropriate monitoring arrangements. It is possible that clinical staff may have undertaken training through the NHS.

#### **ACTION 14: Ensure gender balance of interview panels and commit to E&I training for all panel members; review uptake**

**ii) Support for staff at key career transition points** - having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

The University's Staff and Department Development Unit (SDDU) runs comprehensive courses to support staff during career transition periods. The 'Leadership and Management' Suite, which includes the academic year-long 'Tomorrow's Leaders', which introduces concepts of leadership/management and how to set realistic/achievable expectations of ourselves and others. The programme involves seminar sessions, action learning sets and individual mentoring meetings. Female staff are well represented and the programme is successful. Since 'Tomorrow's Leaders' began in 2003, five male and seven female members of School staff have participated. Comments from colleagues are that the programme "gave confidence and self-belief", "a 'tool kit' to use to be a more effective manager", "the opportunity to network", that "action learning sets were productive and supportive, being focused on real, current issues and they gave an opportunity to find out how colleagues approached problems that seemed insurmountable".

'Springboard' is an award-winning, three-month personal development programme for women. It was created to enable women to achieve greater recognition / influence and to fulfil their potential in both work and personal lives. 'Springboard' supports the University's Single Equality Scheme, in giving women the tools to develop themselves and their own careers. It is open to all female staff and so far, three of Dentistry's staff have benefitted from it. Participants say that the all-female environment was supportive and secure, that it was "the most useful of courses provided" as it gives time for reflection and consideration of how work and personal life fit together, encouraging effective career planning. Opportunity to participate will be encouraged.

The University's mentoring website offers guidance on process and good practice. In the School, academic staff are allocated a mentor during their induction/probation period. Post-probation, staff are still entitled to a mentor, a process which is agreed between the line manager and the individual in question. The effectiveness of the relationship is monitored through SRDS. Additional guidance is required to effect more consistent provision and uptake of support opportunities. Some Schools/Services within the University have set up their own mentoring schemes and we will learn from these, to consider how we can improve.

Work is required to understand/evaluate real and perceived barriers to female career progression and gender career parity. We need to determine which interventions would best support women best at crucial stages of their career. It is important to note that development is not solely about progression to the next grade, but should cover opportunities to move within the School, perhaps on the same grade but diversifying, or to move to positions outside, as appropriate. The Cultural Survey elicited that there is a lack of knowledge regarding developmental opportunities and a lack of confidence about applying for opportunities or where to go for support.

### **ACTION 15: Ensure that support for women at key career transition points is effective**

**Action 15a: Promote the University's courses on career transitions**

**Action 15b: Consider how to enhance mentoring, post-probation**

### **Career development**

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

**i) Promotion and career development** - comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

In April 2012, the grade of 'Reader' was removed and that of 'Senior Lecturer' replaced by 'Associate Professor', to assist with the understanding of roles, internationally. Current post holders could choose to keep their current title or transfer to the new title.

As identified, the promotions procedure is not sufficiently well understood by some staff and we will implement actions to broaden this, help individuals recognise that they are ready for promotion and support them through the process, using SRDS as the tool.

SRDS is required for all staff on an annual basis, but needs better engagement. It provides time for a private, structured conversation, usually with the line manager, that aims to explore the contribution that each staff member has made in the past twelve months and plans for the subsequent year. Individuals are encouraged to seek 360 degree feedback on their performance. Whilst the process provides guidance for the discussion of promotional criteria, it is unclear how widely this occurs or how effective it has been.

The revised University promotions processes and criteria were created, along with central promotion advisers, to assist staff in their preparations, although advisers are permitted to comment only on the procedural nature of the process. We will review the local benchmarks of promotions criteria, to make them as clear, fair and appropriate as possible and identify promotions advisers at School level, for them to take a pro-active stance in the encouragement of staff, particularly women, towards enhanced career opportunities. An area of good practice is that two Professors are already Aurora National Champions, coaches and mentors for academic women and we will ensure this expertise is of benefit, in-house.

Two years ago the University introduced "professorial zoning", dividing the payscale into three. There is a perception amongst some senior staff that the process of migration onto the new zones and the criteria for advancing through the zones has disadvantaged female staff; these concerns have been fed back to the central University

The Contribution Pay exercise runs annually and individual members of staff are able to either put themselves forward, or to be proposed by their manager for recognition. It is of note that in 2012 (the only year for which data are available), only one application was received from a female academic versus four from males. All applications were awarded. This result may indicate that female staff do not feel encouraged to apply for recognition or promotion and this will be addressed.

## **ACTION 16: Review the promotions process and encourage female staff to use it**

**Action 16a: Re-consider local benchmarks for University promotional criteria**

**Action 16b: Identify School-level promotions advisers, benefitting from the good practice employed by our Aurora Champions and monitor their activity**

**Action 16c: Use a focus group to evaluate why women may not feel encouraged to apply for promotion or use the Contribution Pay exercise and produce plans for improvement**

## **ACTION 17: Improve the appraisal process for career development**

**Action 17a: Enhance dissemination of information about SRDS and monitor its uptake**

**Action 17b: Improve uptake of training by SRDS reviewers and reviewees**

**ii) Induction and training** - describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

New staff are inducted by their line managers, based on University guidance. This process covers health and safety, research support, working/leave arrangements, clinical responsibilities (where appropriate) and signposting to University support and facilities on campus. The approach to induction across the School has been patchy. There are areas where practise is good, with considerable time given to each new employee, including use of induction packs and checklists to ensure completion of the process. Unfortunately, this is not the pattern everywhere, but there are some signs of improvement: during a recent recruitment of eight, part-time clinical staff (January – February 2015), a full day was allocated for each individual, under the mentorship of a senior academic. Induction will be made consistent and we will learn from the areas of good practice.

All new staff are required to meet the Dean as part of Induction and HR Guidelines provided to staff include information on equality and inclusion, flexible working, support for career progression for women, such as 'Springboard' and the University of Leeds Women in Science, Engineering and Technology Network (WiSET).

The University's New Lecturers' Network provides an informal forum and information source for newly appointed academics from across the campus. A group in the School have agreed to develop an Early Career Researcher (ECR) network, which will link into other such networks in the Faculty and wider University. SDDU provides a comprehensive range of positively reviewed training and development opportunities for all levels of staff, which are advertised regularly by email. Encouragement from line managers through the SRDS

process provides further opportunities for discussion of relevant training and development needs and the means to address them.

Newer clinical academic staff without PhDs (a relatively common occurrence in Dentistry) are encouraged to register for a higher research degree, as it is vital to their sustained academic career development. We support them, by paying their fees and giving 40% of protected time for the duration of their candidature (five in the reporting period; three of whom are women). Following graduation, we offer ongoing mentoring to help them develop the next stage of their clinical academic career (e.g. facilitation of the mentoring of one female Clinical Lecturer, recently awarded a PhD, by a Clinical Professor in another School, who has experience of successfully managing clinical, academic and childcare responsibilities).

### **ACTION 18: Improve induction processes and training on gender equality**

**Action 18a: Disseminate information about initiatives that support and encourage progression of women (such as the New Lecturers' Network and 'Springboard')**

**Action 18b: Improve consistency of induction processes**

**Action 18c: Enhance visibility of policy on gender equality**

**iii) Support for female students** - describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

UG female students can request a female personal tutor, if they wish. This process is operated informally between them and the programme leaders (who are predominantly female, at UG level) / School administration. PG students' academic and pastoral welfare is monitored through the regular supervision process and by respective programme leads.

All UG students are involved with 'Leeds for Life', an on-line system for the management of personal tutorials, curriculum vitae and co-curricular activities. It provides encouragement to think about careers and prompts users to think ahead. All UG students are also invited to avail themselves of the opportunities afforded by the University's Careers Service. However, 'Leeds for Life' is, by virtue of its University-wide appeal, generic. Equally, nearly all UG students in our School have chosen to follow a career in Dentistry, vocationally, so the uptake of these services is low. However, our involvement with Leeds for Life is the highest for any School in the University (97%), which demonstrates the value it brings.

A system for improving the electronic management of the supervision structure for PGT students is underway and this will be monitored.

Formal support for PGRs is provided by Faculty training hubs which, in collaboration with SDDU and other central services, provide training and development for PGRs and staff at cognate Faculty level in subject-specific and transferable skills. PGR students are supported, rigorously, through a Faculty and University-organised Postgraduate Development Record; the most recent QAA Institutional Review highlighted the PDR as an example of good practice. Enhanced support for Fellowship applications is provided at central University and Faculty levels, and this has helped the School to provide support and mentorship for 12 Fellowship applications in 2012/13 from eight individuals (four female) with success in three of them (one female).

WiSET networks (both central and dental) are open to all PGTs and PGRs as well as members of staff (see page 47).

The University's Policies on support for pregnant students and students who are parents or carers are followed.

### **ACTION 19: Improve support for female students**

**Action 19a: Ensure that female UGs may request a female personal tutor**

**Action 19b: Continue investigation of improved electronic support measures for PGT students**

Forward link to **ACTION 23: Recognise support given to female students in WM evaluation**

### **Organisation and culture**

Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

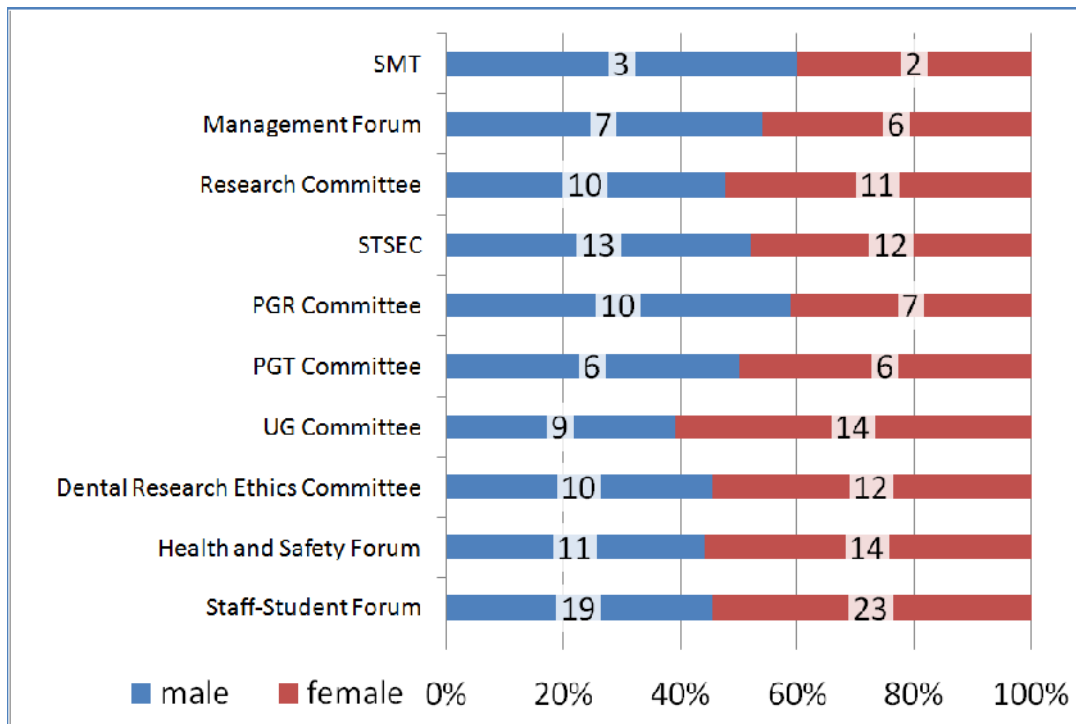
- i) Male and female representation on committees** - provide a breakdown by committee and explain and differences between male and female representation. Explain how potential members are identified.

Membership of committees is determined by the terms of reference of each group. The process for appointment to all leadership roles, such as the DSE, which has been appointed to recently (January 2015), is transparent and organised through open advertisement for those who meet the published eligibility criteria.

Most committees have at least one elected member. Figure 4.5 shows that the balance between male and female representation on committees is broadly equal. As these data suggest a good balance, we propose to re-evaluate the information annually in order to assure this balance is maintained.



**Figure 4.5 Male and female representation on School of Dentistry committees 2013/14**



**ACTION 20: Monitor the gender balance of School committees**

ii) **Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** - comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

Table 4.1 shows the numbers of male and female academic and research staff by contract type between 2012-2014. Whilst the numbers on fixed term contracts are low in comparison to those on permanent contracts, there is an appreciation that those on fixed term contracts may feel less job security. 42

**Table 4.1 Number (and %) of male and female academic and research staff by contract type**

	2012 (n=78)		2013 (n=83)		2014 (n=85)	
	Male	Female	Male	Female	Male	Female
<b>Fixed term</b>	4 (44%)	5 (56%)	5 (63%)	2 (38%)	5 (50%)	4 (50%)
<b>Open-ended Permanent</b>	32 (46%)	37 (54%)	37 (49%)	38 (51%)	36 (49%)	37 (51%)

Currently, colleagues on fixed term contracts are offered procedural support through redeployment to find other work within the University. This process starts six months before the end of their contract. However, to offer greater security, we will offer more career-related support: timely planning for research income generation will be offered, close to the start of such contracts.

Career development opportunities for those on fixed and permanent contracts are the same. Initially, members of staff undergo a period of probation followed by annual appraisal, where career development training and contract issues are discussed.

The School will assess if changes are necessary to enable line managers to be more pro-active in supporting their staff. This will be through identifying, highlighting and creating opportunities to support career development, as well as assisting in securing alternative options/funding for employment. Specifically, additional guidance/checklists will be developed with HR, for line managers and staff, to facilitate staff satisfaction with regard to career development, organisational succession planning and early planning for future staff employment opportunities. Mentorship of line managers will be formalised.

## **ACTION 21: Increase career guidance for staff, particularly those on fixed-term contracts**

### **Action 21a: Improve mentorship and information available for line managers in relation to fixed-term contracts**

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

**i) Representation on decision-making committees** - comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of 'committee overload' addressed where there are small numbers of female staff?

Figure 4.1 highlighted gender equality in School committee representation. When compared to the gender split of the academic population, this is satisfactory, but we will continue to monitor, as indicated.

The Cultural Survey found that whilst the majority of respondents (54%) felt they were *'encouraged and given opportunities to represent my School externally and/or internally (e.g. on committees or boards, as chair or speaker at conferences'*, amongst those who disagreed/strongly disagreed with this statement there were slightly more females than males (11% and 8% respectively), so we will find out why this perception is held.

External and internal opportunities are communicated by email to all staff. These opportunities also form part of discussions in SRDS. All academic staff are offered the opportunity to be elected (through anonymous voting) for fixed terms of office to committees such as the University's Senate. There is a gender imbalance of the members of that committee (in 2014 it comprised 106 males and 44 females), so whilst opportunities are available equally to both genders, there is unequal uptake. SRDS reviewers will be provided with a comprehensive checklist: one item will be to actively encourage discussion with eligible staff about applying for senior committee positions, both internally and externally.

## **ACTION 22: Support women in their representation of the School**

### **Action 22a: Encourage women to apply to be on influential committees**

**Action 22b: Use a focus group to ask women why they feel they might not be encouraged to represent the school internally or externally**

[Link to ACTION 17: Ensure reviewers' SRDS checklist includes information on representation on committees by women](#)

- i) **Workload model** - describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

It is University policy that each School has a workload/activity model. The School developed a model after input from a representative user group. It is activity-based and accounts for all of the principal duties of staff members, falling into three broad groupings; Teaching, Research and Management. Currently, the model focuses only on academic (and related) staff.

The workload model (WM) has been rolled out to help staff capture details of their activities and the notional proportion of time spent on them. The overall objective is to help manage activities rather than to simply assess time spent on them. Anecdotal evidence suggests that clinical staff, in particular, feel under time pressure and it is hoped that the WM is a way for to highlight such issues. The School can identify which activities are contributing to heavy workloads and take appropriate action: this could include monitoring and ensuring an equitable distribution of roles and responsibilities for career enhancement. We are at an early stage: currently, the WM is being used retrospectively, for session 2013-14, to evaluate its accuracy.

To ensure an equitable approach to appointing to career-enhancing opportunities (such roles are always appointed on a fixed term basis), we could improve individual career enhancement by formally identifying and highlighting when such positions are due to become vacant. Making this information available to individual managers could help them to encourage their staff to consider such roles and discuss their relevance at SRDS.

Comments regarding the WM and its value are being taken into account to help easier data collection and usability. One of the aims is for the workload data to be distributed to individual SRDS reviewers for discussion. SRDS, however, provides the opportunity for individuals to explore their own balance of work and how they would like their work to evolve; reviewers are not there to make decisions on workload, but can help staff identify opportunities for career progression.

The WM could be used to evaluate gender balance across the types of activity undertaken in the School and to inform strategic level planning. This potential development will be fed back to the implementation group.

## **ACTION 23: Improve the application of the Workload Model**

**Action 23a: Continue to improve utilisation of WM, particularly in relation to perception of clinical staff overload**

**Action 23b: Evaluate gender balance of staff involved in all activities using the WM**

**Action 23c: Use the WM to assess progression of staff through roles, including gender balance**

**Link to ACTION 17: SRDS guidance (for reviewers on up and coming roles)**

**ii) Timing of departmental meetings and social gatherings** - provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

The School does not yet implement formal guidance on the timing of its internal meetings, or on core business meeting hours; these have been assumed to be 9am-5pm. The Cultural Survey showed that over half of respondents felt that meetings in the School and the University were held at reasonable times, but one fifth disagreed. Further, the results of the Survey suggest that there may be variation in the approach in different Departments of the School, so we will ascertain the reality of the situation.

It may be challenging to ensure that all core meetings occur between 10am and 4pm, especially for those who hold honorary NHS clinical contracts, because of the requirements for patient service from 9am-5pm. In the Cultural Survey, almost one third of respondents reported that some meetings were held outside core hours. However, there has already been a gradual process of transition to encourage academic business meetings to be kept within these times and the matter will be explored further.

‘All staff meetings’ chaired by the Dean, have been arranged to help accommodate part-time workers’ attendance, as they are not held on the same day or at the same time each month. This is proving positive from the feedback received.

Social gatherings are currently held at lunchtimes and only occasionally in the evenings. It is recognised that the latter tend to exclude those with caring responsibilities, so special effort is made to ensure that groups are not excluded by the rotation of timings of events. We will work to improve the notice given for these events.

The results of the staff cultural survey also highlighted that some respondents felt that there was a culture of long working hours. Consultation will be undertaken and guidance prepared.

**ACTION 24: Address core working hours and timing of meetings**

**Action 24a: Undertake consultation with staff in relation to core working hours / the timings of social gatherings and prepare guidance on the approach to be taken**

**Action 24b: Provide as much notice as possible for social gatherings to facilitate the attendance of those with caring responsibilities**

**Action 24c: Explore perceptions of a potential culture of long working hours and gather feedback from an audit, taking action as necessary**

**Link to ACTION 1: Reiterate the need for effective and ongoing communication in relation to Athena SWAN**

**iii) Culture** - demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

The School's website presents female-friendly images in its external publicity; this is reinforced in the Athena SWAN pages (there is a direct link from the School's home page) and throughout the School. We are committed to following the University's Policy on Dignity and Mutual Respect: *... every member of staff has the right to work in a supportive environment, free from harassment, bullying and victimisation. Similarly, every student at the University has the right to study and be taught in an environment that is supportive and free from such behaviours."*

We encourage engagement in occasional networking events, where informal, relaxed interaction of all staff is the focus. A series of lunchtime Research Seminars is held, to which all are invited (there is very good notice given); attendance is good and comes from both genders and all sections of the academic community. Recently, the starting time of these meetings was adjusted to facilitate the attendance of female clinical academics. 'Dencomms', our e-publication of news is circulated weekly and it helps to maintain communication with all staff; the newly introduced Dean's blog brings a personalised level to it, making specific mention of Athena SWAN issues.

A female member of the School's SAT has accepted the responsibility to co-ordinate WiSET and 'Springboard' activities. It is pleasing to note that a Dental 'satellite' of WiSET has been formed: this should encourage the attendance of female clinical academics, in particular, whose availability to attend centrally-organised meetings may be limited due to their NHS clinical commitments. The first meeting occurred in August 2014 and 'WiSET for Dentistry' will meet four times per year:

- August 2014: Introduction to Springboard Programme: 10 women attended
- November 2014: Imposter Syndrome: 15 women attended
- April 2015: Mindfulness Taster Session: 18 women attended
- July 2015: Promoting Yourself
- October 2015: Outreach work in India (Guest)

WiSET for Dentistry will continue to grow, with increased attendance and higher profile within the School. The University-wide WiSET Group runs on a monthly basis and has between 20 and 50 women at each meeting, so the interest generated within the School shows a need for this type of regular gathering, which is being met. This work will be recognised through 'citizenship' in the WM (see below).

The Cultural Survey revealed there was some awareness of initiatives to encourage and support the career progression of women (such as WiSet and 'Springboard'), but it was not widespread, so further dissemination is clearly required.

We have also identified a cultural challenge in relation to PGs that, although not a female-specific issue, indicates this group has not been well integrated into the School. They comprise a heterogeneous mix, but have lacked a shared identity. Recently, a 'PG student Network' was established, with School funding, to facilitate social and academic activities, enhancing interaction between students on different programmes and to integrate them in School activities. Their committee (of six) is half female; their Chair is a member of the SAT.

## **ACTION 25: Analyse the culture of the school**

### **Action 25a: Monitor uptake by PG students of network events and their inclusion in School-wide activities**

Link to [ACTION 23: Review the gender balance of those involved in outreach \(WM\)](#)

Link to [ACTION 1: Ensure all School communications are gender-friendly](#)

**iv) Outreach activities** - comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

A series of opportunities is provided by colleagues (both male and female) in outreach activities with schools, colleges and other centres:

'Becoming a Dentist' – annually for year 12 pupils: to raise awareness of all dental careers. It includes talks from members of staff (male and female) with information on access, entry requirements, course details, career prospects and gives opportunity for 'hands on' activities;

'Summer School' – runs annually for year 12 pupils: residential, which aims to raise aspirations. Half-day workshops give hands-on experience. Staff come from all programmes and their gender mix is neutral;

'Activity Days' - run in primary schools: groups of Y1 UG students (both genders) give oral hygiene advice;

Careers teachers and advisers from schools/colleges/local authority attend for a day to find out about our programmes and the careers available, with information about entry routes;

'Open Wide' is student-led: for primary schools, there is a programme of awareness-raising, oral hygiene, healthy eating and healthy lifestyles; for secondary schools and colleges, student volunteers provide 'Careers in Dentistry' evenings;



Engagement with the University's 'STEM Ambassadors' brings local young people on to the campus for activities during Science week, at Open Days and other events;

Additional support is provided for 'non-traditional' applicants through the 'Access to Leeds' programme, as mentioned in Section 3, for example through the allocation of an academic tutor (female) during the application phase and guidance during the preparation of a dentally-related assignment;

A 'Stakeholder Day' is organised where Heads of 6th form work with our staff to identify barriers for non-traditional applicants, and ways that we can work together to raise the attainment of WP;

'Work Experience Placements' for Years 10 and 11 students are held three times a year, consisting of one-week placements for up to five students in Oral Biology, for students interested in careers in science. They are organised and supervised by the (female) Laboratory Manager.

These activities are recorded and discussed in SRDS and recognised in promotions criteria, but more work is required to ensure that they are properly reflected in the WM.

[Link to ACTION 3b: Promote DHDT to males in outreach settings](#)

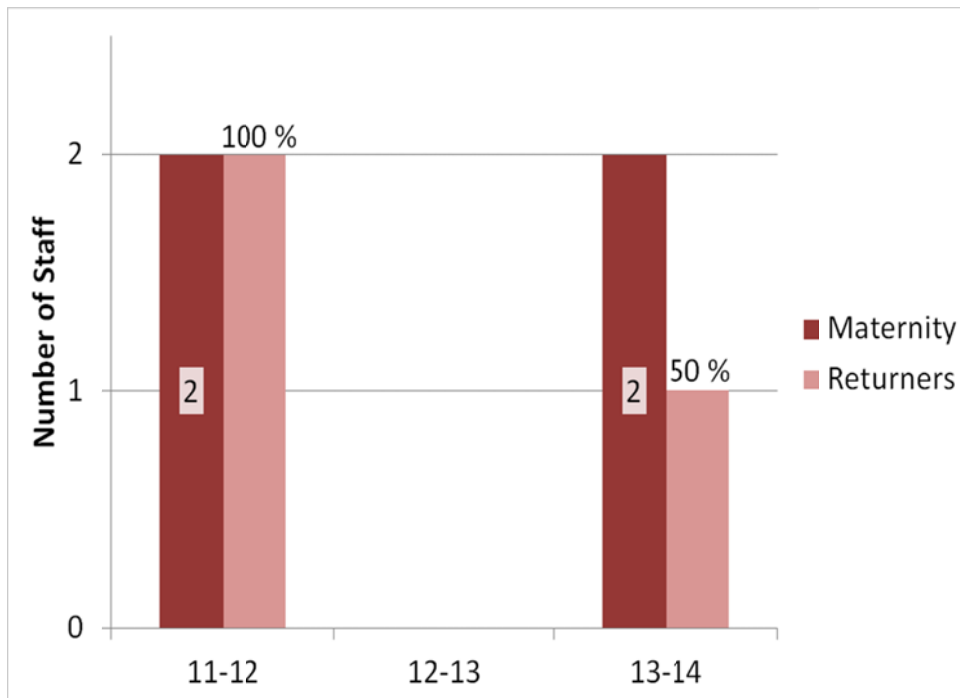
[Link to ACTION 23: Review the gender balance of those involved in outreach activities to ensure that these are reflected in the WM](#)

### **Flexibility and managing career breaks**

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
  
- i) **Maternity return rate** - comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

The data show that out of the four staff that took maternity leave during the period three have returned to work (Figure 4.6). However, the single member of staff not accounted for returned to work shortly after the census period and was the only individual taking a full 12 months' maternity leave. Although numbers are low, the return to work rate is 100%.

Figure 4.6 maternity return rates

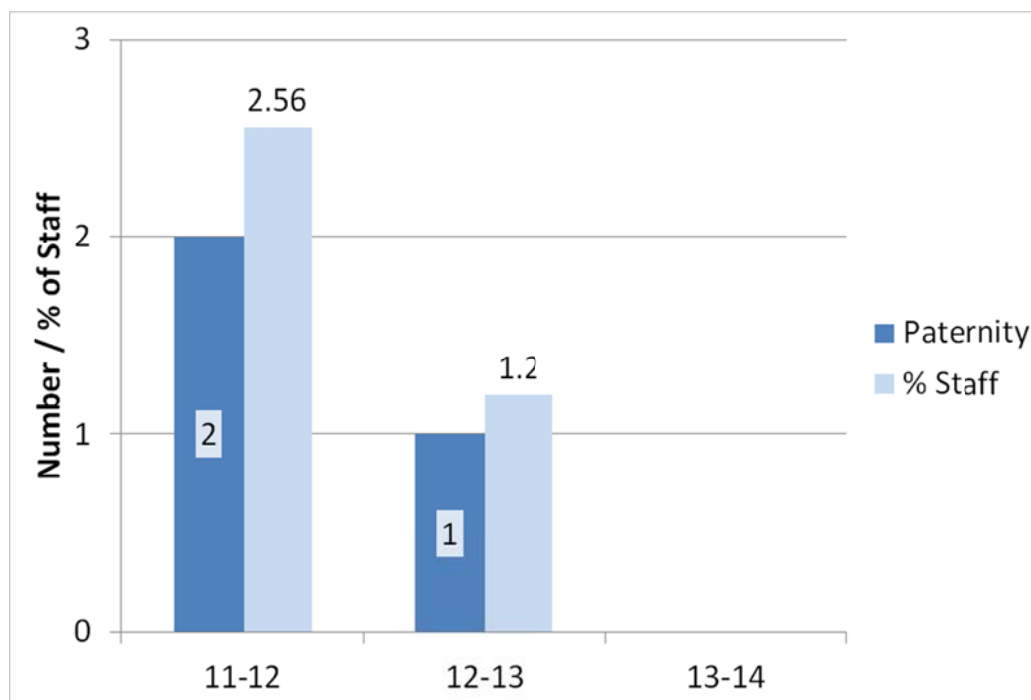


ii) **Paternity, adoption and parental leave uptake** - comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

No staff, male or female, applied for adoption leave or parental leave during the period. Three men did, however, take statutory paternity leave (Figure 4.7).

The Cultural Survey highlighted that more work should be undertaken to disseminate and promote policies related to maternity/paternity leave entitlements and opportunities. This will be addressed.

Figure 4.7 Paternity leave uptake

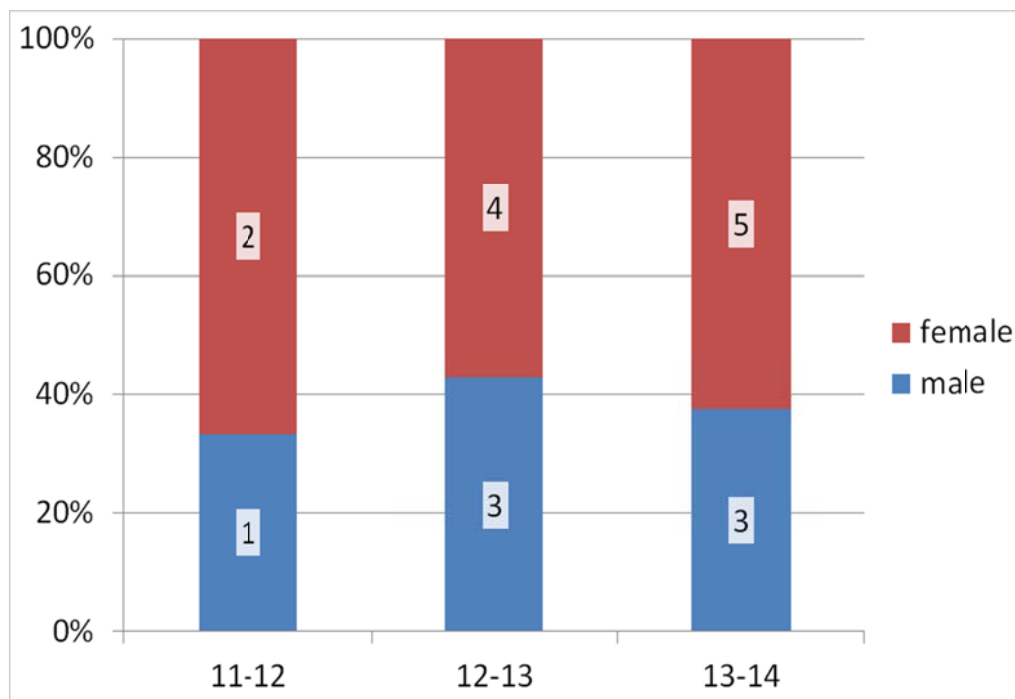


iii) **Numbers of applications and success rates for flexible working by gender and grade** - comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

The majority of staff working flexibly are female, which is representative of the staffing group. The numbers are low and analysis of the data with regard to the staff category is not overly meaningful, however we can comment that both academics and clinical academics are represented and that there is representation over all grades with exception of clinical Professor (Figure 4.8).

During the reporting period, the majority of applications for formal flexible working have come from women, although the split between genders demonstrates an understanding of the policy. However, the numbers applying are low. The Cultural Survey highlighted that more work should be done to disseminate and promote understanding of flexible working policies. Figure 4.8 provides the success rates for flexible working requests by gender. Records of unsuccessful applications for flexible working are not kept, but they will be.

**Figure 4.8: Flexible Working Changes**



b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

i) **Flexible working** - comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

The University has a formal policy for all staff wishing to request to work flexibly, which includes a clear application and appeals process. Many options are available, including term-time working, part-time hours, job share, career breaks and annualised hours. The responsibility of the implementation of this policy lies with the Dean, in conjunction with respective line managers. Details are available via the University's website; the Business Manager and HR advise on implementation of policy.

Clinical commitments may restrict those with planned NHS responsibilities, but in general the School operates informal flexibility, permitting staff to work from home at times, as necessary and to arrange their start and finish times to enable caring responsibilities. Staff are offered autonomy to meet their employment obligations with the key focus being on outputs. Local, informal arrangements are, however, rarely well documented.

The Faculty has very recently committed (April 2015) to an agreement that for those staff who negotiate a move from a FT to a PT contract, the option for return to FT employment, at a later date, will be retained. This very welcome move will enhance the attractiveness of formal flexible working.

## **ACTION 26: Improve arrangements around maternity / paternity / adoption leave and flexible working processes**

### **Action 26a: Record unsuccessful applications for formal flexible working**

### **Action 26b: Develop a mechanism around informal flexible working arrangements, which is transparent but 'light touch'**

- ii) Cover for maternity and adoption leave and support on return -** explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

Staff approaching maternity or adoption leave have a series of formal meetings arranged with their line manager and HR, to explore options under the Maternity/Adoption policy. Simultaneously, a maternity risk assessment is undertaken by the Faculty's Health and Safety Manager and appropriate adjustments are made. Colleagues are encouraged to select a mentor prior to departure. We encourage use of 'Keep in Touch' days, up to a maximum of ten, during the period of leave to attend workplace meetings, events or training. Colleagues often use these towards the end of the period of leave to reacquaint themselves with the School/their role. HR highlights the flexible working policy during discussions to enable early consideration, but we do not have a 'return to work checklist', for example, to ensure that these discussions, including the successful management of a work-life balance have been completed/recorded.

The School is responsible for providing cover during maternity adoption leave and does so on a case by case basis – either through fixed-term contract arrangements or reallocation of duties, to enable colleagues to provide cover.

Although policies exist on Maternity/Paternity/Adoption leave, it is not evident how widely they are known about within the School, as was highlighted in the Cultural Survey. Further promotion of these policies is necessary so that line managers and all staff are clear of their purpose and know how they may be used.

We will explore the possibilities of contingency funding being made available to support returners, for example, so that their research time is protected, by 'buying in' support for teaching duties in the early stages, to help their re-integration in research.

**ACTION 27: Enhance the process of ‘return to work’, to further enable supportive discussions with returning staff members**

**ACTION 28: Improve access to relevant gender related policies**

**ACTION 29: Explore the possibilities of contingency funding being made available to support returners**

Words in Section 4: 4772

## **5) Any other comments**

(maximum 500 words)

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

The Cultural Survey was our starting point and it highlights a number of necessary actions, mentioned in this Application and Plan, which will be taken forward to enhance our culture of equality and fairness.

The main issues of interest were that: most respondents felt that staff were treated on their merits, irrespective of gender, but fewer were confident that skills and work experience were valued fully in SRDS (49%) or in terms of potential for promotion (38%). There were some issues around understanding of School policies and process (for example, promotion and flexible working). Whilst over 80% felt confident that their line manager would be able to deal with complaints about bullying, harassment or offensive behaviour, only half felt that the School made it clear that certain approaches were unacceptable. This was highlighted in relation to ‘Equality and Inclusion’ updates, as one in three reported that they had not been trained in this important area. This is an identified action point. The general picture was that there is already a positive culture of gender equality. There was agreement that women were used as positive role models, as would be expected, as the previous and current Deans are women and it was recognised that positive action was taken to encourage women as well as men to apply for posts. Over half of respondents felt encouraged and given opportunities to represent the School externally and/or internally. The impression given in relation to the culture of expected long working hours was less favourable, though and almost one third reported that meetings in their Department were held outside core hours. These findings may be due to the clinical nature of the School’s environment; further exploration of this issue is warranted to see what improvements can be made. All the Actions we have identified will help us to address the concerns which have been raised.

There is real commitment to Athena SWAN in the School and we will work hard to build on that momentum, through continued awareness and action. We will repeat the Cultural Survey at the end of 2015 and annually thereafter, to ascertain that we are making a difference.

The University Athena SWAN Steering Group has been re-constituted. It is led by an ex-PVC and reports to the Equality and Inclusion Committee, Chaired by the VC and from there to Council. School SAT Chairs are members, and are contributing to the University's Silver Application (to be ready by November 2015).

Words in section 5: 408

**School of Dentistry Athena SWAN Bronze Application Action Plan: 2015/16 – 2017/18**

Description of action	Responsibility	Timescale	Intervention	Success measure
<b>THE SELF-ASSESSMENT PROCESS</b>				
<p><b><u>ACTION 1:</u> Further implement the School communications strategy in relation to Athena SWAN</b></p> <p><b><u>Action 1a:</u> Revitalise Athena SWAN communications</b></p> <p><b><u>Action 1b:</u> Repeat the STEM Cultural Survey on an annual basis</b></p>	<p>Business Manager and Marketing Officer, reporting to SMT</p>	<p>Immediate</p> <p>2015-16 and annually</p>	<p>New Athena SWAN posters, web pages, Dean’s blog will be prepared</p> <p>The Cultural Survey will be repeated annually, starting in December 2015</p>	<p>Awareness raised in these ways, all by the end of academic session 2014-15</p> <p>Assessment of perceptible changes, with the first results being available by Spring 2016</p>
<p><b><u>ACTION 2:</u> Report Athena SWAN progress to the SMT, STSEC / SRIC regularly and receive feedback on Progress Log and completion of Actions</b></p>	<p>SAT chair, through committee chairs and in person</p>	<p>Immediate and ongoing</p>	<p>Minutes of committees will document reporting of Athena SWAN progress</p>	<p>Feedback to the SAT will ensure clear accountability for resulting actions, by June 2015</p>
<b>STUDENT DATA</b>				
<p><b><u>Forward link to ACTION 6a – MMI (E&amp;I)</u></b></p>				



<p><b><u>Action 3:</u> Improve understanding of gender issues in undergraduate programme recruitment</b></p> <p><b><u>Action 3a:</u> Work with the Kuwaiti Government to better understand the reasons behind the apparent gender imbalance in recruitment to the IFY</b></p> <p><b><u>Action 3b:</u> Improve understanding of the reasons for the DHDT programme being overwhelmingly female, particularly so in Leeds and promote the career to men in outreach settings</b></p> <p><b><u>Action 3c:</u> Investigate the reasons for the low uptake of intercalated programmes by dental students to ensure there is no gender bias and to promote their uptake</b></p> <p><b><u>Action 3d:</u> Monitor the national picture of recruitment to UG programmes, through BM data</b></p>	<p>SESM to monitor and report to STSEC</p>	<p>2015-16</p> <p>2016-17</p> <p>2017-18</p> <p>2016-17 and annually</p>	<p>Renegotiation of UG contract with Kuwait will include issues of gender equality</p> <p>Dialogue undertaken with the NHS funding body in relation to DHDT and gender-related recruitment. Careers in DHDT will be promoted to men in outreach settings</p> <p>Existing data will be scrutinised. Opportunities for intercalation will be promoted</p> <p>BM data will be reviewed for trends in gender-related issues</p>	<p>Gender equality in recruitment to the IFY will be explicit, June 2016</p> <p>Improved appreciation of recruitment and workforce implications in DHDT will be achieved, by March 2017</p> <p>The outreach portfolio of events will include promotion of DHDT to men, by March 2018</p> <p>Gender imbalance in recruitment to intercalated programmes will be better understood and advertisement of opportunities for intercalation</p>
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				achieved, by May 2017
<p><b><u>ACTION 4: Identify and manage gender imbalance in PGT programmes</u></b></p> <p><b><u>Action 4a: Determine why there is a male bias in recruitment to the PT top-up MSc programme and communicate with the FGDP Diploma provider in relation to measures they have taken to improve the gender balance</u></b></p> <p><b><u>Action 4b: Use a student focus group to better understand application drivers and why women studying PGT programmes are under-represented in Leeds</u></b></p> <p><b><u>Action 4c: Review administrative processes for PGT data collection</u></b></p> <p><b><u>Action 4d: Monitor CRM functionality</u></b></p>	<p>PGT programme leads and focus group leaders, reporting to STSEC</p> <p>Faculty Education Services Manager</p>	<p>2016-17</p> <p>2016-17</p> <p>Immediate and ongoing</p> <p>2016</p>	<p>Contact with FGDP provider will be made to discuss reasons for gender imbalance in the FGDP programme</p> <p>A focus group (of existing PGT students) will be held</p> <p>Operation of 'functional themes' (e.g. admissions, student support) by the School's Student Education Office</p> <p>CRM software will be implemented by the University</p>	<p>STSEC will receive a report to explain the reasons for male bias in the FGDP programme, by October 2016</p> <p>STSEC will receive a report of the drivers and reasons for applications to Leeds by female PGT students and it will develop plans for their improvement, by March 2017</p> <p>Gender-related PGT data will be collected by the re-organised Office and a report prepared for STSEC, by March 2016 and ongoing</p> <p>A report of effectiveness of recording data, including gender-related</p>

				information will be prepared by the Faculty for STSEC, by December 2016 and ongoing
<b><u>ACTION 5: Review PGR marketing and applications to encourage gender equivalence</u></b>	PGRT and Marketing Officer, reporting to SRIC	2016-17	Analysis of marketing information used for PGR programmes will be undertaken and a checklist of good practice in relation to gender equality prepared	Processes will be confirmed as being gender-friendly by SRIC, by March 2017
<b><u>ACTION 6: Enhance gender-related processes in assessment of applications to UG programmes</u></b>	Admissions Tutor and admissions team, reporting to STSEC			
<b><u>Action 6a: Ensure that MMI material includes Equality and Inclusion guidance/training for assessors and audit uptake</u></b>		2016-17	Equality and Inclusion training will be required for all MMI interviewers	Uptake will be audited by STSEC, by February 2017
<b><u>Action 6b: Analyse individual MMI stations for any gender bias</u></b>		2016-17	MMI-generated data will be tracked to follow application and recruitment by gender	Results will reported to STSEC for any action, by February 2017
<b><u>ACTION 7: Review PGT marketing, recruitment and conversion processes to identify any gender</u></b>	PGT Programme Leads via the Student Education			

<p>bias and to develop plans to rectify them, so the process becomes more effective</p> <p><b>Action 7a:</b> Give offers early in the year preceding entry</p> <p><b>Action 7b:</b> Maintain regular contact with successful applicants to ensure that issues are identified early, offering support as necessary</p> <p><b>Action 7c:</b> Explore reasons for the low conversion rate from offer to acceptance for international students</p> <p><b>Action 7d:</b> Review PGT marketing and recruitment processes to identify any gender bias and develop plans to rectify, as necessary</p>	<p>Office and Marketing Officer, reporting to STSEC</p>	<p>2016-17</p> <p>Immediate and ongoing</p> <p>2016-17</p> <p>2017-18</p>	<p>Offers will be given by December in the year preceding entry</p> <p>Regular, documented contact with successful applicants</p> <p>Existing PGT students will give their views, in a focus group, on 'why Leeds?' and the challenges faced in making that choice</p> <p>Any gender bias in PGT marketing and recruitment processes will be identified through scrutiny of PGT marketing and recruitment information</p>	<p>CRM software will produce a report of effectiveness for STSEC, by December 2016</p> <p>The Student Education Office will document contact with successful applicants and produce an e-newsletter for successful applicants, which is gender friendly</p> <p>Results will be reported, with recommendations to STSEC, by September 2016</p> <p>Plans will be established for it to be rectified as necessary, through reporting to STSEC, by September 2017</p>
<p><b>ACTION 8:</b> Investigate the reasons for gender imbalance (favouring females) in the conversion of offer</p>	<p>Education Office and PGRT, reporting to Postgraduate</p>	<p>2016-17</p>	<p>The bias in favour of female PGRs will be examined to elicit if there any reasons that are gender-related</p>	<p>A report will be made for committee discussion (ultimately SRIC), by November 2016</p>

<b>to acceptance and take action in PGR recruitment if there is bias, as necessary</b>	Research Degrees Committee (as its chair) and SRIC		Support mechanisms for PGR applicants will be documented	There will be improved and regular contact with PGR applicants, by April 2017
<b><u>ACTION 9:</u> Examine the reasons behind poorer performance of male DS students and determine what support mechanisms should be put in place</b>	Focus group leader via SESM, reporting to STSEC	2016-17	A focus group will be held with DS students to ascertain the differences in approach to study/approach between males and females	Guidance will be prepared on 'how to be a successful student', for review and approval by STSEC, by June 2017
<b>STAFF DATA</b>				
<b><u>ACTION 10:</u> Investigate the reasons for the low proportion of female staff in middle seniority positions, in particular</b>	Business Manager and HR, reporting to SMT	2016-17	A focus group will be held with female staff in middle seniority positions to investigate reasons why they feel there is gender imbalance at Associate Professor level	A report, with recommendations for correction of the imbalance will be prepared for SMT, by April 2017
<b><u>Link to ACTION 13:</u> on promotional opportunities for women</b>				
<b><u>ACTION 11:</u> Improve information collection around exit interviews</b>  <b><u>Action 11a:</u> Revisit opportunities for a suite of exit interviews to record meaningful data on the</b>	HR, reporting to SMT	2017-18	The range of opportunities for exit 'interviews' will be reviewed and enhanced	SMT will receive a report of proposed improvements, by October 2017

<p>reasons for leaving/changing employment</p> <p><b>Action 11b:</b> Explore reasons for staff turnover, especially by those at the clinical lecturer grade, holding permanent contracts</p>		2017-18	Specific questions about the reasons for leaving will be asked of those at this grade	These questions will be included in the report prepared for SMT, by October 2017
<b>SUPPORTING AND ADVANCING WOMEN'S CAREERS</b>				
<p><b>ACTION 12:</b> Ensure there is no gender bias in recruitment</p> <p><b>Action 12a:</b> Collect and monitor robust and efficient recruitment data, by grade of appointment and gender</p> <p><b>Action 12b:</b> Monitor job applications by women and their success rates</p> <p><b>Action 12c:</b> Confirm that advertisements for all posts are designed to ensure that there is no gender bias in the wording and that there is full compliance with the</p>	HR, reporting to SMT	<p>2015-16 and ongoing</p> <p>2015-16 and ongoing</p> <p>Immediate and ongoing</p>	<p>Recruitment data will be recorded more effectively, feeding into the University's new e-recruitment system</p> <p>Job applications will be monitored by gender</p> <p>Advertisements will be confirmed as being gender-neutral, impartial and compliant with the Equal Opportunities policy</p>	<p>Areas for action concerning grade of appointment in relation to gender will be identified and reported to SMT, by April 2016</p> <p>A report on job application and success rates by women will be compiled for SMT, by June 2016</p> <p>A summary report will confirm this, for SMT's approval, by July 2015. Compliance will be kept under annual review</p>

<b>University's Equal Opportunities policy</b>				
<p><b><u>ACTION 13:</u> Ensure that women's promotional opportunities are enhanced</b></p> <p><b><u>Action 13a:</u> Provide additional guidance for SRDS reviewers and female reviewees about the importance of discussing promotional opportunities</b></p> <p><b><u>Action 13b:</u> Use a focus group to elicit views on why applications for promotion are lacking and put in place appropriate support mechanisms</b></p> <p><b><u>Action 13c:</u> Give a Promotions Workshop to colleagues at the top of grade</b></p>	<p>Focus group leaders, Business Manager and HR, reporting to SMT</p>	<p>2017-18</p> <p>2017-18</p> <p>2015-16 and ongoing</p>	<p>Guidance on promotional opportunities will be prepared, for used by SRDS reviewers and reviewees</p> <p>A focus group will improving our understanding of the reasons for few applications for promotion from women</p> <p>A Workshop on promotional opportunities and how to apply for them will be provided</p>	<p>Increased number of applications for promotion from women, by March 2018</p> <p>Results will lead to production of improved Guidelines on procedural aspects of the promotional process, by September 2017</p> <p>HR has already agreed that this Workshop will be provided, by December 2015. It will occur annually, thereafter</p>
<p><b><u>ACTION 14:</u> Ensure gender balance of interview panels and commit to E&amp;I training for all panel members;</b></p>	<p>HR, reporting to SMT</p>	<p>Immediate and ongoing</p>	<p>Monitor gender balance of interview panels and uptake of E&amp;I training, to ensure that policy is followed</p>	<p>HR will report gender balance of interview panels and uptake of E&amp;I training to SMT, by March 2016 and</p>

review uptake				annually thereafter
<b><u>ACTION 15:</u> Ensure that support for women at key career transition points is effective</b>	HR, reporting to SMT	2015-16	Identify and publicise links to support mechanisms on career transitions	A briefing paper will be prepared for SMT and dissemination to staff, which includes these links, by March 2016
<b><u>Action 15a:</u> Promote the University's courses on career transitions</b>				
<b><u>Action 15b:</u> Consider how to enhance mentoring, post-probation</b>		2016-17	Mentoring support provided in other Schools will be evaluated	A report will be compiled for SMT on how mentoring may be enhanced, formally and informally, by October 2016
<b>CAREER DEVELOPMENT</b>				
<b><u>ACTION 16:</u> Review the promotions process and encourage female staff to use it</b>	SMT	2015-16	Local benchmarks of University criteria for promotion will be re-considered	SMT will ensure they are clear, helpful and achievable, rewarding quality over quantity of contribution. They will acknowledge responsibilities for teaching, research, administration but also pastoral work and outreach work, by May 2016
<b><u>Action 16a:</u> Re-consider local benchmarks for University promotional criteria</b>				



<p><b><u>Action 16b:</u> Identify School-level promotions advisers, benefitting from the good practice employed by our Aurora Champions and monitor their activity</b></p> <p><b><u>Action 16c:</u> Use a focus group to evaluate why women may not feel encouraged to apply for promotion or use the Contribution Pay exercise and produce plans for improvement</b></p>	<p>Focus group leaders reporting through HR to SMT</p>	<p>2016-17</p> <p>2015-16</p>	<p>School level promotions advisers will have been identified</p> <p>A focus group will consider the reasons why women may not apply for promotion or use the Contribution Pay exercise</p>	<p>A report of their work will be made for SMT, by December 2016</p> <p>The outcomes will be reported to SMT, noting any gender imbalances and reasons why staff might remain at the top of grade for lengthy periods, by May 2016</p>
<p><b><u>ACTION 17:</u> Improve the appraisal process for career development</b></p> <p><b><u>Action 17a:</u> Enhance dissemination of information about SRDS and monitor its uptake</b></p> <p><b><u>Action 17b:</u> Improve uptake of training by SRDS reviewers and reviewees</b></p>	<p>HR, reporting to SMT</p>	<p>Immediate and ongoing</p> <p>2015-16</p>	<p>There will be improved notification of the importance and value of SRDS in personal and professional development</p> <p>Attendance at Faculty-organised SRDS training events will continue to be monitored</p>	<p>The uptake of SRDS will be improved to 90% in 2015-16 and as close to 100% thereafter</p> <p>Attendance will reported to SMT, for action by Heads of Department, by April 2016</p>

<p><b><u>Action 18: Improve Induction processes and training on gender equality</u></b></p> <p><b><u>Action 18a: Disseminate information about initiatives that support and encourage progression of women (such as the New Lecturers' Network and 'Springboard')</u></b></p> <p><b><u>Action 18b: Improve consistency of Induction processes</u></b></p> <p><b><u>Action 18c: Enhance visibility of policy on gender equality</u></b></p>	<p>HR, reporting to SMT</p>	<p>2016-17</p> <p>2016-17</p> <p>2015-16</p>	<p>Information on initiatives available for new female members of staff will be collated and disseminated</p> <p>Information will be gathered from areas in the School where Induction happens successfully and a 'checklist' of good practice prepared. Consistent Induction Packs will be prepared, to include information on the University's flexible working policy, its suite of family friendly policies, guidance on equality and inclusiveness and statements relating to the University's commitment to Athena SWAN/opportunities to support women's career progression</p> <p>The University's policy on gender equality will be made more visible</p>	<p>Enhanced information will be available on the Athena SWAN pages of the website, after approval by SMT, by May 2017</p> <p>SMT will approve consistent Induction packs for use throughout the School, by December 2016</p> <p>Athena SWAN pages of the website will publicise this policy, by November 2015</p>
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<p><b><u>ACTION 19: Improve support for female students</u></b></p> <p><b><u>Action 19a: Ensure that female UGs may request a female personal tutor</u></b></p> <p><b><u>Action 19b: Continue investigation of improved electronic support measures for PGT students</u></b></p> <p><b><u>Forward link to ACTION 23: recognise support given to female students by staff in WM evaluation</u></b></p>	<p>SESM and PGT Leads, reporting to STSEC</p>	<p>2016-17</p> <p>2015-16</p>	<p>Guidance will be prepared and issued for female UG students on personal tutoring</p> <p>Develop consistent methods for the recording of PGT supervision, working with central services in the University</p>	<p>Female UGs will be fully aware that they may request a female personal tutor, by December 2015</p> <p>A report will be prepared for STSEC, by June 2017</p>
<b>ORGANISATION AND CULTURE</b>				
<p><b><u>ACTION 20: Monitor the gender balance of School committees</u></b></p>	<p>SMT</p>	<p>2015-16 and annually</p>	<p>Terms of reference and the constitutions of School committees will be reviewed in terms of gender balance</p>	<p>Action taken to redress inequality, if necessary, by October 2015 and annually</p>
<p><b><u>ACTION 21: Increase career guidance for staff, particularly those on fixed- term contracts</u></b></p> <p><b><u>Action 21a: Improve mentorship and information available for line managers in relation to fixed-term</u></b></p>	<p>HR, reporting to SMT</p>	<p>2016-17</p> <p>2016-17</p>	<p>Discussions with staff on fixed term contracts, regarding potential for their future work in the University will occur early in their appointment</p> <p>Improved guidance for line managers topics to be discussed with colleagues on fixed-term contracts will be</p>	<p>Guidelines for use by line managers will be agreed by SMT, by March 2017</p> <p>Guidelines for use by line managers will be agreed by SMT, by March 2017</p>

contracts			prepared	
<p><b><u>ACTION 22: Support women in their representation of the School</u></b></p> <p><b><u>Action 22a: Encourage women to apply to be on influential committees</u></b></p> <p><b><u>Action 22b: Use a focus group to ask women why they feel they might not be encouraged to represent the school internally or externally</u></b></p> <p><b><u>Link to ACTION 17: Ensure reviewers' SRDS checklist includes information on representation on committees by women</u></b></p>	<p>SRDS reviewers</p> <p>Focus group leaders and HR, reporting to SMT</p>	<p>2016-17</p> <p>2015-16</p>	<p>Forthcoming (internal and external) committee vacancies will be promoted to women at SRDS meetings</p> <p>A focus group will investigate the reasons why women might not feel they should represent the School</p>	<p>SRDS reviewers will implement this discussion point into Review meetings, by March 2017</p> <p>Results of the focus group will inform a report, with recommendations for enhancement for SMT discussion, by April 2016</p>
<p><b><u>ACTION 23: Improve the application of the Workload Model</u></b></p> <p><b><u>Action 23a: Continue to improve utilisation of WM, particularly in relation to perception of clinical</u></b></p>	<p>Business Manager and HR, reporting to SMT</p>	<p>2015-16 and ongoing</p>	<p>The Workload Model will be continue to be rolled out and perceived issues of clinical overload will be analysed</p>	<p>SMT will receive a report, with reference to clinical overload, by June 2016 and onwards</p>

<p><b>staff overload</b></p> <p><b><u>Action 23b:</u> Evaluate gender balance of staff involved in all activities using the WM</b></p> <p><b><u>Action 23c:</u> Use the WM to assess progression of staff through roles, including gender balance</b></p> <p><b><u>Link to ACTION 17:</u> SRDS guidance (for reviewers to give information on up and coming roles)</b></p>		<p>2016-17</p> <p>2017-18</p>	<p>Issues of gender imbalance, including outreach activity, will be reviewed through the Workload Model</p> <p>Staff progression through roles will be analysed according to gender</p>	<p>SMT will receive a review of gender balance of staff activity from analysis of the Workload Model, with recommendations, by September 2016</p> <p>A report on staff progression through roles will be prepared for SMT, by September 2017</p>
<p><b><u>ACTION 24:</u> Address core working hours and timing of meetings</b></p> <p><b><u>Action 24a:</u> Undertake consultation with staff in relation to core working hours / the timings of social gatherings and prepare guidance on the approach to be taken</b></p> <p><b><u>Action 24b:</u> Provide as much notice</b></p>	<p>HR, reporting to SMT</p>	<p>2015-16</p> <p>2015-16</p>	<p>A consultation will be undertaken in relation to core business hours</p> <p>Improved notice for social gatherings</p>	<p>Results of the consultation will be analysed and reported to SMT, for development of local guidance on core business meeting hours and timings of social gatherings, by April 2016</p> <p>This will actioned by SMT, by October</p>

<p>as possible for social gatherings to facilitate the attendance of those with caring responsibilities</p> <p><b>Action 24c: Explore perceptions of a potential culture of long working hours and gather feedback from an audit, taking action as necessary</b></p> <p><b>Link to ACTION 1: Reiterate the need for effective and ongoing communication in relation to Athena SWAN</b></p>		2016-17	<p>will be given</p> <p>An audit will be undertaken to explore the potential culture of long working hours in the School</p>	<p>2015</p> <p>Results will be reported to SMT and recommendations proposed, by October 2016</p>
<p><b>ACTION 25: Analyse the culture of the School</b></p> <p><b>Action 25a: Monitor uptake by PG students of network events and their inclusion in School-wide activities</b></p> <p><b>Link to ACTION 23: Review the gender balance of those involved in outreach (WM)</b></p> <p><b>Link to ACTION 1: Ensure all School</b></p>	PG society and HR, reporting to SMT	2016-17	Student involvement in the School's PG Society and networking events, will be monitored, according to gender	Report information to the SAT, for onward consideration by SMT, by October 2016

communications are gender-friendly				
<b><u>Link to ACTION 3b:</u> Promote DHDT opportunities to males in outreach settings</b>				
<b><u>Link to ACTION 23:</u> Review the gender balance of those involved in outreach activities to ensure that these are reflected in the WM</b>				
<b><u>ACTION 26:</u> Improve arrangements around maternity/paternity/adoption leave and flexible working processes</b>	Business Manager and HR, reporting to SMT			
<b><u>Action 26a:</u> Record unsuccessful applications for formal flexible working</b>		2015-16	Unsuccessful applications for <u>formal</u> flexible working will be recorded	A report will be prepared for SMT, by June 2016
<b><u>Action 26b:</u> Develop a mechanism around informal flexible working arrangements, which is transparent but 'light touch'</b>		2016-17	Applications made for <u>informal</u> flexible working will be recorded	A light-touch process will be approved by SMT for implementation at School level, by May 2017
<b><u>ACTION 27:</u> Enhance the process of 'return to work', to further enable</b>	HR, reporting to SMT		A 'checklist' of areas to be discussed at 'return to work' meetings will be	The checklist will be reported to SMT, for its approval and use by colleagues

<b>supportive discussions with returning staff members</b>			devised	involved in 'return to work' discussions, by December 2016
<b><u>ACTION 28</u>: Improve access to relevant gender-related policies</b>	HR, reporting to SMT	2015-16	University policies on maternity/paternity/adoption leave entitlements, flexible working, arrangements for return to work and relevant legislation will be more visible	Improved links from the School's Athena SWAN pages of the website will be approved for use, by December 2015
<b><u>ACTION 29</u>: Explore the possibilities of contingency funding being made available to support returners</b>	SMT	2017-18	Possibilities for contingency funding for returners will be explored	SMT will agree if funding can be made available, by December 2017